

Contemporary US History - 21:512:371 B5

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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 online discussions by identifying the course readings' main theses, supporting arguments, evidence, assumptions, and rhetorical strategies. Students will apply these skills in the preparation of a research project that will employ primary and secondary sources in an analysis of the historical context of a contemporary political, social or cultural issue.

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

Participation: Everyone is both expected and required to participate in online discussions addressing discussion questions posted at the end of every week. The participation grade will reflect the quality and quantity of your in-class participation. Failure to participate will result in an automatic failing grade.

Response Papers: Students will write four 3-4-page response papers summarizing and contextualizing the readings for four lectures, from the second class onward. (Due at the end of each week)

Film Reviews: Students will write 2-3-page film review of *Rebel Without a Cause* (due 11 June), and *The Graduate* (due 18 June).

Research Assignment: Each student will write a detailed research proposal, due on 11 June, and an annotated bibliography is due 2 July.

Final Exam: There will be an online final exam on 5 July.

Students *must* write the final exam in order to pass this course.

Class Participation	15%
Film Reviews	20%
Response Papers	20%
Research Proposal	5%
Annotated Bibliography	15%
Final exam.....	<u>25%</u>
TOTAL	100%

ACCOMMODATIONS

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please contact Kate Torres at (973)353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting odsnewark@rutgers.edu.

CLASS SCHEDULE

WEEK 1 – 29 May-3 June

Lecture 1: The Second World War

- Chafe, Chapter 1

Lecture 2: The Cold War I

- Chafe, Chapter 2
- United States National Security Council, *NSC-68*, 1950.
- George F. Kennan, *The Long Telegram*, 1946
- JoAnne Brown, "A Is for Atom, B Is for Bomb": Civil Defense in American Public Education, 1948-1963"

Lecture 3: National In/Security

- Chafe, Chapter 3
- 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 Testimony before HUAC
- Alger Hiss Testimony before HUAC

Lecture 4: The Culture of Conformity

- Chafe, Chapter 4
- Irving Howe, "This Age of Conformity"
- Arthur Schlesinger, "The Crisis of American Masculinity"
- Billy Graham, *America's Hour of Decision* (1951), excerpts

WEEK 2 – 4-10 June

Lecture 5: Consumer's Republic

- Chafe, Chapter 5
- Henry A. Bowman, *Marriage for Moderns*, Chapter 1.
- *Harper's Magazine*, "After Hours"

Lecture 6: Youth Culture

- Arthur Miller, "The Bored and the Violent"
- Richard A. Peterson, "Why 1955? Explaining the Advent of Rock Music"

Lecture 7: The Politics of Race

- Chafe, Chapter 6
- 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"

Lecture 8: The Urban Crisis

- Russell Lynes, "The Erosion of Detroit"
- Thomas J. Sugrue, "Crabgrass-Roots Politics: Race, Rights, and the Reaction against Liberalism in the Urban North, 1940-1964."

WEEK 3 – 11-17 June

Lecture 9: The Camelot Paradox

- Chafe, Chapter 7
- John F. Kennedy, Speech of 12 September 1962, Rice University, Houston.
- Richard Slotkin, *Gunfighter Nation*, Chapter 15.

Lecture 10: The Great Society

- Chafe, Chapter 8
- Lyndon B. Johnson, Speech of 22 May 1964, University of Michigan, Ann Arbor.
- Charles Mohr, "Goldwater says not all the poor merit public aid," *New York Times*, Jan 16, 1964
- Robert M. Collins, "Growth Liberalism in the Sixties: Great Societies at Home and Grand Designs Abroad"

Lecture 11: Vietnam I

- Chafe, Chapter 9
- Pentagon Papers: 83-103
- Lyndon B. Johnson, "Report on the Gulf of Tonkin Incident"
- The Tonkin Gulf Resolution

Lecture 12: Vietnam II

- Chafe, Chapter 10
- Film: Hearts and Minds
- William Shawcross, "The Secret Bombing of Cambodia"
- Henry Kissinger, "In Defense of the Nixon Policy"

WEEK 4 – 18-24 June

Lecture 13: Counterculture Revolution

- Chafe, Chapter 11
- Jack Kerouac, "About the Beat Generation"
- "In Search of a Frame"
- Film: Easy Rider

Lecture 14: Radicalism and 1968

- Chafe, Chapter 12
- C. Wright Mills, *The Power Elite*, Introduction
- Students for a Democratic Society, "The Port Huron Statement"
- Mike Klonsky, "Toward a Revolutionary Youth Movement"

Lecture 15: The "Silent Majority"

- Chafe, Chapter 13
- Richard M. Nixon, "Silent Majority Speech"
- *Time Magazine*, "Man and Woman of the Year: The Middle Americans"

Lecture 16: The 1970s

- Chafe, Chapter 14
- Daniel Yergin, "OPEC Imperium"
- Edward Teller, "The Energy Disease"

Lecture 17: Gender Revolutions

- 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"
- Beth Baily, "Prescribing the Pill: Politics Culture and the Sexual Revolution in America's Heartland"

WEEK 5 – 25 June-1 July

Lecture 18: Ronald Reagan and Post-Imperial America

- Chafe, Chapter 15-16
- Ronald Reagan, "Address to the Nation on Defense and National Security"
- Congressional Report on Iran-Contra

Lecture 19: New World Order

- Chafe, Chapter 17
- George H.W. Bush, "Toward a New World Order"
- Douglas Little, *American Orientalism*, Chapter 7
- George Katsifas, "Seattle Was Not the Beginning"
- Evelyn Hu-Duhart, "Globalization and its Discontents"

Lecture 20: The New World of 9/11

- Chafe, Chapter 18
- James Petras, "9/11: One Year of Empire-Building"
- Ivan Greenberg, "The FBI and the Making of the Terrorist Threat"

WEEK 6 – 2-5 July

Lecture 21: Crisis

- Chafe, Chapter 19
- 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"
- Raina Kelley, "A Letter to my Son on Election Night"
- Ta-Nehisi Coates, "Fear of a Black President"

5 July – Final Exam

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 to **turnitin.com** on Blackboard by the due date. No assignments will be accepted after the deadline, *except with prior arrangement*. If you miss a deadline due to illness or other excused absence, you *must* inform me, and submit the assignment to **turnitin**.

Assignments must be typed double-spaced in 12-point Times.

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.