History 376
Fall Semester 2012

Section 1: 150 HRCB on T Th at 03:00 pm - 04:15 pm

Instructor Information
Instructor: Grant Madsen Office: JFSB 2145 Office Hours: W 10-noon Office Phone: 422-7412 Email: gmadsen@byu.edu

Course Information

Texts & Materials

<table>
<thead>
<tr>
<th>Required</th>
<th>Vendor</th>
<th>Price (new)</th>
<th>Price (used)</th>
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<tbody>
<tr>
<td>MAJOR PROBLEMS IN AMERICAN HISTORY SINCE 1945</td>
<td>BYU</td>
<td>$103.30</td>
<td>$77.50</td>
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<tr>
<td>3E By GRIFFITH, R ISBN: 9780618550067</td>
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<tr>
<td>PACKET US HISTORY 1945-2000 By MADSEN, G</td>
<td>BYU</td>
<td>$21.10</td>
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<td>ISBN: 9780700375653</td>
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Description
This course explores the (1) politics, (2) social movements, (3) economics, (4) culture (5) intellectual currents, (6) constitutional developments and (7) foreign policy of the U.S. since 1945. Thematically, it considers the challenges that resulted from America’s postwar role of leader of the free world and exemplar of a free, democratic society.

Classroom Procedures
Many recent studies of college classrooms suggest that laptops, cellphones, iPads and other electronics interfere with learning. Not only are the users of electronics affected, but also those who sit near or (especially) behind users. If you use class time to check Facebook on your laptop, it is
nearly impossible for those within sight of your screen to remain focused on class discussion or lectures. A growing number of faculty have decided to ban electronics in the classroom as a result.

I see advantages to electronics in the classroom provided those who bring them use them responsibly. If you use your phone, laptop, or iPad in class, please be responsible and only use it to take notes and/or follow-up on discussion. Be aware that your electronics use affects others who want to learn.

**Grading Policies**

In grading essays I will only give full credit to an answer that:

(1) directly engages the themes and issues raised by the question;
(2) refers to specific course readings;
(3) avoids clichés and generalities;
(4) is clearly worded, grammatically correct, and clear.

By contrast, an answer that fails in one or more of these areas receives proportionally less credit.

**Learning Outcomes**

- **Historical Knowledge of U.S. History from 1945 to Present**
  Students will be able to explain and analyze the major political, social, diplomatic, economic, cultural, and constitutional developments in U.S. history from 1945 to the present.

- **Research Literature**
  Students will be able to analyze, interpret, and debate the meanings and historical significance of primary source documents.

- **Analytical Writing**
  Students will be able to produce an original, analytical, and primary source based historical essay examining a key issue, theme, or individual from U.S. history since 1945.

**Grading Scale**

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<th>Grade</th>
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<td>D-</td>
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<td>E</td>
<td>59 and lower</td>
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**Assignments**

**Point Breakdown**
Assignments

<table>
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<tr>
<th>Assignments</th>
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<tr>
<td>Midterm 1</td>
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<td>Midterm 2</td>
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<td>Midterm 3</td>
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<td>Final</td>
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<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
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## Schedule

### Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Tests</th>
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<tbody>
<tr>
<td>Th - Aug 30</td>
<td>WWII</td>
<td><em>(1941) Richard Evans - Defeat Out of Victory</em></td>
<td><em>(1942) Henry Wallace - The Century of the Common Man</em></td>
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<td><em>(1945) Why Japan Really Lost The War</em></td>
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<tr>
<td>T - Sep 4</td>
<td>Early Cold War</td>
<td><em>(1946) Gaddis - Early Cold War (from Strategies of Containment)</em></td>
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**Major Problems**:

- “George F. Kennan's 'Long Telegram' 1946" (39)
- “Soviet Ambassador Nikolai Novikov Reports on the U.S. Drive for World Supremacy, September 1946" (43)
- Arnold A. Offner ✧
“President Harry S Truman and the Origins of the Cold War” (55)

- John Lewis Gaddis
- “Two Cold War Empires” (63)

Th - Sep 6 Postwar Political Economy

- (1947) Lichtenstein - Labor and Social Democracy (from Rise and Fall of New Deal Order)

T - Sep 11 Korea and NSC 68

- (1950) NSC 68
- (1950) Paul Lashmar - Stalin’s Hot War (Korean War)
- (1950s) David Halberstam – “McCarthyism” (from The Fifties)

Th - Sep 13 Affluence

- (1950s) David Halberstam – “MacDonalds,” “Ramada,” “TV” (from The Fifties)

Major Problems:

- U.S. Business Celebrates the “Miracle of America” 1948 (82)
- A Report on the Baby Boom, 1954 (84)
- Life Magazine Identifies the New Teen-age Market, 1959 (88)
- U.S. News and World Report Assesses the Perils of Mass Culture and the Evils of Television, 1955 (90)

T - Sep 18 Consumerism

- (1959) Tyler May - Consumerism and the Modern Home

Major Problems:

- Roland Marchand • “Visions of
Classlessness”(97)
  - Kelly Schrum •
  "Making the American Girl" (109)

Th - Sep 20  Civil Rights
  (1954) Brown v Board of Education
  (1954) Cass Sunstein - Did Brown v Board Matter?

T - Sep 25  Cuba  Major Problems:
  - A Board of Inquiry Reports on the Bay of Pigs, 1961 (131)
  - A Senate Committee Investigates U.S. Plots to Assassinate Castro, 1960-1965 (1975) (134)
  - President Kennedy and His Advisers Debate Options in the Missile Crisis, October 16, 1962 (136)
  - Soviet Premier Nikita Khrushchev Appeals to President Kennedy, October 26, 1962 (144)
  - Soviet Ambassador Anatoly I. Dobrynin Reports on His Meeting with Robert Kennedy, October 28, 1962 (147)
  - Thomas G. Paterson • “Spinning Out of Control: Kennedy’s War Against Cuba and the Missile Crisis” (148)
  - Ernest R. May and Philip D. Zelikow • “Aftermath” (159)

Th - Sep 27  New Perspectives on the Cold War
  (1960s) Dudziak - Cold War Civil Rights
  (1960s) Khrushchev - Cold War
<table>
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<tr>
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<tr>
<td>T - Oct 2</td>
<td>The Student Left</td>
<td>War through the Looking Glass (1962) SDS - <em>Port Huron Statement</em> (excerpted)</td>
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<td>(1962) NYTimes – “Port Huron Statement at 50”</td>
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<td>Th - Oct 4</td>
<td>Civil Rights on the Front Lines</td>
<td>(1964) Linder - The Mississippi Burning Trial</td>
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<td><em>Major Problems</em>:</td>
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<td>- Charles M. Payne• “The View from the Trenches” (193)</td>
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<td>- Thomas J. Sugrue• “The Continuing Racial Crisis” (203)</td>
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<td>T - Oct 9</td>
<td>Lyndon Johnson and the Great Society</td>
<td><em>Major Problems</em>:</td>
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<td>- President Lyndon B. Johnson Declares War on Poverty, 1964 (214)</td>
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<td>- Congress Strikes Down Segregation in Public Accommodations: The Civil Rights Act of 1964, Title II (1964) (216)</td>
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<td>- Two White House Aides Report the Achievements of the Great Society, 1966 (218)</td>
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<td>- Earth Day, 1970 (224)</td>
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<td>- James T. Patterson• “The Rise of ‘Rights Consciousness’” (226)</td>
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<td>- Matthew D. Lassiter• “Suburban Politics and the Limits of the Great Society” (233)</td>
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Th - Oct 11  Early Signs of Conservative Resurgence  (1964) Farber – “Barry Goldwater and Cowboy Conservatism”

Major Problems:
· A Conservative Strategist Hails an “Emerging Republican Majority,” 1969 (220)


Major Problems:
· The Vietnamese Declare Their Independence, 1945 (325)
· President Dwight D. Eisenhower Explains the Domino Theory, 1954 (327)
· Final Declaration of the Geneva Conference on Indochina, 1954 (328)
· The Gulf of Tonkin Resolution, 1964 (331)
· President Lyndon Johnson's Advisers Debate Expanding the War, 1965 (332)
· A “Tunnel Rat” Testifies About the My Lai Massacre, 1969 (334)
· The Paris Accords, 1973 (336)
· Michael H. Hunt • “The Wages of War” (338)
· Arnold R. Isaacs •
Th - Oct 18 1968

(1968) Jeremy Suri –
“Disruption of 68” (from Power and Protest)

Major Problems:
· Jerry Rubin Declares Himself a “Child of Amerika,” 1970 (250)
· Radicals Proclaim: “You Don't Need a Weatherman to Know Which Way the Wind Blows,” 1969 (251)
· The FBI's Secret Campaign Against the New Left, 1968-1971 (1976) (252)

T - Oct 23 Legacy of the ‘60s

Major Problems:
· Maurice Isserman and Michael Kazin• The Contradictory Legacy of the Sixties 260
· Hugh Heclo• The Sixties and the Origins of “Postmodern” America 270

Th - Oct 25 Feminism

Major Problems:
· Betty Friedan on “The Problem That Has No Name,” 1963 (281)
· NOW Statement of Purpose, 1966 (284)
· Redstockings Manifesto, 1970 (286)
· A Redbook Magazine Reader Discovers Consciousness-Raising, 1973 (290)
· Equal Rights Amendment, 1972 (295)
· Phyllis Schlafly
  Proclams the Power of the Positive Woman, 1977 (295)
· Alice Echols •
  “Women’s Liberation and Sixties Radicalism” (298)
· Beth Bailey • “Women at Work” (310)

T - Oct 30  Rights and Feminism
(1973) *Roe v Wade* (293)
(1973) Consequences of *Roe v Wade* (Senate Hearing)

T - Nov 6  A Turn in the Cold War
(1969) Gaddis - Detente (from *Strategies of Detente*)

Th - Nov 8  Crisis of the 1970s
(1979) Lasch – *The Culture of Narcissism* (310)

Major Problems:
· Raymond Mungo
  Searches for a New Age at Total Loss Farm, 1970 (255)
A Pollster Reports on “The Big Chill,” 1974 (258)

T - Nov 13  Malaise…
(1978) Carrol - Crisis of Confidence (from *It Seemed Like Nothing Happened*)
(1979) Mattson – “Carter’s Malaise Speech Reconsidered”

Major Problems:
· President Jimmy Carter and the Crisis of the American Spirit, 1979 (353)

Th - Nov 15  Rise of Regan
(1970s) Domitrovic - *Econoclasts* (352)
(1979) Irving Kristol – “The
New Class Revisited

**Major Problems**

- A New Right Activist Explains Conservative Success, 1980 (356)

T - Nov 20  Friday Classes

Th - Nov 22  Thanksgiving


**Major Problems**

Benjamin Ginsberg and Martin Shefter • “The Republicans Take Control” 372

Th - Nov 29  To End the Cold War (1980) John L Harper - Cold War

(1988) *NYTimes* - Reagans Tear Down the Wall Speech

T - Dec 4  Culture Wars (1986) Alan Bloom - Closing of the American Mind

(1990) *Newsweek* - Taking Offense (Political Correctness)

(1992) Platt - What's Behind the Attack on Multiculturalism

Th - Dec 6  Roots of Iraq (1989) Fukuyama - End of History

(1993) Huntington - Clash of Civilizations

Th - Dec 13  

(TAKE HOME) FINAL:
Library Information

Librarian Information
Name: Albert Winkler
Office: 1224 HBLL
Phone Number: 422-6373
Email: albert_winkler@byu.edu

Reference Desk Information
Name: Social Sciences / Education
Phone Number: 422-6228
Email: No library information available
Hours: M-Th: 8am-9pm; F: 8am-6pm; Sat: 10am-6pm

Department Research Information
http://guides.lib.byu.edu/content.php?pid=67192

E-reserve Information
http://www.lib.byu.edu/reserve.html

University Policies

BYU Honor Code
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination and Harassment
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex
discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

**Students with Disabilities**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

**Academic Honesty Policy**

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

**Plagiarism Policy**

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

**Respectful Environment Policy**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional." "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." *President Cecil O. Samuelson, Annual University Conference, August 24, 2010*

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of
Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets.”  Vice President John S. Tanner, Annual University Conference, August 24, 2010