

Term Information

Effective Term Autumn 2023
Previous Value Spring 2017

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding the Traditions, Cultures, and Transformations GE Theme

What is the rationale for the proposed change(s)?

The class is a good fit for the TCT Theme

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3015
Course Title From the New Era to the New Frontier, 1921-1963
Transcript Abbreviation New Era-New Frntr
Course Description Advanced study of U.S. social, political, cultural, foreign policy history, 1921 to 1963, covering New Era, New Deal, WWII, Cold War, Eisenhower Republicanism, New Frontier.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Previous Value Yes, Greater or equal to 50% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

Previous Value

Prereq: English 1110.xx, or permission of instructor.

Exclusions

Previous Value

Not open to students with credit for 565.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0102

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Traditions, Cultures, and Transformations

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will examine and understand how recurring patterns within American political discourse were created through urbanization and suburbanization, ethno-racial conflict, technological and economic change, and commercialized culture.

COURSE CHANGE REQUEST
3015 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
12/23/2022

Content Topic List

- New Era
- New Deal
- WWII
- Cold War
- Second Red scare
- Fair Deal
- Eisenhower Republicanism
- New Frontier
- Labor
- Feminism
- Prohibition
- Consumer economy

Sought Concurrence

No

Attachments

- HIS 3015 Syllabus - Lerner (2022) REVISED.docx: Syllabus
(Syllabus. Owner: Getson, Jennifer L.)
- History 3015 Cover Letter.docx: Cover Letter
(Cover Letter. Owner: Getson, Jennifer L.)
- History 3015 GE Form TCT - Lerner (2022) REVISED.docx: GE Form
(Other Supporting Documentation. Owner: Getson, Jennifer L.)

Comments

- Revised syllabus and GE form uploaded, as well as a cover letter. *(by Getson, Jennifer L. on 12/14/2022 03:07 PM)*
- Please see Panel feedback email sent 11/21/2022. *(by Hilty, Michael on 11/21/2022 06:08 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	07/26/2022 01:55 PM	Submitted for Approval
Approved	Soland, Birgitte	07/26/2022 10:36 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/31/2022 01:34 PM	College Approval
Revision Requested	Hilty, Michael	11/21/2022 06:08 PM	ASCCAO Approval
Submitted	Getson, Jennifer L.	12/14/2022 03:07 PM	Submitted for Approval
Approved	Soland, Birgitte	12/19/2022 04:52 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/23/2022 12:33 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/23/2022 12:33 PM	ASCCAO Approval



December 14, 2022

Hello,

Thank you for your feedback about History 3015. Please see below for the changes that have been made in response to the contingencies.

History 3015

The Panel unanimously approved the request with five contingencies and two recommendations:

- **Contingency:** The reviewing faculty ask that the course's legacy GE category (Historical Study) be included within the course syllabus, along with its Goals, ELOs, and brief explanatory rationale. The GE Goals and ELOs for the GEL can be found on the ASC Curriculum and Assessment Services website at: <https://asccas.osu.edu/legacy-general-education-gel-goals-and-elos>.
 - **This has been added on page 2 of the syllabus.**
- **Contingency:** The reviewing faculty ask that, on the course syllabus, ELO 1.2 be included. A list of easily copy-and-paste Goals and ELOs for all GEN categories can be found on the ASC Curriculum and Assessment Services website at: <https://asccas.osu.edu/new-general-education-gen-goals-and-elos>.
 - **This has been included on the GE Form.**
- **Contingency:** The reviewing faculty ask that an answer be provided for how the course expects to fulfill ELO 1.2 in the GE submission form.
 - **This answer has been provided on the GE form.**
- **Contingency:** The reviewing faculty ask that the course title on the syllabus match the course title in curriculum.osu.edu, or vice versa. Currently the syllabus reads "From the New Era to the New Frontier US History 1929-63" and the official course title in curriculum.osu.edu reads "From the New Era to the New Frontier, 1921-1963".
 - **This has been changed in Syllabus, so the title in Curriculum is the correct title.**
- **Contingency:** The reviewing faculty ask that a cover letter be provided that details all changes made as a result of this feedback.
 - **Done.**
- **Recommendation:** The reviewing faculty recommend including more information surrounding how the course assignments will engage with the GEN category.
- **Recommendation:** The reviewing faculty kindly suggest to the department modifying their prerequisite of English 1110 to be "Completion of GE Foundation Writing and Information Literacy course", as English 1110 is not the only writing course available to students to take within the new GE program. Of course, the reviewing faculty recognize that some departments and programs may wish to keep their prerequisite of strictly English 1110 and merely offer this as a friendly suggestion.

- **This has been updated in Curriculum.**

Sincerely,

Jen Getson
Academic Program Coordinator
History Department

His 3015:
From the New Era to the New Frontier
US History 1921-63

Mon/Wed, 3:55-5:15
Course #33644
Adena Hall, room 137

Dr. Mitchell Lerner
Lerner.26@osu.edu
(740)-258-8348 (cell)
Office hours: M/W, 12:00-2:00. Other appointments can be scheduled by request.

Course Description:

This course is an upper division seminar in American history, devoted to examining the critical transformation of American society that occurred in the middle decades of the 20th century. Although we will touch upon many different topics, particular attention will be given to such topics as: the causes and impact of the Great Depression; Franklin Roosevelt and the New Deal; the international crisis of the 1930s; the changing roles of women and African-Americans; World War II and the atomic bomb; the origins of the Cold War; the Korean War; post-WWII American society and the challenge to the traditional roles and hierarchies; and the Cuban Missile Crisis. Some background in American history would be helpful, but is not essential.

The critical theme at the heart of this class is that the period covered here represented a fundamentally new direction for the United States, one that broke with the past in formative ways and transformed the nation's values, policies, and culture. This era, for example, saw traditional assumptions about the role of government in the economy shattered by the Great Depression and the New Deal; it saw traditional American isolationism rejected by the American people after World War II and the onset of the Cold War; and it saw traditional barriers of gender, race, and ethnicity come under assault by those championing a more expansive vision of equity and opportunity. The values of the past were not completely obliterated, of course, and the period under examination is replete with examples of challenge, conflict, and consensus, all of which helped propel the nation into what is sometimes called "The American Century." Nevertheless, the roots of contemporary American society simply cannot be understood without serious consideration of these vital and transformative years, which shaped the traditions and culture of the United States in ways unmatched by any period except the Civil War.

General Academic Objectives:

1. Students will gain a basic factual knowledge of this period of United States history.
2. Students will develop or improve skills in analyzing historical data and drawing informed conclusions about such material.
3. Students will gain or further develop critical skills necessary to assess arguments based on historical facts.

4. Students will cultivate the logical and persuasive communication and analytical skills that are the marks of a well-informed person.

General Education

This course fulfills the Legacy GE category of **Historical Studies** OR the current GE Theme of **Traditions, Cultures, and Transformations**.

Legacy GE: Historical Studies

Goal:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes (ELOs):

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

This course will fulfill the Legacy GE: Historical Studies in the following ways:

This course offers a detailed investigation into a historical period that was critical for the United States and the world. Through extensive work with primary source materials and secondary readings, students will analyze the complex factors that lay at the heart of such critical events as the Great Depression, World War II, the Cold War, and multiple struggles for equal rights, and will discuss their larger impacts and consequences.

GE Theme: Traditions, Cultures, and Transformations Goals

1. Successful students will analyze "Traditions, Cultures, and Transformations" at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to understanding lived environments by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

GE Theme: Traditions, Cultures, and Transformations: Expected Learning Outcomes:

Successful students will be able to:

- 1.1 Engage in critical and logical thinking about the topic of traditions, cultures, and transformations.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic traditions, cultures, and transformations.
- 2.1 Identify, describe, and synthesize approaches or experiences as they apply to traditions, cultures, and transformations.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
- 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.
- 3.3 Examine the interactions among dominant and sub-cultures.
- 3.4 Explore changes and continuities over time within a culture or society.
- 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, culture
- 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues.

The following chart shows how the course will specifically satisfy the Expected Learning Outcomes for this GE:

Themes: General		
Goals	Expected Learning Outcomes	Related Course Content ELOs
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.	Successful students are able to ... 1.1 Engage in critical and logical thinking about the topic or idea of the theme.	<i>This ELO is satisfied throughout this course, most notably through the examination of primary source documents and subsequent discussions.</i>
	2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.	<i>This ELO is satisfied by a number of exercises that require students to grapple with different perspectives from the changes ushered in by this era and synthesize them into larger argumenst, most notably in the discussions based on document collections #1, 4, 5, 8, 9, and 11</i>

<p>GOAL 2: GOAL: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</p>	<p>2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p><i>This ELO is satisfied by the five required short papers, which necessitate serious reflection and creative thought that connect the themes of the books with larger themes in American history, and require students to understand the larger contexts in which these issues transpired.</i></p>
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Themes: Traditions, Cultures, & Transformations		
Goals	Expected Learning Outcomes	Notes
<p>GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society</p>	<p>Successful students are able to ...</p> <p>3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.</p>	<p><i>This ELO is satisfied through a number of units that require a deep dive into the cultural imperatives at the heart of particular historical issues, particularly those in week 3 (religion); 5 (class); 11 (gender and family roles), amongst others. End of the semester research papers will also dive deeply into the root causes and values that underlay a specific historical issue or issues.</i></p>
<p>GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures</p>	<p>3.2 Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p><i>This ELO is satisfied through a number of units focused on larger trends and causes, including week 5 (the redefinition liberalism); week 7 (atomic bomb and changing warfare); and week 17 (the new media and politics).</i></p>

<p>3.3 Examine the interactions among dominant and sub-cultures.</p>	<p><i>This ELO is satisfied throughout the course, as the interactions and struggles between different segments of society is a central theme. Amongst other cases, students will go into great depth on these topic in weeks 3/12/14 (race); 4/5 (class); 6/9/11/12/13 (political struggle).</i></p>
<p>3.4 Explore changes and continuities over time within a culture or society.</p>	<p><i>This ELO is satisfied by the course in general, as it is the central theme of class. Almost all readings, discussions, and assignments are dedicated to understanding the changes and continuities of this critical era in American history.</i></p>
<p>ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	<p><i>This ELO is satisfied throughout this course, as we focus on the relationships between different groups and cultures within American society, and between the US and foreign nations, throughout the course.</i></p>
<p>ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues.</p>	<p><i>This ELO is satisfied throughout this course, which focuses on issues of race, ethnicity, and gender in this transformative time period throughout the semester. In particular, race is a central focus of the assignments and discussion for weeks 2, 6, 9, 11, 12, and 14; ethnicity for weeks 2,5, 6, 9, and 11; and gender for weeks 2, 5, 9, 11, and 12.</i></p>

Course Requirements:

1. The course will be in person and will involve extensive discussion of historical materials. Students are strongly encouraged to raise questions and make comments. Class attendance and active participation will thus count toward the course grade.
2. Students are required to complete each reading assignment for the class that it is assigned, and should be prepared to discuss it. It is highly recommended that students take notes of the readings in order to help with discussion.

3. Most weeks will be organized around a central theme that addresses some aspect of the transformation of American society during this era. Students should come prepared to discuss both the details of the specific topics assigned that week and the ways that these topics fit within this larger theme. In other words, you need to be ready not just to tell me about the specific pieces of legislation enacted by the New Deal; you also need to tell me how these reforms fit within the larger traditions of American governance and how these new approaches dramatically transformed the nation.

4. Students are required to submit a research prospectus in class on March 2. The prospectus must indicate the topic of the student's research paper, and should consist of three parts: 1) a proposed thesis statement, indicating what the central argument of the paper will be; 2) a 1-2 paragraph description of the focus of the paper; and 3) a list of sources to be used, which should include both secondary and primary sources. Students should be prepared to present a brief summary of their topic in class that day.

5. Students are required to complete a final research paper on a topic of his/her choice related to American history from this time period. This paper must be approximately 12-15 pages, must be typed, must reflect the use of primary sources, and must conform to accepted rules of grammar and style. Papers are due May 2, and late papers will be accepted only under the most extraordinary circumstances. Similar to the discussions, I expect papers to not simply focus on the historical details of a chosen topic, but to also analyze the way that the topic fits within the larger path of American history. To what extent did this topic represent a fundamental transformation of the nation's values and traditions?

6. Students are required to write five short papers on narrowly focused topics assigned by the instructor. These papers must be typed, and may not exceed three pages. Papers must be submitted through the course webpage on Carmen, and must be submitted by the start of class on the assigned days. Late papers will be accepted only under the most unusual circumstances.

7. Students are expected to conform to established classroom etiquette. Disruptive behavior, such as smoking, sleeping, talking and persistent tardiness is unfair both to the instructor and to serious students, and will not be tolerated

8. Students will scrupulously observe all university policies on academic honesty. All cases of academic dishonesty will be turned over the Committee for Academic Misconduct for appropriate discipline

9. The instructor reserves the right to make jokes whenever the spirit so moves him. Students are expected to laugh uproariously every time they hear one, regardless of whether or not it is actually funny.

Grading:

Your semester grade will be determined according to the following breakdown:

45% research paper

5% research prospectus

30% short papers

20% class participation

Grading Scale: A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C-(70-72), D+ (67-69), D (63-66), E (below 63).

Graduating seniors need to make arrangements with the professor to complete all course requirements early enough to meet graduation requirements.

Required Reading:

The following five books are required for the course, all of which are available at the university bookstore. There are also a number of primary documents assigned, which are available on-line through the course webpage on Carmen and in the document reader.

Linda Gordon, *The Second Coming of the KKK* (Liveright, 2017)

Donald Worster, *The Dust Bowl: The Southern Plains in the 1930s* (Oxford, 2004)

Michael Adams, *The Best War Ever: America and World War II*, 2nd edition (John Hopkins, 2015)

Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era* (Basic Books, 2017)

Timothy Tyson, *The Blood of Emmett Till* (Simon & Schuster, 2017)

Specific reading assignments are listed in the schedule below.

Enrollment:

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors are required to report all instances of alleged academic misconduct to the committee. For additional information, see the Code of Student Conduct:

http://studentaffairs.osu.edu/resource_csc.asp.

Here is a direct link for discussion of plagiarism:

http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm

Disability Services:

If you have a mental or physical condition that impacts your ability to succeed in the classroom, please register with the Student Life Disabilities Services (SLDS) office in Warner Center, room 226. Once registered, you can receive services that will level the

playing field with your peers. The SLDS will provide a letter listing only the services you need; you have every right to keep your health conditions private from me. Just provide me with that letter and we can discuss the ways I can help you in my course. Self-advocacy is a critical life skill and it is important that you reach out to SLDS and me to ensure your own success. For more information, go to: <https://newark.osu.edu/students/student-life/disability-services.html>, or call 740-364-9578.

Statement on Title IX:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu>.

Statement on Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling Service. More information about their services can be found at: <https://newark.osu.edu/students/student-life/counseling-services/> or by calling the Office of Student Life at 740-364-9578.

Diversity Statement

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited. For more information, contact the Office of Diversity, Equity and Inclusion at 614-247-7112, or visit their webpage at: <https://newark.osu.edu/students/diversity-and-inclusion.html>

Other Course Policies & Procedures:

- 1) Students should only use their OSU email accounts for this class. I will contact you through the course registration system (which automatically uses your OSU account), so please check that email account regularly.
- 2) In email communications with me, please be detailed and clear in explaining what you need. This is not twitter: use as many characters as necessary! I expect that you will be thorough and professional in all capacities. Remember that the amount of effort that you put into such communications is seen by professors as a sign of your commitment to the course.
- 3) For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, please contact the OSU IT Service Desk, not the professor. I struggle to understand the remote control for my television, so I certainly will be unable to help you with anything complicated.

Course Schedule and Assignments:

Week 1: Course Introduction (no reading)

Jan 10: Course Introduction and syllabus discussion

Jan 12: How We Got Here: American Thought and Culture at the Start of the New Era

Week 2: The Starting Point (Start Linda Gordon book)

Jan 17: NO CLASS (MLK DAY)

Jan 19: The United States in 1920

Week 3: The 1920s and their Legacies (Linda Gordon paper and discussion on Jan 26)

Central Theme: On the surface, the 1920s was a period of consensus and prosperity in the US. However, if we dig beneath the surface, it becomes clear that the first signs of internal change and quiet (and sometimes not so quiet) conflict can be seen.

Jan 24: Cars, Movies, and Goldfish Swallowing: The “Roaring” Twenties

Jan 26: Immigrants, Women, and Darwin: The “Backlash” Twenties

Paper #1 due: In her book about the Klan, Linda Gordon argues that although the KKK died out in the late 1920s, it had a lasting impact on American “political consciousness” (p. 7). What does she mean? What were some of the critical elements of the Klan’s ideology and practices that became mainstream in the decades afterwards?

Week 4: The US and the Great Depression (read documents 1-3; start Donald Worster book)

Central Theme: The Great Depression transformed American life in dramatic ways. Often forgotten, though, was the way it impacted the day-to-day lives of the typical American and shaped a generation whose values and culture would be forever altered.

Jan 31: Depression America (document #1)

Feb 2: Herbert Hoover and the American Umpire (documents #2 and #3)

Week 5: The New Deal and the Shaping of Modern America (Donald Worster paper and discussion on Feb 9)

Central Theme: The New Deal transformed American life on obvious levels in the economic, social, and political realms. Less obvious is the dramatic change in fundamental American values regarding the role of government and the relationship between society and the individual.

Feb 7: The New Deal(s)

Feb 9: The Depression and American Values

Paper #2 due: Donald Worster argues that the Dust Bowl was not simply a natural disaster, but was a reflection of "a social system, a set of values, an economic order." Exactly what does he mean, and how did this story reveal a struggle over fundamental American beliefs about their relationship with nature?

Week 6: War at Home and Abroad (Document 4, start Michael Adams book)

Central Theme: Although World War II is generally regarded as a time of unity and success, there was actually far more division than we often remember. The road to war was fraught with internal conflict and turmoil, which often reflected a deeper struggle about American values regarding their nation's role in the world.

Feb 14: The Road to WWII

Feb 16: WWII at Home (document #4)

Week 7: A World Destroyed (Document 5, Michael Adams paper and discussion on Feb 23)

Central Theme: Although the US and its allies would emerge victorious in WWII, the nature of the war, especially the end in East Asia, would transform the traditional conceptions of warfare, with serious ramifications for the future.

Feb 21: The Atomic Bomb (document #5)

Feb 23: The Best War Ever?

Paper #3 due: Americans often think of WWII as the "Best War" ever? What does Michael Adams think? Do you agree with his assessment? How did American beliefs about the war forever alter the nation's foreign policy vision?

Week 8: Two Scorpions in a Bottle (Document 6 and 7, research prospectus due Mar 2)

Central Theme: WWII and the subsequent emergence of the Cold War shattered American traditions of isolationism and fundamentally changed the way that Americans saw their place in the world.

Feb 28: The Origins of the Cold War (documents #6 and 7)

Mar 2: The Cold War Gets Colder

Research Prospectus Due

Week 9: Politics and Patriotism (Documents 8+9, start Elaine Tyler May book)

Central Theme: Although we sometimes call the politics of this period "McCarthyism," the reality is that this anti-communist frenzy had much deeper roots than the political persuasions of one senator. The Second Red Scare actually embodied much deeper fault lines within American society, ones that reflected deeply-rooted tensions over the new definition of "American."

Mar 7: The Red Scare (Documents #8 and 9)

Mar 9: Library Day

Week 10: Spring Break

Mar 14: No Class (Spring Break)

Mar 16: No Class (Spring Break)

Week 11: The Cold War at Home (Document 10, May paper and discussion on Mar 23)

Central Theme: As the Korean War solidified the Cold War consensus at home, this new belief system impacted the lives of many Americans who were far from the battlefields, shaping perceptions of family, gender, and race that affected society in dramatic ways.

Mar 21: The War for Korea (document #10)

Mar 23: Cold War American Life

Paper #4 due: Elaine Tyler May describes the 1950s as an era of “domestic containment.” What does she mean? How did this value system emerge, and how did it transform American society?

Week 12: The Roots of Discontent (Document 11)

Central Theme: Although the 1960s is often regarded as the great era of upheaval, the roots of much of the subsequent protest can be found in the post-World War II era, often playing out in more subtle yet still influential formats.

Mar 28: From Rosie the Riveter to Harriet Nelson

Mar 30: Challenging Tradition Everywhere (document #11)

Week 13: The Vietnam War (Document 12 and 13, Start Tim Tyson book)

Central Theme: The Vietnam War embodied the changed American values about communism, the Cold War, and the US role in the world.

Apr 4: Into the Quagmire (documents #12 and 13)

April 6: Stuck in the Quagmire

Week 14: Eyes on the Prize (Tim Tyson paper and discussion, April 13)

Central Theme: The WWII experience, the Cold War, and the post-war political environment launched a new phase of the longstanding movement for African American civil rights, one that would forever transform both the struggle and the nation itself.

April 11: The Struggle for African American Equality

April 13: From Birmingham to Boston

Paper #5 due: Timothy Tyson suggests that it is inaccurate to blame Emmett Till’s murder on a few “redneck monsters” in the Mississippi Delta. Instead, he suggests that the Till case reflected “the logic of America’s national racial caste system” (p. 208-09). What does he mean? How was the Till murder a reflection of values and beliefs that went far beyond the events that happened in Mississippi on August 28, 1955?

Week 15: All the Way with JFK (Documents 14 and 15)

Central Theme: JFK inherited a country in the midst of dramatic transformation, one that he struggled to keep under control. His brief term in office was more focused on trying to

cope with the exploding changes around her than it was to lead the reform movement, and in the end it was left to his successor to deal with this “new” America.

Apr 18: The Kennedy Mystique (document #14 and 15)

Apr 20: It’s (almost) the End of the World and We Knew It

Week 16: The Legacy of Change

Apr 25: American Thought and Culture in the Midst of the American Century

May 2: Research Papers due

Document Guidelines:

Numerous class days will be devoted to discussions of primary source documents. Students should come prepared to discuss the factual details contained in these documents, but also need to do be ready to put their central themes within a larger story of the transformation of American society. In other words, as you read these materials, consider how they connect to the assigned books, class discussions, and knowledge you have gained through other courses and experiences, with the larger goal of articulating an assessment of how these sources reflect the ways in which American values, traditions, culture, and policy, did (or did not) undergo dramatic transformation during this critical period in question.

Document List:

This semester, we will be using the following primary source documents:

Document #1: Oral histories of the Great Depression. This lengthy collection of personal reminiscences from the Great Depression demonstrates how different Americans experienced daily life during this tumultuous period. As you read, consider not just their immediate experiences but the ways that their fundamental perceptions of the nation and its values were altered.

Documents #2 and 3: Speeches by Herbert Hoover and Franklin Roosevelt: These campaign speeches demonstrate very different visions of the present and future for the United States. As you read, consider how these two visions reflected a dramatic transformation of both American politics and American values.

Document #4: Collection of editorials and letters to the editor about the war in Europe: This collection of public statements about explosive events overseas demonstrates deep divisions within the American population about their nation’s potential involvement. As you read, consider how the country’s tradition of isolationism were still strong but were being challenged by a newer and more assertive vision with serious long-term ramifications.

Document #5: Atomic bomb documents: This collection includes statements from military, political, diplomatic, and scientific leaders about the use of the atomic bomb

against Japan. As you read, consider how this new weapon altered the country's basic conception of warfare and how it shaped relations with other powers during this critical moment in world history.

Documents #6 and 7: Telegrams from George Kennan and Nikolai Novikov: These two important foreign policy documents articulated very different perceptions about the emerging rivalry between the US and the USSR. As you read, consider how history, ideology, and misperception shaped the actions of both sides in ways that took the world into an era of potentially unprecedented devastation.

Documents #8 and 9: Speeches and documents about the Red Scare: Joe McCarthy's speeches drew the attention of the nation, but such sentiments played out on many levels behind the scenes as well. As you read, consider how the Second Red Scare was about much more than just fears of communism but reflected a deeply-rooted conflict over emerging changes that were transforming American society.

Document #10: CIA analyses of the Korean War: When war exploded in Korea, the American government relied on analyses from the intelligence community to guide their decisions. As you read these 3 memos, consider what fundamental assumptions and misperceptions were at the heart of their conclusions, and how they reinforced the changed vision of American foreign policy.

Document #11: Voices of protest: These letters, speeches, and other public statements come from disparate groups of Americans but are united by a commitment to change. As you read, consider what commonalities connected these efforts to transform the nation and world around them.

Documents #12 and 13: Ho Chi Minh speeches: These two speeches by Ho Chi Minh articulate two very different visions for his country and its interactions with the outside world. As you read, consider what these documents tell us about the relationship between communism and nationalism in the Third World, and how/why the American response took the shape that it did.

Document #14 and 15: JFK coverage: The two documents collected here—JFK's inaugural speech and the coverage of him by Norman Mailer in the famous essay "Superman comes to the Supermarket," both focus on changing American values and society, but with very different themes. As you read, consider what both messages say about the "new" America that seemed to be emerging in the early 1960s.

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GE Theme course submission worksheet: Traditions, Cultures, & Transformations

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

The historical period covered in this course, 1929-1963, represents arguably the greatest transformation in American history beyond the Civil War. The Great Depression and the New Deal sparked a fundamental change in the role of government and in the national attitude towards unregulated capitalism. World War II, the atomic bomb, and the war in Korea, reshaped the American role in the world and sparked the Cold War that would dominate the next half-century. Demands for equal rights had long existed but the financial collapse and then the overseas struggles against fascism and communism on behalf of the “free world” shattered traditional values and brought these efforts to their 20th century peak. Put simply, the US entered this historical period with a consensus belief in the stability and success of the American way of life, but left with those ideals shattered and the traditional way of life transformed. This course seeks to examine how and why this happened, and to evaluate the impact and legacy of this transformation.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	<p>This course is heavily reliant on primary documents and discussion. I spend some time providing general historical background, of course, but much of the class consists of students reading actual sources from the time period and then discussing what these materials say on a more narrow and focused level. In other words, my 2000-level survey classes might have me tell the students “This is why African Americans took to the streets in Birmingham;” this 3000-level seminar has them read Martin Luther King Jr.’s “Letter from a Birmingham Jail” and then they tell me why they think African Americans took to the streets.</p> <p>Such activities are at the core of the class. Sometimes, students break into small groups to produce lists of causes/consequences and then we discuss them until we can pull together a consensus list. Other times, students read a collection of different documents and then different students are assigned to play certain roles in a larger discussion (for the Great Depression readings, for example, we have oral histories from workers, immigrants, African Americans, wealthy businessmen, children, etc, and students have to play assigned roles and offer comments based on these different perspectives). In the end, successful students will have to do more than just regurgitate what I tell them; they will have to engage the sources directly and offer logical and well-supported conclusions.</p>
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	<p>This is an upper-division history course, and hence much of the work will be in-depth and advanced, especially since the course’s narrow chronological focus will allow students to really immerse themselves in the topics. In particular, the lengthy research paper that is the culmination of the class will necessitate extensive scholarly exploration in both primary sources and secondary literature, and</p>

	<p>will require students to develop a deeply-researched and coherent thesis that ties their ideas together.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>The narrow focus of this course (just over 30 years) makes it fairly easy to synthesize approaches and experiences. Books are assigned that cover the whole time period. Timothy Tyson’s book, for example, uses Emmett Till’s murder to look at race relations over the course of the entire period; Elaine Tyler May does the same with her book on women and families in the Cold War. The long research papers that are assigned are expected to provide enough background and context to ensure that students cover change over time; a paper on the Korean War, for example, would not be acceptable if it started in 1950 and ignored the larger trends and forces that created the rivalry between the US and Communist bloc sides that were at the heart of the war.</p> <p>Moreover, the daily topics and lectures are designed to cohere to certain themes that connect across the time period. We discuss the struggle for equal rights for women and African Americans, for example, throughout the course. We discuss the changing political and economic system brought about by the Depression, and the ways that America’s role in the world was altered dramatically by WWII, over and over again in a chronological progression. In fact, the first day of content actually has me talking about the broad values of America in 1929; the second day is a discussion led by students about specific traits and qualities that define the period at the start of our investigation. The last day is then a discussion of the legacy of change that we have just traced, with students telling me how and why we went from point A to point B.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Classroom work in this course is intended to constantly develop student learning and skills. Each of the five short papers are discussed in class, so students can see how their conclusions compare with those of others and can learn from the ensuing discussion. Our emphasis on primary source discussion will equally encourage students to reflect on their findings and assess their arguments.</p> <p>Students are also required to choose a topic of interest for their long research papers. Their topics are submitted to me in a written prospectus early in the semester, which is returned to them with guidance and comments, and then students (under my direction) spend one class period with the reference librarian, who points them towards good historical sources and writing guides.</p>

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</p>
	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students’ access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they’ve found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie’s talk on how a single story can perpetuate stereotypes, and Claire Wardle’s talk on how diversity can enhance citizenship.</p>

<p>ELO 2.2 <i>Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</i></p>	<p><i>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</i></p> <p><i>Some examples of events and sites:</i> <i>The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i></p>
	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i> <i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i> <i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>

Goals and ELOs unique to Traditions, Cultures, & Transformations

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
<p>ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.</p>	<p>This course is almost completely devoted to such examinations. Although we of course focus on specific historical examples, we try to dig beyond the simple facts of what happened and explore the deeper cultural and ideological values that lay at their heart. Our discussion of Elaine Tyler May’s book, for example considers not just the fact that women and families were redefined by the Cold War, but explores the social values at the heart of the “Cold War consensus” that made this change possible. We will discuss primary documents that articulate the connection between religion and the Cold War; we will examine the recollections of military and scientific figures about the atomic bomb and the impact that it would have on international relations and domestic values; and we will read campaign speeches from both Herbert Hoover and Franklin Roosevelt to discuss how and why American beliefs about the correct role of government in society had changed.</p>

<p>ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p>This era is defined by “big” ideas and changes that proved to be formative for American and world society. The role of government was transformed by the Great Depression and the New Deal, and students will read about how and why this happened and consider the long-term implications. The Cold War transformed the conception of the American people about their role in the world, and we will read and discuss numerous primary source documents related to the wars in Korean and Vietnam, as well as the impact of these conflicts at home through events like the Second Red Scare and the civil rights movement.</p>
<p>ELO 3.3 Examine the interactions among dominant and sub-cultures.</p>	<p>Among the central narratives for this course is the struggle for equality that exploded after World War II. We focus on women and African Americans, but will consider as well the efforts of labor movements to help the working class, and the efforts of immigrants and Native Americans. Students will read, for example, Linda Gordon’s book on the Klan, and will write a paper about how this group embodied the larger struggle between traditionalists and modernists that defined this period. They will also read numerous oral histories from the Great Depression and discuss the different challenges, and different solutions, proposed by people of different standing and backgrounds.</p>
<p>ELO 3.4 Explore changes and continuities over time within a culture or society.</p>	<p>This actually reflects the fundamental purpose of this class. From our second day discussion about the defining qualities of the nation in 1929 (each student is assigned to come to class with a small list of traits that they will collectively distill into a top ten list as our starting point) to the last day discussion where they will do the same thing for 1964, this course is devoted to tracing the changes and continuities of American society in this period. The central topics—women; African Americans; Native Americans; economic reform; domestic politics; changing role of government; foreign policy; and more—are all traced over the course of 30+ years.</p>
<p>ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	<p>Again, this is simply fundamental to the focus of this course. Students will spend virtually every day considering the differences and similarities among and between groups and individuals. Our documents about the homefront in WWII, for example, include speeches and editorials from different segments of society to show how and why they reacted differently to events overseas and why some groups of Americans were less interested in joining the conflict. We will also compare the civil rights stances of MLK Jr. with more radical voices like Malcolm X, to discuss differences within groups. The goal is to get students to connect larger ideological values and visions to the specific stances that they took on critical issues of the day.</p>

<p>ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues</p>	<p>This is equally a central part of this course. One of my favorite assignments, for example, has students watch TV sitcoms (usually an episode of Father Knows Best or Ozzie and Harriet, and pair it with the Honeymooners) as a tool to discuss the way that women and families are portrayed differently over time and based on class backgrounds, and then to consider how a medium like television can both reflect and shape perceptions of gender in America in ways that broadly impact everyday life and policy. We have similar discussions about the social conflicts of the 1950s, with students reading Joe McCarthy's speeches alleging communist subversion, and then asking students seeking to find the subtle messages he was conveying about race, religion, and sexuality as part of his appeal.</p>
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