

University of California, Berkeley
Department of History

United States History from World War II to 9-11



Syllabus
Spring 2019

Course: History 124B
Lecture times: MWF 12-1 pm
Class location: A1 Hearst Field Annex
Office Hours: Mondays 11:00-11:50;
Thursdays, 10:10-11:00; or gladly by
appointment, just email me.

Instructor: Daniel Robert
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Course Description:

Between World War II and September 11, 2001, Americans struggled over wrenching changes in the areas of civil rights, feminism, gay rights, suburbanization, geopolitics, antiwar protests, gender roles, labor organizing, deindustrialization, political backlash, and foreign affairs. This class will analyze these struggles through the experiences of men and women, immigrants, workers, and youth, as well as racial, ethnic, and sexual minorities. How have social structures, legal policies, scientific ideas, and social constructions of race, ethnicity, and gender influenced income, geography, segregation, education, family, work, leisure, and politics for various groups over time? How have the experiences of one group compared and contrasted with those of others? To organize our thinking, we will focus on three themes: First, race/class/gender; second, the role of the state; and third, definitions and extents of freedom for various people at various times.

This class fulfills Berkeley's American Cultures requirement.

Readings: Each week's readings can be found online, either via a link, bCourses, or through <http://oskicat.berkeley.edu/> as specified. For Oskicat readings, search for the name of the book, then find the digitized version by locating the title that also includes the words "[electronic resource]." The readings correspond with the topics covered each lecture. The purpose of the readings is to increase your knowledge of the subject, provide a more extensive analysis of the subject, and give you a sense of how social history is written.

Optional Textbooks

There is no required textbook for this course; lecture, discussion, and readings provides students with the US history narrative they will need to meet the course requirements. If you would like a textbook for reference, you may find the following textbooks useful. The non-online ones will be on hold in Moffitt Reserve.

The American Yawp: A Massively Collaborative Open U.S. History Textbook, available here: <http://www.americanyawp.com/>

David Henkin and Rebecca McLennan, *Becoming America: A History for the 21st Century, Volume II: From Reconstruction*

Eric Foner, *Give me Liberty! An American History, Volume II*

Learning Goals

By the end of this course, students should be able to:

1. Think historically by not only explaining what happened in the past, by why, and how you know.
2. Narrate an overview of U.S. history from World War II to 9-11 that incorporates and compares at least three racial and ethnic groups.
3. Locate and analyze primary and secondary sources.
4. Produce clearly structured, well argued, and strongly supported writing that contains arguments that are supported by evidence.
5. Verbally articulate your ideas and those of others in ways that promote discussion and mutual learning.
6. Apply historical thinking and your knowledge of American history to your future classes, careers and lives.

How Course Elements Relate to Learning Goals:

Learning Goals: By the end of the course, students should be able to:	Course Elements					
	Lecture content	Writing Workshops (5 to 10 min. interactive tutorials)	Lecture discussions	Readings, media clips	Writing Assignments	Midquiz and Final Exam
1) Think historically by not only explaining what happened in the past, but why and how you know.	✓	✓	✓	✓	✓	✓
2) Narrate an overview of U.S. history since WWII that incorporates and compares at least three racial or ethnic groups.	✓		✓	✓	✓	✓
3) Analyze primary and secondary sources.	✓	✓	✓	✓	✓	✓
4) Produce good historical writing.	✓	✓	✓	✓	✓	✓
5) Verbally articulate your ideas and those of others in ways that promote discussion and mutual learning.			✓			
6) Apply historical thinking and your knowledge of American history to your future classes, careers, and lives.	✓		✓	✓	✓	✓

Assessment:

Your performance in the course will be evaluated through lecture participation, writing assignments, and a midquiz and final exam. Final course grades will be determined by the following percentages.

Assignment	Percent of Grade
Essay 1	20
Midquiz	25
Essay 2	25
Final exam	30
Total	100

Lecture Participation: Lecture participation, although not formally included in your grade, is an important part of the class and includes doing the reading, thoughtfully and consistently contributing your informed ideas during discussions, listening to others, and otherwise behaving in a respectful way toward everyone in the class such as by suppressing even the most catchy cell phone jingles.

Exams: The midquiz will consist of two parts, a few fill-in-the blank or multiple choice questions and an essay. The essay will test your ability to combine larger course themes with specific evidence drawn from lecture and readings. The final exam will probably be similar to the midquiz but will also include some short-answer questions related to the key words listed in the syllabus. The final exam will be cumulative.

Essays: There will be two essays for this class. The essays will vary in length, but be somewhere between 6 and 10 pages, double-spaced, 12-pt font, 1 inch margins. The assignments will be discussed more in lecture.

Grading Policies:

Final grades will not be curved. Final letter grades will correspond to the percentage of total points earned as follows:

- A 93.34 – 100.0
- A- 90.00 – 93.33
- B+ 86.34 – 89.99
- B 83.34 – 86.33
- B- 80.00 – 83.33
- C+ 76.34 – 79.99
- C 73.34 – 76.33
- C- 70.00 – 73.33,
- Etc.

Students must complete all assignments to pass the course. If you are taking the class Pass/No Pass you must earn 70% or greater to pass. A assignment will receive a deduction of 1/3 a letter grade for each 24 hours it is turned in past the due date and time. For example, a paper that would have received a grade of B+ will be dropped to a B after 24 hours past the due date and time. Papers turned in more or less than 24 hours late will be prorated accordingly. This is to keep everyone on an even playing field. Students must take the final exam at the scheduled date and time. Please make travel plans accordingly. Incompletes will only be granted in extreme circumstances such as a documented family emergency or health crisis.

Accommodations:

If you are involved in extracurricular activities such as student athletics and have to miss class, if you need religious accommodations, if you are or soon will be a parent and need accommodations, or if you need ability-related accommodations please consult the appropriate university policies and inform me right away, preferably within the first week of class. You may see me privately after class or during office hours.

<http://www.dsp.berkeley.edu/>

<http://teaching.berkeley.edu/academic-calendar-and-student-accommodations-campus-policies-and-guidelines>

In Distress?

If you are experiencing psychological or emotional distress, the following resources can be very helpful: <https://uhs.berkeley.edu/counseling>

Safety: Useful campus safety information is available here: <https://warnme.berkeley.edu/>

Tips for your success:

- Come to class and take good notes. If you have not developed your note-taking methods yet, come talk to me.
- Keep up with the readings and take notes on them. Spare the pen and forget the book/article/source/lecture.
- Intellectually engage the material by seriously considering the lectures and readings and figuring out what you think about them.
- Intellectually engage your paper topics.
- Form study groups. No one knows it all, but together we know lots.
- Edit one another's papers. Receiving peer feedback, and giving it, improves writing.
- Utilize the Writing Center at the Student Learning Center.
<https://slc.berkeley.edu/writing>
- Come to the professor's office hours, or make an appointment.

Course Schedule and description:

Readings are to be read for the day they are listed. Syllabus subject to change.

WEEK 1

W 1/23 – Introduction and Background

Key words: Reconstruction, Fourteenth Amendment, Fifteenth Amendment, Jim Crow

F 1/25 – World War II, Over Here

Key words: Pearl Harbor, Executive Order 9066, Isolationism, Double V, Rosie the Riveter

Readings:
Course syllabus

President Franklin D. Roosevelt, "The Four Freedoms," January 6, 1941,
<http://voicesofdemocracy.umd.edu/fdr-the-four-freedoms-speech-text/>

Louis Ogawa to Miss [Clara Estelle] Breed, January 6, 1942,
http://www.janm.org/exhibits/breed/1_6_42_t.htm

Fusa Tsumagari to Miss [Clara Estelle] Breed, January 14, 1945,
http://www.janm.org/exhibits/breed/1_14_45_t.htm

James G. Thompson, "Should I Sacrifice to Live as Half American," letter to the editor, *Pittsburgh Courier* (Jan 31, 1942). Posted to bCourses.

Chester B. Himes, "Zoot Riots Are Race Riots," *The Crisis* (1943). Posted to bCourses.

WEEK 2

M 1/28 – World War II, Over There

Key words: D-Day, Stalin, Big Three, Holocaust

Readings:

"President Harry Truman Announcing the Atomic Bombing of Hiroshima" (1945)
<http://www.americanyawp.com/reader/24-world-war-ii/harry-truman-announcing-the-atomic-bombing-of-hiroshima-1945/>

Jeanne Wakatsuki Houston and James D. Houston, *Farewell to Manzanar; a True Story of Japanese American Experience during and after the World War II Internment* (Boston: Houghton Mifflin, 1973), 3-8, 104-122. Excerpt posted to bCourses.

W 1/30 – Jeremy Isaacs, producer, *Cold War* (documentary) (CNN, 2012), DVD.

F 2/1 – Guest Lecture and Paper Assignments Discussion.

WEEK 3

M 2/4 – Berkeley and the Bomb

Key words: Robert Oppenheimer, Manhattan Project, Hiroshima, Nagasaki

Wednesday Writing Workshop: Historical Thinking and How to "Read" Sources

Readings:

Professor James Franck, et al, "A Report to the Secretary of War," June 11, 1945, in *Bulletin of Atomic Scientists* 1, no. 10 (May 1, 1946), 1-4. Posted to bCourses.

W 2/6 – Suburbia and the Origins of the Urban Crisis

Key words: Redlining, Restrictive covenants, GI Bill

Readings:

Thomas Sugrue, "Introduction" through "Part One: Arsenal" [chapters 1-3] in *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit* (Princeton, N.J.: Princeton University Press, 1996), 3-88. Online via Oskicat.

<http://oskicat.berkeley.edu/search~S1?/XSugrue%2C+The+Origins+of+the+Urban+Crisis&searchscope=1&SORT=DZ/XSugrue%2C+The+Origins+of+the+Urban+Crisis&searchscope=1&SORT=DZ&SUBKEY=Sugrue%2C+The+Origins+of+the+Urban+Crisis/1%2C6%2C6%2CB/frameset&FF=XSugrue%2C+The+Origins+of+the+Urban+Crisis&searchscope=1&SORT=DZ&3%2C3%2C>

Explore redlining maps at:

https://www.dropbox.com/sh/m36tu7dbyjxsgqj/AADpR1LjR1Hyk9UDx_uBpTwa/HOLC%20Maps?dl=0

F 2/8 – A Consumers’ Republic

Key words: Highway Act of 1956, Ray Kroc, Kitchen Debate

Readings:

“Nixon and Khrushchev’s Kitchen Debate” (1959),

<http://teachingamericanhistory.org/library/document/the-kitchen-debate/>

David G. Gutiérrez, “4: The Contradictions of Ethnic Politics, 1940-1950,” in *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity* (Berkeley: University of California Press, 1995), 117-151. Posted to bCourses.

WEEK 4

M 2/11 – Origins of the Cold War

Keywords: Stalin, Churchill, Franklin Roosevelt, Iron Curtain, Truman Doctrine

Wednesday Writing Workshop: Essay One Introduced

Readings:

George Kennan’s “Long Telegram,” (1946). Posted to bCourses.

Note that pages 2-9 are a reprinted version of the original from page 10 to the end of the document. You can read either section you prefer.

W 2/ 13 – Guest Lecturer Anthony Gregory: Anti-Communism

F 2/15 – Military-Industrial-University Complex

Key words: Sputnik, Clark Kerr, Military-Industrial Complex

Writing Workshop: Writing Assignments Introduced

Readings:

Vannevar Bush, *Science: The Endless Frontier* (1945), selections: “President Roosevelt’s Letter” through “Introduction,” and “3. Science and the Public Welfare,” through “4. Renewal of our Scientific Talent,” iii-xxvi, 17-26. Available here: <https://www.nsf.gov/od/lpa/nsf50/vbush1945.htm>

Senator J. William Fulbright, “...the Adherence of the Professor,” (1967) in *Major Problems in the History of American Technology: Documents and Essays*, eds. Merritt Roe Smith and Gregory Clancey (New York: Houghton Mifflin Company, 1998), 435-438. Posted to bCourses.

WEEK 5

M 2/18 – NO SCHOOL

W 2/20 – Nuclear Fears, Nuclear Families

Key words: *The Lonely Crowd*, Betty Friedan

Wednesday Writing Workshop: Evidence, Arguments, Topic Sentences, and the Thesis statement

Readings:

Betty Friedan, “The Sexual Solipsism of Sigmund Freud,” in *The Feminine Mystique* (1963)
<https://www.marxists.org/reference/subject/philosophy/works/us/friedan.htm>

David Riesman, *The Lonely Crowd: A Study of Changing American Character* (New Haven, CN: Yale University Press, 1950), 1-26.

F 2/22 – Rebels with and without a Cause

Key words: Amari Baraka, Elvis Presley, the Beats, Jack Kerouac, Allen Ginsberg

Readings:

Allen Ginsberg, *Howl* (1956). Posted to bCourses.

Thomas Sugrue, chapter 4 “‘The Meanest and Dirtiest Jobs’: The Structures of Employment Discrimination,” chapter 5 “‘The Damning of False Prosperities’: The Deindustrialization of Detroit,” and “Conclusion – Crisis: Detroit and the Fate of Postindustrial America,” in *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit* (Princeton, N.J.: Princeton University Press, 1996), 91-152, 259-272. Online via Oskicat:
<http://oskicat.berkeley.edu/search~S1?XSugrue%2C+The+Origins+of+the+Urban+Crisis&searchscope=1&SORT=D/XSugrue%2C+The+Origins+of+the+Urban+Crisis&searchscope=1&SORT=D&SUBKEY=Sugrue%2C+The+Origins+of+th>

[e+Urban+Crisis/1%2C6%2C6%2CB/frameset&FF=XSugrue%2C+The+Origins+of+the+Urban+Crisis&searchscope=1&SORT=D&4%2C4%2C](http://www.teachingamericanhistory.org/library/document/letter-from-birmingham-city-jail-excerpts/)

WEEK 6

M 2/25 – The Long Civil Rights Movement in the North and South

Key words: De jure segregation, de facto segregation, Anna Arnold Hedgeman, A. Philip Randolph, Executive Order 8802, Strom Thurmond, Brown v. Board of Education, Rosa Parks, Civil Rights Act of 1964, Voting Rights Act of 1965

Readings:

Martin Luther King, Jr. “Letter from a Birmingham Jail” (1963),
<http://teachingamericanhistory.org/library/document/letter-from-birmingham-city-jail-excerpts/>

Martin Luther King, “I Have a Dream,” August 28, 1963. Posted to bCourse.

George I. Sánchez, “Pachucos in the Making,” *Common Ground* (1943). Posted to bCourses.

W 2/27 – Civil Rights in the West

Key words: Oyama v. California, Mendez v. Westminster School District of Orange County, Lau v. Nichols, Rumford Act, César Chávez, Delano Grape Strike, Swann v. Charlotte-Mecklenburg Board of Education, San Antonio Independent School District v. Rodriguez, Milliken v. Bradley

Wednesday Writing Workshop: How to Write an Outline

Readings:

César Chávez, “The Organizer’s Tale” (1966),
<https://libraries.ucsd.edu/farmworkermovement/essays/essays/The%20Organizers%20Tale.pdf>

Student Nonviolent Coordinating Committee (SNCC) of California, *The Movement*, newsletter (Aug 1965). Posted to bCourses.

F 3/1 – The Great Society and Vietnam

Key words: Great Society, War on Poverty, Gulf of Tonkin Incident, Moynihan Report

Readings:

Daniel Patrick Moynihan, *The Case for National Action: The Negro Family* (Washington, D.C.: Office of Policy Planning and Research, US Department of Labor, March 1965). Posted to bCourses.

President Lyndon Johnson, Commencement Address at Howard University, "To Fulfill These Rights," June 4, 1965. <http://www.americanyawp.com/reader/27-the-sixties/lyndon-johnson-howard-university-commencement-address-1965/>

WEEK 7

M 3/4 – The New Left and Antiwar

Key words: New Left, Kent State

Readings:

Students for a Democratic Society, *Port Huron Statement* (1962)
<http://history.hanover.edu/courses/excerpts/111hur.html>

W 3/6 – Guest Lecture: David Goines, Free Speech Movement Veteran.

For more on David Goines, browse <https://www.goines.net/>

Keywords: Free Speech Movement, Mario Savio, David Goines

Readings:

David Lance Goines, "Here They come! Get Ready!", "Strike While the Iron Is Hot," "Necktie Party," and "We Win," in *The Free Speech Movement: Coming of Age in the 1960s* (Berkeley: Ten Speed Press, 1993), 11-13, 397-444. Excerpts posted to bCourses. If you would like to read more, click here:
<https://oac.cdlib.org/view?docId=kt687004sg;NAAN=13030&doc.view=frames&chunk.id=0&toc.id=d0e353&brand=oac4>

F 3/8 – Counterculture

Keywords: Haight-Ashbury, Timothy Leary, Joan Baez, Bob Dylan

Writing Workshop: *On Writing Well*

Readings:

Michael Lydon, "Good Old Grateful Dead," *Rolling Stone*, August 23, 1969,
<https://www.rollingstone.com/music/music-news/good-old-grateful-dead-103056/>

Anthony Macías, "Come on Let's Go: The Rock and Roll Era," in *Mexican American Mojo: Popular Music, Dance, and Urban Culture in Los Angeles, 1935–1968* (Durham: Duke University Press, 2008), 173-228. Posted to bCourses.

Sunday 3/10 – Essay One due by 11:59 pm.

To find the essay prompt go to the “Files” tab of our bCourse site, then the “Assignments” folder, then download the “Essay One.doc”

WEEK 8

M 3/11 – Nixon, Watergate, and the End of Vietnam

Keywords: Plumbers, Southern Strategy, Tet Offensive

Readings:

Christian G. Appy, read the accounts from Vu Thi Vinh, Nguyen Thi Kim Chuy, and Helen Tennant Hegelheimer, 103-111; Julian Bond, 142-145; Sylvia Lutz Holland and Chi Nguyen, 170-176; Randy Kehler, 231-237; Todd Gitlin, 265-267; John Douglas, 328-329, in *Patriots: The Vietnam War Remembered from All Sides* (New York: Viking, 2003), Excerpts posted to bCourses.

W 3/13 – Black Power

Key words: Malcolm X, Black Panther Party for Self-Defense, COINTELPRO

Writing Workshop: How to Do Well on the Midquiz

Readings:

Malcolm X, “Message to the Grass Roots,” November 10, 1963,
<http://www.hartford-hwp.com/archives/45a/646.html>

Huey Newton and Bobby Seale, “Black Panther Ten-Point Program,” *North American Review* 253, no. 4 (Jul. – Aug. 1968 [a similar version of this was published in 1966]): 16-17. Available here:

<https://www.marxists.org/history/usa/workers/black-panthers/1966/10/15.htm>

Nathan Hare, “Will the Real Black Man Please Stand Up?” *Black Scholar* 2, no. 10 (June 1971): 32-35. Online via JSTOR.org:

<https://www.jstor.org/action/doBasicSearch?Query=Nathan+Hare%2C+Will+the+Real+Black+Man+Please+Stand+Up%2C+1971>

F 3/15 – Feminism

Key words: Second Wave Feminism, socialist feminism, bell hooks, Third World Women’s Alliance

Readings:

Mary King and Casey Hayden, “A Kind of Memo: Sex and Caste,” (1965). Posted to bCourses.

The National Organization for Women's 1966 Statement of Purpose
<https://now.org/about/history/statement-of-purpose/>

Frances Beal, "Double Jeopardy: To Be Black and Female" (Detroit: Radical Education Project, [1969]). Online through Oskicat here:
<http://asp6new.alexanderstreet.com/sixt/sixt.object.details.aspx?id=1003403073&view=dualview&objecturl=1L8CU>

Phyllis Schlafly, "What's wrong with 'equal rights' for women?" (1972),
<http://genius.com/Phyllis-schlafly-whats-wrong-with-equal-rights-for-women-annotated>

WEEK 9

M 3/18 – **MIDQUIZ** in class. Bring blue or green book and pen or pencil.

W 3/20 – The Straight State Encounters Gay Liberation

Key words: Mattachine Society, Stonewall Rebellion

Writing Workshop: Essay Two Introduced

Readings:

RadicalLesbians, "The Woman-Identified Woman," (1970). Posted to bCourses.

Rita Mae Brown, "Women Who Love Men Hate Them: Male Supremacy Versus Sexism," *The Furies* 1, no. 7 (Fall 1972), 14-15. Posted to bCourses.

Pat Mainardi, "The Politics of Housework," [1969] in *Sisterhood Is Powerful: An Anthology of Writings from the Women's Liberation Movement*, ed. Robin Morgan (New York: Vintage Books, 1970). Posted to bCourses.

F 3/22 – Ethnic Identities

Key words: Chicanos, Red Power

Readings:

El Plan Espiritual De Aztlan (1969). Posted to bCourses

Indians of All Nations, *The Alcatraz Proclamation to the Great White Father and His People* (1969). Posted to bCourses

WEEK 10

M 3/25 – F 3/29 – SPRING BREAK!

WEEK 11

M 4/1 – U. S. Foreign Policy in the 1970s

Key words: Realists, human rights, the Carter Doctrine

Readings:

United Nations, *Universal Declaration of Human Rights*, 1948.

http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf

W 4/3 – Deindustrialization

Writing Workshop: What to Quote and When

Keywords: Deindustrialization, Oil Shock, Stagflation

Readings:

Jimmy Carter, “Crisis of Confidence” (1979),

<http://www.americanyawp.com/reader/28-the-unraveling/jimmy-carter-crisis-of-confidence-1979/>

F 4/5 – Conservatives Rising

Keywords: Jerry Falwell, Moral Majority

Readings:

Jerry Falwell, *Listen America* (New York: Doubleday, 1980), 17-23.

http://www.wwnorton.com/college/history/archive/resources/documents/ch36_02.htm

WEEK 12

M 4/8 – The Reagan Era

Keywords: Deregulation, trickle-down economics, supply-side economics, air traffic controllers strike.

Readings:

First Inaugural Address of President Ronald Reagan (1981)

<http://www.americanyawp.com/reader/29-the-triumph-of-the-right/first-inaugural-address-of-ronald-reagan-1981/>

Watch: “President Reagan’s Address to the Nation on the Economy,” Feb. 5, 1981. <https://www.youtube.com/watch?v=cDWKEHbBh4g>

W 4/10 – The End of the Cold War

Key words: George H.W. Bush, Berlin Wall, Mikhail Gorbachev

Writing Workshop: Style Matters – Top Ten Grammar Mistakes to Avoid in College

Readings:

Michael Wines, “Bush and Yeltsin Declare Formal End to Cold War; Agree to Exchange Visits,” *New York Times*, Feb. 2, 1992.

<https://www.nytimes.com/1992/02/02/world/bush-and-yeltsin-declare-formal-end-to-cold-war-agree-to-exchange-visits.html>

F 4/12 – Culture Wars

Key words: Multiculturalism, Culture Wars

Readings:

Ronald Takaki, “Multiculturalism: Battleground or Meeting Ground?” in *The Annals of the American Academy of Political and Social Science* 530 (Nov. 1993): 109-121. Download from JSTOR.org

https://www.jstor.org/stable/1047680?Search=yes&resultItemClick=true&searchText=Takaki%2C&searchText=%22Multiculturalism%3A&searchText=Battleground&searchText=or&searchText=Meeting&searchText=Ground&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3DTakaki%252C%2B%25E2%2580%259CMulticulturalism%253A%2BBattleground%2Bor%2BMeeting%2BGround&ab_segments=0%2Fdefault-1%2Frelevance_config_with_defaults_duplicate&refreqid=search%3A2fdb3f695cc96d32a250776dfe5c1294&seq=1#page_scan_tab_contents

Allan Bloom, “The Sixties” and the first section of “The Student and the University,” in *Closing of the American Mind: How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students* (New York: Simon and Schuster, 1987), 313-347. Posted to bCourses.

WEEK 13

M 4/15 – Clinton in Office

Key words: Bill Clinton, Hillary Clinton, Welfare, Newt Gingrich, Contract with America, Monica Lewinsky

Writing Workshop: Footnoting and How to Avoid Plagiarism

Readings:

Bill Bradley, Barbara Jordan, and Zell Miller, “Excerpts from Addresses by Keynote Speakers at the Democratic National Convention,” *New York Times*, July 14, 1992 (1992). Posted to bCourses.

Pat Buchanan’s Republican National Convention keynote speech (1992)

Read here:

<http://voicesofdemocracy.umd.edu/buchanan-culture-war-speech-speech-text/>

Or, watch here:

<http://www.americanrhetoric.com/speeches/patrickbuchanan1992rnc.htm>

W 4/17 – The Computer Revolution

Key words: Stanford Research Park, Tim Berners-Lee, Marc Andreessen

Readings:

Carvell Wallace, “The Negro Motorist Green Book and Black America’s Perpetual Search for a Home,” June 29, 2016.

<http://the-toast.net/2016/06/29/the-negro-motorist-green-book/>

Tom Wolfe, “McLuhan’s New World,” *The Wilson Quarterly* 28, no. 2 (Spring, 2004): 18-25. <http://archive.wilsonquarterly.com/essays/mcluhans-new-world>

Click “download PDF” after going to link above.

Just read to page end of the section on page 20.

F 4/19 – Globalization

Key words: World Trade Organization, Apartheid, Nelson Mandela, Genocide

Readings:

Global Exchange, “Declaration for Global Democracy,” (1999?)

<http://digitalcollections.lib.washington.edu/cdm/ref/collection/wto/id/425>

WEEK 14

M 4/22 – New Diversity

Key words: Ed Roberts, Ryan White, Rodney King, LA Riots, Model Minority

Readings:

Al Kamen, “Myth of the ‘Model Minority’ Haunts Asian Americans,” *Washington Post*, June 22, 1992.

https://www.washingtonpost.com/archive/politics/1992/06/22/myth-of-model-minority-haunts-asian-americans/21450106-863b-4d66-bef0-d107cfa7fa8a/?utm_term=.ce0fb3be7ff6

Rubén Martínez, “Prologue,” and “Princes of Norwalk,” in *Crossing Over: A Mexican Family on the Migrant Trail* (New York: Metropolitan Books, 2001), 1-17, 238-265. Posted to bCourses.

Barbara Ehrenreich, “Introduction,” and “Selling in Minnesota,” in *Nickel and Dimed: On (Not) Getting by in America* (New York: Metropolitan Books, 2001), 1-10, 121-191. Posted to bCourses.

W 4/24 – Incarceration and Voting

Key words:

Mass Incarceration, Felony disenfranchisement

Wednesday Writing Workshop: Format of the Final Exam

Michelle Alexander, “The New Jim Crow: How Mass Incarceration Turns People of Color into Permanent Second-Class Citizens,” *American Prospect*, December 6, 2010. <https://prospect.org/article/new-jim-crow-0>

F 4/26 – Hip Hop, A History

Key words: Hip Hop

Readings:

Jeff Chang, chapter 4, “Making a Name: How DJ Kool Herc Lost His Accent and Started Hip-Hop,” and chapter 6 “Furious Styles: The Evolution of Style in the Seven-Mile World,” in *Can’t Stop Won’t Stop: A History of the Hip-Hop Generation* (New York: Picador, 2005), 66-88, 108-126. Posted to bCourses.

Tricia Rose, “1: Hip Hop Causes Violence” and “Hip Hop Demeans Women,” under “Part One: Top Ten Debates in Hip Hop,” in *The Hip Hop Wars: What We Talk About When We Talk About Hip Hop—and Why It Matters*, 33-60, 113-132 (New York: Basic Books, 2008). Online via Oskicat.

<http://oskicat.berkeley.edu/search~S1?/XTricia+Rose%2C+The+Hip+Hop+Wars&searchscope=1&SORT=D/XTricia+Rose%2C+The+Hip+Hop+Wars&searchscope=1&SORT=D&SUBKEY=Tricia+Rose%2C+The+Hip+Hop+Wars/1%2C3%2C3%2CB/frameset&FF=XTricia+Rose%2C+The+Hip+Hop+Wars&searchscope=1&SORT=D&1%2C1%2C>

Sunday 4/28 – Essay Two due by 11:59 pm.

To find the essay assignment, go to the “Files” tab of our bCourse site, then the “Assignments” folder, then select “Essay Two.doc.”

WEEK 15

M 4/29 – Roads to 9/11/2001

Key words: Sayyid Qutb, Osama bin Laden, Al Qaeda, Persian Gulf War, 9/11/2001

Readings:

Lawrence Wright, “Prologue,” and chapter 1, “The Martyr,” in *The Looming Tower: Al-Qaeda and the Road to 9/11* (New York: Knopf, 2006), 9-31.

W 5/1 – U.S. Foreign Policy since 9/11

Key words: Neoconservatives, Paul Wolfowitz, George W. Bush

Readings:

President George W. Bush, “Address to a Joint Session of Congress [and the Nation],” Sept. 20, 2001,

Read:

<http://teachingamericanhistory.org/library/document/address-to-a-joint-session-of-congress/>

Or watch:

<https://www.youtube.com/watch?v=RI20rGYLLUg>

Osama bin Laden, “‘Why We Are Fighting You’: Osama bin Laden’s Letter to Americans,” [2002] in *The Al Qaeda Reader*, ed. and trans. by Raymond Ibrahim, intro. by Victor Davis Hanson (New York: Double Day, 2007), 196-208. Posted to bCourses.

Ted Hesson, “What did 9/11 Look Like around the World? Reddit Answers,” Sept. 11, 2014, <http://fusion.net/story/17323/what-did-911-look-like-around-the-world-reddit-answers/>

F 5/3 – Conclusions and Review

Readings:

Ta-Nehisi Coates, “The Case for Reparations,”

<http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>

An oral history of #BlackLivesMatter

<http://www.theguardian.com/commentisfree/2015/aug/09/oral-history-civil-rights-movement-ferguson>

Anna Codrea-Rado, “#MeToo Floods Social Media with Stories of Harassment and Assault,” *New York Times*, October 16, 2017.

<https://www.nytimes.com/2017/10/16/technology/metoo-twitter-facebook.html>

WEEK 16

M-F 4/6-4/10 – Reading week

WEEK 17

Wednesday, May 15, 2019 - FINAL EXAM

Time: 3:10-6:00 pm

Location: Here in our lecture hall. Bring blue or green book(s) and pen or pencil.

All students must take the final exam at the scheduled time. Please make travel plans accordingly.