

HISTORY 340: THE UNITED STATES SINCE WORLD WAR II
Speaking Intensive
Spring 2008
TR 11:00-12:15, MHRA 2208

Instructor: Lindsey Hinds-Brown
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Course Description

This course is a social, political, cultural and foreign policy history survey of the United States since World War II. We will consider how American society has fundamentally changed since 1945 by examining selected events and themes including: Cold War politics and culture, the affluence of the 1950s, the Black Freedom Movement, the Great Society, Vietnam, feminism, the rise of conservatism, immigration and globalization. Students will discover that there is no universal interpretation of the “hows” or “whys” for any given event. We will therefore encounter numerous primary and secondary sources including letters, speeches, government documents, films, and historical scholarship in an attempt to gain an understanding of the course topics from a variety of perspectives.

This is a Speaking-Intensive course in which we will be exploring the ways oral communication can help us become better learners and historians. Students will have the opportunity to practice and develop key presentation and analytical skills utilized by professional historians through informal class discussions and formal group presentations. Workshops and individual meetings with the instructor are planned to allow students to discuss presentation and communication skills and their application to history.

Course Objectives

Upon completing this course students should be able to:

1. Identify important movements, events, and ideas in American History since WWII.
2. Discuss the connections between the social, political, cultural, economic, and foreign policy trends in American History since WWII.
3. Evaluate the importance of race, gender, class, religion, and ideology in American History since WWII.
4. Analyze scholarship to understand trends and events in American History.
5. Recognize how the past informs our daily lives.
6. Demonstrate effective communication skills.

Required Texts (available at the UNCG bookstore)

Robert Griffith and Paula Baker, eds, *Major Problems in American History Since 1945*, Third Edition (Boston: Houghton Mifflin, 2007).

Paul S. Boyer, *Promises to Keep: The United States Since World War II*, Third Edition (New York: Houghton Mifflin, 2005)

**Students will also select 1 scholarly book in consultation with the instructor

E-Reserve

In addition to the texts listed above, we will be working with a variety of articles that will be available on e-reserve through the course Blackboard page (blackboard.uncg.edu). *These readings are required.* You must print out these documents and bring them with you to class on the day we are scheduled to discuss them so that you will be able to reference specific examples during the discussion.

Grading Scale

97-100 = A+	93-96 = A	90-92 = A-
87-89 = B+	83-86 = B	80-82 = B-
77-79 = C+	73-76 = C	70-72 = C-
67-69 = D+	63-66 = D	60-62 = D-
0-59 = F		

Course Requirements

Class Participation – 15%

Article Response Essays – 30% (3 X 10% each)

Group Historiography Project – 25% (Proposal=5%, Final Presentation=10%, Critique=10%)

Midterm and Final – 30% (Midterm=15%, Final=15%)

Class Participation

Because this is a speaking intensive class, each class meeting we will devote approximately 1/3 of the time to discussion either as a class or in smaller groups. Discussions will focus on the articles assigned for that day. Students will sign up during the first week of class to give a brief presentation on one of the authors of the assigned readings on the day we discuss his/her article. Presentation guidelines will be distributed in class and are available on Blackboard. In addition to the author presentation, students will be evaluated on the quality (ability to support arguments with evidence from the readings) and frequency of contributions during discussion, as well as respectfulness to fellow classmates. In order to receive credit for participating in discussion, students must be in class; therefore, attendance is mandatory.

Article Response Essays

For most class meetings students will read contrasting articles that address different aspects of the topic for that day. Three times during the semester, students will write an analytical essay comparing and contrasting a pair of articles and the arguments made by the authors. Due dates and designated articles for each response paper are found on the course schedule. Formal guidelines will be distributed in class and are available on Blackboard.

Group Historiography Project

During the first week of the semester students will select a broad topic to explore in depth based on individual interests. Based on shared interests, students will form groups. In consultation with the instructor, each student will select a scholarly book that sheds light on their chosen topic. Projects will consist of both oral presentations and writing assignments.

Oral Presentations: Early in the semester each group will present a 15 minute project proposal to the class in which all members of the group introduce and defend the group's chosen theme and identify what specific area individual students will explore. After spring break, each group will make a formal presentation to the class on their selected topic. In addition to contributing to summary comments about the group topic, each student will deliver a 5-7 minute presentation about a key piece of historical scholarship that sheds light on the broader topic. For each presentation students will receive written feedback from the instructor with suggestions for improving their speaking skills. Formal guidelines will be distributed in class and are available on Blackboard. Grading Rubrics for all presentations are available on Blackboard.

Writing Assignments: On the day of the group proposal presentation, each group should submit to the instructor one, formal group proposal list that identifies the group topic, lists the names of all group members, each group member's chosen book, and a group commitment contract. On the day of each group's presentation, each student must turn in a formal book critique of the work they select to present to the class. Critiques should clearly identify the main thesis and themes of the work and evaluate the strengths and weakness of the author's argument and use of evidence. Critiques should also analyze the work's unique contributions to the historical field. Formal guidelines will be distributed in class and are available on Blackboard.

Exams

All exams will consist of in-class identifications that require students to fully identify key terms from the class and analyze the connections among different terms. A list of possible identifications will be handed out during class one week before the exam.

Extra Credit

We encounter historical interpretation every day in many unexpected places. During the first week of class I will post on Blackboard a list of popular movies that address specific themes from our course. You may choose to write a 2 page review of one of these films for extra credit, critiquing the historicity of the film and how it engages relevant themes from our class. All film critiques must include a full citation for the film. In addition to assessing the historical accuracy of the film, you must consider the historical omissions of the film. What or who is left out of the story? How do these omissions affect the story told? Finally, what obligation, if any, does a filmmaker have to "get it right" when making a film about a historical subject? Does it matter if a filmmaker portrays history accurately? In your analysis you must reference (and properly cite) at least one academic/scholarly review of the film. Students receiving a check + will receive 10 extra credit points on their final exam. Students receiving a check will receive 5 points on their final exam. Students receiving a check minus will receive 3 points on their final exam.

Attendance Policy

Attendance is required at all class meetings. Since this is a speaking-intensive class, a large portion of the class will be devoted to class and group discussion. It is imperative that you be in class to learn from and collaborate with your classmates and develop your communication skills. You are allowed 4 absences during the semester with no questions asked. This includes excused and unexcused absences – use them wisely. After 4 absences, your Class Participation grade will be reduced by 5 points for each day missed regardless of excuse. In the case of an emergency that prevents you from attending class, please e-mail me as soon as possible. Students who are absent are responsible for the material covered in class on the day of their absence and are encouraged to borrow notes from a fellow classmate. The instructor will not provide notes or PowerPoint presentations to any student.

Late Work and Make-up Exams

Presentation dates are announced on the first day of class. Presentations will not be rescheduled and requirements must be fulfilled on the day assigned. All written work including article response essays, proposal lists, and book critiques must be turned in at the beginning of class on the due date. One letter grade per day will be deducted for any assignment submitted after the due date. Missing class to complete an assignment is unacceptable and assignments turned in after class will be considered late and receive the appropriate grade letter deduction. Make-up exams will be scheduled only in the case of a personal or family emergency or a pre-approved university function.

Technology and Communication Policy

It is your responsibility to let me know about any problems you are having in the course EARLY in the semester. I am more than happy to work with students individually during office hours and by appointment, but I cannot help you if I am unaware of your situation. If you are having trouble, come see me immediately! Do not wait until finals week to ask for help.

E-mail is the easiest and quickest way to reach me. I check my e-mail several times throughout the day and will always respond as quickly as possible. If you do not receive a response from me within 48 hours, you should assume that I did not receive the message and try sending it again. Undelivered e-mails will not be accepted as an excuse for any miscommunication. E-mail can be unreliable at times, therefore it is your responsibility to make sure the message (and any information it contains) is received.

Cell phone and internet use are NOT permitted in this classroom. Anyone who receives a phone call, is seen text messaging, or checking e-mail, etc., during a class meeting will be asked to leave immediately, be marked absent for that day, and will receive a deduction from his or her Class Participation grade. Violations during exams will result in an automatic “0” for the exam.

Please check the Blackboard page for this course frequently. I will use this page to post important messages to the class, such as changes in the reading schedule or assignment reminders. You will also find a copy of the syllabus and all assignments as they are assigned.

Plagiarism Policy

Plagiarism, or presenting another’s work as your own, will not be tolerated. I do not expect cheating to be a problem in this class, but any student caught plagiarizing or cheating will receive a “0” for the assignment or exam and will be reported to the Dean of Students for violating the university’s Academic Integrity policy. Repeat offenses may result in a “0” for the class or expulsion from the university. All references to someone else’s ideas, such as primary and secondary sources, lectures, or the textbook, must be cited appropriately whether or not they are direct quotes. All direct quotes must be enclosed in quotation marks and cited appropriately. Each student must include the following statement at the end of each assignment along with his/her signature: “I have abided by UNCG’s Academic Integrity Policy on this assignment.” If you have any questions about what constitutes plagiarism, cheating, or academic misconduct please visit UNCG’s Academic Integrity webpage for details:

<http://academicintegrity.uncg.edu>

The University Speaking Center

The University Speaking Center offers UNCG students individual tutoring and provides regular workshops to help students develop skills and confidence in oral communication. They offer help in preparing individual or group speeches and are available to help you practice and improve your delivery skills. Groups are encouraged to make appointments to work collectively on their group presentations prior to their formal class presentations. Individuals may also make appointments for assistance. To find out more, visit their web site at: <http://speakingcenter.uncg.edu>

Reasonable Accommodation for Students with Disabilities

Students requiring assistance or accommodations for note-taking, testing, etc., due to a disability should contact the Office of Disability Services and let me know as soon as possible.

COURSE SCHEDULE

KEY: Boyer = Promises to Keep / MP = Major Problems / ER = E-Reserve on Blackboard

Week 1

Tuesday, 1/15

Introduction to the Course

Thursday, 1/17

In-class Workshops: Presentation Code of Ethics / Group Selection

ER: "Why Study History?" and "Working With Sources"

Week 2

Tuesday, 1/22

Why 1945? / Guest Speaker from the University Speaking Center

Boyer: 1-25, MP: 3-24

Thursday, 1/24

Atomic Diplomacy and the Origins of the Cold War

Boyer: 26-42, MP: 55-79

Week 3

Tuesday, 1/29

Anticommunism

Boyer: 65-95, 145-147

Thursday, 1/31

Group Project Proposal Presentations

DUE: Group topic proposal and proposal lists

Week 4

Tuesday, 2/5

1950's – Consumerism and Suburbia

Boyer: 97-127, 155-158, MP: 97-123

Thursday, 2/7

JFK – Political or Cultural Phenomenon?

Boyer: 160-175, 180-190, MP: 148-171

DUE: Article Response Essay #1 (JFK articles in MP by Paterson and May/Zelikow)

Week 5

Tuesday, 2/12

Civil Rights and the Grassroots Movement

Boyer: 148-155, 214-239, MP: 193-203

Thursday, 2/14

LBJ and the Great Society / In-class Workshop: Evaluating Secondary Sources

Boyer: 190-212, MP: 226-233

ER: "Reading and Writing in History"

Week 6

Tuesday, 2/19

The Move toward Black Power

Boyer: 241-252, MP: 203-209

Thursday, 2/21

The New Left and the Student Movement

Boyer: 252-262, MP: 260-270

Week 7

Tuesday, 2/26

The New Left Continued

No additional readings

***Midterm Exam ID's distributed in class*

Thursday, 2/28

Feminism(s)

Boyer: 331-335, MP: 298-321

DUE: Article Response Essay #2 (Feminism articles by Echols and Bailey)

Week 8

Tuesday, 3/4

Midterm Exam

Thursday, 3/6

Individual Meetings with Instructor

**** 3/8-3/16 - Spring Break****

Week 9

Tuesday, 3/18 **Vietnam: American Involvement and the War at Home**
Boyer: 263-289, MP: 338-347

Thursday, 3/20 **Vietnam Presentations**

Week 10

Tuesday, 3/25 **1968 – Part I**
Boyer: 291-299, MP: 270-278

Thursday, 3/27 **1968 – Part II**
MP: 233-242

Week 11

Tuesday, 4/1 **Black Freedom Movement Presentations**

Thursday, 4/3 **The Presidency of Richard Nixon**
Boyer: 299-321, 335-347
ER: “Escaping Watergate” and “The Inescapability of Watergate”

Week 12

Tuesday, 4/8 **The Culture Clash of the 1970s**
Boyer: 322-383

Thursday, 4/10 **Culture Clash Presentations**

Week 13

Tuesday, 4/15 **The Reagan Revolution**
Boyer: 384-413, MP: 372-392

Thursday, 4/17 **The 1990s and the End of the Cold War**
Boyer: 413-450, MP: 488-507

Week 14

Tuesday, 4/22 **The New Right Presentations**

Thursday, 4/24 **Globalization and Immigration**
Boyer: 450-476, MP: 452-468

Week 15

Tuesday, 4/29 **2000 Election to the War in Iraq**
Boyer: 479-508, MP: 527-542
DUE: Article Response Paper #3 (Post 9-11 articles by Gaddis and Hunt)

Thursday, 5/1 **How will we remember the present?**
No readings – prepare for Final Exam
***Final Exam ID's distributed in class*

Week 16

Tuesday, 5/6 **No Class – Friday Schedule**

Tuesday, 5/13 **Final Exam: 12:00 noon - 3:00pm**