

Recent United States History
Missouri Western State University
Department of History and Geography

HIS 330
Fall, 2019
MW 2:00-3:20 pm
Popplewell Hall, 101

Professor: Dr. Evan Hart
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Office: Popplewell 114D
Office Hours: MW: 3:30-4:30;
T: 10:00-1:00; by appointment

This course examines recent United States history, with a special emphasis on the impact of social and political movements on the lives of ordinary American. This course will focus on the ways in which activists, policy makers, and the media have shaped how Americans understand race, class, gender, and sexuality, as well as our thinking regarding what rights which Americans “deserve.” The period following World War II, where our class begins, was a watershed moment in our collective history, but it’s also evidence of continuity in the treatment of minorities in our country. However, we will be certain to be broad in our thinking regarding social movements. Along with those we consider on the political left, we will also examine movements on the political right. Both sides of the political spectrum battled over what would be America’s promise to its citizens and the direction our nation would head after World War II. Throughout this semester, we will use the stories of social and political struggle to understand the myriad developments in American history since World War II.

REQUIRED TEXTS

William Chafe, et. al., *A History of Our Time: Readings on Postwar America* (ISBN: 978-0-19-976364-1)

Robyn C. Spencer, *The Revolution Has Come* (ISBN: 978-08-223-6286-9)

Articles and primary sources available on Canvas

COURSE OBJECTIVES

This course is designed to do the following:

1. Develop your ability to comprehend, analyze, and synthesize historical events
2. Develop your ability to approach and analyze historical sources critically
3. Develop your ability to analyze, critically, historical problems/debates and to analyze the causes of historical change
4. Develop your writing skills and hone your ability to clearly state an argument both verbally and on the written page

GRADING

<u>Requirements:</u>	<u>Date</u>	<u>% of Final Grade</u>
Attendance/Participation	Throughout Semester	15%
Critical Reflection Papers	Throughout Semester	15%
Research Proposal	Weds., September, 18	5%
Midterm Exam	Weds., October, 2	15%
Book Review	Weds., November, 6	15%
Research Paper	Weds., November, 20	20%
Final Exam	Weds., December, 11	15%

GRADING SCALE

100-90 = A

89-80 = B

79-70 = C

69-60 = D

59-0 = F

EXPLANATION OF ASSIGNMENTS

Discussion/Participation (15%)

For this class to be successful, students must take responsibility for actively participating each day in the course. Discussion of course materials allows for a higher degree of interaction and collaboration than the traditional lecture format. And, let's be honest, no one wants to sit through 15 weeks of solid lectures! For these reasons, discussion and participation is worth 15% of your grade. This means you **MUST** attend class regularly and participate in the discussions.

Attendance will be taken every day, and unexcused absences will lower your grade. At a bare minimum, participation requires you to ask an occasional question and display attentiveness to both the lectures and discussions. At least once a week, if not more, we will engage in various activities to get students more involved in the material. Throughout the semester, you will have opportunities to give informal presentations, lead discussions on particular readings, and participate in a host of small-group activities. I will be keeping track of who is keeping up with the readings and is actively involved and those who remain passive. I can't stress this enough: **discussion is integral to the success of the course and to your final grade.**

**NCSS Themes: 1-10*

Exams (15% each; 30% total)

You will take **two** take home exams, each 1,500 words. These exams will consist of one or two long essay questions. You will be allowed to use your notes and readings. Your final exam is **NOT** cumulative, but you may be called on to address certain broad themes or ideas from throughout the semester.

**NCSS Themes: 1-10*

Critical Reflections (3 total, each worth 5% for a total of 15%)

Throughout the semester, you will be writing three short critical reflection essays. Each essay should be approximately 1,000 words. These essays must be double-spaced, typewritten in Times New Roman 12 pt font with 1-inch margins, and must be submitted in hard copy at the beginning of class on the days they are due.

In these essays, you should examine some aspect of the readings you've completed the last week or two. **You must submit them before the class period in which we're discussing your chosen readings.** So, for example, if you choose to write on week three's readings you must submit it at the beginning of class on Tuesday of week three. I may suggest possible subjects, but you have the freedom to choose what you are most interested in or what you are most concerned with in regard to the readings. Generally, your reflections should examine an issue or two which run across multiple readings. This is a place for you to express your personal reactions to the readings, but a word of caution: your personal opinions and experiences should always be informed by the readings. Keep in mind: proper grammar is important and impacts your grade!

**NCSS Themes: 1-10*

Book Review (15%)

You will submit a 1,750 word book review of Robyn Spencer's *The Revolution Has Come*. You will be analyzing the book's major and minor arguments, evidence, and its strengths and weaknesses. More details provided on Canvas.

**NCSS Themes: 1, 2, 4, 5, 6, 10*

Term Paper Proposal (5%)

You must submit a brief research proposal (750 words) describing the topic you'd like to explore in the research paper project detailed below. I suggest you choose a term paper topic as early as possible to give yourself enough time to conduct your research and complete multiple paper drafts. The goal of the proposal is to help you make your decisions regarding the topic and to help you prove it's a viable option. In order to prove it's a tenable paper topic your proposal must include a listing of potential references you've found in your preliminary phase of library research. I caution you not to rest on internet sources which don't generally meet the same level of rigor as other sources. The bulk of your research should be done through the library. (Mining the library's databases is a great option!) We will discuss the assignment in greater detail in class, but you should be thinking about possible paper topics asap. After all, the proposal is due during the fifth week of the course.

**NCSS Themes: 1-10*

Term Paper (20%)

Your term paper should focus on some aspect of recent US history. This paper, along with the proposal, is the largest assignment in the course- 25% of your grade. Your paper should utilize outside research as well as relevant readings from the required course texts. My suggestion to you all is this: peruse the syllabus and begin looking for topics that are of interest to you. Start doing preliminary research to see what other sources (both primary and secondary) are available to you. Don't paint yourself in a corner by choosing a topic where you can't find many sources. Additionally, don't choose a topic so broad that you are overwhelmed with potential sources. I'm happy to speak with you about potential topics, and you will receive more feedback on your term paper proposal.

Your paper must be at least 3,000 words long, following the formatting guidelines laid out in the critical reflections section. Your paper will be evaluated on these criteria:

1. Your ability to articulate a strong argument
2. The clarity of your prose
3. The quality of your sources and how you use them to support your arguments
4. Your organization and writing (do you use proper grammar? Is everything spelled correctly? Does your paper flow well?)
5. The quantity/quality of your citations. (i.e. in a 10 page paper do you only cite two sources? Is the majority of your paper simply direct quotes from your sources?)

**NCSS Themes: 1-10*

GENERAL CLASS POLICIES

Attendance: Student participation is an essential component to this course. As such, attendance will be taken daily. If you arrive 10 or more minutes late, do not expect to be counted as present

for the day. Indeed, you may be asked to leave or forbidden to enter if you are more than 10 minutes late. It is assumed that enrollment in the class means that there are no conflicts with other obligations (weddings, work, travel, meetings, etc.) during class time. Simply telling me or e-mailing a message indicating that you'll be absent does not automatically become an "excused absence." If you have an official excuse for an absence, provide me with a written excuse on official letterhead (either physician or university) which includes information regarding your absence (dates and times). See also university statement on attendance/participation later in syllabus.

Additionally, regardless of points, any student missing more than 20% of the total classes will automatically fail the course. You cannot pass this course if you do not attend regularly.

Classroom Policies: Be courteous and professional toward your classmates. Turn off cellphones, engage with the course material, respond to classmates in discussions, and refrain from using laptops unless the use of a laptop is a medical necessity (see section on "accommodations for disabilities"). If a student is found texting or otherwise using their phone during class, there will be a verbal warning. If cellphone usage continues, the student will be asked to leave the classroom and will not be counted as present for that day.

It may seem a bit harsh to ban cellphones and laptops, but studies consistently show that distractions from texts, games, and the internet negatively impact one's grade. Studies also show that students who take notes by hand tend to earn approximately a letter grade higher than those who take notes electronically.

Communication: I welcome student emails and will respond to them in a timely manner. However, I do not access my email 24 hours a day, so allow 24 hours for a response. Also, please use proper capitalization, grammar, and punctuation in your emails. Your correspondence reflects on you as student, and proper emailing etiquette will serve you well in your career at MWSU and beyond. Finally, emailed questions which can easily be answered by reading the syllabus will receive a simple SYS (see your syllabus) as a response.

Late work: To be eligible for full credit, any missed assignments, exams, or papers must be accompanied with proper documentation, i.e. a doctor's excuse, etc. Late papers without documentation will fall one letter grade per day late. Assignments will not be accepted after three days. No exceptions. If an assignment is due on Wednesday, for example, and is handed in on Friday (the next class period) it is considered 2 days late and 20 points will be deducted.

Disability Accommodations: Students seeking accommodations for any disabilities must first provide documentation of needed accommodations to the Accessibility Resource Center (ARC) in Eder Hall, Suite 203. Once accommodations have been approved by the ARC, students are responsible for notifying their instructors of these accommodations. This should be done within the first two weeks of classes. Accommodations are not retroactive

ACADEMIC HONESTY, DUE PROCESS, AND GRADE APPEAL

There will be NO tolerance for cheating, plagiarism, or academic dishonesty on ANY assignment. Plagiarism includes, but is not limited to:

1. Quoting oral or written materials including, but not limited to, those found on the internet, whether published or not, without proper citation.
2. Submitting a paper or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student

This can include papers on the internet, friends' papers, websites, or ANY other source you do not cite. **If you didn't write it, or it's not your original thought you MUST cite.** In this course, a student who is discovered having plagiarized or cheated will be dismissed from the course, will earn an "F" for the course grade, and will have the violation filed with the University.

"Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another's work, falsifying documents or academic records, or any other fraudulent classroom activity." (MWSU Student Handbook)

"Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from school. When a student's grade has been affected, violations of academic honesty will be reported to the Provost or the designated representative." (MWSU Student Handbook)

For more details concerning Departmental Grade Appeal Procedure, see "GRADE APPEAL PROCEDURE MATERIALS" which is filed in Popplewell 115.

For more details see

<https://www.missouriwestern.edu/studentaffairs/wpcontent/uploads/sites/292/2014/02/handbook.pdf>.

For information about Academic Regulations and Standards Committee, go to

<https://www.missouriwestern.edu/facsenate/academic-regulations/>

A NOTE ON HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT

Consistent with its mission, Missouri Western seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and University policy prohibit harassment, discrimination and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook about what happened so they can get the support they need and Missouri Western can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, see the MWSU sexual-misconduct policy.

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

PREGNANCY

Missouri Western State University does not discriminate against any student on the basis of pregnancy, parenting or related conditions. Absences due to medical conditions relating to pregnancy, and recovery from pregnancy, will be excused for as long as deemed medically necessary by a student's doctor. Students will be given the opportunity to make up missed work. Pregnant or parenting students needing assistance should contact the Title IX Coordinator, Adam McGowan at 816-271-4432 in Blum Student Union 228.

ATTENDANCE: UNIVERSITY STATEMENT

“Missouri Western State University has the expectation that students should be active participants in their coursework. Regular class attendance is considered a key element of participation and an essential part of the educational experience.” (MWSU Student Handbook)

CLASSROOM BEHAVIOR GUIDELINES

University Statement: See the Student Handbook section concerning Student Code of Conduct for additional details.

INCLEMENT WEATHER AND ILLNESS POLICY

In the event that the instructor is unable to make it to a scheduled class session, you will be notified through your university email account, when possible. The email will contain instructions for what you are to do in lieu of coming to class that day. I will also try to post a message on Canvas.

THEMATIC STANDARDS FOR SOCIAL SCIENCE EDUCATION MAJORS

For those students intending to teach History and the Social Sciences at the secondary level, please be aware that the National Council for the Social Studies (NCSS) requires the promotion of ten thematic standards that are designed especially to assist students who are preparing for such a teaching career. These ten thematic standards are:

1. Culture and cultural diversity;
2. Time, continuity, and change;
3. People, places, and environments;
4. Individual development and identity;
5. Individuals, groups, and institutions
6. Power, authority, and governance;

7. Production, distribution, and consumption;
8. Science, technology, and society;
9. Global connections;
10. Civic ideals and practices.

Each of these thematic standards will be integrated into this course. In this course, standards 1-10 will be emphasized. The syllabus indicates which standards are associated with each particular assignment and lesson.

Students in secondary education are responsible for keeping all quizzes, papers, and examinations as artifacts for their electronic portfolios.

GENERAL STUDIES REQUIREMENTS FOR BACHELOR DEGREES

General Education at Missouri Western State University consists of a common core of curriculum offerings necessary to equip students for successful and fulfilled lives as educated and active citizens. The required general education curriculum consists of a broad range of courses that assures that all baccalaureate-seeking students acquire academic skills and knowledge necessary for understanding, communicating, and performing in a diverse and complex world.

Students completing courses in the general education program will be provided the opportunity to acquire knowledge and skills to:

1. Write and speak clearly and effectively;
2. Think critically and reason analytically;
3. Locate, organize, evaluate, and synthesize information from print and electronic sources;
4. Understand and appreciate moral values and ethical choices;
5. Gain a greater awareness of the present by understanding other cultures and times;
6. Understand and enjoy aesthetic experiences and share in related activities;
7. Develop an understanding of fundamental mathematical concepts and their applications.
8. Understand common phenomena in the physical and natural environment and understand the methods by which they are studied through lectures and the connected laboratory experience;
9. Understand and appreciate the means of gaining and maintaining mental and physical health.

The Knowledge and Skill areas 1, 2, 3, 4, and 5 will be emphasized in this course.

CLASS SCHEDULE

Please note: Reading assignment under each week should be completed **before you come into class the first day of the week**. Come to class prepared to answer questions in response to that week's reading assignment.

Readings followed by (CA) are available on Canvas

Week 1- 8/26-8/28: INTRODUCTIONS

“World War II and the Shaping of Postwar America”- John W. Jeffries (CA)

Week 2- 9/2-9/4: ORIGINS OF THE COLD WAR

Chafe, pp 1-12

**NCSS Themes: 1-10*

NO CLASS ON MONDAY, 9/2 IN HONOR OF LABOR DAY

Week 3- 9/9-9/11: COLD WAR AMERICA

Chafe, pp. 13-51

**NCSS Themes: 1-10*

Week 4- 9/16-9/18: AMERICA IN THE FIFTIES

Chafe, pp. 53-65

“White Veterans Only”- Ira Katznelson (CA)

**NCSS Themes: 1-10*

RESEARCH PROPOSAL DUE, SEPT 18

Week 5- 9/23-9/25: LIBERALISM IN THE 1960S

Chafe, pp. 73-92

**NCSS Themes: 1-7, 9, 10*

Week 6- 9/30-10/2: CIVIL RIGHTS AND BLACK POWER

Chafe, pp. 96-99; 103-131

**NCSS Themes: 1-7, 9, 10*

MIDTERM EXAM DUE, OCT 2

Week 7- 10/7-10/9: VIETNAM AND CAMPUS PROTEST

Chafe, pp. 66-72; ALL of Part 4

**NCSS Themes: 1-10*

Week 8- 10/14-10/16: COUNTERCULTURE AND THE SEXUAL REVOLUTION

Chafe, pp. 100-102; ALL of Part 5; pp. 263-272

Scenes from *Berkeley in the Sixties* (will watch in class)

**NCSS Themes: 1-7, 9, 10*

Week 9- 10/21-10/23: LIBERAL FEMINISM AND THE RISE OF RADICAL FEMINISM

Chafe, ALL of Part 6

**NCSS Themes: 1-10*

Week 10- 10/28-10/30: FEMINISMS IN CONFLICT: RACE, GENDER, AND POWER

Statement, Combahee River Collective (CA)

“No One Ever Asks What a Man’s Role in the Revolution Is’: Gender Politics and Leadership in the Black Panther Party, 1966-1971” (CA)

**NCSS Themes: 1-10*

Week 11- 11/4-11/6: THE RISE OF CONSERVATISM

Chafe, pp. 261-262; ALL of Part 8

**NCSS Themes: 1-10*

BOOK REVIEW DUE, NOV. 6

Week 12- 11/11-11/13: RACE, GENDER, AND RADICALISM

Discussion of Spencer, *The Revolution Has Come*

**NCSS Themes: 1-10*

Week 13- 11/18-11/20: 9/11 AND THE WAR ON TERROR

Chafe, ALL of Part 9

**NCSS Themes: 1-10*

RESEARCH PAPER DUE, NOV. 20

Week 14- 11/25-11/27: FALL BREAK: HAPPY THANKSGIVING!

Week 15- 12/2-12/4: A NEW AMERICAN SOCIETY?

Chafe, ALL of Part 10

**NCSS Themes: 1-10*

Dec. 11: **FINAL EXAM:** 2:30-4:30