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| |  | | --- | | Course Description This course will cover American history 1945-1968, exploring through documents and primary sources the key political, social, cultural, economic, and intellectual developments of the era. Topics will include the evolution of liberalism amidst the threat of the Cold War, the transformation of the political parties, the development of new state organizations as America assumed its role as a global superpower, explore the implications of the Cold War on cultural affairs, including the evolution of youth rebellion and youth culture, the expanded role of the presidency in politics, and the rise of new forms of political culture and the role of the media in American politics. ABOVE: Free Speech Movement at the University of California – Berkeley, 1964 Figure 1 Above: The Free Speech Movement at the University of California-Berkeley, 1964 | | Course Policies **Academic Integrity:** Citation, writing clarity, and grammar are important in making your argument effective and understandable. I suggest you visit this site to review writing skills and techniques and that you make use of FSU’s Writing Center to review your work, particularly if you have concerns. Please note that ignorance is not an excuse for plagiarism. Students are responsible for understanding and adhering to the university’s policies regarding plagiarism and academic integrity. The consequences for violation are severe, including failure of the course and potential expulsion.  **Email:** is the best way to reach me. Please be aware that it may take me up to 24 hours on weekdays and 48 hours on weekends to respond. If you do not hear back from me, it is likely that the answer is available on the syllabus. If your email issue takes more than a paragraph to explain, please come see me in my office hours.  **Late Policy:** Late papers and assignments will only be accepted by prior arrangement. Late work will receive a penalty of one-third grade deduction per day late (i.e. an A becomes an A- after one day, and so on).  **Grading:** All grading is done using FSU’s 4.0 scale. If you receive a numerical/percentage grade (e.g. 88%), it will be calculated using the corresponding GPA (3.3).  Fitchburg State encourages the full participation of individuals with disabilities in all aspects of campus living and learning. To support access and inclusion, Fitchburg State offers reasonable accommodations to students who have documented disabilities (e.g. physical, learning, psychiatric, sensory, etc.). If you require accommodations for this class, please provide me with a copy of your Accommodation Agreement as soon as possible so that we can discuss your specific needs. Any information that you share with me will be held in the strictest confidence, unless you give me permission to do otherwise. If you require academic accommodations but do not have an Accommodation Agreement, contact Disability Services a.s.a.p. to establish your eligibility: www.fitchburgstate.edu/disability or 978-665-4020. |   ../../Dropbox/**Teaching/**US%201945-present/Postwar%20Images/gene_anthony--_hippies_on_the_corne.jpg | |  | | --- | | Objective **History students are adept in grammatical writing, document construction, oral communication, use of evidence to construct persuasive arguments, and possess the ability to think through problems from multiple perspectives and through the eyes of people of different backgrounds and experiences.** | | ContactProfessor Katherine R. JewellOffice: Miller 301-BOffice Hours: Tues/Thurs 10:30-12  |  | | --- | |  | | kjewell1@fitchburgstate.edu |  Course Logistics Meeting Time: Tues/Thurs 12:30-1:45  Classroom: Percival 210 | | Key ExperiencesReconstructing historical events based on multiple, sometimes conflicting points of viewEvaluating the origins of current political partiesReading and evaluating scholarly articlesReading and evaluating a historical monographReading, watching, and evaluating works of fiction as historical documentsConnecting and differentiating historical and current events in the United States |  Core Questions This course revolves tightly around six sets of guiding questions. These questions will serve as the basis for all class readings, discussion, exams, and paper topics.   1. Were the 1950s a period of political and cultural consensus, or a period of extended conflict? 2. Did products of the media and mass culture in the 1950s and 1960s (select examples) reflect an era of prosperity and general consensus, or contain evidence of growing dissent, the presence of inequality, and/or conflict? 3. How did the civil rights movement challenge dominant patterns of post-World War II America, in politics and culture? How did it replicate certain patterns? 4. How do you explain the successes and failures of the civil rights movement? What moments produced the most change, what leaders and what members of the movement were most influential? What were its failures? 5. Who challenged the political and cultural status quo in the 1960s, and did they succeed? How would you categorize these challengers, and what methods and strategies did they use? 6. How did this era transform American life? Consider politics, society, intellectual life, economics, foreign policy, and culture.  Required Books and Films **Required Books**  Jack Kerouac*, On the Road*  Bruce J. Schulman, *Lyndon B. Johnson and American Liberalism* (Bedford St. Martin’s Reader)  Bloom and Breins, *Takin' it to the Streets*  Nicole Hemmer, *Messengers of the Right*  *Freedom Summer* (Bedford St. Martin’s Reader)  **Required Films**  There will be screenings and movies will be available on reserve in the library, or find on Netflix/streaming.  *Rebel without a Cause*  *Primary*  *Berkeley in the Sixties*  *The Graduate* |
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## Competencies and Learning Objectives

Students in history develop skills valuable to their future success. In this class, we will be engaging in activities with the aim of meeting competencies as defined by the American Historical Association (<https://www.historians.org/teaching-and-learning/tuning-the-history-discipline/2016-history-discipline-core>, 2016):

**History students can:**

1. **Build historical knowledge.**
   1. Gather and contextualize information in order to convey both the particularity of past lives and the scale of human experience.
   2. Recognize how humans in the past shaped their own unique historical moments and were shaped by those moments.
   3. Develop a body of historical knowledge with breadth of time and place—as well as depth of detail—in order to discern context.
   4. Distinguish the past from our very different present.
2. **Develop historical methods.**
   1. Recognize history as an interpretive account of the human past—one that historians create in the present from surviving evidence.
   2. Collect, sift, organize, question, synthesize, and interpret complex material.
   3. Practice ethical historical inquiry that makes use of and acknowledges sources from the past as well as the scholars who have interpreted that past.
   4. Develop empathy toward people in the context of their distinctive historical moments.
3. **Recognize the provisional nature of knowledge, the disciplinary preference for complexity, and the comfort with ambiguity that history requires.**
   1. Welcome contradictory perspectives and data, which enable us to provide more accurate accounts and construct stronger arguments.
   2. Describe past events from multiple perspectives.
   3. Explain and justify multiple causes of complex events and phenomena using conflicting sources.
   4. Identify, summarize, appraise, and synthesize other scholars’ historical arguments.
4. **Apply the range of skills it takes to decode the historical record because of its incomplete, complex, and contradictory nature.**
   1. Consider a variety of historical sources for credibility, position, perspective, and relevance.
   2. Evaluate historical arguments, explaining how they were constructed and might be improved.
   3. Revise analyses and narratives when new evidence requires it.
5. **Create historical arguments and narratives.**
   1. Generate substantive, open-ended questions about the past and develop research strategies to answer them.
   2. Craft well-supported historical narratives, arguments, and reports of research findings in a variety of media for a variety of audiences.
6. **Use historical perspective as central to active citizenship.**
   1. Apply historical knowledge and historical thinking to contemporary issues.
   2. Develop positions that reflect deliberation, cooperation, and diverse perspectives.

**History students are also adept in grammatical writing, document construction, oral communication, use of evidence to construct persuasive arguments, and possess the ability to think through problems from multiple perspectives and through the eyes of people of different backgrounds and experiences.**

# Course Schedule and Readings

## Introduction

### Class 1 | Thursday | Sept. 7

Introduction to the course and syllabus overview.

## Legacies of WWII

### Class 2 | Tuesday | Sept. 12

### Read: Ensure you have access to all the books.

## Harry S. Truman

### Class 3 | Thursday | Sept. 14

Read: Schulman, pp. 5-56

## McCarthyism and Cold War Culture

### Class 4 | Tuesday | Sept. 19

Polenberg and May essays (PDFs on Blackboard)

## Welcome to the Suburbs

### Class 5 | Thursday | Sept. 21

Read: Marchand Documents on Blackboard



## Suburban Dreams/Suburban Nightmares

### Class 6 | Tuesday | Sept. 26

### Read: Kerouac (first half); Freidan in *Streets*, p. 407

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## Teenagers and Rebels in the Fifties

### Class 7 | Thursday | Sept. 28

Watch: *Rebel without a Cause*

Read: Hemmer, Introduction and Chapters 1-3 (Part I)

Watch: Rebel without a Cause (screening time TBA or on library reserve)

## The Civil Rights Movement Arises

### Class 8 | Tuesday | Oct. 3

Read: Schulman, pp. 104-124; *Freedom Summer* Introduction (Part I) start



## The Meaning of America in 1960

### Class 9 | Thursday | Oct. 5

Read: Streets, pp. 12-51; Freedom Summer Introduction (finish)

## Media and Politics and the 1960 Election

### Class 10 | Tuesday | Oct. 10

Watch: *Primary* (screening TBD, also on library reserve)

## Debating Civil Rights

## Civil Rights Movement Discussion

### Class 11 | Thursday | Oct. 12

Read: Streets, pp. 52-59; Two documents from *Freedom Summer* (TBD), skim the others



## MIDTERM

### Class 12 | Tuesday | Oct. 17

## The Great Society and the War on Poverty

### Class 13 | Thursday | Oct. 19

Read: Schulman, pp. 81-103; 165-191

## Into the Quagmire

### Class 14 | Tuesday | Oct. 24

Read: *Streets,* pp. 163-192; Schulman, pp. 125-154

## Vietnam Discussion

### Class 15 | Thursday | Oct. 26

Read: *Streets,* pp. 193-236

## From Rebellion to Revolution

### Class 16 | Tuesday | Oct. 31

Read: *Streets,* pp. 60-87; 97-114

## The Right side of the Sixties

### Class 17 | Thursday | Nov. 2

Watch: *Berkeley In the Sixties* (screening TBD)

Read: *Streets*, pp. 300-306; Hemmer, Chapters 4-6 (Part II)

## Beneath Consensus

## Discussion

### Class 18 | Tuesday | Nov. 7

Read: *Streets*, pp. 307-316 (Conservatives);

Schulman, pp. 155-166; Hemmer, Chapters 7-9 (Part III)

## Cultural Nationalism

## Discussion

### Class 19 | Thursday | Nov. 9

Read: *Streets*, pp. 119-162

## The Silent Majority Speaks

### Class 20 | Tuesday | Nov. 14

Read: *Streets*, pp. 307-312; 318-340



## The Counterculture

### Class 21 | Thursday | Nov. 16

Read: *Streets*, pp. 236-250; 266-293

## 1968 on Television

### Class 22 | Tuesday | 21

Read: *Streets*, pp. 345-359; 368-395; 407-436; Schulman, pp. 233-245

## No Class – Thanksgiving

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## Chicago 1968

### Class 23-26 | Nov. 28 – Dec. 7

Readings and Assignments TBA

## Legacies of the Sixties

### Class 25 | Tuesday | Sept. 12

Read: *Streets*, skim Chapter 9, chose one document to focus on;

Hemmer, Chapters 10-12 (Part IV) and Conclusion

## Final Exam