

Fall 2019

University of Southern California

HIST 361: 20th-Century US History

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Tuesdays and Thursdays, 11:00am-12:20pm - Room WPH B30

Office Hours (SOS 267): Tuesdays and Thursdays, 12:30-2pm

Proclaimed “The American Century” by the founder of *Time* magazine, the last century marked dramatic, sweeping changes to the nation’s politics, military ambitions, economic strategies, sociocultural understandings, as well as altered America’s global involvement. The cataclysm of the Great War produced an international economic catastrophe that, in turn, instigated policies by which the federal government became insurer of general prosperity. Mobilization for the Second World War ended the Great Depression, creating the modern middle-class, and in the immediate postwar years, the United States began a decades-long, ideological standoff with the Soviet Union. Beyond pushing the limits of deterrence theory and Mutual Assured Destruction to terrifying extremes, such as in the case of the Cuban Missile Crisis, the Cold War included hot proxy conflicts that incited further domestic unrest from a population already agitated by struggles for civil liberties and exaggerated defense spending.

Despite the nation’s exponential rate of technological development, by the end of the century, neither economic nor national security seemed assured in America, and sociological tensions and domestic issues have demanded attention into the present. We will consider how these shifts have impacted institutions and regions, while taking care to acknowledge smaller communities and individual agency. California experienced particularly marked changes during the twentieth century, and we will consider local examples that speak to the course’s chronology. Many people see California as the great exception among American states—totally bizarre, unique, and unfamiliar. More perceptive observers, recognize that California is America, only more so. Our state may appear strange at first glance, but upon closer inspection its history is full of familiar American themes, such as conquest and colonization, diversity and conflict, boom and bust, reform and reaction, immigration and nativism, protest and repression, and more.

Along with examining what made the twentieth century so American, we will also unpack the idea of the American dream—how did ideas of this notion change, and who has had access and who has been excluded over time? We will be as inclusive of shared memory and personal experiences as possible, paying attention to individuals of different races, classes, and genders. For example, we will investigate how a variety of women served as catalysts for change in the United States. We will examine developments in science, technology, and medicine. In 1900, Lord Kelvin proclaimed that “there is nothing new to be discovered in physics now.” He spoke far too soon, as scientific knowledge developed in twentieth-century America at an astonishing pace. This course will explore the unique context of the twentieth century, one that enabled a radical alteration of the direction of scientific research. Instead of discussing scientific geniuses and their ideas, we will focus on networks among human and nonhuman components in scientific research, such as scientists, objects, tools, concepts, questions, and institutions.

Upon completion of this course, you will have expanded your factual knowledge of American history, developed writing and oral communication skills, and solidified your ability to evaluate ideas, arguments, and points of view found in primary and secondary sources. To my mind, the value of a history education does not stem from rote memorization of facts and dates (although an awareness of past events proves useful), but rather in developing critical thinking skills that will enable your development as a thoughtful scholar and responsible global citizen.

Learning Objectives

- Develop written and oral communication skills.
- Evaluate ideas, arguments, and points of view in primary and secondary sources.
- Demonstrate the ability to think critically and make arguments about complex topics.
- Gain knowledge of factual United States history, including but not limited to topics such as: politics; war; pop culture; science, technology, and medicine; foreign relations; race, class, and gender studies; social movements; the environment; domestic life; educational systems; food; legal precedents; and architecture.

Required Books and Materials

Howard Zinn, *The Twentieth Century: A People's History* (Harper Perennial, 2003).

Thomas C. Reeves, *Twentieth-Century America: A Brief History* (Oxford University Press, 2000).
Available online at USC Libraries.

Michael Adas, ed., *Essays on Twentieth-Century History* (Temple University Press, 2010). Available online at USC Libraries.

All other reading materials will be available online.

Required: College-ruled, 10.5x8-inch, 70-to-100-page notebook

Optional Supplemental Reading*

Agar, Jon. *Science in the Twentieth Century and Beyond*. London: Polity, 2012.

Eaklor, Vicki L. *Queer America: A People's GLBT History of the United States*. The New Press, 2011.

Gilbert, Martin. *History of the Twentieth Century: Concise Edition*. Rosetta Books, 2014. Available online at USC Libraries. Note that this edition is hardly concise! I am including its relevant chapters with corresponding weeks on the syllabus for any ambitious students who wish to engage with a global history of the twentieth century.

Glass, Fred B. *From Mission to Microchip: A History of the California Labor Movement* (University of California Press, 2016).

Lukacs, John. *A New Republic: A History of the United States in the Twentieth Century*. Yale University Press, 2004.

Marcus, Alan I., and Howard P. Segal. *Technology in America: A Brief History*. Macmillan Learning, 2018.

Nash, Gary B. *American Odyssey: The United States in the 20th Century*. McGraw-Hill, 2002.

Schrag, Peter. *Not Fit for Our Society: Nativism and Immigration* (University of California Press, 2010).

Smith, David. *Causes and Effects of 20th Century Wars* (Oxford University Press, 2015).

Also see, "American Military History," *The Great Courses*, available on Kanopy.

Also see, "Howard Zinn: A People's History of the United States," 2016, available on Kanopy.

*Optional readings are not required, but additional independent research conducted using my optional reading suggestions or *reputable* texts you find on your own can allow you to receive EXTRA CREDIT. Additional research constitutes the significant use of a cited source that is (1) outside of the required readings and (2) beyond the assignment's required minimum number of sources. You can earn up to 5 extra credit points per referenced source, with a maximum of 15 extra credit points available per assignment. Suggestions for videos, readings, or other sources that I determine would work well in future iterations of this course will earn you 0.5 extra credit points toward your final grade, with a limit of six suggestions throughout the semester (for a total that would bring up your grade one step).

ASSIGNMENTS AND GRADING

We will read a significant yet reasonable amount of material each week, averaging 100 pages per week (depending on the difficulty of assigned texts). You are expected to complete all assigned reading and come to class with talking points on the assigned readings that you will share with the class, demonstrating your ability to understand and critically analyze primary and secondary sources of scholarship. There are three written assignments during the term and a final research project. In lieu of a midterm or final examination, we will have take-home and in-class written assignments, all of which will total at least 15 pages of critical analysis.

Participation: 10%

Come to class having completed assigned readings and prepared to discuss the texts and assignments with the class and within smaller groups. Keep a notebook of ongoing reactions to all course readings (being sure to cite these instances for later reference). After completing weekly readings, develop and draft talking points to share in class. Given appropriate opportunity, I should hear your voice at least once during each class. In the classroom, note your responses and reactions to discussions, as well as questions that you might pose to the class. You will be asked to provide brief self-evaluations of your progress and lessons learned at various points throughout the semester. Your participation grade is strongly linked to how well you keep track of your thoughts in the notebook assignment.

Notebook: 10%

DUE ON DATE OF THE FINAL

Note reactions and points that you want to remember while reading the weekly homework assignments (legible shorthand is fine and be sure to cite page numbers for later reference). Also take notes while in class, and complete both at-home and in-class exercises in this notebook. You will reference your notebook entries when developing written assignments in this course, and will have access to your notebook when asked to complete in-class assignments. You will reflect on initial thoughts from the beginning of the semester to gauge how your knowledge of American history has changed over our course of study. The purpose of the notebook is to encourage self-reflection, and contemplation of what it means to be human and how your ideas relate to those of others. Your notebooks will be reviewed at midsemester (and at office hours per student request). The complete notebook will be due with the final paper no later than the time that the final is scheduled to end. Grading will be based upon completion of entries that showcase knowledge of and thoughtful engagement with course materials and class discussions.

Library Assignment (500 words): 10%

WEEK 3 DAY 1 - Thurs., September 5, 2019

Visit one or more of the University Park Campus libraries, pick up materials available to become acquainted with the libraries' resources, and optionally speak with a librarian. Visit the USC Libraries website and browse materials and resources available (<http://library.usc.edu>). Write about your experience, knowledge gained, and how you might utilize USC libraries in your college work. Reference the texts you read in Week 1. This exercise introduces you to the resources available at the University, enabling you to identify primary sources of scholarship in relevant disciplines that you will need to understand and critically analyze significant textual resources.

We will be examining our readings with reasonable depth and rigor, covering a wide range of topics within the subject matter, and this assignment will encourage you to develop tools for independent critical thinking, all the while maintaining high standards of analytical and scholarly vigor. After investigating the resources at the library and synthesizing your findings into a written document,

you will be able to reference this work throughout this course when looking for sources for your final research project and beyond in your academic career.

Written Assignment I (750 words): 15%

DUE WEEK 6 DAY 1 – Tuesday, October 1, 2019

Select the transcript of an individual who has contributed to an oral history project that is devoted to capturing the voices of people in America during a particular era or from a particular group or industry during the twentieth century. For example, you might select a civil rights leader's oral history from the Seattle Civil Rights and Labor History Project (<http://depts.washington.edu/civilr/>) or from the Library of Congress Civil Rights Project (<https://www.loc.gov/collections/civil-rights-history-project/>). The instructor will provide a list of possible oral history projects available on Blackboard, but you may suggest an unlisted oral history project and request approval from the instructor.

Write a 750-word brief on the interview. What could a historian learn from this interview? How does the narrator describe their experience in the (e.g.) Black Panther Party (or relevant social movement)? What are the interview's limitations as a historical document? How would a historian contextualize and complicate the story presented by the narrator? Describe your response to the interviews as a scholar and analyze the conducting and use of oral histories in research. Use Chicago-style footnote citations. Reputable online sources are okay, but must use one monograph or peer-reviewed journal article in addition to the transcript itself.

Written Assignment II (1000 words): 20%

DUE WEEK 9 DUE 1 – Tuesday, October 22, 2019

Select an event, place, person, idea, or something else of your choosing that you believe was especially significant during the twentieth century. This could be something already discussed in class, something to come in later weeks, or a topic absent from the syllabus (with instructor's approval). Complete a paper based on assigned readings, optional additional readings provided by the instructor, or sources that you find independently (reputable online sources are okay). Using these sources, explain why your topic was meaningful and argue how it might inform contemporary issues. Provide a bibliography that suggests sources that you would suggest to someone who wants to investigate this topic, and explain the value of each source. Utilize two secondary and two primary sources within your paper *at a minimum*.

Review Assignment (750 words): 15%

DUE WEEK 12 DAY 1 – Tuesday, November 12, 2019

Review a book, article, film, museum exhibit, or other medium (as approved by instructor) that may or may not be part of the course's required assignments. Explain the importance of the work that you selected and how the material relates to the course's themes. In this class we will look closely at human engagement with objects, photos, textual resources, and museum exhibits. We explore language as a medium of artistic expression and communication. This assignment will evaluate your ability to critically evaluate these mediums of expression. Your job is not to state whether you 'like' a work or not, but rather to explore its merits and failures from a scholarly perspective.

You will consider the viewpoint of the author, director, curator, or other producer of an historical work when explaining the merits of the work, based on your knowledge of sources available at the library and class discussions and readings that offer diverse perspectives. Why did the author create this work? What is their argument? How do they go about proving their argument? What are the strengths and limitations of the author's approach? What questions did you have while engaging with this work? What avenues of inquiry does the work open up for future investigations?

Final Research Paper (2000 words): 20%
DUE AT DATE OF FINAL EXAM WITH YOUR NOTEBOOK

This assignment determines how cumulatively you have engaged with the course's themes. This assignment needs to go far beyond past writing assignments and cannot be on the same topics. Select a current issue of public concern (broadly defined) in the United States and explore its historic roots using both primary and secondary sources (and reflecting on your own thoughts written in your notebook throughout the semester). Even if your topic does not directly deal with the second half of the twentieth century, you must find ways to integrate historical data from the final month's readings into your paper.

Submit a brief proposal for your topic by Week 13. Your paper must draw on at least six sources, three being peer-reviewed articles and/or scholarly monographs (secondary) and three being newspaper articles contemporary to your subject (or other primary sources—contact the instructor or a librarian if you have difficulty finding primary sources). Make an argument about change and continuity over time in 2000 words (approximately eight pages in 1" margins, TNR 12pt). Images are not required but are encouraged--be sure that they are appropriately credited. This word count does not include front matter, bibliography, block quotes, image captions, or notes.

Provide an astute examination and demonstrate knowledge of all assigned readings and class discussions while using your chosen topic as a framework for speaking about larger themes found in the American twentieth century. Use your notebook to reference specific materials with which we have engaged and that you found particularly intriguing. Offer insightful summaries and critiques. By the time of this final assignment, you will have cultivated a critical appreciation for various forms of human expression, which will enable you to engage with lasting ideas and values that have animated humanity, leading to your ability to read and understand relevant information from different sources.

Additional detailed instructions for each assignment will be available on Blackboard.

Grading Scale			
100-97	A+	77-79	C+
93-96	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
		0-59	F

WEEK 1: THE AMERICAN CENTURY

Introductions and Syllabus Review – Conducting Historical Research – Dawn of the 20th Century

Day 1 – Aug. 27

Homework:

- Read “25 Moments that Changed America,” *Time*, 4 June 2015, <https://time.com/3889533/25-moments-changed-america/>
- Read USC’s “Evaluating Sources,” <http://libguides.usc.edu/primarysources/evaluate>
- Read “Introduction,” in Sarah Barber, *History Beyond the Text* (Routledge, 2009), 1-14. Available at USC Libraries online. Skim other chapters and save as a resource for later use.
- Read Shan Sutton and Lorrie Knight, “Beyond the Reading Room: Integrating Primary and Secondary Sources in the Library Classroom,” *The Journal of Academic Librarianship* 32 3 (4 April 2006): 320-325. Available online at USC Libraries.
- Notebook assignment: Pick one element from the 20th-century America and write a paragraph about (1) why you find it of interest and (2) its relevance to the 20th century in your notebook. Email the instructor a link to an online article detailing your selection. It can be, for example: an event, film, song, architecture, medicine, technology, person, social movement, environment, museum exhibit, pretty much any object or idea that you can argue is representative of the 20th century. If you cannot think of any examples, peruse the weekly topics. Consider selecting something that is relevant to your major and/or a topic that you might want to explore for your final project.
- Purchase books. Must have Zinn by next week. If it’s not available in the bookstore yet, I will post the first few chapters on Blackboard. Review syllabus and assignments independently, and let me know if you have questions.

Day 2 – Aug. 29

Homework:

- Work on Library Assignment due Week 2 Day 2 (Sept 5).
- Read Michael Adas, “Introduction,” in Adas (2010), 1-8. Consider if one of the essays in this collection might inform your final paper.
- Read Reeves, “By 1900,” 1-20.
- Read Zinn, “The Empire and the People,” 1-30.
- Optional further reading that would inform the Library Assignment: John Tosh, *The Pursuit of History* (Routledge, 2015); Miriam Dobson, *Reading Primary Sources: The Interpretation of Texts from Nineteenth and Twentieth Century History* (Routledge, 2008).
- Optional reading on global history: Gilbert, “The First Decade, 1900-1909,” 1-52.

WEEK 2: MANIFEST DESTINY AND THE CLOSING OF THE FRONTIER

Spanish-Cuban-American War – Teddy Roosevelt – SF Earthquake – Black National Anthem – National Parks – Expansionism – Mexican Revolution – AFL – IWW (1905) and “Wobblies” – NAACP – Panama Canal – Titanic – Dada – Muckrakers -- Rough Riders – Steam – FBI – American (and CA) Exceptionalism – Where and What is “The West?” --

Day 1 – Sept 3

Homework:

- Read Reeves, “Progressivism and the Square Deal,” 21-40.
- Read “‘A Nation Thrown Back Upon Itself,’ Frederick Jackson Turner and The Frontier,” and “The Significance of the Frontier in American History,” in John Mack Faragher, ed., *Rereading*

Frederick Jackson Turner (Yale University Press, 1999), 1-10, 31-60. Skim other chapters.
Available online at USC Libraries.

Day 2 – Sept 5

Homework:

- Read Reeves, “The Trials and Triumphs of Progressivism,” 41-60.
- Read Zinn, “The Socialist Challenge,” 31-76.
- Finish Library Assignment. Due Sept 5.
- Optional further reading: Dorothy Schneider, *Crossing Borders: Migration and Citizenship in the Twentieth-Century United States* (Cambridge, MA: Harvard University Press, 2011), 1-60, 242-250. Available online at USC Libraries; Richard P. Tucker, “A Century of Environmental Transitions,” in Adas (2010), 315-341; Gilbert, “The Paths to War, 1910-1914.”

WEEK 3: THE OPENING DECADES OF THE TWENTIETH CENTURY

LA 1910 Air Meet -- Wright Brothers – Silent Films – Triangle Shirtwaist (1911) – General Relativity – Progressivism -- Industrialization – Taylorism -- Isolationism -- Electrification – Turbines and the Internal Combustion Engine – Federal Reserve – FDA, ICC, FTC, et al – Ludlow Massacre (1914) – Amendments to the Constitution – Second Industrial Revolution – TR’s “Square Deal” – Eugenics – Federal Reserve Act (1913) --

LIBRARY ASSIGNMENT DUE (Tues, Sept 10)

Day 1 – Sept 10

Homework:

- Pick one of the topics listed in the first three weeks or choose another person, place, or event from the first two decades on the twentieth century. Write a paragraph about it in your notebook. Be sure to mark down citations as to where you found information. Consider selecting a topic that might prove relevant to your final paper. Be prepared to share on your topic in class.
- Read the “Woman Suffrage Centennial” online exhibition. Make a note of something that you found interesting or surprising. Find another story regarding suffrage. Be prepared to share at the next class:
<https://www.senate.gov/artandhistory/history/People/Women/WomanSuffrage2019.htm>
- Peruse Schlesinger Library ambitions: <https://mellon.org/resources/shared-experiences-blog/how-radcliffes-schlesinger-library-reshaping-our-understanding-fight-suffrage/>
- Read and note “White Woman’s Burden,” *The Nation*, 16 February 1921, which questioned those in the suffrage movement regarding the inclusion of African-American women in “universal” suffrage: <https://documents.alexanderstreet.com/d/1000683343>

Day 2 – Sept 12

Homework:

- Read Reeves, “World War I,” 61-80.
- Read Zinn, “War is the Health of the State,” 77-98.
- Optional reading: Gilbert, “First World War, 1914-1918,” 53-111.

WEEK 4: THE GREAT WAR

World War I – Russian Revolution – Weapons of war – Outcomes – Xenophobia – Red Summer Race Riots (1919) – Poison Gas, Machine Guns, and Tanks – Zimmerman Telegram – *Lusitania* – League of Nations – Pershing – 14 Points – Mexican Revolution – Red Scare – ACLU – Shell Shock – Psychoanalysis – Trench Warfare – Sacco & Vanzetti – Spanish Flu --

Day 1 – Sept 17

Homework:

- Peruse and note primary sources of interest: “World War I and America,” <http://wwiamerica.org/>
- Read William Pickens, “The Kind of Democracy the Negro Expects,” 1919, <https://www.blackpast.org/african-american-history/1919-william-pickens-kind-democracy-negro-expects/>
- Read “The NAACP Fights to Protect Voters,” <https://wams.nyhistory.org/staging/modernizing-america/woman-suffrage/the-naacp-fights-to-protect-voters/>
- Select Person, Place, Group, etc. from blackpast.org and be prepared to share a few sentences in next class.

Day 2 – Sept 19

Homework:

- Read Reeves, “The Roaring 20s,” 81-100.
- Read and note: United States Immigration Timeline, <https://www.history.com/topics/immigration/immigration-united-states-timeline>
- Select Oral History Project for Written Assignment I. List of projects available on Blackboard, but feel free to suggest another oral history project from where you would like to select an interview. Will ask for the name in class. It’d be wise to select your two transcripts too.
- Optional further reading: Gilbert, “Aftermath of Armageddon, 1919-1925,” 112-161; Ellis Hawley, *The Great War and the Search for a Modern Order: A History of the American People and Their Institutions, 1917-1933* (New York: St. Martin’s Press, 1979).

WEEK 5: THE ROARING 20S/THE JAZZ AGE

Speakeasies – Jazz – Women’s Suffrage (1920) – Mickey Mouse – Prohibition – Flappers – Gangsters – Art Deco and Bauhaus – Dawes Plan – Charlie Chaplin – Hollywood and Talkies -- Ford -- Taylorism – Influenza – Scopes Trial (1925) – ERA (1923) – Radio – Alice Ball – Ralph Peer’s “Square Deal” -- Okeh and Race Records – Scottsboro Boys – Mississippi Flood (1927) – Consumer Culture – Eugenics --

Day 1 – Sept 24

DUE: SELECTIONS FOR WRITTEN ASSIGNMENT I

Homework:

- Read Emily Spivack, “The History of the Flapper, Part I & 2,” *Smithsonian Magazine*, 5 February 2013, <https://www.smithsonianmag.com/arts-culture/the-history-of-the-flapper-part-1-a-call-for-freedom-11957978/>; <https://www.smithsonianmag.com/arts-culture/the-history-of-the-flapper-part-2-makeup-makes-a-bold-entrance-13098323/>
- Read Joshua Rothman, “When Bigotry Paraded Through the Streets,” *The Atlantic*, 4 December 2016, <https://www.theatlantic.com/politics/archive/2016/12/second-klan/509468/>
- Read “Conclusion,” in Niall Palmer, *The Twenties in America: Politics and History* (Edinburgh University Press, 2006), 174-183. Available online at USC Libraries.

Day 2 – Sept 26

Homework:

- Finish Written Assignment I due in Week 6.

- Read Reeves, "The Depression Decade," 101-118.
- Optional: Zinn, "Self-Help in Hard Times," 99-136.
- Optional further reading: Gilbert, "Between Two Storms, 1926-32," 162-214.

WEEK 6: THE GREAT DEPRESSION AND THE INTERWAR YEARS

Black Tuesday – Investing "On Margin" -- Depression – Amelia Earhart (1932) – Al Capone – Isolationism – DTP Vaccine – Dust Bowl and Okies (1934) – Penicillin (1928) – Fireside Chats – New Deal (1933) – Hindenberg – Hoovervilles – Spanish Civil War – Georgia O’Keeffe – Lindbergh – Eleanor Roosevelt – Securities and Exchange Commission --

Day 1 – Oct 1

WRITTEN ASSIGNMENT I DUE (Tues. Oct 1)

Homework:

- Read How the Great Depression Altered US Foreign Policy: <https://www.thoughtco.com/great-depression-foreign-policy-4126802>
- Read about New Deal Programs: <https://www.thoughtco.com/top-new-deal-programs-104687>
- Read on US Neutrality Acts: <https://www.thoughtco.com/us-neutrality-acts-of-the-1930s-and-the-lend-lease-act-4126414>
- Watch Video: Walker Evans in His Own Words, (5 min), and write your reactions to his photographs in your notebook. Be prepared to share thoughts in class: <https://www.youtube.com/watch?v=vhlFQUwjU3o>
- Read chapter TBD from Kevin Starr, *Endangered Dreams: The Great Depression in California* (Oxford University Press, 1996).
- Read Richard Lee Colvin, "Dust Bowl Legacy : 50 Years After 'The Grapes of Wrath,' Five Okies Remember How Their Families Struggled During the Great Migration--and Endured," *Los Angeles Times*, March 26, 1989, <https://www.latimes.com/archives/la-xpm-1989-03-26-tm-677-story.html>
- Read Mark Arax, "Seeking The Promised Land – photographs bring to life California’s ‘Black Okies,'" *The Fresno Bee*, July 10, 2018, <https://www.fresnobee.com/opinion/article214651220.html>
- Peruse the Black Okies Archive, <http://ernestlowe.com/category/black-okies/>
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Day 2 – Oct 3

Homework:

- Read Reeves, "The World at War Again," 119-138.
- Read Zinn, "A People’s War?" 137-161.
- Read "America’s Role in WWII": <https://www.thoughtco.com/overview-of-world-war-ii-105520>
- Optional further reading: Gilbert, "Towards the Abyss, 1933-1939," 215-263, and "Second World War, 1939-1945," 264-319.

WEEK 7: THE SECOND WORLD WAR and the 1940s AT HOME

Lend-Lease Act -- Pearl Harbor – D-Day – Domestic Changes – The Holocaust – Origins of Cold War – Rosie the Riveter – Japanese Internment – Tuskegee Airmen – Manhattan Project – Hiroshima and Nagasaki – Nazi Medicine – Double V – Truman Doctrine - FDR’s Third Term – the Bikini – Bikini Atoll – Jackie Robinson – Chuck Yeager – Big Bang Theory -- John Wayne – Beats – Mount Rushmore

- *The Wizard of Oz* - Televised Baseball - Ballpoint Pens - Truman - First Vegas Casino (1945) - Four Freedoms Speech - Navajo Code Talkers - Nanjing Massacre - Riots and Strikes --

Day 1 - Oct 8

Homework:

Read ONE of the following (as assigned):

- Read Jeremy Rosenberg, "How World War II Era Internment Camps Changed Little Tokyo, Los Angeles, and America," *KCET*, 26 March 2012, <https://www.kcet.org/history-society/how-world-war-ii-era-internment-camps-changed-little-tokyo-los-angeles-and-america>; AND Alan Taylor, "World War II: Internment of Japanese Americans," *The Atlantic*, 21 August 2011, <https://www.theatlantic.com/photo/2011/08/world-war-ii-internment-of-japanese-americans/100132/>
- Read Richard H. Kohn, "History and the Culture Wars: The Case of the Smithsonian Institution's *Enola Gay* Exhibition," *The Journal of American History* 82 3 (1995), 1036-1063. Available online through USC Libraries.
- Read "Introduction: The Intellectual Context," in Jacqueline Foertsch, *American Culture in the 1940s* (University of Edinburgh Press, 2008), 1-32 and skim other chapters. Available online through USC Libraries.
- Ch 4, "1943, Zoot Suit," in Kevin Starr, *Embattled Dreams: California in War and Peace, 1940-1950* (Oxford University Press, 2002), 96-122. Handout to be distributed in class.

Day 2 - Oct 10

Homework:

- Select topic for Written Assignment II. Due verbally in next class (Week 8).
- Read Reeves, "Postwar Challenges," 139-154.
- Read Zinn, "A People's War?" 161-181.
- Extra Credit: *Nazi Medicine: In the Shadow of the Reich* (55 min) and write a paragraph summarizing your reactions in elements learned in your notebook. Available on Kanopy.
- Optional further reading: Gilbert, "Recovery and Relapse, 1946-56," 320-398.

WEEK 8: THE OPENING DECADES OF THE COLD WAR

National Security Act -- Berlin Airlift - McCarthyism - Rosenbergs -- Nuclear Weapons - Sputnik - Fallout Shelters - Miss Atomic Bomb - Command and Control -- Bay of Pigs - Cuban Missile Crisis - JFK - Gary Powers - White Flight - Suburbia and Frank Lloyd Wright - Organization Man - CIA - United Nations - Marshall Plan - Urban Housing Projects and HUD - AFL-CIO - Radio Free Europe - Chester Himes - Roberto Clemente --

Day 1 - Oct 15

Topic for Written Assignment II due verbally in class.

Homework:

- Read Kennedy Hickman, "The Postwar World After World War II," *Thoughtco*, 3 January 2019, <https://www.thoughtco.com/world-war-ii-the-postwar-world-2361462>
- Work on Written Assignment II due in Week 9.
- Optional Extra Credit Video: Blue Sky Metropolis, "The Big Chill," KCET, (57 min). Write a paragraph with reactions and talking points in your notebook, <https://www.kcet.org/shows/blue-sky-metropolis/episodes/the-big-chill-the-cold-war-fuels-business-and-anxiety>

Day 2 – Oct 17 FALL BREAK NO CLASS

Homework:

- Read: Reeves, “The ‘Best Years,’” 155-178.
- Read Zinn, “Or Does It Explode?” 182-212.
- Complete Written Assignment II due in Week 9.
- Optional Extra Credit: Read and write a paragraph with talking points about Ch. 10-11 in Paul Boyer, *By the Bomb’s Early Light: American Thought and Culture at the Dawn of the Atomic Age* (University of North Carolina Press, 1994), 109-130. Available online at USC Libraries.
- Optional viewing: *Missile* (1987) available on Kanopy.

WEEK 9: THE ATOMIC AGE

NASA – Googie – Sputnik – Elvis Presley – Rock n Roll -- Polio Vaccine – More Work for Mother – Increase in Household Televisions – Rosa Parks (1955) – *Brown v. Board of Education* (1954) – Jetsons -- DNA -- James Dean – Dr. Strangelove – Interstate Highway System – GI Bill – Norman Rockwell – Arthur Miller – Car Culture – DNA – *Playboy* (1953) – Astroturf – Henrietta Lacks (1951) – Jets (707) – Little Rock Nine – Freedom Rides – Greensboro Sit-ins --

Day 1 – Oct 22

WRITTEN ASSIGNMENT II DUE

Homework:

- Read Matt Novak, “Mid-21st-Century Modern: That Jetsons Architecture,” *Smithsonian Magazine*, 14 March 2013, <https://www.smithsonianmag.com/history/mid-21st-century-modern-that-jetsons-architecture-2494820/>
- Browse these websites and take notes on points of interest to share with the class: Atomic Heritage Foundation, <https://www.youtube.com/watch?v=6dWuZqe00ug>; The Nuclear Secrecy Blog, <http://blog.nuclearsecrecy.com/>; Living in the Atomic Age, <https://www.npr.org/sections/pictureshow/2011/03/17/134604352/images-of-the-atomic-age>; Cold War LA, <http://www.coldwarla.com/>; Technologies of the 1950s, <https://artsandculture.google.com/exhibit/favorite-technologies-of-the-1950s/gQuaEtlI>
- Optional: Read “Black Migration, White Flight,” in Lean Platt Boustan, *Competition in the Promised Land: Black Migrants in Northern Cities and Labor Markets* (Princeton University Press, 2016), 93-121. Available online through USC Libraries.
- Optional Podcast: LA Meekly, “Googie A-Go-Go,” 1 May 2015.

Day 2 – Oct 24

Homework:

- Read Reeves, “Era of Upheaval,” 179-198.
- Read Zinn, “Surprises,” 255-300.
- Read Ginsberg, *The Need for the Equal Rights Amendment* (1973): <https://teachingamericanhistory.org/library/document/the-need-for-the-equal-rights-amendment/>
- Optional further reading: Gilbert, “Hopes Raised, Hopes Dashed, 1957-1967,” 399-467.

WEEK 10: THE 1960S, A DECADE OF REVOLUTIONS

Martin Luther King, Jr. – Civil Rights Act of 1964 – Voting Rights Act (1965) -- *Loving v. Virginia* (1967) -- Women’s “Lib” – ERA (again) – Pink Revolution & Stonewall – Drugs – Hippies – Manson

Murders – Woodstock – The Beatles – Assassinations – Berlin Wall – Gonzo – *Silent Spring* – Thurgood Marshall – Black Panther Party – SDS – Detroit 1967 – Bob Dylan – Woolworth’s Sit-in – Freedom rides – *Silent Spring* – Watts – Malcolm X – United Farm Workers – *Hair* and the “Age of Aquarius” – Cesar Chavez -- Sexual Revolution and “The Pill” (1957, FDA 1960) – Great Society – Alcatraz – *Gideon v Wainwright* (1963) – *Miranda v Arizona* (1966) – Ruben Salazar --

Day 1 – Oct 29

Homework:

- Read “Introduction,” in Roger Lotchin, *Fortress California* (University of Illinois Press, 1992), 1-22. Available on Blackboard.
- Read “Introduction,” in Stuart W. Leslie, *The Cold War and American Science: The Military-Industrial-Academic Complex at MIT and Stanford* (Columbia University Press, 1993): 1-13. Available on Blackboard.
- Optional Extra Credit: Read Peter Westwick, “Aerospace and Hollywood: How Computer Animation Went from Space to Cineplex,” in Peter Westwick, ed., *Blue Sky Metropolis: The Aerospace Century in Southern California* (Los Angeles: The Huntington Library, 2012), 159-170. Available on Blackboard.

Day 2 – Oct 31

Homework:

- Select topic for Review Assignment. Due verbally in next class (Week 11).
- Read Mike Davis, *City of Quartz: Excavating the Future in Los Angeles* (New York: Vintage, 1992), 224-263. Available online at USC Libraries.

WEEK 11: THE MILITARY-INDUSTRIAL COMPLEX AND THE AGE OF APOLLO

Whole Earth – Defense-Dependent Economy – Moon Landing – R&D – ARPANET (1969) – Doomsday Clock – Moore’s Law – Aerospace – Disneyland – *Star Trek* – NRO and Corona – Apollo 1, 8, 11, 13, 18? -- Nuclear Weapons – Sputnik – Fallout Shelters – Strategic Triad – Eisenhower’s Chance for Peach Speech – Glomar Response – Satellites – Project Plowshare – Atomic Testing --

Day 1 – Nov 5

REVIEW ASSIGNMENT TOPIC DUE

Homework:

- Read Launius, “Responding to Apollo,” in Alexander C.T. Geppert, ed., *Limiting Outer Space: Astroculture After Apollo* (Palgrave, 2018), 51-77. Available online at USC Libraries.
- Read about Blueturn and note your reactions/opinions regarding the article’s claims: <http://blueturn.earth/press-release-first-live-view-of-the-whole-earth/>
- Optional at-home viewing: “The Satellite Sky,” *American Experience*, 2007.
- Optional reading: Layne Karafantis and Bill Leslie, “Suburban Warriors: The Blue-Collar and Blue-Sky Communities of Southern California’s Aerospace Industry,” *Journal of Planning History* 1 24 (2018): 1-24. Available online at USC Libraries; Charles C. Mann, “The Book that Incited Worldwide Fear of Overpopulation,” *Smithsonian Magazine*, January 2018, <https://www.smithsonianmag.com/innovation/book-incited-worldwide-fear-overpopulation-180967499/>

Day 2 – Nov 7

Homework:

- Complete Review Assignment Due Week 12.
- Read Zinn, "The Impossible Victory: Vietnam," 213-254.
- Read Mike Davis, *City of Quartz: Excavating the Future in Los Angeles* (New York: Vintage, 1992), 267-322. Available online at USC Libraries.

WEEK 12: THE COLD WAR HEATS UP -- KOREA AND VIETNAM

Containment – Domino Theory – Anti-War Movement – Draft – Gulf of Tonkin (1964) – Kent State – Protests – African-American Soldiers – Pentagon Papers – Paris Peace Accords – Lt Calley and My Lai Massacre – Linebacker – Limited Engagement – Tet Offensive – Ho Chi Minh – 38th Parallel – Helicopters – Viet Cong --

Day 1 – Nov 12

REVIEW ASSIGNMENT DUE

Homework:

- Read Reeves, "Nixon's America," 199-218.
- Peruse the Vietnam Oral History Project. Read one or two of the interviews, take notes in your notebook, and come to class prepared to speak for at least three minutes on the person or people about whom you read. Beyond summarizing the individual(s), provide some of the same analysis that was required in Written Assignment I: <https://www.vietnam.ttu.edu/oralhistory/>
- Optional Extra Credit: Read Bonnie G. Smith, "Women in the Twentieth Century," in Adas (2010), 83-115.

Day 2 – Nov 14

Homework:

- Read Reeves, "Years of Disillusionment," 219-234.
- Read Zinn, "The Seventies: Under Control?" 301-327.
- Optional further reading: Gilbert, "Challenges of Modernity, 1968-1979," 468-542; Brian McAllister Linn, *Elvis's Army: Cold War GIs and the Atomic Battlefield* (Cambridge, MA: Harvard University Press, 2017). Available online at USC Libraries; Frances Fitzgerald, *Fire in the Lake: The Vietnamese and the Americans in Vietnam* (Boston: Little, Brown & Company, 1972).

WEEK 13: THE 1970s

Vietnam – Jonestown Massacre (1978) – Iran Hostage – Three Mile Island – *Star Wars* (movie) – Watergate – Roe v. Wade – Disco – Punk – Oil Crisis – MMR (1971) – Nixon Doctrine – China – Afghanistan – SALT II – Détente – Kent State – Andy Warhol/Studio 54 – Bruce Lee – Bob Marley – Deregulation – *Taxi Driver* – Earth Day – Harvey Milk – *Hustler* and Obscenity – Twin Pillars – Alaska Pipeline – IVF (1978) – ERA Not Ratified – Title IX – Stagflation --

Day 1 – Nov 19

Homework:

Read "'The Soul of Our Sense of Nationhood': Human Rights and Refugees in the 1970s," in Carl J. Bon Tempo, *Americans at the Gate: The United States and Refugees during the Cold War* (Princeton University Press, 2008), 133-166. Available online at USC Libraries.

Read Malgorzata J. Rymysza-Pawlowska, "Broadcasting the Past: History Television, 'Nostalgia Culture,' and the Emergence of the Miniseries in the 1970s United States," *Journal of Popular Film and Television* 42 2 (2014), 81-90. Available online at USC Libraries.

Day 2 – Nov 21

Homework:

- Read Reeves, “Dynamic Conservatism,” 235-256.
- Read Zinn, “Carter-Reagan-Bush: The Bipartisan Consensus,” 328-375.
- Final Project Topic due Verbally in Week 14.
- Read German Lopez, “The Reagan administration’s unbelievable response to the HIV/AIDS epidemic,” *Vox*, 1 December 2016, <https://www.vox.com/2015/12/1/9828348/ronald-reagan-hiv-aids>
- Read D. Lyons, “How Release of Mental Patients Began,” *The New York Times*, 30 October 1984, <https://www.nytimes.com/1984/10/30/science/how-release-of-mental-patients-began.html>
- Optional Extra Credit: Watch “A Day of Thanksgiving” (1951): <https://www.youtube.com/watch?v=JLIPmzmP5sA>
- Optional further reading: Gilbert, “Renewed Expectations, 1980-89,” 543-607; William Julius Wilson, *The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy* (University of Chicago Press, 1987, 2012—you might reference this work if you decide to write about LBJ’s War on Poverty); Vicki L. Eaklor, “‘Seeing’ Lesbians in Film and History,” *Historical Reflections* 20 2 (Summer 1994): 321-333. Available on JSTOR; Maya Montanez Smukler, *Liberating Hollywood: Women Directors and the Feminist Reform of 1970s American Cinema* (New Brunswick, NJ: Rutgers University Press, 2019).

WEEK 14: THE REAGAN YEARS

HIV, AIDS, and “GRID” – Glasnost and Perestroika – Michael Jackson – CNN – Fall of the Berlin Wall – SDI – Iran-Contra – Stealth – Neoliberalism – Apple (1976) – Microsoft (1975) -- Sandra Day O’Connor (1981) – Rap – Reaganomics – 1950s Nostalgia – CDs – McNuggets – Nintendo – New Wave – Superfund sites – *Challenger* – Culture Wars – Grenada – Panama & Noriega – Ruhollah Khomeini --

Day 1 – Nov 26

FINAL PROJECT TOPIC DUE

Homework:

Read and note more extensively: W. Elliot Brownlee, “‘Reaganomics’: The Fiscal and Monetary Policies,” (131-148), and Jennifer Brier, “Reagan and AIDS” (221-237) in Andrew L. Johns, ed., *A Companion to Ronald Reagan* (Wiley Blackwell, 2015). Available online at USC Libraries.

Day 2 – Nov 28 – HOLIDAY BREAK NO CLASS

Homework:

- Write Final Project Proposal, hard copy due first day of Week 15.
- Read Reeves, “Into the Nineties,” 257-276.
- Read Zinn, “The Unreported Resistance,” 376-412, and “The Clinton Presidency,” 426-465.
- Final Project Elements (Thesis, Outline, and Bibliography) due Tuesday, 12/3.
- Optional further reading: Gilbert, “Brave New World, 1990-1999,” 608-678; Frances Fitzgerald, *Way Out There in the Blue: Reagan, Star Wars, and the End of the Cold War* (New York: Simon & Schuster, 2000).

WEEK 15: THE 1990s

End of the Cold War – Persian Gulf War – Domestic Terrorism -- Accelerating Change -- The Internet – Grunge – Michael Jordan -- Columbine – Terrorism – Decline of Aerospace Industry – Clinton – LA Uprising – OJ Simpson – Y2K – Globalization – World Trade Organization – *Titanic* – Ruby Ridge – American with Disabilities Act (1990) – Electoral College confirmed (2000) – Balkan Wars (Bosnia and Kosovo) – Rwandan Genocide – “Trash” TV – Dolly (1996) – Human Genome Project – Million Man March (1995) –

**FINAL PROJECT PROPOSAL DUE (Thesis, Outline, Bibliography)
THREE HARD COPIES DUE IN CLASS**

Day 1 – Dec 3

Homework:

- Read: Reeves, “The Close of the Century,” 277-300.
- Read Zinn, “The 2000 Election and the ‘War on Terrorism,’” 466-475.
- Optional further reading: Carl J. Guarneri, “Locating the US in Twentieth-Century World History,” in Adas (2010).

Day 2 – Dec 5

Homework:

Work on Final Paper, which is due on Final Exam date along with your notebook. Be sure to note and make comments on the last week’s readings in your notebook. These must be turned in to my office or department mailbox no later than the time that the final is scheduled to end.

Final Paper and Notebook Due on Day Final is Scheduled

ADDITIONAL POLICIES AND RESOURCES

I reserve the right to make any updates or otherwise change this syllabus up until the date that I assign a project or reading. Students will be notified in class and on Blackboard of any changes made to the syllabus during the semester. It is the student's responsibility to attend classes and check Blackboard to stay apprised of these notifications.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Plagiarism--presenting someone else's ideas as your own, either verbatim or recast in your own words--is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Policies on Electronics, Absences, Late Assignments, and Rewrites

Turn off ALL electronic devices such as phones, laptops, tablets, computers, and recorders and put them away when you come to class. Do NOT use electronic devices in class without Dr. K's written permission in advance. Do NOT photograph, record, transmit, share, stream, upload, broadcast, archive, or post ANYTHING from this class. Do NOT send or receive calls, texts, or messages in class. Do NOT leave the room during class to send or receive calls, texts, or messages unless you have a dire emergency. Remain in your seat while class is in session.

Attendance is mandatory. If you cannot come to class, do not send me an email. There are no excused absences, except in emergencies with official documentation (e.g., hospital records, police report, court documents, funeral program, military orders). If you can provide this documentation at the next class you attend, I will not count the absence but you must still complete all readings and assignments (including notebook entries). Otherwise, each day missed will deduct 10 points from a possible 100 when determining your participation grade. In the event that you must miss a class, ask another student if you can copy their notes and complete the readings assigned for the missed class so that you do not fall behind.

All students are required turn in assignments as scheduled. Claims such as "I forgot" or "I overslept" are not valid excuses for missing a deadline. If you miss a due date for an assignment, your score will decrease by 15 points for each day that you have not provided a hard copy to the instructor at their department mailbox.

If you would like for me to edit an early draft of an assignment, you need to provide me with a hard copy at least two classes before the assignment is due, so that I can make corrections and you can implement them. I am happy to do this for any assignment.

If you are not pleased with your grade, and would like to provide a rewrite, I will allow you the time period between two classes to rewrite that assignment (e.g., if the assignment is returned on a Thursday, and our next meeting is on the following Tuesday, that is when you must submit the rewrite). I will provide an entirely new grade in this instance, but note that if you do not implement all of the edits that I took painstaking care to share with you, it is unlikely that your grade will improve.

Trigger Warning

At times this semester we will be discussing historical events that may be disturbing, even traumatizing, to some students. If you suspect that specific material is likely to be emotionally challenging for you, I'd be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome such discussions as an appropriate part of our classwork. If you ever feel the need to step outside during a class discussion you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student and to see me individually to discuss the situation. I will not tolerate any attempts to take advantage of this policy. *(Taken and revised from Angus Johnston of studentactivism.net (<https://studentactivism.net/>), revised from Angus Johnston on InsideHigherEd (<https://www.insidehighered.com/views/2014/05/29/essay-why-professor-adding-trigger-warning-his-syllabus>)).* If you would like to see a more detailed or otherwise altered section in your syllabi on this subject, email or arrange to speak with the instructor. I would also be interested to hear your opinions on the efficacy of trigger warnings. For a one view published in USC's *Daily Trojan*, see: <http://dailytrojan.com/2015/11/17/trigger-warnings-spark-a-battle-in-the-classroom/>

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Support Systems

Student Health Counseling Services - (213) 740-7711 – 24/7 on call
engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call
engemannshc.usc.edu/rsvp

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086
equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421

studentaffairs.usc.edu/bias-assessment-response-support

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

studentaffairs.usc.edu/ssa

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.