

THE U.S. SINCE WORLD WAR II



PROFESSOR EDWARD A. DERR * THREE RIVERS COMMUNITY COLLEGE * FALL 2010

CRN 31457 * HIS K213 * SEC T1 * TUESDAY 6:30-9:15 * RM D203

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SYLLABUS

There was a great deal of debate as Congress began the process of evaluating President Bush's Supreme Court nominee Judge Samuel Alito to determine his qualifications to be the 9th Supreme Court Justice replacing Sandra Day O'Connor. His position on the court, along with Chief Justice John G. Roberts also appointed by President Bush, could sway the court in such decisions as *Row vs Wade* and abortion, the Government's right to phone surveillance of US Citizens, Affirmative Action for minorities, the environment, and the structure of America's school systems.

There can be no doubt that a Supreme Court decision can set the course of history and cause social changes within the historical process. One need only examine racial segregation as it reached a defining pinnacle in 1896 when Homer Plessy refused to leave a **"whites only"** rail car in New Orleans. Plessy was subsequently arrested and jailed, and the case was eventually brought before the United States Supreme Court under the title of **Plessy v. Ferguson**. The high court went on to establish the **"separate but equal"** doctrine in declaring that segregation had been **"universally recognized as within the competency of states in the exercise of their police power."** Equality of treatment under the law exists as long as the races are accorded equal facilities. Justice John Marshall Harlan was the sole dissenter declaring that the ruling **"would stimulate aggressions, more or less brutal, upon the admitted rights of colored citizens."**

Ironically, a rise in lynching in the South sent scores of Blacks northward to the cities and the focus of industrial urbanization. The **Defender**, a Black newspaper, called for Blacks to leave the brutality of the South and seek freedom in the North.

In a further cruel irony, in the name of **Democracy** and **Freedom**, the Allies of America and Great Britain battled the Axis powers of Germany and Italy in World War II for control of Europe as well as Third World Colonial Empires. African Americans, Native Americans, Spanish Speaking Americans, and Japanese Americans enlisted for the Allied cause of defending democracy and freedom against Nazi and Fascist tyranny and aggression. Yet, back home, upon their return these brave veterans were still denied equal housing, jobs, and social status.

However, By the end of World War II, a different Supreme Court sat on the bench. In 1954 under Chief Justice Earl Warren the Supreme Court declared in *Brown vs the Board of Education, Topeka, Kansas*, that **"separate was inherently unequal."** Thurgood Marshall led a delegation of NAACP lawyers in urging the Court to overturn the long standing precedent of *Plessy v. Ferguson* that maintained the doctrine of "separate but equal." In May 1954 Chief Justice Earl Warren issued the historic unanimous opinion of the Supreme Court. The decision declared that the segregation of children in public schools based on race **"deprived the children of the minority group of equal educational opportunities."**

What was the difference? The Supreme Court was different; it was a different era; African Americans perceived their place in society differently, as did other Americans. The Supreme Court had already gone through various changes and challenges from the time of its conception: in the mid-19th Century it declared that the Government did not have the right to prohibit slavery in the new territories; yet, in 1954 it set the stage for the Modern Civil Rights Movement. In the past the Supreme Court had upheld abortion and Affirmative Action, yet it is possible that it is on course to dismantle both.

Today, in 2010 the United States of America has new Justices including the first Spanish Speaking Supreme Court Justice and 3rd female, **Sonia Sotomayor** as well as newly appointed **Elena Kagan**, the 4th female on the bench. America has progressed quite far from the 19th and early 20th Century world of segregation, sexism, and colonial imperialism.

The Supreme Court must be viewed within the context of democratic ideology within a Federal Republic. The “Founding Fathers” established a set of rules and guidelines by which we now structure our government and social institutions. The Supreme Court was constructed as a triumvirate of checks and balances to hold power at bay to protect the rights of the “people” and promote the general welfare. This is the essence of American democratic ideology. However, America’s democratic notions are currently being challenged as we struggle in a world where various nations seem determined to hasten the demise of Western Civilization. Just as post World War II America became a different place for minorities, the Twenty-first Century has developed into a different era for American foreign relationships.

THIS IS THE STUDY OF THE HISTORICAL PROCESS: the events that brought us to this point in time; the process that has shaped our social structure, our perceptions, our relationships, and our struggles!

This course is designed to present each student with a perspective of American history as it pertains to the growth and development of the American culture. History is a process that involves change over a period of time – change that is paramount to the relationships between people of different cultures and different heritage. The essential essence of history is interaction: how people relate to each other, to their community environment, their society, and to the larger world in which they live. History helps us to understand where we have been and how we have arrived in our present human condition; indeed, history helps us to understand our humanity and the issues that threaten our world and existence. Hopefully, we can learn from the historical past to understand where we are going.

History is not simply reading about the past. History is discussion and searching. It is essential that **EACH STUDENT PARTICIPATE IN CLASS** and complete the reading. Historical research will help each student to develop problem solving and critical thinking skills, as well as reading comprehension and writing abilities: skills that are essential no matter what field you are endeavoring to pursue. However, the essence of understanding is asking questions and learning how to find the answers. History is not merely memorizing the facts. History is discovering **WHY**, along with the **who**, **where**, and **when**.

Course Description

The U. S. Since World War II is a survey course that will explore the development of the United States from World War II to the present day. This course will explore the political, social, economic, cultural, and foreign diplomacy changes that have guided Americans through the second half of the Twentieth Century, and into the dawning of a new age in the Twenty-first Century. The central focus, however, is American Social History with a focus on the American working class and continued influx of immigration into America.

Students will explore the expectations of Americans as they looked forward to the birth of a new age following World War II; an age of economic prosperity and domestic stability, secure in the strength of Western Civilization, led by the United States of America, to prevent further military conflict. Unfortunately, Americans were in for an unpleasant surprise with the rise of Communist Soviet Union, the expansion of communism into Asia, and the development of conflict in the Middle East, South America, and in various other Third World Nations. In addition, Americans' domestic stability would be shattered, and the true meaning of "Liberty and Justice for All" tested as disenfranchised Americans demanded their fair share of the American Dream.

Students will further explore the consequences of World War II, the rise of the Cold War manifested in Korea and Vietnam, the Civil Rights Movements, the Women's Movements, the Native American Indian Movements, and the revolutions of the 60's that eventually led to a dangerous anti-government militarism. In addition, the course will explore the issue of continued immigration into the United States of America and the social, economic, and political consequences. At foundation of the predominance of the global economy and the continued rise of capitalism is the story of the American Working Class; a multi-layered diverse society of immigrants that have been seeking a new life and a new beginning since the voyage of the Mayflower in 1620 transporting a group of Puritans to the "New World" seeking religious freedom. Subsequent voyages continued to transport various groups of immigrants: Europeans, Jews, Scandinavians, Africans, Asians, Middle Eastern; some willingly, others not. In the end, they all shared the distinction of building America and creating a diverse American culture. The American culture shares some common ideologies: the desire for freedom and economic opportunity. And, many conflicting perceptions: the ability to truly engage in religious freedom, equal opportunity, social equality, and the definition of who is truly an American.

Some of the questions to be answered are:

- Who are the true Americans?
- What does America stand for?
- What is America's place in the larger world environment?
- How has the historical process shaped the American landscape?
- Can America survive as the "leader of the free world"?
- What course is America shaping to bring about an equitable solution for the perceived crisis of immigration to North America?

Required Reading

1. *Main Text: **Who Built America?: Working People and the Nation's History: Volume Two, 1877 to the Present***, by the American Social History Project
2. *Supplemental:*
 - **Postwar Immigrant America: A Social History**, by Reed Ueda
 - **The Rise of Conservatism in America, 1945-2000: A Brief History with Documents**, ed. by Ronald Story and Bruce Laurie
 - **Reading the American Past, Volume II: From 1865**, Michael P. Johnson

METHODS OF EVALUATION

1. **Tests:** There will be a total of two (2) Take-home exams: a Mid-Term and Final. Material for exam purposes will come from a combination of lectures, discussions, video presentations, handouts, and the required readings. The exams may vary: an exam may consist of a combination of true/false and multiple choice questions, each worth two points, identifications/short essays, each worth five to ten points, or a thirty point essay; or, an exam may consist only of essay questions. **The essay portion of the Exams MUST BE TYPED!!!!**
2. **Analytical Papers:** Each student must complete three **(3) Historical Interpretive Analytical papers** in the Explanatory and/or Persuasive mode that pertains to certain historical issues. Utilizing critical thinking and problem solving techniques you must develop a historical interpretive perspective about an issue based on the various arguments and perceptions of professionals, educators, writers, and the “voices of the past” of people who lived during a particular time. Students may utilize the explanatory method (explains or informs using ideas and facts), and/or the persuasive method (convince the reader to agree with your point of view using facts and opinions). In writing a Historical Interpretive Analytical paper each student should state the issue, the various arguments and perceptions surrounding that issue, formulate your own interpretive perspective arriving at a conclusion based on the evidence, and write an essay. The paper should be **professional** in format and in content; you are approaching the assignment as a **historian!** Each student must **complete all three (3) Historical Interpretive Analytical papers** consisting of **three (3) to five (5) typed pages**. These papers should **not** be based on your emotional experience or your personal bias; the papers must be written from a Historical perspective utilizing data, research evidence, and primary sources, with reference to particular readings that have been assigned. The professor will choose topics for these papers.

All papers must be typed, double spaced, and in the **MLA Format**. (If you do not have an MLA Handbook for Writers of Research Papers go online and access numerous sites providing "writing techniques")

ASSIGNMENT DUE DATES:

3. **"Homework Assignments"**: Completion of questions at the end of various readings. These must also be written and passed in on the dates the readings are due. Only certain readings require answering questions and those particular readings are designated.

The due dates for assignments are designated and explained in this syllabus. Due dates are now **YOUR** responsibility. If you lose this syllabus, ask for another. Loss of the syllabus is not an excuse for not knowing due dates. No more than **two (2) total assignments will be accepted after December 14th**, the official last night of classes. In other words, you should be completing assignments during the semester; you cannot pass in all of the assignments on the last night of classes! **No assignments will be accepted after December 17th** unless you have first notified the Professor and provided an acceptable reason and explanation of the late nature of the assignments; in this instance you may be assigned an **Incomplete**. Grades are due in the registrar's office on Tuesday, December 21st. If there is an issue, you must talk to me before or on the official last night of classes, December 14. Do not wait until after the last night of classes to discuss issues that may prevent you from passing in the assignments or from receiving a passing grade!

GRADING: CONTENT

All assignments are graded with equal weight. Mid-Term and Final Exams are graded for **content and correct answers**. Grammar, sentence structure, and paragraph structure are **not** graded on Mid-Term or Final Exam essay questions.

GRADING: THE WRITING PROCESS

All Historical Analytical papers are given two numerical grades: one for grammar, sentence structure, and paragraph structure; the second grade is for Historical content and interpretation including the proper use of sources and the structure of the Historical thesis. The two grades are then averaged and a final grade given.

The professor does not have time to teach you how to write; you may be given the suggestion to access the Three Rivers Community College Writing Center and/or a tutor. Students are expected to write at the College Level utilizing an introduction, main thesis, and a unifying conclusion.

"Homework Assignments" are graded for reading comprehension as well as grammar and sentence structure.

MAKE-UP POLICY

Professor Derr expects that all students will complete **all required assignments**. A passing semester grade and credit is dependent upon the completion of all assignments and Professor Derr will issue an incomplete or an “F” to any student who has not completed all assignments even if that student is only missing one (1) assignment. All exams must be made up and all required papers completed. If you miss an exam see me at the next class. **This is your responsibility**. All make-up exams must be conducted at the professor’s convenience. The make-up exams may be different than the regular exam. In addition, each student must complete ALL Historical Analytical papers.

ATTENDANCE

Students are **expected to be in class** and participate in discussions. Absences will have a detrimental effect on a student’s finale grade. Three absences are allowed, not counting weather cancellations. Every absence over three may result in a drop in your grade, for instance from a B+ to a B for one additional absence, and a B to a C+ for two, etc. **ATTENDANCE IS ESSENTIAL!**

Students who miss class are missing valuable information. The professor will not stop a current class lecture to repeat information provided the previous week for those who have missed the class: those students who have missed a class must speak to the professor during break or request a meeting at the end of the evening’s class. The professor could be busy before the start of class, and thus there is no guarantee that the student can speak to the professor before class begins. (If students were in attendance the previous week and are confused about some points of discussion or reading, or an assignment, feel free to speak-up and ask for clarification)

If a student disappears from class for more than 1 week (2 consecutive classes) without notifying the Professor, that student must meet with the Professor to discuss attendance. If a student misses more than 2 consecutive classes, even with notification, that student will be required to have a meeting with the Professor. **This is NOT a correspondence course: students are expected to be in class**. Assuming you can pass the course without attending class is unfair to the professor and the students who attend every week.

Leaving Class Early:

It is rude and disrespectful for a student to disappear prior to the end of the evening class. If for any reason a student must leave early, please notify the Professor prior to the start of class. Graded papers and exams are handed back to students at the end of the class period; if a student leaves early he or she may be unable to receive their graded assignment until the next class meeting time.

Again, if there are issues, please speak to the professor, or email or telephone. Communication is the best solution for many of life's exigencies!

GRADE	EQUIVALENT	QUALITY POINTS
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
F	0-62	0.0

CIVILITY IN THE CLASSROOM

Ideally, a classroom is a safe environment of learning. In an ideal setting all opinions are heard and respected, although you may disagree. In this class we want to create as safe an environment for learning as possible. Thus, there will be no sexist or racist insults tolerated in the class. Neither physical nor verbal abuse nor violence in any form will be tolerated in class. Students must **RESPECT** each other and follow the rules and guidelines set down in class. Anybody diverging from these guidelines, or disrespecting anyone in the class, will **NOT BE TOLERATED**.

COLLEGE WITHDRAWAL POLICY

A student who finds it necessary to discontinue a course **MUST** complete a withdrawal form obtained from the Registrars Office. Students may withdraw from class anytime during the first ten weeks of the semester without being in good standing or obtaining prior permission of the instructor. After that period, a student wishing to withdraw must obtain written authorization of the instructor to receive a "W" grade for the course. Students, who fail to properly withdraw, and discontinue coming to class, will be assigned an "F" grade. Eligibility for refund of tuition is based upon date of withdrawal when received by the registrar. Verbal withdrawals will not be accepted.

LEARNING DISABILITIES STATEMENT

If you have a hidden or visible disability that may require classroom or test-taking modifications, please see the Professor as soon as possible. If you have not already done so, please be sure to register with Chris Scarborough. It is imperative that the student speaks to Professor Derr during the very first session and explains the particular issue so that an adequate strategy for accommodation can be ascertained. If the student waits past the 2nd week, it may be too late to implement a strategy for success.

COMMUNICATION

The Professor is dedicated to guiding each student toward an understanding of the course material and connecting the past with the present and gaining an understanding of where humankind is proceeding for the future. The Professor is committed to helping each student in any way possible to pass the course and achieve success in her/his college experience. Communication is the only means possible for this success. The Professor's daytime number is listed in the Syllabus heading (860-823-4256) as well as the email address. This provides each student ample opportunity to contact the Professor in cases of emergencies and difficulties. The Professor is prepared to make pre-arranged appointments for extra help. Please take advantage of your college educational opportunities – let your mind take flight and prepare yourself for the future. And, always hold on to your dreams.

SCHEDULE & AGENDA

There are fifteen (15) weeks of classes from Tuesday, August 31 to Tuesday, December 14, 2010

Analytical Papers Schedule:

1. Due October 5
2. Due November 2
3. Due December 7

Exam Schedule:

1. Mid-term Due October 26
2. Final Due December 14

ANALYTICAL PAPER # 1: Due OCTOBER 5

What was the place of women in post-war America and what happened to Rosie the Riveter?

In the essay, "The War Between the Sexes," Willard Waller describes an impending conflict between men and women following the cessation of World War II.

Compare Waller's essay to Edith M. Stern's essay describing women as "Household Slaves" in "Edith M. Stern Attacks the Domestic Bondage of Women, 1949."

Keep in mind the significance of "Rosie the Riveter" and her role in the "war effort" at home. Remember that the authors of the readings wrote their perspective thesis toward the conclusion of World War II or after the completion of World War II when "Rosie the Riveter" was being told to "return home."

ANALYTICAL PAPER # 2: Due NOVEMBER 2

Describe the transformation of the Civil Rights Movement as it moved from a non-violent multicultural search for human rights for minorities to a more militant toned expression of Black anger and frustration.

Compare the following: Martin Luther King's "Letter from Birmingham City Jail, 1963"; "Black Power" in "Chicago Student Non-Violent Coordinating Committee leaflet, 1967"; "Long Hot Summers of Urban Riots" as described by "The Kerner Commission Report on Civil Disorders, 1968."

ANALYTICAL PAPER # 3: Due DECEMBER 7

Your final essay should focus on Immigration in America. You should have been reading "Postwar Immigrant America: A Social History," by Reed Ueda. Your goal is to think and write as a social historian and define the immigration issues in America and plausible solutions.

SESSION 1 – AUGUST 31

- **Syllabus**
 - **Current Events**
 - **Introduction: The Impact Of History**
 - **How to write an Analytical Paper**
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SESSION 2 – SEPTEMBER 7

- *Text:* **Chapter 10 A Nation Transformed: The United States in World War II, 1939-1946**
- *Handouts: Reading the American Past:*
 - "Soldiers Send Messages Home," page 191-198 **Complete questions on page 198**
 - "The War Between the Sexes: The coming War on Women, 1945," page 199
 - "Edith M. Stern Attacks the Domestic Bondage of Women, 1949," page 223
- "**Postwar Immigrant America: A Social History,**" Preface page V and Introduction, pages 1-15
- *Video:* **Depression and War / Democracy and Struggles**

SEPTEMBER 14 NO CLASS

SESSION 3 – SEPTEMBER 21

- *Text:* **Chapter 10 A Nation Transformed: The United States in World War II, 1939-1946**
- "**Postwar Immigrant America: A Social History,**" Chapter 1, pages 18-38

SESSION 4 – SEPTEMBER 28

- *Text:* **Chapter 11 The Cold War Boom, 1946-1960**
 - *Handout:* "**The Rise of Conservatism in America, 1945-2000**": "America Turns the Corner," by David Lawrence pages 35-37
 - "**Postwar Immigrant America: A Social History**," Chapter 1, pages 18-38
 - *Video:* **Let Freedom Ring**
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SESSION 5 – OCTOBER 5

✓ ANALYTICAL PAPER # 1 DUE

- *Text:* **Chapter 11 The Cold War Boom, 1946-1960**
 - "**Postwar Immigrant America: A Social History**," Chapter 2, pages 42-55
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SESSION 6 – OCTOBER 12

- *Text:* **Chapter 12 The Rights-Conscious Sixties, 1960-1973**
 - *Video:* **JFK: A Presidency Revealed**
 - *Reading the American Past:*
 - "President Lyndon B. Johnson Describes the Great Society: Address at the University of Michigan, May 22, 1964," pages 242-245. **Complete Questions page 245.**
 - "Martin Luther King Jr. Explains Nonviolent Resistance: Letter from Birmingham City Jail, 1963" page 245
 - "Black Power," page 250
 - "Long Hot Summers of Urban Riots: The Kerner Commission Report on Civil Disorders, 1968," page 258
 - "**Postwar Immigrant America: A Social History**," Chapter 2, pages 42-55
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SESSION 7 – OCTOBER 19

- *Text:* **Chapter 12 The Rights-Conscious Sixties, 1960-1973**
 - *Handout:* "The Rise of Conservatism in America, 1945-2000": "*Spiro Agnew; Two Speeches*," pages 77-80
 - "Postwar Immigrant America: A Social History," Chapter 3, pages 58-80
 - *Video:* **Biography of Martin Luther King, Jr.**
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SESSION 8 – OCTOBER 26✓ **MIDTERM EXAM DUE**

- *Text:* **Chapter 13 Economic Adversity Transforms the Nation, 1973-1989**
 - *Handout:* "The Rise of Conservatism in America, 1945-2000": "Ronald Reagan's Nomination Acceptance Speech, 1980," pages 118-121
 - "Postwar Immigrant America: A Social History," Chapter 4, pages 83-111
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SESSION 9 – NOVEMBER 2✓ **ANALYTICAL PAPER # 2 DUE**

- *Text:* **Chapter 13 Economic Adversity Transforms the Nation, 1973-1989**
 - "Postwar Immigrant America: A Social History," Chapter 5, pages 117-144
 - *Video:* **Marching to Freedom Land**
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SESSION 10 – NOVEMBER 9

- *Text:* **Chapter 14 The American People in an Age of Global Capitalism, 1989 – 2001**
 - *Reading the American Past:*
 - “A Vietnamese Immigrant on the West Coast,” pages 303-306 **Complete Questions page 306**
 - **"Postwar Immigrant America: A Social History,"** Chapter 6, pages 149-154
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SESSION 11 – NOVEMBER 16

- *Text:* **Chapter 14 The American People in an Age of Global Capitalism, 1989 - 2001**
 - *Reading the American Past:*
 - “George Bush Declares a New World Order: State of the Union Address, January 29, 1991,” pages 307-311 **Complete Questions page 311**
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SESSION 12 - NOVEMBER 23

- *Text:* **Chapter 15 America's World After 9/11, 2001 - 2007**
 - *Reading the American Past:*
 - “President George W. Bush receives CIA Warning about al Qaeda and Addresses Congress after 9/11 Terrorist Attacks,” pages 316-320 **Complete Questions pages 320-321**
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SESSION 13 – NOVEMBER 30

- *Text:* **Chapter 15** **America's World After 9/11, 2001 - 2007**
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SESSION 14 – DECEMBER 5

- ✓ **ANALYTICAL PAPER # 3 DUE**
 - *Video:* **Becoming Free**
 - **Sociological-Historical Reflection: American Society and the World Today**
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SESSION 15 – DECEMBER 14

- ✓ **FINAL EXAM DUE**