

**AMH 4270: US HISTORY SINCE 1945 (Course #25392)**

*Warren K. Leffler, Civil Rights March on Washington DC, US News and World Reports, Aug. 28, 1963.*

**Professor:** William Robert Billups  
**Email Contact:** [wbillups@ufl.edu](mailto:wbillups@ufl.edu)  
**Time:** T (10:40-11:30a), R (10:40a-12:35p)  
**Class Location:** FLI 0119

**Office Location:** 224 [Keene-Flint Hall](#)  
**Office Phone Number:** (352) 273-3364  
**Office Hours:** W 1:30-2:30p; R 1-3:00p,  
or by appointment.

**Course Description**

This is an advanced course of US history since World War II. Through readings, discussions, trips to the university archives, occasional lectures, major papers, and a weeklong historical simulation, students will consider major forces and figures that shaped the modern United States. Topics will include, but are not limited to, World War II, the United States' rise as a global superpower, the Cold War, the civil rights era, the 1960s social revolutions, the national political realignments of the 1970s, the Vietnam War, Watergate, the rise of the New Right, and the rise and fall of the neoliberal order.

**Course Objectives**

Students who successfully complete this course will learn how to:

1. Assess and explain the economic, cultural, political, and social development of the United States since the 1940s.
2. Navigate and synthesize a wide range of academic works written by historians, social scientists, and scholars in allied disciplines.
3. Locate and analyze oral histories, organizational records, federal reports and statutes, records in physical archives, and other primary sources.
4. Craft research-based papers and projects that posit evidence-based historical arguments.
5. Evaluate and critique the arguments and evidentiary merits of scholarly works in seminar discussions, book reviews, and scholarly review essays.
6. Incorporate constructive feedback to improve academic writing.

### Required Readings

The only textbook students should purchase for this course is Gary Gerstle's *Rise and Fall of the Neoliberal Order* (2022). It is important to have a printed, paginated book copy. The other class textbook, Mary Dudziak's *Cold War Civil Rights*, is available freely through the University of Florida Libraries. All other readings are available through Canvas and hyperlinks in the syllabus.

### Methods of Evaluation

This course has six methods of evaluation: 1) attendance & participation, 2) a reflection essay, 3) a book review, 4) a review essay, 5) a final research proposal with an annotated bibliography, and 6) a final research paper or project. Below is an overview of those assessments:

1. **Attendance and Participation (25%).** Participation is assessed based on both attendance and active contribution to class discussions and activities. Physical presence is *part* of the participation grade, and those who regularly attend but never participate in discussions (or who participate without demonstrating real engagement with the readings) should not expect a participation grade higher than a C. In addition, you will be asked to complete small assignments and in-class activities that factor into your participation grade. As a rule of thumb, you should consider each small assignment approximately 1% of your overall course grade, or about 4% of your participation grade. If you are unable to participate in class discussions or activities, please notify me early in the course to discuss alternative participation. *If students show insufficient engagement with the readings, participation will also include in-class quizzes and regular reading responses.*
2. **Atomic Bomb Reflection Paper (10%).** In an approximately 3-5 page essay, you will use primary sources and lessons from the Manhattan Project simulation to explain whether you would have recommended using atomic bombs. This essay is due on Tuesday, Sept. 16, before the start of class.

3. **Book Review (15%).** The ability to evaluate scholars' argumentation and uses of evidence is a crucial skill for historians, social scientists, and readers of nonfiction more generally. You are to write a 3-4 page review of our textbook, *Cold War Civil Rights*. In this assignment, you will use additional readings and the skills that you learned in the course to judge the book's strengths, weaknesses, and possible omissions. This assignment is due Tuesday, Oct. 7, before class starts.
4. **Review Essay (20%).** Similar to a book review, a review essay involves evaluating at least two academic monographs and putting them into conversation. Students will select a subject of interest, read at least two books on that subject, and write a review essay that evaluates both works and makes a broader argument about the state of historical scholarship on the selected topic. Ideally, the review essay topic will be connected to the final research paper/project (see below). Students must pick their topics and books by the review essay proposal deadline of October 21, and the review essay itself is due November 6 by the start of class.
5. **Final Paper/Project Proposal with Annotated Bibliography (5%).** Historians frequently build and consult annotated bibliographies in their own research, and you will compile your own annotated bibliography to support your research paper or project. This assignment is due November 13 before the start of class.
6. **Final Paper or Project (25%).** For your final assessment, you have two options:
  - i. **A research paper** (approximately 10-12 pages) on the course-related topic of your choice. The paper is due on Wed., Dec. 3, at 11:59pm EDT.
  - ii. **A research-based creative or digital project.** That project is due on Wed., Dec. 3, at 11:59pm EDT.

You might use Option I to explore a class topic more deeply, test a possible honors thesis subject, or to explore an aspect of US history we did not have time to cover in class. Examples of Option II projects include recording a podcast using the [library's recording studio](#), designing a set of data visualizations in Tableau Public, or developing a major StoryMap. If you opt for Option II, we should meet to discuss project expectations, and this assignment—like the paper—is due Wed., Dec. 3 by 11:59pm EDT.

**Instructions for Submitting Written Assignments.** Written assignments must be submitted as Word documents (.doc or .docx) through Canvas by the specified deadlines. Do *not* email your final assignments or send PDFs, which slow grading. Students who submit PDFs will have their papers graded, and returned, last.

**Revise and Resubmit Policy.** To encourage engagement with the revision process, you may revise and resubmit *one* writing assignment so long as you meet two criteria: 1) you submitted the original assignment on time, 2) you submit the revised version via Canvas through the “Revision” portal by the start of the last day of class, or December 2. The grade assigned to the revised version will entirely replace the grade given to the original submission.

**Extensions & Make-Up Exams.** Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies; see: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Late Submissions.** Unless an extension is granted on the basis of university policy, major assignments will incur a 10-point penalty for every day they are late, and the 2-point short responses will receive a grade of zero (F) if they are not submitted by the deadline.

**Attendance and the Participation Grade.** You are permitted two unexcused absences without penalty. After that, each unexcused absence will lower your course participation grade by five points. For example, if you earn an 92 in participation but have four unexcused absences, your final participation grade will be an 82. Every two late arrivals to class counts as one unexcused absence. Students are not penalized for university-excused absences; see <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. Minus a few lecture days, this is a discussion-based class, so attendance really matters. *Students with more than ten unexcused absences will automatically fail the course.*

### Assessment Schedule & Grading Weight

Assessment	Date (If Applicable)	Percentage of Grade
Participation	Not Applicable	25
Manhattan Project Paper (~3-5 pp)	September 16	10
Book Review (~3-4 pp)	October 7	15
Review Essay Proposal	October 21	Ungraded
Review Essay (~5-7 pp)	November 6	20
Proposal and Ann. Bibl. (~2 pages)	November 13	5
Revise-and-Resubmit (Optional)	December 2	Varies
Final paper or project (~10-12 pp)	December 3	25

**Grading Scale (Based on the [University of Florida Grading Policy](#))**

Percent	Grade	Grade Points
93-100	A	4.00
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.00
80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.00
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.00
60-62	D-	0.67
0-59	E	0.00

**Canvas**

Class announcements will be made through Canvas notifications, and all papers will be turned in through the Canvas. All class handouts, lecture slides, assignment rubrics, a book review sample, and a copy of this syllabus will be stored on our Canvas site. If you are having trouble accessing our Canvas site, please notify the professor.

**Technology in the Classroom**

Tablets and laptops are permitted in class so long as they do not distract you or your fellow students. However, abuses of this technology policy will be taken seriously. Students disrupting class may be asked to leave, and anyone caught using tablets or laptops for purposes unrelated to the course will receive an unexcused absence and a participation grade of zero for that meeting. Students who repeatedly violate the technology policy will be barred from bringing laptops and tablets to class. Cellphones should be out of sight and set on vibrate.

**Accommodations for Students with Disabilities or Related Accessibility Needs:**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letters with their instructor and to discuss their access needs as early as possible.

**Student Course Evaluations:**

Students are expected to provide professional and respectful feedback on the quality of instruction in AMH 4270 by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/publicresults/>.

**University Honesty Policy**

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For additional information, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

**Plagiarism and Related Ethical Violations**

Ethical violations such as plagiarism, cheating, academic misconduct (e.g. passing off others' work as your own, reusing old assignments, etc.) will not be tolerated and will result in a failing grade in this course. Students must be especially wary of plagiarism. The UF Student Honor Code defines plagiarism as follows: "A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to): a. Quoting oral or written materials, whether published or unpublished, without proper attribution. b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student." We will go over this in greater detail prior to the first written assignment. Students are encouraged to reach out with any additional

questions regarding what constitutes plagiarism. Note that plagiarism also includes the unauthorized use of any artificial intelligence programs, such as ChatGPT. If Dr. Billups has not been approved your use of a program in writing, it is unauthorized. All potential plagiarism violations will be reported to Student Conduct and Conflict Resolution (see Honesty Policy).

### **In-class recording**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party-note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### **Procedure for conflict resolution**

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Nina Caputo (Associate Chair) ([ncaputo@ufl.edu](mailto:ncaputo@ufl.edu), 352-273-3379). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

## UF Resources

### *Health and Wellness*

- U Matter, We Care: [umatter@ufl.edu](mailto:umatter@ufl.edu); 352-392-1575.
- Counseling and Wellness Center: <http://www.counseling.ufl.edu>; 352-392-1575.
- Sexual Assault Recovery Services (SARS): Student Health Care Center; [352-392-1161](http://www.shcc.ufl.edu).
- University Police Department: <http://www.police.ufl.edu>; 352-392-1111 (911 for emergencies).

### *Academic Resources*

- E-learning technical support: [learning-support@ufl.edu](mailto:learning-support@ufl.edu); <https://elearning.ufl.edu>; 352-392-4357.
- Career Connections Center: Reitz Union; <http://www.career.ufl.edu>; 352-392-1601.
- Library Support: <http://cms.uflib.ufl.edu/ask>.
- Academic Resources: 1317 Turlington Hall; 352-392-2010; <https://academicresources.clas.ufl.edu>.
- Writing Studio: 2215 Turlington Hall; <http://writing.ufl.edu/writing-studio/>

## Resources Outside of UF

You are welcome to come to regular office hours or to schedule an individual appointment. I also encourage you to consider these resources:

1. **UNC Chapel Hill Writing Center Guides.** The Writing Center at the University of North Carolina at Chapel Hill has compiled a set of online resources that includes useful guides on outlining, drafting, citing, and other elements of the writing process. See <https://writingcenter.unc.edu/tips-and-tools/>.
2. **Purdue Owl.** Provides a quick guide to the *Chicago Manual of Style*, [https://owl.purdue.edu/owl/research\\_and\\_citation/chicago\\_manual\\_18th\\_edition/cmos\\_formatting\\_and\\_style\\_guide/chicago\\_manual\\_of\\_style\\_17th\\_edition.html](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_18th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html)
3. **American Historical Association.** The oldest and largest professional history society in the United States offers career guidance and statistics to students, <https://www.historians.org/resource/for-students/>

COURSE SCHEDULE<sup>1</sup>**UNIT 1: Background: World War I to World War II**

## Week 1 – Course Introduction

1. Aug 21a – Syllabus overview; begin World War One lecture
  - a. Reading: AMH 4270 syllabus
2. Aug 21b – World War One and its Aftermath

## Week 2 – World War II, Part 1

3. Aug 26 a – The Great Depression and the Lead-Up to World War Two
  - a. Reading:
    - i. Gary Gerstle, Introduction and Chapter 1 to the *Rise and Fall of the Neoliberal Order* (2022).
4. Aug 28a – World War Two Lecture (Part 1)
  - a. Reading:
    - i. Franklin D. Roosevelt, Annual Message to Congress (1941).
    - ii. Executive Order 9066 (1942).
    - iii. “Double Victory: Victory over Hitlerism Abroad, Victory over Racism at Home,” *Pittsburgh Courier*, Feb. 7, 1942.
    - iv. Gary Gerstle, “Chapter 5,” *American Crucible* (2001), selected excerpts.
    - v. Dwight D. Eisenhower, In Case of Failure Message, June 1944, <https://www.eisenhowerlibrary.gov/sites/default/files/research/online-documents/d-day/in-case-of-failure-message.pdf>
5. Aug 28b – World War Two Lecture (Part 2)
  - a. Reading:
    - i. James T .Sparrow, “Work or Right,” Chapter 5 of *The Warfare State* (2011).
    - ii. “Save Your Scrap” (1942), <https://www.youtube.com/watch?v=5TNWjQLj9Cw>
    - iii. John L. Tateishi, Testimony before the Subcommittee on Administrative Law and Government Relations (1980), 89–90.
    - iv. Interview with Aya Uenishi Medrud (2017), [https://www.youtube.com/watch?v=Mp\\_8DffxHvE&list=PL\\_txUBUpMcH4K6lCo6nMAsG0zzDep-DBk&index=19](https://www.youtube.com/watch?v=Mp_8DffxHvE&list=PL_txUBUpMcH4K6lCo6nMAsG0zzDep-DBk&index=19)

## Week 3 – World War II, Part 2: Reacting to the Past Demo—The Manhattan Project

6. Sept 2a – Reacting to the Past: Nuclear Collaboration
  - a. Readings: Assigned RTP Primary Sources on Canvas
7. Sept 4a – Reacting to the Past: Using the Bomb
  - a. Readings: Assigned RTP Primary Sources on Canvas
  - b. ASSIGNMENT: One-page policy memo due before the start of class

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<sup>1</sup> Specified deadlines and readings be subject to change to due severe weather, etc.

8. Sept 4b – Reacting to the Past: Using the Bomb
  - a. Readings: Assigned RTP Primary Sources on Canvas

## ***Unit 2: The Early Cold War and the Civil Rights Movement***

### **Week 4 – The Early Cold War**

9. Sept 9a – The Home Front and Economic Reconversion
  - a. Readings:
    - i. Lizabeth Cohen, Chapter 3 of *The Consumers' Republic* (2003).
    - ii. Carl Urbano (director), “Destination Earth” (1954),
10. Sept 11a – Early Cold War Abroad
  - a. Readings:
    - i. Bruce Cumings, Chronology and Chapter one of *The Korean War* (2010).
    - ii. Syrus Solo Jin, “Afterlives of Orientalism,” *Journal of Diplomatic History* (2024).
  - b. ADDITIONAL ASSIGNMENT: Select an oral history from the Korean War Legacy Foundation (<https://koreanwarlegacy.org/detailed-search/>), watch the interview carefully and in its entirety, and come prepared to discuss it.
11. Sept 11b – Early Cold War at Home: The Red Scare and the Lavender Scare
  - i. Phillip Jenkins, Chapter 4 of *The Cold War at Home* (1999).
  - ii. Judith Adkins, “These People Are Frightened to Death,” *Prologue* (2016), <https://www.archives.gov/publications/prologue/2016/summer/lavender.html>.
  - iii. *Employment of Homosexuals and Other Sex Perverts in Government: Interim Report Submitted to the Committee on Expenditures in the Executive Departments By Its Subcommittee on Investigations*. Washington, DC: Government Printing Office, 1950. [selected excerpts]

### **Week 5 – Cold War Civil Rights, Part 1**

12. Sept 16a - Considering Cold War Civil Rights (1)
  - a. Readings:
    - i. Mary Dudziak, Introduction and Chapter 1 of *Cold War Civil Rights* (2001).
    - ii. Gregory Briker and Justin Driver, “Brown and Red,” *Stanford Law Review* (2022), just read 447–464, <https://review.law.stanford.edu/wp-content/uploads/sites/3/2022/03/Briker-Driver-74-Stan.-L.-Rev.-447.pdf>.
  - b. Optional Reading: Derrick A. Bell Jr., “Brown v. Board of Education and the Interest-Convergence Dilemma,” *Harvard Law Review* (1980).
  - c. **ASSIGNMENT DUE TODAY: Atomic Bomb Reflection Paper**
13. Sept 18a - Considering Cold War Civil Rights (2)
  - a. Readings:
    - i. Mary Dudziak, Chapter 2 of *Cold War Civil Rights* (2001).
14. Sept 18b - Considering Cold War Civil Rights (3)
  - a. Readings:
    - i. Mary Dudziak, Chapter 3 of *Cold War Civil Rights* (2001).

- ii. President's Committee on Civil Rights, *To Secure These Rights* (1947).

## Week 6 – Cold War Civil Rights, Part 2

### 15. Sept 23a – US Civil Rights Events Abroad

#### a. Readings:

- i. Mary Dudziak, Chapter 4 of *Cold War Civil Rights* (2001), 79–114.
- ii. Kennetta Hammond Perry, "'Little Rock in Britain'," *Journal of British Studies* (2012), <https://www.jstor.org/stable/23265262?seq=1>
- iii. Select sources from the Horace Sherman Miller Papers (Waco, TX).

### 16. Sept 25a – US Civil Rights Activists and Their International Counterparts

#### a. Readings:

- i. Mary Dudziak, Chapter 5 of *Cold War Civil Rights* (2001).
- ii. Alyssa L. Trometter, Chapter 1 of *Aboriginal Black Power and the Rise of the Australian Black Panther Party* (2022).

- a. ADDITIONAL ASSIGNMENT: Browse Australian newspaper articles and come prepared to compare one article about the US Freedom Riders to one about the Australian Freedom Riders. Not all titles will be available. I recommend the *Canberra Times*, *Woroni*, *Australian Jewish Herald* and *Australian Jewish Times*, but you are welcome to select any newspaper(s): <https://trove.nla.gov.au/search/category/newspapers?keyword=Freedom%20Riders&l-decade=196>

- b. Optional Reading: Kevin K. Gaines, "Pauli Murray in Ghana," in *African Americans in Ghana* (2006).

### 17. Sept 25b – Concluding Dudziak Discussion

- i. Reading: Mary Dudziak, Chapter 6 and Conclusion of *Cold War Civil Rights* (2001).
- ii. Optional Reading: Daniel Geary and Jennifer Sutton, "Resisting the Winds of Change," Chapter 14 in *The U.S. South and Europe* (2013).

## Week 7 – The New Left and Cold War Liberalism in the 1960s

### 18. Sept 30a – Cold War Anxieties and the New Left in the Kennedy Years

#### a. Readings:

- i. Thomas Bishop, "'The Struggle to Sell Survival'," *Modern American History* (2019).
- ii. Students for a Democratic Society, "Port Huron Statement" (1962); and C. Wright Mills, "Letter to the New Left" (1960), in *"Takin' It to the Streets": a Sixties Reader*, eds. Alexander Bloom & Wini Breines (2011).

### 19. Oct 2a – The New Left and Cold War Liberalism from Kennedy to Johnson

#### a. Reading:

- i. Michael Round, "Public Sector Collective Bargaining" Chapter 1 of *Grounded* (2015).
- ii. Casey Hayden, "Raising the Question of Who Decides" (1964); Jean Smith, "How to Help the Ones at the Botton" (1964); and Tom Hayden,

“The Politics of ‘The Movement’,” (1966); all in *“Takin’ It to the Streets”: a Sixties Reader*, eds. Alexander Bloom & Wini Breines (2011).

20. Oct 2b – Lyndon Johnson’s Great Society

a. Reading:

- i. Connie Brown, “Cleveland Conference of the Poor” (1964); Lyndon Baines Johnson, “A Time For Action” (1963); Lyndon Baines Johnson, excerpts from various speeches (1964–1965); all in *“Takin’ It to the Streets”: a Sixties Reader*, eds. Alexander Bloom & Wini Breines (2011).
- ii. Crystal Sanders, *Chance for Change* (2016), selected excerpts.
- iii. Vanessa Burrows and Barbara Berney, “Creating Equal Health Opportunity,” *Journal of American History* (2019), 885–911.

Week 8 – Black Power and Allied Movements during the late 1960s and early 1970s

21. Oct 7a – From Civil Rights to Black Power

a. Readings:

- i. Robyn Spencer, Chapter 1 of *The Revolution Has Come* (2016).
- ii. [P] Student Nonviolent Coordinating Committee, “The Basis of Black Power” (1966), in *“Takin’ It to the Streets”: a Sixties Reader*, eds. Alexander Bloom and Wini Breines (2011).
- iii. Black Panther Party (Huey Newton and Bobby Seale), “Black Panther Platform” (1966), in *“Takin’ It to the Streets”: a Sixties Reader*, eds. Alexander Bloom and Wini Breines (2011).

**b. ASSIGNMENT DUE: BOOK REVIEW**

22. October 9a – Black Power Inspires Other Movements

a. Readings:

- i. Amy Uyematsu, “The Emergence of Yellow Power” (1969), in *“Takin’ It to the Streets”: a Sixties Reader*, eds. Alexander Bloom and Wini Breines (2011), 146–148.
- ii. IAT, “The Alcatraz Proclamation to the Great White Father and His People” (November 1969), in *“Takin’ It to the Streets”: a Sixties Reader*, eds. Alexander Bloom & Wini Breines (2011).
- iii. AIM Statement on Wounded Knee, 1973, in *“Takin’ It to the Streets”: a Sixties Reader*, eds. Alexander Bloom & Wini Breines (2011).
- iv. First National Chicano Conference, “El Plan de Aztlán” (1969), in *“Takin’ It to the Streets”: a Sixties Reader*, eds. Alexander Bloom & Wini Breines (2011).
- v. First National Chicana Conference, selected excerpts (1969), in *“Takin’ It to the Streets”: a Sixties Reader*, eds. Alexander Bloom & Wini Breines (2011).

23. Oct 9b – Connections between Women’s Rights, Black Power, and Gay Liberation

a. Readings:

- i. Marissa Spear, “Women, Survival, and the Black Panther Party in Baltimore,” *Journal of Women’s History* (2025).
- ii. Francisca Flores, “Conference of Mexican Women: Un Remolino” (1971), in *“Takin’ It to the Streets”: a Sixties Reader*, eds. Alexander Bloom and Wini Breines (2011), 453–455.

- iii. Artemis March et al, “The Woman-Identified Woman,” (1970),  
<https://lzigelyte.digitalscholar.rochester.edu/queertheory/wp-content/uploads/2018/02/Woman-Identified-Woman.pdf>.

### ***Part 3: Growing Challenges to the New Deal Order***

#### **Week 9 – The Vietnam War**

- 24. Oct 14a – The Vietnam War (Part 1)
  - a. David Shi et al, *America: A History* (2025), selected excerpts.
  - b. Marilyn Young, *The Vietnam Wars* (1991), selected excerpts.
- 25. Oct 16a – The Vietnam War (Part 2)
  - a. Readings:
    - i. Gary Gerstle, “Chapter 8,” *American Crucible*, 311–27.
    - ii. Martin Luther King, Jr., “Declaration of Independence from the War in Vietnam” (1967).
    - iii. Michael Ferber, “A Time to Say No” (1967), “*Takin’ It to the Streets*”: *a Sixties Reader*, eds. Alexander Bloom & Wini Breines (2011).
    - iv. John Kerry, “Vietnam War Veterans Against the War” (1971), “*Takin’ It to the Streets*”: *a Sixties Reader*, eds. Alexander Bloom & Wini Breines (2011).
- 26. Oct 16b – Visit to the Archives
  - a. Readings: To Be Determined.

#### **Week 10 – The Pivotal Decade**

- 27. Oct 21a – Understanding the 1970s
  - a. Reading:
    - i. Thomas Borstelmann, Introduction and “The Rising Tide of Equality and Democratic Reform,” Chapter 2 in *The 1970s* (2011).
    - ii. Judith Stein, *Pivotal Decade* (2011), selected excerpts.
    - iii. Select Primary Sources.
  - b. ASSIGNMENT DUE: REVIEW ESSAY PROPOSAL**
- 28. Oct 23a – Watergate
  - a. Readings:
    - i. Mark Nevin, “Nixon Loyalists, Barry Goldwater, and Republican Support for President Nixon during Watergate,” *Journal of Policy History* (2017).
    - ii. Beverly Gage, “Deep Throat, Watergate, and the Bureaucratic Politics of the FBI,” *Journal of Policy History* (2012).
- 29. Oct 23b – Coming Apart
  - a. Reading:
    - i. Gary Gerstle, Chapter 2 of *Rise and Fall of the Neoliberal Order* (2022).
    - ii. Jimmy Carter, Crisis of Confidence Speech (July 15, 1979),  
<https://www.youtube.com/watch?v=kakFDUeoJKM>

## Week 11 – Debating the Rise of New Right

## 30. Oct 28a – The Hofstadter Thesis and Conservatism in the American West

## a. Readings:

- i. Barry Goldwater, Acceptance Speech (1964); Ronald Reagan, “Freedom vs. Anarchy on Campus” (1966), both in *“Takin’ It to the Streets”: a Sixties Reader*, eds. Alexander Bloom and Wini Breines (2011).
- ii. Richard Hofstadter, “The Paranoid Style in American Politics” (1964).
- iii. Lisa McGirr, Introduction to *Suburban Warriors* (2001).

## 31. Oct 30a – Civil Rights Backlash

## a. Readings:

- i. Joseph Crespino, Introduction to *In Search of Another Country* (2007).
- ii. Elizabeth Gillespie McRae, *Mothers of Massive Resistance* (2018), select excerpts.

## 32. Oct 30b – Values Realignment and the Rise of the Moral Right

## a. Readings:

- i. Stacie Taranto, Introduction and selected excerpts to *Kitchen Table Politics* (2017).
- ii. Brian K. Williams, “The GOP’s Abortion Strategy” *Journal of Policy History* (2011).
- iii. Stephanie Rolph, “The Counterrevolution of Postwar Women’s Activism,” *Journal of Women’s History* (2021).

***Part 4: Rise and Fall of Neoliberal Order***

## Week 12 - The Rise of the Neoliberal Order

## 33. Nov 4a – The Rise of the Neoliberal Order (1)

- a. Gary Gerstle, Chapter 3 of *Rise and Fall of the Neoliberal Order* (2022).

## 34. Nov 6a – The Rise of the Neoliberal Order (2)

- a. Gary Gerstle, Chapter 4 of *Rise and Fall of the Neoliberal Order* (2022).

**b. ASSIGNMENT DUE: REVIEW ESSAY**

## 35. Nov 6b – The Rise of the Neoliberal Order (3)

## a. Readings:

- i. Gary Gerstle, Chapter 5 of *Rise and Fall of the Neoliberal Order* (2022).
- ii. Henry M. J. Tonks, “‘Downtown Lowell Is a Fun Place to Be’,” *Modern American History* (June 2025).

- b. ADDITIONAL ASSIGNMENT: Do you think Henry M. J. Tonks’s recent work strengthens or challenges Gerstle’s main argument in chapter 5? Write an approximately 300-word response, and be prepared to discuss it in class.

## Week 13 - The Height of the Neoliberal Order

**36. Nov 11 – University-scheduled holiday (no class)**

## 37. Nov 13a – The Height of the Neoliberal Order

- a. Reading: Gary Gerstle, Chapter 6 of *Rise and Fall of the Neoliberal Order* (2022).

**b. DUE: FINAL PROJECT PROPOSAL WITH ANN. BIBLIOGRAPHY**

## 38. Nov 13b – Hubris?

- a. Readings:
  - i. Gary Gerstle, Chapter 7 of *Rise and Fall of the Neoliberal Order* (2022).
  - ii. George W. Bush, Address to the Nation, Sept. 11, 2001,  
<https://georgewbush-whitehouse.archives.gov/news/releases/2001/09/20010911-16.html>

Week 14 – The Fall of the Neoliberal Order

- 39. Nov 18a – Coming Apart
  - a. Gary Gerstle, Chapter 5 of *Rise and Fall of the Neoliberal Order* (2022).
- 40. Nov 20 a – US History Since 2016
  - a. Gary Gerstle, Conclusion to *Rise and Fall of the Neoliberal Order* (2022).
- 41. Nov 20 b – Concluding discussion of modern US history
  - a. Readings: To be determined

Week 15 – Prepare for final assessments

- 42. Dec 2a – Individual consultations for final papers/projects (**no class meeting**)

**FINAL PAPER/PROJECT DUE ON WED., DEC. 3, AT 11:59PM EDT.** No final exam.