History 225 – The United States from 1945-1974: From Elvis to Watergate
Fall 2018
MWF 12:50-1:50
PH 207

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Office Hours: MWF 10:00-11:30 and T 2:00-3:30; Or by appointment


This course will cover United States history from 1945 (and the aftermath of World War II) to 1974 (and the resignation of Richard Nixon). We will explore the ways in which this era was transitional for the United States politically, socially, and culturally. One theme of the course will describe the period as one that included both an imperfect consensus and sometimes explosive division. We will examine political, economic, social, cultural, intellectual, and diplomatic trends, and students will consider multiple perspectives while learning about the Cold War, the civil rights movement, the Vietnam War, the rise of the New Right, and Watergate among other topics. Students will also learn about and practice the methods of historians.

Course Outcomes (in no particular order):
1. Students will identify the significance of the political, economic, social, cultural, intellectual, and diplomatic developments in the United States from the end of World War II to President Richard Nixon’s resignation.
2. Students will analyze the importance of perspective to evaluating U.S. history from 1945-1974.
3. Student will explain the United States’ evolving world role in the post-World War II period.
4. Students will evaluate primary and secondary sources and use them to draw conclusions about the United States from 1945-1974.

Required Readings:
- Other readings as posted.
After the Brown v. Board case, schools like this one in Nashville in 1957 moved to integrate.

Image: After the Brown v. Board case, schools like this one in Nashville in 1957 moved to integrate. (http://www.loc.gov/pictures/item/00651013/)

Requirements and Assignments at a Glance:

- Attendance/Participation/Behavior: 50 points (8.3%) [Assesses outcomes 1-4.]
- Reading quizzes: 100 points (16.7%) [Assesses outcomes 1 and 3.]
- Midterm: 100 points (16.7%) [Assesses outcomes 1-4.]
- Final: 100 points (16.7%) [Assesses outcomes 1-4.]
- Primary source paper: 50 points (8.3%) [Assesses outcomes 2 and 4.]
- Cold War Civil Rights paper: 100 points (16.7%) [Assesses outcomes 1-4.]
- Broad civil rights movement paper: 100 points (16.7%) [Assesses outcomes 1-4.]

Grading Scale:

- A+ 600 – 588 points
- A 587 – 558 points
- A- 557 – 540 points
- B+ 539 – 528 points
- B 527 – 498 points
- B- 497 – 480 points
- C+ 479 – 468 points
- C 467 – 438 points
- C- 437 – 420 points
- D+ 419 – 408 points
- D 407 – 378 points
- D- 377 – 360 points
- F 359 and below

Accessibility Statement:
Students with documented or suspected disabilities that prevent full access to course resources and/or facilities should contact Faith Craig, Disability Resources Director. Find the Disability Resource Office in 209 Thompson-Clark Hall or call 724-946-7192 for more information and assistance.

Learning and Writing Services:
If you are having trouble in class, you are always welcome to contact me for additional help. Learning and Writing Services is another helpful resource. See https://www.westminster.edu/academics/learning-writing-services.cfm.

Academic Integrity:
An explanation of the Academic Integrity Policy is listed in your Westminster Catalog. You must submit your own work and properly acknowledge anyone else’s work you use. If I determine that a student has violated this policy, they will – at a minimum – fail the assignment. (You should know that I, like most college instructors, am pretty good at detecting cheating or plagiarism. I do make use of “Turn It In.”) In addition, the following might result:

“After reviewing the instructor’s explanation of the violation and penalty, as well as the student’s record of previous offenses, the VPAA (Vice President for Academic Affairs) will take the following additional action:

“a. FOR A FIRST OFFENSE, the VPAA may supplement the instructor’s penalty with further action, up to and including suspension and permanent dismissal. . .

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“b. FOR A SECOND OFFENSE, the VPAA will impose a one-semester suspension. . .
“c. FOR A THIRD OFFENSE, the VPAA will impose a penalty of permanent dismissal from the College.”

The Watergate burglars (from left to right James McCord, Jr., Virgilio Gonzalez, Frank Sturgis, Eugenio Martinez, and Bernard Baker) got caught! Avoid the consequences of violating the Academic Integrity Policy or the other course policies.

Learning Environment and Professional Behavior:
The following guidelines revolve around respecting others’ thoughts and ideas. Offenses will result in a penalty to the attendance/behavior grade or in a penalty on a relevant assignment.

• Do not speak when someone else is speaking. (That includes speaking to a neighbor during the lecture.)
• There will be no name-calling or interrupting.
• Please respect everyone’s right to participate in class.
• Do not pack up your things before class is over.
• Try to arrive on time. If you know you will be habitually late, please let me know.
• Plagiarism, using another’s words or ideas without acknowledging them, is unacceptable. It could result in a failing grade for an assignment or for the class. See the section on academic integrity above.
• You may use a laptop or other electronic devices to take notes in class, but you must be taking notes. I reserve the right to ask you to turn it off if you are using it inappropriately or disturbing other students.
• Please turn off your cell phones and keep them out of your reach. Do not engage in text-messaging during class.
• Walking in and out of the room during class is disruptive. Avoid it.
• Please avoid making appointments (etc.) that will require you to leave class early.
• Use common sense. If you disrupt class repeatedly, your grade will be impacted.

Attendance:
Your attendance grade will be assessed alongside your participation and behavior. In order to receive full credit, you should try not to miss more than two classes. Missing more than five sessions could be detrimental to your grade. If you know you will be absent for faith-based holidays, etc., please let me know now. Unless an arrangement has been made with Disability Services, doctor’s appointments, etc. will not be excused. If you know you will be absent for a college-sponsored event, you will need to let me know well in advance. Absences will not only negatively impact your attendance grade, but you will also miss out on quite a bit of course material, making it much more difficult to learn the material and to receive a good grade. Please make every effort to attend every class.

Class participation:
Attendance, class participation, and professional behavior will be assessed together and that grade is worth 50 points. You are encouraged to participate with relevant and appropriate questions and comments. We might also do in-class assignments that will be graded and will affect your participation grade. If you are absent on these days, you will lose points. Please note that class participation will be assessed for quality as well as quantity. Comments that do not add to the overall discussion or that are habitually disruptive will hurt your grade. I do NOT negotiate attendance/participation grades.

Young people from Students for a Democratic Society (SDS) and Young Americans for Freedom (YAF) drafted different statements about their generation and the era. I hope that you will follow their example and participate in analyzing the period!
In-Class Reading Quizzes:
I will occasionally ask you to complete brief reading quizzes on the required readings. These quizzes are meant to help you better retain the material and prepare for class, enhancing your learning experience and making class time more engaging. If you have done the reading carefully, you should have no trouble getting full credit. If you have not done the reading, you will probably not know the answers. There will be twelve of these quizzes and I will count your ten highest scores. Since I will be dropping your lowest quiz scores, you will not be allowed to make-up any missed quizzes. Please do not ask. If you have been excused because of the reasons listed in the “Attendance” section above, I will allow you to make up a quiz, but the format will be different. These assignments are worth a total of 100 points.

Exams:
You will take a midterm and a non-cumulative final. Each exam will include three sections: a map section that will ask you to identify the locations of events covered in class, a short answer section that will be based on a list of terms covered in class, and an essay section. Study guides will be posted on D2L with further information. Your midterm and final will be worth a total of 100 points each.

Many debates like this one at the 1959 Moscow Exhibition between Vice President Richard Nixon and Soviet Premier Nikita Khrushchev took place during the Cold War. How have historians debated the meaning of the long sixties?

Written assignments:
The three short writing assignments you will complete this semester all address different aspects of the civil rights movement during the long sixties. Grammar, style, spelling, etc. will be considered. Use Times New Roman (10-12) font and footnotes or endnotes to cite sources. For those of you who have never used this type of citation, we will go over it in class. I have also posted a detailed handout on D2L (titled “Citation Help”) that explains how to insert superscripted notes and provides specific examples of format. If you do not at least try to use notes, your essay will be deducted automatically. You should avoid using EasyBib and similar programs to generate your notes and/or bibliography. (As long as you properly cite your sources in the footnotes, you do not need to include a bibliography or work’s cited page for these assignments.) I would much rather you learn how to do this yourself and come to me with questions. Details matter to me, since I believe that learning to pay attention to details will only improve your work, not only in this class but throughout your lives. This means that I will note errors of footnote format on your paper, but I don’t take off points for this. Those comments are only meant to help you improve.

I am willing to look at drafts but only if you get them to me a full week before the paper is due. If you do submit a draft, understand that that does not guarantee you a particular grade. A late essay will be docked one letter grade, and rubrics for all three papers are posted on D2L. You may choose to revise any or all three of the papers; revisions are due on Friday, December 7. (Consult the “Revision Guide” handout on D2L and please remember to turn in your original paper with revisions.) Double-space your work and use one-inch margins. You may print all writing assignments on both sides of the pages. Please turn in paper copies AND electronic copies. To post your papers, log-on to D2L, go to the History 225 page, select “Dropbox” on the gray tool bar, select the appropriate assignment, and upload your essay by following the instructions. Remember to select “Submit” to finalize your submission. If you are having trouble uploading a file, try to save it as a pdf file first. Then upload that file. (Note: While I will penalize an essay that does not reach the minimum page length, if you need to go over the maximum length that is fine with me.)

Primary Source Paper:
Select one primary source from http://www.nationalarchives.gov.uk/education/resources/civil-rights-in-america/ and answer the questions below in complete sentences in a 2-4-page paper. Most of these documents (though not all of them) are authored by British diplomats to the United States reporting on and attempting to understand the civil rights movement. You might have to research references to fully grasp the nature of your chosen document. Selecting the “Introduction” link and reading that text will also help you
contextualize the documents. Organize your answers to the questions below in paragraph form. (Do not enumerate your answers.)

Your answers should flow together nicely, but you do not have to answer the questions in any particular order. Use footnotes/endnotes to cite your sources (both when you quote and when you paraphrase). You should cite at least one secondary source in your paper, but you may use the Chafe or Dudziak books to do so. Finding secondary sources that are not part of the class material is not a requirement, but you might want to find some scholarly, peer-reviewed secondary sources that go into greater detail about the topic of your document. It will only help you understand the material better. Use your secondary sources to explain the context of the era from which the document came. Then you can explain how the document reflects that period. A sample paper on D2L (that analyzes the Rosie the Riveter poster) is available for you to consult. Before turning in your assignment, read “Dr. Lahr’s Pet Peeves,” posted on D2L and copyedit your paper. Because this assignment is the first of the three, it is worth 50 points and is due at the beginning of class on Friday, September 7.

1. Who is/are the author[s]? (Do some research to best identify the author and his or her perspective. See number six below for a related question.)
2. What is the nature of the document? (Is it an article in a newspaper, a speech, a letter, etc.?)
3. When was the document written or constructed?
4. Who was the probable intended audience?
5. What are the author’s/authors’ main points? (Be thorough.)
6. What is the author’s/authors’ perspective? (Does/Do the author[s] have any biases?)
7. Why is the document significant? How does it help us understand the civil rights movement?

[Review: Primary sources are materials that often come from the period being studied, but they can also include eyewitness accounts collected later. Primary sources are those sources that have not been filtered through interpretation or analysis. Letters, diary entries, legal briefs, laws, photographs, advertisements, etc. might all be primary sources. Secondary sources are those sources that use primary sources and other secondary sources to present an analysis of a particular topic in the past. Textbooks, historians’ monographs about a particular topic, and scholarly journal articles are all examples of secondary sources.]

Requirements at a glance (Primary Source Paper):
1. Page length: 2-4 pages (Times New Roman 10-12 font size, one-inch margins, double-spaced)
3. Sources: One secondary source
4. Footnotes or endnotes to cite your sources (See the file on D2L for instructions and examples.)
5. Due: Friday, September 7
6. Optional revisions due: Friday, December 7

Cold War Civil Rights Paper:
You will write a 3-4-page paper on Cold War Civil Rights that addresses the following questions: In what ways did the Cold War impact the civil rights movement in the long sixties? In what ways did the civil rights movement in the long sixties influence the Cold War? [Answer one or both of these questions in your paper.] Begin this assignment with an introduction paragraph that describes Dudziak’s book (you should write as if I am not familiar with the book), explains the main arguments in Cold War Civil Rights, and includes your own thesis (that directly and specifically answers the question(s) above). The rest of your paper should provide evidence (specific examples) to support your thesis. An outline template is posted on D2L if you wish to use it.

Cite the Dudziak book at least three times in the paper. Find and analyze at least one primary source. Consider the sources on http://www.nationalarchives.gov.uk/education/resources/civil-rights-in-america/. You may use the same document you analyzed in the first paper, but do not simply copy and paste text without integrating it into your paper by explaining its relevance to your thesis. If you find primary sources elsewhere, you should verify their credibility. (There are collections of primary sources on the civil rights movement available through the library. Websites that end in .edu and .gov can be trusted for the most part.) You also need to cite one secondary source in addition to the Dudziak book. You may use the Chafe text to fulfill this requirement. Finding secondary sources that are not part of the class material is not a requirement, but you might want to find some scholarly, peer-reviewed secondary sources that help you contextualize your argument or that provide examples to support your thesis. Before turning in your assignment, read “Dr. Lahr’s Pet Peeves,” posted on D2L and copyedit your paper. Please re-read the guidelines under “Writing Assignments” on page four above before submitting. Your paper is worth 100 points and is due at the beginning of class on Monday, October 22.
In this paper, you will research one component of the broad civil rights movement in the long sixties. Select one of the following: second-wave feminism, the American Indian Movement, the United Farm Workers, the Chicano movement, or the gay rights movement. Research your topic and consider the following question inspired by Dudziak’s study: How did [insert your topic here] utilize the image of American democracy? Develop a thesis that specifically and directly answers that question and write a 3-4-page paper explaining and supporting your argument. An outline template is posted on D2L if you wish to use it.

Cite at least three secondary sources. One of the three can be Chafe or Dudziak. You may use both, but you must find a total of two secondary sources that have not been assigned for the course. Locate peer-reviewed, academic secondary sources. This means library books (print books or ebooks) and scholarly journal articles found on library databases like JSTOR. A handout with instructions on how to find articles on JSTOR is posted on D2L to assist you. Use the WISE search box to type in key terms and phrases appropriate to your topic. To filter your search results, select the appropriate boxes on the left of the page once you have entered a search term. (For example, you may select “eBook” or “Downloadable article” in the “Format” box.) You MUST use two or three library sources (books or articles). While you may also cite Internet secondary sources, those should be IN ADDITION TO three scholarly secondary sources. If you do use Internet sources, be sure to verify their credibility. While you are not required to cite primary sources in this paper, including credible primary source evidence is encouraged as it will provide a good way for you to support your argument.

Before turning in your assignment, read “Dr. Lahr’s Pet Peeves,” posted on D2L, and copyedit your paper. Please re-read the guidelines under “Writing Assignments” on page four above before submitting. Your paper is worth 100 points and is due at the beginning of class on Friday, November 16.

Requirements at a glance (Cold War Civil Rights Paper):
1. Page length: 3-4 pages (Times New Roman 10-12 font size, one-inch margins, double-spaced)
2. Sources: Cite the Dudziak book at least three times
3. Sources: Cite one primary source
4. Sources: Cite one secondary source
5. Footnotes or endnotes to cite your sources (See the file on D2L for instructions and examples.)
6. Due: Monday, October 22
7. Optional revisions due: Friday, December 7

Extra Credit Opportunities:
I will sometimes announce extra credit opportunities in class or via email, but I do not offer extra credit to individuals that I do not also make available to everyone else. (Please do not ask.)

Other Items of Note:
- For the most part, I do not post Power Point slides or my notes. If you miss class, it is your responsibility to keep up with the reading and to borrow the notes from someone. The outlines in class are only meant to aid your note taking. Do not assume that you only need to write down what appears on the slides. Part of critical thinking involves listening for and identifying points of significance. Please ASK if you need me to slow down, pause, or repeat something. I’m willing (even eager) to clarify or discuss points and questions.
- I frequently send out important email announcements. In addition to checking the syllabus every day for the reading assignment, you should form a habit of checking your Westminster email account at least once a week.
- You should assume that it will take me at least one week to return exams and papers. If you miss class the day I hand back assignments, you may ask me for those at the end of the next class you attend. After returning your work, I will post the grades on D2L. Please note that I do not assign attendance/participation grades until the very end of the semester.
- If Westminster cancels classes, please check your email account for updates. If the weather is bad and Westminster does not cancel classes, I still might cancel on my own. On those days, you should check your email before coming to class, since I will certainly send out a message if I do cancel. Due dates and exam dates are liable to be changed if weather interferes. You are responsible for knowing about and adhering to any weather-related changes.
Course Schedule

Monday, Aug. 27 – **Course Introduction**

Wednesday, Aug. 29 – **World War II and Its Legacy**
Read: Chafe 1-14

Friday, Aug. 31 – **World War II and Its Legacy**
Read: Chafe 15-27 and Dudziak Introduction

Monday, Sept. 3 – **The Cold War Begins**
Read: Chafe 28-49

Wednesday, Sept. 5 – **The Cold War: The Early Years**
Read: Chafe 50-72

Friday, Sept. 7 – **The Cold War: The Early Years**
**Due: Primary Source Paper**

Monday, Sept. 10 – **Cold War Culture and Consensus**
Read: Dudziak Chapter 1

Wednesday, Sept. 12 – **Cold War Culture and Consensus**
Read: Dudziak Chapter 2

Friday, Sept. 14 – **Postwar America**
Read: Chafe 73-90

Monday, Sept. 17 – **Postwar America**
Read: Chafe 90-104

Wednesday, Sept. 19 – **Postwar America**
Read: Chafe 105-122

Friday, Sept. 21 – **Postwar America and the Eisenhower Administration**
Read: Chafe 122-138

Monday, Sept. 24 – **Cracks in the Consensus**
Read: Dudziak Chapter 3

Wednesday, Sept. 26 – **Civil Rights Movement**
Read: Chafe 139-157

Friday, Sept. 28 – **Little Rock and the “Whole Wide World”**
Read: Dudziak Chapter 4

Monday, Oct. 1 – **Civil Rights Movement**
Read: Chafe 157-168

Wednesday, Oct. 3 – **Myths and Realities in Camelot**
Read: Chafe 169-187

Friday, Oct. 5 – **Losing Control in Camelot**
Read: Dudziak Chapter 5
Monday, Oct. 8 – Kennedy’s Cold War
Read: Chafe 187-210

Wednesday, Oct. 10 – LBJ
Read: Chafe 211-235

Friday, Oct. 12 – The Civil Rights Movement in the Early 1960s
Read: Dudziak Chapter 5

Monday, Oct. 15 – 1964
Read: Dudziak Conclusion

Wednesday, Oct. 17 – Midterm

A 1953 poster advertising a Billy Graham campaign. Graham’s influence in postwar America demonstrated the importance many Americans placed on religion. Religious conservatism would be a crucial component of the New Right.

Friday, Oct. 19 – The New Right
No reading (work on completing your Cold War Civil Rights paper)

Monday, Oct. 22 – Science and Technology in the Long Sixties
Due: Cold War Civil Rights Paper

Wednesday, Oct. 24 – The Cold War and Korea
Read: Chafe 236-244

Friday, Oct. 26 – The Vietnam War
Read: Chafe 244-259

Monday, Oct. 29 – No Class (Midterm Break)

Wednesday, Oct. 31 – The Vietnam War
Read: Chafe 260-288

Friday, Nov. 2 – Black Power
Read: Chafe 289-306
Monday, Nov. 5 – The Student Movement  
Read: Chafe 306-327

Wednesday, Nov. 7 – The Counterculture  
http://americanhistory.si.edu/lisalaw/1.htm

Friday, Nov. 9 – Attend Kraut Lecture

Monday, Nov. 12 – Civil Rights Zeitgeist  
Read: “Civil Rights Zeitgeist” handout posted on D2L  
[Bring a copy of the handout (electronic or paper) with you to class.]

Wednesday, Nov. 14 – Civil Rights Zeitgeist: The Women’s Movement  
Read: Casey Hayden and Mary King, “Sex and Caste: A Kind of Memo” (1965),  
https://library.duke.edu/digitalcollections/snccdigitalgateway/sexcaste.pdf

Friday, Nov. 16 – The Environmental Movement  
**Due: Broad Civil Rights Movement Paper**

Monday, Nov. 19 – The Activist Legacy of the Long Sixties  
Read: Excerpt from Ralph Nader, *Unsafe at Any Speed* (1965),  
http://www.autolife.umd.umich.edu/Design/Gartman/Books/BK_Unsafe_Any_Speed.htm

Wednesday, Nov. 21 – No Class (Thanksgiving Break)

Friday, Nov. 23 – No Class (Thanksgiving Break)

Monday, Nov. 26 – 1968  
Read: Chafe 328-345

Wednesday, Nov. 28 – 1968  
Read: Chafe 345-364

Friday, Nov. 30 – Nixon’s War  
Read: Chafe 365-387

Monday, Dec. 3 – Détente Diplomacy  
Wednesday, Dec. 5 – Watergate and the Resignation of a President
   Read: Chafe 387-411

Friday, Dec. 7 – Historiography: Assessing the Long Sixties
   Optional Revisions Due

Final Exam - Tuesday, Dec. 11, 8:00 – 10:30 a.m.

You’re finished! I hope that you had a meaningful semester. (Image: Woodstock)