

Gender, Race, Class and Policy from WWII

Spring 2024

HIST 4461

T/Th 12:30-1:50

Wooten 112

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Office Hours:

TH 9-10 and by appointment

Course Description

This upper-division topical survey of United States history since WWII focuses on telling a story of the US from the post-war era to the present that puts issues of race, gender, and class at the center of the story. Students will learn to summarize and assess (1) the roles of media, economics, public figures, and activists, (2) the relationships among government, business, and the general laboring public, (3) the federal government's expansion and the relationship this had with identity and rights. Classes consist of mini-lectures, group and partner exercises, discussions about readings, visual or auditory sources, and full class immersive experiences. Assignments are designed to improve students' skills in reading comprehension, historical evidence gathering and interpretation, and analytical writing.

Learning Objectives

- You will be able to define, historicize and question concepts in US history since WWII
- You will be able to critically read and assess a variety of primary sources, from academic works to personal essays to documentaries, and from news stories to to advertisements.
- You will be able to critically view and analyze secondary sources, including historians' essays and professional documentary film
- You will be able to connect issues of historical identity to the present

Required Texts

- Kelly McFall and Abigail Perkiss, *Changing the Game: Title IX, Gender, and College Athletics*, UNC Press, 978-1-4696-7066-9

Assignments and Grades

Prep assignments (3 questions and a fascinating bit OR a detailed concept map for two sources) – 6 x 35 points each = **210**

(there are 8 offered, so you can skip 2 with no penalty.)

Exits – 22 x 10 points each = **220**

(there are 26 offered, so you can miss 4 with no penalty.)

Black freedom documentary assignment: **180** points

Title IX Project – (**400** points total)

Assignment 1 - 170 points

Assignment 2 - 170 points

Participation grade – 50 points

= 1000 points total

More information on each assignment is available on Canvas, and will also be discussed in class as it comes up.

Grading Scale (900+ = A; 800-899 = B; 700-799 = C, 550-699 = D, Under 550 = F)

Prep Assignments

Preparation for class is essential! These weekly assignments help with your preparation by asking you to do the assigned reading and then be ready to discuss. There are three different ways you can prove your preparation. First, you can develop three discussion questions and one interesting thing (something surprising or neat you learned) from the reading. Second, you can create a concept map based on the reading. Third, you can write up a 200 word (minimum) response to the reading that directly engages with reading content. Only choose ONE path for each assignment, though you are free to try different paths on different weeks. Preps are due BEFORE class so I can check in on the overall class's reading comprehension and question areas before we meet.

Exit Tickets

Exit tickets function as a mix of an attendance and participation grade. At the end of each class session there will be a question or activity worth 10 points. Sometimes this is done solo, sometimes in pairs, and sometimes in small groups. Occasionally (like during a reacting to the past game or on a library visit) the exit ticket will simply be attendance. More often, though, it is an opportunity to reflect on some aspect of the class experience. Exit tickets may only be made up in the case of documented illness or other excusable absence; and make-ups are at the discretion of Dr. Moran since the points are meant to award regular course attendance and engagement.

Black Freedom Documentary Paper

Pick and view a documentary related to the Black freedom struggle, civil rights, Black power, the American Indian movement, or the Latinx or Chicano Civil Rights movement. You will receive a list of documentaries to choose from, and you are responsible for tracking down a copy of the documentary so you can view it. You will use at least one source from the course to help contextualize the documentary, and will write an *argumentative* (thesis-driven) paper of approximately 1000 words.

Changing the Game (Title IX) Assignments

As part of this course work we will play a Reacting to the Past game. The game is a longer-length game (a few weeks long). We will reach it at the end of the semester, as it is chronologically set in the 1990s. In a reacting to the past game we go over background materials together and through assigned readings. Then you are assigned a character, some kind of historical figure that it is your job to embody. You will receive a detailed role sheet, but must then supplement your role sheet with other readings from the primary sources in the reacting to the past book for the course. You will be graded on participation, as well as on your completion of the two major assignments for your character (which will be explained on your role sheet). Assignments often include speeches (with you submitting the written speech for grading, and presenting the speech aloud in class) and editorials and memos, but might also include posters, articles, or other things that are particular to the role you are playing.

Accessibility

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Access website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

Formal statement aside, though: Seriously – let me know what you need to make the course work for you. That said, accessibility sometimes requires extra effort on my end (whether you need things captioned, in larger print, extensions), so I just need to know what you need ahead of time.

Policy on Children in Class

Taking care of young children should not keep you from participating in class. If you are a parent/guardian of young children, those children are welcome when you cannot find or afford child care. I only require that (a) they do not disrupt class and (b) you are able to care for them while still participating in class. I may ask you to step outside to care for a child who is becoming noisy, or to sit near the door so you can easily do so. (Let me know if you can't get a convenient seat.) Otherwise, your children are welcome in my classroom. If they need food, toys or breastfeeding, that is also acceptable.

Please be aware that I prepare and deliver my course material for an adult audience. I will not change the topics I discuss or the language I use if children are in the room. Your fellow students are not required to do so, either. If you have questions about the material we will be covering on a given day, feel free to ask.

Academic Integrity

The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. Academic integrity is based on educational principles and procedures that protect the rights of all participants in the educational process and validate the legitimacy of degrees awarded by the University. In the investigation and resolution of allegations of student academic dishonesty, the University's actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence. Please see the full university policy here: <https://policy.unt.edu/policy/06-003>

The use of AI-powered language models such as ChatGPT to complete any assignment for this course is strictly prohibited. Violations of this policy will lead to a referral to the Office of Academic Integrity.

Writing Center

The UNT writing center has in person and online services to help you improve your writing. Check their website at <https://writingcenter.unt.edu> for more information.

Dean of Students

If serious illness or injury, death or illness in the family, mental health matters, economic instability, pregnancy and/or parenting, legal matters, etc. are interfering in your academic success, you may want to speak with someone at the Dean of Students' office. <http://deanofstudents.unt.edu>

Course Schedule

subject to change, but always with warning

Week 1 – The Post-War Era

Tuesday, Jan. 16

- Introductory class: the 5 “Cs,” What does it mean to think historically

Thursday, Jan. 18

Before class

- Read McCarthy Red Scare speech (1950)
- Read US Senate Committee report on “Employment of Homosexuals and Other Sex Perverts in Government” (1950)

In class

- The “Break-Up Game” (What is history?)

Week 2 – Consumer’s Republic

Tuesday, Jan. 23

Before class

- Read The Growth of Suburbia (1949)
- Read Women Aren’t Men (1950)
- Read William H. Whyte, The Organization Man (1956)
- Read Allen Ginsberg’s *America* (1956)
- Submit three questions and one fascinating bit OR a concept map (on Canvas, by Tuesday at 10 am) – **Prep #1**

In class

- 1950s television (Sound of the Suburbs)
- Exit #1 in class

Thursday, Jan. 25

Before class

- Explore redlining maps for at least 2 cities - <https://dsl.richmond.edu/socialvulnerability/>

In class

- Exit #2 in class
- Introduce Black freedom documentary assignment
- Discuss redlining documents (good day to bring devices, though not required)

Week 3 – The Civil Rights Revolution

Tuesday, Jan. 30

Before class:

- Read Jo Ann Robinson on the Montgomery Bus Boycott (1954)
- Read The Southern Manifesto (1956)
- View clip of Melba Beals describing Little Rock High School (2017)
- Read SNCC position paper on women (1964)
- Submit three questions and one fascinating bit or a concept map (on Canvas, by Tuesday at 10 am) – **Prep #2**

In class:

- Green Book activity
- Exit #3 in class

Thursday, Feb. 1

Before class:

- Read Ann Moody describes a sit-in (1963)
- Read Ella Baker on the Mississippi Freedom Democratic Party (1964)

In class:

- Black radio and the Civil Rights movement
- Exit #4 in class

Week 4 – The Great Society vs. the 1960s Right

Tuesday, Feb. 6

Before class:

- Read Michael Harrington on poverty (1962)
- Read LBJ on the Great Society (1964)
- Read Landmark legislation targets poverty (1964)
- Read Port Huron statement (1962)
- Submit three questions and one fascinating bit or a concept map (on Canvas, by Tuesday at 10 am) – **Prep #3**

In class:

- Hunger in America
- Exit #5 in class

Thursday, Feb. 8

Before class:

- Read Ronald Reagan on dangers of welfare (1964)
- Read Barry Goldwater, Republican nomination acceptance speech (1964)
- Read Nixon's acceptance speech (1968)

- Read Republican strategist Kevin Phillips on a new Republican majority (1969)

In class:

- Exit #6 in class

Week 5 – The Radicalism of the 1960s

Tuesday, Feb. 13

Before class:

- Read A US Army Nurse Remembers her experience (2003, talking about '68-69)
- A Soldier in Vietnam Reacts to the Assassination of MLK (1968)
- Excerpts from *El Gallo* (Chicano anti-war newsletter) (1972)
- Read Spiro Agnew against radicals (1969)
- Submit three questions and one fascinating bit or a concept map (on Canvas, by Tuesday at 10 am) – **Prep #4**

In class:

- Fort Hood Three
- Exit #7 in class

Thursday, Feb. 15

Before class:

- Read Black Panther Party photo collection
- Read Black Panther Party newsletter

In class:

- Black and Brown radicalism in the 60s and 70s
- Exit #8 in class

Week 6 – Women's Liberation/Queer Liberation

Tuesday, Feb. 20

Before class:

- Skim FBI files on the Mattachine Society (1950s)
<https://vault.fbi.gov/mattachine-society/mattachine-society-part-01-of-03/view>
- Read Clark Polak, "The Homophile Puzzle" (1964)
- Read Lucian K. Truscott, "Gay Power Comes to Sheridan Square" (1969)

In class:

- Exit #9 in class
- View *Screaming Queens*

After class:

- **Black freedom documentary paper due at 11:59pm**

Thursday, Feb. 22

Before class:

- Read Betty Friedan on the problem that has no name (1963)
- Read Robin Morgan, feminists speak out on Miss America pageant (1968)
- Read Kathie Sarachild, "Consciousness Raising: A Radical Weapon" (1973)
- Read *Roe v Wade* (1973)

In class:

- Pt 1 of "A Sacred Calling" podcast activity
- Exit #10 in class

Week 7 – 1970s: From the Left and the Right**Tuesday, Feb 27**

Before class:

- Read Carl Wittman's Gay Manifesto (1970)
- View Help Woodsy Spread the Word PSA (1977)
<https://www.docsteach.org/documents/document/help-woodsy>
- Read Combahee River Collective statement (1977)
- Read "Masters and Johnson on Homosexuality" *Time* (1979)
- Submit three questions and one fascinating bit (on Canvas, by Tuesday at 10 am) – **Prep #5**

In class

- Exit #11 in class
- Pt. 2 of "A Sacred Calling" podcast activity

Thursday, February 29

Before class:

- Examine New York in the 1970s photo gallery
<https://www.esquire.com/lifestyle/g12199946/new-york-1970s/>
- Read Phyllis Schlafly on equal rights for women (1972)
- Read Jerry Falwell on "the homosexual revolution" (1981)

In class:

- Exit #12 in class

Week 8 – 1980s: Reagan's America/The AIDS Crisis**Tuesday, March 5**

Before class:

- Read Reagan calls for new economic policies (1980)
- Read Reagan on America's spiritual awakening (1983)
- Read statements from the Parents Music Resource Center (1985)

- Read Connaught C. Marshner, “What Social Conservatives Really Want” (1988)
- Submit three questions and one fascinating bit (on Canvas, by Tuesday at 10 am) – **Prep #6**

In class:

- Ronald Reagan overview via C-SPAN clips
- Exit #13 in class

Thursday, March 7

Before class:

- Read Statements of AIDS patients (1983)
- Read A gay rights activist responds to the AIDS crisis (1988)
- Examine AIDS documents collection <https://dp.la/primary-source-sets/act-up-and-the-aids-crisis>

In class:

- AIDS poster gallery walk
- Exit #14 in class

Spring Break

Week 9 – 1990s/Game Intro

Tuesday, March 19

Before class:

- Read Anita Hill, “Opening Statement to the Senate Judiciary Committee” (1991)
- Read Clarence Thomas, “Statement Before the Senate Judiciary Committee” (1991)
- Read Eric Schmitt, “Marine Corps Chaplain Says Homosexuals Threaten Military” (1992)
- Read Howard Kurtz, “Ad on Christian Radio Touts Clinton’s Stands” (1996)
- Read Peter Edelman, “The Worst Thing Bill Clinton Has Done” (1997)
- Submit three questions and one fascinating bit (on Canvas, by Tuesday at 10 am) – **Prep #7**

In class:

- A Framework for the 1990s: Culture Wars v. Neoliberalism
- Exit #15 in class (role assignment sheet – email Dr. Moran if absent!)

Thursday, March 21 – Introduction to the Game (Setup 1)

Before class:

- Read gamebook p. 1-33 (Introduction and Background) – very important reading!

In class:

- Game Intro
- Exit #16 in class

Week 10 – Title IX

Tuesday, March 26 – Game Day 2 - Introduction to the Game (Setup 2)

Before class:

- Read gamebook p. 34-65 (Game Overview and Info about roles – very important!)
- Read gamebook p. 159-160 (appendix A)

In class:

- Exit #17 in class

Thursday, March 28 – Game Day 3 - Introduction to the Game (Setup 3)

Before class:

- Read gamebook p. 67-78 (The Three-Part Test, 1996)
- Read selectively in remainder of documents based on role – look over table of contents and pick documents that might make sense for your character – read at least THREE other documents for today

In class:

- Exit #18

Week 11 – Title IX

Tuesday, April 2 – Game Day 4 - (Game 2)

Before class:

- Preparation as required for your character

In class:

- Exit #19

Thursday, April 4 - Game Day 5 - (Game 3)

Before class:

- Preparation as required for your character

In class:

- Exit #20

**Week 12 – No class this week – prep your second in role assignments
(Dr. Moran at a conference)**

Tuesday, April 9 – no class

Thursday, April 11 – no class

Week 13 – Title IX

Tuesday, April 16 – Game Day 6 - (Game 4)

Before class:

- Preparation as required for your character

In class:

- Exit #21

Thursday, April 18 - Game Day 7 - (Game 5)

Before class:

- Preparation as required for your character

In class:

- Exit #22

Week 14 – Title IX

Tuesday, April 23 – Game Day 8 – Coda

Before class:

- Preparation as required for your character

In class:

- Exit #23 in class

Thursday, April 25 - Game Day 9 – Debriefing

Before class:

- Check canvas

In class:

- Exit #24

Week 15 – Walmart Capitalism/Race in the 2000s

Tuesday, April 30 –

Before class:

- Read Barbara Ehrenreich describes working at Walmart (2001)
- Read Immigrant garment worker describes a sweatshop (2001)
- Read working conditions of Apple factories (2012)
- Submit three questions and one fascinating bit (on Canvas, by Tuesday at 10 am) – **Prep #8**

In class:

- Walmart documents/political cartoons
- Exit #25

Thursday, May 2 -

Before class:

- Read two views of Hurricane Katrina (2005)
- Read Gary Miller on immigration legislation (2006)
- Read Barack Obama speech (2008)
- Read Dream Act testimony (2011)

In class:

- Discussion of documents and course wrap-up
- Exit #26