

# Gender, Race, Class and Policy Since WWII

## Spring 2023

HIST 4461

T/Th 12:30-1:50

Wooten 121

## Dr. Rachel Louise Moran

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## Office Hours

11:15-12:15 T/Th

2:00-3:00pm Th

## 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.

## Required Texts

- Kelly McFall and Abigail Perkiss, *Changing the Game: Title IX, Gender, and College Athletics*, UNC Press, 978-1-4696-7066-9
- Natasha Zaretsky, *Major Problems in American History Since 1945*, 4th edition 978-1133944140

## Assignments and Grades

Prep assignments (3 questions and a fascinating bit OR a detailed concept map for two sources) – 6 x 40 points each = **240**

(there are 8 offered, so you can skip 2 with no penalty. 4 bonus points for any over the required 6)

Exits – 25 x 9 points each = **225**

(there are 29 offered, so you can miss 4 with no penalty. 2 bonus points for any over the required 20.)

Black freedom documentary paper: 180 points

Title IX Project – (**355** points total)

Assignment 1 - (500-750 words) - 175 points  
Assignment 2 - (750-1000 words) - 180 points

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**= 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, 600-699 = D, Under 500 = F)

### **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 contemporary

### **Late work**

While I accept late work, I will apply a 2% point deduction penalty for each weekday it is late, capped at a 20% penalty. I will accept late work up until the last day of class, with that 20% penalty, unless we have discussed the circumstances. If we make arrangements ahead of time for an alternate due date you will not have a penalty as long as you adhere to that alternate due date.

I cannot accept the final paper late. It is your responsibility to manage any late work, and to alert me to any late work you submit (do not make the assumption I'll go looking for it, or just stumble across it...). It is NOT possible to submit end-of-class Exits late. There are several Exits dropped, and I can provide an alternate graded assignment for excused absences. Excused absences are for sickness, family emergencies, religious holidays, and similar events or occurrences. No note required, I trust you - but you do need to tell me that your absence is of an excused nature if you want to make up an exit ticket.

### **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.

### **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 Consumer's Republic**

Tuesday, Jan. 17

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

Thursday, Jan. 19

- Read Roland Marchand, "Visions of Classlessness" (MP p. 64)
- Read Elizabeth Cohen, "Lessons in Class" (MP p. 74)
- Exit #1 in class

#### **Week 2 – The Civil Rights Revolution**

Tuesday, Jan. 24

- Read
  - Jo Ann Robinson on the Montgomery Bus Boycott - 1955 (MP 131)
  - Ann Moody describes a sit-in - 1963 (MP 133)
  - The Black Panther Party Platform - 1966 (MP 138)
- Submit three questions and one fascinating bit OR a concept map (on Canvas, by Tuesday at 10 am) – **Prep #1**
- Exit #2 in class
- Introduce black freedom documentary paper

Thursday, Jan. 26

- Read Charles M. Payne, "The View from the Trenches" (MP p. 141)
- Read Thomas J. Sugrue, "the Continuing Racial Crisis," (MP p. 152)
  - In class watch: vol. 4 - *Mississippi: Is This America?*
- Exit #3 in class

### **Week 3 – The Great Society**

Tuesday, Jan. 31

- Read
  - Michael Harrington on poverty - 1962 (MP 165)
  - LBJ on the Great Society - 1964 (MP 171)
  - Ronald Reagan on dangers of welfare - 1964 (MP 178)
  - Political cartoon on Vietnam v. great society - 1967 (MP 183)
- Submit three questions and one fascinating bit or a concept map (on Canvas, by Tuesday at 10 am) – **Prep #2**
- Exit #4 in class

Thursday, Feb. 2

- Read James T. Patterson, "the Heyday of Liberal Reform" (MP p. 188)
- Read Maurice Isserman and Michael Kazin, "Limits of the Great Society," (MP p. 197)
- Exit #5 in class

### **Week 4 – The Radicalism of the 1960s**

Tuesday, Feb. 7

- Read
  - Students for a Democratic Society - 1962 (MP 211)
  - Columbia university student -1968 (MP 217)
  - Spiro Agnew against radicals - 1969 (MP 223)
- Submit three questions and one fascinating bit or a concept map (on Canvas, by Tuesday at 10 am) – **Prep #3**
- Exit #6 in class

Thursday, Feb. 9

- Read Jeremi Suri, "The Sources of Radicalism" (MP p. 226)
- Read Hugh Heclo, "The Sixties and the Origins of 'Postmodern' America," (MP p. 235)
- Exit #7 in class

### **Week 5 – Women's Liberation**

Tuesday, Feb. 14

- Read
  - Betty Friedan on the problem that has no name - 1963 (MP 249)
  - Feminists speak out on Miss America pageant - 1968 (MP 258)
  - Black feminists speak out - 1977 (MP 265)
- Submit three questions and one fascinating bit or a concept map (on Canvas, by Tuesday at 10 am) – **Prep #4**
- Exit #8 in class

Thursday, Feb. 16

- Read Nancy MacLean, "Title VII and the Fight Against Workplace Sex Discrimination" (MP p. 266)
- Read Alice Echols, "Women's Liberation and Sixties Radicalism" (MP p. 273)
- Exit #9 in class
  - In class: Watch *Abortion and Women's Rights 1970* (1971)

### **Week 6 – Vietnam**

Tuesday, Feb. 21

- Read
  - Eisenhower on the domino theory - 1954 (MP 293)
  - Johnson's advisers debate expanding the war - 1965 (MP 297)
  - A soldier remembers his ordeal -1967 (MP 301)
- Submit three questions and one fascinating bit (on Canvas, by Tuesday at 10 am) – **Prep #5**
- Exit #10 in class

Thursday, Feb. 23

- Read Michael Lind, "A Necessary War" (MP p. 306)
- Read Fredrik Lovegall, "An Unavoidable Catastrophe" (MP p. 314)
- Exit #11 in class

### **Week 7 – 1970s**

Tuesday, Feb 28

- Read
  - Carl Wittman's Gay Manifesto - 1970 (MP 329)
  - Phyllis Schlafly on equal rights for women - 1972 (MP 333)
  - Jerry Falwell on biblical morality -1980 (MP 345)
- **Black freedom documentary paper due**
- Exit #12 in class

Thursday, March 2

- Read Jefferson Cowie, "Something's Happening to People like Me" (MP p. 347)
- Read Meg Jacobs, "The Conservative Struggle and the Energy Crisis," (MP p. 357)
- NO IN PERSON CLASS - EXIT TICKET VIA ONLINE MESSAGE BOARD
- Exit #13 in class

### **Week 8 -- 1980s**

Tuesday, March 7

- Read
  - Reagan calls for new economic policies - 1980 (MP 373)
  - Reagan on America's spiritual awakening - 1983 (MP 377)
  - A gay rights activist responds to the AIDS crisis - 1988 (MP 382)
- Submit three questions and one fascinating bit (on Canvas, by Tuesday at 10 am) – **Prep #6**
- Exit #14 in class

Thursday, March 9

- Read Melani McAlister, "Iran, Islam, and the Terrorist Threat" (MP p. 386)

<ul style="list-style-type: none"> <li>• Read Bradford Martin, "The Shock Troops of Direct Action: ACT UP Confronts the AIDS Crisis" (MP p. 395)</li> <li>• Exit #15 in class</li> </ul>
<b>Spring Break (March 14 &amp; 16)</b>
<b>Week 9 – Title IX - Week 1</b> Tuesday, March 21- Game Day 1 - Introduction to the Game (Setup 1) <ul style="list-style-type: none"> <li>• Read gamebook p. 3-65</li> <li>• Exit #16 in class</li> </ul> Thursday, March 23 - Game Day 2 - Introduction to the Game (Setup 2) <ul style="list-style-type: none"> <li>• Read gamebook p. 66-110</li> <li>• Exit #17 in class</li> </ul>
<b>Week 10 –</b> Tuesday, March 28 <ul style="list-style-type: none"> <li>• <b>Class on zoom! You are attending a talk on the history of abortion by Dr. Jennifer Holland.</b></li> <li>• Exit #18 is attendance at talk</li> </ul> Thursday, March 30 - Game Day 3 - Introduction to the Game (Setup 3) <ul style="list-style-type: none"> <li>• Read gamebook p. 111-158</li> <li>• Exit #19 in class</li> </ul>
<b>Week 11 – Title IX - Week 2</b> Tuesday, April 4 - Game Day 4 - (Game 2) <ul style="list-style-type: none"> <li>• Exit #20 in class</li> </ul> Thursday, April 6 - Game Day 5 - (Game 3) <ul style="list-style-type: none"> <li>• Exit #21 in class</li> </ul>
<b>Week 12 – Title IX - Week 3</b> Tuesday, April 11 - Game Day 6 - (Game 4) <ul style="list-style-type: none"> <li>• Exit #22 in class</li> </ul> Thursday, April 13 - Game Day 7 - (Game 5) <ul style="list-style-type: none"> <li>• Exit #23 in class</li> </ul>
<b>Week 13 – Title IX - Week 4</b> Tuesday, April 18 - Game Day 8 - Coda <ul style="list-style-type: none"> <li>• Exit #24 in class</li> </ul> Thursday, April 20 - Game Day 9 - Debriefing <ul style="list-style-type: none"> <li>• Exit #25 in class</li> </ul>
<b>Week 14 – Late Capitalism and the Rise of Globalization: Work, Labor, and Inequality in the New Century</b> Tuesday, April 25 - <ul style="list-style-type: none"> <li>• Read             <ul style="list-style-type: none"> <li>◦ Barbara Ehrenreich describes working at Walmart - 2001 (MP 413)</li> <li>◦ Immigrant garment worker describes a sweatshop - 2001 (MP 418)</li> <li>◦ Working conditions of Apple factories - 2012 (MP 425)</li> </ul> </li> <li>• <u>Submit</u> three questions and one fascinating bit (on Canvas, by Tuesday at 10 am) – <b>Prep #7</b></li> <li>• Exit #26 in class</li> </ul>

Thursday, April 27 -

- Read Barry Lynn, "Unmade in America: The True Cost of a Global Assembly Line"
- Read Bethany Moreton, "Service Work and the Service Ethos"
- Exit #27 in class

### **Week 15 – Contemporary Debates about Race**

Tuesday, May 2

- Read
  - Gary Miller on immigration legislation - 2006 (MP 500)
  - Barack Obama speech - 2008 (MP 502)
  - Dream Act testimony - 2011 (MP 509)
- Submit three questions and one fascinating bit (on Canvas, by Tuesday at 10 am) – **Prep #8**
- Exit #28 in class

Thursday, May 4

- Read George J. Sanchez, "Race, Immigration, and Nativism" (MP p. 511)
- Read Heather Ann Thompson, "Why Mass Incarceration Matters" (MP p. 518)
- Exit #29 in class