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HISTORY 339--THE HISTORY OF THE PRESENT: THE US SINCE 1968

HI 339 focuses on the political, social, economic and cultural history of the recent United States. All books are available in paperback at the Bookstore. Students can find additional assignments at the Blackboard Learn (Blackboard 9) website. Readings are assigned from the following volumes:

William Chafe, *The Unfinished Journey*, HI 339 Custom Abridged Edition
Michael Patrick MacDonald, *All Souls*
Jay McInerney, *Bright Lights, Big City*
George Packer, *The Unwinding*
Hunter S. Thompson, *Fear and Loathing on the Campaign Trail, 1972*
Assorted Primary Source Documents (Available at the Website)

Required Assignments: Students can choose between two options students to fulfill course requirements (you must choose one of the two pathways, no “mixing and matching” is possible. All students will complete the primary source analysis, the first essay, and the final examination described below, but beyond that you will be able to choose among two alternative sets of assignments. The **standard option** requires a second essay as well as completion of the site analysis worksheet. The **curatorial** option asks you to curate an on-line exhibition of artifacts and documents.

OPTION A: THE STANDARD OPTION

Primary Source Analysis (Due September 25)	10%
First Essay (Due October 9)	25%
Site Analysis (Due November 6)	10%
Second Essay (Due November 18)	25%
Final Examination (December 18)	30%

1. At the end of class on Tuesday, September 16, I will distribute material for the Primary Source Analysis Assignment. Students will choose a short document (fewer than five pages) from a folder of primary sources and answer a series of short questions about them (1 or 2 paragraphs each; the total will be no more than two pages). The completed assignment is due in class on Thursday, September 25. The Primary Source Assignment will account for 10% of your final grade in the course.

2. In class, on Thursday, September 25, we will pass out questions for the first historical essay, covering topics from the first five weeks of the course. In class, on Thursday, October 9, students will turn in a paper of approximately six double-spaced, typewritten pages (1500 words), analyzing one of the questions in an intelligent and coherent essay. Late papers will be penalized one half grade per day. All students are required to make and retain until the end of the semester a xerox copy of their essay. The essay will account for 25% of your final grade in the course.

3. At the end of class on Thursday, October 16, I will distribute material for the Site Analysis Assignment. Students will choose a Boston-Area site from a list of suggested sites and answer a series of short questions about them (1 or 2 paragraphs each; the total will be no more than two pages). The completed assignment is due in class on Thursday, November 6. The Site Analysis Assignment will account for 10% of your final grade in the course.

4. At the end of class on Thursday, November 6, we will distribute questions for the second historical essay. Students will choose one of the questions and answer it in an essay of approximately six typewritten pages (1500 words). The paper must be completed and handed in by the end of class on Thursday, November 18. Late papers will penalized one half grade per day. All students are required to make and retain until the end of the semester a xerox copy of their answer. The essay will account for 25% of your final grade in the course.

5. On Thursday, December 4, 2014, I will distribute a sheet of guide questions for the final exam. Four of those guide questions will appear on the actual exam, **on Thursday, December 18, 2014, from 3:00-5:00 PM.** Students will answer two of those four questions. Each essay answer will constitute 15% of your course grade (in total the final exam will constitute 30%). Students are not allowed to bring notes or other materials into the exam.

6. Even though HI 339 is a relatively large course, student participation remains an important component in the course and active, engaged participation will improve your performance on the assignments and help decide borderline cases in your favor. Students can demonstrate such engagement in numerous ways: by attending and participating in the optional discussions, by answering questions in class, and by visiting the instructors at office hours.

OPTION B: THE CURATORIAL OPTION

Primary Source Analysis (Due September 25)	10%
First Essay (Due October 9)	25%
Participation in at least Three Workshops	5%
Virtual Exhibition (Due December 4)	30%
Final Examination (December 18)	30%

1. At the end of class on Tuesday, September 16, I will distribute material for the Primary Source Analysis Assignment. Students will choose a short document (fewer than five pages) from a folder of primary sources and answer a series of short questions about them (1 or 2 paragraphs

each; the total will be no more than two pages). The completed assignment is due in class on Thursday, September 25. The Primary Source Assignment will account for 10% of your final grade in the course.

2. In class, on Thursday, September 25, we will pass out questions for the first historical essay, covering topics from the first five weeks of the course. In class, on Thursday, February 28, students will turn in a paper of approximately six double-spaced, typewritten pages (1500 words), analyzing one of the questions in an intelligent and coherent essay. Late papers will be penalized one half grade per day. All students are required to make and retain until the end of the semester a xerox copy of their essay. The essay will account for 25% of your final grade in the course.

3. Attend at least three (3) of the workshops, completing the appropriate readings in advance of those discussions. Participation in discussions will account for 5% of your final grade in the course.

4. Following the guidelines on the Curatorial Assignment instruction sheet (available under assignments on the course website), research and produce a virtual exhibition of 7-10 artifacts, including at least one historic site, one archival document, one published textual source, and one archival audiovisual artifact. You will write an introduction to the exhibition (200-500 words) and one paragraph headnotes for each item. You will submit the eportfolio electronically by 5:00PM on Thursday, December 4. The curatorial assignment will account for 30% of your final grade in the course.

5. On Thursday, December 4, 2014, I will distribute a sheet of guide questions for the final exam. Four of those guide questions will appear on the actual exam, **on Thursday, December 18, 2014, from 3:00-5:00 PM**. Students will answer two of those four questions. Each essay answer will constitute 15% of your course grade (in total the final exam will constitute 30%). Students are not allowed to bring notes or other materials into the exam.

NOTE ON PLAGIARISM. Remember that plagiarism is a serious offense. The Boston University Code of Academic Conduct defines plagiarism as “any attempts by a student to represent the work or another as his or her own.” Plagiarism is subject to serious sanctions, including reprimand, suspension, and expulsion. For a detailed description of Boston University’s rules, consult the code of conduct at www.cs.bu.edu/students/conduct.html

NOTE ON WRITING ASSIGNMENTS. For a detailed description of the proper format for historical essays, students should consult the BU History Department Writing Guide. You will find a link to the Writing Guide at the Blackboard website. “Writing Tips,” a brief set of guidelines for essays in HI 339, is also posted on the website. Make sure that you review the writing tips before you turn in your first essay.

NOTE ON OPTIONAL WORKSHOPS: TF Krista Kinslow will also hold 6 workshops to help you navigate and understand the course readings and prepare for major assignments. During “workshop weeks” Krista will offer the same workshop at 2

different times. You may attend one but not both. These workshops are not required for the standard option (for the curatorial option you must attend at least three), but they are highly recommended, and they obviously constitute a *sine qua non* for any student wishing to perform well on the written essays. **As an added incentive, for students following the Standard Option, a $\frac{1}{2}$ percentage point will be added to your final course grade for each workshop you attend, to a maximum of 3.0 total points. For students pursuing the curatorial option, you MUST attend three workshops. You can receive an additional $\frac{1}{2}$ percentage point bonus for attending more than three workshops (to a maximum of 1.5 points).**

SCHEDULE OF LECTURES AND READING ASSIGNMENTS

Sep 2 Introduction to the Course: The Mist of History

Sep 4 *Annus Mirabilis, Annus Horribilus*: 1968 and the Postwar Legacy

READING: Thompson, p. 1-April; Chafe, ch. 12; Late 1960s Documents Folder (Schrag and Wallace).

Sep 9 The Trickster: Nixon's Domestic Presidency

Sep 11 Nixon and Kissinger, Vietnam and the World

READING: Chafe, pp. 365-387; Thompson, May-Dark Interlude; Late 60s Documents Folder (McKeen)

Sep 16 "We're Finally On Our Own": Student Radicalism after 1968

Sep 18 The Legacy of Woodstock

READING: Thompson, August-Epitaph; Chafe; pp. 387-411; Kent State Documents Folder

FIRST WORKSHOP (WEEK OF SEP 15-19)

Sep 23 Watergate

Sep 25 *E Pluribus Plures*: From Integration to Cultural Nationalism

(PRIMARY SOURCE ASSIGNMENT DUE)

READING: MacDonald, Chs. 1-4; Chafe, pp. 290-322.

SECOND WORKSHOP (WEEK OF SEP 22-26)

Sep 30 *E Pluribus Plures*, Part II: Disco Nites, Rapper's Delites

Oct 2 The Third Great Awakening: Religion and Community in the 1970s

READING: MacDonald, chs. 5-11; Race and Cultural Nationalism Documents Folder.

Oct 7 The Carter Presidency

Oct 9 The Me Decade and the Politics of Self: Excursions into 1970s Culture (ESSAY DUE)

READING: Chafe, ch. 14; Me Decade Documents Folder, Items 1-3.

THIRD WORKSHOP (WEEK of OCT. 6-9)

Oct 14 NO CLASS--MONDAY SCHEDULE ON TUESDAY

Oct 16 Feminism

READING: Chafe, ch. 15; Me Decade Documents Folder, Item 4.

Oct 21 From the Duke to Iron John: Men and Masculinity

Oct 23 Rise of the Sunbelt

· The Readings for each week of the course follow the lecture titles in the syllabus.

READING: Chafe, pp. 315-22; Feminism Documents Folder.

FOURTH WORKSHOP (WEEK OF OCT 20-24)

Oct 28 Thunder on the Right: The New Right and the Tax Revolt

Oct 30 Material Dreams, Material Nightmares: Stagflation and the Money Revolution

READING: Men's Movement Documents Folder; McInerney, pp. 1-98

Nov 4 Reaganism

Nov 6 Visit to Gottlieb Archive Center (Curatorial Option);

(SITE ANALYSIS DUE--Standard Option)

READING: McInerney, pp. 99-182; Packer, pp. 3-68.

Nov 11 Years of the Yuppies: Economics and Culture in the 80s

Nov 13 The Privatization of Everyday Life

READING: Chafe, chs. 16-17; Conservatism Documents Folder; Yuppies Documents Folder.

FIFTH WORKSHOP (WEEK of NOV 10-14)

Nov 18 Trouble in Lakewood: The End of the Cold War and American Society

(2ND ESSAY DUE--Standard Option)

Nov 20 The Politics of Recognition: "Diversity and its Discontents"

READING: Packer, pp. 69-216; New Diversity Documents Folder.

Nov 25 The Clinton Presidency

Nov 27 NO CLASS--THANKSGIVING HOLIDAY

READING: Packer, pp. 217-378.

Dec 2 Post-Conservative America? Post Feminist-America?: Making Sense of the 1990s

Dec 4 2014: Contemporary America in Historical Perspective

(Virtual Exhibition Due--Curatorial Option)

READING: Packer, pp. 379-430; The 2000s Documents Folder

SIXTH AND FINAL WORKSHOP (WEEK OF DEC 1-5)

Dec 9 Conclusion

READING: Chafe, Ch. 18, Epilogue.