

HIST 345 11J  
Modern American History: 1945-Present  
Spring 2011, T Th 11:30-12:45  
Library Study Room, 2<sup>nd</sup> floor

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### COURSE SYLLABUS

#### Course Description:

This course focuses on modern American history from 1945 to the present with particular emphasis on domestic and foreign policy of the United States. In order to understand post-World War II America we will look at four themes throughout the semester: 1) the ways the Cold War affected Americans socially, economically, and politically 2) political interaction between the dominance of Democratic liberalism and ascending Republican conservatism, 3) the contention over defining American freedom, and 4) the variety of ways Americans have reacted to their abundant society. Topics include, but are not limited to the political, social, and economic consequences of World War II; the development of the Cold War and its evolution across presidential administrations; American culture and its critics; American political culture from FDR through Reagan.

#### Course Goals:

There are several objectives for this course. **First**, by gaining a factual knowledge of this historical period the course seeks to assist students in learning to think historically by recognizing, criticizing, and interpreting evidence and using primary and secondary sources to understand the process of history. **Second**, this course strives to help students discover, understand, and appreciate the interplay of forces and personalities that shaped the history of modern America. **Third**, as a writing intensive class that fulfills the writing requirement, this course will also assist students in developing and refining their writing abilities by organizing, describing, and reaching conclusions on paper about material that they have studied. These skills will especially benefit students in the future when they enroll in upper division history courses.

**Required Reading:** These books are available at the campus bookstore and on reserve at the library.

Ralph B. Levering, Vladimir O. Pechatnov, Verena Botzenhart-Viehe, and C. Earl Edmondson, *Debating The Origins of the Cold War: American and Russian Perspectives*, Rowman and Littlefield Publishers: New York, 2001.

Mary L. Dudziak, *Cold War Civil Rights: Race and the Image of American Democracy*, Princeton: Princeton University Press, 2000.

Thomas Doherty, *Cold War, Cool Medium: Television, McCarthyism, and American Culture*, New York: Columbia University Press, 2003.

Elizabeth Cobbs Hoffman, *All You Need Is Love: The Peace Corps and the Spirit of the 1960s*, Cambridge: Harvard University Press, 1998.

Christian G. Appy, *Working-Class War: American Combat Soldiers and Vietnam*, Chapel Hill: University of North Carolina Press, 1993.

Jonathan M. Schoenwald, *A Time for Choosing: The Rise of Modern American Conservatism*, New York: Oxford University Press, 2001.

Primary documents and journal articles provided through links on the Reserves-Direct page for our class and/or by the professor.

#### Grading and Assignments:

**Essay One** (6-8 double-spaced pages, Times New Roman type font size 10 or 12, one-inch margins) on the Aftermath of World War II and the developing Cold War (20%) initial draft due **February 15** at the *beginning* of class and final draft due **February 24** at the *beginning* of class. **Essay Two** (8-10 double-spaced pages, Times New Roman type font size 10 or 12, one-inch margins) on the Cold War's Effect on American Culture (25%) initial draft due **March 29** at the *beginning* of class and final draft due **April 7** at the *beginning* of class. **Reading quizzes** (10%). **Participation** (15%) includes actively participating in class discussion, peer review of your classmates writing, and serving as discussion leader at least once. **Final Essay Exam, May 2, 2:00-5:00 p.m.** (30%). Study questions for the final examination will be passed out at least one week prior to the exam.

All assignments as well as your final course grade will be based on the +/- system. To get credit for your writing requirement you must earn a grade of C or higher. You can pass the course with a C- or D, but you will not

receive the writing requirement.

#### **Honor Code:**

We are a community of scholars. Therefore, academic dishonesty is not tolerated. Your name or signature on a paper or test submitted for credit shall indicate you have neither given nor received unauthorized information on the work, nor have you condoned the giving or receiving of unauthorized information by others. As a student at Oxford College of Emory University you have agreed to abide by the honor pledge and have taken upon yourself the responsibility of upholding the Honor Code; you are urged to inquire of the Honor Council about any doubtful case at any time throughout the semester. For complete details on the Honor Code please see the Oxford College Catalog.

**Note on writing and plagiarism:** Students must be scrupulous to avoid plagiarism and to give very precise and complete citations for any work used in any way. Always make it precisely clear to the reader through the use of quotation marks and citations which words, if any, are taken from some other sources. Be very careful if you draw on any source—whether from the internet, a book, or an archival reference—to give the precise source of each and every word used. Remember that even when paraphrasing you need to cite the source used. For further details see *Writing History* on reserve at the library reserve desk.

#### **Attendance Policy:**

Class begins at 11:30 a.m. and ends at 12:45 p.m. A 300-level course requires your regular attendance and active participation in class. Students are allowed two absences, every absence after that will deduct points from the class participation/attitude portion of your final course grade. It is your responsibility to obtain missed notes from class and to turn in all assignments on time. During class discussion of reading material I expect you to have prepared before class. Your class participation grade will be based upon your discussion of the material at hand, merely talking for talking's sake is not considered valid participation. If you attend class regularly but never participate in class discussion your participation grade will be a C+, so do your best to offer your thoughts or opinions on the reading material throughout the course of the semester.

If you miss a due date for any assignment, **only absences due to medical or family emergencies** (for example, attending the funeral of an immediate family member) are valid. You will need to present written evidence of your illness or family emergency for an excused absence. If you miss a due date on a written assignment, whether in preliminary draft form or final form, a late penalty of **five points per day** (including weekends) will be deducted from your grade for that assignment. If you turn in your written assignment after the beginning of class and before 5:00 p.m. but on the same day it is due you will be deducted **2.5 points** from your grade for that assignment. **I do not accept written assignments turned in via e-mail. I only accept hard copies of written assignments.** You cannot change the time of your final exam because of travel plans, vacation plan, job opportunities, or having more than one final exam on one day.

#### **Visiting the Professor:**

I encourage you to visit me during my office hours, or make an appointment with me if my office hours do not coincide with your schedule. One of the positive experiences you can have at Oxford College is getting to know your professors well. So, take advantage of that opportunity and come see me throughout the semester.

#### **Class Etiquette:**

**E-mail:** We will have a class conference on LearnLink that corresponds with this course. I will post all assignments on the conference as well as other pertinent items that may enhance class discussion. When communicating with your fellow classmates on the conference or with me on my personal e-mail address do not post anything that you would not be comfortable saying to your classmates or to me in person.

The rules for writing e-mail in formal situations—class discussions, letters to professors, student discussion lists—do not necessarily apply when writing e-mail to friends and family. So, here are my suggestions for using e-mail in our class. When writing to me or on our LearnLink conference you should use a serious tone. Address me by my proper title, follow rules of grammar and mechanics, and do not use all lower or upper case letters. You should use black ink in your e-mail message and a normal size font. Avoid using expletives and other slang in formal situations. I have heard it said that writing is like fashion, one style is not appropriate for every situation. For example, you would not wear your bathing suit to a job interview at a bank. So, get in the habit of using your

professional voice when communicating as a professional, in your case your profession right now is being a college student. Also, take time to think about your message before you send it. Never send a message when you are feeling emotional, particularly if you are upset or angry.

Do not assume just because you *can* get in touch with me when you want to that I will be available to read your message. I rarely check e-mail once I leave campus, which is usually around 5:30 p.m., and I don't check e-mail over the weekend. So, note that I read e-mail from 9:00-5:30 Monday through Friday. I also do not accept written assignments via e-mail. I only accept hard copies of written assignments.

Finally, know that e-mail is not a very private communication system. Your messages can be printed out, and they can also be sent on to others as forwarded messages. Any private message you send potentially can come under public scrutiny; therefore you should not write anything that would cause you or someone else embarrassment or trouble should your e-mail become public. Most importantly, remember that even though you cannot see them, you are communicating with real human beings whenever you send e-mail. Do not let the impersonal screen make you forget to be as respectful in your communication as you would be when speaking face to face.

**Electronics:** I do not take phone calls during class so you should not either. Turn off your **cell phone** when you are in class. Do not refer to your cell phone text messages at anytime during class or during an exam. If necessary I will require that you leave your cell phone with me during class or an exam. Do not leave class to check your cell phone for a call or a text message. You should be able to sit through the entire 1 hour and 45 minutes of class without leaving the room. I do not allow students to take notes using a **lap top** unless they have permission from me. If you need to use a lap tap for this purpose please see me. You may not listen to an **MP3** player during an exam.

**Class Discussion:** We will spend time this semester discussing readings written by professional scholars as well as by ourselves. In this process of discussion it is important to nurture the habit of being a good listener. Practice paying close attention to what others are saying as well as what you are saying. Through this process of listening well we will also respect each other. Our goal is to understand, not to operate only out of a place of judgment. In this manner we will be able to see the nuance and historical context of what we study to gain a deeper understanding. It is also essential that we build a sense of trust among ourselves that will enable us to speak frankly about some difficult parts of our historical past. If education means anything it changes us. That is not easy because we do not like change. So we have to be prepared to face historical reality to enable us to see the world from the perspective of others.

Students should approach discussions having read the assigned readings and thought of questions and ideas provoked by the material. Do not be modest in introducing ideas in class or in politely opposing the ideas of others. Ideally, discussion is a form of active learning that reinforces the sense that the classroom is a community of learning. Students should expect to learn a great deal from each other, as well as from the reading material and your professor.

## SCHEDULE

Jan 18	Syllabus, What are the American ideals of today? What questions do you have about post-war America?	
Jan 20	Aftermath of WWII—the Holocaust	E-Reserves, Abzug, FDR “4 Freedoms,” <i>Origins</i> pp 1-23, 65, 67
Jan 21-24	Watch “Victory in the Pacific” DVD	On Reserve at Library Desk
Jan 25	Aftermath of WWII—the Atomic bomb	E-Reserves, Hersey, Faulkner, HST
Jan 27	Origins of the Cold War	<i>Origins</i> , pp 23-62, 69-73, 81-83
Feb 1	Origins of the Cold War	<i>Origins</i> , pp 85-151, 176-178
Feb 3	“Radio Bikini”	
Feb 3-6	FYI: Slavery and the University: Histories and Legacies, Emory Conference Center	
Feb 6	FYI: Events at Oxford in Old Church that are part of this conference	
Feb 8:	Cold War–Truman	Dudziak, pp 3-46
Feb 10:	Cold War–Truman	Dudziak, pp 47-114
Feb 15	Post War Politics	Schoenwald, pp 3-61
	<b>Draft of Essay One on the Aftermath of WWII and early Cold War due at the beginning of class.</b> Bring five copies of your essay to class (20% of paper grade).	
Feb 17	Cold War Culture	Doherty, Chaps 1-3
Feb 22	Cold War Culture	Doherty, Chaps 4-7
Feb 24	Cold War Culture	Doherty, Chaps 8-9
	<b>Final Draft of Essay One due at the beginning of class (80% of paper grade).</b>	
March 1	Cold War Culture	Doherty, Chaps 10-12
March 3	School Integration 1950s	Dudziak, Chap 4
March 8	No Class Spring Break	
March 10	No Class Spring Break	
March 15	Cold War Culture	Schoenwald Chaps 3-4
March 17	Peace Corps	Hoffman, chaps 1-3
March 22	Peace Corps	Hoffman, chaps 4-6
March 24	Kennedy and Civil Rights	Dudziak, Chap 5
March 29	Vietnam	Appy, pp 1-43
	<b>Draft of Essay Two on Cold War Culture due at the beginning of class.</b> Bring five copies of your essay to class (20% of paper grade).	
March 31	Vietnam	Appy, pp 44-173
April 1-4	Watch “Frost/Nixon: War at Home and Aboard” DVD disc 2	Reserves at Library Desk
April 5	Vietnam	Appy, pp 174-249
April 7	Vietnam	Appy, pp 250-322
	<b>Final Draft of Essay Two due at the Beginning of Class (80% of paper grade)</b>	

April 12	Civil Rights 1960s	Dudziak, Chap 6
April 14	Rise of the Conservative Right	Schoenwald Chaps 5-6
April 19	Rise of the Conservative Right	Schoenwald Chaps 7-8
April 20	Watch "Frost/Nixon: Nixon in the World" Disc 1 DVD	Reserve at the Library Desk
April 21	Nixon Foreign Policy	E-Reserves: Tucker, "Taiwan Expendable? Nixon and Kissenger Go to China."
April 22-25	Watch "The Lives of Others" DVD	On Reserve at Library Desk
April 26	The End of the Cold War	E-Reserves: Gaddis, "The Unexpected Ronald Reagan"
April 27	Reading Day	
May 2	Final Exam 2:00-5:00 p.m. <b>Bring a large blue book and pen or pencil.</b>	