

Contemporary US History - 21:512:371 B7

Instructor: Matthew Friedman
Email: matthew.friedman@rutgers.edu

Office: Conklin 337 | Office Hours: TBA

Class Time and Location: Tuesday and Thursday, 6:00-9:00 pm, Conklin Hall 446

Following the Second World War, the United States emerged as the world's preeminent superpower. It was a period of unprecedented economic growth, affluence and technological innovation. But for all the material benefits enjoyed by Americans in the four decades after the Second World War, it was also a time of crisis and conflict, as the nation confronted unresolved issues of race and poverty and faced new challenges of changing gender roles, redefinitions of values and the America's position in the world through the Cold War and beyond.

This course will explore how Americans met those challenges and how their society and culture were transformed in the process.

We will focus on a number of themes: Race, the family, gender and sexuality; class, economic growth and consumer capitalism; and, above all the negotiation of the idea of "America" in the spaces around social, conceptual and cultural frontiers.

Students will develop their analytical skills in the written assignments and the class discussions by identifying the course readings' main theses, supporting arguments, evidence, assumptions, and rhetorical strategies.

READINGS

The required text for the course is: William H. Chafe, *The Unfinished Journey: America Since World War II*, 8th edition.

Other required readings are available on Blackboard.

ASSIGNMENTS AND GRADING

Attendance: Attendance is mandatory. Students are expected to attend every class, arrive on time and stay for the duration of the class. Students may be excused for illness, family emergency and similar extreme situations, and religious observance. Absences for work, job interviews and similar events will not be excused. Unexcused absences will be penalized one (1) mark (out of ten) of the student's attendance grade.

Four unexcused absences will result in an automatic failing grade. Students who miss five or more sessions through *any* combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw from the course.

Participation: Everyone is both expected and required to participate in class discussions. The participation grade will reflect the quality and quantity of your in-class participation.

Response Papers: Students will write four 3-4-page response papers summarizing and contextualizing the readings for four classes from the second class onward. (Due at the beginning of the relevant class)

Film Reviews: Students will write 2-3-page film review of *Rebel Without a Cause* (due 9 June), and *Easy Rider* (due 21 June).

Book Review: Students will write a 2-3-page book review.

Walking Tour: In groups of 3-4, students will research, and produce, a 30-60-minute audio walking tour of a neighborhood of Newark that illustrates a major theme of US history since 1945, complete with supporting materials. The audio file and supporting materials will be posted to the course website no later than 7 July 2016. Each group will submit a detailed proposal no later than 14 June 2016.

Attendance	10%
Class Participation	10%
Response Papers	20%
Film Reviews	20%
Book Review	10%
Walking Tour Group Project	
Proposal	5%
Final Project.....	25%
TOTAL	100%

CLASS SCHEDULE

31 May – Lecture 1: The Second World War and the Cold War

- Chafe, Chapter 1-2
- United States National Security Council, *NSC-68*, 1950.
- George F. Kennan, *The Long Telegram*, 1946

2 June – Lecture 2: In/Security and Conformity

- Chafe, Chapter 3-4
- Benjamin Fine, "Majority of College Presidents are Opposed to Keeping Communists on their Staffs," *New York Times*, Jan 30, 1949
- Joseph McCarthy, *Wheeling, WV Speech*, 9 February 1950
- Whittaker Chambers and Alger Hiss Testimony before HUAC
- Arthur Schlesinger, "The Crisis of American Masculinity"

7 June – Lecture 3: Consumers and Teenagers

- Chafe, Chapter 5
- Henry A. Bowman, *Marriage for Moderns*, Chapter 1.
- NEWARK WALKING TOUR

9 June – Lecture 4: The Politics of Race

- Chafe, Chapter 6
- Arthur Miller, "The Bored and the Violent"
- Richard A. Peterson, "Why 1955? Explaining the Advent of Rock Music"
- John Herbers, "Mississippi: A Profile of the Nation's Most Segregated State," *New York Times*, Jun 28, 1964
- Martin Luther King, Jr., "Letter from a Birmingham Jail"

Film Review #1 deadline

14 June – Lecture 5: The Great, and Not-So Great Society

- Chafe, Chapter 7-8
- John F. Kennedy, Speech of 12 September 1962, Rice University, Houston.
- Lyndon B. Johnson, Speech of 22 May 1964, University of Michigan, Ann Arbor.
- Russell Lynes, "The Erosion of Detroit"
- Robert M. Collins, "Growth Liberalism in the Sixties: Great Societies at Home and Grand Designs Abroad"
- Thomas J. Sugrue, "Crabgrass-Roots Politics: Race, Rights, and the Reaction against Liberalism in the Urban North, 1940-1964."

Walking Tour Proposal deadline

16 June – Lecture 6: Vietnam

- Chafe, Chapter 9-10
- Pentagon Papers: 83-103
- Lyndon B. Johnson, "Report on the Gulf of Tonkin Incident"
- William Shawcross, "The Secret Bombing of Cambodia"
- Henry Kissinger, "In Defense of the Nixon Policy"

21 June – Lecture 7: Revolution and Counterculture

- Chafe, Chapter 11-12
- Jack Kerouac, "About the Beat Generation"
- C. Wright Mills, *The Power Elite*, Introduction
- Students for a Democratic Society, "The Port Huron Statement"

Film Review #2 Deadline

26 June – Lecture 8: Here Come the 70s!

- Chafe, Chapter 13-14
- *Time Magazine*, "Man and Woman of the Year: The Middle Americans"
- Martha Shelley, "Gay is Good"
- Charlotte Curtis, "Miss America Pageant Is Picketed by 100 Women," *New York Times*, Sep 8, 1968
- Donald T. Critchlow, and Cynthia L. Stachecki, "The Equal Rights Amendment Reconsidered: Politics, Policy and Mobilization in a Democracy"

28 June – Lecture 9: Technocracy and Contraction

- Chafe, Chapter 15-16
- Vannevar Bush, "Science: The Endless Frontier"
- *Time Magazine*, "Machine of the Year: The Computer Moves In"
- Thomas A. Sancton, William Drozdiak and Gregory Wierzynski, "An Answer For Tehran: The U.S. responds to Iran's hostage demands as a stalled war drags on"
- Congressional Report on Iran-Contra

30 June – Lecture 10: New World Order

- Chafe, Chapter 17
- George H.W. Bush, "Toward a New World Order"
- Karen Finley, The Constant State of Desire
- William H. Honans, "Congressional Anger Threatens Arts Endowment's Budget," *New York Times*, Jun 20, 1989
- Douglas Little, *American Orientalism*, Chapter 7
- Evelyn Hu-Duhart, "Globalization and its Discontents"

5 July – Lecture 11: 9/11 and Crisis

- Chafe, Chapter 18
- James Petras, "9/11: One Year of Empire-Building"
- Ivan Greenberg, "The FBI and the Making of the Terrorist Threat"
- The Economist, "Carping About the TARP: Congress Wrangles Over How Best to avoid Financial Armageddon"
- Ruth Rosen, "The Tea Party and Angry White Women"
- Naomi Klein, "Occupy Wall Street: The Most Important Thing in the World Now"

Book Review Deadline

7 July – Lecture 12: "Post-Racial" America?

- Chafe, Chapter 19
- Ta-Nehisi Coates, "Fear of a Black President"
- Elijah Anderson, "Emmett and Trayvon"

Walking Tour Deadline

CITATION FAQ

What do you need to cite?

Any phrase, sentence or paragraph that you have taken from another source, even if it's a sentence fragment. For example, if you use the phrase "to be or not to be: that is the question," you *must* provide a citation to the relevant page in a published edition of William Shakespeare's play *Hamlet*. As a general rule, if you are using words that someone else wrote, you *must* cite. Failure to do so constitutes plagiarism.

Any information that you found in another source (and isn't common knowledge), even if you paraphrase. For example, if you write something like "almost ten per cent of the adult males in the United States in 1924 were members of the Ku Klux Klan," you have to say where you got that information. If you don't, how do I know that you're not making it up?

As a general rule, you don't have to provide citations for information that we covered in class.

What happens if you don't cite?

It depends. The highest grade that a term paper without citations will receive is C+. If you quote substantially from another source and do not (a) indicate that it is a quote and (b) indicate *where* the quote came from, I will consider this plagiarism. You will receive a zero (0) on the paper and I will submit it to the Dean's office for review.

If you don't know whether you should cite a passage, quote or information, err on the side of caution and cite it.

What do you need?

As a general rule, you will need a bibliography page, and footnotes or parenthetical notes in text for all of your references. Please use either the University of Chicago/Turabian citation style or the basic citation style on the next page.

SUBMISSION POLICY

All assignments must be submitted *in hard copy* by the beginning of class and to **turnitin.com** on Blackboard. No assignments will be accepted after the deadline, *except with prior arrangement*. If you miss a class – and a deadline – due to illness or other excused absence, you *must* inform me, and submit the assignment to **turnitin.com** (to be followed with hard copy at the earliest opportunity).

Assignments must be typed double-spaced in 12-point Times on white paper, stapled or bound in a cover. Handwritten submissions will not be accepted.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every assignment must have your signature under the following phrase: "On my honor, I have neither received nor given any unauthorized assistance on this examination / assignment."

PRIMARY AND SECONDARY SOURCES

Historians refer to primary and secondary sources. A primary source is a document, speech, or other sort of evidence written, created or otherwise produced during the time under study, or by a participant. Primary sources offer an inside view of a particular event. Secondary sources provide interpretation and analysis of primary sources. Secondary sources are usually (though not always) written by professional historians and are one step removed from the original event.

Citation Basics

Book

Bibliography:

Lears, Jackson. *Rebirth of a Nation: The Making of Modern America, 1877-1920*. New York: Harper Perennial, 2009.

Footnote First Reference:

Jackson Lears, *Rebirth of a Nation: The Making of Modern America, 1877-1920* (New York: Harper Perennial, 2009), 236.

Footnote Subsequent References:

Lears, 113.

Lears, *Rebirth of a Nation*, 113. (If you cite more than one work by this author.)

Parenthetical Reference: (Lears, 236)

Parenthetical Reference (if you use more than one source by this author): (Lears 2009, 236)

Article

Bibliography:

Rosenfeld, Sophia. "On Being Heard: A Case for Paying Attention to the Historical Ear." *The American Historical Review* 116 (April 2011): 316-334.

Note that you include the volume number of the journal or publication following the title. Omit it if it is not known.

Footnote First Reference:

Sophia Rosenfeld, "On Being Heard: A Case for Paying Attention to the Historical Ear," *The American Historical Review* 116, April 2011, 317.

Footnote Subsequent References:

Rosenfeld, 318.

Rosenfeld, "On Being Heard," 320.

Parenthetical Reference: As with books.