

Sam Houston State University—Spring Semester 2018
History 3379 – *Contemporary America*
Section 1, CID 21202, TTH, 11:00 A.M. to 12:20 P.M., AB1 204
Bernadette Pruitt, Ph.D., Associate Professor of History



Mao Zedong and Joseph Stalin, circa early 1950s in Asia
(Courtesy CNN, "5 Things You Might Not Know about the
Cold War," accessed January 24, 2018,
<http://www.cnn.com/2014/06/05/us/cold-war-5-things/>).

Office Info:

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Office Hours, MW, 10:00 A.M.-1:00 P.M.,
M, 2:00-5:00 P.M.,
TTH; 12:30 P.M. to 2:00 P.M.,
3:30 P.M. to 5:00 P.M.,
And/or by appointment.

Please be advised that prearranged meetings, special engagements, important errands or emergencies may take me away from the office during preset conference times; if this happens, please contact me by phone, email, or in person to schedule a meeting date.
Address for correspondence: Bernadette Pruitt, PhD, Associate Professor of History, Department of History, Sam Houston State University, Academic Building Four, P. O. Box 2239, Huntsville, Texas 77341-2239

REQUIRED READINGS:

Friedan, Betty. *The Feminine Mystique*. 50th Anniversary ed. New York: Dell, 1964; New York: W. W. Norton & Co., 2013. ISBN: 9780393346787

Gaddis, John Lewis. *The Cold War: A New History*. New York: Penguin, 2006.
ISBN: 9780143038276. Kindle Edition ASIN: B000SEI9MY

Nazario, Sonia. *Enrique's Journey*. Trade Paperback Edition. New York: Random House, 2014. Print edition ISBN: 978-0812971781
Kindle edition ASIN: B000N2HCLU.

Phelps, Wesley. *A People's War on Poverty: Urban Politics, Grassroots Activists, and the Struggle for Democracy in Houston, 1964-1976*. Athens: University of Georgia Press, 2014.
ISBN: 978-0820346717. Kindle Version ASIN: B00IBM3YY8

REQUIRED REFERENCE WORK:

University of Chicago. *The Chicago Manual of Style Online: The Essential Guide for Writers, Editors, and Publishers*, 17th ed. Chicago: University of Chicago Press, 2017.
From Newton Gresham Library, <http://www.chicagomanualofstyle.org/home.html>.

RECOMMENDED READINGS:

Couvares, Francis G., Martin Saxton, Gerald N. Grob, and George Athan Billias, ed.
Interpretations of American History: Patterns and Perspectives, V. 2, 8th ed. New York: Bedford/St. Martin's, 2009.

Zaretsky, Natasha, et. al. *Major Problems in American History since 1945*. New York: Wadsworth, 2013. ISBN: 978-1133944140.

COURSE DESCRIPTION:

This exhilarating course charts contemporary United States history, society, and culture since the end of World War II. The class specifically assesses the rise of the national welfare state, the development of the Cold War, the Modern Civil Rights Movement, the Chicano Movement, the Women's Movement, the New Left, Vietnam, the New Right, contemporary domestic issues and challenges such as a shrinking industrial workforce and stagflation, immigration reform, the opioid and crack cocaine epidemics and other public health crises, healthcare reform, American culture and society in contemporary times, the War on Terror, and post-Cold War internationalism.

The class primarily examines U.S. history from 1945 to the present, but also from time to time evaluates some of the works, viewpoints, and assessments of professional historians writing about

Contemporary America. Unlike freshman and sophomore history courses that are lecture-based in format, this particular lecture and readings class highlights history and rethinks some of the past and contemporary historiographical perspectives of scholars. In rethinking Contemporary United States History and historiographical themes, the course identifies those societal indicators and prejudices that often influence scholars, scholarship, and scholarly perspectives.

COURSE OBJECTIVE:

The course attempts to broaden students' intellectual reservoir by introducing them to the nation's most recent historical past of the last seven decades. In understanding this past, observers should become better acquainted with the contours of the past and present along with contemplate the history's relationship to the future. These most recent historical events, regardless of their origins, continue to play a pivotal role in the lives of Americans today in the twenty-first century, since those alive today have firm recollections of some or most of these historical events. The shared experiences of Americans, regardless of the nuanced ways individuals in society interpret these events, provide us with some of the best historical remembrances available in this era. Millennials and later generations still have the opportunity to understand this history from the conversations, laughter, cries, politics, attitudes, religious perspectives, cultural constructs, and dreams of those individuals and groups alive since the end of World War II. Of course, other sources highlight these rich historical events too, as do the ways scholars interpret these important historical narratives.

The instructor therefore wants students to truly understand the essence of historical interpretation. Students must understand three crucial facts about the profession of history. First, while history is the study of the past, the discipline is written and interpreted by scholars who depend on outside traits, characteristics, belief-systems, and personal experiences that often shape their work. Second, past historical events, experiences, actions, and personal preferences mold both scholarship and contemporary life/culture around the globe. For example, the U.S. is regarded in the twenty-first century as the world's leading superpower. Events in the late nineteenth and twentieth centuries—industrialization, urbanization, internal migration and immigration; increased international markets for businesses, goods, and services; successes in science and technology; supreme military-might; heightened international diplomacy; and a rising standard of living—precipitated this incredible rise in global influence and stature. This reality thus plays a pivotal role in how, for example, U.S. diplomatic, military, business, and cultural history is written, interpreted, and taught. Lastly, regardless of historians' interpretations of past historical events, they are always obligated to the notion of retelling the facts, not fiction. Historians, according to the editors of *Interpretations of American History: Patterns and Perspectives* (2007), are forever bound by the truth. Unlike novelists, fiction writers, painters, musicians, artists, and filmmakers, historians must research, write, interpret, and teach the facts—this is a must. With the stated facts in mind, the class sets out to sharpen students' comprehension of contemporary U.S. history, historiography, and the ways in which scholars find themselves influenced by the history they write about. Readings, discussions, and research projects are also designed to enhance students' cognitive skills and abilities—writing, reading comprehension, and methodological techniques. It is also the professor's hope that the class aptly assists students as they prepare for their future as schoolteachers, professional and graduate students, civic servants, public history curators, NGO staffers, businesspersons, etc. The instructor especially hopes students will use the course as a means to approach furthering their educational and potential publication interests.

The nexus that interweaves history and historiography, fact and interpretation, as well as the past and present-day memory of earlier times, defines both history and scholarship. This, in fact, gets to an important observation. Students must understand three crucial facts about the profession of history. Firstly, although a humanistic and social science discipline that commemorates the study of the human past, the subject intrinsically depends on the written and interpreted discourse of scholars whose traits, values, belief-systems, personal experiences, and desires have shaped both them and the way they view the past. Secondly, historians are nevertheless always obligated to what many refer to as “the facts of life.” Historians, according to the editors of *Interpretations of American History: Patterns and Perspectives* (2009), have an obligation to “speak the truth.” Unlike novelists, painters, musicians, artists, and filmmakers, historians must research, write, interpret, and teach the facts. Thirdly, this course attempts to persuade students that a correlation exists between the past and present. Past events, experiences, actions, and personal preferences shape both scholarly literature and contemporary life/culture around the globe. For example, the nation’s status as a global super power in the twenty-first century has everything to do with prior diplomatic, military, and economic developments. Events in the late nineteenth century, and early to mid-twentieth century—industrialization, urbanization, internal migration and immigration, increased international markets for goods and services, successes in science and technology, supreme military-might, heightened international diplomacy, and a rising standard of living—propelled this incredible rise in global influence and stature. This reality, without question, shapes the direction of U.S. Diplomatic history, e.g., writings, interpretations, and teachings. The course thus sets out to educate students on historiography and historiographical trends in Recent American History, and the ways in which history and historical developments have influenced scholarship. This course also reminds students of those basic historical concepts historians have depended upon for centuries. Readings, discussions, and research projects should enhance students’ cognitive skills and abilities—writing, reading comprehension, and methodological techniques. The instructor especially hopes students will use the course as a means to approach furthering their graduate education and publication interests.

Major Course Objectives in brief:

- *Encourage sincere passion for the history of Contemporary America since the end of World War II
- *Introduce students to the historic sacrifices made by Americans in Contemporary United States history
- *Introduce students to the relationship between the past and present.
- *Introduce students to the dissemination of history through historical facts and Interpretations (historiography)
- *Stimulate regular writing and reading discourse among students
- *Encourage intellectual rigor among budding graduate students
- *Motivate students to consider history, the humanities and social science as graduate-school and career options

***Writing Enhanced Objective:**

History 3379 is a “W” or Writing Enhanced course. Essentially, 100 percent of students’ course grades will come from writing assignments intended to ensure that individuals successfully master class goals for the semester. In truth, writing is the key tool the instructor will rely upon to ensure that students adequately learn the course essentials. Some writing assignments, for example, the working bibliographies, will require students to complete rough drafts and subsequently revise, with or without comments from the instructor. Writing exercises like these and others may not receive specified grades per se but will aid students in decisive contemplation of the coursework. Please

tackle writing exercises in History 3379 as useful instruments of intellectual development as well as assessment tools of learning levels.

ABSENCE POLICY:

College policy stresses that instructors may penalize students for excessive absences totaling four or more class hours. Students who have these kinds of excessive absences will suffer the consequences of their actions this semester. I will penalize students with six or more unexcused absences: I will deduct five points from students' final grades at the end of the semester. If you have special problems or needs, do not hesitate to contact the instructor immediately. I will also take attendance. Please make an effort to be in class on time. Students, please be advised that new federal financial aid guidelines stipulate that absences may affect individuals' ability to secure student aid in future semesters.

OBSERVANCE OF RELIGIOUS HOLIDAYS:

The Texas Education Code (Section 51.911[b]), along with Sam Houston State University policy (University Policy 851001), must recognize the mandatory observance of religious holy days for students. The university must permit students to celebrate religious holy days including travel for the same purpose. Please notify the instructor in writing within the first fifteen days of class of any observed religious holidays during the course of the semester. The instructor will not only excuse absences resulting from religious holiday observances, but will also allow students to make up examinations and assignments. Finally, the professor must alert students in writing (via the syllabus) of revised deadlines for the completion of missed exams and assignments.

POLICY REGARDING SERVICES FOR STUDENTS WITH DISABILITIES:

Students with disabilities cannot be denied the benefits of other students or suffer from discrimination by any academic or student life activity or program based on their impairment. Disabled students are, therefore, encouraged to seek assistance with academic matters and concerns from their professors, individual department or division heads, or by contacting the director of Services for Students with Disabilities (SSD), Mr. Kelley Osborn, in the Lee Drain North Annex, (936) 294-3512 (phone), 936-294-3794 (fax), (936) 294-3786 (TDD), or cko002@shsu.edu (email). Go directly to the web page at <http://www.shsu.edu/dept/disability/>.

COUNSELING SERVICES:

The Sam Houston State University Counseling Center provides free services for students. The licensed therapists will provide students with group and confidential one-on-one counseling on an array of issues, from relationship matters, domestic violence, anxiety, to depression, suicidal urges, and lifestyle issues. Located next to Old Main Market on 1608 Avenue J, the center recently moved into its new building, one it shares with the Student Health Center. Please reach out to therapists at 936.294.1720. The mailing address is P.O. Box 2059, Huntsville, TX 77341-2059. For more, go to the webpage at <http://www.shsu.edu/dept/counseling/contact-us.html>.

CLASSROOM DECORUM:

I want to advise students to adhere to appropriate classroom decorum. Please refrain from using cellular phones during the duration of class. Please turn phones off or to the silent mode. Ringing phones and pagers too easily distract both instructors and students. Text messaging of any kind is prohibited as well. Please refrain from utilizing this form of communication technology during class, while viewing films, and at the time of examinations. These actions are indeed prohibited in this

class. Furthermore, students are asked to abstain from the use of other hand-held electronic devices such as video games and portable compact-disc/IPOD/mp3 players during the class hour. The instructor will allow for phones, e-Book devices, and computers for textbook/slideshow reviewing purposes, although she expects these students to sit in the front of the classroom and not the back (unless the students need to charge their devices during the class period to view their work/assigned readings/slideshows).

Discontinue as well inappropriate behavior during the lecture period—loud talking, the use of profanity, lewd behavior, eating, excessive laughter, cigarette or narcotics smoking, the use of alcoholic beverages, intoxication, and discussions during the instructor's lecture and without her permission. The instructor's prohibitions also include napping or sleeping in class. This behavior is inappropriate. Students must also refrain from walking out of class before the end of the lecture hour (without the instructor's consent), coming to class excessively tardy and taking a restroom-break during an examination. If students leave class for any reason during an exam, the instructor will assume the student is cheating and will give the individual a zero for the assigned test. If students must use the restroom, please do so before class begins; again, on exam days, please use the restroom before the start of exams. If students do not adhere to these requests, they will have to leave; if this behavior continues, I will deduct ten points from the final average at the end of the semester. Please respect the classroom, instructor and your classmates.

Furthermore, in light of the new Open Carry Law in the state of Texas, individuals eighteen years and older are able to carry their legal weapons in plain sight and inside their holsters, however, not on college campuses. Under Government Code Section 411.2031 and Texas Penal Code 46.035, SHSU students, personnel, administrators, and visitors may carry concealed weapons on campus out of plain sight of the public. Please refrain from removing firearms from concealed locations on the person or of the person. Additionally, the gun safety lock should be in place (in use) at all times.

For further questions, please refer to the student handbook (Section 5.2.22, beginning on page 29) online at http://www.shsu.edu/students/StudentGuidelines2007_2008.pdf. This is required of all students this semester/summer session in History 3393.

CELLULAR PHONE POLICY/PAGER/LAPTOP POLICY:

Borrowing from the language of the former dean of the College of Humanities and Social Sciences, let me speak more plainly about cellular phone use. As members of the classroom community, all students have a responsibility to others who are part of that community. The goal is to produce an environment that is conducive to learning. Students are to treat faculty and other students with respect. Cell phones, laptop computers, pagers, e-Book devices such as kindles and similar devices have become increasingly important facets of life in our society; however, when used in the classroom environment they can become disruptive. Let me say this again: mobile phones, laptop and notebook computers as well as e-Book devices, may be used for note taking and classroom reading purposes if they are not disruptive to other class members and preferably in the front of the classroom. Students should silence or turn off cell phones, pagers, and other similar electronic forms of technology while in the classroom and when not used for classroom purposes. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, again, the use of cell phones, pagers, or similar communication devices during scheduled class time by students is prohibited unless specifically permitted by the instructor and for classroom purposes. Again, all such devices should be turned off or put in a

silent (or vibrate) mode and ordinarily should not be taken out during class. Failure to comply with this policy could result in expulsion from classroom or with three or more offenses, a failed grade for the course. If an emergency arises, the student should inform the instructor and place herself/himself in a desk/seat near the door where an exit for a phone call will be only minimally disruptive. With instructor approval, students may record lectures, take notes via laptop computer, etc., provided they do not disturb other students in the process. Other exceptions to this policy may be granted at the discretion of the instructor.

Any use of cell phones or other electronic devices during a test period is prohibited. Even the visible presence of a cell phone or other device during the test period will result in a zero for that test. Use of a cell phone during a test could result in a charge of academic dishonesty (see student code of conduct reference below). During the test these instruments should be left at home or stored securely in such a way that they cannot be seen or used by the student. For further information on student conduct in and out of the classroom see the Code of Student Conduct. <http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29>.

ACADEMIC DISHONESTY:

The instructor expects integrity from her students. She assumes students will engage in honest, healthy debate. She encourages and welcomes passionate exchanges of ideals in the traditional and digital classroom, among classmates, when researching and on paper. The professor will not however tolerate dishonesty in the classroom or/and away from class. Students found guilty of any form of academic dishonesty or abuse will be subject to punishment or severe consequences. Included are some of the most common and egregious of these illegalities: cheating, plagiarism, theft of resources or materials, or collusion with others to partake in any or all of these actions. Students accused of these actions may face disciplinary proceedings by university officials. In addition, the instructor will deduct twenty points from the final grade of those individuals accused and found guilty of academic dishonesty. Please, for your own sake, do not engage in this kind of behavior. As a precautionary measure, the professor will require students to submit their completed assignments online through Turnitin.

LECTURES AND CLASS ACTIVITIES:

Class lectures will come from the assigned topics in the course calendar. Students are responsible for all assigned readings and must stay abreast with lectures and discussions. All reading is mandatory. Students should take exemplary lectures notes on the topics—at least two to five pages for each discussion/lecture period. Students should also participate fully in classroom discussions and debates. The class will discuss current events as each relates to various topics.

CLASSROOM VISITORS:

I am flexible on this matter. I would appreciate some sort of notice beforehand if students want to bring guests to class. The classroom environment must be safe for everyone. In light of recent events, particularly college-campus shootings, I will ask that visitors have a valid SHSU identification card, driver's license, or alternative form of identification. Please ask for permission ahead of time, at least a day in advance. Visitors without any form of identification will not be able to sit in on the class session. Lastly, it is at the discretion of the professor to search the personal belongings and clothing of visitors. Again, this is for everyone's safety.

REQUIRED SUPPLIES:

Students, I expect you to come to class with the appropriate, necessary items. A pen or pencil; tablet, notebook paper, or notepad computer; and the required textbooks are essential for every class meeting. Students are also encouraged to utilize audio-recording devices for the lectures. Once more, laptop and notebook computers are welcomed in class. While I have no problems with individuals utilizing technology in the classroom, I do take offense to students using their computers during the class hour to do assignments, read email, and peruse the internet without my permission. These actions are unacceptable. This also goes for hand-held devices.

STUDY RECOMMENDATIONS:

I cannot force students to abide by my wishes. I can only offer guidance and support as an instructor and mentor. It is my advice that students review their coursework daily. The SAM Center suggests that students read their text assignments at least three times: once before class, a second time following class, and again before examinations. I agree with my SAM Center colleagues. Let me encourage students to take detailed lecture notes. Students should not only audio-record the classroom lectures (if they wish to do so); they should also transcribe these recordings. Daily studying will enhance your chances of success this semester, during the course of your undergraduate career, in graduate or professional school and in your perspective careers. In fact, put together a comprehensive study schedule. This schedule should read as a detailed, actual diary of your goals, comings and goings and study dates. Regularly check off completed accomplishments. This suggestion could serve as a model for a more detailed life diary. One could take a tally of their daily spending and earnings, along with their work schedules, study dates, appointments, etc. This recommendation is designed to enhance your commitment to scholarly and lifestyle learning. In addition, never begin assignments the night before they are due. Begin, as an alternative, all assignments sooner than later; review your notes and read materials over the course of the semester. If students develop this discipline early on as undergraduates and graduate students, they will have a fruitful college career. Please sign up for the SAM Center's study skills series. For additional inquiries, contact the SAM Center via the internet at http://www.shsu.edu/~sam_www/, toll free at 866-364-5211, from the Houston area at 281-657-6432, from the Huntsville area at 936-294-4444, or by facsimile at 936-294-1149.

INSTRUCTOR EVALUATION(S):

Students will complete a course/instructor evaluation near the end of the semester. Honors History classes will also complete an Honors Program evaluation sheet. The instructor will also ask students to do an informal, anonymous evaluation of the class online. Students will receive emails at mid-semester asking them to complete their evaluations. These evaluations are important for both the university community and instructor who continue to grow as a scholar, servant, teacher, and mentor.

DOCUMENT ANALYSIS:

Students will write one hundred-word document analyses every two weeks summarizing **FIVE** primary sources in Contemporary. Students will describe and assess the documents, discussing their purpose and relevancy in Contemporary US History. Students can earn up to twenty points for each document analysis and a combined total of one hundred points. Everyone will find the documents in the Primary Documents Portal and in the embedded assignments modules/unites on our Blackboard page. Students will upload their brief summaries via Turnitin under the appropriate weekly module. **The assignment is worth 20 percent** of the final grade and due on the dates listed in the course calendar. See the following dates below for details:

Document 1 ("The Sources of Soviet Conflict" by G. Kennan, 1947)	Jan 25
Document 2 (<i>Finding Lucy</i> . PBS Documentary, YouTube, 2001)	Jan 25
Document 3 ("The Shocking Story of Approved Killing in Mississippi," 1956)	Feb 1
Document 4 (The Eisenhower Doctrine, 1957)	Feb 1
Document 5 ("The Day Louis Armstrong Made Noise," <i>New York Times</i> , 1957)	Feb 8
Document 6 First Kennedy-Nixon Presidential Debate, YouTube, Sep. 1960)	Feb 8
Document 7 (Betty Friedan, 1921-2006, Jewish Women's Archives)	Feb 15
Document 8 (Phyllis Schlafly at 84, 2009)	Feb 15
Document 9 (LBJ Commencement Address, Howard University, June 1965)	Feb 22
Document 10 (Origins and History of the Chicano Movement)	Feb 22
Document 11 (Cesar Chavez and the United Farm Workers Union)	Feb 22
Document 12 (<i>Eyes on the Prize: America during the Civil Rights Years</i>)	Mar 1
Document 13 ("Beyond Vietnam, Dr. MLK, April 4, 1967)	Mar
Document 14 (Historian: The Divide Between 'White Detroit' and 'Black Detroit' Led To the 1967 Rebellion [Detroit Riot of 1967], Michigan Radio)	Mar 1
Document 15 (The New Left)	Mar 1
Document 16 (July 20, 1969: One Giant Leap for Mankind, NASA)	Mar 1
Document 17 (Timeline: Fifty Years of Spaceflight)	Mar 1
Document 18 (<i>What Was the American Indian Movement? The American Experience</i>)	Mar 1
Document 19 ("I Was at Stonewall: The Movie Stonewall Gets Everything Wrong)	Mar 8
Document 20 (Title IX)	Mar 8
Document 21 (<i>Roe v. Wade</i> , 1973)	Mar 8
Document 22 (The Opening of China, 1972, Richard Nixon Library)	Mar 8
Document 23 (The Watergate Story, <i>Washington Post</i>)	Mar 22
Document 24 (Oil Embargo, 1973-74)	Mar 22
Document 25 (Backgrounder to Three Mile Island Accident, March 1979)	Mar 22
Document 26 (The Origins of the New Right)	Mar 29
Document 27 ("Reagan Fires 11,000 Air Traffic Controllers," <i>Politico</i> , Aug 1981)	Mar 29
Document 28 ("The Desert One Debacle, <i>The Atlantic</i> , April 1980)	Apr 5
Document 29 ("Speechwriter Who Helped Reagan 'Tear Down That Wall,'" <i>Politico</i> , 2017)	Apr 5
Document 30 ("The End of the Soviet Union...", December 1991)	Apr 12
Document 31 (9/11 Commission)	Apr 12
Document 32 (Demographic Portrait of Moslem Americans)	Apr 12
Document 33 ("This is Your Victory," President-Elect Obama, Nov 2008)	Apr 19
Document 34 (Deferred Action for Childhood Arrivals (DACA)	Apr 19
Document 35 ("Affordable Care Act Survives Supreme Court Challenge,") 2015	Apr 26
Document 36 (Hillary Clinton Speech at the DNC, July 2016)	Apr 26
Document 37 (President Donald A. Trump Inaugural Address)	May 3
Document 38 (LGBT Rights, <i>Huffington Post</i>)	May 3
Document 39 ("The Fight against Gun Control Really Isn't About Guns," <i>Time</i> , Oct 2017)	May 3
Document 40 (Texas Gun Laws Explained)	May 3

ANALYTICAL ESSAY/REACTION PAPER

Students are responsible for writing a ten-to-twelve-page, double-spaced, word-processed essay on one of the assigned readings. Students are required to write a detailed analytical essay/reaction paper assessing and interpreting the material at hand. The essay will consist of the following: a brief overview of the monograph or anthology being discussed, a historiographical overview of the literature

under discussion, a review of the work and how it fits into the larger historiography, a conclusion summarizing the work and future historiographical insights about the topic under question. Students are also required to locate one published book review on their chosen work. Feel free to access the reviews through the internet using the Newton Gresham Library's on-line link to *Book Review Digest, America: History and Life*, and other useful databases. Also find short biographical information on the chosen book authors. Biographic information on writers may also be located on the internet (author's web page or/and curriculum vitae), or in bound publications such as *Contemporary Authors* in the library. The analytical essay, the midterm assignment, is due March 1.

The instructor expects students to adhere to some basic writing rules with respect to essay development. First, write an introductory paragraph outlining the paper's thesis. Then discuss each book's thesis. Students should write several subsequent paragraphs describing the major themes laid out as well as discussing the works' specifics (two to four paragraphs for each question). In developing these discussions, please consider comparing the selected works. Alternatively, students may feel more comfortable discussing one book at a time. Still, at some point, the narrative should discuss how the books contrast/compare to one another. Students should also dissect these arguments, drawing from chronological or sequential events. In addition, one or several concluding paragraphs should assess and deconstruct the works. Conclusions should also recommend future research directions in the topic or subfield under discussion—twentieth-century world history. As well, write transitional sentences within paragraphs and when ending and beginning new paragraphs. In addition, avoid passive voice phrases whenever possible. Included in the syllabus or posted online is a detailed writing rubric, one everyone will find useful for all assignments this semester. Please review the writing rubric attached to the syllabus and/or on Blackboard. This, along with other reference works and template bibliographies, should collectively serve as your guidepost for appropriate writing and critical-thinking skills this semester.

Please use footnotes or endnotes and a select bibliography at the end of the paper. See the *Chicago Manual of Style Online*, 17th ed., Ch. 14, for details and specified examples. Once again, along with the selected books, students are required to use two book reviews for each book being assessed, and a chapter from *Interpretations of American History* or an additional scholarly article, totaling seven sources. While an important component of the review essays, your citations should not be religiously lengthy. Citations are required throughout the paper. As a rule, cite (1) at the end of each paragraph, (2) after direct quotations, and (3) right after sections of your paper that precede direct quotations. When using direct quotations from the source materials, always use a superscript immediately following the quote and then cite the source of the quoted item in a footnote/endnote. Writers must document all direct and indirect quotations taken from sources. Anything else is plagiarism. When citing the books, articles, and reviews, please include all required information pertaining to the source in a footnote or endnote—the books under review, historiographical piece, and two book reviews for each book. While I will provide you with examples of book review essays on Blackboard that include parenthetical notes, this class **will refrain** from these types of citations. Instead, students will make use of superscripted footnotes or endnotes. Once more, students must use seven sources in their papers. **Late essays will be accepted; however, ten points will be deducted from these papers!** Students are eligible to earn one hundred points on this assignment, which totals 20 percent of the final grade.

Please submit a well-written, grammatically-correct essay. The essay must begin with an introductory paragraph explaining the author's thesis or intent. I want to encourage students to write at least four

paragraphs on specific, relevant points being brought out in the essay. I also want to see transitional sentences within paragraphs and when ending and beginning new paragraphs. Please avoid passive-voice phrases whenever possible. Included in the syllabus is a detailed explanation of my grading policy in the form of a writing rubric for all assignments this semester. Please take notice of it. If anyone has any questions or concerns, please feel free to speak with me. Since this is a historiographical essay as well as a book review, students should cite the source materials utilized to complete the exercise. Please follow the appropriate citation instructions listed in the *Turabian Manual of Style*. Students are also encouraged to download from Blackboard examples of historiographical essays and use these as guides. Again, this assignment is worth 20 percent of the final grade and is due on the final date for the book discussion on the course calendar. **Please remember to use historiographical readers such as *Interpretations in American History* and the *Major Problems in American History since 1945* reader, or other historiographical works when writing essays; also remember that students are expected to use the appropriate format(s) for citing sources, using endnotes/footnotes, and works-cited or selected bibliography pages. Yes, selected bibliographies should be attached to these analytical essays.**

The Cold War: A New History

1. What is the purpose of the book and/or author's thesis? Why write this book?
2. Define the Cold War as defined by historian John Lewis Gaddis.
3. How does the author expound on the issues and events that propelled the Cold War after World War II?
4. Does the author see the conflict as a response to the expansionist designs of both the USA and USSR?
5. Was the Cold War a result of other factors?
6. How did the United States misinterpret the diplomatic objectives and aims of the USSR? In other words, how do post-revisionist scholars interpret US foreign policy objectives—diplomatic, political, military, and economic—and initiatives with respect to the Soviet Union and other Communist-governed nations in the final years of World War II and immediate postwar years?
7. How did the USSR misread the US and Great Britain? What mistakes did the USSR make to move forward in its expansionist plans? How did these critical errors help form the Cold War crisis?
8. Discuss the international meetings held by Allied Forces in the last two years of the war as well as early postwar diplomacy through the end of the decade. Why did these alliances fail to prevent this conflict?
9. How did the USA and USSR respond to each other's demands during this period? What sacrifices did each side make in their attempt to win the Cold War?
10. How did the Cold War impact developing nations in the era of anticolonialism and potent nationalism across the globe?
11. Discuss the Red Scare in the US. Discuss the impact of the Red Scare on United States culture.
12. How did the hot wars during this period affect the United States and the nations she found herself fighting?
13. Discuss Nixon's Détente or Triangular Diplomacy strategy of the early 1970s. How did this help thaw the Cold War?
14. What led to the permanent disintegration of the Cold War? What world leaders helped bring on this transformation? What lessons did each side learn?
15. What international challenges plague the world in the postwar (Cold War) millennium?

The Feminine Mystique

1. Discuss Betty Friedan's thesis. What is her chief concern?
2. Is her work aimed at all women in the United States or a certain subset of women?

3. How have women been held hostage over the course of so many decades?
4. What ways should women go about transforming their lives?
5. How does Friedan feel about her spouse in particular and men in general?
6. What are her thoughts about her children?
7. How can women continue to love themselves and their families for the good of their sanity?
8. What will this transformation do for women?
9. How did women receive the book overall? How did critics especially interpret Friedan's message?
10. How did the book transform Friedan's life? How has the book withstood the test of time over the course of a half-century?

A People's War on Poverty (Due Dec 2)

1. What is the thesis of this important study of the War on Poverty program in Houston, Texas?
2. Building on the scholarship of historian Allen Matasow, the author's mentor and former professor at Rice University, Wesley Phelps deconstructs the local, urban activist consciousness of Houstonians during the turbulent, trailblazing sixties. Discuss how the author goes about doing this.
3. Looking specifically at President Johnson's War on Poverty, the author paints a particular type of portrait of the Great Society's most revolutionary program in Greater Houston. How does he describe the War on Poverty in Houston? What exactly was the War on Poverty? How did the program execute change in Houston?
4. Discuss some of the War on Poverty's initiatives such as VISTA. What exactly is VISTA? What is its chief aim? How successful was VISTA?
5. How did the civic leaders of Houston respond to the War on Poverty programs of the day? Why did the mayor dislike the War on Poverty so much?
6. How did local African Americans use the War on Poverty programs to reach each other to improve their lives?
7. Regrettably, several violent tirades of the late 1960s led many Houstonians to believe that the radical dissidents involved in the War on Poverty were unrighteous. Discuss some of the terrible events that took place during this time. How did these events hurt the federal programs of the day?
8. How did Settegast and Sunnyside residents attempt to charter their own destinies? How did these groups conflict with the leaders of the city?
9. How did Johnson's War on Poverty end? How did his successor see these programs?
10. Discuss the War on Poverty's legacy. How does its reach affect Americans today?
11. Did the author accomplish his goals? Why or why not?

Enrique's Journey

1. Discuss author Sonia Nazario's thesis in *Enrique's Journey*. What prompted her to write such a work?
2. How does the book begin? What prompts Enrique's mother to flee her homeland and children?
3. How does Lourdes's departure affect her immediate family? Explain in detail.
4. Where does Lourdes go? How does she survive her new homeland? What challenges does she face and how does she overcome these issues?

5. Why does Enrique decide to depart his homeland?
6. Discuss Enrique's journey to the United States? What conditions does he face?
7. What are the typical conditions of children and mothers departing Latin America for the United States?
8. What are the greatest threats to the emigrants? How do they overcome their difficulties?
9. What is Enrique's reception in the United States? Does Enrique find his mother? Discuss the reunion.
10. Why does Enrique find himself in constant trouble with the law? How do his actions affect his immediate family?
11. Discuss life back home for Enrique's sister. What options are afforded to her and how do these make a difference in her life? What is life for her and her family?
12. What happens to Enrique and his family at the end of the book?
13. What is the author attempting to get across to the reader? Does she succeed? Explain.
14. Give your final assessment of the book. Does the book push you to reconsider your views on immigration? Why or why not?

ANNOTATED BIBLIOGRAPHY:

Students must formulate an annotated bibliography on some aspect of Contemporary United States history. The annotated bibliography must comprise two primary sources and one secondary source. Each annotated entry must explain the thesis or source's relevancy, objective, or major themes; describe the source in detail; and assess the source item along with its significance. Please consider selecting sources that will compliment students' final research papers, i.e., perhaps a topic that will propel one to write a feasible research paper and then a master's thesis or even develop a scholarly-article manuscript. In essence, students will write an annotated description-analysis for each bibliographic entry. See the *Chicago Manual of Style Online*, 17th ed., Chapters. 14 and 15, reference guide as well as my examples of annotated bibliographies on our Blackboard page. Please refer to those sources mentioned in the footnotes of the class's books, historiographical works such as *Interpretations of American History*, V. 2, 8th ed.; documents books including *Majors Problems in United States History since 1945*, the Bedford Series in American History, and the American History Series books; databases America: History and Life or JSTOR; and Blackboard class portals such as the Secondary and Primary Sources portal and the Digital Sources links. Again, the selected annotated bibliography must include one secondary source and two primary sources of documents that go back to the period between the climax of World War II and today's times.

Remember also that plagiarism is illegal and unacceptable. I do not expect students to write paragraphs word-for-word verbatim from the sources being utilized. Again, this is unacceptable. Rather, paraphrase the ideas given in the source materials such as manuscript collections, diaries, and memoirs. Anything else is illegal and cause for an automatic F on the assignment. Furthermore, give me analysis, detail, and color. In other words, speak from the soul! Please write your bibliographies in the format given in the example(s) on Blackboard. There are no exceptions to this rule. In addition, use the appropriate format when writing your annotations. The written annotations always follow the bibliographic entries. Only the first line of the bibliographic entry begins at the far-left margin [also known as hanging lines]; on the other hand, subsequent lines for the entry are indented. The rest of the work—the annotations—must begin on a separate line and be double-spaced, preferably, as this is easier on my impaired eyesight. Again, refer to the materials on Blackboard, and *Chicago Manual of Style Online*, 17th ed. (Ch. 14), for the correct

writing of bibliographies and bibliographic information. Finally, if students plan to use direct quotations from the sources being discussed, they should use parenthetical notes to reference the work being quoted. Chapter 15 of the CMSO, 16th ed., discusses examples of parenthetical notes. The most common is to add important source information in parentheses following the final quotation mark. Here is an example (Pruitt 2013, 33). This refers to the author's name, year of publication, and page number where the quotation can be found. Chapter 15 will give examples for citing different sources in parenthetical notes. If for some chance, however, students wish to cite a work other than the one being discussed and introduced in the preceding bibliographic entry, writers must then use traditional superscripts and footnotes/endnotes. Again, access online through the Newton Gresham website at <http://www.chicagomanualofstyle.org/home.html>. This assignment, which is worth one hundred points, is **20 percent of the final grade** and is due Thursday, March 29, at midnight. Students must also submit working bibliographies before their final assignment is due. The topic title, abstract, and working bibliography of one of the two sources is due **Thursday, March 8**, at midnight and should comprise one annotated primary source. This assignment again is 20 percent of the final grade. Once again, the final bibliography of three sources is **due Thursday, March 29**, before or by midnight.

ORAL HISTORY INTERVIEW

Students are responsible for conducting an oral history interview with a family member, friend, church member, professor, colleague, or employer on any topic in contemporary United States history. Consider immigration/internal migration, church organizing, business development, education, political mobilization, race relations and the Modern Civil Rights Movement, diplomacy, Feminism, the Great Depression, World Wars, the Cold War, the Korean Conflict, Vietnam, the Gulf Wars, 9/11, Hurricanes Katrina, Rita, and Ike, Iraqi Wars and Afghani War, and the War on Terror as viable interview topics. Students must use either an audio/video/telephone recorder, coupled with the suggested questions posted on Blackboard. For those students conducting telephone or email/chat interviews and without recording devices, please submit detailed transcriptions and notes of all conversations. For suggestive interview questions on unique topics not listed, see the instructor to formulate alternative questions (if necessary). Students are welcome to formulate their own questions. The interview questions only serve as a guide.

Students will also write a two-four-page (double-spaced) synopsis of the interview. Essays must include the following: 1) a thesis statement, 2) quick description or summary of the interview, and 3) concluding assessment of the interview conversation. Students must turn in digital recordings, audio cassettes or video recorders of the interviews along with the final essays. Students must upload their papers through Turnitin. I will have instructions for using Turnitin on the BB page under the Oral Interview portal. Please heed to this warning: the paper cannot exclusively comprise transcriptions of the interview, i.e., "When asked about the Battle of the Bulge, the respondent stated, 'We went to the target area on May 7, 1945...We saw the target and immediately fired seventeen rounds into the enemy soldier.'" This is unacceptable. This writing assignment requires ingenuity, innovation, critical-thinking, and writing skills. A transcribed or partially transcribed assessment of the interview, while important, is no substitution for one with in-depth analytical content. I nevertheless do encourage students to include quotations from the interview; just remember that the quotations cannot substitute for the analysis that this assignment requires. This goes for all students—no exceptions! This assignment will be due Thursday, **April 12**. Students are eligible to earn one hundred points on this exciting assignment; the oral history interview project is worth **20 percent of the final grade**. The professor will return to students their digital

recording devices, thumb drives, disks, audio cassettes and video disks of the interviews the next week during finals. Students are responsible for finding potential interview candidates; if individuals cannot find interviewees, the instructor will recommend prospective subjects. Please provide the professor with the title of **your interview topic no later than Thursday, March 1.**

FINAL EXAMINATION

Students will complete one take-home final examination this semester. The final will consist of comprehensive essay questions. Students are expected to write at least six to eight detailed paragraphs on each selected essay given on the exam sheet. In answering the essay questions, students are expected to provide cited source materials for their essay responses. Yes, this means that endnotes/footnotes are required for this exercise, preferably for every paragraph and quoted sentence or phrase. Your documentation may come from a myriad of sources, including class readings, secondary sources of library materials, online bibliographic materials, and primary sources. The content of the test will come from lectures, Power Point presentations, the course readings, the document analyses on Blackboard, other BB sources online, possible in-class films, supplemental readings, and other sources on contemporary U.S. history. Students will receive the final exam one week before the due date. Students can earn up to one hundred points on the test; the examination is worth **20 percent of the total class grade.** The midterm is due by **Monday, May 7 by 9:00 AM.**

DUE DATES FOR ASSIGNMENTS

Students can earn a total number of 500 Points this semester:

Document Analysis	100 Points—See Recorded Due Dates Above
Analytical/Reaction Essay	100 Points—March 1
Annotated Bibliography	100 Points –March 29
Oral History Interview	100 Points –April 12
Final Examination	100 Points—May 7 (by 9:00 AM)

*GRADING SCALE:

The professor will average the final grade by the total number of points; the following comprises the grading scale for each assignment and final grade:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

*The professor reserves the right to deduct anywhere from ten to thirty points from students' final average for incomplete and plagiarized work! Please complete all assignments in a timely manner to avoid grade deductions.

Course Calendar

Sam Houston State University—Spring Semester 2018
History 3379 – *Contemporary America*
Section 1, CID 21202, TTH, 11:00 A.M. to 12:20 P.M., AB1 204

January 18

HAPPY NEW YEAR AND WELCOME BACK!

Introduction to the Course/Explanation of the Syllabus

January 23 & 25

Lecture Series 1: The Cold War

Lecture Topic: The Origins of the Cold War and the Cold War at Home

Readings:

The Cold War: A New History, Ch. 1, "The Return of Fear," and Ch. 2, "Deathboats and Lifeboats"

Interpretations of American History, 8th ed., Ch. 8, "The Cold War and Beyond"

Document 1 ("The Sources of Soviet Conflict" by G. Kennan, 1947)

Document 2 (*Finding Lucy*. PBS Documentary, YouTube, 2001)

Jan 30 & Feb 1

Lecture Topic: The Cold War at Home, and the Cold War in Asia, Africa, and Latin America

Readings:

The Cold War: A New History, Ch. 3, "Command Versus Spontaneity," and Ch. 4, "Emergence of Autonomy"

Document 3 ("The Shocking Story of Approved Killing in Miss")

Document 4 (The Eisenhower Doctrine, 1957)

February 6 & 8

Lecture Topic: The Vietnam War, Détente, and Triangular Diplomacy

Readings:

The Cold War: A New History, Ch. 5, "The Recovery of Equity," Ch. 6, "Actors," and Ch. 7, "The Triumph of Hope"

Document 5 ("The Day Louis Armstrong Made Noise," *New York Times*, 1957)

Document 6 First Kennedy-Nixon Presidential Debate, Sep. 1960)

Feb 13 & 15

Lecture Series 2: The Civil Rights Movements

Lecture Topic: The Modern-Day (Black) Civil Rights Movement

Documentary: *Eyes on the Prize: America during the Civil Rights Years*

"Awakenings (1954-1956)"

"Fighting Back (1957-1962)"

Readings:

The Feminine Mystique

Ch. 1, "The Problem That Has No Name"

Ch. 2, "The Happy Housewife Heroine"

Ch. 3, "The Crisis in Women's Identity"

Ch. 4, "The Passionate Journey"

Interpretations of American History, V. 2, 8th ed., Ch. 9, "The Civil Rights Movement: New Directions"

Document 7 (Betty Friedan, 1921-2006, Jewish Women's Archives)

Document 8 (Phyllis Schlafly at 84, 2009)

Feb 20 & 22

Lecture Topic: The Feminist Movement, the Chicano Movement, and the

Immigration Act of 1965

Documentary: *Eyes on the Prize: America during the Civil Rights Years*
"Ain't Scared of Your Jails (1960-1961)"

"No Easy Walk (1961-1963)"

Readings:

The Feminine Mystique

Ch. 5, "The Sexual Solipsism of Sigmund Freud"

Ch. 6, "The Functional Freeze, The Functional Protest, and Margaret Mead"

Ch. 7, "The Sex Directed Educators"

Ch. 8, "The Mistaken Choice"

Ch. 9, "The Sexual Sell"

Document 9 (LBJ Commencement Address, Howard University)

Document 10 (Origins and History of the Chicano Movement)

Document 11 (Cesar Chavez and the United Farm Workers Union)

Feb 27 & Mar 1

Lecture Topic: The American Indian Movement and the LGBTQ Social Movement

Documentary: *Eyes on the Prize: America during the Civil Rights Years*

"Mississippi: Is This America? (1962-1964)"

"Bridge of Freedom (1965)"

"The Time Has Come (1964-1966)"

Readings:

The Feminine Mystique

Ch. 10, "Housewifery Expands to Fill the Time Available"

Ch. 11, "The Sex Seekers"

Ch. 12, "Progressive Dehumanization: The Comfortable Concentration Camp"

Ch. 13, "The Forfeited Self"

Ch. 14, "A New Life Plan for Women"

Epilogue

Document 12 (*Eyes on the Prize: America during the Civil Rights Years*)

Document 13 ("Beyond Vietnam, Dr. MLK, April 4, 1967)

Document 14 (Historian: The Divide Between 'White Detroit' and 'Black Detroit' Led to the 1967 Rebellion [Detroit Riot of 1967], Michigan Radio)

Document 15 (The New Left)

Document 16 (July 20, 1969: One Giant Leap for Mankind, NASA)

Document 17 (Timeline: Fifty Years of Spaceflight)

Document 18 (*What Was the American Indian Movement? The American Experience*)

March 1

Analytical Essays Due

March 6

Lecture Topic: The Great Society

Readings:

A People's War on Poverty

Introduction

Ch. 1, "Declaring War on Poverty in the Midst of 'Pervasive Conservatism'"
 Ch. 2, "Creating an Alternative Antipoverty Philosophy in Houston"
 Ch. 3, "A Big Step for the Community Action Program"
 Ch. 4, "A Closing Window of Opportunity for Expanding Democracy"
 Ch. 5, "A Triumph for the Limited Vision of Democracy"
 Ch. 6, "National Changes with Local Results"
 Conclusion
Interpretations of American History, V. 2, 8th ed., Ch. 9, "Second Wave Feminism: How Inclusive?"

March 8

**No Class! Texas State Historical Association
 Working Bibliography Due**

Document 19 ("I Was at Stonewall: The Movie Stonewall Gets Everything Wrong")
 Document 20 (Title IX)
 Document 21 (*Roe v. Wade*, 1973)
 Document 22 (The Opening of China, 1972, Richard Nixon Library)

March 13 & 15

Happy Spring Break

Mar. 20 & 22

Lecture Topic: Détente, Triangular Diplomacy, Watergate, and the 1970s
Lecture Series 3: Th Cold War's Death, the New Right, the Roots of 9/11, and Postracialism in the Eras of Presidents Obama and Trump

Readings:

Document 23 (The Watergate Story, *Washington Post*)
 Document 24 (Oil Embargo, 1973-74)
 Document 25 (Backgrounder to Three Mile Island Accident, March 1979)
 Document 26 (The Origins of the New Right)

Mar 27 & 29

Lecture Topics: Watergate, the 1970s, and the Reagan Revolution
 Document 27 ("Reagan Fires 11,000 Air Traffic Controllers," *Politico*, Aug 1981)
Interpretations of American History, V. 2, 8th ed., Ch. 11, "The New Right: Rise....and Fall?"

March 29

Final Annotated Bibliography Due

April 3 & 5

Lecture Topic: The Reagan Revolution, and the Rise of the New Right

Readings:

Enrique's Journey
 Prologue
 Ch. 1, "The Boy Left Behind"
 Ch. 2, "Seeking Mercy"
 Ch. 3, "Facing the Beast"
 Ch. 4, "Gifts and Faith"

Ch. 5, "On the Border"
Document 28 ("The Desert One Debacle, *The Atlantic*, April 1980)
Document 29 ("Speechwriter Who Helped Reagan 'Tear Down That Wall,'" *Politico*, 2017

April 10 & 12 Lecture Topic: The Cold War Continues and Ends
Readings:
Enrique's Journey
Ch. 6, "A Dark River, Perhaps a New Life"
Ch. 7, "The Girl Left Behind"
Ch. 8, "A Mother's Embrace"
Epilogue
Document 30 ("The End of the Soviet Union...", December 1991
Document 31 (9/11 Commission)
Document 32 (Demographic Portrait of Moslem Americans)

April 12 Oral History Interviews are Due

April 17 & 19 Lecture Topic: The 1990s, The New Millennium, and the Roots of 9/11
Readings:
Document 33 ("This is Your Victory," President-Elect Obama, Nov 2008)
Document 34 (Deferred Action for Childhood Arrivals (DACA)

April 24 & 26 Lecture Topic: The Obama Revolution
Readings:
Document 35 ("Affordable Care Act Survives Supreme Court Challenge,")
2015
Document 36 (Hillary Clinton Speech at the DNC, July 2016

May 1 & 3 Lecture Topic: Backlash! The Election of 2016 and the Trump Presidency
Readings:
Document 37 (President Donald A. Trump Inaugural Address)
Document 38 (LGBT Rights, *Huffington Post*)
Document 39 ("The Fight against Gun Control Really Isn't About Guns,"
Time, Oct 2017)
Document 40 (Texas Gun Laws Explained)

May 7 Take-Home **Final Exam due 9:00 AM**

BE ADVISED THAT CHEATING AND PLAGIARISM CAN RESULT IN AN AUTOMATIC "F" FOR THE COURSE. THIS GOES FOR ALL ASSIGNMENTS AND TESTS. PLEASE REMEMBER DUE DATES FOR ALL ASSIGNMENTS AND TESTS. PLEASE DO NOT LOSE THIS SYLLABUS AND COURSE CALENDAR. THESE WILL BE YOUR LIFELINE FOR THE COURSE THIS SEMESTER. I HOPE THAT YOU WILL HAVE A GREAT TIME IN THIS CLASS.



The Du Boises and Nkrumahs, Accra, Ghana, 1961 (Courtesy Path African News, accessed January 24, 2018, <http://panafricannews.blogspot.com/2017/03/shirley-graham-du-bois-pan-africanism.html>).