

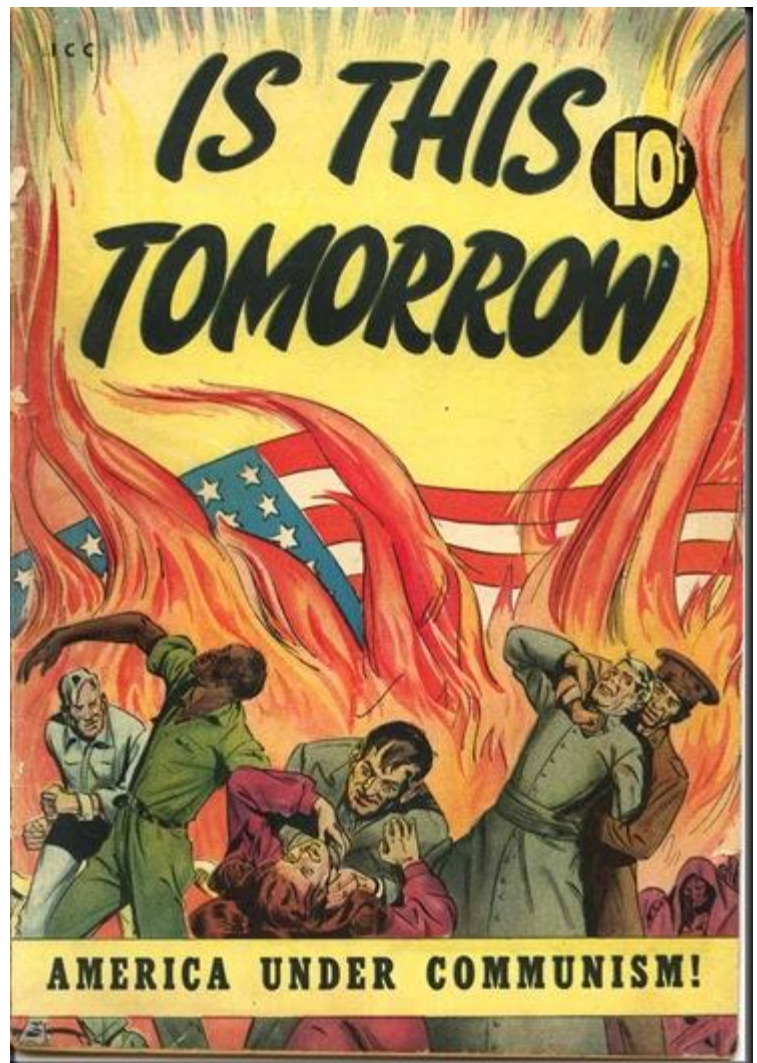
History 100.1 Making History
American Cold War Culture
Spring 2015
MWF 9:00-9:50

Professor Carolyn Herbst Lewis

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My drop-in office hours are
Monday and Wednesday, 10-11 am.

To schedule an appointment at another
mutually convenient time, please use the
Scheduling Assistant in Outlook.
See instructions below.



This course provides an introduction to issues of historical causation, argumentation, and evidence through the lens of the American Cold War. We will explore the cultural and social history of the United States from the 1940s through the 1980s, paying close attention to the moments in which foreign and domestic politics shaped the daily lives of Americans. We also will consider the historical methods used by scholars to conduct research and write about the past. We will work with primary and secondary sources as well as films and music in order to develop the skills necessary to analyze historical scholarship.

This is the syllabus for this course. As such, it is our plan for the semester, but I reserve the right to make any changes that I find to be necessary. Please review the material included here. I expect you to be familiar with and understand the policies and assignments. If you have any questions or concerns, please do not hesitate to ask for help. Be sure to read the contract included after the Course Plan.

Students enrolled in this course will:

- explore “what history is” and “what historians do” (as well as how and why they do it)
- practice using key historical concepts, such as cause/effect, unintended consequences, truth v. interpretation, “the past as a foreign country,” and reading against-the-grain
- consider different methodological approaches for thinking about the past and framing historical inquiry (i.e. local, intellectual, political, diplomatic, social, economic, cultural, gender, global)
- read a variety of scholarly works, including monographs, journal articles, and blog posts, in order to practice effective reading, including the ability to identify an author’s thesis, evidence, and historical contribution
- analyze a variety of primary sources in order to make informed statements and raise informed questions about the past
- learn how to put different historical methodologies into debate
- learn how to make sense of conflicting historical evidence
- develop an understanding of how culture reflects political, economic, and social trends, as well as how those trends are influenced by culture
- be able to identify key moments in history and articulate their significance to the past and the present
- formulate a viable research question
- learn how to use a library archive
- learn how to use digital databases and archives
- avail themselves of library resources to produce an appropriate annotated bibliography for their research

- gain experience in writing short essays that respond to a prompt with a clear thesis, appropriate evidence, and a sense of the larger historical context of their topic
- use various opportunities for revision to improve their writing with the recognition that writing is a process
- practice sharing their thoughts and questions with their peers in conversations aimed at expanding everyone's thinking about the past
- practice making oral presentations by sharing research via a pre-recorded presentation or an in-class presentation

ASSIGNMENTS

- 5% Short essay on *A Midwife's Tale* (500-550 words)
- 8% Short essay on History & Memory (550-600 words)
- 8% Primary Source Analysis of *The Manchurian Candidate* (550-600 words)
- 10% Essay on Domestic Containment (1000-1100 words)
- 12% Essay on the 1980s (1000-1100 words)
- 22% Annotated Bibliography (3 primary, 12 secondary sources)
- 20% Class participation, including homework assignments
- 15% Final presentation

Each student has 2 "personal days" that can be used for wellness or other purposes.

If you have more than two absences without a documented health issue or emergency, your participation grade will suffer. If you have more than five unexcused absences, you will receive a participation grade of zero.

Assignments submitted late without an instructor-approved extension or documentation of an emergency will not be accepted.

Each student in the class can have **one (and only one) 48-hour extension** on a writing assignment. To claim this extension, send me a brief email asking for extra time **BEFORE** the assignment's deadline. I will grant the extension automatically, so there is no need for you to explain why you need more time. Keep in mind, however, that once

you've received an extension on one assignment, I will not give you an extension on another except in the case of a documented emergency.

This is not a lecture course. Students are expected to come to class having completed the assigned readings, thought about their content, and formulated ideas and questions for class discussion.

Because this is a discussion-based course, **the use of laptops, tablets, etc. during class time is prohibited.** We are having group conversations; conversations go better when people make eye contact with one another. If you take notes on your laptop, tablet, etc. while reading and you feel you need these notes during class discussion, then you should make a habit of printing these notes before class. During class, you can write down any notes from discussion and transfer them to your laptop, tablet, etc. later. I will not make an exception to this policy unless you have a documented need on file with Academic Affairs.

ACADEMIC INTEGRITY

It is the responsibility of all students to familiarize themselves with the section on "Honesty in Academic Work" in the Grinnell Student Handbook. These are the standards that you are held to, these are the standards that you have agreed to adhere to by enrolling in the college, and these are the standards that you claim you have met once you submit your written work for grading.

http://www.grinnell.edu/sites/default/files/documents/AcadHonestyBklt_2014-15.pdf.

Please be aware that as a faculty member I am obligated to submit all suspected violations of these standards to the Committee on Academic Standing. I will not first invite you to explain what happened or attempt to confirm or resolve my suspicions. If I have a concern, I submit the paperwork to the Committee. Period. This helps to maintain the integrity of the Committee, to preserve the campus-wide commitment to due process and self-governance, and to ensure that all of my students are treated equally.

COMMUNITY AND ACCOUNTABILITY

This classroom is a community of individuals from diverse backgrounds and experiences coming together to learn. In order for this course to be a productive learning environment, it is imperative that we all treat one another with respect and courtesy. To that end, I ask that you refrain from arriving late or leaving early. Doing so is disruptive to your classmates as well as your instructor. So, too, are cell phone ring tones. Please make sure that all devices are turned off once you enter the classroom. Students who regularly disrupt the class in any way will have their course grade penalized at the discretion of the instructor. If you are asked to modify your behavior, please do so. As members of this community, you all are responsible for informing me if at any point if a classmate's behavior is impairing your ability to concentrate and learn in this class. This is not asking you to police one another, but to take responsibility for defending your right to a safe and productive learning environment. Bottom line: let's all treat each other with the same respect and courtesy we would like to receive.

I encourage students with documented disabilities, including invisible disabilities such as chronic illness, learning difficulties, and psychiatric conditions, to discuss appropriate accommodations with me during the first few weeks of the semester. You will also need to have a conversation about and provide documentation of your condition (if you have not already done so) to the Dean for Student Success and Academic Advising, Joyce Stern, located on the 3rd floor of the Rosenfield Center (x3702).

As an instructor, I am endeavoring to use the philosophy of **Universal Design** in framing my courses. I welcome all constructive feedback in this process. I cannot guarantee that I will adopt any and all suggestions that come my way, but I most certainly want to hear them for consideration not only for this course, but also for future courses.

Grinnell College offers reasonable accommodations for students who observe religious holy days. Please contact me within the first three weeks of the semester if you would like to discuss a specific instance that applies to you.

http://www.grinnell.edu/sites/default/files/documents/HOLY_DAYS_14-15.pdf.

Two notes about email: first, I ask that you remember that email is a form of writing. In your life after Grinnell College, you will be required to communicate via email in a professional format. I suggest you get in the practice of doing so now (salutation, properly formatted sentences, and signature). Second, I do not check and respond to emails 24/7. Please give me 24 hours to respond to your email. If you have not received an email after that time, then forward me the original email with a littler reminder. Also, I usually do not check email or schedule appointments between 5 pm and 8 am. This time is reserved for my family.

To Schedule a Meeting with Professor Lewis:

Step 1: Log into your Grinnell email.

Step 2: Open the Calendar function.

Step 3: In the upper right corner, click on '?' and select the Help feature.

Step 4: In the Help window, select 'Creating Calendar Items.'

Step 5: Read the instructions in Help and follow them to send me an invitation to a meeting. Please note that I am available only during "normal business hours" (8 am to 5 pm, Monday-Friday).

REQUIRED READINGS, FILMS, AND MATERIALS:

Students are required to read the articles and documents listed on the syllabus website prior to coming to class. These materials are available via the E-RESERVES system and/or hyperlinks to JSTOR and Project Muse provided on the syllabus posted to Pweb. *If the hyperlink does not work for some reason, use the article's title and author's name to locate it in either JSTOR or Project Muse.* These databases are available via Burling Library. In addition, students will read the following books:

- John H. Arnold, *History: A Very Short Introduction*. New York: Oxford University Press, 2000.
- Nelson DeMille, *The Charm School*. [There are many editions available. I don't have any preference on which you read.]
- Stan Lee, Don Heck, Jack Kirby, Steve Ditko, et. al., *Invincible Iron Man (Iron Man Epic Collection: The Golden Avenger)*. Marvel, 2014. **ISBN-13:** 978-0785188636
- Jeff Porter, *Oppenheimer is Watching Me: A Memoir*. Iowa City: University of Iowa Press, 2007.

Students will be required to view the following films:

Atomic Café, dir. Jayne Loader, Kevin Rafferty, and Pierce Rafferty, 1982.

The Manchurian Candidate, dir. John Frankenheimer, 1962. [NOTE: If Denzel Washington is in it, then you are watching the wrong movie. Do not, do not, do not mistakenly watch the 2004 film!]

War Games, dir. John Badham, 1983.

WEEK ONE	
Monday 1/19	MLK DAY. NO CLASSES
Wednesday 1/21	Introduction to the Course and Each Other
Friday 1/23 What is History?	Reading: <ul style="list-style-type: none"> • Arnold, Chapter 1 • Kenneth Pomeranz, "Recalling What We Do: Some Habits of Mind Historians Keep Hidden," <i>Perspectives on History</i> (December 2013), 5-6. [ERES]
WEEK TWO	
Monday 1/26 The Historian's Profession	Reading: <ul style="list-style-type: none"> • Arnold, Chapters 2 and 3 • Browse website of the American Historical Association (historians.org). What does this website suggest about what it means to be a professional historian?
Wednesday 1/28 Sources & Silences	Reading: <ul style="list-style-type: none"> • Laurel Thatcher Ulrich, <i>A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812</i> (New York: Vintage Books, 1990), 3-35. [ERES] In class viewing of <i>A Midwife's Tale</i>
Friday 1/30 Telling Stories	Reading: <ul style="list-style-type: none"> • Arnold, Chapter 4
WEEK THREE	
Monday 2/2 Causality & Narrative	Reading: <ul style="list-style-type: none"> • Arnold, Chapter 5 • Michael F. Hopkins, "Continuing Debate and New Approaches in Cold War Historiography," <i>The Historical Journal</i> 50.4 (December 2007), 913-934. [JSTOR]
Wednesday 2/4 The Past as a Foreign Country?	Reading: <ul style="list-style-type: none"> • Arnold, Chapter 6 Assignment due: <i>Midwife's Tale</i> Essay

Friday 2/6	Class visit to the Iowa Room.
WEEK FOUR	
Monday 2/9 Cultural History of the Cold War	<p>Reading:</p> <p>Group A: Jackson Lears, "A Matter of Taste: Corporate Cultural Hegemony in a Mass-Consumption Society," in Lary May, ed., <i>Recasting America: Culture and Politics in the Age of Cold War</i> (Chicago: University of Chicago Press, 1989), 38-57. [ERES]</p> <p>Group B: Peter Filene, "'Cold War Culture' Doesn't Say It All," in Peter J. Kuznick and James Gilbert, eds., <i>Rethinking Cold War Culture</i>. (Washington, D.C.: Smithsonian Institution Press, 2001), 156-174. [ERES]</p> <p>Assignment due: Print out a copy of the essay you chose to read. Underline the thesis statement and mark it with a star in the margin. Underline three topic sentences that directly build upon the thesis. Draw arrows pointing to three examples of the author's use of evidence within the text as well as where he cites them in the footnotes or endnotes. Draw an exclamation point (!) next to something that really surprised you, caught your attention, or made you think about something a little bit differently than you did before. Circle something you want to be sure we discuss in class.</p>
Wednesday 2/11 Truth & Objectivity	<p>Reading:</p> <ul style="list-style-type: none"> • Arnold, Chapter 7
Friday 2/13 History & Memory	Reading: <i>Oppenheimer is Watching Me</i>
WEEK FIVE	
Anti-Communism	
Monday 2/16 Ideological Face-Off	<p>Reading:</p> <ul style="list-style-type: none"> • Kennan's Long Telegram http://www2.gwu.edu/~nsarchiv/coldwar/documents/episode-1/kennan.htm <p>Assignment due: History and Memory essay</p>
Wednesday 2/18 McCarthyism	<p>Reading:</p> <ul style="list-style-type: none"> • Joseph McCarthy's Wheeling Speech http://historymatters.gmu.edu/d/6456/ • K. A. Cuordileone, <i>Manhood and American Political Culture in the Cold War</i> (New York: Routledge, 2005), 37-96. [ERES]

Friday 2/21	Discussion of film <i>The Manchurian Candidate</i>
WEEK SIX	Atomic Anxieties
Monday 2/23 The Atomic Age	Reading: <ul style="list-style-type: none"> Paul Boyer, <i>By the Bomb's Early Light: American Thought and Culture at the Dawn of the Atomic Age</i> (Chapel Hill: University of North Carolina Press, 1985), 291-302 and 319-333. [ERES]
Wednesday 2/25 Containment at Home	Reading: <ul style="list-style-type: none"> Elaine Tyler May, <i>Homeward Bound: American Families in the Cold War Era</i> (New York: BasicBooks, 1988), 135-161 [ERES]
Friday 2/27 Suburban Dreams	Reading: <ul style="list-style-type: none"> Lizabeth Cohen, <i>A Consumers' Republic: The Politics of Mass Consumption in Postwar America</i> (New York: Alfred A. Knopf, 2003), 194-256. [ERES]
WEEK SEVEN	Cold War Kids
Monday 3/2 Education	Reading: <ul style="list-style-type: none"> Doyle M. Bortner, "The Experience Core Curriculum: A Means of Providing Improved Science and Math Instruction in Post-Sputnik America," <i>The Clearing House</i> 33.4 (December 1958): 237-240. [JSTOR] Andrew Hartman, <i>Education and the Cold War: The Battle for the American School</i> (New York: Palgrave MacMillan, 2008), 175-196. [ERES]
Wednesday 3/4 Cold War Comics	Guest Lecture by Tony Lewis and Chris Jones
Friday 3/6	Discussion of <i>The Invincible Iron Man</i>
WEEK EIGHT	Cold War Kids, continued
Monday 3/9 Cuban Missile Crisis	Reading: TBA
Wednesday 3/11 Science Fiction	In-class viewing of <i>Star Trek</i> , "The Omega Glory" Reading: TBA
Friday 3/13	No Class.

	Assignment Due via Pweb: Domestic Containment paper
WEEKS NINE AND TEN	SPRING BREAK
WEEK ELEVEN	
Monday 3/30	Cold War Culture Recap Reading: None!
Wednesday 4/1 Consensus	Reading: <ul style="list-style-type: none"> • Eugene R. Wittkopf and James M. McCormick, "The Cold War Consensus: Did It Exist?" <i>Polity</i> 22.4 (Summer 1990), 627-653. [JSTOR]
Friday 4/3 Civil Rights	Reading: <ul style="list-style-type: none"> • Mary L. Dudziak, "Brown as a Cold War Case," <i>Journal of American History</i> 91.1 (June 2004): 32-42. [JSTOR]
WEEK TWELVE	
Monday 4/6 Student Movement(s)	Reading: <ul style="list-style-type: none"> • The Port Huron Statement [link] http://coursesa.matrix.msu.edu/~hst306/documents/huron.html • The Sharon Statement [link] http://www.heritage.org/initiatives/first-principles/primary-sources/the-sharon-statement
Wednesday 4/8 Antiwar Movement	Reading: <ul style="list-style-type: none"> • Donald W. Maxwell, "Young Americans and the Draft," <i>OAH Magazine of History</i> 20.5 (October 2006), 37-39. [JSTOR. Note: this article is a lesson plan for use in a high school classroom. We aren't doing the exercise, but the one page introduction offers great information on how the Vietnam Era draft worked.] • Kenneth J. Heineman, <i>Campus Wars: The Peace Movement at American State Universities in the Vietnam Era</i> (New York University Press, 1993), 76-125. [ERES]
Friday 4/10 Women's Movement(s)	Reading: <ul style="list-style-type: none"> • View, <i>The Dick van Dyke Show</i>, "The Curious Thing About Women," 1962. https://www.youtube.com/watch?v=5LkkiTuUwr8 • View, <i>The Mary Tyler Moore Show</i>, "Love is All Around," 1970. http://www.hulu.com/watch/673 [Note: I only found it via Hulu, but I'm sure you can find

	it elsewhere.]
WEEK THIRTEEN	
Monday 4/13 Celebrating 1776	Reading: <ul style="list-style-type: none"> Christopher Capozzola, "It Makes You Want to Believe in the Country': Celebrating the Bicentennial in the Age of Limits," pp. 29-49, in Beth Bailey and David Farber, eds. <i>America in the 70s</i> (Lawrence: University of Kansas Press, 2004). [ERES]
Wednesday 4/15 Nostalgia	Reading: <ul style="list-style-type: none"> View Happy Days, "All the Way," 1974. https://www.youtube.com/watch?v=qJVQnp7RV0c [Note: this link takes you to Part 1. After you finish it, you will need to click on Part 2 in the sidebar.]
Friday 4/17	Discussion of the film <i>War Games</i>
WEEK FOURTEEN	
Monday 4/20	Discussion of <i>The Charm School</i>
Wednesday 4/22 November 1989	Reading: <ul style="list-style-type: none"> Charles William Maynes, "America Without the Cold War," <i>Foreign Policy</i> 78 (Spring 1990), 3-25. [JSTOR]
Friday 4/24 Remembering	Assignment due: Essay on the 1970s-80s
WEEK FIFTEEN	
All week	Student Presentations
WEEK SIXTEEN	
All week	Student Presentations
FINALS WEEK	
Wednesday, 5/13, Noon	Annotated Bibliography Project Due via Pweb