



**HIST 554.01E (#82671)
Colloquium in U.S. Post 1920
Course Syllabus: Fall 2018**

Location and Time: T 4:30 – 7:10 PM, Ferguson SS 141
Instructor: Dr. Andrew C. Baker
Office Location: Ferguson 106
Office Hours: M/W 3 – 5 pm, T/R 3:30 – 4:30 pm and by appointment
Office Phone: 903-468-8742
University Email Address: Andrew.Baker@tamuc.edu

COURSE INFORMATION

Required Materials:

- Lisa McGirr, *The War on Alcohol: Prohibition and the Rise of the American State*. W.W. Norton, 2016. ISBN: 978-0393353525.
- Joseph Crespino. *Strom Thurmond's America*. New York: Hill and Wang, 2012. ISBN: 978-0-8090-9480-6.
- David M. Kennedy. *Freedom from Fear: The American People in Depression and War, 1929-1945*. New York: Oxford University Press, 2005. ISBN: 978-0-19-514403-1.
- Kevin M. Kruse. *White Flight: Atlanta and the Making of Modern Conservatism*. Princeton: Princeton University Press, 2005. ISBN: 978-0-691-13386-7.
- Mark Atwood Lawrence. *The Vietnam War: A Concise International History*. New York: Oxford University Press, 2008. ISBN: 978-0-19-975393-2.
- Bethany Moreton. *To Serve God and Walmart: The Making of Christian Free Enterprise*. Harvard University Press, 2010. ISBN: 978-0674057401.
- Tim O'Brien, *The Things they Carried*. Houghton Mifflin, 1990.
- Mae M. Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America*, 2004. ISBN: 978-0691160825
- David Chappell, *A Stone of Hope: Prophetic Religion and the Death of Jim Crow*. UNC Press, 2005. ISBN 978-0807856604
- Darren Dochuk, *From Bible Belt to Sunbelt: Plain Folk Religion, Grassroots Politics, and the Rise of Evangelical Conservatism*. W.W. Norton, 2012. ISBN: 978-0393339048.
- Robert O. Self, *All in the Family: The Realignment of American Democracy since the 1960s*. Hill and Wang, 2012. ISBN 978-0-8090-9502-5
- Lizabeth Cohen, *A Consumer's Republic: The Politics of Mass Consumption in Postwar America*, Vintage Books, 2003. ISBN 978-0375707377
- Additional assigned readings are available through the university library website.

Course Description:

This course provides an introduction to the wide range of research questions and historiographical debates which occupy historians of the United States from 1920 to the present. Readings will concentrate on American involvement in the World Wars; the rise of the United States to military, economic, and technological dominance; the social and cultural upheavals which accompanied that rise; and recent challenges to that hegemony.

Student Learning Outcomes:

Student will assess the role of religion, race, class, and/or gender in shaping twentieth-century United States politics.

Grade Breakdown:

A = 89.5-100 B = 79.5-89.4 C = 69.5-79.4 D = 59.5-69.4 F = 0-59.4

Assessment:

Book Reviews (3):	300
Teaching Briefs (12):	240
Participation/Discussion:	160
<u>Final Paper:</u>	<u>300</u>
Total:	1000

Course Expectations:

Each class meeting will be divided between discussions of the course reading for the day and discussions of the implications of these readings and their interpretations for teaching US history at the secondary and college level. Primary source and historiographical readings will also be used to supplement these discussions.

Book Reviews:

Students are responsible for writing a 1000 word book review for three of the books we read over the course of the semester. Students may choose from the books covered since the previous review. Each review should concisely summarize the work, orient it within its historiographical context, analyze its methods and sources, and critique its conclusions. These are due in class on the date indicated in the syllabus.

Teaching Briefs:

Each class meeting, students are responsible to bring a 300-500 word, double spaced explanation of how they would approach teaching the topic indicated in light of the course readings for the day. These explanations should focus on the concepts, framing, and interpretation of your approach, NOT on particular methods (activities, assessment, enrichment, etc.). In other words, it should convey your engagement with historiography rather than your creativity in the classroom. We will discuss these during each evening's class.

Final Paper:

OPTION 1: The student will compose and submit an original or significantly-revised portfolio that demonstrates how they would teach an 8 week HIST 1302 or dual credit equivalent course. The portfolio should include a cover letter; a syllabus (including course readings, assignments, and a schedule, excluding compliance-oriented materials); revised teaching briefs for each week, and materials for a major assignment. Materials will be graded based on the depth of engagement with course readings and discussions, professionalism, and practicality.

OPTION 2: The student will write a 15-18 page, historiographic paper that uses the course readings to explore the role of religion, race, class, and gender in shaping post 1920 US politics.

Student Responsibilities

Classroom Participation

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. Students are expected to contribute to classroom discussions. Thoughtful participation means more than talking frequently, although this is encouraged. It means demonstrating both a knowledge of and a willingness to think critically about the assigned readings. Students are encouraged to engage not only with the professor and the material, but also with each other where appropriate. Students must remain a respect for their colleagues at all times.

Technology

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette

Some course materials will be posted to the course website, managed through Pearson LearningStudio. To get started with the course, go to myLeo. <http://www.tamuc.edu/myleo.aspx>

Academic Dishonesty and Plagiarism

Do not engage in any of the following:

- Plagiarism: The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another exercise and uses it without proper citation of its reuse.
- Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. This includes unapproved collaboration, which occurs when a student works with others on an academic exercise without the express permission of the professor. The term academic exercise includes all forms of work submitted for credit or hours.
- Fabrication: Unauthorized falsification or invention of any information or citation in an academic exercise.

Going online and taking information without proper citations, copying parts of other student's work, creating information for the purposes of making your paper seem more official, or anything involving taking someone else's thoughts or ideas without proper attribution is academic misconduct. If you have a question about an assignment, please come see me to clarify. Any cases of academic misconduct may be reported to university administration for violating the academic honesty requirements in the student handbook. They will also result in failure of the assignment in question and possibly for the course.

Procedures and Policies

Drop/Withdrawal

If you decide that you need to drop or withdrawal from this course, it is your responsibility to complete the necessary paperwork. I will not drop you from the course if you stop attending.

Electronic Devices

Students are permitted to bring laptop computers to class for the purpose of note taking. Students are NOT permitted, however, to check e-mail, use the internet, complete other assignments, update

facebook profiles, or use their computer or cell phone for any purpose other than taking notes unless expressly instructed to by the professor. Please silence your phones when you arrive each day.

Email Communication

All course communications will come through your university email account. Be sure to check it regularly. You should contact me through my TAMU-C email address (Andrew.Baker@tamuc.edu). I check my email regularly between 8 am and 5 pm Monday – Friday. I do not check my campus email on Sunday. A failure of planning on your part does not constitute a crisis on my part.

Attendance

Regular attendance is vital so success in the course. Each unexcused absence will result in a loss of 40 points from a student's participation grade. Students who are absent due to unforeseen circumstances may, with instructor approval, submit a 500 word summary and analysis of the day's readings via email within 48 hours after class to have this penalty waived. Late work will be penalized a letter grade per day late (including weekends) to a maximum penalty of half credit.

Syllabus Changes

The syllabus is a plan, not a contract. Circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced as far in advance as is practicable.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services, Gee Library, Room 162

(903) 886-5150 or (903) 886-5835 phone

(903) 468-8148 fax

Email: Rebecca.Tuerk@tamuc.edu

Website: Office of Student Disability Resources and Services

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOf>

EmployeesAndStudents/34.06.02.R1.pdf)and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Course Schedule:

August 28 – the 1920s

- Book: Lisa McGirr, *The War on Alcohol*
- Teaching: "roaring 20s" or "nervous generation"?

September 4 – The New Deal?

- Book: Kennedy, Chapters 1-9
- Source: TVA Video (<http://www.youtube.com/watch?v=SfJt-W7fwTY>)
- Teaching: What was the New Deal? When was the New Deal?

September 11 – The USA in a Totalitarian World

- Book: Kennedy, Chapters 10-15
- Article: Robert Westbrook, Review of *Fear Itself*, *Reviews in American History*, March 2015
Robert F. Himmelberg, Review of *Fear Itself*, *American Historical Review*, April 2014
- Source: Charles Lindbergh, Des Moines, September 11, 1941 ([online](#))
- Teaching: The USA and the World, 1919-December 1941

September 18 – World War II and Cold War

- Book: Kennedy, Chapters 16-End
- Article: Elaine Tyler May, "Security against Democracy: The Legacy of the Cold War at Home," *Journal of American History*, 97:4 (March 2011).
- Source: Why we Fight ([youtube](#)), NSC-68
- Teaching: WWII at home and abroad

September 25 Borders and Citizenship

- Book: Mae M. Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America*
- Teaching: Borders and Citizenship in the USA

October 2 – The Cotton South

- Book: Crespino, Chapters 1-7
- Article: Pete Daniel, "African American Farmers and Civil Rights," *Journal of Southern History*, 73:1 (February 2007)
- Article: Paul S. Sutter, "What Gullies Mean: Georgia's 'Little Grand Canyon' and Southern Environmental History," *Journal of Southern History*, August 2010
- Review #1 due

October 9- Civil Rights

- Book: David Chappell, *A Stone of Hope*
- Source: MLK, Letter from Birmingham Jail
- Teaching: The Civil Rights Movement: When and Where?

October 16 –Partisan Realignment

- Book: Crespino, Chapters 8-14

Article: David Goldfield, "Border Men: Truman, Eisenhower, Johnson, and Civil Rights," *Journal of Southern History*, 80 (February 2014).

Teaching: Politics, 1945-1968

October 23 – Consumer Politics and Suburbia

Book: Cohen, *Consumers' Republic*

Teaching: Suburbia, image and reality

October 30 – Cities and Suburbs

Book: Kruse, *White Flight*

Source: Suburban Videos (see D2L links)

Review # 2 due

November 6 – Postwar religion

Book: Darren Dochuk, *From Bible Belt to Sunbelt*

Teaching: Where do evangelicals fit in?

November 13 – Vietnam

Book: Lawrence, *The Vietnam War*

Source: Tim O'Brien, *The Things they Carried*

Teaching: Vietnam

November 20: – Environmentalism / the 1970s

Article: Mark Fiege, "It's a Gas," *The Republic of Nature*, 358-402, (<https://ebookcentral-proquest-com.proxy.tamuc.edu/lib/tamu/detail.action?docID=3444453#>)

Article: Adam Rome, "Give Earth a Chance," *Journal of American History*, September 2003

Article: "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California," *Annals of the Association of American Geographers* 90 (1): 12-40.

Teaching: Environmentalism: 1960s or 1970s?

November 27 – Gender Politics

Book: Self, *All in the Family*

Teaching: Women's history, gender history, or sexuality history?

December 4 – Religion, Gender, and Modern Conservatism

Book: Bethany Moreton, *To Serve God and Walmart*

Review # 3 due

Final Paper Due: December 14, 8 AM