

HIST 4389

America Since 1945

READINGS:

Moss, George Moving On – 3<sup>rd</sup> ed.  
Ferrell, Robert Harry Truman  
Burner, David John F. Kennedy, 2<sup>nd</sup> ed.  
Tygiel, Jules Ronald Reagan – 2<sup>nd</sup> ed.

Students will read an additional 275-300 page monograph approved by the instructor and write a book review on it. For details, see sections of this handout entitled Discussions and Book Review Instructions.

ASSIGNMENT SCHEDULE

Assignment

Orientation

The Truman Years (Domestic Policies) I  
Book Review Approval Day

The Truman Years (Domestic policies) II  
Eisenhower Republicanism I

Eisenhower Republicanism II  
Discussion – Moss, Chs. 1, 3, 4, 5

\_\_\_\_\_

The Cold War, 1945-1953 I  
The Cold War, 1945-1953 II

The Cold War, 1953-1961 I  
The Cold War, 1953-1961 II

Discussion – Moss, Ch. 2; Ferrell

\_\_\_\_\_

---

Exam 1

ASSIGNMENT SCHEDULE (Continued)

Assignment

American Society at Midcentury I  
Unit 1 Book Reviews Due  
 American Society at Midcentury II

Domestic Affairs, 1961-1969 I  
 Domestic Affairs, 1961-1969 II

Discussion – Moss, Chs. 6, 7, 8

Foreign Affairs, 1961-1969 I \_\_\_\_\_

Foreign Affairs, 1961-1969 II  
 Discussion – Burner \_\_\_\_\_

Exam 2  
 Domestic Affairs Since 1969 I  
Unit 2 Book Reviews Due

Domestic Affairs Since 1969 II  
 Discussion – Moss, Chs. 9, 11, 12, 15 \_\_\_\_\_

Foreign Affairs Since 1969 I

Foreign Affairs Since 1969 II  
 Foreign Affairs Since 1969 III

Discussion – Moss, Chs. 10, 13, 14; Tygiel  
Unit 3 Book Reviews Due \_\_\_\_\_

Make-up Examinations

Final Examination (9:30-11:30)

Written exams will consist of two full-period essay exams and a comprehensive final essay exam. Tyler students should use blue examination booklets, though students at off-campus sites should use individual sheets of paper with all information written within wide margins (top, bottom, left, and right) so that the exams can be faxed to the Tyler site. Exams must be written in pen (preferably not in red ink).

### DISCUSSIONS

Each student is expected to assume the role of discussion leader for one discussion class period. In order that the discussion leader be well informed on the assigned topic(s) relevant to the discussion, the additional 275-300 page book must be read and a book review written on a subject directly related to the material under discussion. The discussion leader is then expected to prepare thoughtful, open-ended discussion questions on material in the assigned readings for that day, and in lectures given since the last discussion. These questions will be presented orally in class in order to stimulate class discussion on the assigned topic(s).

### BOOK REVIEW INSTRUCTIONS

Book Approval - On book review approval day, the student should submit appropriate titles for the instructor's approval.

Bibliographical Citation - The student should list the appropriate bibliographical information either on a separate title page or on the top of the first page of the review. For style and form, reference is made to Turabian, Kate L. A Manual for Writers (7<sup>th</sup> edition). Reviews should be attached either by a paper-clip or staple. Do not use separate covers or folders.

Body of the Review - The review should essentially be a critical analysis of the book, though a brief summary may be appropriate. The critical analysis should include a discussion of the book's:

- a) thesis;
- b) usefulness (for reference or as a class text);
- c) audience (general reader, high school, upper-level undergraduate, graduate student, or historian).

A paragraph or two each should be devoted to the strengths and weaknesses of the book. Consider such questions as:

- a) the book's accuracy and readability;
- b) the primary and secondary sources used; and
- c) the appropriate use or lack of use of maps, charts, photographs, illustrations, footnotes or endnotes, an index and/or a bibliography.

The review should also include information about the author to ascertain the author's purpose in writing, biases, if any, and background and credentials.

### BOOK REVIEW INSTRUCTIONS (Continued)

Also, compare your views with those of the scholars who have evaluated it in reviews typically written about one year after the first publication date in the leading historical journals.

If after consultation with the professional librarians you are unable to locate a biographical sketch of the author and/or reviews of the book, please indicate so, in writing, within your review to avoid being penalized for not providing this information.

Rules of Writing - In writing your review, use the third person and, whenever possible, the past tense. Avoid incomplete sentences and contractions. Double-space your text and use your own words. It is never ethical to use the words of another writer and claim them as your own. On the rare occasions when you must quote from another source, make it clear that it is a quotation-- not your own words and cite the source in a footnote or endnote.

Due Dates - The review will be due the first class meeting following Exam 1 or Exam 2 if the content falls within either unit, or the last class meeting before the final exam if the review is on a book falling within the third unit of the course. One letter grade will be deducted for each calendar day that the review is late.

### GRADING

Exam 1 - 25%; Exam 2 - 25%; Final Exam - 25%; Discussion Grade - 25%. For students who miss Exam 1 or Exam 2, makeup exams will be given on the date noted on the assignment schedule above. No makeups will be given to students who miss both exams.

"I" Grades - No "I" grades will be given to students who miss the final exam without prior instructor approval due to an unavoidable conflict or prompt communication with the instructor immediately after an unavoidable absence from the exam.

Discussion Grade - The discussion grade consists of the letter grade a student achieves as a discussion leader and the letter grade a student achieves as a discussion participant in discussions led by others, averaged with the letter grade achieved on the written book review.

### STUDENT LEARNING OUTCOMES

By the end of this course students will be provided with the opportunity to know, comprehend, apply, analyze, synthesize, and evaluate the significant factual content of American history from 1945 to the present with special emphasis on the expansion and contraction of the welfare state, the rise and fall of the cold war, and significant social and economic developments during this era.