

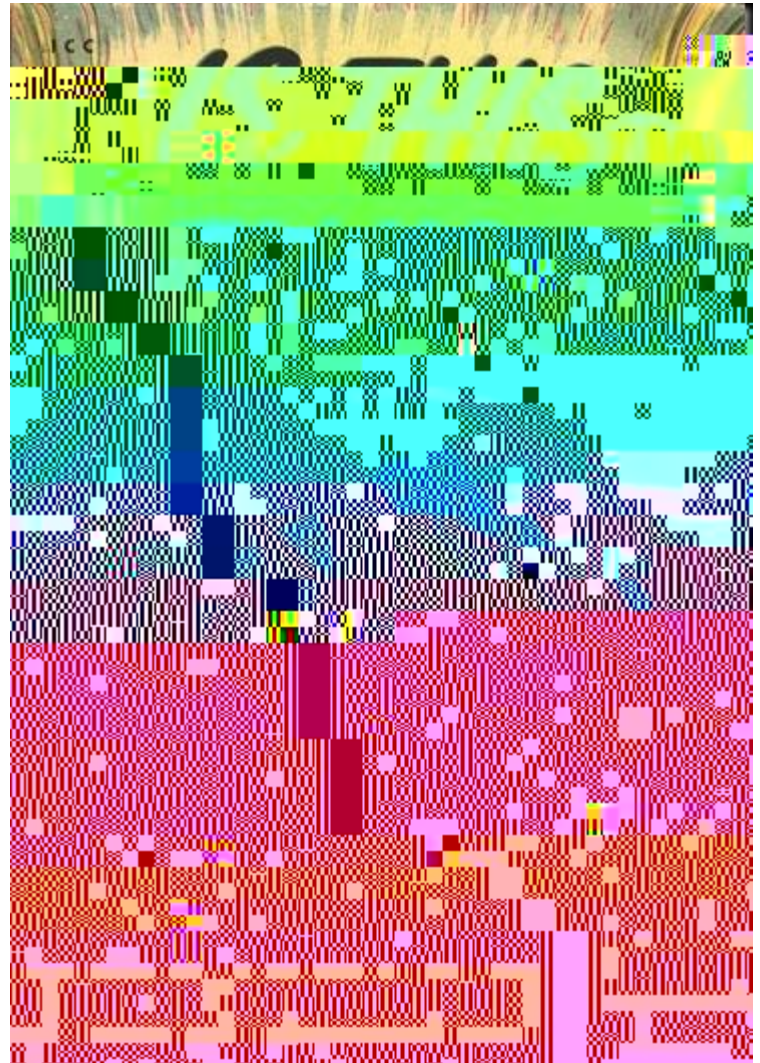
History 100.1 Making History
American Cold War Culture
Spring 2015
MWF 9:00 -9:50

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.



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:

- x explore what history is and what historians do (as well as how and why they do it)
- x 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
- x consider different methodological approaches for thinking about the past and framing historical inquiry (i.e. local, intellectual, political, diplomatic, social, economic, cultural, gender, global)
- x 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
- x analyze a variety of primary sources in order to make informed statements and raise informed questions about the past
- x learn how to put different historical methodologies into debate
- x learn how to make sense of conflicting historical evidence
- x develop an understanding of how culture reflects political, economic, and social trends, as well as how those trends are influenced by culture
- x be able to identify key moments in history and articulate their significance to the past and the present
- x formulate a viable research question
- x learn how to use a library archive
- x learn how to use digital databases and archives
- x avail themselves of library resources to produce an appropriate annotated bibliography for their research

- x 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
 - x use various opportunities for revision to improve their writing with the recognition that writing is a process
 - x practice sharing their thoughts and questions with their peers in conversations aimed at expanding everyone's understanding
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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

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 F O D V V P Demand 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: O H W T V

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. 3: 3: In «

War Games , dir. John Badham, 1983.

WEEK ONE

Monday 1/19

Friday 2/2 1	Discussion of film The Manchurian Candidate
<u>WEEK SIX</u>	Atomic Anxieties

Monday 2/23
The Atomic Age

x

	Assignment Due via Pweb: Domestic Containment paper
<u>WEEKS NINE AND TEN</u>	<u>SPRING BREAK</u>
<u>WEEK ELEVEN</u>	
Monday 3/30	Cold War Culture Recap Reading: None!
Wednesday 4/1 Consensus	Reading: x (X J H Q H 5 : L W D / Q N G R S D P H V F & R U € ð 0 ³ H 5 G - P

it elsewhere.]

WEEK THIRTEEN

Monday 4/13
Celebrating 1776

Reading:

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%LFHQWHQQLDO LQ WKH