

HIST 4389 – The US Since 1945

Fall 2023

Dr. Mary Linehan

Office Hours: The best time to reach me is (daily) between 7-9am. However, not everybody is an early riser. We can always work something out. My phone is 419-205-7422. Right now, I am having some voice issues, so please be patient with me. Also, if you call or text, please say who you are. An unbelievable number of students don't and it is always awkward!

Added 8/17. Just watching the weather. In the last few years, courses have been disrupted by several weather emergencies. Cross your fingers, but watch the messages to stay up-to-date on any changes.

A. Accommodations and Communication

1. Just like many students have accommodations through the SARS office, UTT has granted me ADA accommodations due to my disability. They allow me to live in a healthier climate and work remotely.
2. There are three things you must be aware of for this class.
3. The introductions to each week serve as lectures. You are responsible for reading them. Skipping them is the equivalent of skipping every in-person class and expecting to do well.
4. The messages I send the class should also be considered as lectures. In a face to face class, if someone asked a good question, I would want you all to know the answer. The messages I send the class serve this purpose.
5. I welcome your questions, complaints, concerns, criticism. Most days, I am online 12 hours a day to answer you and I literally check canvas every five minutes. There are, however, a few things to keep in mind.
6. Please communicate through canvas messenger. It is restricted to currently enrolled students. If you use @uttyler.edu, you are competing with about 5,000 book publishers and Bismarck Gate (whatever that is) to be seen. Also, as of 5/17, the NHL!
7. Please change the subject line of your message to your own name. This creates a file just for you and lets your messages be found and responded to quickly. These messages are always answered first.

8. Please, if you don't get a response in 24 hours — usually much sooner — I want you to scream! My pet peeve is professors who don't respond to students. If you fall through the cracks, tell me so I may make it right.

B. Required Reading

1. You will need Boyer, *The Enduring Vision*, vol 2, 9th edition.
2. Due to the UTT Bookstore ordering the wrong book, you may also use the 8th edition of Boyer. It is illegal to give you a link, but it is easy to find the pdf on google. If you use the 8th edition, you will need to change the page numbers each week. But, since things are topical, that should not be too difficult.
3. The 9th edition of Boyer is available to rent from cengage.com and Amazon for around \$40.
4. Each week, there will be at least two scholarly articles listed in the lectures. These are all accessible through the Muntz Library/JSTOR.
5. There is also at least one video per week. <https://www.youtube.com/playlist?list=PLvpOJUzRPGITqkbDYIW5bLgdSXqJYIQ>
[GpLinks to an external site.](#)
6. Of this collection of sources — Boyer, articles, video — you will be required to read/use at least three. If you need to use four that week, it will be noted.
7. Please be very careful about citing these sources. If your citations don't check out, you will be asked to provide photographic evidence of the edition, chapter, and page you use. Or, the journal, article, and page. Failure to provide evidence will result in failure for this course and a referral for honor code violations.

C. GroupMe and Other Social Media

1. I am a huge fan of students working together making online friends. However, I strongly prefer you to do this through the canvas discussion board. If you are going to use GroupMe or something similar, please be careful.
2. As you know, social media is not a private conversation. You should expect to be doxxed and tattled on.
3. GroupMe etc are not endorsed or monitored by UTT or the faculty. When/if something tragic happens here, it is the participants who are liable, especially the one who started the group.
4. There are always a number of people who register for the class, pay, and never show up. Who are they and why are you letting them in your space?

5. Education can only happen when the academic community works together and supports each other (Dewey). Private social media groups are not only not-private, they are, too often, unkind.
6. My teaching philosophy has always been, “we are a diverse community of learners working as a team.” Please give that a chance.
7. Plus, I can fix stuff. If something bugs you, tell me. If you just whine online, nothing changes and we just add more negativity to the world. The world’s got enough! If you tell me, I can fix it or, at least, give a better explanation!

D. HOW DO I GET AN A IN THIS COURSE?

1. Read the weekly lectures, the essay instructions in part 2 of the syllabus, the rest of the syllabus, your chosen articles, the Boyer pages, the messages I send to the class, the discussion board, and (especially) the comments that will be returned with every one of your essays.
2. Watch for and do the extra credit.
3. Remember, the meanings of words like Republican or liberal change all the time in US history. Don’t put current expectations on to the past. You will (usually) be disappointed.
4. Don’t give up. After the first essay people lock into the format. After that, it is hard not to get an A on most of your essays.
5. There will be at least 50 points of extra credit offered. You are able to use this EC to make up a few bad quizzes, a death in the family, an unexpected illness etc.
6. Ask me anything!

C. Basics

1. This is a 3 part syllabus. This is the schedule. The 2nd part is the essay instructions for this class. The 3rd part are the required university policies.
2. There will be a 50-point quiz/essay every week. The portal will be open between 12am Friday and 11:30pm on Sunday. I know it says 11:59, but canvas is lying to you. It shuts down early and your essay will not be accepted.
3. The weekly essay topic will be included in the lecture. The rest of the lecture will expand upon how the essay should be answered and the context of the question.

4. The essays will be five paragraphs and require at least nine citations. The specific instructions are in part 2 of the syllabus.
5. To answer the essay, you must utilize at least three and, sometimes, four of the listed sources.
6. You may also substitute another scholarly article – footnotes and academic press – with my (3 day) advance notice.

D. Objectives

- Students will describe the impact of World War 2 on American Democracy.
- Students will evaluate the conflict between unity and difference in American culture
- Students will explain the causes of the Cold War and the application of the “strategies of containment”
- Students will analyze how and why the US shifted to the right after 1968
- Students will examine the ways developments changed the American economy and racial and gender relations.

E. Focus

The focus of this course is the new position of the US as a world leader, the foreign and domestic conflicts that accompanied this new status, and challenges to US hegemony.

F. Grading Policies

- Grades are based on a point system. There will be ten quizzes/essays. Each quiz is worth 50 points. Of the 500 points available, a student must earn 450 for an A, 400 for a B, and 350 for a C.
- You may NOT do more than ten essays. That isn't fair to students who work or have other commitments. Everyone gets 1 shot at ten essays.
- Watch for Extra Credit that can substantially boost your grade.

G. Course Outline

1. The essay questions and acceptable sources are in the weekly lectures. The essay instructions are in part two of the syllabus.
2. Beginning with week 3, if you are not following the essay instructions in the syllabus, you will receive zero points.
- 3. By submitting an essay, you confirm that you have read and understood all the instructions in the modules and syllabus, that you have asked any questions, that they have been answered to your satisfaction, and that you are aware of all the requirements. The essay instructions are in part 2 of the syllabus.**
5. The date refers to the last day you may submit your essay. Canvas will not accept essays posted after 11:30. I know it says 11:59, but canvas lies:)
6. Before class starts: Read the syllabus and the essay instructions. Ask any and all questions on the Discussion Board or by messenger. I am here to help you, but you need to tell me what you need.
7. You may not skip weeks 1, 2, 5, and 7. These are not necessarily “more important” than the other chapters, they just coincide with faculty deadlines.

Due Dates:

August 27: Difference in the Post War World – Cannot Skip

September 1: Census Date

September 3: The Cold War and Containment – Cannot Skip

September 10: The New Middle Class

September 17: Questions About Militarism

September 24: The Civil Rights Movement Expands in the North – Cannot Skip

October 1: The Great Society

October 8: The Vietnam War – Cannot Skip

October 15: The Youth Movement

October 22: Feminism

October 29: The Rise of the New Right

October 30: Last Day to Drop

November 5: Family Values in the 1980s and 1990s

November 12: The New Economy

November 19: The George W. Bush Week

November 26: Thanksgiving Break

December 3: The Election of Barack Obama

December 9: Make-up Day

H. Quiz Instructions

Be sure to read and follow the more detailed and required "essay instructions" in part 2 of the syllabus.

If you have not taken History for a while, the writing methodology for History takes time to develop. Be patient with yourself, but be proactive. Read the comments on every essay, ask questions, read the intro to each module, look at the first few model essays, submit rough drafts. I promise it gets much easier.

I. Rough Drafts

1. I encourage, and am happy to read, rough drafts.
2. I view this as an essential (though not required) aspect of improving your skills in History.
3. I also strongly believe individualized instruction and, in a large class, this is as close as we can come.
4. Rough drafts are due by 10am on Friday. Submit them — cut and paste — in a canvas message. Don't forget to put your name in the subject line.
5. I can't predict your grade, but I can tell you if you have interpreted the question correctly, if your answer is complete, or if you overlooked something key.

L. Grading

1. Grading will begin on the day after each quiz.
2. If you do not have a grade by Saturday at noon, an additional 5 points will be added to

your grade for each day the paper is delayed.

3. The one exception is my health. I have a disability and if I get a cold or it gets too humid, you are out of luck.

K. Discussion Board/Extra Credit

All told, there will be about 50 points of extra credit. *But*, you have to look for them.

This is my philosophy on EC. It is for those who do the work, but don't like History. It is not for those who screw around and have to try and catch up. Accordingly, while there is a lot of EC, none will be offered after the third week.

1. You will find some of the questions on the Discussion Board. Others will be "hidden" in plain sight.
2. Please understand, if I ask you about Mayor Pete (for example), it is not a question about whether Democrats are better than Republicans – no one cares who you voted for – it is a question about can a 38 year old guy be president. Turns out, even though I think that's way, way, way too young, the vast majority of students think 38 is just great!!!. As it seems our two candidates in 2024 may be octogenarians, a good question may be "how old is too old to be president." This is not your chance to say "Joe is senile" or "Don is an old fool." The questions will always be about the issue – in this case age – not individuals. Please, no politicking, bashing, links, or bullying.
3. By the end of the term, you could have 50 points extra credit. That's a nice thing to have. Note that this includes other EC opportunities that will come up as you do the required reading.
4. The extra credit will be saved and added to your gradebook a couple of times each semester. So, look for 15 or 20 point drops, not 5 points each time there is an EC opportunity.

L. Communication

1. I really pride myself on communicating with students.
2. Reread the first part of the syllabus so we can communicate best.

J. About Me

1. This fall, the faculty took a training course about how to teach better. They said what students want is more information about their professors. Here I go:
2. A Capricorn, I grew up in Chicago where I was always early for everything.
3. I have loved the Cubs with my whole heart since 1968, but I hate the Ricketts.
4. I earned my PhD at the University of Notre Dame (the most conservative PhD program in the USA) and I have been teaching online since 2011. I won six all-campus awards for Outstanding Teaching. YMMV.
5. My research is about women who are strongly stereotyped as either all good or all bad – sex workers on one hand; Catholic sisters, Miss America, and First Ladies on the other. I try to discover the truth behind the stereotypes.
6. I have two Havanese. Mamie is six and is named after Mamie Till, a strong Chicago woman. Trixie is five. Her name comes from the Trixie Belden books I read as a child. They are very good girls.
7. Stuffed pizza is what we feed the tourists. Real Chicago pizza has a very thin – almost cracker-like – crust. Cut in squares. Now you know!

K. FOR THE WOMEN: But Men Need to Read This Too!

I am writing this on 5/7. Recently, three bright, motivated, intelligent women – two of them History majors – wrote to me to apologize for the quality of their work. This happens every semester and it has to stop. I used to apologize for my work too. But, that was forty years ago and we had no one to show us the way. You do. I am telling you now, there is no way that apologizing for yourself – either to a professor or a boss – will ever end well for you. Higher education is very conservative. With the prevalence of such beliefs, all of us are hurt by you demeaning yourself. If you can't control this, please go to the counseling center and get some help. I understand, I really do, but it makes me feel like a failure to watch you hurt yourselves like this. Accordingly, if you apologize for your work, you will get a zero and the comment will say, "thanks for telling me your work was bad. Here's the zero you feel you deserve." Of course, this applies to men too. But, in 38 years, I do not remember but a handful of men who ever apologized for the quality of their work. Women apologize all the time. It is painful and it has to stop.

From 12/15. Yesterday, a former student, a bright, intelligent woman who has accomplished so much in life posted on FB that she was getting a Biochemistry degree. She feels she is "too stupid" for History, even though that is her passion. It's my job to judge stupid. I have been doing it a long time. There is zero evidence that this woman can't handle a history major! She

doesn't have to settle for something else. But, women's academic insecurities run deep. PLEASE DON'T LET THEM HURT YOU TOO!

L. The Study of History

1. This is something I never felt the need to explain. But, with all the recent drama about book bans and strange decisions about public education — like Colorado requiring that Nazis be taught as Socialists, even though the Jews were the Socialists and the Nazis Fascists — and the (Covid-related) unavailability of revised textbooks, I thought this was necessary.
2. Those of you who are not History majors may be surprised to know that the way we understand history evolves over time. That's called historiography and it is why textbooks get revised so often.
3. My best example of historiography is John Adams. He was self-righteous and unpopular in life. He is the only founder to get defeated for re-election as president. The woman who wrote the first history of the USA was a huge Thomas Jefferson fan and, pretty much, left Adams out.
4. For about 200 years, historians mostly thought of Adams as a huge failure and ignored him.
5. But, in the 1960s, the historiography changed. Realizing that Adams was the only founder to oppose slavery, that he adored his feminist wife, and that he sacrificed his re-election to prevent a war with France he sounded pretty good to college students in the 1960s. So, they began to study Adams (historiography).
6. They discovered that Adams was the one who led the fight for independence in the Continental Congress. He was much more important than historians previously gave him credit for. John Adams became the hero of the Bicentennial. Hollywood and PBS told the story of independence through Adams' perspective. A huge autobiography for popular audiences was written. HBO did a miniseries. Finally, Adams got his due.
7. You notice that #5 refers to college students. Most new history is discovered by PhD students. A PhD in History requires 8-12 years of schooling beyond the bachelor's degree, working knowledge of two additional languages, and the production of an original dissertation. You then have a six year apprenticeship during which you publish your dissertation or conduct new research. This is where new interpretations of history come from.
8. If we look at recent historical scholarship, a lot of it is on race, ethnicity, and identity. That's because 10-15 years ago, the big news stories were things like the election of the first Black president, DACA, and the Obergefell decision. These inspired a lot (not all) PhD students to conduct research in these areas. That doesn't mean they are

going to be writing about Obama, but they paid new attention to the lives of Black Americans (think the 1619 Project).

9. Come back in ten years for new research about pandemics, women in politics, and impeachment. Unless we invade Canada soon. Then you can take out women in politics – they always take out the women – and insert new research about US-Canadian relations!