

Bowie State University
Department of History and Government
Contemporary America since World War II
History 307 Spring 2021 (online) 3 Credits

Instructor: Dr. Tamara L. Brown
Email: tlbrown@bowiestate.edu
Telephone: 301.860.3612
Fax: 301.860.3619

Office: MLK O203
Office Hours: TR—2:00 - 4:30 PM;
W—3:00 - 4:00 PM
Virtual Office Hours: Wednesdays—3:00 – 4:00 PM

COURSE PREREQUISITES: Students should have taken History 202: United States History since 1865 before enrolling in this class.

COURSE DESCRIPTION: Contemporary America since World War II is a continuation of United States history since World War II with special emphasis on the Cold War, the Civil Rights Movement, urban revolts, the Great Society and its problems, recent cultural changes, and America's role in world affairs.

REQUIRED TEXTS: Moss, George Donelson, and Evan A. Thomas. *Moving On: The American People since 1945*. 5th ed. Boston: Pearson, 2013. ISBN — 978-0-205-88076-8.
Chafe, William H., Harvard Sitkoff, and Beth Bailey. *A History of Our Time: Readings on Postwar America*. 8th ed. New York: Oxford University Press, 2012. ISBN—978-0-19-976364-1.
Copies are available in the library through course reserves.

EMERGING ISSUES: As Bowie State University strives to become a campus sensitive to the issues of preserving the environment, elements of the class will be conducted in accordance to this ideal. Moreover, through the study of history students will be able to determine their place within an ever changing diverse and global society.

TECHNOLOGY REQUIREMENTS: This course is a completely online (asynchronous) course and is dependent on the University's e-learning system Blackboard. At times appropriate security measures may be taken to ensure the integrity of the course. As with any computer system, there **may/will be** glitches during the semester. To access the course, go to <https://bsuonline.blackboard.com>, or click on the Blackboard tab from the BSU homepage.

LIBRARY REQUIREMENTS: Students will be required to utilize the holdings of the University's library as well as other accessible repositories to complete the assigned research project. The project and class assignments will introduce students to primary and secondary sources, reference materials, and tools that the historian uses in his/her craft.

STUDENT EXPECTED OUTCOMES:

Students will:

1. learn the historian's craft;
2. discuss and explain various historiographical writings;
3. compare and contrast the complex, contemporary American political, economic, social and cultural forces in operation during the 20th and 21st centuries;



4. distinguish between the domestic and international policies of the United States as it attempts to assert superpower status in world affairs while confronting a changing society at home; and
5. critique the historical impact of the Cold War through the supposedly serene 1950s into the turbulent 1960s through various movements for societal change, and the ushering in of the conservative administrations of Richard Nixon and Ronald Reagan through the dawning of the 21st century.



SPECIFIC LEARNING OBJECTIVES:

1. apply the methodology and techniques of the historian's craft by utilizing the material culture of the inclusive American experience from the end of World War II to the end of the twentieth century and leading to the present;
2. demonstrate the student's skills in research and library skills through the use of contemporary American documents and bibliographic reference tools;
3. demonstrate and apply the student's ability in the areas of critical thinking and abstract reasoning through the examination of historical problems that confronted the United States from the end of the Second World War and the implementation of the Cold War through the end of the twentieth century and the end of this ideological and physical battle between world superpowers; and
4. critique the student's understanding of the larger plight of humanity through the various constituencies (racial, ethnic, gendered, activist, etc.) and their impact on the American experience in Western culture.

NCATE Competencies	
Curriculum Themes	Corresponding Outcomes or Objectives
✓ Academic Scholar	Outcomes 1, 2, & all objectives
✓ Multicultural and Global Perspectives	Outcomes 3, 4, 5 & all objectives
✓ Personal and Interpersonal Perspectives	Outcomes 3, 4, 5 & all objectives
✓ Technological Applications	Outcomes 1 & 2; Objectives 1 & 2

ACTIVITIES TO ACHIEVE THE EXPECTED OUTCOMES:

- Lectures, written assignments, and discussions of conceptual and factual information from the textbook and additional materials such as handouts, articles, and audiovisual material:
 - to help students' reading and comprehension skills through synthesizing large amounts of information from required reading materials;
 - to develop historical analysis skills and relate the past to contemporary events;
 - to help students develop listening and note taking skills.
- Examinations:

- to test the retention of historical knowledge.
- Research Project:
 - to assist students in developing a thesis emphasizing critical thought with regard to a historical problem or question;
 - to assist students in the synthesis of gathered detailed or factual information in a comprehensive and structured fashion;
 - to assist students in the analysis of a historical question or problem;
 - to draw conclusions for the development of individual perspectives and interpretations of historical problems or questions.

TEACHING MODES:

Thematically, this course begins with the history of the United States following the Second World War and the escalation of the Cold War pitting the United States against the Soviet Union in a global struggle for influence. This thread weaves through the American history narrative as we explore topics such as McCarthyism, civil rights, the student movement, the second wave of feminism, the Vietnam War, the Great Society, Watergate, and the rise of conservatism as we chart history's course from the late 1940s throughout the 1980s and leading to the present day.

This course focuses on critical thinking skills. These relate to students' ability to comprehend, analyze, synthesize, and communicate information from a variety of sources about the American past. Students will apply these skills to solving problems or answering questions concerning the study of the contemporary American historical experience. In the process, students will learn how to relate detailed or factual information within conceptual frameworks. This is accomplished by asking questions such as how do historians know? Students will learn how to ask questions about the recent past and then to begin the process of learning to address these questions. Finally, students will learn how to effectively communicate their conclusions to a general audience through the development of various forms of written presentations. The course also emphasizes reading historical texts as well as dialoging with others and evaluating their ideas and historical interpretations—all of which are important in the learning process.

The course information is conveyed to students through lectures, assigned readings, written assignments, and computer work. Corresponding assignments develop critical thinking, communication, and problem solving skills. In addition, students will produce an original research project to improve their communication and

problem solving skills. Lectures will assist students in the process of comprehending general concepts and relating details or facts to these through the synthesis of information. Finally, the course provides students with a foundation for lifelong learning.

To prepare for class, students should refer to the course outline and focus on the weekly topics and assignments. Students are responsible for completing all assignments, and should pay particular attention to the weekly topic of discussion and activity for focused reading and preparation. Follow Blackboard announcements,



emails and/or Remind.com/app (@ef46c8) for any updates.

STUDENT PREPARATION ROLES

This course emphasizes three competencies that help facilitate the student's role in a global, diverse contemporary American society. Students will receive instruction on identifying historical problems or questions; understanding broad historical concepts, gathering related details or facts, and synthesizing information; and testing their



required and retained knowledge. Students should check Blackboard for corresponding assignments. ***Students who have a disability or think that they need special accommodations should report immediately to Disability Support Services (DSS), located in Room 079 in the Thurgood Marshall Library, or call Dr. Michael S. Hughes, DSS Coordinator at 301.860.4067. Go to the following website for more information: <https://www.bowiestate.edu/academics/support-services/disability-support-services/>. Bowie State University shall not discriminate against any individual on the basis of race, color, religion, age, ancestry or national origin, sex, sexual orientation, gender identity, disability, marital status, or veteran status (ADA and Nondiscrimination Policy).***

ATTENDANCE

Attendance (accessing the course on a regular basis) is required to complete the course successfully. **University rules and regulations state that a student may fail a course if he/she misses a certain number of classes** [six (6) for a course that meets three (3) times a week; four (4) for a class that meets twice a week; and two (2) for a class that meets once a week]. For an online course students are expected to participate in all scheduled class activities (i.e., discussion boards, etc.). Quizzes and daily class activities are considered class participation and cannot be made up. All students are expected to take examinations and turn in all assignments at the scheduled time. Students who miss assignments will not be able perform make-up work without a valid excuse. Make-up work will be at the discretion of the instructor. For example, if a student misses a quiz, the instructor may, but is not required to, have the student write a paper that is equivalent to that particular activity.

STATEMENT OF ETHICAL AND PROFESSIONAL STANDARDS FOR THE COURSE

According to the "Code of Student Conduct," students are to achieve high standards of ethical and professional academic standards. This includes behavior in the virtual classroom. For written and non-written scholarship, students are encouraged to be creatively responsible for making a contribution to the body of knowledge. This is accomplished through individual and group effort according to assigned activities. Students who commit acts of plagiarism or copying from other scholarship and/or violating academic standards in the classroom will be penalized according to the "Code of Student Conduct" for students as outlined by Bowie State University. "In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or course may be administered. Students who are expelled or suspended for academic dishonesty are not admissible to other institutions within the



University System of Maryland." **Students engaging in academic dishonesty will fail this course!**

VIRTUAL CLASSROOM DECORUM

Bowie State University "prohibits disorderly or disruptive conduct on University premises or at University sponsored activities, which interfere with the activities of others, including studying, teaching, research, and administrative operations." Recording devices are not allowed for this class. Lectures and/or other materials are not to be recorded. Students who fail to adhere to these policies will be penalized

accordingly.

COURSE REQUIREMENTS

Students will be evaluated on a midterm essay, research project, final exam and a combined assignment and participation grade. There will be a midterm essay assignment (specific guidelines to follow), and a take home final examination due during the exam period. Students are required to research and present a research project (specific guidelines to follow) based on an approved topic relevant to contemporary United States history. Students are required to complete and turn in reading summaries each week (specific guidelines to follow). Only letter grades recorded in the four grade categories will be utilized in determining grades for the course. Participation is factored into the overall homework grade. Not completing such activities cannot hurt one's grade, but participating in these activities can improve the assigned grade. Optional extra-credit assignments may be assigned during the semester.

Evaluations

Critical Essay — 20%
 Research Project — 30%
 Final Examination — 30%
 Assignments, Attendance, and Participation — 20%

Grading Scale

90 -100 — A
 80 – 89.99 — B
 70 – 79.99 — C
 60 – 69.99 — D
 59.99 & under — F

COURSE OUTLINE*

Date	Course Module	Assignment (ALL HOMEWORK ASSIGNMENTS ARE DUE @ 5:00 PM ON WEDNESDAYS)	Miscellaneous
January 27	MODULE 1	ASSIGNMENT #1: <i>Moving On</i> , Chapter 1; <i>History of Our Time</i> , "World War II and the Destruction of the Old Order"	
February 3		ASSIGNMENT #2: <i>Moving On</i> , Chapter 2; <i>History of Our Time</i> , "The Necessity for Containment"	
February 10		ASSIGNMENT #3: <i>Moving On</i> , Chapter 3; <i>History of Our Time</i> , "The Internal Communist Menace"; "The Verona Project and Atomic Espionage"; and "A Frightening Message for a Thanksgiving Issue"	
February 17	MODULE 2	ASSIGNMENT #4: <i>Moving On</i> , Chapter 4; <i>History of Our Time</i> , "HUAC Investigates Hollywood"; "The Luckiest Generation"; and "The Myers Move to Levittown"	
February 24		ASSIGNMENT #5: <i>Moving On</i> , Chapter 5; <i>History of Our Time</i> , "Trends in Postwar American Culture and Society"	
March 3		WORK ON YOUR CRITICAL ESSAYS	Research topics are due.
March 10		ASSIGNMENT #6: <i>Moving On</i> , Chapter 6; <i>History of Our Time</i> , "Brown v. Board of Education"; "Declaration of Constitutional Principles: The Southern Manifesto"; and "President Eisenhower's Farewell Address"	Critical essays are due.
March 15 - 19		Spring Break	Spring Break
March 24	MODULE 3	ASSIGNMENT #7: <i>Moving On</i> , Chapter 7; <i>History of Our Time</i> , "Inaugural Address"; "We Shall Overcome 1965"; and "A Lunch Counter Sit-In Jackson, Mississippi"	
March 31		ASSIGNMENT #8: <i>Moving On</i> , Chapter 8; <i>History of Our Time</i> , "The Great Society"; Remarks at the University of Michigan"; "Lyndon B. Johnson and American Liberalism"; "Peace without Conquest"; "Vietnam Veterans against the War"; "In Retrospect"; and "The Genuine Lessons of the Vietnam War"	
April 7		ASSIGNMENT #9: <i>Moving On</i> , Chapter 9; <i>History of Our Time</i> , "The Port Huron Statement"; "The Sharon Statement"; "What We Want, What We Believe"; "Chicano!"; "The Creation of Feminist Consciousness"; and "Gay Is Good"	
April 14	MODULE 4	WORK ON YOUR RESEARCH PAPERS.	
April 16			Last day to drop from a class with a "W" grade: Last day to change from credit to audit.
April 21		ASSIGNMENT #10: <i>Moving On</i> , Chapter 10; <i>History of Our Time</i> , "The Forgotten American" and "Watergate"	Research papers are due.
April 28		ASSIGNMENT #11: <i>Moving On</i> , Chapters 11 & 12; <i>History of Our Time</i> , "Taken Hostage" and "The 'Crisis of Confidence' Speech: President Carter's Address to the Nation"	
May 5		WORK ON YOUR FINAL EXAMS.	Last day of class!
May 19		FINAL EXAMS ARE DUE @ 5:00 PM	

*NOTE: THE SCHEDULE MAY CHANGE GIVEN TIME CONSTRAINTS OR OTHER FACTORS. ADDITIONAL READINGS WILL BE ASSIGNED AS NECESSARY. ALL CHAPTER ASSIGNMENTS CORRESPOND TO THE REQUIRED TEXTS.

NOTED JOURNALS AND PERIODICALS

- ◆ *American Journal of Legal History* [Temple University, Beasley School of Law]
- ◆ *American Quarterly* [American Studies Association]
- ◆ *History News* [American Association for State and Local History]
- ◆ *Journal of African American (Negro) History* [Association of the Study of African American Life and History]
- ◆ *Journal of American Ethnic History* [University of Illinois Press/Immigration and Ethnic History Society]
- ◆ *Journal of American History* [Organization of American Historians]
- ◆ *Journal of American Studies* [Cambridge University Press]
- ◆ *Journal of Contemporary History* [Sage Publications]
- ◆ *Journal of Southern History* [Southern Historical Association]
- ◆ *OAH Magazine of History* [Organization of American Historians]
- ◆ *Perspectives on History* [American Historical Association]
- ◆ *The American Historical Review* [American Historical Association]
- ◆ *The Historian: A Journal of History* [Blackwell Publishers/Phi Alpha Theta]