HIST3010 - The United States from Civil War to Superpower

Course Outline

Semester 2 - 2010
Unit Weighting 20

Teaching Methods
Lecture
Laboratory
Tutorial

Brief Course Description
Surveys the domestic history and foreign relations of the U.S. since 1865. Topics include: reconstruction, industrialisation, immigration, progressive reform, the 1920s, the Ku Klux Klan, the Great Depression, the New Deal, Civil Rights, the liberal experiments of the 1960s, Malcolm X and Black Power, feminism, and the conservative resurgence beginning with the election of Richard Nixon in 1968. In foreign policy, the main theme is the tension between 'isolationism' and 'internationalism,' paying specific attention to America's acquisition of an empire in the late nineteenth century, US entry into the World Wars, the Cold War and the Gulf War.

Contact Hours
Lecture for 2 Hours per Week for the Full Term
Laboratory for 1 Hour per Week for 13 Weeks
Tutorial for 2 Hours per Week for the Full Term
Film Screening (Laboratory)
Tutorials commence in week 2

Learning Materials/Texts

Course Outline Issued and Correct as at: Week 1, Semester 2 - 2010

CTS Download Date: 28 June 2010
**Course Objectives**
Develop students’ understanding of American history in the period since the Civil War; develop students’ ability to think critically; develop students’ ability to conduct research; and enhance students’ ability to present arguments and analysis in written and oral form.

**Course Content**
This course analyzes key issues in American History since the Civil War, including: industrialization, immigration, and urbanization in the post-Civil War period, race relations, American foreign policy since the late nineteenth century, the US during the 1920s, the Depression and New Deal, the Civil rights movement, McCarthyism and anti-communism, America during the 1960s, and the conservative revival.

**Assessment Items**

<table>
<thead>
<tr>
<th>Category</th>
<th>Assessment</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: Class</td>
<td>Test (60 mins) 15%</td>
<td></td>
</tr>
<tr>
<td>Essays / Written Assignments</td>
<td>Short Essay (1500 words) 20%</td>
<td></td>
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<td></td>
<td>Annotated Bibliography 10%</td>
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<tr>
<td></td>
<td>Major Essay (3000 words) 40%</td>
<td></td>
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<tr>
<td>Group/tutorial participation and contribution</td>
<td>Class participation demonstrating preparation and involvement, worth 15%</td>
<td></td>
</tr>
</tbody>
</table>

**Assumed Knowledge**
20 units in History at 1000 level or equivalent.

**Callaghan Campus Timetable**

**HIST3010**

**US History After the Civil War**

Enquiries: School of Humanities and Social Science

Semester 2 - 2010

<table>
<thead>
<tr>
<th>Film Screen</th>
<th>Tuesday</th>
<th>13:00 - 14:00</th>
<th>[V101]</th>
<th>Commencing Wk 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>and Lecture</td>
<td>Tuesday</td>
<td>11:00 - 13:00</td>
<td>[V101]</td>
<td>Commencing Wk 1</td>
</tr>
<tr>
<td>and Tutorial</td>
<td>Tuesday</td>
<td>14:00 - 16:00</td>
<td>[MCLG59]</td>
<td>Commencing Wk 2</td>
</tr>
<tr>
<td>or</td>
<td>Tuesday</td>
<td>16:00 - 18:00</td>
<td>[MCLG56]</td>
<td>Commencing Wk 2</td>
</tr>
<tr>
<td>or</td>
<td>Wednesday</td>
<td>9:00 - 11:00</td>
<td>[V103]</td>
<td>Commencing Wk 2</td>
</tr>
</tbody>
</table>

**IMPORTANT UNIVERSITY INFORMATION**

**ACADEMIC INTEGRITY**

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

**Academic fraud** is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;

b) using a substitute person to undertake, in full or part, an examination or other assessment item;

c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;

e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or

- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).

- Submit the assessment item to other forms of plagiarism checking

**RE-MARKS AND MODERATIONS**

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

**MARKS AND GRADES RELEASED DURING TERM**

All marks and grades released during term are indicative only until formally approved by the Head of School.

**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in **Late Penalty** (under student) at the link above.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

**Note:** different procedures apply for minor and major assessment tasks.

**Students should be aware of the following important deadlines:**

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.

- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the
examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au . As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability .

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit: www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie Student Hub</th>
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<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>The University of Newcastle</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td>A Block, Administration</td>
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<tr>
<td>City Precinct</td>
<td>Widderson Road</td>
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<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>Port Macquarie NSW 2444</td>
</tr>
<tr>
<td>Central Coast Campus (Ourimbah)</td>
<td>Phone: 49215000</td>
</tr>
<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
<td>Singapore students contact your PSB Program Executive</td>
</tr>
</tbody>
</table>

OTHER CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Faculty Websites</th>
<th>Dean of Students Office</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/business-law/">www.newcastle.edu.au/faculty/business-law/</a></td>
<td>The Dean of Students and Deputy Dean of</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</a></td>
<td>Students work to ensure that all students receive</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/engineering/">www.newcastle.edu.au/faculty/engineering/</a></td>
<td>fair and equitable treatment at the University. In</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/health/">www.newcastle.edu.au/faculty/health/</a></td>
<td>doing this they provide information and advice</td>
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<tr>
<td><a href="http://www.newcastle.edu.au/faculty/science-it/">www.newcastle.edu.au/faculty/science-it/</a></td>
<td>and help students resolve problems of an</td>
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<td></td>
<td>academic nature.</td>
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<td><a href="http://www.newcastle.edu.au/service/dean-of-">http://www.newcastle.edu.au/service/dean-of-</a></td>
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<td>students/</td>
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<td>Phone:02 4921 5806</td>
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</table>
This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

End of CTS Entry

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Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - [http://www.newcastle.edu.au/study/enrolment/regdates.html](http://www.newcastle.edu.au/study/enrolment/regdates.html)

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - [www.blackboard.newcastle.edu.au](http://www.blackboard.newcastle.edu.au)

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - [www.blackboard.newcastle.edu.au](http://www.blackboard.newcastle.edu.au)

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- Return of Assignments
- Preferred Referencing Style
- Student Communication

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Rules Governing Undergraduate Academic Awards  

Rules Governing Postgraduate Academic Awards  

Rules Governing Professional Doctorate Awards  

General enquiries

**Callaghan, City and Port Macquarie**
Phone: 02 4921 5000  
Email: [EnquiryCentre@newcastle.edu.au](mailto:EnquiryCentre@newcastle.edu.au)

**Ourimbah**
Phone: 02 4348 4030  
Email: [EnquiryCentre@newcastle.edu.au](mailto:EnquiryCentre@newcastle.edu.au)

**University Complaints Managers Office**

The University is committed to maintaining and enhancing fair, equitable and safe work practices and promoting positive relationships with its staff and students. There is a single system to deal with all types of complaints, ranging from minor administrative matters to more serious deeply held grievances concerning unfair, unjust or unreasonable behaviour.  
Phone:02 4921 5806  
Fax: 02 4921 7151  
Email: [Complaints@newcastle.edu.au](mailto:Complaints@newcastle.edu.au)

**Campus Care**

The Campus Care program has been set up as a central point of enquiry for information, advice and support in managing inappropriate, concerning or threatening behaviour.  
Phone:02 4921 8600  
Fax: 02 4921 7151  
Email: [campuscare@newcastle.edu.au](mailto:campuscare@newcastle.edu.au)
HIST3010

American History after the Civil War

2010 - Semester 2
# Lecture & Tutorial Program

<table>
<thead>
<tr>
<th>Week 1</th>
<th>July 27</th>
<th><strong>LECTURE</strong></th>
<th><strong>VIDEO</strong></th>
<th><strong>TUTORIAL</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>i) Welcome and Course Organization</td>
<td>TBA</td>
<td>No Tutorials</td>
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<tr>
<td></td>
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<td>ii) America in 1865</td>
<td>TBA</td>
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<td></td>
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<td>Reconstruction, 1865-1877</td>
<td>TBA</td>
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<tr>
<td>Week 2</td>
<td>August 3</td>
<td>From Reconstruction to Segregation: Black America, 1865-1914</td>
<td>TBA</td>
<td>The Reconstruction of the South</td>
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<td>Industrialization, Urbanization, &amp; Immigration, 1865-1914</td>
<td>TBA</td>
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<td>“Progressive” America: Society, Culture and Politics, 1900-1914</td>
<td>TBA</td>
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<td>Week 4</td>
<td>August 17</td>
<td>Onto the World Stage: American Foreign Policy, 1877-1914</td>
<td>TBA</td>
<td>Native Americans in the Late 19th &amp; Early 20th Centuries</td>
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<td>America at War, 1914-1920</td>
<td>TBA</td>
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<td>Week 5</td>
<td>August 24</td>
<td>The Roaring Twenties: Society, Culture and Politics, 1919-1929</td>
<td>TBA</td>
<td>American Entry into World War One</td>
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<td></td>
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<td>Franklin Roosevelt and the New Deal: Political Life during the 1930s</td>
<td>TBA</td>
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<tr>
<td>Week 6</td>
<td>August 31</td>
<td>“Independent Internationalism”: U.S. Foreign Policy, 1920-41</td>
<td>TBA</td>
<td>The New Deal</td>
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<td>“The Last Good War”: The U.S. &amp; World War Two</td>
<td>TBA</td>
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<tr>
<td>Week 7</td>
<td>September 7</td>
<td>After Isolationism: America and the Cold War, 1945-1960</td>
<td>TBA</td>
<td>Pearl Harbor &amp; American Entry into World War Two</td>
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<td>“Happy Days”?: American Society and Culture in the 1950s</td>
<td>TBA</td>
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<tr>
<td>Week 8</td>
<td>September 14</td>
<td>“We Shall Overcome”: The Modern Civil Rights Movement</td>
<td>TBA</td>
<td>Cold War America: Joseph McCarthy &amp; the Anti-communist Crusade</td>
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<td>John F. Kennedy, Lyndon B. Johnson, and Political Life in the 1960s</td>
<td>TBA</td>
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<tr>
<td>Week 9</td>
<td>September 21</td>
<td>“Paying the Price”: The United States and Vietnam</td>
<td>TBA</td>
<td>Civil Rights: Martin Luther King, Jr., &amp; Malcolm X</td>
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<td></td>
<td>“There’s Something in the Air”: The New Left, Black Power, &amp; the Counterculture</td>
<td>TBA</td>
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<tr>
<td>Week 10</td>
<td>October 12</td>
<td>“Running on Empty”: American Politics, Society &amp; Culture during the 1970s</td>
<td>TBA</td>
<td>“There’s Something in the Air”: Political, Cultural, &amp; Sexual Revolutions in the 1960s?</td>
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<tr>
<td></td>
<td></td>
<td>“New Morning in America”? Ronald Reagan, the “Triumph” of Conservatism, and the End of the Cold War</td>
<td>TBA</td>
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<tr>
<td>Week 11</td>
<td>October 19</td>
<td>War Sex, Lies, and Monica: Society, Culture, &amp; Politics in Contemporary America</td>
<td>TBA</td>
<td>Ronnie’s America/Ronnie’s World: The U.S. in the 1980s</td>
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<td></td>
<td></td>
<td>Where to From Here?: Beyond September 11</td>
<td>TBA</td>
<td></td>
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<tr>
<td>Week 12</td>
<td>October 26</td>
<td>Summing Up: Looking Backward, Looking Forward</td>
<td>TBA</td>
<td>New World Order? America and September 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class Test Revision</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>November 2</td>
<td><strong>Class Test</strong></td>
<td>TBA</td>
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</tbody>
</table>
HIST3010: American History after the Civil War

The objectives of this course are to familiarize students with the domestic history and foreign relations of the United States since 1865, and to enhance their skills of historical research, analysis, and presentation. As well as making use of primary source materials in the weekly tutorials, we will draw extensively on the rich historical literature devoted to modern American history. Utilizing recent works on social, cultural, and political history, we will deal with issues such as race and gender relations, the changing nature of American politics, and America’s troubled (and often troubling) forays onto the world stage. These are crucial questions for Australian students, not only because Australia is – ostensibly at least – economically and politically allied to the United States, and because it sometimes appears we are inundated with American culture, but also because the two societies differ in significant, yet often overlooked ways.

After examining race relations in the post-Civil War period, consideration is given to industrialization, immigration, and reform in the late nineteenth and early twentieth centuries. Specific attention is then paid to the clash between traditional and modern values in the 1920s, and the social, economic, and political changes accompanying the New Deal of the 1930s. For the post-World War Two period, major topics include McCarthyism, the Civil Rights movement, the liberal experiments of the 1960s, the Presidency of John F. Kennedy, and the conservative resurgence. In foreign policy, the main themes are the enduring tensions between “isolationism” and “internationalism,” and between “idealism” and “realism.” As well as considering what these terms mean in the American context, specific attention is paid to America’s acquisition of an empire in the late nineteenth century, the controversies surrounding US entry into both World Wars, the Cold War, and American involvement in the Gulf Wars. The course will emphasize the interdependence of the domestic and foreign spheres.

CONSULTATION:
My formal consultation times are Monday 4-5 and Tuesday 9-10.30. Should these times prove unsatisfactory, you can phone me to make an appointment at a mutually acceptable time (see contact details at the front of this course outline). Also, don’t hesitate to contact me via email; I always reply promptly.

ASSESSMENT:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Date due</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Essay (1,500 words)</td>
<td>August 24</td>
<td>20%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>September 14</td>
<td>10%</td>
</tr>
<tr>
<td>Major Essay (3,000 words)</td>
<td>October 12</td>
<td>40%</td>
</tr>
<tr>
<td>Tutorial Participation</td>
<td>Continuous</td>
<td>15%</td>
</tr>
<tr>
<td>Class Test</td>
<td>November 2</td>
<td>15%</td>
</tr>
</tbody>
</table>

100%
1. SHORT ESSAY:

You are required to write one “short essay” (1500 words) for this course, due on August 24. Please select one of the following:

1. Identify and assess the social and political effects of radical Reconstruction in the American South.

   OR

2. What were the main reasons for American expansion overseas at the end of the nineteenth century?

2. ANNOTATED BIBLIOGRAPHY:

You are required to compile your own Bibliography for the major essay, which will have a major bearing on the depth of your research, and hence on the quality of your essay. I am, of course, happy to offer advice and assistance in compiling your Bibliography. Remember that a good essay requires wide reading. (Obviously, writing a satisfactory essay requires you to go well beyond textbook accounts.)

A useful place to start your research for many questions is with the various edited collections – many of which have been placed in Short Loans, and a number of which are listed later on in the course outline. (As you’re examining these edited collections, bear in mind that different editions of the same book will usually include different essays and/or documents.)

And be VERY WARY of on-line sources (see my above comments, further on, about “Using the Web”). I cannot emphasize strongly enough that you need to consider such sources very critically.

Wikipedia is NOT A SCHOLARLY SOURCE. To borrow Dirty Harry’s best line: “Don’t even think about it.”

The Annotated Bibliography is worth 10% of your overall assessment.

This exercise consists of a brief (two or three sentences will be sufficient in most cases) discussion of the value – or otherwise – of each of the sources you have consulted. The purpose of this exercise is to encourage you to think critically about the books and articles you use. The Annotated Bibliography must be submitted on September 14.

I appreciate that many of you will not have written an Annotated Bibliography before, so I’ll discuss the exercise in more detail in lecture and tutorials. In other words, don’t be intimidated. Please note: you are still required to include a “normal” Bibliography, appended to the end of your major essay.

3. MAJOR ESSAY:

You are required to write one “major essay” (3,000 words) for this course, due on October 12. This project is worth a major proportion of your final grade; accordingly, you should put considerable effort into both researching and writing your essay.
Because the essay is due relatively close to the end of semester, and since you will almost certainly have other work due around that time, it is imperative that you start work on the essay at an early stage. By organizing your time effectively, you are most likely to do your best work (and that’s what I want to see you do!).

With regard to finding sources for your essay, it might be helpful to begin with the list included in this course guide, which indicate the books that have been placed in Short Loans and on 3-Day Loan. But when researching and writing your essays, as well as considering and evaluating the arguments put forward by various historians, some questions will be best answered if you also try to utilize primary source materials – speeches, autobiographical writings, newspaper articles, interviews etc. If you’re in any doubt about the value of these sources, please feel free to come and discuss them with me, and I will endeavour to point you in the right direction.

Finally, the library databases offer a rich selection of journal articles that will also be relevant to your essays (I tend to use JSTOR).

**Journals**

You will find additional materials in journals such as the:
- *Journal of American History*
- *Journal of Southern History*
- *Reviews in American History*
- *American Quarterly*
- *American Historical Review* (not only American history)

**MAJOR ESSAY QUESTIONS (SUGGESTIONS):**

1. Analyze the various problems confronting European immigrants to the United States in the period from the Civil War to World War One. How did immigrants deal with these problems?

2. “King was the idealist, the orator, and the believer in the American dream; Malcolm was the realist, who better understood the depth of American racism – and of American conservatism.” In the light of this quote, assess the ideologies, goals, and tactics of Martin Luther King, Jr. and Malcolm X. Which man made a more significant contribution to the post-war civil rights movement?

3. Analyze the ideologies and programs of Booker T. Washington and W. E. B. Du Bois. How effectively did they address the problems facing African-Americans in the late nineteenth and early twentieth centuries?

4. “John Kennedy is remembered for what he said, rather than for what he did. . . . Too often, his policies and actions were guided by political pragmatism, rather than by a coherent vision for America.” Analyze.

5. Can World War II be seen as a significant turning point in the history of American women?

6. Analyze the impact of the Great Depression on American women and families.
7. Why did the United States fail to find a humane solution to the plight of Native Americans in the period from the Civil War through to World War One?

8. Does the label “Robber Baron” retain any validity in relation to the origins and activities of businessmen in late nineteenth-century America?

9. Analyze the proposition that “from its beginning to its end, the progressive movement was, more than anything else, paradoxical.”

10. “The Red Scare of the post-World War One period was a justifiable reaction to deeply-held American fears.” Analyze.


12. Analyze the rise and fall of the Ku Klux Klan during Reconstruction.

13. Account for the achievement of women’s suffrage, and what issues did the right to vote leave unresolved?

14. Analyze Native Americans’ struggles to win their rights since the Second World War.

15. Analyze the proposition that Dwight Eisenhower “sought to govern by indirection.”

16. Account for the rise and fall of Marcus Garvey and the Universal Negro Improvement Association (UNIA). What were the goals of the UNIA and why did it attract the support of so many African Americans in the period after World War One?

17. Analyze the proposition that “the main characteristic of the protest movements of the 1960s was the shift from the realm of politics to that of culture.”

18. Analyze the proposition that “it is striking that while ‘nothing’ was accomplished by the New Left in its short life, everything was different afterward.”

19. Analyze the major domestic accomplishments – and the major domestic failures – of the Nixon administration.

20. Analyze the objectives and tactics of American feminism from 1963 to 1983. What have been the movement’s successes – and what obstacles has it faced?

21. Analyze the attitudes and experiences of African Americans during World War Two. What gains did they make?

22. Account for the passage of the 18th Amendment. How successful was it?

23. Analyze the Montgomery Bus Boycott of 1955-56, paying particular attention to the role of Martin Luther King, Jr.

24. Were the 1920s a “golden age” or “an era of disillusionment”?

25. Are the 1920s best seen as an era of radical change and innovation or underlying conservatism?
26. Analyze the civil rights policies of the Eisenhower administration.

27. In what ways did the atomic bomb affect political, social, and cultural life in the United States in the period from 1945-1960?

28. Analyze Franklin Roosevelt’s wartime diplomacy. To what extent was he in control of the “Grand Alliance” with the Soviet Union and Britain?

29. “Franklin D. Roosevelt’s policies toward African-Americans betrayed his astute sense of political pragmatism, rather than a deep-seated concern for the well-being of those who had traditionally been marginalized from the American dream. Consequently, despite some tentative change, and notwithstanding African-Americans’ continuing efforts to secure their rights, black Americans derived only minimal benefits from the New Deal.” Analyze.

30. Analyze the relationship between the international process of decolonization and the African American struggle for civil rights within the United States.

31. Why did the United States become involved in the Korean War? To what extent was the war a victory for US foreign policy?

32. Analyze the impact of the Cold War on American political and cultural life, 1945-1960.

33. Analyze United States policies toward Latin America in the period 1933-1945. To what extent did they signify a change from earlier American policies toward the region?

34. Analyze the proposition that “Reconstruction began with high hopes for black southerners, but ended an unmitigated disaster.”

35. Are the 1920s best seen as an era of “radical change and innovation” or “underlying conservatism”?

36. Which post-1945 president contributed most to the growth of the “imperial presidency”? Give the reasons for your choice.

37. Analyze the proposition that the Ku Klux Klan of the 1920s was “a thoroughly negative movement that clung to the corpse of an age that had fallen in World War I.”

38. “McCarthyism was a political phenomenon that extended well beyond the antics of Senator McCarthy – indeed, well beyond the boundaries of conventional politics.” Analyze.

39. How do you account for Ronald Reagan’s political success during the 1980s?

NB: THESE ARE ONLY SUGGESTIONS. THERE ARE MANY OTHER TOPICS YOU CAN WRITE ABOUT. IF YOU WISH, YOU ARE WELCOME TO DEVISE YOUR OWN ESSAY TOPIC – IN CONSULTATION WITH ME.

USING THE WEB
Some excellent material is now available on the Web. But there is, of course, also a great deal of rubbish. Because many aspects of African American history are the source of much debate and
dispute, be particularly wary of some of the groups or individuals who use the Web to push their own particular line: while the Internet is in some respects a “democratic” medium, it is also the case that we must treat some of the material that is available there with a great deal of scepticism. As with any historical source, any material you obtain from the Web should be course to the most rigorous scrutiny. You should ask yourself: who wrote this material?; would it be published by a reputable academic press or in a quality refereed journal?; why has the “author” put this material on the Web? If you bear these points in mind, you’ll no doubt find some useful material on the Web.

Notwithstanding these concerns, if used judiciously the Web can offer a good deal of useful material, particularly primary source material. A look at the Library of Congress homepage, for example, or at the sites maintained by other major archives or state historical societies, will lead you toward a number of useful sights pertaining to the various topics we’ll be examining this semester.

If you’re thinking of using the Web, please consult:


4. CLASS TEST:

A Class Test, worth 15% of your final grade, will be held during the time scheduled for the final lecture (Week 13). You will have 90 minutes to complete the Test.

- You will be required to write 1 compulsory “long essay” on the following topic: Discuss the major changes in American freedom since 1865. This section will be worth 9 marks.

- You will also be required to answer 2 “short essay” questions. These questions will be based on the topics covered in the various tutorial topics. (However, where appropriate, I do expect you to bring to bear the material covered in lectures.) This section is worth 6 marks (ie, 3 marks for each question). Towards the end of the course, I will circulate a list of possible short essay questions to assist your revision.

HIST 3010: RECOMMENDED READING:


**SHORT LOANS:**

A cautionary note: although a number items have been placed in Short Loans, (and other material has been placed on Three-Day Loan), there will be heavy demand on some of these sources. It is therefore incumbent upon you to begin work on your essays at an early date.

**These books and articles are in Short Loans:**


**These books and articles are available for Three-Day Loan:**


Mayer, Michael S., ed. *The Eisenhower Presidency and the 1950s.* Boston: Houghton Mifflin, 1998. (This is concerned with more than ‘just’ the Presidency.)


VIDEOS:

Tuesday lectures will be followed at 1pm by a video (all of which will be placed on Reserve in the Audio-Visual Section of the Auchmuty Library). As well as the videos scheduled for viewing by the whole group (these will be announced in lectures the previous week), there are several other videos in the Audio-Visual Section of the library that you might find helpful: Eyes on the Prize; The Wild West; The West; The Great Depression; and FDR are all worth watching.

COURSE READER:

A “Workbook” – consisting of the readings for the weekly tutorials – is available for purchase from the bookshop on campus. I would strongly urge you to purchase this Workbook, but if you are unable to do so, a copy will be placed in the Auchmuty Library’s Short Loans Collection.

5. TUTORIAL PARTICIPATION:

Tutorials will be conducted as discussion groups (no student presentations, unless you really want them!), with the tutor as chair. They will ensure that you engage with the tutorial readings, enhancing your understanding of the unit’s themes and developing your oral skills. Each member of a tutorial group should attend throughout the programme, do the assigned reading, and participate in discussion. Systematic non-attendance at tutorials without a valid explanation may result in failure.

Your contribution to tutorials is expected to be an informed and will be worth up to fifteen (15) percent of your final grade. You’ll be assessed on the quantity and quality of your participation in tutorial discussion. Lots of participation which doesn’t reflect preparation or insight won’t do you much good, but even a few well-prepared and insightful interventions once-in-a-while will gain a good mark. Consistent participation reflecting close engagement with the recommended readings and genuine insight will result in a high mark (it’s one of the few areas where I sometimes give 100 percent!). Tutorials are a collective experience. Particularly high marks, then, will be awarded to
students who stimulate discussion and encourage others to participate. Overriding others or aggression will be penalised.

As you’re studying the various readings from the Course Reader, you should be looking not just for “information” about the topic, but should also be interrogating the primary and secondary sources under consideration:

- what do the primary sources suggest?
- what disagreements can you discern between various historians’ accounts?
- have historians’ interpretations changed over time?
- why have historians disagreed?

The criteria for assessing tutorial participation are listed on the following page.

**Tutorial participation marks will be allocated as follows:**

**High Distinction** You have contributed substantially to the discussion. You worked hard to integrate your reading for tutorials & lectures into an overall understanding of what each topic was about, and how it related to the course as a whole. You made informed and thoughtful contributions that helped others in the tutorial to understand the topic.

**Distinction** You participated substantially each week. You demonstrated a conscientious effort to come to terms with the topic each week and relate it to the course as a whole.

**Credit** You participated regularly in discussions, demonstrating that you have made an effort to come to terms with the topic each week.

**Pass** You contributed a few words in most tutorials, based on the required readings.

**Fail** You have said nothing each week, or have only once or twice participated. Remember: attendance is not part of this grade; you must contribute to the discussion.
Week 2

THE RECONSTRUCTION OF THE SOUTH

After the American Civil War, the Reconstruction period of direct rule of the South by the victorious North lasted from 1865 to 1877. It had two distinct stages. A period of “Presidential Reconstruction” under Lincoln’s successor, Andrew Johnson, ended when Johnson was almost impeached by his Congressional critics for his leniency in dealing with the South. A period of “Radical Reconstruction” followed, only to be replaced in 1877 by restored white Southern, racist rule. Views about the nature of Reconstruction have been sharply divided almost ever since. One extreme sees it as an era of necessary intervention in the interests of racial equality, marred only by the short-lived nature of the controls and reforms introduced by the North. The other extreme argues that the victorious North was exploiting the South and that interest in the black population was confined to their usefulness as an instrument of such policies. These differences offer wide scope for major essays, but for the purposes of tutorial discussion they are simply factors to bear in mind, as we look at the listed documentary extracts and cartoons. In the light of the report by Carl Schurz and the Mississippi Black Codes explain why Johnson’s plan was despised by Radicals. Do you think that, even without those two documents, Johnson’s plan would have been opposed? We will focus especially on the two cartoons by Thomas Nasht. As well as discussing the significance of each, we should also note the major change in Nasht's attitudes. In what ways does historian Paula Giddings suggest that the experiences and attitudes of women were crucial factors in the failure of the Reconstruction era to bring about racial justice. And how useful is Eric Foner’s article in clarifying Reconstruction’s historical significance? Finally, in the light of all the attitudes represented by the documents, the cartoons and the articles by Giddings and Foner, the fundamental question is: what would it have required to bring about a through-going Reconstruction of the South?

Readings (in Course Reader)

Andrew Jackson’s Plan of Reconstruction (1865)

Carl Schurz, “Report on Conditions in the South”

The Mississippi Black Codes (1865)

The Civil Rights Act of 1866

Thaddeus Stevens on Black Suffrage and Land Redistribution (1867)

Northern Support for Reconstruction: Two Cartoons by Thomas Nast (1868, 1874)


Week 3

BLACK POWER?: W. E. B. DU BOIS & BOOKER T. WASHINGTON

This tutorial topic deals with the dilemmas of black leadership in the United States during the late nineteenth and early twentieth centuries. From long before the Civil War, African American leaders have often disagreed about the best means of improving the position of their race. Indeed, black leaders have quarreled over economic, political, and social goals; and over the best strategies to achieve their objectives. That pattern is revealed by an examination of Booker T. Washington and William E. B. Du Bois – the two most important black spokespersons of the late nineteenth and early twentieth centuries – who advocated different strategies for the elevation of African-Americans. As you’re thinking about black American reformism, keep in mind the context in which Washington and Du Bois operated: segregation was becoming increasingly formalized in the South (especially after Plessy v. Ferguson); and economic conditions for many African-Americans were deteriorating. As you’re reading for this tutorial, keep these issues in mind: Briefly, what was the social, political, and economic context in which Washington and Du Bois lived and worked? What was life like for African Americans in the period after the Civil War? Why did so many black Americans choose to leave the South during the late nineteenth and early twentieth centuries? Did the North live up to its promise? What was the significance of Plessy v. Ferguson? What were the backgrounds of Washington and Du Bois? What did Washington mean by the phrase “industrial education”? Who was likely to support Washington’s scheme? To what extent did Washington hold African Americans responsible for their own plight? Was Washington’s ideology actually more sophisticated than many have assumed? Did his private actions parallel his public statements and policies? How did Du Bois’s plan differ from Washington’s? What was the “Talented Tenth”? Was it elitist? Is it possible to argue that either of these plans was more “realistic” – or likely to succeed?

Readings (in Course Reader):


Week 4.

NATIVE AMERICANS IN THE LATE NINETEENTH & EARLY TWENTIETH CENTURIES

From the beginning of European colonization in North America during the sixteenth and seventeenth centuries, Europeans and Indians engaged in an often-bloody contest for land and power. Convinced of the virtues of their culture, and determined to exploit the continent’s rich natural resources, white Americans believed it was their “manifest destiny” to “overspread the continent allotted by Providence for the free development of our yearly multiplying millions.” In the period after the Civil War the westward movement of “white civilization” precipitated the final displacement of the American Indians. Not only did white America complete its military assault on Indian tribes in the west, but there was also a concerted effort to undermine what was commonly regarded as a “primitive” Indian culture. While this was a racist era, in which a majority of whites were probably indifferent to the fate of an “inferior” people, there were also humanitarian reformers critical of the trends and anxious to help the Indians, especially through the land reforms of the Dawes General Allotment Act. What did Helen Hunt Jackson and Theodore Roosevelt say about Indians? Did they share any assumptions about the Indians’ situation and about future Indian policies? What part did the US Army play in white-Indian relations in the period after the Civil War? What were the objectives and consequences of the Dawes Act? What was the significance of the Ghost Dance religion? How did Indians respond to attempts to “civilize” them?

Readings (in Course Reader)


Week 5

**AMERICAN ENTRY INTO WORLD WAR I.**

This week week’s tutorial is concerned with the reluctance of the United States to intervene in the First World War, and the irony of its eventual intervention in 1917 under a President, Woodrow Wilson, who had been re-elected in 1916 on a platform of non-intervention. American involvement in the First World War provoked bitter debate in the United States at the time, and has continued to divide historians. Besides debating whether Wilson really wanted to keep the United States out of the War, historians have also explored many other factors behind the eventual decision to enter the conflict. In this week’s tutorials we will consider a sample of that historiographical debate, in light of several of the documents included in Thomas Paterson’s *Major Problems in American Foreign Policy*. In preparing for this week’s class, consider these questions and issues: Briefly, what were the main themes in American foreign policy in the period between the end of the Civil War and the outbreak of World War One in 1914? (Your textbook will be of use here.) Why was there a near-unanimous neutrality policy in 1914 and how important was the traditional American desire for isolationism? Was the presence of large numbers of ethnic Americans, notably Irish and Germans, significant? What was the significance of Germany’s submarine warfare? Did Wilson secretly want intervention, even when he was campaigning on a non-interventionist platform? Was Wilson an “idealistic” or a “realistic” with respect to foreign policy? How important was the Allies’ growing debt to American creditors? Was the United States really neutral, and what was the role of the United States press? In what ways do historians’ explanations for American intervention in the First World War differ? Why have historians’ judgments over US intervention in World War One shifted so dramatically over the years?

**Readings (In Course Reader)**


Week 6

**THE NEW DEAL**

As Carl Degler’s description of the New Deal as the “Third American Revolution” suggested, the New Deal has often been associated with a major shift in the American attitudes and policies. In today’s tutorial we will scrutinize the extent and nature of that “revolution,” by focusing on those disadvantaged groups in American society who may have been expected to benefit from the New Deal. As you’re thinking about the New Deal, I want you to look both backward and forward. With regard to women, think firstly about the general trends in women’s lives since the passage of the 19th Amendment. Then, with specific reference to the New Deal, consider: Did progress go beyond the appointment of a few women to previously unattainable high profile positions in the Administration? How important was Eleanor Roosevelt, both in a “real” sense, and symbolically? What impact did the New Deal have on the millions of women in the workforce? Did the social welfare aspects of the New Deal especially help women? Consider also the impact of the New Deal on ethnic minorities: To what extent did African-Americans benefit from the New Deal initiatives helping the poor? Was FDR committed to securing equality for African-Americans? What were the aims of the Indian Reorganization Bill of 1934? In what ways did it represent a major change in attitude towards the Indians? What aspects of the Indian Reorganization Bill were not enacted and how crucial was the failure to do so? Finally, in light of the readings on blacks, women, and Native Americans, as well as the material presented in the textbooks, was the New Deal really a “third American Revolution”? Was FDR an “advocate for the American people,” or was he the “savior of American capitalism”?

**Readings (in Course Reader)**


Week 7

PEARL HARBOR & AMERICAN ENTRY INTO WORLD WAR TWO

Few events in modern history have impacted so directly upon the American consciousness as the Japanese attack on Pearl Harbor. While the attack brought rapid – and almost unanimous – domestic support for American intervention in World War Two, the event itself has been the subject of criticism and debate ever since, with historians arguing over the extent to which the United States was responsible for this “day of infamy.” In today’s tutorial we’ll analyze the documents included in Thomas Paterson and Dennis Merrill’s Major Problems in American Foreign Policy, and dip into the voluminous and vigorous historiographical debate surrounding America’s entry into the Second World War. The readings by Feis, Russett, and Tansill are a small sample of a literature that continues to expand about this classic example of the “cock-up or conspiracy” alternative views of history. Briefly, what were the main themes in American foreign policy during the 1920s? Was American vulnerability at Pearl Harbor a result of incompetence? Or was the Japanese attack a consequence of the machinations of a president anxious to intervene but needing the excuse of a direct attack on American interests to win public and congressional support? Were there long-term inadequacies of American foreign policy in the face of Japanese expansionism throughout the 1930s? What accounts for the short-term failure of the Americans to foresee the attack, and protect their ships? What was the significance of the absence of the American aircraft carriers from Pearl Harbor at the time of the Japanese attack? Why have historians’ judgments over US entry into the Second World War shifted so dramatically over the years? Are there parallels between America’s entries into the two world wars?

Readings (in Course Reader)


Russett, Bruce M. “No Clear and Present Danger,” in Paterson, Major Problems in American Foreign Policy, 219-32.


“Japan’s Minimum Demands, September 1941,” in Paterson and Merrill, Major Problems in American Foreign Relations, 140-41.

“American Proposals to Japan, November 1941,” in Paterson and Merrill, Major Problems in American Foreign Relations, 141-43.


“Roosevelt’s War Message, 1941,” in Paterson and Merrill, Major Problems in American Foreign Relations, 146-47.
Week 8

COLD WAR AMERICA: SENATOR JOSEPH MCCARTHY, THE ANTI-COMMUNIST CRUSADE, AND AMERICAN LIFE IN THE 1950s

This week we will consider the anti-communist crusade of the post-World War Two period, paying particular attention to the character, role, and influence of Joseph McCarthy. As the junior Senator from Wisconsin, McCarthy was a little-known figure when he referred to the communist issue in February 1950. Within a few months, however, he had established himself as the self-appointed leader of what soon became an anti-communist crusade. In the process, McCarthy became perhaps the most powerful figure in the United States, and the movement to which he lent his name became synonymous with wide-ranging political, social, and cultural repression. Anti-communism was not a new issue in the United States. You will recall the Red Scare of 1919-20, and Americans continued to fear communism throughout the ensuing decades. But in the context of the Cold War, with its specter of nuclear war and mass-destruction, these fears assumed a new urgency. After Alger Hiss—a former employee of the State Department—was convicted of perjury in January 1950, large sections of the American population were sympathetic to accusations that the bureaucracy (especially those sections concerned with foreign policy and defense), and America’s cultural “industry” (particularly Hollywood), had been infiltrated by communists, or their “fellow travelers.” (Incidentally, McCarthy was not the only politician to make a name for himself out of the anticommunist issue: one of those who pursued Hiss most vigorously was Richard Milhouse Nixon, then a young Californian Congressman achieving national prominence as a member of the House Committee on Un-American Activities [HUAC]). To what extent was anti-communism already well established in the United States prior to McCarthy’s arrival on the scene? Are fears of communist powers overseas and America’s relatively recent emergence from isolationism sufficient to explain why McCarthy commanded the stage for several years? What does McCarthy’s speech reveal about his tactics and style? Was there any basis for his claims? How persuasive is Buckley and Bozell’s defence of McCarthy? Why did McCarthy fall so quickly? Was he discredited; had the issue he exploited changed; or was he nothing more than a destructive demagogue, a “rebel without a cause”? Finally, we’ll take a look at the thoughts of J. Edgar Hoover (the cross-dressing Director of the FBI); what do they reveal about his—and America’s—state of mind in the 1950s? Finally, what do the essays by Diggins and Coontz reveal about American life during the 1950s: was the 1950s a “decade to make one proud”?

Readings (in Course Reader)


Week 9: CIVIL RIGHTS: MARTIN LUTHER KING, JR., AND MALCOLM X

While the Supreme Court’s 1954 landmark decision in the case of Brown vs. Board of Education of Topeka Kansas decision paved the way for a renewed struggle for civil rights, the Court’s oblique reference to implementation “with all deliberate speed” convinced African-Americans that the discrimination they had endured in the South since the era of slavery would not disappear automatically. The Montgomery bus boycott of 1955-56 was notable as the first major collective action by blacks following the Brown decision. The organization and success of the bus boycott came to be attributed particularly to the youthful Rev. Martin Luther King, Jr. From this point onwards in the eyes of black and white Americans, and the outside world, King became the symbol of the civil rights movement. By the time of his assassination in 1968, however, there was a great deal of criticism of King from within the black movement, much of it reflecting the more violent alternative leadership of the 1960s but some of it focusing on his role – and especially his own view of that role – in the Montgomery boycott and some subsequent famous events. Malcolm X’s role in the movement for black rights has been no less controversial than King’s, and prior to his assassination in 1965 he had emerged as an articulate and vigorous proponent of a philosophy which differed in many ways to that espoused by King. Focusing upon these men is just one way to understand the civil rights movement; remember that most of the day-to-day “work” was done not by prominent individuals, but by the often-anonymous men and women who endured American racism in its most devastating forms.

As you’re preparing for this week’s tute, keep these questions & issues in mind: How important was Martin Luther King, Jr. in the emergence of the modern civil rights movement? How significant and effective was his philosophy of non-violent direct action? Did his philosophy, or his goals, change over time? How do we explain King’s declining influence in the civil rights movement? What was the value of the “sit-in”? What part did Malcolm X play in the quest for black rights? In what ways did his background differ from King’s. Did he appeal to the same constituency as King? In what ways did his ideology change over time? How has his role been remembered by white America? What was “black power”? What part did the media (especially television) play in the civil rights movement? Did the civil rights legislation of the 1960s (and, indeed, the other social reform legislation of the Great Society) achieve anything? Why is King such an enduring hero to Americans? How significant were King and Malcolm to the success of the movement – or would it all have happened anyway if they had not been there?

Readings (in Course Reader)


“Martin Luther King, Jr., I Have a Dream,’ 1963,” in, Major Problems in American History Since 1945, 361-64.


“A Senate Committee Reports on the FBI’s Campaign Against Martin Luther King, Jr., 1976,” in Griffith, Major Problems in American History Since 1945, 364-68.


King, Martin Luther, Jr. “Letter from a Birmingham Jail,” in Chafe and Sitkoff, History of Our Time, 192-95.


School of Humanities and Social Science
Week 10

“THERE’S SOMETHING IN THE AIR:” POLITICAL, CULTURAL, AND SEXUAL REVOLUTIONS IN THE 1960s?

Beginning with John Kennedy’s oft-remembered Inauguration Address – wherein he enjoined Americans to “ask not what their country” could do for them, but what they could do for their country – the 1960s was to see many challenges to America’s political, social, and cultural institutions and values. In this week’s tutorials – making extensive use of some of the key documents and manifestos of the 1960s – we’ll consider the political, cultural, and sexual challenges that were so crucial to the radical image associated with this most turbulent decade. Given the optimism associated with Kennedy’s Inauguration, we perhaps begin by asking: what went wrong? What, specifically, did Americans regard as the issues that required attention in the 1960s? It is important that we consider the range of protest movements: how did the “political” protest movements differ from the counterculture? What did each group, or movement, hope to achieve? Is it even appropriate to speak of these loosely defined movements as “groups”? Who were some of the leading figures in the New Left and counterculture? What were their achievements – and their failures? What have been their legacies? To what extent was there a “sexual revolution” in the United States during the 1960s? Did the protest movements represent a cross-section of the American population? Why does the 1960s continue to loom so large in our popular and historical consciousness? On what grounds did Spiro Agnew (Richard Nixon’s first Vice President) repudiate many of the challenges of the 1960s? Underpinning our discussions, we should keep in mind a couple of key questions: just how revolutionary were the 1960s – and what, if anything, really changed?

Readings (in Course Reader)


Strait, Guy. “What is a Hippie?” in Bloom and Breines, Taking it to the Streets, 310-12.


“No More Miss America,” in Bloom and Breines, “Taking it to the Streets,” 481-84.


Week 11

RONNIE’S AMERICA/RONNIE’S WORLD: THE U. S. IN THE 1980s

Ronald Reagan came to office in early 1981, amid the apparent failure of Jimmy Carter’s domestic program, and the Iranian hostage fiasco. Notwithstanding the fact that Reagan was the subject of more jokes than any president since Calvin Coolidge, he was by many measures a “successful” politician. Significantly, perhaps, these jokes were often more popular among non-Americans than they were within the United States. Reagan’s Presidency is an enigma: on the one hand he was vilified by many – including a majority of the intellectual community – for his conservatism, for his simplistic world view, and for his economic failures. At the same time, however, Reagan was one of the most popular presidents of the modern era, and despite embarrassing revelations concerning his administration, many Americans continue to express fondness for the “Great Communicator.” In this week’s tutes we’ll consider the mythology surrounding Reagan, and analyze why he appealed to some many Americans. What did Reagan mean when he spoke of a “Second American Revolution”? What economic policies did the Republicans pursue during the 1980s? Were they successful? Consider, too, the interaction between culture and politics in modern America.

Readings (in Course Reader)


WEEK 12

NEW WORLD ORDER? AMERICA AND SEPTEMBER 11

The end of the Cold War in the early 1990s seemed to signal a new era in American history, with the U.S. now unquestionably the most powerful nation on earth. Yet Americans themselves seemed increasingly unsure of their role in the new post-Cold War environment. Some argued that as the largest stakeholder in international affairs the United States must be willing to flex its economic, political and military muscle to sustain the global system and protects its own interests. Others disagreed, questioning whether it was wise for America to act as an imperial policeman. Then the attacks on the World Trade Centre and the Pentagon on September 11, 2001, appeared to change everything (or did it?). That date immediately became one of the most tragic dates in American history, one that no member of the present will ever forget. In this tutorial, we will be focusing on September 11 and assessing its significance in the context of the U.S. politics and history. Discussion will revolve around two major questions: (1) What were the causes of 9/11?; and (2) What have been the major consequences of 9/11 for the United States? The readings for this week offer a variety of perspectives on these two broad questions, and will undoubtedly prompt us to explore some more specific ones (concerning the Bush Administration, the War in Iraq, the writing of history and the future of America’s international engagement).

Readings (in Course Reader):


