

U.S. History Since World War II
Drew University
Fall, 2022

Time: MW, 11:50-1:05

Location: BC 217

Instructor: James Carter

Office: Gilbert House 14

Office hours: MW 9:30-11:45 and TR 11:50→ (or just email or talk to me about meeting)

Email: jcarter1@drew.edu

Course Description:

World War II was a watershed event in the history of the United States. The United States, and much of the world, was never the same again. Tens of millions lay dead, national economies were in ruins, the old balance-of-power arrangements were in tatters, colonialism continued its rapid collapse and more. Meanwhile, the American economy soared to new heights as it leapt out of the Great Depression. As the war came to an end, the United States stood out as a leading creditor, as well as the unrivaled economic and military superpower. The world was a vastly altered place, however. In the aftermath of WWII, the United States underwent profound political, economic and social changes to accommodate and/or embrace these larger international realities and to deal with rapidly changing domestic circumstances as well. Over the half-century since, the United States has taken an increasingly larger role in international affairs while also experiencing change, sometimes tumultuous, at home. One thinks immediately of the most obvious: the Cold War at home, the Sixties, the war in Vietnam, the age of Nixon, the 'energy crisis' the Reagan 'revolution,' globalization, and war in the Middle East. In this course, we will come to understand these changes and to know the many ways the changes from this earlier period are manifest in the world around us today.

Learning Objectives:

Students will:

- Be familiar with the vocabulary, content, master narratives, and historical approaches to post-1945 U.S. history
- Identify and critically examine thesis, argument, and use of evidence in historical works
- Practice critical evaluation of primary evidence
- Be able to articulate and evaluate the international changes since 1945 and of the U.S. role in a changing international environment

Required Readings:

Glenda Elizabeth Gilmore & Thomas Sugrue, *These United States, A Nation in the Making: 1945 to the Present*

Additional readings for the course are listed in the schedule below and can be found on Moodle.

Course Structure, Assignments & Grading:

Fifty percent: For most weeks, you will write your response/reaction to the readings for the week and upload that to Moodle. These writing assignments are to be short and moderately formal—no need for a title, thesis, strict structure, etc. You can pose your own questions to them; you can articulate your own misgivings, confusion, etc. in them. They will be 250-500 words in length, in 12pt size, and in Times New Roman font.

Forty percent: There will be a comprehensive final exam. The exam format will be all essay. Additional details/review will follow.

Ten percent: Attendance/participation: Obviously your attendance AND participation in the class are vital to both the effectiveness of the course and your success in it. As such, points will be deducted from your overall grade for either unexcused absences or non-participation in class.

Course Schedule:

Week One: Aug 29 Course introduction—**What’s So Special about 1945?**

Reading: *These United States*, Preface

Week Two: Sept 5 **From War to Cold War**

Reading: *These United States*, ch. 1

Week Three: Sept 12 **The Long Fifties, 1946-1960**

Reading: *These United States*, ch. 2

Week Four: Sept 19 **The Sixties in America**

Reading: *These United States*, ch. 3; *The Port Huron Statement*, *An End to History*, *LBJ and the Great Society*, *Letter from a Birmingham Jail*

Week Five: Sept 28 ← only this day **The Civil Rights Movement(s)**

Reading: Dan Carter, “*The Politics of Anger*,” John Lewis, “*Wake Up America!*”

Week Six: Oct 3 **The Sixties cont.**

Week Seven: Oct 10 **The Vietnam War**

Reading: *These United States*, ch. 4, *Army Times*, *SNCC on Vietnam*, *The Fort Hood Three*

Week Eight: Oct 17 **Bringing the War Home**

Reading: Christian Appy, “Mapping the Losses;” MLK, Jr., *A Time to Break the Silence*’

Week Nine: Oct 24 **Backlash: The Age of Nixon**

Reading: *These United States*, ch. 5

Week Ten: Oct 31 “Malaise” Political Culture of the 1970s

Reading: *These United States*, ch. 6, Alice O’Connor, “Financing the Counterrevolution”

Week Eleven: Nov 7 Politics, Power & Class in Eighties America

Reading: *These United States*, ch. 7 (pp. 244-271); Kevin Phillips, “Reagan’s America: A Capital Offense,” *The New York Times Magazine*, June, 1990

Week Twelve: Nov 14 The End of Cold War?

Reading: “Imperial America: The Earthquakes of 1989-1991;” “U.S. National Security Review”

Week Thirteen: Nov 21 Globalization & Its Discontents (Thanksgiving Holiday break, no class on Wednesday)

Reading: *These United States*, ch. 7 (pp. 271-293)

Week Fourteen: Nov 28 The Nineties & the Culture Wars

Week Fifteen: Dec 5 America since 9/11

Reading: *These United States*, ch. 8

Course Policies:

Make-up Examinations: For students who miss a scheduled exam, a make-up exam will be arranged if you are able to document the legitimacy of your absence. The makeup will come from the same materials and review guides as the regular exams. Because of the nature of the course, however, students are strongly advised to take the exams at the originally scheduled times.

Absence policy: In addition to the course attendance policy, students should be aware of their rights and responsibilities regarding absences for legitimate reasons as described in the [Absence Policy: Student Rights and Responsibilities](#), which is located in the Academic Policy section of Drew’s course catalog under Attendance.

Extra Credit: You have enough to do in the regular assignments for this course. No extra credit will be available.

Assistance: Office hours are intended to make this course less forbidding. Feel free to come by and talk with me about your work or about history in general during the office hours listed. If you cannot make these times, ask me for an appointment.

Freedom of Speech: Feel free to raise your hand with a question or comment. Reducing confusion, providing clarification, or responding to student curiosity is an important part of the classroom process and will be undertaken to the extent that time and class size permit. In most cases, if you did not understand something, it is because I did not explain it clearly, so you will be doing your colleagues and yourself a service if you ask for clarification.

Academic etiquette: Universities must maintain standards of academic etiquette in order to create and perpetuate an atmosphere conducive to learning. You are expected to demonstrate courtesy toward each other in and out of the classroom. Talking to one's neighbor(s) during class lectures or general discussions, chronic lateness, leaving class before it has been dismissed, etc., is inherently disruptive and thus injurious to the rights of others to the opportunity to learn. As such, it is unacceptable in a university classroom.

Academic Integrity: All students are required to uphold the highest academic standards. Any case of academic dishonesty will be dealt with according to the guidelines and procedures outlined in Drew University's [Standards of Academic Integrity: Guidelines and Procedures](#), which is located in the academic policies section of Drew's course catalog.

Dropping a Class: I hope no student needs to drop this course. However, events sometimes occur that make dropping a course necessary or wise. The University has set October 27 as the last day to drop a course for the semester with an automatic grade of W.

Late assignments: I will not accept late assignments for full credit. Those submitted after the due date must also be accompanied by a reasonable, legitimate excuse. These will then be graded down *at least* one letter grade for tardiness. **NOTE:** on turning assignments in, *never* turn in to me your only copy of anything! Make sure you have a back up.

Academic Accommodations Statement Your experience in this class is important to me. If you have already established accommodations with the Office of Accessibility Resources (OAR), please provide me with a copy of your accommodation letter at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through the Office of Accessibility Resources (OAR), but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are encouraged to contact OAR. OAR offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions.

Although a disclosure may take place at any time during the semester, students are encouraged to do so early in the semester, because, in general, accommodations are not implemented retroactively.

Students are eligible for accommodations for online courses.

Office of Accessibility Resources contact information: Director-Dana Giroux Location-Brothers College, Room 119B Phone: 973-408-3962 Email: dgiroux@drew.edu, disabilityserv@drew.edu

COVID-19 Health & Safety Protocols

If you are experiencing COVID-19 symptoms you should contact Health Services. If you test positive for COVID-19 at any point during the semester, including through an off-campus or at-home test, you must notify Health Services. They will provide support and isolation instructions, as per current guidelines and policies, and your professors will be notified of the date you may return to class. If you are a close contact you should continue to attend classes. Students who are required by Drew policy to isolate will not be penalized for their absence as long as they have notified Health Services. If you are required to isolate and it may affect your coursework or attendance, please notify those

instructors right away in case there is a delay in the official notification. To the extent possible, students should submit assignments electronically, stay up to date with assignments, and request notes from classmates. Students experiencing extended illnesses (i.e., greater than one week), due to the coronavirus, or other medical conditions, should contact the Associate Provost at cae-admin@drew.edu to discuss the best course of action. For more information on Drew's covid policies, visit [Drew's Health Services](#).