

HIST 347: Modern America: U.S. History, 1945-present

Messiah College

**N.B. This syllabus can also be found on the “Q” drive accessible from computers in campus labs
path: “Q” drive > InstructorFiles > LaGrand_James > HIST 347 > HIST 347 syllabus**

Spring 2010
Mondays, Wednesdays, & Fridays
9:10-10:10 a.m.
Boyer 334

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Thursdays, 10:45 a.m.-noon
Fridays, 1:50-2:50 p.m. & by apt.

COURSE DESCRIPTION:

This course looks at a fairly short period of time in U.S. history, the sixty-five years, or roughly two generations, between the end of World War II and the present. Yet this time has seen enormous change--in American society, economics, politics, race relations, gender roles, and other areas. In looking at American society during the last half of the twentieth century, we will note a striking degree of both dissent and consensus at different points. We will see much that is new--for example, new roles played by minorities, women, and young people in American society. Yet we will also see that old questions continued to face Americans during the last half of the twentieth century. For example--How democratic a society is America? Who in American society has the power to effect change? What role should the government play in American life? New answers would be given to these old questions in America between 1945 and the present. A major theme in all of U.S. history since 1945 is how the nation would use its unprecedented wealth and power. In this period, America's wealth and power posed problems as well as opportunities. One of the main challenges that has faced U.S. from 1945 to the present has been about how to use its formidable resources--both at home and abroad. This would shape the development of various social, political, and moral reform movements such as the civil rights movement and War on Poverty. It would also influence how the U.S. would become involved in the Cold War, Vietnam War, and--more recently--wars in Afghanistan and Iraq.

COURSE OBJECTIVES--FOR ALL HISTORY COURSES AT MESSIAH COLLEGE:

1. Historical Knowledge: Students have a better historical understanding of political, social, cultural, economic, and religious practices and structures.
2. Historical Methods: Students demonstrate an understanding of historical causation, an ability to conduct basic historical analysis of primary and secondary sources, and an ability to communicate that analysis in effective written and oral communication.
3. Historical Interpretation: Students use texts and other cultural resources to make sense of the past, understand ways in which the past influences the present, and consider how the present influences our study of the past.
4. Historical Convictions: Students become more thoughtful, curious, and empathetic due to their evaluation of the historical complexity of human identities, cultures, and societies from the perspective of Christian faith.

REQUIRED READINGS:

Jeansonne, Glen. *A Time of Paradox: America from the Cold War to the Third Millennium, 1945-Present*. Rowman & Littlefield. ISBN 9780742533790.

Kerouac, Jack. *On the Road*. Penguin. ISBN 9780140283297.

Raines, Howell. *My Soul Is Rested: Movement Days in the Deep South Remembered*. Penguin. ISBN 9780140067538.

Lukas, J. Anthony. *Common Ground: A Turbulent Decade in the Lives of Three American Families*. Vintage. ISBN 9780394746166.

Online readings.

REQUIREMENTS:

read all assigned readings

write two exams

write an essay of 5-7 double-spaced pages on one of the three books read (Kerouac, Raines, and Lukas)

write 2 primary source analyses of 1 page each

write several quizzes

write a research paper of 8-12 double-spaced pages

STANDARD OF EVALUATION:

The final grade for the course will be derived as follows:

| | |
|--------------------------------------|-----|
| exam #1 | 20% |
| exam #2 | 30% |
| book essay, 5-7 pp., | 10% |
| 2 primary source analyses, 1 p. each | 5% |
| quizzes | 5% |
| research paper, 8-12 pp. | 25% |
| participation | 5% |

EXAMS:

You will write two exams for this course: a midterm and a final. The midterm exam will have two sections: ID and essay. The first section will ask you to identify and give the significance of several terms from parts one and two of the course. These might be names, places, organizations, pieces of legislation, etc. In identifying these terms, play the role of the journalist who always answers the five “W” questions: who, what, when, where, and why. After you have identified the term, explain its significance--where it fits in or contributes to major themes covered in the course. IDs need not be more than a few sentences, but they should not be merely a series of disjointed notes or phrases. Make sure you write in complete, grammatical sentences in all your work for this course, including IDs.

The second section of the exam will ask you to write an essay on a major theme from parts one and two of the course. Make sure that you answer this question completely. Many essay questions will have several different components. Your essay should be well-organized, persuasive, and draw on materials from all the different facets of the course--lectures, readings, and class discussions--for examples and evidence. The final exam--in addition to having an ID section and a unit essay section--will also have a third section which will ask you to write an essay on a theme that spans the entire course from beginning to end. This final cumulative essay will ask you to think about the course as a whole.

BOOK ESSAY:

You will write one essay of 5-7 pages on one of the books we'll read together (Kerouac or Raines or Lukas). Use the questions below to guide you. Feel free to expand on the questions given or to begin on a different but related matter. In other words, do not feel constrained by the questions provided. Frame your essays around issues and ideas that you think important and interesting. Yet you should not avoid the questions provided, as they help you address some of the more important issues raised in the work you will do this semester. In its finished form, your essay should contain prose that is both grammatical and persuasive. In other words, make sure that it is both well-written and well-thought-out. Also, your essay should make specific references to the text being discussed when appropriate.

Assignment for essay on Kerouac's *On the Road*, due Mon., Feb. 22, in class:

- a) Some readers have found Kerouac's *On the Road* to be a quintessentially American novel. Others have concluded that it is primarily a critique of American society and culture. Which conclusion do you find more convincing? OR
- b) What is the picture of life in 1950s America that Kerouac draws in *On the Road*?

Assignment for essay on Raines' *My Soul Is Rested*, due Wed., Mar. 3, in class:

- a) What was the *most* important reason why racial segregation ended in the U.S. by the 1960s? OR
- b) How much did the civil rights movement accomplish? Should it be understood primarily as a story of triumph or failure?

Assignment for essay on Lukas' *Common Ground*, due Mon. Apr. 12, in class:

- a) Compare the protagonists in Lukas' book with those in Raines' book. What demands do they make of the nation? In what ways are they similar or dissimilar? OR
- b) How do you assess the busing controversies of the 1970s? How does your assessment affect your thinking on the government's ability to pursue social policies successfully?

PRIMARY SOURCE ANALYSES:

Each student must write two one-page primary source analyses on selected and starred primary sources, one from list 1 below and one from list 2:

- 1) George Kennan ("X"), "The Sources of Soviet Conduct" (Feb. 5)
Dwight Eisenhower, Farewell Address (Feb. 12)
John Kenneth Galbraith, *The Affluent Society*, ch 18 (Feb. 15)
Michael Harrington, *The Other America*, excerpt (Feb. 26)
- 2) SDS, Port Huron Statement (Mar. 24)
Betty Friedan, *The Feminine Mystique*, chs 1-2 (Mar. 31)
Ronald Reagan, Remarks to the National Association of Evangelicals (Apr. 16)

Your primary source analyses should address the following questions: What's the author's background and what led him or her to write this? Who was the original audience the author hoped to reach? What did the author hope his or her text would achieve? What rhetorical and logical strategies does the author use to try to sway his or her audience? Do you believe that this text is successful in what it set out to do? How has the situation discussed by the author changed in American life since he or she wrote?

QUIZZES:

Several unscheduled quizzes covering assigned readings will be given throughout the semester. Make-up quizzes will not be offered; instead, your lowest quiz grade will be dropped in arriving at your total quiz score.

RESEARCH PAPER:

You will write a research paper for this course of 8-12 double-spaced pages which will be due Mon., May 3 in class. You may choose to focus on any person, group, trend, issue, or idea in the U.S. from 1945 to the present that interests you. The research paper must be based on primary as well as secondary sources. Examples of primary sources might include magazine runs (several articles on a particular topic), newspaper runs, books, diaries, novels, etc. A partial list of possible primary sources in U.S. history since 1945 can be found in appendix 2 below. In addition to your reading and analysis of primary sources, you should also use at least two secondary sources, to reveal what other historians have written on your topic. To ensure a successful final paper, the research and writing process will be divided into the following stages with accompanying deadlines. Please email the required information to the instructor before class that day.

| | |
|--|-------------------|
| topic | due Wed., Feb. 24 |
| title and bibliography (including both primary and secondary sources) | due Fri., Mar. 26 |
| outline and thesis or theme | due Wed., Apr. 7 |
| final paper | due Mon., May 3 |

NOTE ON ACADEMIC INTEGRITY:

Academic dishonesty of any kind (including cheating and plagiarism) violates the community standards of Messiah College, as well as those of the larger community of scholars into which you enter through this course. As such, any cases will be punished appropriately. However, please do not hesitate to talk to the instructor if you have questions about how to use or cite outside sources or about any other matter of academic practice. Messiah College's academic integrity policy may be found here:

www.messiah.edu/academics/advising_handbook/academic_policies/integrity.pdf.

NOTE ON AMERICANS WITH DISABILITIES ACT:

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services (Hoffman 101). If you have questions, call extension 5382.

SCHEDULE

[N.B. All details subject to change.]

Mon., Feb. 1 - Introduction

Wed., Feb. 3 - Truman and Post-War Liberalism

reading:

Glen Jeansonne, *A Time of Paradox*, pp. 7-14

William H. Chafe, "America Since 1945" (1997) [on Q drive]

Harry Truman, Inaugural Address (1949) <http://www.bartleby.com/124/pres53.html>

Arthur Schlesinger, *The Vital Center* (1949), excerpt

<http://www.writing.upenn.edu/~afilreis/50s/vital-center.html>

Hubert H. Humphrey, Democratic National Convention Address (1948)

<http://www.americanrhetoric.com/speeches/huberthumphey1948dnc.html>

Fri., Feb. 5 - Cold War America

reading:

Glen Jeansonne, *A Time of Paradox*, pp. 14-21

George Kennan, Long Telegram (1946)

http://wps.prenhall.com/wps/media/objects/108/110880/ch26_a1_d1.pdf

*George Kennan ("X"), "The Sources of Soviet Conduct" (1947)

<http://www.historyguide.org/europe/kennan.html>

Nikolai Novikov, Telegram Regarding American Postwar Behavior (1946)

<http://www.teachingamericanhistory.org/library/index.asp?document=904>

Henry Wallace, Letter to Harry Truman (1946) <http://historymatters.gmu.edu/d/6906>

Truman Doctrine (1947) <http://www.americanrhetoric.com/speeches/harrystrumantrumandocctrine.html>

Marshall Plan (1947) <http://www.fordham.edu/halsall/mod/1947marshallplan1.html>

Mon., Feb. 8 - Cold War America (cont.)

reading:

John Lewis Gaddis, *We Now Know* (1997), ch 1 <http://www.mtholyoke.edu/acad/intrel/nowknow.htm>

Melvyn P. Leffler, "Cold War and Global Hegemony, 1945-1991" (2005) [via Academic Search Complete]

Wed., Feb. 10 - McCarthyism

reading:

Glen Jeansonne, *A Time of Paradox*, pp. 21-24

U.S. v. Eugene Dennis et. al. (1949), partial transcript <http://historymatters.gmu.edu/d/6446>

Raymond B. Allen, Communists Should Not Teach in American Colleges (1949)

<http://www.writing.upenn.edu/~afilreis/50s/raymond-allen.html>

Joseph McCarthy, Speech at Wheeling, West Virginia (1950) <http://historymatters.gmu.edu/d/6456>

Margaret Chase Smith, Speech Before U.S. Senate (1950)

<http://www.senate.gov/artandhistory/history/resources/pdf/SmithDeclaration.pdf>

Haynes and Klehr, "The Historiography of American Communism" (2003) [via Academic Search Complete]

Fri., Feb. 12 - Eisenhower and Modern Republicanism

reading:

Glen Jeansonne, *A Time of Paradox*, pp. 25-45

*Dwight Eisenhower, Farewell Address (1960)

<http://www.americanrhetoric.com/speeches/dwightdeisenhowerfarewell.html>

Mon., Feb. 15 - American Society in the Post-War Era

reading:

Glen Jeansonne, *A Time of Paradox*, pp. 46-62

Lizabeth Cohen, "The Politics of Mass Consumption in America" (2003) [via Academic Search Complete]

*John Kenneth Galbraith, *The Affluent Society* (1958), ch 18 [on Q drive]

Wed., Feb. 17 - American Society in the Post-War Era (cont.)

reading:

Alan Ehrenhalt, "Learning from the Fifties" (1995) [via Academic Search Complete]

Fri., Feb. 19 - Mass Culture and Youth Culture

reading:

Glen Jeansonne, *A Time of Paradox*, pp. 63-81

Life Magazine article on the Teen-Age Market (1959)

http://teachers.sduhsd.k12.ca.us/tpsocialsciences/us_history/theyfifties/teen.htm

[N.B. Spring Humanities Symposium, Feb. 22-26]

Mon., Feb. 22 - The Beat Movement; **essays on Kerouac DUE**

reading:

Jack Kerouac, *On the Road*

Wed., Feb. 24 - JFK and the New Frontier

reading:

Glen Jeansonne, *A Time of Paradox*, pp. 82-91, 102-109

John F. Kennedy, Inaugural Address (1961) <http://www.americanrhetoric.com/speeches/jfkinaugural.htm>

John F. Kennedy, Address on the Cuban Missile Crisis (1962)

<http://www.atomicarchive.com/Docs/Cuba/CubaSpeech.shtml>

Nikita Khrushchev, Letter to John F. Kennedy (1962)

<http://www.atomicarchive.com/Docs/Cuba/khrushchevletter2.shtml>

Fri., Feb. 26 - LBJ and the Great Society

reading:

Glen Jeansonne, *A Time of Paradox*, pp. 91-101

*Michael Harrington, *The Other America* (1962), excerpt

http://web.mala.bc.ca/davies/H323Vietnam/Harrington_OtherAmerica.1962.htm

Lyndon B. Johnson, Proposal for A Nationwide War On The Sources of Poverty (1964)

<http://www.fordham.edu/halsall/mod/1964johnson-warpoverty.html>

Lyndon B. Johnson, The Great Society (1964)

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

Mon., Mar. 1 - The Civil Rights Movement

reading:

Howell Raines, *My Soul Is Rested*, pp. 17-293

Wed., Mar. 3 - The Civil Rights Movement (cont.); **essays on Raines DUE**

Fri., Mar. 5 - Vietnam

reading:

Glen Jeansonne, *A Time of Paradox*, pp. 109-116

Dwight Eisenhower, News Conference (1954) <http://www.mtholyoke.edu/acad/intrel/pentagon/ps11.htm>

Lyndon B. Johnson, Peace Without Conquest (1965)

<http://www.lbjlib.utexas.edu/johnson/archives.hom/speeches.hom/650407.asp>

Mon., Mar. 8 - American Liberalism in the Post-War Era

reading:

Godfrey Hodgson, *America in Our Time* (1976), ch 4: The Ideology of the Liberal Consensus

<http://www.colorado.edu/ReligiousStudies/chernus/sixties/Readings/hodgson.pdf>

Randall B. Woods, "The Politics of Idealism" (2007) [via Academic Search Complete]

Wed., Mar. 10 - EXAM #1

Fri., Mar. 12 - READING RECESS

Mar. 13-21 - SPRING RECESS

Mon., Mar. 22 - Debate: Could the U.S. have won the Vietnam War?

reading:

Gary R. Hess, "The Unending Debate" (1994) [via Academic Search Complete]

primary sources found at: <http://www.mtholyoke.edu/acad/intrel/vietnam.htm>

Wed., Mar. 24 - The New Left

reading:

*SDS, Port Huron Statement (1962)

http://lists.village.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/SDS_Port_Huron.html

Carl Oglesby, *Let Us Shape the Future* (1965) <http://www.sdsrebels.com/oglesby.htm>

Tom Hayden and Dick Flacks, "The Port Huron Statement at 40" (2002)

<http://www.thenation.com/doc/20020805/hayden/print>

Fri., Mar. 26 - The New Left (cont.)

reading:

Winifred Breines, "Whose New Left?" (1988) [via JStor]

Scott McConnell, "Resurrecting the New Left" (1987) [on Q drive]

Mon., Mar. 29 - Black Power and Ethnic Nationalism

Wed., Mar. 31 - The Women's Movement

reading:

*Betty Friedan, *The Feminine Mystique* (1963), chs 1-2

<http://www.h-net.org/~hst203/documents/friedan1.html>

<http://www.h-net.org/~hst203/documents/friedan2.html>

National Organization for Women, Statement of Purpose (1966)

<http://www.now.org/history/purpos66.html>

Casey Hayden and Mary King, *Sex and Caste* (1965)

<http://www.feministezine.com/feminist/modern/Sex-and-Caste.html>

Redstocking Manifesto (1969) <http://jackiewhiting.net/Women/Power/Redstockings.htm>

Jane Ciabattari, "To Be a Woman" (1973)

<http://www-personal.umd.umich.edu/~ppennock/doc-consciousness.htm>

Phyllis Schlafly, *The Power of the Positive Woman* (1977), excerpt

<http://jackiewhiting.net/Women/Power/Schlafly.htm>

F. Carolyn Graglia, "The Housewife as Pariah" (1995) [via Academic Search Complete]

Statistics relating to the women's movement [on Q drive]

Apr. 2-5 - EASTER RECESS

Wed., Apr. 7 - Nixon's America

reading:

Glen Jeansonne, *A Time of Paradox*, pp. 135-151

Richard Nixon, Acceptance Speech for Republican Presidential Nomination (1968)

<http://www.vcdh.virginia.edu/HIUS316/mbase/docs/nixon.html>

Richard Nixon, Silent Majority Speech (1969)

<http://www.americanrhetoric.com/speeches/richardnixongreatsilentmajority.html>

Richard Nixon, Labor Day Radio Address (1972)

<http://www.presidency.ucsb.edu/ws/index.php?pid=3138>

Fri., Apr. 9 - Backlash

reading: J. Anthony Lukas, *Common Ground*

[Sat., Apr. 10 - regional National History Day competition hosted by Messiah College]

Mon., Apr. 12 - Backlash (cont.); **essays on Lukas DUE**

Tues., Apr. 13 - screening of *The Godfather*, Parmer Cinema (Boyer 137)

7:00 p.m.

Wed., Apr. 14 - A Postindustrial Society

Fri., Apr. 16 - Culture Wars and the New Right

reading:

Young Americans for Freedom, Sharon Statement (1960) <http://www.yaf.com/statement/>

Ronald Reagan, Address before the Conservative Political Action Committee (1974)

<http://www.american-partisan.com/cols/reagan1974.htm>

Ronald Reagan, Inaugural Address (1981)

<http://www.americanrhetoric.com/speeches/ronaldreagandfirstinaugural.html>

*Ronald Reagan, Remarks to the National Association of Evangelicals (1983)

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

Richard Viguierie, *The New Right: We're Ready to Lead* (1980), excerpt

<http://www3.niu.edu/~td0raf1/history468/Viguierie%20New%20Right.htm>

Lisa McGirr, *Suburban Warriors: The Origins of the New American Right* (2001), intro

<http://press.princeton.edu/chapters/s7031.pdf>

Carl Wittman, "Refugees from Amerika: A Gay Manifesto" (1969)

http://www.freedomroad.org/index.php?option=com_content&view=article&id=313%3Aa-gay-manifesto&catid=180%3Agender-a-sexuality&Itemid=233&lang=en

Roe v. Wade (1973) <http://www.law.umkc.edu/faculty/projects/ftrials/conlaw/roe.html>

Mon., Apr. 19 - Culture Wars and the New Right (cont.)

Wed., Apr. 21 - Debate: Was "Reaganomics" good for America?

reading:

Glen Jeansonne, *A Time of Paradox*, pp. 170-179

Fri., Apr. 23 - The End of the Cold War

reading:

Glen Jeansonne, *A Time of Paradox*, pp. 179-187

Dinesh D'Souza, "The Secret of His Success" (2004) [via Academic Search Complete]

C. Krauthammer, "He Could See for Miles" (2004) <http://www.time.com/time/printout/0,8816,646538,00.html>

Editors of the *Nation*, "The Reagan Legacy" (2004) <http://www.thenation.com/doc/20040628/editors/print>

Mon., Apr. 26 - American Society at the Turn of a New Century

reading:

Glen Jeansonne, *A Time of Paradox*, pp. 188-251

Paul Krugman, "For Richer" (2002)

<http://query.nytimes.com/gst/fullpage.html?res=9505EFD9113AF933A15753C1A9649C8B63>

Robert Rector, "Poor Reasoning" (2003)

<http://www.nationalreview.com/comment/rector200310010857.asp>

Samuel P. Huntington, "Will You Become Your Own Nation?" (2000)

<http://www.time.com/time/magazine/article/0,9171,997022-1,00.html>

Paul Starr, "The Return of the Nativist" (2004) <http://www.princeton.edu/~starr/nativist.html>

Michael J. Weiss, *The Clustered World* (2000), ch 1

<http://www.nytimes.com/books/first/w/weiss-world.html>

Barack Obama, *A More Perfect Union* (2008)

http://www.nytimes.com/2008/03/18/us/politics/18text-obama.html?_r=1&pagewanted=print

Rebecca Mead, "The Wives of Others" (2007)

http://www.newyorker.com/arts/critics/books/2007/04/16/070416crbo_books_mead?printable=true

Wed., Apr. 28 - The American State at the Turn of a New Century

reading:

Republican Contract with America (1994) <http://www.house.gov/house/Contract/CONTRACT.html>

Bill Clinton, State of the Union Address (1996) <http://clinton2.nara.gov/WH/New/other/sotu.html>

Fri., Apr. 30 - America's Role in the World at the Turn of a New Century

reading:

George H. W. Bush, Address to Congress on Persian Gulf Crisis (1990)

<http://www.cryan.com/war/speech/>

George W. Bush, Graduation Speech at West Point (2002)

<http://georgewbush-whitehouse.archives.gov/news/releases/2002/06/print/20020601-3.html>

John Lewis Gaddis, "Setting Right a Dangerous World" (2002)

<http://chronicle.com/article/Setting-Right-a-Dangerous/7477>

Michael H. Hunt, "In the Wake of September 11" (2002) [via Academic Search Complete]

Mon., May 3 - Presentations; Review; **research papers DUE**

Fri., May 7 - EXAM #2

8:00 a.m.

APPENDIX 1: READING QUESTIONS FOR BOOKS

Reading Questions for Kerouac's *On the Road*

- 1) Some readers have found Kerouac's *On the Road* to be a quintessentially American novel. Others have concluded that it is primarily a critique of American society and culture. Which conclusion do you find more convincing? (possible question for essay)
- 2) What is the picture of life in 1950s America that Kerouac draws in *On the Road*? (possible question for essay)
- 3) What do you think Kerouac's purpose was in writing this book?
- 4) How do you think Kerouac would characterize the good life? What is your response to this?
- 5) What does Kerouac's book have to say about freedom?
- 6) What does Kerouac's book have to say about the relationship between men and women?
- 7) What does Kerouac's book have to say about the authority figures, including the police?
- 8) What does Kerouac's book have to say about racial minority groups, such as Blacks and Hispanics?

Reading Questions for Raines' *My Soul Is Rested*

- 1) What was the *most* important reason why racial segregation ended in the U.S. by the 1960s? (possible question for essay)
- 2) How much did the civil rights movement accomplish? Should it be understood primarily as a story of triumph or failure? (possible question for essay)
- 3) Who were the people and groups involved in the civil rights movement? Where did they come from? What motivated them?
- 4) Why did the civil rights movement occur when it did?
- 5) What were the particular advantages of both the direct action strategy and the legal strategy in the struggle toward civil rights?
- 6) What did the civil rights protesters and white southerners want the federal government and the nation as a whole to do? How would they have the nation use its power during this time?
- 6) Why was the Montgomery bus boycott successful?
- 7) What is the Gandhian philosophy?
- 8) How well does oral history work to tell story of civil rights movement?
- 9) Of all the various oral histories collected here, which one selection did you find especially revealing or important?

Reading Questions for Lukas' *Common Ground*

- 1) Compare the protagonists in Lukas' book with those in Raines' book. What demands do they make of the nation? In what ways are they similar or dissimilar? (possible question for essay)
- 2) How do you assess the busing controversies of the 1970s? How does your assessment affect your thinking on the government's ability to pursue social policies successfully? (possible question for essay)
- 3) What is the background of the three families (Divers, Twymons, McGoffs) that Lukas focuses on? (pp. 3-11, 12-20, 21-28, 58-67, 77-82)
- 4) What's the nature of race relations, ethnic relations, and class relations in Boston?
- 5) Is localism, clannishness, and parochialism wrong? Is it the same as racism? (pp. 21-28, 68-82, 153-159)
- 6) How do you assess Louise Day Hicks? Is she a racist? Why or why not? (pp. 115-138)
- 7) How do you assess Judge Garrity? (pp. 222-251)
- 8) What's your response to one of the big questions of the book--How similar or dissimilar are *de jure* and *de facto* segregation? How should government respond to these? (pp. 98, 131, 234-237, 509-535)
- 9) Was the implementation of the busing plan in Boston merely following the law? Doing justice? "Invading" South Boston?
- 10) What motivated the anti-busing activists? Can one oppose this type of busing plan without being a racist? (p. 456-472, 505-506)
- 11) How did liberalism change from early 1960s to early 1970s and how did different figures in book respond to these changes? (pp. 4-5, 27, 135, 199, 494-506, 542-543, 599-600, 630, 646-650)
- 12) What did flags and the Pledge of Allegiance symbolize to different groups? (pp. 315-326, 550)
- 13) What role does the Catholic church play in the book? (pp. 352-404)
- 14) How did the South End change by the mid-1970s? (pp. 405-449)
- 15) What role does crime play in the book? How do different people respond to it? (pp. 412-418, 440-447, 567-575, 627-638)
- 16) How did the *Boston Globe* handle the busing issue? (pp. 473-508)
- 17) What attitudes toward authorities (political, religious, economic, cultural) are expressed here?
- 18) How did America change in the 1970s?
- 19) Where do you see contention, disagreement, and conflict in late 1960s and early 1970s? Why and how did consensus break down?
- 20) Where does the anti-busing movement as a whole fit into American social history? How do you assess it--conservative? liberal? racist? right wing? radical? populist?
- 21) Why did things go so wrong in Boston? Could the anger, conflict, and violence have been avoided? If so, how?

APPENDIX 2: PARTIAL LIST OF POSSIBLE PRIMARY SOURCE READINGS FOR RESEARCH PAPER

All Topics

relevant run of periodical in Murray Library; examples: *Time*, *Newsweek*, *Harrisburg Patriot*, *New York Times*, etc., etc.

American Memory <http://memory.loc.gov/ammem/>

American Radicalism <http://digital.lib.msu.edu/onlinecolls/collection.cfm?CID=1>

American Rhetoric <http://www.americanrhetoric.com/>

Avalon Project <http://avalon.law.yale.edu/>

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