

**Western Michigan University Department of History**

**HIST 3105: The United States in the Global Era**

3 Undergraduate hours

Spring 2016

Hist 3105

TR 2:00–3:15

Dunbar 3201

Prof. David Benac

Office: 4428 Friedmann

Phone: 387–5361

email: [david.benac@wmich.edu](mailto:david.benac@wmich.edu)

**Office Hours:** TR 12:00–2:00 and W 2:00–4:00. I strive to be available during my regularly scheduled office hours, but I encourage you to make an appointment if possible to prevent any unforeseen complications. If you have any questions about the class or need assistance please do not hesitate to ask.

**Course Description:** This course will explore the major political, economic, social, and cultural transformations in the United States from the end of World War Two through the end of the twentieth century. Among the topics we will explore will be the Cold War, the Civil Rights Movement, the American War in Vietnam, the rise of environmental movement, the '60s, the rise of conservatism, and the transformation of American foreign policy from the Cold War to the Gulf Wars. In addition to the historical material we will devote considerable attention to improving writing skills and the use of primary and secondary sources. This class satisfies the University's writing intensive requirement.

**Learning Outcomes:** The purpose of this course is to provide students with a thorough understanding of the history of the modern United States through extensive reading and writing.

Upon completion of this course, students will be able to : 1) Demonstrate an informed knowledge of the concepts, questions, and terms that inform United States history since World War Two, 2) Find, analyze, and apply primary and secondary sources as evidence, and 3) Demonstrate the ability to plan, research, organize, write, and revise a historical essay.

**Optional Texts:**

We will not be relying upon a traditional textbook. All assigned reading is in the monographs. I encourage you to use the free, online text available at <http://www.ushistory.org/us/index.asp> to gain context for the lectures.

Raymond Haberski, *God and War: American Civil Religion Since 1945* (2012)

**Required Texts:**

Victor Navasky, *Naming Names* (2003)

Richard Paul and Steven Moss, *We Could Not Fail: The First African Americans in the Space Program* (2015)

Brian Burrough, *Days of Rage: America's Radical Underground, the FBI, and the Forgotten Age of Revolutionary Violence* (2015)

Judith Ezekiel, *Feminism in the Heartland* (2002)

Michael McCloskey, *In the Thick of It: My Life in the Sierra Club* (2005)

**Assignments:** You will demonstrate your success in this class by your performance on two essay exams, a series of analytical papers, and participation. All papers must be submitted in Microsoft Word via the elearning dropbox. Papers can not be submitted in hard copy, through email, or in any other word processing program. All written work must conform to the *Chicago Manual of Style*.

**HUAC paper:** In this paper you will critically examine the effects of the House Un-American Activities Committee on US History. Create a thesis statement to advance a coherent and consistent argument throughout your entire paper. You will base your paper upon the material in the Navasky book as well as one primary source and two secondary sources. (750 words, not counting notes or bibliography)

**Analytical paper:** In this paper you will critically examine the efforts of an individual or group to effect change in the United States. You may select any individual or group that is central to the argument of any of the books used in class. Create a thesis statement to advance a coherent and consistent argument throughout your entire paper. You will base your paper upon the material in the relevant book from class as well as two primary sources and two secondary sources. (750 words, not counting notes or bibliography)

**Synthetic paper:** In this paper you will demonstrate your ability to identify commonalities among the assigned books for the class in the context of the topics discussed in lecture. You will ground your argument in no less than three of the assigned texts. At least two of the texts must not be the subject of either of your previous papers. Critically examine the efforts of an individual or group (from each of the books you have chosen) to effect change in the United States. If you choose to use a person or a group from an earlier paper your work for the synthetic paper must be completely original. All synthetic papers must include at least 3 primary sources and 3 secondary sources. You must access at least 3 of your sources in hard-copy form.

(1500 words, not counting notes or bibliography)

Revision procedures: Anyone earning less than 90% must revise their HUAC paper. Anyone who does not get 90% on the HUAC paper and fails to do a revision will get a score of 0 for the revision. You may revise your analytical paper if you turn in on time. Revisions are due one week from the date the marked-up paper is returned. When a revision is completed the final grade for the paper will be the average of the first and the second grade.

Mid-term and final: Exams are not cumulative. You must bring an exam book for each exam. All exams will in essay format.

Participation is awarded based on attendance, positive contributions to class, productivity in groups, use of the elearning forum as assigned, and in-class activities. If necessary readings quizzes will be assigned and added to this category.

**Calendar:** All reading is due by the beginning of class on Tuesday.

Week of: Lecture topics, readings, and assignments

1/12: Intro

End of the War

Postwar economy and society

Navasky, *Naming Names* (chapters 1-5)

1/19: Truman and civil rights

Birth of the cold war

Anti-communism

Navasky, *Naming Names* (chapters 6-8)

1/26: Study Abroad presentation beginning of class Tuesday

Truman and Eisenhower on the Cold War

Baby boom and the new America

Popular Culture

Navasky, *Naming Names* (chapters 9-10)

- 2/2:       **HUAC paper due Thursday**  
The Beats  
Conformity and non-conformity  
Eisenhower as a domestic leader  
Navasky, *Naming Names* (chapters 11–16 and Afterwords)  
Paul and Moss, *We Could Not Fail* (Introduction and chapter 1)
- 2/9:        Eisenhower overseas  
Civil rights in the 1950s  
Kennedy as symbol and as domestic leader  
Paul and Moss, *We Could Not Fail* (chapters 2–7)
- 2/16:       **HUAC paper revision due Tuesday**  
Kennedy and civil rights  
Kennedy the cold warrior  
Johnson and the Great Society  
Election of 1964  
Paul and Moss, *We Could Not Fail* (chapters 8, 9, and Conclusion)  
Burroughs, *Days of Rage* (Prologue and chapters 1–2)
- 2/23:       Johnson and civil rights  
Johnson and Vietnam  
Music of the 1960s  
Vietnam  
Burroughs, *Days of Rage* (chapters 3–8)
- 3/1:        **Mid-term on Thursday**  
The New Left  
1968  
Burroughs, *Days of Rage* (chapters 9–14)
- 3/8:        No Class—Spring Break

- 3/15: NCPH—No Class Thursday  
Radicalization of the 1960s  
Nixon  
Burroughs, *Days of Rage* (chapters 15–20)
- 3/23: **Analytical paper due Thursday**  
Nixon and Vietnam  
Nixon and the rest of the world  
Watergate  
Ford and the post–Watergate US  
Burroughs, *Days of Rage* (chapters 21–23 and Epilogue)  
Ezekiel, *Feminism in the Heartland* (chapters 1 and 2)
- 3/29: ASEH no class Thursday  
OPEC, Nixon and Ford  
Environmentalism  
Ezekiel, *Feminism in the Heartland* (chapters 3–7 and conclusion)
- 4/5: Carter  
Carter and the domestic situation  
Carter internationally  
Election of 1980  
McCloskey, *In the Thick of It* (chapters 1–8)
- 4/12: Who was Reagan?  
Reagan’s economic and domestic policies  
Reagan overseas  
Rise of neocons and religious fundamentalists  
McCloskey, *In the Thick of It* (chapters 9–15)
- 4/19: **Synthetic Paper due Thursday**  
The 1980s  
Reagan part 2

Bush 1  
Clinton  
McCloskey, *In the Thick of It* (chapters 16–21)

4/26: Exam Week

**Grading Policies:** All grades will be posted on elearning.

Assignment	Percentage of final grade
HUAC paper	N/A
Revised HUAC paper	15% combined score
Mid-term	15%
Analytical paper	15%
Synthetic paper	25%
Final	20%
Participation	10%

**Rubric and guidelines for effective essay writing:**

1. **Development of an argument or interpretation.** Good history does not merely tell what happened. *It interprets events of the past.* Given the nature of your assignments, writing interpretive essays will not be difficult. But be sure you convey clearly the argument or interpretation you wish to make. Do this by developing a descriptive title, *a clear thesis statement* in an opening paragraph, and a conclusion. (25%)
2. **Substantiation of your argument with historical data.** While interpretation is the ultimate goal, every interpretation of a historical subject is meaningful only if it rests on *concrete evidence.* In writing history it is important to demonstrate your evidence, not only to support your argument, but also because the details of human activities give history its interest and bring readers into the historical situation. Merely restating the conclusions of historians is not a good way to substantiate your argument. Using the data you find in their work is what is important. It is essential to *identify the sources of your information.* (25%)
3. **Utilizing historical perspective.** History is characterized by a concerned with *change over time.* Historians deal with all facets of human experience including economics, culture, religion, politics, and social customs, but they always focus on how the issues they are investigating are shaped by the particular *historical context.* Historians always avoid judging historical situations by standards belonging to a different era from the one they are investigating. (25%)

4. **Clear communication.** Use a precise, grammatical, well-organized writing style. Write your paper before the deadline so that you can complete *multiple revisions*. Make sure your paper is readable and communicates *exactly what you intend*. (25%)

**Grade Scale:**

<b>Grade</b>	<b>Honor points</b>	<b>Numerical Value/Significance</b>
A	4.0	90% outstanding, exceptional, extraordinary
BA	3.5	85%
B	3.0	80% very good, high pass
CB	2.5	75%
C	2.0	70% satisfactory, acceptable, adequate
DC	1.5	65%
D	1.0	60% poor
E	0.0	59% failing
X	0.0	failure (unofficial withdrawal)
W		official withdrawal
I		incomplete
CR		credit
NC		no credit
AU		audit (noncredit enrollment)

**Academic Ethics and Integrity:** You are responsible for making yourself aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. (The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at <http://catalog.wmich.edu/content.php?catoid=22&navoid=882> and the Graduate Catalog at <http://catalog.wmich.edu/content.php?catoid=23&navoid=938>.) If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

**Non--Discrimination Policy:** Western Michigan University prohibits discrimination or harassment which violates the law, or which constitutes inappropriate or unprofessional limitation of employment, University facility access, or participation in University activities, on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, protected disability, veteran status, height, weight, or marital status.

**WMU Human Rights Statement:** It is a fundamental policy of Western Michigan University not to discriminate on the basis of sex, sexual orientation, color, race, age, religion, national origin, height, weight, marital status, or handicap in its educational programs, admissions, employment, promotions, salaries and social activities. Through its example and teaching, Western strives to foster in its students, faculty, and staff respect for basic human rights. In its external relationships, the University is supportive of those activities that seek constructive change in the development of human rights in this country and abroad.

**Specific Needs:** Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the professor and/or Disability Services for Students, (269) 387--2116, at the beginning of the semester. Disability information provided to the instructor will remain confidential. DSS recommends that students with disabilities bring their accommodation letters to the instructor during office hours or by special appointment. During the appointment, the particulars of arrangements for accommodations can be discussed and agreed upon in private.

**Classroom Decorum & Etiquette:** Every member of this learning community has the right to freely express his/her opinion as long as this is done in such a way as to not impede the rights of other members of the learning community. Along this line, it is expected that all participants in this class will treat all others with respect and dignity. Behavior that is disrespectful, intimidating, threatening, or disruptive of the learning environment will not be tolerated. If any participant in the class has a concern regarding another participant's behavior he/she is encouraged to speak with the instructor.

**WMU E-Mail Account is the Official Channel of Communication:** Students are expected to use their WMU e--mail accounts regularly, as this is the official channel of communication between the University and student. Students receive notifications of class cancellations, campus emergencies and closures, and other important information through this channel. Problems sending or receiving e--mail through the



WMU address may be addressed at the Help Desk (387--HELP), online at <http://www.wmich.edu/oit/helpdesk/>, or in person at the front desk in any on--campus computer lab.

### **Additional resources:**

Movies can provide valuable insight into historical eras and actors. The following movies are useful for capturing the spirit of a historical moment (they are not necessarily "historically accurate). This list is not meant to be in any way comprehensive.

#### The Cold War:

*The Day the Earth Stood Still*(1951); *Dr. Strangelove* (1964); *Tinker Tailor Soldier Spy* (2011); *The Manchurian Candidate* (1962); *Good Night, and Good Luck* (2005); *Trumbo* (2015); *Red Army* (2014); *Thirteen Days* (2000)

#### Civil Rights:

*Selma* (2014); *Mississippi Burning* (1988); *Malcolm X* (1992); *The Help* (2011); *Ghosts of Mississippi* (1996); *Dare Not Walk Alone* (2006); *The Black Power Mixtape* (2011)

#### The 1960s:

*Easy Rider* (1969); *Across the Universe* (2007); *Katherine* (1975); *Bobby* (2006); *Steal This Movie* (2000); *Berkeley in the Sixties* (1990); *Gimme Shelter* (1970); *American Graffiti* (1973); *Chicago 10* (2007)

#### The 1970s:

*Inherent Vice* (2014); *Taxi Driver* (1976); *Blow* (2001); *Frost/Nixon* (2008); *Lords of Dogtown* (2005); *Milk* (2008); *The Deer Hunter* (1978); *All The President's Men* (1976); *Apocalypse Now* (1979)

#### The 1980s:

*Wall Street* (1987); *Longtime Companion* (1989); *Working Girl* (1988); *American Psycho* (2000); *Casino* (1995); *Charlie Wilson's War* (2007); *Clear and Present Danger* (1994); *Dallas Buyers Club* (2013); *Hedwig and the Angry Inch* (2001); *In America* (2002)

#### The 1990s and later:

*Lord of War* (2005); *Thank You for Smoking* (2005); *Battle in Seattle* (2007); *Montage of Heck* (2014); *Casino Jack* (2010); *Holy Rollers* (2010); *W.* (2008); *The Wolf of Wall Street* (2013)