

INSTRUCTOR'S GUIDE
TO
AMERICAN IDENTITIES



Instructor's Guide to
*AMERICAN
IDENTITIES*
An Introductory Textbook



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CHAPTER 1

Introduction: Developing Students as Critical Readers and Historians of American Culture



One of our major goals in preparing the Instructor’s Guide for this textbook is to share with other teachers the strategies we have developed for enabling our students to become better readers of American history and culture. We try to give them the tools that will allow them to identify the different contributions made by texts that are political, autobiographical, literary, musical, and visual to their understanding of the American past and present; to critically read and interpret primary, secondary, and internet sources; to notice on what basis people claim authority to interpret the past, and whose accounts seem more authoritative and why.

There are two conceptual frames we establish in introducing students to the work of reading American history and culture. First, we want them to learn to read cultural texts in context. Be it a film, rap song, or pair of bell-bottomed jeans, we are aiming to guide students toward understanding the historicity and motivations in the cultural phenomena that surround their families and themselves on a daily basis. Insisting on careful attention to both form and historical context helps students to ask why something looked (or sounded) the way it did, as well as emphasizing the different ways that different forms of cultural production can be effective in eliciting pleasure and meaning. Second, we want the course texts to feed the family histories in order to emphasize the process by which historical and cultural forces and events shape identities. Not surprisingly, it is here that we often meet strong student resistance. Students tend to hold the “it’s just entertainment” theory very dear – or claim that they and their families were merely living their lives as best they could, and not paying any particular attention to the latest trends.

Indeed, the single most challenging aspect of designing a semester-long writing project around the thematics of “American Identities” is the tenacity with which many of our students hold on to the cherished myth of individual (and family) bootstrapping. In our reading and responses to the drafts they write of their family histories there is a constant tension between the social construction that is the

foundation of how and what we teach and the self-construction of our students' – and their families' – dearly held American dreams. At the same time, we emphasize that family members are not “dupes” of historical trends, or passive consumers of culture, just as we encourage students to see that their role as historians is not to judge people in the past (or present) but to comprehend their values and actions, to step back and look at what forces in American society and culture helped to shape and support their views and decisions at particular historic moments.

Requiring students to become the historians of multigenerational processes that have shaped their American identities (or in the case of international and recent immigrant students, their Chinese or Brazilian identities) is a challenging task, which elicits both pleasure and pain. This is both because of the active role they must play in shaping a complex story with which they are intimately involved, and because of their discovery of family tragedies, struggles, and achievements that are revealed to them for the first time. (In this regard, students who choose to write on families who are not their own sometimes fare better.) Students need to find the relevant history in which their family experience can be made visible; they need to figure out how to locate the larger social and economic processes within which individuals made decisions; and they need to evaluate alternative versions of the past as constructed by their families and the course texts. The best family history projects demonstrate their authors' understanding that all historical accounts are partial, incomplete, and shaped by a particular framework or intention.

Sometimes students have to confront troubling family behavior and attitudes, and, as is often the case with students who come from war-torn countries, devastating stories of violence and loss. An older student shared her shock with one class when she discovered from her family papers that her much admired father, a Midwestern developer of suburban housing, used exclusionary racial covenants in his contracts with home buyers. Students whose families were brought to the US from Vietnam often have great difficulties reconciling their families' prowar views with their study of the antiwar movement, while American-born students whose family members fought in Vietnam often discover that their fathers or uncles won't or can't talk about their experiences in the war. Thus one of our jobs in giving feedback on students' family histories is to help them come to terms with discovering the cultural influences, and the political, economic, and social circumstances in their families' lives that shaped family values and behaviors which the students find difficult to discuss.

By the end of the course, the majority of students have a family story that they have at least partially anchored in history. They have uncovered a body of historical and cultural events and watermarks that were influential in shaping their family's story, and they have grappled with the multiplicity of experiences that make up anything we call “American.” Many students have grown in the ability to become researchers of what might have existed only as family lore before, and they also emerge newly aware of how stories can be lost or hidden. On the last day of class, one of us asks students to raise their hands if at any time during their research someone has hesitated or refused to tell them something. (We make a point of encouraging students *not* to force discussion of issues that their family members do not want to discuss.) She then asks them to consider the implications of that for the historians

whose works they have read, and she can almost see the lightbulbs going on above their heads. Finally, because of the multigenerational approach to the assignment, students become intimately acquainted with the way that identity – even after it is researched, defined, historicized, and nuanced – refuses to stay put. Our ultimate objective is that they feel both empowered and decentered by this recognition.

CHAPTER 2

Sample Syllabi for Teaching *American Identities* as an Introductory College Course, a General Education Course, and a Secondary School Course



Please note that in most versions of this course, we assign the entire works of books that are only briefly excerpted in the textbook: Philip Roth's *Goodbye, Columbus*, Ron Kovic's *Born on the Fourth of July*, and Bharati Mukherjee's *Jasmine*. We assign these books in their entirety because of the excellent work they do in helping students gain insight into the particular historic and thematic issues that are fundamental to the course. Roth's novel is a wonderful introduction to the postwar suburbanization of America (made more so by its pairing with the postwar Chicago Blues when studied as songs of migration). It deals with issues of urban/suburban life, ethnic/class differences, assimilation, and sexual/gender conflicts in a historically engaged and engaging way.

In the Cambridge Rindge and Latin version of the course, Carol Siriani has shown the movie *Goodbye, Columbus* after the students have finished discussing the novel, and has done the same with the movie version of Ron Kovic's *Born on the Fourth of July*. Kovic's story not only offers searing insight into the felt experience of the war from the point of view of a white working-class young man, but it also allows us to recapitulate many of the important gender, class, and cultural themes of the course, because he shows us how his idea of manhood and America were molded by the politics and media of the 1950s and early 1960s. Mukherjee's postmodern novel provides a compelling introduction to the postnational, postindustrial US and the new immigration from Asia, as her picaresque heroine travels from India throughout the US confronting shifting ideologies about women and work, the farm crisis, blended families, and the old American pull of going "on the road" to find one's dreams.

American Studies Introductory Course: UMass Boston

Am Studies 100 American Identities Fall 2004

Course Description

“What is an American?” How the diverse identities of Americans and American families have been defined and shaped from World War II to the present is the subject of this course. Designed by a team of American Studies faculty, this course will introduce the variety of methods and approaches that constitute the field of American Studies. Through careful reading and discussion of accounts produced by novelists, documentary film makers, singer/songwriters, political activists, historians, and sociologists, we will explore family, class, racial, and ethnic identities in relationship to regional, national, and transnational patterns of labor, migration, and community formation. Students are expected to attend class and participate regularly as we work to broaden our understanding of how “American identities” are made and remade.

This course counts toward the University’s diversity requirement.

Course Goals

- to introduce students to American Studies methods: historical and literary analysis, analysis of media (film, TV, music), historical dynamics of racial, ethnic, gender and class formation;
- to help students evaluate different sources of information and evidence: historical scholarship, autobiography, oral history, and various forms of cultural expression (fiction, film, music, and TV);
- to help students learn to see the ways in which historical events, social and economic change, and social movements shape and are reflected in changing personal identity, and in family experiences, stories, and memories.

Course Objectives

To have students create a family history in which they trace one family’s story and connect it to historical, social, and cultural forces (in the US and abroad) that help to explain how and why that family changed over the course of three or four generations.

Required Texts

Chess Blues Classics: 1947–1956 (“Chicago Blues” music CD)

Faragher et al., *Out of Many: A History of the American People, 1930s to the Present* (2002, Custom Textbook)

Ron Kovic, *Born on the Fourth of July* (1976)

Bharati Mukherjee, *Jasmine* (1989)

Philip Roth, *Goodbye, Columbus* (1959)

Course Requirements

Your final grade will be based on two components:

1 A family history: This counts for 60 percent of your grade. *No student can pass the course without submitting his or her family history, the final version of which is due at the end of the course.* This project consists of two parts (listed below) totaling 20 to 25 pages. You will write it in stages, and hand in approximately six pages each time (due dates are listed on the syllabus). The first two grades are provisional, because you can revise your family history up until the end of the course, at which time you hand in the completed work. All narratives must be typed and double-spaced. The final narrative should have a cover page, an acknowledgement page (thanking the family members who helped you), and can be accompanied by family photographs, if you choose.

(a) Timeline (one to two pages for each section of the family history): The first part of this project consists of a three-generation timeline that covers the period of the course. Your timeline should include three related sets of dates:

- national events covered in the readings, oral reports, and discussions that are relevant to your family history;
- cultural events, including publication and broadcast dates for related class readings, TV, and listening assignments;
- family events, covering major events in the life of the family.

(b) Family history narrative (15–20 pages): This narrative can be the history of your own family, or that of a relative, neighbor, or friend. Your narrative must cover the time period from 1945–90 and it should focus on the key political, social, and cultural events that influenced three generations of the family. Your job is *to find the connections* between the family’s history and some of the cultural, political, and social events that influenced the formation of their “American identities,” and *to trace the changes* in your family’s history over this time period. Recent immigrants and foreign students studying in the US can focus their family histories on equivalent factors from their countries of origin, although they should correlate these whenever relevant with the US national and cultural events covered in the course. The American Studies Program has “model” family history papers you are welcome to read, from a wide variety of students born here and abroad.

Part I of the timeline and family history should cover Part I of the course: 1945–60; Part II of your project should cover Part II of the course: 1960–75; Part III of your

project should cover Part III of the course: 1975–90 (or up to the present, if you wish). Your final project should reflect the changes and additions you have made in each section in response to my comments.

You may arrange for an extension of one week for *one* of the due dates *up until five days before the due date*. After that point, extensions will not be granted and papers will be marked down a half grade for each class day the paper isn't handed in. This markdown will affect your final grade, even if you revise your papers. There will be no extensions for the final version of the project.

2 Attendance, homework, class exercises and participation. This counts for 40 percent of your grade.

(a) Attendance and class participation (20%): Because this course relies heavily on student participation, attendance counts. If you have more than three unexcused absences, your final course grade will be lowered by half a grade for every class missed. If you are absent, it is your responsibility to find out what you missed by getting the notes from the teaching assistant. Being in class, however, is not enough. Your attendance grade is also based on your regular and thoughtful contributions to class discussions over the course of the semester. Periodic short quizzes will be given (credit/no credit) as part of your attendance/class participation grade.

One five-minute oral presentation (5% of grade). "Reporters" will choose their subject at the beginning of the course from a list of historical actors, cultural producers, and social movements that were important to the issues we will study. You can find good information on individuals in *Current Biography*, and on the Internet. *You must, however, use at least one non-Internet source* for your report. In order to receive credit for the report, fill out the worksheet for oral presentations at the end of this syllabus and turn it in to the teaching assistant after you give your report. See dates on syllabus for when reports are scheduled.

(b) Homework (20%): Completing 15 homework assignments based on the reading and study guide questions in your course pack and exercises assigned in class (one to two typed pages). These will be collected and given credit/no credit depending upon how fully you answer them. You can revise any homework assignment that receives no credit, except for group exercises. Ten of these homeworks must be based on assigned readings; five of these homeworks must be based on in-class group activities or in-class viewing of films. *Homework assignments will not be accepted later than one week after the due date or the in-class activity.*

Syllabus (Readings in course packet abbreviated CP)

WEEKS 1 AND 2: INTRODUCTION

W 9/8 Course overview

F 9/10 *Read*: Stephanie Coontz, "What We Really Miss About the 1950s"

THE WAR AT HOME: CITIZENSHIP AND RACE

M 9/13 *Read*: Kirk and Okazawa-Rey, "Identities and Social Locations: Who Am I? Who Are My People?"; Identity chart

W 9/15 Kesaya Noda, "Growing Up Asian in America" (CP); *View in class*: excerpt from Emiko Omori, *Rabbit in the Moon* (1999)

Add/Drop ends Sept. 14

Part I Weeks 1–6: 1940–60 World War II and Postwar America

WEEKS 2 AND 3: WORLD WAR II AND THE COLD WAR

F 9/17 *Skim*: Faragher, Ch. 25, "World War II" (focus on pages 769–75, 777–85, 800–1); Mine Okubo, from *Citizen 13660* (CP); Timeline, 1940–45 (CP)

M 9/20 *Read*: Faragher, Ch. 26, "The Cold War, 1945–1952"

Reports: Ethel and Julius Rosenberg; Senator Joseph McCarthy; Paul Robeson

W 9/22 *View in class*: Excerpts from *Atomic Café* (1982)

Report: *MAD Magazine*

F 9/24 *Read*: Faragher, Ch. 27, pp. 839–60, "America at Mid-century, 1952–1963"; Timeline, 1946–60 (CP); Economic Facts of the 1950s (CP)

First in-class workshop on timeline/family history (You are required to bring and turn in the family history worksheet that will be handed out in class).

WEEK 4: POSTWAR MIGRATIONS AND SUBURBANIZATION

M 9/27 *Listen*: Chess Blues Classics, 1947–56 (listen to the CD in preparation for in-class exercise; read lyrics in CP)

Report: Muddy Waters

W 9/29 *Read*: Philip Roth, *Goodbye, Columbus*

Report: Philip Roth

F 10/1 *Read*: *Goodbye, Columbus*

M 10/4 Finish *Goodbye, Columbus*

Reports: Hugh Hefner and *Playboy Magazine*; Levittown

WEEKS 5 AND 6: POSTWAR TRANSFORMATION OF FAMILY LIVES

W 10/6 *Read*: Jack Agüeros, "Halfway to Dick and Jane: A Puerto Rican Pilgrimage"; Brief outline of Puerto Rican history; Alice Childress, excerpts from *Like One of the Family* (CP)

Report: Dick and Jane Readers

F 10/8 ***Due date for Part I of Family History and Timeline (choose one selection from your family history to share with class)

M 10/11 Columbus Day holiday

W 10/13 TV representations of class, gender, and family life: *View in class*: *I Love Lucy* ("Job Switching," 1952) and *The Honeymooners* ("Glow Worm Cleaning," 1955–56)

F 10/15 Read Faragher, Ch. 27, pp. 860–6

Reports: Lucille Ball; Jackie Gleason

M 10/18 *Read:* Betty Friedan, “The Problem That Has No Name,” from *The Feminine Mystique* (CP)

Reports: Betty Friedan; the birth control pill

Part II Weeks 7–11: 1960–75 The Civil Rights Movement, the Great Society, the War in Vietnam, and the Rise of Identity Politics

W 10/20 *Read:* Faragher, Ch. 28, “The Civil Rights Movement”

Reports: Rosa Parks; Fannie Lou Hammer

WEEK 7: RACIAL INEQUALITY

F 10/22 *View in class:* excerpts from Marlon Riggs, *Color Adjustment* (1994)

Reports: Martin Luther King; Malcolm X

M 10/25 *Read:* M. L. King, “Letter from a Birmingham Jail”; Malcolm X, “Message from the Grassroots”; “Songs of the Civil Rights Movement” (CP)

WEEKS 8 AND 9: AMERICANS IN VIETNAM

W 10/27 *Read:* Faragher, Ch. 29, pp. 903–20, “War Abroad, War At Home”

Report: Bob Dylan

F 10/29 *Read:* Social Movements of the 1960s; Brief Guide to American Political Parties (CP)

Second in-class workshop on timeline/family history

M 11/1 *Read:* Ron Kovic, *Born on the Fourth of July* (1976)

Report: Ron Kovic

W 11/3 Finish *Born on the Fourth of July*

Reports: Vietnam Vets Against the War; Mohammed Ali

F 11/5 *Read:* Richard Ford, from *Bloods* (CP); *View in class:* excerpts from Bill Couturie, *Dear America: Letters Home from Vietnam* (1987)

WEEKS 10 AND 11: NEW OPPOSITIONAL MOVEMENTS

M 11/8 Faragher, Ch. 28, pp. 920–2; Stokely Carmichael, from *Black Power*; “The Black Panther Party Platform”; Pauli Murray; “The Liberation of Black Women” (CP)

Reports: Stokely Carmichael; The Black Panther Party

W 11/10 *Read:* Faragher, Ch. 28, pp. 922–4; Sarah Evans, “Sources of the Second Wave: The Rebirth of Feminism”; “NOW Bill of Rights”; Gloria Steinem, “What Would It be Like if Women Win?”; “No More Miss America” (CP)

Report: Gloria Steinem

F 11/12 *Read:* Freedman and D’Emilio, “The Emergence of Gay Liberation”; Rey “Sylvia Lee” Rivera, “The Drag Queen” (CP)

Report: The Stonewall Riot

M 11/15 Faragher, Ch. 28, pp. 924–6; Jessie Cruz, “The Battle for Farmworkers’ Rights” (CP)

Report: Cesar Chavez/United Farm Workers

W 11/17 Faragher, Ch. 28, pp. 926–7; Ch. 29, pp. 948–9

Reports: AIM (The American Indian Movement); Earth Day (Environmental Movement)

F 11/19 ***Due date for Part 2 of Family History and Timeline (choose a selection from your family history to share with class)

Part III Weeks 12–14: 1975–90s: The Reagan–Bush Years, Postindustrial and Postnational America

WEEKS 12 AND 13: DEINDUSTRIALIZATION AND ITS SOCIAL EFFECTS

M 11/22 *Read:* Faragher, Ch. 30, “The Conservative Ascendancy, 1974–1987”; Timeline, 1975–90 (CP)

Report: PATCO Strike

W 11/24 *View in class:* Michael Moore, *Roger and Me* (1989)

M 11/29 *Read:* Bluestone and Harrison, “The Great U-Turn”; Eric Alterman, “It Ain’t No Sin To Be Glad You’re Alive”; Springsteen lyrics from *Nebraska* (CP); *Listen in class:* Bruce Springsteen, excerpts from *Nebraska*

Report: Bruce Springsteen

W 12/1 *Read:* Kristin Luker, *Abortion and the Politics of Motherhood* (CP)

WEEKS 14: POSTNATIONAL AND POSTMODERN AMERICA

F 12/3 *Read:* Judith Stacey, “The Making and Unmaking of Modern Families” (CP)

M 12/6 *Read:* Chs. 1–5, Bharati Mukherjee, *Jasmine*

W 12/8 *Read:* *Jasmine*, Ch. 6–17

F 12/10 Finish *Jasmine*

Report: Bharati Mukherjee

WEEK 15: WHERE ARE WE NOW?

M 12/13 *Read:* Faragher, Ch. 31; Mantsios, “Class in America 2000” (CP)

W 12/15 Last day – Course evaluations and reflections on American identities

M December 20 ***Due date for Final Family History (Papers must be turned in by 4: 00 pm. in my office (no extensions) or mailed to me by that date. If you want your paper back with comments, include a self-addressed stamped envelope (be sure to weigh it!)

*Worksheet for Oral Presentation (You must hand in sources
consulted to get credit)*

Five minutes (practice!)

You are expected to answer the following questions in your report:

If you are reporting on an individual:

- 1 Where and when was he or she born? Parents' backgrounds/work? Individual's education (formal and informal)?
- 2 What was the response to his or her work? Why is this person noteworthy? What is his or her significant accomplishment(s)?
- 3 How does the particular historic moment in which this person achieved help to explain his or her contributions to American society, politics, or culture?

If you are reporting on a group:

- 1 When did it start? Why did it start? What did it do? What was the response to it at the time?
- 2 What does the formation of the group tell us about the historical moment when it was begun?

Sources consulted (give complete citation):

- 1 Non-Internet source: be sure to give complete citation.
- 2 Internet source: be sure to give the address and identify what kind of site it is (commercial, educational, promotional, political, etc.)
- 3 What differences did you notice between the Internet and the non-Internet sources?

*How to Analyze a Website/Use Proper Citations for
Sources for Your Oral Reports and Family History Projects*

Check out the following for any website you use:

- 1 What is the content of the website? What types of material does it present? Is it educational, commercial, promotional, political, something else? Who do you think is the audience intended for the site? (In general, you want to use educational websites that are produced by people who have expertise in the subject.)
- 2 Who created the website? What are their qualifications? What kinds of references does the website provide for the claims it makes? (In general, you want claims made on the website to be supported by research, with footnotes and citations of where the writers got their information.)

- 3 Does the website offer accurate, thorough coverage of the issue? Does the site add to your knowledge and understanding of the person/movement you are reporting on? Can you tell how old the site is and whether it has been maintained? (for example, are there links to other sites on the Internet and are they still working?)

Citing Sources for Your Oral Reports and Family Histories

(You must provide a full citation of your sources for your oral report and at the end of your family histories (if you use sources outside the course):

Book/Chapter Citation: Glenn C. Altschuler, "Popular Music and American Culture, 1945–1955," *All Shook Up: How Rock'n'Roll Changed America*. New York: Oxford University Press, 2003, pp. 3–33.

Website: "Global Warming: Fact vs. Myth. (2001). Retrieved March 3, 2003, from http://www.environmentaldefense.org/documents/382_myths.htm (political).

General Education Freshman Seminar: UMass Boston

AmSt G110 US Society and Culture Since 1945 Fall 2003

Course Description

What is "American"? What does it mean to be an "American"? The field of American Studies has traditionally been US-centered, focusing on the United States and its dominating position in the world. Until recently, the experiences of peoples of diverse cultural and historical backgrounds have largely been bypassed. As the US experiences dramatic demographic changes, and as new international relations take shape, the question of what it means to be an American highlights important issues in the United States, throughout the Americas, and worldwide, providing a key focus of social inquiry, theoretical and practical.

By drawing on individual voices and experiences, as well as interdisciplinary frameworks and approaches that constitute the field of American Studies, this course examines the multiple ways that "American" has been defined and interpreted in the historical era from World War II to the present, and traces the themes of migration, work, and family. The course is designed to introduce students to the methods and approaches in the field of American Studies. Class materials include fiction, film, television, paintings, photographs, historical essays, oral histories, and autobiography.

Classes include lectures, video and audio presentations, group discussions, project work, and guest presentations. Students are expected to do all the assigned readings, participate in classroom activities, and actively analyze cultural “texts” in class.

First Year Seminars

This course is a First Year Seminar (FYS). First Year Seminars welcome new students (with fewer than 30 credits) to UMass Boston with small-sized courses designed to prepare them for a successful college experience. Students may choose from a variety of FYS courses, reflecting a wide range of topics and disciplines. A major goal of FYS courses is to practice the following habits of mind essential to university-level educational success: careful reading, clear writing, critical thinking, information literacy and technology, working in teams, oral presentation, academic self-assessment.

All FYS courses meet four hours per week and carry four credits. A mentor and a staff academic advisor are assigned to each seminar. Among other things, the mentor(s) can help you with computer accounts, email, and with library research. The advisor will visit the class once or twice during the semester, and can be contacted for help with choosing courses and major, with financial aid, and any problems with university life in general.

Course Goals

The main purpose of this course is to help you develop specific sets of knowledge, skills, and attitudes that will enhance and deepen your *learning* experience in the university and beyond, especially through:

- clarity about your own historically constructed identities in US society and in the world,
- greater understanding of the (im)migrant experience,
- awareness of racial stereotypes,
- ability to interact comfortably with people of diverse backgrounds.

As a FYS, the course is also designed to help you develop the reading, writing, oral, and critical analysis skills you will need for proceeding through the university. The course includes work on library research and on improving your computer skills. In addition, the course will focus on developing your teamwork skills and your competence in assessing your own learning abilities.

Clear and effective writing: This course will help you to improve your ability to express yourself clearly on paper. It will provide you with the opportunity to practice revising your written work in order to improve your organization and

presentation of your ideas. In writing, you will work toward being able to use evidence appropriately to deal with and apply complex ideas accurately.

Conscious and critical reading: We will discuss effective reading strategies (to find “main arguments” or identify evidence, for example). We will explore a range of text types that you may encounter at the university level: narrative and autobiographical accounts, essays, historical writing, and fiction; and we will practice effective reading approaches to these various forms.

Active listening and confident speaking: Throughout the course you will learn the oral skills of active listening, interviews, oral reports, and project presentations.

Critical thinking: In writing or speaking, you will learn to cite evidence appropriately, accurately represent and attribute complex ideas, and apply theoretical material to other situations. You will begin to assess the credibility of sources, including Internet sources.

Information literacy: You will practice locating and evaluating a variety of different kinds of sources through using the Healey Library, including on-line sources. You will become familiar with a variety of information-gathering tools (both electronic and print sources).

Teamwork: At various points during the semester, you will work with classmates to accomplish specific tasks. At the end of some group assignments, you will describe your groups' working process and evaluate your role in contributing to the success (or lack of success) of your group.

Self-assessment: You will work on becoming conscious of the strengths and learning skills you already have, and you will set goals for improving your skills. At various points during the semester, you will evaluate your progress in improving your learning skills by reviewing the work you have completed thus far during the term.

The Student Mentor

All FYS courses have a peer mentor working with the class. Our mentor is a senior in American Studies and Asian American Studies. She will attend class regularly, be available outside of class to talk with you, help direct you to student support services, assist you with library and computer questions, work with small groups during class discussions, and generally be there to offer you support when/if you need it.

Assessment

In addition to course evaluation forms that are routinely administered at the end of each course at UMass Boston, an assessment committee will look at randomly chosen student writing from FYS courses. Please save all your writing in this course so that if you are randomly chosen you will have your work available. The purpose of this is to improve the program and to improve particular courses, as necessary.

You may remove your name from your papers if you choose to submit them anonymously.

Readings

Philip Roth, *Goodbye, Columbus* (1959)

A xeroxed packet of readings to be purchased in class during the first week. The cost of the course packet is \$20.00. It covers additional photocopying costs for the duration of the semester.

Course Requirements

- 1 Attendance and participation (including *one* assigned campus or community event) 20%
- 2 Two (2) graded papers 25%
- 3 Journal entries (on assigned topics) 20%
- 4 Three (3) In-class graded writing exercises 15%
- 5 Two (2) library assignments 10%
- 6 One (1) oral presentation 10%

Student Responsibilities and Grading Policies

- By enrolling in this class, each student is making a commitment to completing all the course requirements (see Course Requirements and the following section). These assignments build upon each other and are designed to help you accomplish the goals in this class.
- Attendance and participation are essential to do well in this class. Please see my expectations in I of the following section.
- Completing homework assignments on time is extremely important. Assignments may not be graded if they are turned in more than a week late. Please see my expectations in II, III, IV, and V of the following section.
- Grading for this class is based on each student's performance – on evidence of your efforts.
- This course takes students out of the “safe zone” of the traditional classroom. Notice, for example, that there are no midterm or final examinations. This does not mean that the course will be easy. On the contrary, there are assignments throughout the semester that require you to do your reading thoroughly – including readings that may not be fully covered in class due to time constraints or other issues that may arise – and to reflect on your personal experiences deeply. There will also be in-class graded writing exercises on course materials and class discussions.

- This course is about US culture and society since 1945. Some of the students who will do the best work in this class will be those with relatively less knowledge about US history or those with little experience of living in the US. Similarly, some of the students who will have the most problems in this class will be those who are used to memorizing particular facts about US history and will not take the discussions and assignments as seriously as others, feeling that they already know the subject matter. For all students, I emphasize the following: through this class, you will learn many important things, including voices, perspectives, and experiences of people from diverse historical and cultural backgrounds that may be new to you. At some point in the course, each of us may feel a bit out of place, unfamiliar with some references. It is up to each student to put aside preconceived notions, listen carefully, share your ideas, do all the assignments, and *take the initiative* and *make the effort* as part of your learning experience.

Suggestions for Course Ground Rules (please think about them carefully!):

I Attendance and Participation

Attendance and effort are essential to do well. Class participation is expected in terms of discussing readings, videos, music and ideas; listening actively; sharing experiences; working collaboratively with classmates in large and small groups; consulting and sharing with students, your peer mentor, and your professor; and communicating regularly via email. Missing class regularly and other evidence of not trying, such as using someone else's work for yourself, will affect your grade severely. For example, a grade may be lowered by one letter if you miss a total of four classes.

You must prepare for the reading(s) listed for the class session before you come to that class. You are also required to bring your readings to class.

If you miss a class, it is your responsibility to find out what you have missed. You are required to see the mentor to arrange to photocopy notes, find out about assignments and announcements, and so on. You should also get the phone numbers or email addresses of at least two people in the class so that you can easily and quickly find out what you need to do to be prepared to return to class.

Finally, in the event that you must miss class, please let me know as far ahead of time as possible by leaving me a voicemail or email message. I will be much more inclined to help you to make up missing work if you have been respectful and sincere in taking responsibility for your absence. If something unavoidable and urgent comes up that means you will have to miss consecutive classes, schedule an appointment with the instructor to draw up a plan with you to make sure you don't fall behind.

II Semester-long Project

- Your work in this semester-long project consists of two five-page papers, some of your journal entries, one library assignment, and one oral presentation (50 percent of your final grade altogether):

Paper One: Migration story – see details below (10%)

Paper Two: An expository essay – details to be discussed in class (15%)

Journal entries on assigned topics (see below for details; incorporated into Paper One and Two assignments) (10%)

Library assignment (see below for details) (5%)

Oral presentation (see below for details) (10%)

- The first paper requires you to conduct interviews with a person of your choice, but preferably somebody whose group or community is typically underrepresented and underdocumented. For example, who are the people whose points of view are often omitted from most histories? You are encouraged to work with students in other classes at UMass Boston, particularly students who are *currently* taking courses in the programs of Africana Studies, Asian American Studies, Latino Studies, and American Studies. You may contact me as soon as possible for suggestions.
- Each paper builds upon other written assignments, including journal entries, in-class graded writing exercises, and library assignments.
- For each essay, you will do three (3) drafts; the first must be in nearly final form; then, after a peer review and feedback from the instructor, you must revise based upon readers' comments and your own new ideas. The final draft must be edited for grammar, spelling, format, and so on.
- All drafts of the essays should be written on the computer; each time you submit a draft of the essay, you should also submit the previous draft(s) of that essay so that I can see the changes you have made.
- Your grade will be based on the quality of the final paper and on how much the paper has developed through revision.
- All papers and reports should be submitted on 8.5 x 11 inch white paper, #12 font, double-spaced, with 1 inch margins on all sides. A title and your name must be included for every assignment.
- See the following for specific steps and instructions.

PAPER ASSIGNMENT #1: MIGRATION STORY

In this assignment you will research and write history by telling the story of one person's or family's story of migration to the United States, or significant move within the United States. You will be writing as a collector of *oral history*. This project will involve:

- Reviewing literature related to the topic,
- Identifying a specific person whose story you wish to tell,
- Conducting and analyzing interviews,

- Using the information from the interviews and putting the story into a written form – while preserving the person's own voice and own point of view as much as possible,
- Gathering relevant resource materials such as family photographs or newspaper articles or archival documents.

Step 1: Planning (Journal Entry #2 – feedback from peer in class)

- List one individual who you think can be knowledgeable, supportive, and willing as a resource for this paper. How do you know this person, what makes you think of him or her, and how can he or she be contacted?
- List one to three specific ideas and questions that you would like to explore in depth about the person's migration, and *explain* clearly what your ideas and questions are. Think about how this paper should connect with the second one, and the larger picture that this project seeks to explore. (A Question Guide will also be provided by the instructor.)
- What resource materials do you think you have access to for your project? For example, letters, photographs, objects, scrapbooks, or clothing.

Step 2: Literature Review (Journal Entry #3 – feedback from instructor)

- Review the stories of migration covered in class (Agüeros, Roth, Blues songs, Okubo). What were the factors that caused each move to come about? What impact did the move have upon the lives of the people who moved? This will help you practice your *reading skills*!
- (optional) Review any other sources that can potentially help you write your paper, including books and websites. In what ways is each of these sources helpful?

Step 3: Conducting and Analyzing Interviews (Journal Entry #4 – feedback from instructor)

- Conduct an interview. How did the interview go? What did you learn about the person's migration story? What other questions do you want to ask the person?
- (optional) Conduct a second interview. This time tape your interview if possible. Transcribe a section you plan to use in your paper. Now edit this section. Submit transcript, the edited version, and a written justification for the editing you have done. (This will be Journal Entry #4b.)

Step 4: Writing Oral History (Paper – three drafts)

- Using the information from your interview, write the person's answers to your questions into a story, from his or her point of view. This means you will write the story as if you are telling about your own immigration or migration, so you will use "I" in the body of the paper. Include the person's name in the paper, if you have his or her consent.

- First draft will be reviewed by the instructor, who will provide feedback on ideas and concepts.
- Second draft will be reviewed by your assigned peer and your peer mentor (to be discussed with your peer mentor).
- Final draft of paper is due on assigned date.

PAPER ASSIGNMENT #2

Details will be discussed in class.

III *Journal Entries*

- Your journal is intended to be a place for you to gain practice in putting your thoughts in writing – to enable you to analyze critically and/or reflect deeply on class readings, film/videos/TV, music, class discussions, project work, and even your own learning experience.
- You will be assigned topics and questions for your journal entries, and the due date of each entry is specified in the *Schedule*.
- Your journal will cover entries on the following areas:

Entries on the reading;

Entries on in-class viewing of movies, videos, and television;

Entries on music;

Entries on class discussions;

Entries on project work;

Entries on ongoing learning experience.

- For those of you who are not used to conceptualizing your ideas in words, this is an opportunity for you to practice this skill.
- Everyone is strongly encouraged to be creative with their journal. For example, you can use maps, drawings, photographs, and even architectural design in the production of your journal.
- The writing part of your journal entry should be *typed*. Unless otherwise stated, the writing should be about *one-page long for each entry*.
- Your journal does not require a formal writing style, but spelling and grammar mistakes should be avoided. I will comment on your journal entries, focusing on helping you improve your *reading and critical thinking skills*.
- Your *weekly* journal entries are listed in the *Schedule* and should be completed before the next class session (in the following week). You will often need it for class discussions. I will collect your Journal at different times during the semester, with or without prior notification. *You are required to bring your Journal to all class sessions.*

IV Library Assignments

LIBRARY ASSIGNMENT #1

You will learn the way in which history is being told in this assignment. You will work in groups, which will be made up by the instructor. Each group will analyze a different set of historical or journalistic accounts, in order to arrive together at conclusions about what sorts of factors might shape the telling of what seems to be the same historical story. This assignment will help you improve your reading, critical thinking, and communication skills. The project involves:

Step 1: Planning: Your group will investigate the media coverage of the 9/11 World Trade Center event in different sorts of publications. As a group, you will decide on what kind of publications you will pursue in your research. For example, one group might decide to look at coverage of the event in *The New York Times*, while another might look at coverage in an ethnic news website, and a third group might look at coverage in a journal with a stated political orientation. We will try to have the different groups investigate as many kinds of publications as possible.

Step 2: Library research: The next class meeting will take place at the library. Each group will find, and then analyze, a particular account of the event. You will photocopy the article your group has chosen, identify the source, and analyze the article – its contents, its tone, and the way it is delivered. (Worksheet to be distributed.)

Step 3: Report Back and Analysis: In the following class meeting, each group will report back to the class as a whole. We will analyze the following:

- the differences among the different versions of history,
- the connections between the publication's mission or major readership and the way that publication tells the "history."

Step 4: Self/Group Evaluation: Each member of the group will fill out a self/group evaluation sheet, in which you evaluate the performance of your group as a whole, as well as your own individual contribution to the group work.

Step 5: Submitting Your Assignment: As a group, you will turn in three things on the assigned date:

- one (1) copy of the article from your research,
- one (1) worksheet on the group analysis of the article,
- individual self/group evaluation sheets.

They should all be stapled together with a cover sheet listing the names of all your group members.

LIBRARY ASSIGNMENT #2

The second library assignment asks you to become an “expert” on a historical figure from any of the three historical periods: 1945–60, 1960–75, 1975–90s. You will work in a different group this time. Each group will be assigned a historical period. As a group, you will decide on a list of the most important historical figures of that period. The project involves:

Step 1: Planning: Your group will decide together on a list of the most important historical figures of the assigned period. You should reexamine all the previous class activities and class discussions, beginning with the Teaching/Learning activity. You will pick one figure to concentrate on for your research.

Step 2: Library Research: In the following class session, your group will meet in the library. Using the electronic databases, each member of the group will work individually and locate at least two articles about the figure. Your job now is to (1) sketch out a brief profile of your figure (in a two-page paper); and (2) come up with differences among the articles: differences in tone, differences of opinion, and differences of emphasis (see Worksheet). If, for any reason, you are unable to locate any article about the figure, you are required to contact me immediately for suggestions on resource people for information. You should not feel discouraged from studying a historical figure who is relatively not “known.” In fact, your job is to figure out why this is the case.

Step 3: Submitting Your Assignment: As a group, you will turn in two things:

- one (1) copy of *all* the articles from your research,
- one (1) copy of *all* the papers and worksheets.

They should all be stapled together with a cover sheet listing the names of all your group members.

Step 4: Reflections on Thinking Differently: Each member of the group will email the other group members and the instructor (and, if you want, everyone in class) your reflections on the experience. We will activate a dialogue with one another on the experience of thinking differently.

V Oral Presentations

- 1 Migration stories – Paper assignment #1: Each student will share his or her interviewee’s migration story with the rest of the class. The story can be funny, silly, sad, nostalgic, exciting, etc. You have five minutes each for your presentation.
- 2 Project presentation – Paper assignment #2 and reflections on whole project.

On the day of your presentation, on the assigned day within the period 4/24 to 5/1, you should have:

- 1 A *nearly completed* project “product” (paper assignment #1, paper assignment #2, collection of artifacts, photos, display board, reference articles, etc). You will bring in everything to show the class. Your completed project is due on the assigned date.
- 2 A project report with the following information:

Overview: Explain the focus, background, and purpose of your project.

- Review all your assignments related to this project.

Methods: Explain how you carried out your project

- How did you find out your information (for example, interviews, library research, attending events)?
- What were the difficulties and limitations of the work you did and the methods you used?

Findings and Analysis: Explain and show what you learned and why it is important. This is the main body of your Paper Assignment #2 (see also: Paper Assignment Step 4 Writing Oral History).

- What are the important findings of the relationship between work and health in your interviewee’s family or community history?
- Is this what you expected to find out? Why or why not?
- How can your findings be useful to others? Be as specific as possible.

Evaluation and Reflection: Reflect critically on your learning.

- What was most successful in your project?
- What was most difficult about doing your project?
- If you had more time, how would you improve or continue your project?
- What did you learn about the process of doing research?
- What did you learn about yourself – your own interests, values, strengths and weaknesses, future plans?
- How do you use your understanding about the relationship between work and health in your own life?

VI In-class Graded Writing

In order to prepare you for writing essay exams in future courses, you will engage in in-class graded essay writing at least three times during the semester. The following are incorporated into the syllabus to help you do well:

- Class discussion on the elements that make a good essay.
- Journal entry assignments – reflection memos and critical essays.
- In class, you will be given one or more questions, and you will be asked to write a one–two page essay on *one* of them.
- After you write the essay, I will collect your essay, and we will have a class discussion on what would make an effective response to the question.

Schedule of Class Meetings and Assignments

Unless otherwise noted:

- Readings listed should be completed for class meetings of that week. In other words, you should always do your reading ahead of time!
- Assignments listed should be completed *before* the next class meeting of the following week.

SEPT 3 & 5 INTRODUCTION – WHAT AND WHO IS AMERICAN?

Video: Skin Deep

First in-class graded writing exercise

****Assignment:* Review syllabus. Prepare reading. Each student will write two to three paragraphs: (1) What is a skill I currently have? (2) What is one additional specific skill I would like to develop in this class? Is there any assignment(s) that you think will be really helpful? (Journal entry #1)

****Assignment:* Paper One Planning (Journal Entry #2)

SEPT 10 & 12 SEMESTER-LONG PROJECT OVERVIEW

Reading: Kesaya Noda, “Growing Up Asian in America”

Slide and PowerPoint presentation: campus and community murals; work by professional artists who integrate oral/family history in their work; storybook on community history by SMFA Youth-Art-In-Action; Ken Mochizuki, *Passage to Freedom*

Class activity: Journal entry #2: Planning – peer review

Class activity: Practice interviews on the moving experience

****Assignment:* See Paper One Step 1 Planning (Journal Entries #3 & #4)

1945–60: Postwar America

SEPT 17 & 19

Impact of World War II on Japanese Americans

Readings: Mine Okubo, excerpts from *Citizen 13660*; Janice Mirikitani, "Prisons of Silence" and "Crazy Alice" (poems)

Slide presentation: Ken Mochizuki, *Heroes*
The Cold War

Viewing: Kevin Rafferty et al, *The Atomic Café*, 1982 (excerpts)
The Great Migration

Studio session: *Postwar Chicago Blues*

Secondary Migration: The American Suburb

Reading: Philip Roth, *Goodbye, Columbus* (excerpts)

The Immigrant Experience

Reading: Jack Agüeros, "Halfway to Dick and Jane"

***Paper One First Draft (due Sept 24)

SEPT 24 & 26

***Sept 24 - First Draft of Paper One (Migration Story) Due

Housework as Polemic

Readings: Betty Friedan, "The Problem That Has No Name"; Alice Childress, *Like One of the Family* (excerpts)

Guest Presentation: Contemporary case – "Ain't I a Woman? Campaign" National Mobilization Against Workshops

***Assignment:

- 1 "Marge, who likes housework? . . . I guess there's a few people who do, but when a family starts makin' money. . . They will get themselves a maid to do the housework" (Childress, p. 140). Give concrete examples of the kind of "work" Mildred did, and how she felt about it.
- 2 "We can no longer ignore that voice within women that says: 'I want something more than my husband and my children and my home.'" (Friedan, p. 27). What is the historical significance of this claim in the early 1960s? (Journal Entry #5)

***Assignment: Prepare for Oral Presentation (1) – see above

OCT 1 & 3

Oral Presentation (1): Migration Stories

Academic Advising Session (1): to be confirmed

Reading Comprehension Session

***Assignment: Paper One Second Draft (due Oct 8)

1960–75: Racial Inequality, “The Great Society,” The War in Vietnam, and Political/Cultural/Oppositional Movements

OCT 8 & 10

***Paper One Second Draft Due on Oct 8

Readings: Jessie Lopez de la Cruz, “The Battle for Farmworkers’ Rights”; Martin Luther King, Jr. “Letters from a Birmingham Jail”; Malcolm X, “Message to the Grassroots”; Stokely Carmichael, *Black Power* (excerpts); Rey “Sylvia Lee” Rivera, “The Drag Queen”

Viewing: *Eyes on the Prize* (clips); *Chicano!* (clips)

***Assignment:

- 1 What is a powerful theme or idea that stands out most in (a) Martin Luther King’s letter and (b) Malcolm X’s speech?
- 2 What did King and Malcolm X each view as a solution to end racial inequality? How did each of them say it? (Journal Entry #6)

OCT 15 & 17

Library Research Training Session (1): Lecture

Library Research Training Session (2): Hands-on Practice

Second In-class Graded Assignment

***Assignment: Mid-semester evaluation: Briefly reflect on your learning in this course. What has been most interesting or exciting? What has been most difficult or frustrating? How do you rate the readings, lectures, videos, and discussions? What questions do you still hope to answer in the course? (Journal Entry #8)

OCT 22 & 24

***Oct 22 – Paper One Final Draft Due

Readings: Wallace Terry, ed., *Bloods: An Oral History of the Vietnam War by Black Veterans*, 1984 (excerpts); Peter Kiang, “About Face: Recognizing Asian & Pacific American Vietnam Veterans in Asian American Studies,” *Amerasia* 17: 3 (1991): 22–40; George Mariscal, ed., *Aztlán and Viet Nam: Chicano and Chicana Experiences of the War*, University of California Press, 1999 (excerpts)

Viewing: *Hearts and Minds* (1974) (clips)

***Assignment:

- 1 What stands out most in your mind/memory from watching the video documentaries?
- 2 What is a powerful theme or idea or visual image that you think is important to remember?
- 3 Write one-two sentences on the perspectives on war and life in Vietnam addressed in each of the following: Terry, Kiang, Mariscal. (Journal Entry #7)

OCT 29 & 31

Library session (1): Library Assignment #1 – see: Library Assignment #1 above.

Library session (2): Library Assignment #1 —see Library Assignment #1 above.

***Assignment: Paper Two First Draft (due Nov 5)

1975–90s The Reagan–Bush Years, Postindustrial and Postnational America

NOV 5 & 7

(Course withdrawal and pass-fail deadline for this course is Thursday, Nov 7)

***Nov 5 – Paper Two First Draft Due

Deindustrialization and its Social Effects

Reading: McCormick, “Blue Collar Blues”

Viewing: *Who Killed Vincent Chin?* (clips)

NOV 12 & 14

Class activity: Group work on Library Assignment #2 – see Library Assignment #2

NOV 19 & 21

Viewing: *Holding Ground: The Rebirth of Dudley Street, 1996*

Studio session: Bruce Springsteen, *Nebraska*

***Assignment:

- 1 How can you connect the songs by Springsteen we played to the course’s major themes (work, family, migration)? List the songs by name that help you make the connection.
- 2 Pick one of the songs, and write about the way it sounds to you. You can write about the instruments, the voices, the tempo. Use at least five adjectives to describe the musical part of the song. (Journal entry #9)

***Assignment: Reexamine our discussion on the Vincent Chin case. Reflect on the video documentary *Holding Ground*.

- 1 What enables residents of the Dudley Street neighborhood to come together?
- 2 How is the “American Dream” being defined by this neighborhood? (Journal Entry #10)

NOV 26

In-class Graded Writing Exercise #3

***Assignment: Paper Two Second Draft (due on Dec 3)

DEC 3 & 5

***Dec 3 – Paper Two Second Draft Due

Viewing: *Sadako and the Thousand Paper Cranes*(1991)

DEC 10 & 12 PROJECT PRESENTATIONS, CONCLUSIONS, & CLASS EVALUATIONS

***Dec 16 – Semester-long Project (both papers #1, #2 (3 drafts for each)) Due

Submit *all* your coursework today (including all graded assignments and journal entries)

The End . . . is Just the Beginning

American Identities in the Secondary Schools: Dana Hall School (Eric Goodson)

The Dana Hall School is an all-girls, college-preparatory school in Wellesley, Massachusetts, that offers both middle and upper-school programs, the upper school serving over three hundred students. About a third of upper-school students board at Dana Hall and many of those come from abroad. Dana Hall's Social Studies department is committed to international studies, and students are required to take one of the six full-year courses on different regions of the globe (Latin America, Africa, etc.). Students are also required to take US History in their junior year and highly encouraged to take Western Civilization in their freshman year. Within this context *American Identities* balances the strong international studies program with a chance for students to take an intensive look at the culture in which they live. This elective course is offered in alternating years and is open to both juniors and seniors, so that no one misses a chance to take the course.

The mixed-grade classes run differently than senior-only classes. Mixed-grade classes tend to self-segregate by grade, offering interesting fodder for discussion when we study the Civil Rights and Black Power movements. All-senior sections seem to be more collegial, honest, and open right from the start, but within a few months the mixed-grade classes set aside a lot of their inhibitions and open up too. Since juniors are concurrently taking a US History survey, they are well served at the

start of the course by a brief summary of US history since the Reconstruction, especially concerning Jim Crow, industrialization, urbanization, immigration, and the world wars, and focusing primarily on shifts in gender, race, and class identity in that period. Most seniors can do with a refresher course too, so the time is not wasted on either grade.

American Identities holds a unique place within the overall curriculum. The course takes a close look at a relatively small period of time, which is a good experience for high school students who are used to courses that survey hundreds if not thousands of years of history. *American Identities* also examines a period of US history that US History surveys usually rush. I know my US History students want to see how the American story ends and where their lives fit within that story. Another unique trait has to do with methodology and materials. *American Identities* gives students a chance to focus on social and cultural history, on popular movements and cultural artifacts, on things that impact lots of people. Students are excited when they feel these currents flowing through their lives and the lives of their relatives. They are fascinated by ways that historians can use music, television, and literature to interpret the past. Most high school students love pop culture, yet do not consider the messages it sends and the impact it has on their lives. Studying Blues music and *I Love Lucy* episodes empowers students to be critical about a big part of their personal experience. Finally, high school juniors and seniors are at a time in their development where they are trying to define themselves. Looking at how their family history affects and is affected by the world around them is just what they want to do.

In adapting *American Identities* to a high school setting, several factors have to be considered. Depending on the school culture, some readings may feel inappropriate. Also, since many high school courses have the explicit goals of teaching thesis essay writing, writing graded assignments cannot be limited to just the family history. Similarly, testing is expected and midterm and final exams are required at Dana Hall, so the course has to make time for tests.

One last concern has to do with class “culture.” In college few students know each other outside of class, much less socialize together. In high school, a lot goes on between classmates outside of the classroom. Because of this, the controversial and intensely personal discussions that this course encourages around, for example, race, abortion, and sexual orientation, can spill out of the classroom and into the larger community. Students can show up in the class suddenly not speaking to each other and not participating in discussions. Rumors can spread through the school about what a particular student said in class. Because of this, it is extremely important to establish a class culture of respect and confidentiality right at the start of the year and to nourish that culture with reminders after especially tense days: “Thank you for everyone’s candor today. Remember, we need to hear each other out and respect each other’s views. Everything said in this class stays in this classroom.”

American Identities Syllabus

Note: all assignments are listed on the date they are due.

WEEK OF SEPT. 3 – INTRODUCTION TO AMERICAN IDENTITIES

Introduction to the course

- 1 Hand out course packets, review syllabi and goals.
- 2 Discuss Family History-Timeline project.
- 3 Give out handouts for first trimester.
- 4 Give out Family History Worksheet, and get students thinking about their Family Timeline for first family history workshop.
- 5 Assign presentations for first trimester.
- 6 In-class assignment: write down ideas, people, things, and so on that come to mind when you think of the word “American.”
- 7 Assignment for the weekend: Interview someone from another generation (at least 15 years your senior) and ask that person what he or she thinks of when they hear the word “American.” Also, bring in some piece of American material culture: an object, image, piece of clothing – anything that you feel is distinctly “American.” We will decorate the classroom with your artifacts, so no Big Macs please.

WEEK OF SEPT. 10 – WHAT IS AN AMERICAN?

- 1 Show and Tell. So what is an American?
 - Assignment: Poster on “*What is an American?*” – Due day 4
- 2 “The American Century” by Henry Luce, 1941
 - Read Luce’s essay and write down Luce’s “thesis statement.” (No more than a paragraph.)
 - Call attention to timeline handout for 1940–45.
- 3 Polenberg, pp. 46–54, “Wartime America”
 - Discuss the Good Fight, the Greatest Generation, and Wartime Racism.
 - Everyone must come in with one question or one observation from the reading. Write it down. I will check it.
- 4 Polenberg, pp. 78–85, “Wartime America”
 - Posters due.
 - No homework for the weekend.

WEEK OF SEPT. 17 – CITIZENSHIP AND RACE: THE CASE OF JAPANESE INTERNMENT

1 Workshop on Reading Family Photographs

- Don't forget your family photos!
- 2 Discuss Miné Okubo, from *Citizen 13660*.
 - 3 "Legalizing Racial Discrimination"; *Korematsu v. United States* (1941)
- Read *Korematsu* and consider the significance of this event for Americans today, especially in light of the "War on Terror."
- 4 Start Charles Gordon, "The Racial Barrier to American Citizenship," first half of the reading.

WEEK OF SEPT. 24 – POSTWAR AMERICA: THE ATOMIC AGE, 1946–60

1 Finish Charles Gordon, "The Racial Barrier to American Citizenship," second half of the reading.

- Assignment: one to two page paper on connection between race and citizenship. Discuss the nature of race and citizenship.
- 2 View *Atomic Café*
- Due: Paper on race and citizenship
- 3 Rosenberg, Ch. 1, "The World's Superpower"
- Discuss the postwar world and the birth of the Cold War.
 - Call attention to Timeline for 1946–55. Give out second paper on the effect of war (hot and cold) on solidifying American identity.
- 4 Rosenberg, Ch. 1, "The World's Superpower"
- Discuss Berlin, China, NSC 68, Korea, and the worldwide spread of Cold War.
 - Also due: Family History Worksheet #1

WEEK OF OCT. 1 – POSTWAR AMERICA: THE ATOMIC AGE, 1946–60

1 Rosenberg, pp. 22–9, "The Reconversion from War to Peace, 1946–1948"

- Discuss conversion from war to peace; tensions over latchkey children, race, jobs; inflation and strikes; Truman's response and the Taft–Hartley Act.
- Report on Senator Joseph McCarthy.

2 Rosenberg, Ch. 2, pp. 32–44, “The Fair Deal” and “Anticommunism at Home”

- Discuss “The Fair Deal,” Civil Rights, and “Anticommunism at Home.”
- Report on Ethel and Julius Rosenberg

3 View *Twilight Zone* episode “Time Enough at Last.”

4 “Postwar Adjustments, 1946–1953” – Rosenberg, Ch. 2, pp. 44–51

- Discuss the promise of “progress,” especially the atom.

WEEK OF OCT. 8 – POSTWAR AMERICA: THE ATOMIC AGE, 1946–60

1 No School, Columbus Day

2 Family History Workshop to show how to make the Timeline

- Due: Family History Worksheet and Family Timeline

3 View *The 1950s: Promoting the American Dream* in class

4 “Politics and Culture During the 1950’s” – Rosenberg, Ch. 3, pp. 54–62

- Discuss “Moderate Republicanism”; the Hidden-Hand Presidency; Corporate Commonwealth.
- Reports on Senator Joseph McCarthy; Ethel and Julius Rosenberg

WEEK OF OCT. 15 – POSTWAR AMERICA: FROM THE BLUES TO THE BURBS, 1946–60

1 No School

2 “Politics and Culture During the 1950’s” – Rosenberg, Ch. 3, pp. 62–72

- Discuss the baby boom, suburbanization, domesticity, sexual politics.
- Due: paper discussing the nature of war and Cold War in solidifying American Identity

3 Rosenberg, pp. 84–93, “Race, Ethnicity, and Urban Issues”

4 Due: Kenneth Allsop: “Black, White, and the Blues”

WEEK OF OCT. 22 – POSTWAR AMERICA: THE BURBS AND WHITE FLIGHT, 1946–60

1 Listen: *Postwar Chicago Blues*

- Due: listening sheet for *Postwar Chicago Blues*

2 Visit from Mr. Coleman, who will discuss the musical history of the Blues

- Discuss the Blues and the Great Migration.
- Reports on Muddy Waters, Howlin’ Wolf

3 First Workshop on Family History-Timeline Project

4 Philip Roth, *Goodbye, Columbus*

- Reports on Philip Roth; Levittown; Big Band music

WEEK OF OCT. 29 – POSTWAR AMERICA: THE BURBS AND WHITE FLIGHT, 1946–60

1 No School

2 Philip Roth, *Goodbye, Columbus*

3 Philip Roth, *Goodbye, Columbus*

- Due: Paper on the Blues and the Great Migration

4 Philip Roth, *Goodbye, Columbus*

- View: *Goodbye, Columbus*

WEEK OF NOV. 5 – POSTWAR AMERICA: THE BURBS AND WHITE FLIGHT, 1946–60

1 Due: First Part of Family History-Timeline (1945–60) to Paper Partner

2 Philip Roth, *Goodbye, Columbus*

3 Philip Roth, *Goodbye, Columbus*

4 Finish *Goodbye, Columbus*.

WEEK OF NOV. 12 – POSTWAR AMERICA: I LIKE IKE BUT I LOVE LUCY, 1946–60

1 Due: First Portion of Family History-Timeline (1945–60) to Mr. Goodson

- In-class Discussion of Family History Projects

- Quick Exam Review.

2 Rosenberg, pp. 72–83, “Commercial Culture in the 1950s”

- Discuss “Commercial Culture in the 1950s,” sports, Hollywood, TV, youth culture, the debate over mass culture.

3 View: *I Love Lucy*

- Report on Lucille Ball

4 View: *The Honeymooners*

- Report on Jacky Gleason

WEEK OF NOV. 19 – THANKSGIVING BREAK

- Monday: Exams
- Tuesday: Exams
- Thanksgiving break begins at 12:30
- Wednesday: No School
- Thursday: No School
- Friday: No School

WEEK OF NOV. 26 – QUESTIONING SUBURBIA, 1946–60

- 1 No School.
 - 2 Discuss how family research went over the Thanksgiving Holiday.
 - 3 Start Jack Agüeros, “Halfway to Dick and Jane: A Puerto Rican Pilgrimage.”
 - 4 Finish Jack Agüeros discussion.
- Report on Operation Bootstrap

WEEK OF DEC. 3 – QUESTIONING SUBURBIA, 1946–60.

- 1 Start Alice Childress, from *Like One of the Family*
- Report on Alice Childress
- 2 Finish Alice Childress, from *Like One of the Family*
 - 3 View: *Rebel Without a Cause*, excerpt
- Report on James Dean
- 4 Jack Kerouac, excerpt from *On the Road* and Alan Ginsberg's “America”
- Reports on origins of *Seventeen* Magazine; origins of *Mad* Magazine

WEEK OF DEC 10 – THE ROOTS OF REBELLION, 1946–60

- 1 Listen: Elvis songs
- Report on Elvis Presley
 - Discuss the challenges to suburban life in the late 1950s.
- 2 Betty Friedan, “The Problem That Has No Name”
- Report on Betty Friedan
- 3 Betty Friedan, “The Problem That Has No Name”
- Reports on the birth control pill; Hugh Hefner and origins of *Playboy* Magazine
- 4 Due: Paper comparing the various rebellions against the 1950s

WEEK OF DEC 17 – THE ROOTS OF REBELLION, 1946–60

- 1 Tom Hayden, “Port Huron Statement” (1962)
 - Presentation on Hugh Hefner and origins of *Playboy* Magazine
- 2 Listen: *The Freewheelin’ Bob Dylan* (1963)
 - Presentation on Bob Dylan
- 3 No School
- 4 No School

Research over break for your family history!

WEEKS OF DEC 24 AND DEC 31

No School

WEEK OF JAN 7 – BACKGROUND ON THE 1960s and 70s, 1960–75

- 1 Vacation ends - 9:00 p.m. Faculty Professional Day
- 2 Workshop on Family History-Timeline: How is your research going?
 - View *The 1960s: A Global Revolution* video in class.
- 3 Rosenberg, pp. 111–18, “The President We Hardly Knew”
- 4 Rosenberg, pp. 118–28, “The Great Society”

WEEK OF JAN 14 – CIVIL RIGHTS STRUGGLES, 1960–75

- 1 Rosenberg, pp. 128–39, “From Civil Rights to Black Power”
- 2 View in class and discuss: *Twilight Zone* episode, “The Monsters are Due on Maple Street”
- 3 Martin Luther King, “Letter from a Birmingham Jail”
 - Report on Dr. King
- 4 First part of the *Crisis in the Classroom: Little Rock & Boston* video

WEEK OF JAN 21 – CIVIL RIGHTS STRUGGLES, 1960–75

- 1 No School: Martin Luther King, Jr. Holiday
- 2 Malcolm X’s “Message to the Grassroots”
 - Report on Malcolm X
 - Hand in Reading Questions for King and Malcolm X.

- 3 View A & E's biography, *Malcolm X: A Search for Identity*
- 4 Discuss competing goals of the Civil Rights Movement

WEEK OF JAN 28 – RESISTANCE WIDENS, 1960–75

- 1 In-class Family History-Timeline Workshop
 - Due: Paper on competing tensions of Civil Rights and Black Power Movements
- 2 Rosenberg, pp. 145–53, Ch. 6, “The Perils of Power: Struggle in Vietnam”
- 3 Selections from *Bloods: An Oral History of the Vietnam War by Black Veterans*
 - Report on: Muhammed Ali
- 4 Selections from *Bloods: An Oral History of the Vietnam War by Black Veterans*

WEEK OF FEB 4 – VIETNAM EXPERIENCES, 1960–75

- 1 Begin Ron Kovic, *Born on the Fourth of July*
 - Report on: Ron Kovic
- 2 Ron Kovic, *Born on the Fourth of July*
 - View *Green Berets*, insight into Kovic's reasons for enlisting?
- 3 Ron Kovic, *Born on the Fourth of July*
 - Report on: Vietnam Veterans Against the War
- 4 Ron Kovic, *Born on the Fourth of July*
 - Contrast *Green Berets* with Mai Lai scene from *Platoon*.
 - Due: Second half of Family History-Timeline (1960–75) to Paper Partner

WEEK OF FEB 11 – VIETNAM EXPERIENCES, 1960–75

- 1 Ron Kovic, *Born on the Fourth of July*
- 2 Ron Kovic, *Born on the Fourth of July*
- 3 The Youth Movement
 - Due: Rosenberg, pp. 156–66, “The ‘Youth-Movement’”
- 4 Polarization of the late 1960s
 - Due: Rosenberg, pp. 166–74, “The New Conservatism” and “The Politics of Polarization, 1968”

WEEK OF FEB 18 – THE SEVENTIES SEARCH FOR POWER, 1960–75

1 View American Experience video, *Chicago 1968*.

- Peace and violence in the late 1960s

2 Violence in the 1970s

- Due: Rosenberg, pp. 174–8, “The Violent Years, 1969–1972”
- Finish *Chicago 1968*.

WEEK OF FEB 25 – THE SEVENTIES SEARCH FOR POWER, 1960–75

1 Due: Second Part of Family History-Timeline (1960–75) to Mr. Goodson

2 Rosenberg, pp. 169–78, “The Politics of Polarization” and “The Violent Years, 1969–1972”

3 Rosenberg, pp. 178–89, “The Search for Power; 1969–1976”

- Report: American Indian Movement (AIM)

4 View *All in the Family* episode

- Rosenberg, pp. 193–201, “The Economy: A Gathering of Giants”

WEEK OF MARCH 4 – THE SEVENTIES SEARCH FOR POWER, 1960–75

1 Rosenberg, pp. 201–11, “An Out-Sized Culture”

2 Rosenberg, pp. 211–19, “An Out-Sized Culture”

3 Rosenberg, pp. 222–235, “Domestic Politics Under Nixon and Ford”

4 View *The 1970s: Power Plays* video in class.

- Due: Paper on *Born on the Fourth of July*

WEEK OF MARCH 11 – NEW OPPOSITIONAL MOVEMENTS: FEMINISM, 1960–75

1 Stephanie Coontz, “Bra Burners and Family Bashers”

2 Stephanie Coontz, “Bra Burners and Family Bashers”

3 View movie: *Gloria Steinem, Ms America*

- Report on Equal Rights Amendment

4 No School

Don't forget to research family history over vacation!

WEEK OF MARCH 18

No School

WEEK OF MARCH 25 – NEW OPPOSITIONAL MOVEMENTS: FEMINISM, 1960–75

- 1 No School, Faculty Professional Day
- 2 How is the family history research going?
- 3 NOW Bill of Rights; Gloria Steinem, “What Would It be Like if Women Win,” “No More Miss America”
- 4 Gloria Steinem, “If Men Could Menstruate”; Nora Ephron, “On Never Having Been a Prom Queen”

WEEK OF APRIL 8 – NEW OPPOSITIONAL MOVEMENTS: FEMINISM, 1960–75

- 1 Discuss 2nd Women’s Movement and its splintering
- 2 View: *Bewitched* episode
- 3 Susan Douglas, “Genies and Witches,” from *Where the Girls Are*
- 4 Susan Douglas, “Genies and Witches,” from *Where the Girls Are*

WEEK OF APRIL 15 – NEW OPPOSITIONAL MOVEMENTS: BLACK POWER, 1960–75

AND BACKLASH IN BOSTON

- 1 No School: Patriots Day Holiday
- 2 Begin reading Stokely Carmichael, “Black Power: Its Need and Substance” and “The Black Panther Party Platform: ‘What We Want, What We Believe’”

- View: second half of *Crisis in the Classroom: Little Rock and Boston*
- 3 Finish Stokely Carmichael, “Black Power: Its Need and Substance” and “The Black Panther Party Platform: ‘What We Want, What We Believe’”
- Report on Stokely Carmichael
- 4 De la Cruz, “The Battle for Farmworkers’ Rights”
- Report on Cesar Chavez/United Farm Workers

WEEK OF APRIL 22 – NEW OPPOSITIONAL MOVEMENTS: GAY PRIDE, 1960–75

- 1 Read “Notes on Gay Liberation Movement” in Course Packet
- 2 Rivera, “The Drag Queen”
- Report on Stonewall Inn Uprising; Barney Frank
- 3 View *The 1980s: A Decade of Decadence* video
- 4 Rosenberg, pp. 260–70, “Domestic Politics During the Reagan Years”

WEEK OF APRIL 29 – THE REAGAN–BUSH YEARS, POSTINDUSTRIAL AND
POSTNATIONAL AMERICA, 1975–90s

- 1 Rosenberg, pp. 271–7, “The New Cold War”
- 2 Rosenberg, pp. 277–87, “The Culture Wars of the 1980s”
- 3 Rosenberg, pp. 291–300, “The Presidency of George Bush”
- 4 Rosenberg, pp. 301–14, “Politics and Culture during the Clinton Presidency”

- View the 1990s video
- Due: Paper on Oppositional Movements

WEEK OF MAY 6 – THE REAGAN–BUSH YEARS, POSTINDUSTRIAL AND
POSTNATIONAL AMERICA: DEINDUSTRIALIZATION AND ITS SOCIAL EFFECTS,
1975–90s

- 1 Listen: Bruce Springsteen, *Nebraska*
- 2 Discuss Bruce Springsteen, *Nebraska*

- Report on Bruce Springsteen
- 3 View: film, *Roger and Me*
- 4 Manning and McCormack, “The Blue Collar Blues”(Newsweek, 1984)
- Report on PATCO strike
- Due: Complete Family History-Timeline (1945–90 or present) to Paper Partner

WEEK OF MAY 13 – POSTNATIONAL AMERICA, 1975–90s

- 1 Karin Luker, “Abortion, Motherhood, and Morality”
- 2 Start Bharati Mukherjee, *Jasmine*
- 3 Bharati Mukherjee, *Jasmine*
- 4 Bharati Mukherjee, *Jasmine*

- Reports on Bharati Mukherjee; Savings and Loan Crisis

WEEK OF MAY 20 – WHERE ARE WE NOW? 1975–90s

- 1 Due: Complete Family History-Timeline (1945–90 or present) to Mr. Goodson
- Discuss Family History Projects in class.
- 2 View: *The 1990s: America's Hard Drive* video in class.
- Due: Globe Article: Chandler, “In Shift, Many Anthropologists See Race as Social Construct”

3 Wrap up discussion. Where are Americans now, especially after 9/11?

WEEK OF MAY 27

- 1 Memorial Day Holiday – no classes
- 2 Exam Review
- 3 Exam Review
- 4 Exam Review, last day of classes.

Supplemental Bibliography

This includes articles, books, and media resources that are not part of the college courses or included in the *American Identities* textbook.

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- Ephron, Nora (1975). "On Never Having Been a Prom Queen." In *Crazy Salad*. New York: Knopf, pp. 20–6.
- Gordon, Charles (1945). "The Racial Barrier to American Citizenship," *University of Pennsylvania Law Review* 93 (3): 237–58.
- Luce, Henry R. (1941). "The American Century," *Life* 17 February 1941: 61–5.
- Polenberg, Richard (1980). *One Nation Divisible: Class, Race, and Ethnicity in the United States Since 1938*. New York: Viking Press.
- The 20th Century* (2000). Video recording. Ten tapes in the series, five of which I use in *American Identities*. (6) *The 1950s: Promoting the American Dream*; (7) *The 1960s: A Global Revolution*; (8) *The 1970s: Power Plays*; (9) *The 1980s: A Decade of Decadence*; (10) *The 1990s: America's Hard Drive*. MPI Home Video, Orland Park, IL.
- Chicago 1968* (1996). WGBH, Boston; written and produced by Chana Gazit; coproduced and edited by David Stewart. Shanachie.
- Crisis in the Classroom: Little Rock & Boston* (1996). History Channel; produced by CBS News Productions in association with A&E Network. A&E Home Video. New York. Distributed in the US by New Video Group.
- Easy Rider* (1999). Dir. Dennis Hopper. Columbia Tristar Home Video.
- Free Wheelin' Bob Dylan* (1990). Sony.
- Gloria Steinem: Ms. America* (1995). Produced by ABC News Productions in association with A & E Network; produced and written by Jan Albert. New York: A & E Home Video.
- The Green Berets* (1968). Dir. John Wayne and Ray Kellog. Warner Home Video.
- Malcolm X: A Search for Identity* (1995). ABC News Productions and A & E Network.
- Meet the Bunkers* (1998). Dir. John Rich. Originally aired 1970 on the *All in the Family* show. Tandem Productions, Inc. Released by Columbia Tristar on home video.
- Rebel Without a Cause* (1996). Dir. Nicholas Ray. Warner Bros. Pictures.
- Steinem, Gloria (1987). "If Men Could Menstruate." In *Outrageous Acts and Everyday Rebellions*. New York: Signet.
- Time Enough At Last*. Dir. Rod Sterling. Original Broadcast 11/20/59. Released by CBS/Fox Video, New York. 1990.

American Identities in the Secondary Schools: Cambridge Rindge and Latin High School (Carol Siriani)

[Carol Siriani did not use a syllabus; she retired in June 2004 and her course has been taken over by Annie Brown. *American Identities* has been taught as a senior year course, but starting in fall 2005, Cambridge Rindge and Latin will move to a block schedule and *American Identities* will be taught for the equivalent of one college semester, in a double period, five days a week. What follows is Carol Siriani's narrative description of the course, which she taught from 1997 through 2004.]

As the only public high school in Cambridge, Cambridge Rindge and Latin is even more diverse than the city itself. At any one time, there are over 60 different countries represented in the student population and 60 percent of our students are nonwhite. The socioeconomic status of our students runs the gamut from great wealth, to children of Harvard and MIT professors, to children of the newest immigrants who live in housing projects.

"American Identities" is taught as a senior elective, designed for students who want to "try out" college in a safe environment with a lot of support, but also attracting students who have taken AP and Honors history courses. The result has been a course that brings in a broad range of students from many backgrounds, who have wide-ranging differences in perspective. In its first few years, before the school eliminated tracking, "American Identities" was the most diverse course that many students had taken in the high school. An example of the impact of its diversity in the first year: a student gave a presentation on *Boyz 'N the Hood* (1991) and showed excerpts from the film. What became immediately apparent to those of us who had never seen the film or seen it only "in passing," was that for a number of young men in the class this was a sacred text – a rite of passage – a movie which many had seen several times.

Unlike the semester-long university course, the version I teach takes place over an entire year, giving my students and myself the possibility of in-depth discussions of a relatively short period of time in US history and culture. Because it is a high school course, a substantial amount of testing and grading are embedded into the class, but that in no way detracts from the even more substantial amount of in-class and out-of-class writing assignments, small group discussions, reports, and presentations that provide students with multiple forms of assessment. Two of my own and my students' favorite activities for relating the personal to the historical are their creation of identity "collages" and their presentation of family artifacts, which aid them in learning to better read how the visual and material worlds they live in help to shape their multiple and sometimes conflicting gender, racial, class, and sexual identities. One innovation that I developed, inspired by the frustration of students who struggle with the fact-filled history textbook, is to ask them to visualize graphically the main arguments of a chapter. This exercise has produced some very compelling

“illustrations” that have led to greater comprehension of the text, as evidenced in their papers and tests.

My overall purpose is to present a challenging elective course that will provide students with the learning and practice of skills, along with the academic self-discipline they will need for success in college. I pay a great deal of attention to how to read the textbook, to encouraging students to create demanding analytical exam questions, to critical thinking, note-taking, and oral presentation skills. (The latter involves their becoming an expert on a person/item/event from one of the historical moments we are studying in the course.) By the end of the year, most of the students who have not been in advanced college classes gain the competency and skills they need to master the major requirement for the course: the writing of a family history that links their families' stories to historical and cultural forces and movements that they have studied all year. (The students only receive college credit for the course if they complete this assignment.) My job is to break down what for most of them is very challenging material, make it accessible to them, and raise the level of discourse and performance that has generally been expected of them. At the same time, the course is intended to be challenging even for college-bound students. One former AP history student commented somewhat hyperbolically after reading the first 11 pages of Paul Boyer's *Promises to Keep: The United States Since 1945* that the author had covered “in one assignment” what he had studied in his last year's AP American history course.

Over the seven years that I taught the course, it proved to be highly advantageous for students. It exposed them to and prepared them for college-level work and thereby allayed their fears about their chances of success in college by teaching them how to work with the different kinds of disciplinary methods and content they would meet there. Students discussed sometimes difficult issues concerning race and identity – in a safe but very open forum – that are not typically raised in their other classes. Most importantly, they gained a great deal of confidence and experienced a sense of achievement in the writing of a 30-page family history that at the same time allowed them to work out important issues related to their own identities. One young man took the course at the same time that his single parent father was studying at UMass Boston. Over the course of writing his family history, he formed both a stronger bond with his father and the academic self-confidence to enroll in college. When my students visited a UMass Boston “American Identities” class as part of our exchange, they were amazed to discover that the college professor does not act as a taskmaster but expects her students to take responsibility for their course work.

One former student, who was particularly eloquent in her evaluation of the Cambridge Rindge course, deserves to be quoted at length:

In looking back on this class I have come to realize many things. The most important thing is that I had a narrow view of the world, people, and life in general. Taking this class has helped open my eyes and let me see things from many different points of view. Before taking this course, I didn't really think about my identity, who I thought I was. Learning about history as it relates to identity has helped to mold my personality. Also

the diversity of the class was something new to me. In Cambridge public schools of course there is always a diverse group of students in every class, but before this class, we always stayed in our own segregated groups. Having open group discussions helped us to realize that even though we may all be a different color, class, or gender, we shared a lot of the same thoughts, views, and feelings about many subjects.

Our discussions were always in-depth and . . . colorful. Everyone felt encouraged to join in . . . The text, *Promises to Keep* was also interesting in that it was unlike any other history book I ever read. It was modernized and stated opinions and feelings as well as facts. This history class was the one I'll always remember. It has changed my life in many ways. I've learned to be more confident and ready to share my personal experience with others. My group of friends has become more diverse as I spoke to people in the class that although I see all the time, I would never have spoken to because I never thought that we would have anything in common. I can remember back to the first few class meetings thinking that I would never fit in with at least half the class and then, as the class came to an end, feeling like I was losing an entire room full of friends. I appreciated this course a lot. I think it really gave me a taste of college life.

In fact, I have heard from several former students who have told me how much the course helped prepare them to do college-level work and that without it they would have found the adjustment more difficult. One of the reasons the course is successful for so many of the students is because of the many advantages it holds for their teacher. It has been a wonderful luxury to teach an era that is typically never reached or is given little time or emphasis in high school history courses, using a curriculum that has been developed by university faculty who know the field and have developed a rich array of interdisciplinary texts and pedagogical resources that are easily adapted for high school students. I have learned a lot more about what colleges are looking for in students, so that I am better able to help them develop the skills they need before they get there.

CHAPTER 3

Family History/ Timeline Guidelines



Family History Guidelines for AmSt 100 American Identities

In preparing students for the family history project, we have a carefully structured set of guidelines and activities that take place over the course of the semester. We begin by making sure they have a family to interview, encouraging students who don't have good relationships with their family to choose other family members, or the families of friends. In each of the three drafts of the history they turn in, we instruct students to begin with creating a three-part timeline that provides a template from which they can construct their narrative. The timeline consists of three columns in which students correlate important events in their family history (births, deaths, schooling, jobs, entering the army, marriage, etc.) with national events and social movements that were pertinent to their families lives at a particular historic moment (union organizing, the GI Bill, Martin Luther King's "March on Washington," the Equal Pay Act, the Gulf War), and with cultural events and productions (*Father Knows Best*, *Rebel Without a Cause*, Elvis Presley's "Love Me Tender," Dr. Spock's *Baby and Child Care*) that were significant to their families at that historic moment. We make it clear (and this takes reiteration) that the family history should drive the timeline, such that the dates chosen should be ones that mattered to their families, and that the national events and cultural productions they select should follow from these family events and be meaningful to their families' histories.

Because students often have the most difficulty filling in the cultural events/ productions column, and because we want to avoid their choosing randomly from the myriad websites available that provide lists of cultural productions, we ask them to make use of the relevant visual, musical, and literary information they have

gathered from the texts assigned in the course, and from the information provided by their fellow students, who give oral reports on important cultural figures and social and political movements affiliated with the themes of the course. This has the double advantage of helping students to historicize their course work by paying attention to the dates when assigned readings/viewings were created and disseminated, and of investing them in careful listening and note-taking when their fellow students give their oral reports. (We write key dates/events/titles on the board as the students give their talks. We also assign two designated listeners for each oral report, who are required to ask questions or make a comment, so that student reporters get instant feedback.) On the cultural events/productions part of the timeline students can plot the recording dates of post-World War II Chicago Blues songs that they have listened to, the publication date of Philip Roth's *Goodbye, Columbus*, or of the documentary *Dear America: Letters Home from Vietnam*. New immigrants and international students who don't have information on the cultural productions of their home countries particularly benefit from being able to select from course materials.

Some of us have found it helpful to use our own family histories to "model" what we want from our students. We choose salient dates, put them on the board, and talk about how our family events were shaped by national events and social trends. The most successful timelines suggest ways in which all three strands – family, political, and cultural – have interacted with each other. What results is a complex map that indicates historical and cultural links and changes over time. Even with well-executed timelines, however, moving from accumulated data to written narrative is a difficult jump. To the student-researcher, a family's decision to adopt a baby girl from China might understandably seem entirely personal, while a trained historian can read the decision within a complicated web of international relations, American racial politics, dominant constructions of the "family," and so forth. Many students have written about mothers who insisted that nothing made them happier than to quit working when their children were born. One student wondered whether her mother might have said that "to make me feel better," while others have noted the social forces (inside the family and out) that contributed to their mother's decision.

In order to help the students figure out what national events and social movements helped to shape their families' history, we require students to purchase a history textbook that covers US history from World War II to the present. We help students learn to analyze historical arguments and evaluate scholarly evidence, as well as to read the textbook in ways that will prove maximally beneficial to their needs as family historians. Thus we suggest that some chapter sections be read cursorily (e.g., students indexing topics on foreign policy because they will want to go back to the US intervention in Chile or Korea if that intervention is part of their family history). Other chapter sections, that we know are going to be relevant to issues central to many of them, we go over in depth together in class, such as "Suburban Living" and "The War in Vietnam." We focus on what is "new" in social and economic relations and formations in each era, and highlight general patterns and turning points in the culture. We encourage students not to try to cover "the whole story" of their family, but to focus on one or two large topics, for which there is rich material in the content of the course, such as work and gender roles, or migration and ethnic identity formation. We have recently adopted our

own customized American history textbook (John Faragher et al., *Out of Many: A History of the American People*). In order to purchase such a text, a program needs to guarantee a certain number of sales over a two-year period, which in our case means using the text in multiple sections, including our First Year Seminar. But it does not cost much more to order Volume II of the standard textbook, which covers post-Civil War to contemporary US history, either in the full or “brief” (condensed) edition, and just assign the second half of the text. Or you can choose one of the history books that begin in 1940/45 that we have listed in the bibliography at the end of this guide, although we have found these too dense and detailed for one semester.

International students and students whose families are recent immigrants make up an increasingly substantial minority of our students. There is no doubt that the family history project demands more work on their part than for native-born students, and we are explicit about this from the first day of class. They need to do background research on the history of their family's country, as well as read the assigned history textbook that serves as the primary background material for native-born students. We provide them with a bibliography of suggested books for all the countries they come from (see Chapter 7 for those we have compiled to date) and, when needed, give them extra help. In spite of the extra work required of them, our experience has been that they have the same success rates in completing the family history as native-born students. We also have collected several “model” family histories/timelines from both native-born and foreign-born students that students are encouraged to read before they begin to write their own (see excerpts in Chapter 4).

In preparation for each segment of the family history students turn in, we have an in-class workshop. From the first, we stress that we do not encourage students to pry into areas of the family history that their informants do not want to discuss. Students begin by sketching an outline of “what happened” to their family in each generation. When did the family migrate and move? What circumstances motivated the move? What changes did the move set in motion? When “breadwinners” changed jobs, what was the impact on family income and forms of social life? What were the education milestones for family members and did these change occupational expectations? Our suggested questions, combined with a class brainstorming session, are helpful but of course cannot predict the directions in which these interviews go.

The workshop is also intended to help students locate the broad political and social events that shaped their particular family histories. Did a secure union job enable the family to buy a house? Did a grandfather go to school on the GI Bill? If so, how did that affect his opportunities? How did the new highways of the 1950s change patterns of living and working? Was a mom-and-pop store lost to a chain's arrival? Was a family member drafted to serve in Korea or Vietnam? Did military service, or the opening up of new kinds of employment, move family members from rural to urban America? Did it change ideas about US foreign or race relations? What follows are the guidelines that we provide students for the three segments of their family history, encouraging them with our comments on each of the first two sections to clarify and deepen their historical analysis.

On the due dates for the first two family history segments, we ask students to come prepared to read (or talk about) a short segment of their family history in class,

which we have found to be a powerful way for students to share their stories and have the opportunity to appreciate the extraordinary diversity of backgrounds and experiences there are even in one small class of 30 students. Because our students often have little geographical knowledge about the places from which their families originated, and know even less about the countries from which our new immigrant students come, we bring a large world map to class on the family history due dates and ask students to place small tabs on the country/state/city where the families were situated during each of the three historic periods we cover in the course.

General Guidelines for Timelines and Family/ Community History Projects

Timeline (about five pages)

The purpose of the timeline is to show important moments in your family story chronologically and in historic context; for example, what was happening at the time when your grandfather entered the army, when your mother found her first job, when you entered high school? The timeline correlates the important dates and events of your family history with national and local (community) events, issues, movements, and the cultural productions that were important to your family and that we study in the course.

The format for the timelines is up to you, but the easiest way to do it is to set up a vertical or horizontal chart with columns for the following categories:

Year Family/Community National/International Events Cultural Events/Productions

Fill in the chart, chronologically, beginning with 1940 or 1945 and going up to 1990 (or the present if you wish), including one or two events for each category that are most relevant to your family history. In other words, if you were born during the time of the Cuban missile crisis, in 1962, that date/event should be on your chart. You do not have to include every year, but you must include those national and cultural events relevant to the major turning points in your family history. International students/recent immigrants should use political, social, and cultural events and productions from their country of origin, although the latter can come from our course.

Family/Community: refers to those events in your town, neighborhood, and family that most directly affected the “story” of your family over three or four generations, including such factors as birth, schooling, jobs, marriage, and housing. You may choose to report these dates for one or both sides of your family of choice, depending on what kinds of access you have to family informants.

National/International Events: refer to political, social, and economic factors and trends that are happening across the nation and affecting a substantial segment of the population. Relevant dates will be found in the course readings, lectures, and student reports. Those of you whose family histories begin abroad need to find the equivalent factors in the country where your family was living. These include such things as wars, economic upturns and downturns, presidential elections, and civil rights movements.

Cultural Events/Productions: refer to literary, visual, technological, musical and other forms of expressions (such as books, TV programs, cars, computers, songs, musicians, and musical groups) that we study in the course, that you view in class, or that you learn about in student oral reports. When you don't have cultural sources that are specific to your family (e.g., favorite songs or movies that came out in a particular year), you are expected to draw on the cultural productions/events you learn about during the course from the texts we read, view, and listen to, and from the oral reports of your fellow students.

Narrative History (about 15 to 20 pages)

The purpose of the timeline and the family history is for you to demonstrate an understanding of the ways in which the three-generation history of the family of your choice is related to changing national, cultural, and local (community) events and trends. Throughout your family history, you will be answering the questions: "How was your family shaped from the outside?" (by political, economic, and social changes) as well as "How was your family shaped from the inside?" (by dreams and aspirations, religion/ethnic traditions/practices). Your historical narrative should focus on some of *the key events and choices* that altered the lives of each generation. Your job is not simply to tell the family story but to be the family historian – *to find the connections* between what happened to the family over time and the economic, political, social and cultural events that most influenced the formation of your family, and *to trace the changes over time*.

You will turn in this family history, and the accompanying timeline, three times during the course. Part I should cover the years 1945–60; Part II should cover 1960–75; Part III should cover 1975–90 (or up to the present, as you choose). Each part of your family history should begin with a broad overview of the historic events you believe were important to the period, particularly those that affected your family. At the end of your history, you should reflect back on the major changes and challenges faced by your family over time, and explain how their understanding of their American (or other national) identities have been shaped over time.

Criteria for Grading the Final Family History Project

- 1 How well does your timeline correlate national, cultural, and family events? Are the cultural events drawn from your family and from the course texts (music, TV, film, history, literature) and student oral reports?
- 2 How well does your narrative make connections between what was going on *outside* and *inside* your family history: have you analyzed and interpreted your family's story within a broader political, social, and cultural context? You are expected to make specific references to the texts that you are studying in the course in order to create an historic framework for each section of your family's story. When quoting or paraphrasing from a primary or secondary text used in the course, you must cite the author and page numbers, for example (Faragher, p. 350). If you use sources outside the required texts for the course, you must provide full bibliographic references for them at the end of your paper, including Internet citations.
- 3 How well does your historical narrative examine the important continuities and changes in your family over this time period? Have you used evidence from the texts in the course, or from supplemental sources, in order to create the historic framework for each section of the course?
- 4 Is the narrative clearly written and is the analysis of your family story persuasive and convincing? Does it provide details and descriptions that make the different periods and places come alive? Have you responded to my comments and suggestions on earlier drafts? Do you have a conclusion that reflects back over the course of that history?

You may interview as many family members as you like, from either the maternal or paternal side of the family or from both sides, though one or two family members from each generation should be enough. You can choose to focus on one or two large themes in the lives of your family over time. Based on the fact that the bulk of the course materials focus on issues of race, ethnicity, class, gender, work, and migration, in an attempt to arrive at many of the factors that shape "American identities," you could follow any one of the following: the ethnic/racial identity formation of your family; the socializing patterns in your family (marriage, dating, child-rearing); gender roles; education and work (e.g., upward/downward mobility).

The following are *sample questions* to guide you in your interviews. You certainly do not need to use them all, and I strongly encourage you to add others of your own choosing. Whatever questions you ask, try to get as many details as possible, including exact dates, amount of wages, and so on. I also encourage you to use any relevant material artifacts the family can make available to you, such as letters, photographs, or family "heirlooms," that can give you tangible evidence of a particular historic moment or cultural trend.

THE WORLD OF THE FAMILY HOUSEHOLD

Migration/Immigration/Ethnic Identity: When, where, and why did the family move (either to the US or within the US)? What kind of ties did the family have in the community of origin, and in the new destination? How did the family relate to the neighborhood, city, or region? How did/does your family identify itself in terms of ethnicity, region, or nationality, and how did this change over time? How and when did your family identify itself as “American”? Why at this point? What does this identity mean to them?

Family Making: Marriage/Gender Relations: How did your grandparents and parents meet? Where did they go out on dates, if dating? How was the marriage decided upon? What were their hopes/expectations for marriage? Was one from a “better” family? Ask for examples to show what they mean by “better.” Did anyone intermarry, or make a marriage that created dissension in the family? Did anyone have a partner without marriage?

Sexual Division of Labor/Childrearing: How did the family define manliness and womanliness? What were the most important qualities in a man and in a woman? Who was responsible for wage earning and for the family budget? Who made decisions about consumer purchases (housing, car, groceries)? Did the wife have money of her own? Who was responsible for household work? Who was responsible for birth control? How was childcare arranged? How were key decisions made on schooling, moving, occupations, and the approval of marriage?

Social and Kin Networks: Who were their circle of friends? What kinds of things did friends do with/for each other? Where were they located in relation to other family members and relatives? Did they ever live with other family members? How often did they see other family members?

Housing: Where did the family live? What influenced where they lived and how did this change over time? What kinds of homes did the family live in? Who lived in the home? Did they rent or own? When did the family first buy its own home? How did they finance it? What were their experiences in the neighborhood? What were the advantages and disadvantages of living there?

Work and Class: What jobs did family members hold? How did they change over time? Try to find out exactly what the job involved: pay, advancement, relations with employer and union, relationships with coworkers, friends at work, number of years in position, reasons for leaving position. How many people in the family worked? Did family members help each other find work? How did the family define its class position? Did the family consider itself poor, working-class, middle-class, wealthy, economically secure or insecure, and how did this change over time?

Education: How much schooling did family members receive? Who was the first person to go to college? How was the decision made who would work and who would stay in school?

THE PUBLIC WORLD BEYOND THE FAMILY HOUSEHOLD: COMMUNITY LIFE/

SOCIAL INSTITUTIONS AND ACTIVITIES

Civic Interests: How did your family engage in civic life? Political/community activism/voting? Party affiliation? Volunteer organizations? Public demonstrations?

Participation in local sports teams? Did civic and/or political involvement affect family members' ideas about themselves as Americans?

Religious and Cultural Beliefs and Practices: What part did religion play in family life (church membership/activities, religious societies/activities, spiritual beliefs)? How were holidays celebrated? How were ceremonious occasions marked (births, deaths, marriages, baptisms, birthdays)?

Military: Did any member of the family serve in the military? Did that person enlist or was he drafted? What was the experience of being in the military? Did it involve combat? How did that person find the process of reintegrating into American society after his service, or after a war?

Consumption and Popular Culture: What was the family standard for a "decent" (comfortable) living? How did they manage to meet this standard? What mattered most? How did this change over time (food, furniture, household space, vacations, leisure activities, including sports)?

How did family members have a good time? With friends? With relatives?

Who were the family's heroes and heroines? Did they change over time?

What did the family read (newspapers, magazines, novels, or other books around the house)? Memories of first reading?

Where did family members go out (nightclubs, dancing, movies, plays)? Where? How often?

What were the family's favorite movies and movie stars? How did they learn about them?

When did radio and TV come into the household? What programs did family members listen to/watch? How often? Did TV cause conflicts in the family?

What kind of radio/TV did the family talk about?

When did your family get its first VCR, cable, personal computer, video games, Internet access?

Summary of Family History: You should conclude your family history with a reflection on some of the following questions: What were the important turning points in the family history? What major problems or challenges did the family face? How did these change over time? How did family members respond to these? What continuities and changes have there been in your family's sense of what it means to be "an American" (or other nationality/ethnicity if they live outside the US)?

Note to students from families that lived outside US: In thinking about your family history outside the US, you should try to find out how your family has felt about its national/ethnic identity over time, and how that stayed the same or changed when they moved to the US. Why did they come to the US? What were the *push* factors (economic, political, social, cultural conditions in their country of origin) and what were the *pull* factors (what economic, political, social, cultural conditions or opportunities motivated them to come to the US)? You should also be sure to ask your family about when, what, and how they first learned about the US. What images/ideas did they have before coming to the US? How did these measure up to what they found when they got here? You should examine carefully the ways in which US foreign policy, cultural formations (films, music, clothing styles, etc.), affected you/your family's lives in your country of origin.

Family History Workshops/Tips

Worksheet for First American Identities Family History Workshop

Please prepare the following for first family history workshop:

Your name

Name of the primary informants for each section of your family history: 1945–60, 1960–75, 1975–90/present

Birthplace and birth date of informants

Occupations of informants

List sources that your informants will share with you (letters, objects, photos, scrapbooks)

List themes you think are significant

Note questions you want to be sure to ask

List two historic events/dates and two cultural events or productions that connect the family you are writing about to the readings you have done so far and information you have learned from student reports and class discussion (e.g., World War II, the “red scare,” the advent of TV, the suburban family, the emergence of rock and roll)

More Tips for Family Histories and Timelines for Second Family History Workshop

TIMELINE

Your family history should “drive” the timeline in terms of which dates you pick. Use cultural texts from class readings/viewings/listenings/student reports when you don't have ones related to family interests. Pick national events/social trends most relevant to your family. It helps if you put your family column first, followed by cultural texts, and national events/social trends. Remember that there's lots of good information in your course pack timelines.

MAKING CONNECTIONS BETWEEN HISTORICAL PERIODS AND YOUR

FAMILY HISTORY

- 1 Start each section of your family history with an overview of the important events and issues of the period you are discussing and then support or challenge it from your family's experience. Show your knowledge of the period. Think of the narrative as the place where you put the family history into the context of the three periods we are studying, where you explain the connections between national/cultural events and your family's experiences. Be sure to make specific

references to the texts we are studying: essays, novels, speeches, historical and sociological analyses.

- 2 Remember that *you are the author of the narrative* – you can make observations and connections that the people you interview can't always make. You can also speculate on connections (e.g., "Perhaps my grandfather won't discuss his experience in Vietnam because . . .").
- 3 Think about the problem of the age of the informant and build it into your story (remember how Agüeros remembered his childhood one way, in "Halfway to Dick and Jane," and then found out when he was older that other things were going on). Think about the issue of nostalgia (of how the "good old days" often look better from the perspective of the present; e.g., "From the vantage point of the level of family conflict in the 1960s, the 1950s seemed like the golden years for my family because . . .").
- 4 Try to figure out a motivation for each change in your family's situation (e.g., for each move, was it to find work, better housing, to be nearer or further from family, to take advantage of some new opportunity that was opening up because of some political or economic change discussed in Faragher?).
- 5 Probe a little deeper into the story: even if your family doesn't remember anything about anticommunism, did they accept the view that dissent was suspect? Did they see international affairs in terms of Free World vs. Communism? Even if your family doesn't remember anything specific about civil rights, did they live in a racially separate world? Did they accept racial or ethnic stereotypes? Even if your family doesn't remember anything about the "feminine mystique," what were their assumptions about who had the primary responsibility for earning a living, for children, for political/economic opinions and decision? Were there differences in education goals for sons and daughters? Were there different expectations of what sons' and daughters' roles/duties were in the family/to parents?
- 6 If you are starting your story outside the US, give a sense of your family's situation vis à vis the major political events and social and cultural trends during these periods. Note what was happening in that country that made it harder for your family and that motivated migration. Pay attention to how political, military, economic policies of the US might have been affecting the country, and directly or indirectly encouraging migration. Pay attention to US cultural presence in the country: images of the US; US radio, TV, or movies; stories from migrants who had gone to US and returned; letters, and so on.

HOMEWORK ASSIGNMENT DUE FOR SECOND FAMILY HISTORY WORKSHOP

Interview your informants about one of the political and one of the social movements and events we have studied so far, and discuss how you would situate your family during the 1960s in relation to some aspect of these movements/events (e.g., JFK's presidency; US foreign policy in Asia, Central America, or Africa; Lyndon B. Johnson's "Great Society" programs, the Civil Rights Movement, the antiwar movement, the "youth" movement).

Final Graded Version of Family History Project (1975–90/present)

- 1 In thinking about the third generation, you might want to ask yourself or your informants some of the following questions: What opportunities and choices do you have that your grandparents and parents didn't have? What do you think are the reasons for this? Other than your family and community, what are the most important cultural and social forces that have influenced your identity and your sense of yourself as an "American" (or other nationality)? What have been the most important social, economic, cultural, and political markers of your life so far and how do they relate to our study of the 1975–90 (or beyond) time period?
- 2 In writing the conclusion to your family history, look for continuities and changes over the three generations you have interviewed in the areas on which you have particularly focused; for example, income, class, migration, mobility, education, marriage patterns, gender roles, political values and ideals. What have been your family's greatest struggles and accomplishments over the three generations? Has there been any change over the generations in your family's understanding of their "American identity"? For those of you who represent the first generation in the US, how do you define yourself in terms of your home culture and American culture? What elements of either/both do you retain/reject and why?
- 3 In revising your earlier timelines and preparing your final timeline, be sure to include cultural events and productions from the course text, packet, and presentations. Almost every year we have studied, from 1945 to 1990, can be represented by an event or publication you have encountered in the course through reading, listening, and viewing.
- 4 Please proofread carefully: remember that you are preparing a potential family heirloom!

In sum, your final family history should include the following:

- 1 A plastic folder to encase and protect the project;
- 2 A cover page with the title of your family, course title/number, and due date of the project;
- 3 An acknowledgement page in which you thank your informants and anyone else who helped you;
- 4 An indication as to whether you have revised Parts I and/or II of the family history;
- 5 Timelines that introduce each historic period, placed *before* each of the three historic periods, which should be separated by dates: 1945–60, 1960–75, 1975–90/present;
- 6 A brief overview of *each* historic period that summarizes the main issues and trends of the times;
- 7 A *conclusion* in which you reflect on the three generations and sum up (see above questions);
- 8 Citations from readings in the course that you have used to present information not gathered by you in your family interviews. You must have citations whether

you *quote* directly from the texts or *paraphrase* them (state the information in your own words). For example, if you use information on the Civil Rights Movement that you have taken from Faragher, you must cite his name and the relevant page or page numbers (Faragher, pp. 872–4). For those using sources outside the course texts, you *must* provide bibliographic information, correctly cited, for books, articles, and Internet sites that you use. You must cite these sources within the family history where you are using information you have taken from these texts, and you must provide a full bibliographic reference at the end of the family history. Book citation: John O'Toole, *Ireland*. Chicago: Limited Books, 1999, chapter citation: John Smith, "The Irish Renaissance", in John O'Toole, ed., *Ireland*. Chicago: Limited Books, 1999; journal citation: John O'Toole, "Irish Immigration Patterns," *American Journal of Irish Studies*, 35(1999): 25–37.

- 9 Optional: family photographs, preferably computer scanned if you can do this.

Using Family Stories in Class

We can't state strongly enough how powerful it is to ask students to share one of the stories from their family history with the class on the days each of the first two sections are due. UMass Boston is perhaps more of a microcosm of the diversity of the US population than many private and most smaller universities and colleges. But every classroom will yield revelations that will bring to the class as a whole an awareness of the importance of historical forces on individual and family lives that is as (or more) convincing as what they learn in the texts for the course. In Fall 2004, in one class, students shared the following family stories: during World War II, Peter's parents watched as Jews, who made up 75 percent of their Polish village, were taken away and forced to dig trenches with their bare hands; Tran's father hid in a family-made bunker to avoid conscription by both the Viet Cong and the South Vietnamese Army, managing to earn a college (associate level) degree during the worst years of the war in Vietnam; Angela's mother rebelled against the dress code of her urban high school by wearing pants to school in 1974, earning herself a brief suspension, and her daughter the pride that came of understanding how her mom was affected by the women's movement; Mary's grandmother, involved in peace work throughout the 1990s, designed and copyrighted a beautiful world symbol of unity.

Using Family Histories to Supplement the Survey Course in US History

In Fall 2004, one of our former MA students, Brad Martin, began implementing a family history assignment in his US history survey course at Bryant University in Rhode Island. In Brad's straightforward words:

I have students who would otherwise sulk in the back corner of the classroom really light up when it's their turn to make a presentation on their family history, and then of course, I can use that to highlight and reinforce how the family histories fit into (or resist) some of the dominant historical trends and developments we've studied.

While Brad notes that these short oral reports cut into "coverage," he says they seem to be worth it. Here are Brad's guidelines:

You will be asked to prepare for submission a family history and timeline. This will consist of tracing back for three generations your ancestors on both sides, noting such important information as names, ethnicity, race, religion, age and marital status upon immigration to the US, places of residence, voluntary associations affiliated with, etc. The goal here is to link your family's history to the relevant political, social, economic and cultural events and movements you are studying in this course. To this end, preparing a timeline that correlates your family history with important and relevant course material is also a part of this project. From your family history, you will indicate one individual who you will use as the basis of a brief (5 minute max) in-class presentation.

CHAPTER 4

Excerpts from Student Family Timelines and Histories at UMass Boston



Note: These are brief selections of timelines and family histories. All names have been changed to protect student privacy.

Family Timelines (US-born Students)

1945–60

<i>Year</i>	<i>Family History</i>	<i>National Events</i>	<i>Cultural Events</i>
1945	John returns from WWII Sally gets job at First National Bank	Explosion of first atomic bomb; Japan surrenders to the US	Ballroom dancing popular
1950	John and Sally marry in Boston	Korean War begins	TV most popular entertainment
1954	John and Sally listen to McCarthy trials	McCarthy hearings	First MacDonald's restaurant opened
1956	John graduates college	Eisenhower reelected	Howlin' Wolf releases "Smokestack Lightnin'"

1960–75

<i>Year</i>	<i>Family History</i>	<i>National Events</i>	<i>Cultural Events</i>
1965	Karen graduates college	Voting Rights Act, Medicare, and Medicaid established; Watts Riots; Malcolm X shot	Bob Dylan goes electric
1968	Carl Smith born; Karen and Rob buy first and only house	Nixon elected president; Robert Kennedy assassinated; Martin Luther King assassinated; American Indian Movement;	James Brown releases “Say It Loud”
1975	Jimmy starts school	Communists capture Saigon; unemployment 8.5%; 34 states ratify ERA	Bruce Springsteen’s “Born to Run”

1975–2000

1976	Ellen attends Junior College	Carter elected president	<i>Born on the Fourth of July</i> published
1984	Susan born	Regan wins landslide victory for president	<i>Bloods: An Oral History of the Vietnam War</i> published
1987	Sarah starts nursery school	“Black Monday” on October 19, Dow crashes	<i>Dear America: Letters Home from Vietnam</i> produced

Family Timelines (Foreign-born Students)

1945–60

<i>Year</i>	<i>Family History</i>	<i>National Events (Peru) (USA/WORLD)</i>	<i>Cultural Events</i>
1945	Family purchases first radio	Bustamante y Rivero is president WWII ends	Radio novels popular in Peruvian homes
1948	Grandmother works as maid	Manuel Odria overthrows Bustamante	Truman calls for federal legislation against racial discrimination
1956	My uncle becomes youth leader	Moderate conservative, Manuel Prado, elected president Montgomery Bus Boycott	1st suburban shopping mall opens in Edina, MN

1960–75

<i>Year</i>	<i>Family History</i>	<i>National Events (Japan) (USA/World)</i>	<i>Cultural Events</i>
1962	Kyoko's mother dies	Cuban Missile Crisis	Harrington, <i>Other America</i>
1966	Kyoko's son enters medical school	US forces in Vietnam grow to 150,000	Beatles come to Japan
1970	Kyoko's first daughter enters school	Koza riots in Ikinawa Island	First Kentucky Fried Chicken opens in Japan

Family Histories, 1945–60

My father entered the segregated army. He wanted to go to college and saw the military with its GI Bill as the only means of getting there. He was also proud to serve because he believed that fascism must be stopped. When he got to camp, my father saw an African-American soldier dead on the floor of the shower room. He had been beaten, drowned, and dragged to the shower room. This treatment of minority soldiers was incomprehensible to my father and he was no longer proud to be in the military. The year before he completed his duty and returned home in 1949, Executive Order #9981 was issued to end discrimination in the military.

* * *

My grandfather's war, for me, always existed in shadow. I saw it in him – in his fear of fireworks, in his obsession with keeping flies out of the house, in his refusal to go to funerals – but I never knew him to speak of it, to me or anyone else . . . Phil was discharged from the Army in January 1946, and he and Mary returned home to Pennsylvania. Catherine went back to the garment factory while Frank worked with his brothers, delivering coal. Why did they go home to the coal regions? Did Western Electric replace my grandmother with a returning veteran? I don't know. My mother tells me that they were needed at home: there were still many young Schimerdas and Cuzaks at home, and, although economic times were better than before the war, money remained scarce.

[In 1947, President Truman and Congress pass the Serviceman's Readjustment Act, better known as the "GI Bill of Rights," which gave veterans preference in such areas as employment, college tuition, and home loans. College enrollments soar; new home construction and ownership reach all-time highs. Millions of veterans leave urban center and buy homes in a surging suburban sector; the US birthrate rockets upward.] Phil too had his GI Bill money, and in 1947 enrolled in carpentry school.

* * *

After the war, there were many changes, such as the government gave suffrage to women, the new constitution of Japan was promulgated and an agrarian reform was

practiced. The US helped to get suffrage into a new constitution in Japan. My grandmother felt that the status and power of women became stronger. She said: "Pantyhose and women became strong." I did not understand what she was talking about, but she described the material of pantyhose changed to stronger polyester. In the society, people said these two became stronger in their jokes. I asked her about the new constitution of Japan, but she said people were suffering from a shortage of food. Therefore, people in society did not have very much attention for that. They were thinking about how to survive for tomorrow.

Family Histories, 1960–75

When Kennedy was shot in November 1963, Jim wrote home, expressing his grief, and, more blatantly, his rage. He was determined to extend his stay in the military. He'd been born into a country at war, and the threat of communism had been present throughout his life. In his childhood, he'd seen the Rosenbergs executed, heard countless warnings about the communist threat to the US, and was riveted by *I Led Three Lives* on TV. The president's death had served to strengthen his patriotism. "Ed," he wrote, in an unusually short letter home, "Don't know when I'll see you now." He had a new mission in life, to show the "Commie bastards" that the US was number one, no matter who was in office. Kennedy had said, "Ask not what your country can do for you; ask what you can do for your country," and despite the fact that the country wasn't doing much for him or his family, Jim was willing to "do" for his country whatever it took.

* * *

A group of Black parents brought the Boston Public Schools to court in the early '70s under the Civil Rights Act. They said that Boston was operating a segregated school system. Black children were going to separate and inferior schools from the white children. They won their case and Judge W. Arthur Garrity ordered busing in the Boston schools in September 1974 to remedy the situation. The city erupted. Black children being bused to South Boston High were greeted on every corner of the neighborhood by people giving them the finger, cursing them, and calling them all sorts of racial slurs . . .

It is was in this rather unromantic setting, during the first year of busing at South Boston High, that my parents [who worked there] met each other and fell in love. My mother had thought busing would be a good thing and had no idea of how bad things would get when she first heard the court order. The passing of the Civil Rights Bill had not been the end of the struggle; it was only the end of the beginning. She remembers one young black girl came into school late after the bus had gone through all sorts of detours. She was sobbing and cried, "Why do they hate us? What did we ever do to them?" Even when black and white children wanted to be friends with each other, there was tremendous pressure on both sides for them to be friends with only their own kind. My mother had small classes where the children wanted to be friends with each other but were afraid other kids would see them

talking. She put a curtain on the window of the door so people couldn't look in the classroom and then the kids could talk to each other.

★ ★ ★

In 1962, Helen and Jesse separated and she and her 10 children moved to Charleston, SC, where her siblings lived. . . . Moving to the city gave my grandmother the advantage of finding jobs; however, lacking skills and a high school education she mostly worked providing home care and domestic work. . . . Her sister owned a television and she became interested in politics and was a fan of the new president, John F. Kennedy. . . . When recounting that part of her life, she said, "I spent most of my time working and praying that God would give me the strength to provide for my children."

Following the assassination of JFK and the swearing in of Lyndon B. Johnson, my grandmother was compelled to write a letter to the new president. [She] was an admirer of JFK and was encouraged that this young president had begun to innovate domestic plans to stimulate the work force, improve wages, and most importantly to ban discrimination and desegregate schools. My grandmother was hopeful LBJ would continue JFK's plans. In her letter, [she] told the president of her recent separation and the difficulty she had providing for her 10 children on 25 dollars a week. She asked the president for programs that would help single mothers like her find jobs. . . .

Helen received a prompt reply. . . . President Johnson wrote back and told my grandmother to go to her local unemployment office where she had put her name on a list to attend a new program called the First Program, where women could go to nursing school and after completing the program there was free job placement. . . . Helen entered the program and received letters from the President to check on her progress in the program. [She] graduated from the program and began working at the Medical University of South Carolina as a nurse's aid and joined the union. My grandmother eventually rented her own house and bought her first television. [Editorial note: We helped this student locate the letter her grandmother wrote to LBJ, which is in the archives of his presidential library.]

★ ★ ★

In 1963, the *Diary of Lei Feng* was discovered (Lei Feng died in 1962). The diary talked about his love for revolution, country, comrades, and his devotion to Chairman Mao. However, the "diary" was fiction that was thought up for propaganda purposes. The goal of such work was to attack the lack of revolutionary feelings of many intellectuals and writers in China. Because of its revolutionary purposes, Lei Feng's diary was introduced into China's regular school system to show the younger generation what it means to be loyal and what it means to be a true revolutionary. This diary became the universal study material throughout all Chinese schools. The students began to wear two pins, one had Chairman Mao's head and the other had Lei Feng's head. Students wanted to believe that Lei Feng had the same stature in China as Chairman Mao. At that time, my parents had the same type of thinking that was displayed in the diary, and preached by Mao. After my father got off from school, he and his classmates always went out to work as volunteers, such as leading old people across the street or taking care of kindergarten classes. The people were so selfless. When they found

money on the floor, they would pick it up and give it to the police. There were no reports of thefts at all; the people would open the door to sleep during the night in order to let the wind come into their home. They did not need to think that a thief would come rob the house. The country and the people in it were so peaceful.

Family Histories, 1975–2000

Despite the fact that Reagan's "trickle-down" theory had failed to do anything but make the rich wealthier, with incomes of the bottom fifth falling by 13 percent while the top 1 percent saw their income double, Steve favored his re-election in 1984. After all, inflation was at its lowest level since 1967, and he was still employed full-time. He liked to blame his family's poor financial state on his own "bad luck" more than anything else, and he continued to view Reagan as the ideal president. Aiding his decision to vote Republican, no doubt, was the fact that the vice-presidential candidate on the Democratic ticket was a woman named Geraldine Ferraro. Although he never came out and said so, his old-fashioned ideas about a woman's "place" certainly had to have an impact on his decision to back Ronald Reagan over Walter Mondale.

★ ★ ★

In 1983 Mom and I arrived in Miami, Florida where we met my aunt. Talk about excitement. Here I was in the United States. The streets of sunny Miami were clean and everyone drove, everyone had air conditioning, even the food was different. Pop Tarts fascinated me and the orange juice came in convenient cartons. . . . There were a zillion magazines and pictures of all the stars of my favorite movies and TV shows, and you could even go see them in concert, live in your own town; artists that would never have come to Peru. I was in heaven. There were so many entertaining things, all my heroes were here it seemed. Of course eventually I would discover the ugly things too.

Being an illegal alien is quite difficult. My mom and I wouldn't get our green cards until 1987. In the meantime, I went to high school but felt crippled to participate in any other normal teenage activity. I couldn't hold a job after school, I didn't have transportation (Miami was not built for pedestrians) and overall I couldn't relate to American teens. . . . We were like prisoners even though we were in the land of plenty. Without documents your life cannot flourish. I couldn't move about freely, carelessly like the other kids in school.

★ ★ ★

Although I was unable to interview my great-grandparents, in my opinion, Silvio and Sophia never really considered themselves Americans. They resisted the dominant culture by never learning English and by preserving their native tongues. Also, they only became US citizens when it was time to collect Social Security benefits. Julia and Pietro, although they both spoke Italian, communicated only in English with their sons Jonas and Rickie. They wanted their sons to grow up "American" and to them this involved speaking only English. Julia and Pietro considered themselves to be

Italian Americans. As with many second-generation immigrants, Rickie considered himself to be an American. He never learned Italian and regrets now that he did not learn this second language. Susan feels that she is an American but realizes that this definition of what it truly means to be an American is indefinable and varies greatly from one person to another. In conclusion, we are still faced with the original question of: What does it mean to be an American?

★ ★ ★

I enjoyed the moment when my family took me out to celebrate my American citizenship. But then reality struck and all my proud moments disappeared. I would never be accepted anywhere in society as long as I have my accent and my pride for being of Honduran descent. I remember my mother saying that being a citizen will give me a better opportunity in life but it was only a comfort for my doubts of becoming a citizen. I feel sad for my son because he's American and I have no idea how to tell him to identify himself. I dress him in Gap clothes so he will look American rather than Hispanic. I even make sure he speaks more English than Spanish so that he won't have an accent like me. I want him to be everything he can be without having to face discriminating attitudes for his heritage.

CHAPTER 5

Sample Historical Timelines



We recognize that the creation of any historic timeline is going to be somewhat arbitrary and indicative of a particular teacher's interests and concerns. The following historic timelines are meant to be illustrative of some of the important political, economic, social, and cultural issues, events, movements, and productions that mark the historic segments we cover in the course. Some of us use these as reference points for our lectures; others give them to students as an aid to jogging their families' memories and to creating their family timelines.

Timeline for the World War II Era, 1940–45

In 1940, the US population is approximately 132,000,000; the country is 56% urban (48% if small towns are excluded).

The US is not yet a middle-class nation: 70% of Americans are working or lower-middle class, 15% poor, 15% upper class.

14% of Americans (1 out of 7 workers) are unemployed.

26% of white Americans and 7.7% of black Americans have graduated from high school; 4.9% of white Americans and 1.2% of black Americans have attended college.

Interracial marriage is illegal in 31 states; 75% of the 12 million African Americans live in the South, where they hold the lowest paying jobs and the majority are denied their civil rights.

8.5% of Americans are foreign-born; 26% of white Americans are immigrants or the children of immigrants; for 25 million white Americans, English is their second language.

World War II begins in 1939 and ends in 1945

Axis powers: Germany, Japan, Italy; Allied powers: US, France, Great Britain, USSR, China

Casualties: 60 million soldiers and civilians dead worldwide

US casualties: 405,000 killed, 672,000 wounded

US military: 16,000,000 men and women in armed services (two-thirds are drafted)

1939

Albert Einstein writes Franklin Roosevelt advising him to support research on the atomic bomb because German research in nuclear physics might lead to powerful new bombs.

1940

Roosevelt wins first third-term presidency in US history.

Congress passes Smith Act: aliens must register, be fingerprinted, and list all organizations they belong to; those who belong or had belonged to communist or fascist groups at any time can be deported; it is illegal to teach or advocate violent overthrow of US government.

1941–45 *US during wartime*

15 million Americans “migrate” within US.

US experiences full employment; unions increase membership to 36 percent of labor force.

Average real wages increase 135 percent; gross national product goes from 88 to 198 billion dollars, crop production rises 50 percent and farm income 400 percent; birth rate begins to rise dramatically in 1943. Number of civilian federal employees quadrupled, from one to four million by the end of the war.

350,000 women enter military; female labor force jumps from 14 to 19 million by 1945; in 1945 25 percent of married women hold jobs outside home.

1941

Japanese bombing of Pearl Harbor, December 7, killing 2400 US servicemen. President Roosevelt declares it “a date which will live in infamy.” US declares war on Axis powers.

Henry Luce, publisher of *Life* magazine, declares the advent of the “American Century” (we would spread capitalism and democracy around the world and become “the Good Samaritan” of the world).

FDR issues Executive Order 8802 to end discriminatory practices in hiring by the federal government and by manufacturers holding defense contracts. FDR creates Committee on Fair Employment Practices.

1942

Congressional shift to conservative coalition of Republicans and southern Democrats.
 FDR issues Executive Order 9066 authorizing internment of Japanese Americans.
 Mexicans begin to enter US in large numbers under the “bracero” program (temporary agricultural and manual workers, who were guaranteed 30 cents an hour and exemption from draft. 1,000,000 a year came until the program was ended in 1964.)
 Manhattan project begins, centered in Los Alamos, New Mexico (from 1943), where first atomic bomb built (1945).

1943

Oil geologists assess oil potential of Saudi Arabia and other Middle Eastern nations at 25 billion barrels (oil is important factor in defeat of Japan and Germany), which will have major foreign policy implications in postwar era.

1944

Roosevelt wins fourth term; drops Henry Wallace and chooses Harry Truman as running mate.
 The Servicemen's Readjustment Act, “the GI Bill of Rights,” gives veterans hiring preference, tuition and other benefits to pursue their education, and loan guarantees to purchase homes, farms, and small businesses. By 1947–48, the US government is fully subsidizing nearly half of all male college students. During the 1940s and 1950s, 2.2 million college students benefit from the bill.

1945

July 16, first atomic bomb (code name “Trinity”) exploded at Alamogordo, New Mexico – opening of the Nuclear Age.
 August 6, first bomb (“Little Boy”) dropped on Hiroshima, killing 78,000.
 August 9, second bomb (“Fat Man”) dropped on Nagasaki, killing 100,000.
 The *Washington Post* reports, on August 26, 1945, that the “life expectancy of the human species dwindled immeasurably in the course of two brief weeks” (Boyer, 33).

*Some of World War II's Major Effects on Postwar Economy
 and Culture*

- 1 US emerges as strongest world power;
- 2 Mass production and prefabrication techniques perfected in wartime converted to peacetime purposes, as are other technological innovations like

“nylon,” radar, and DDT (a potent pesticide used to prevent typhoid and malaria);

- 3 Major government/scientific/university collaboration on sponsored research, much of it defense-related to the creation of new generations of satellites, rockets, and missiles.

War years prepared the way for many other major trends and movements in American life in the 1945–60 era: booming prosperity (due to savings and lack of consumer goods during war), Cold War, Civil Rights Movement, nuclear arms race, cultural conservatism, business-oriented government, rise of computers and space program, suburbanization and growth of middle class, and climbing birth rate.

Timeline for 1946–55

US population is approximately 151,000,000 in 1950. Unemployment averages 4.3 percent from 1946 to 1952.

1946

US has monopoly on the atomic bomb (until 1949); Atomic Energy Commission established, mandating civilian control of atomic energy and calling for research on peacetime uses of atom.

Winston Churchill states that there is an “iron curtain” between the West and the USSR.

Stalin blames the capitalist nations for World War II and reaffirms Russia’s determination to lead the struggle against Western imperialism; between 1945 and 1947, pro-Soviet governments are established in Poland, Czechoslovakia, Romania, Bulgaria, Yugoslavia, and Hungary.

American Communist Party has 40,000 to 50,000 members (10 years later, 5000 members).

Strike wave by unions (close to 5000 strikes) demanding higher wages because of war profits.

Female labor force falls from 35.8 (1945) to 30.8 million (1946).

Dr. Spock publishes *Baby and Child Care*.

1947

Truman Doctrine – Truman asks for 400 million from Congress to save Greece and Turkey from communism; states that the conflict between the US and the USSR is one between tyranny and freedom.

Marshall Plan initiated; by 1951 channels 13 billion dollars in Western Europe to prop up economies against appeal of communism.

Central Intelligence Agency (CIA) formed to carry out “intelligence gathering” (espionage) operations.

Federal Loyalty and Security Program – all applicants and employees of the federal government must prove they are loyal citizens (over six million investigations; more than 2,000 civil service employees lost their jobs, and 10,000 resigned).

Taft–Hartley Act passed – union officials have to sign affidavits that they are not communists in order to have collective bargaining rights; allows hiring of non-union workers; restricts workers’ right to strike; prevents unions from using dues for political activities.

HUAC (House Un-American Activities Committee) investigates Hollywood subversives; several actors, producers, and writers blacklisted (HUACs also existed at state level).

A. Phillip Randolph calls for end of segregation in the military.

Jackie Robinson breaks the color barrier in major-league baseball.

1948

Presidential Campaign: Truman defeats Thomas Dewey and Henry Wallace, leader of the Progressive Party (supported by communists and New Dealers who wanted to extend Roosevelt’s programs); States Rights Party (Dixiecrats) declare that racial integration is a communist-inspired plot.

Truman issues Executive Order 9981 to end racial segregation in the Armed Forces.

1949

USSR detonates atomic bomb. Republicans claim that Democrats were lax in keeping secret of atomic bomb; in 1950, Truman approves work on hydrogen bomb (1,000 times more powerful).

Mao Tse Tung declares People’s Republic of (Communist) China (Republicans blame Truman administration for “losing” China).

NATO formed (military alliance of US, Canada, and 10 Western European nations).

CIO (largest labor union of industrial workers) purges communist-led unions (over one million).

Truman announces his “Fair Deal” – broadening of Social Security, raise in minimum wage; new public housing program passes but most of his program defeated by Congress, including national health care bill. The American Medical Association declares it to be a “monstrosity of Bolshevik bureaucracy” (Polenberg, 107)

George Orwell’s *1984* published.

The Red Menace (anticommunist film) released.

W. Lloyd Warner (sociologist) publishes *Social Class in America* (thesis: the American class system allows everyone to move up).

1950

National Security Council (NSC) report announced that Soviet Union would achieve world domination unless US embarked on “massive military buildup at home” (Rosenberg, 13).

Korean War (1950–53) – Communist North Korea invades South Korea; Truman announces a “police action” and sends in troops to fight limited war; MacArthur drives North Koreans back across 38th parallel (line between North and South Korea) and pushes further toward China; Chinese attack; war “ends” in stalemate; 2.8 million Korean soldiers and civilians dead; 36,600 Americans dead and 103,000 wounded.

Internal Security Act passed – all communist organizations and members have to register with the Attorney General.

Joseph McCarthy makes speech in West Virginia claiming that there are 205 communists in the State Dept. (McCarthyism begins).

1951

TV becomes available across the nation: 12 percent of Americans have TV; by 1955, 67 percent have TV.

1952

McCarran-Walter Immigration and Nationality Act: the Act reaffirms system of quotas from 1924, which was based on a system of ethnic preferences (allowing the smallest numbers of immigrants from Southern and Eastern Europe and the largest from Northern and Western Europe and banning Asian immigration). The new act removes the ban on Asian immigrants; it also strengthens the Attorney General's ability to deport subversive aliens.

The Committee on Socialism and Communism of the American Chamber of Commerce (which in 1946 and 1948 urged removal of “liberals, socialists, and Communists from opinion-forming agencies,” and their exclusion from teaching, library work, journalism, and entertainment) calls for prohibition of those who are politically suspect from being hired by industry and urges local members to “be on alert for Communist sympathizers in your community” (Whitfield, 15).

I Led Three Lives published by Herbert Philbrick who was a double agent for the US and USSR; later becomes popular TV program.

1953

Ethel and Julius Rosenberg electrocuted for espionage.
US defense budget 50 million.

1954

Joseph McCarthy censured by US Congress.

1955

AFL-CIO merge into one union under George Meany, a firm believer in business unionism: based on the principle that labor and industry are partners. As a result of the “Red Scare” of 1946–54, over 2,000 civil service employees lose their jobs; 10,000 resign, a few hundred Americans are jailed, 250 immigrants are deported, and two spies are executed. According to Stephen Whitfield: “In the entire postwar period, not a single American Communist was caught committing espionage or even trying to engage in sabotage” (Whitfield, 24).

Thematic Timeline for 1952–60

Political Trends

Eisenhower (“Ike”) was a tremendously popular president, a hero of World War II (commander in charge of D-Day landing; instigated a ceasefire in Korea) who emphasized areas of common interest among government, business, and “responsible” labor leadership. He was a moderate Republican, who promoted business interests. His Secretary of Defense, Charles Wilson, was former chief of General Motors, who said: “I have always assumed that what was good for the US was good for GM and vice versa” (Boyer, 112).

During Ike’s administration (1952–60), the following *domestic policies* were enacted (with help of Democratic Congressional leaders):

- 1 Dept. of Health, Education, and Welfare established.
- 2 Increase in minimum wage from 75 cents to \$1.00.
- 3 Extension of Social Security to seven million more Americans (mostly farmers).
- 4 1954 Housing Act expands Truman’s programs with large sums for public housing and urban renewal; guaranteed housing loans and low mortgages to veterans of the Korean War. The Federal Housing Authority (FHA), from 1934,

and the Veterans Administration (VA), from 1944 on, makes possible the purchase of homes for millions of Americans through very low down-payments and low interest, long-term mortgages. These programs, however, have adverse affects on inner cities because loans go primarily to new single-family residential homes in the suburbs. The FHA works with banks to “red-line” residential areas inhabited primarily by black families that prevented them from getting home-improvement loans, and encourages housing covenants that would prevent homes from being sold to people of color in white neighborhoods (Jackson, 203–18).

- 5 In 1956 Federal Highway Act allocates 30 billion for 41,000 mile interstate highway system, on the grounds that it is necessary to provide escape routes from cities if there is nuclear war.
- 6 In 1958 National Defense Education Act (NDEA) provides 800 million in grants and loans to colleges and states to improve science and foreign language instruction; first federal aid to education; NASA established as federal agency.
- 7 State Dept., Commerce Dept., and Agency for International Development provide financial support for American corporate investment in developing countries.

FOREIGN POLICY

Ike was wary of what he called during his farewell speech, the growing “military-industrial complex,” yet he supported growth of nuclear weapons; appointed John Foster Dulles, who took an aggressive stance toward Soviets, as his Secretary of State; and supported growth of covert operations.

- 1 After Stalin died in 1953 and Khrushchev took his place, tensions ease for a while, due to Khrushchev’s announcement of “peaceful coexistence” with the capitalist world, but tensions heat up over Russian deployment of first space satellite (Sputnik) in 1957 and their building of ICBMs (which could deliver missiles in several minutes to the US).
- 2 CIA expands its role beyond “intelligence gathering” to participate in the overthrow of governments: when democratically elected President Mossadegh of Iran nationalizes oil companies, the CIA aids in a coup that installs Shah Reza Pahlevi; in the same year, when democratically elected President Arbenz of Guatemala launches land reform and takes control of 250,000 acres controlled by American-owned United Fruit Co., the CIA finances a military coup that establishes a right-wing dictatorship.
- 3 In Vietnam, by 1954, the US is paying 75 percent of costs of war of French against North Vietnam; US supports installation of conservative Catholic leader, Ngo Ninh Diem, who is corrupt and unpopular (he represses Buddhism which was the major religion in Vietnam); by 1960 we have 900 “advisors” in Vietnam.
- 4 In 1959 guerilla leader Fidel Castro ousts corrupt dictator Fulgencio Batista from Cuba and soon allies with Soviets.
- 5 By 1959 US is bound by treaty (SEATO, NATO, CENTO) to defend several “free world” nations against communist aggression and “internal subversion”:

NATO: Western Europe; SEATO: Australia, Philippines, Thailand, Pakistan;
CENTRO: Turkey, Iraq, Iran, Pakistan.

Economic, Social, and Cultural Trends

- 1 By 1960, 60 percent of Americans are middle-class (income-based). Real wages for average families rise 20 percent (but one in five, 40 million, live in poverty); unemployment averages 4.7 percent; industrial workers drop from 39 to 36 percent and service and professional workers rise from 40 to 46 percent; GNP increases 25 percent; US exports double (20 billion by 1960); US produces 50 percent of world's manufactured goods; first credit cards (Diner's Club 1951; American Express 1958); consumer debts expand to over 200 billion.
- 2 Expansion of multinational corporation and business consolidations (by 1960 the top 5% of US corporations earned close to 90% of all corporate income).
- 3 Beginnings of "drive-in" and drive-to culture – motels, shopping malls, drive-in theaters, fast food chains (McDonald's hamburger restaurant opened in 1954).
- 4 Media (TV, advertising, magazines) present suburbs as microcosm of a middle-class, white America, and celebrates domesticity; for example *The Adventures of Ozzie and Harriet*, *Father Knows Best*, *Leave it to Beaver*; TV becomes dominant national media (90% of Americans own TVs by 1960).
- 5 Baby boom (1945–65) – birth rates up 25 percent from 1930s.
- 6 Teenagers become major consumers; hold part-time jobs, and buy radios, magazines, and records.
- 7 College enrollments increase from 2.6 to 3.6 million.
- 8 Membership in religious institutions soars, from 50 percent in 1940 to 63 percent in 1960.

CULTURAL DISSENT AND REFORM

- 1 First sign of rebellious youth culture, generational conflict over hair (sideburns, ducktails), dress (blue jeans), and music – rock and roll (Elvis Presley, Little Richard, Chuck Berry, Buddy Holly) – an explosion in music that highlights crossover of black music into white teen culture and the release of powerful (and often sexual) energies; fears of juvenile delinquency sweep the media (conservatives accuse mass media of undermining parental authority and selling sex and violence through comic books and popular music).
- 2 Beat culture challenges domestic and suburban conformity; celebrates social outsiders, drugs, spontaneity, African American culture (Allen Ginsburg, *Howl*, 1956; Jack Kerouac, *On the Road*, 1957).
- 3 First campaigns to ban nuclear testing (e.g., SANE, National Committee for a Sane Nuclear Policy).
- 4 Increasing mobilization of the Civil Rights Movement: in 1954, US Supreme Court rules in *Brown v. Board of Education* that racially segregated schools violated the Constitution's "equal treatment" for all citizens.

BOOKS THAT CRITIQUE MIDDLE-CLASS AMERICAN CULTURE, ESPECIALLY
SUBURBAN AMERICA

J. D. Salinger, *Catcher in the Rye* (1951);

Vance Packard, *The Hidden Persuaders* (1957) exposes the manipulation of advertising on the national and individual psyches;

John Kenneth Galbraith, *The Affluent Society* (1958), critiques how Americans spend money and ignore poverty;

John Updike, *Rabbit, Run* (1960), a novel about a kitchen gadget salesman restless with boredom in the suburbs;

Ray Bradbury, *Fahrenheit 451* (1953), a science-fiction novel about a government-sponsored book-burning;

Films, TV shows, and magazines that suggest fear of atomic age, that question suburban ideology, and adult authority: *Mad Magazine*, *On the Beach* (northern hemisphere obliterated because of nuclear war), Rod Serling's *Twilight Zone*.

Timeline for 1960–75

US population is approximately 180 million.

1960

Poverty level: \$3000; median family income: \$6000; unemployment declines from 6.7 to 5.2 percent from 1961–64.

First oral contraceptives for women (“the pill”).

John F. Kennedy elected to presidency: announces a “New Frontier” “to get this country moving again.”

Student Nonviolent Coordinating Committee (SNCC) founded (civil rights organization).

1961

Kennedy's inaugural: “Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans – born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage – and unwilling to witness or permit the slow undoing of those human rights to which the nation has always been committed, and to which we are committed today at home and around the world. . . . Ask not what your country can do for you; ask what you can do for your country.”

Kennedy proposes promotion of economic growth through federal tax and spending policies, including nearly five billion on public housing.

Kennedy establishes Peace Corp: two years of volunteer service in educational, agricultural, technical, and health assistance in developing countries around the globe.

Foreign policy: Bay of Pigs invasion to overthrow Castro fails; Soviets erect Berlin Wall to block defections to West; US supports right-wing takeover government in Belgian Congo after assassination of national premier Patrice Lumumba.

Kennedy increases defense budget from 40 billion to 56 billion by 1962 and initiates a nuclear build-up.

First sit-ins in the South: Greenville, North Carolina to eliminate segregation.

Minimum wage increases to \$1.25/hour; Social Security benefits broadened.

1962

Cuban Missile Crisis – US and USSR come to brink of nuclear war when Soviet missiles discovered to be in Cuba – Soviets remove missiles.

Apollo Program initiated – John Glenn first American to orbit earth; plan approved to put man on moon by 1970 (Neil Armstrong and Edwin E. Aldrin set foot on moon July 20, 1969).

Manpower Development and Training Act – 435 million in matching grants to states to retrain workers displaced by automation.

Supreme Court ruling in *Baker v. Carr* supports legislative reapportionment, increasing representation from urban and suburban areas (“one person, one vote”).

Michael Harrington’s *Other America* published – has major impact on antipoverity legislation.

92 percent of southern black children attending segregated schools. Eight years after *Brown v. Board of Education* most southern blacks cannot vote, segregation of public and private facilities firmly in place in most of South.

Students for a Democratic Society (SDS) founded in Pt. Huron, Michigan.

Rachel Carson’s *Silent Spring* published – has major impact on burgeoning environmental movement.

1963

Kennedy signs limited Nuclear Test Ban Treaty with Soviet Union, to end testing of nuclear weapons in the atmosphere or underwater.

The Southern Christian Leadership Conference (SCLC) demonstrates against segregation in Birmingham, Alabama; Martin Luther King is arrested and writes his “Letter from a Birmingham Jail”; city leaders agree to end discrimination in hiring and to form biracial council to supervise desegregation of public facilities; 50 southern states follow suit; March on Washington – 225,000 march for civil rights. King gives his most famous speech: “I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood . . . When we let freedom ring,

when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all God's children . . . will be able to join hands and sing in the words of the old Negro spiritual, 'Free at last! Free at last! Thank God almighty, we are free at last.''' Two weeks later, four young black girls are killed by a bomb blast in the Sunday school of the Sixteenth Street Baptist Church in Birmingham.

Supreme Court ruling in *Gideon v. Wainwright* requires state courts to provide free legal representation for people unable to afford their own lawyer in felony and capital crime cases.

November 22 Kennedy assassinated in Dallas, Texas; Lyndon Baines Johnson becomes president.

1964

Johnson wins a landslide victory and Democrats control House (by wide margin) and Senate; Johnson announces his "Great Society" program, which includes legislation on improving public housing, mass transit, schools, health, and the environment

Johnson announces "War on Poverty" which includes following legislation: Economic Opportunity Act: (1) expansion of Manpower Training Act to cover job training for the poor; (2) Job Corps to teach marketable skills to unemployed city youth; VISTA (Volunteers in Service to America), domestic Peace Corp to work in inner cities and rural communities; (3) Head Start, early education for preschool children from low-income families; (4) Upward Bound, to prepare students from poor families to go to college. Other programs fund public works projects in poor areas, provide loans for small business and needy farmers; CAP (Community Action Program authorizes funds for local antipoverty programs that encourage the poor to design and participate in their own community initiatives). Office of Economic Opportunity (OEO) oversees the poverty programs (close to one billion allocated in first year).

Wilderness Act sets aside nine million acres of national forest to be preserved.

Civil Rights Act – Attorney General can prosecute segregated school districts and election officials who deny voting rights to blacks; forbids discrimination in hiring, in federally funded programs, and in public facilities; Equal Employment Opportunity Commission to monitor compliance with laws against workplace discrimination.

1965

Assassination of Malcolm X.

Housing and Urban Development Act reduces interest rates to builders of housing for poor and elderly, provides funds for urban health programs and recreation centers,

and rent supplements for the poor; Congress establishes HUD (Housing and Urban Development) as new cabinet-level department.

Elementary and Secondary Education Act authorizes one billion dollars for programs to aid “educationally deprived children.”

Higher Education Act authorizes federal scholarships and low-interest loans for needy college students.

Voting Rights Act bans literacy tests and authorizes federal officials to register voters and supervise elections in electoral districts with records of racial bias (by 1966, 500,000 blacks joined South’s voting rolls; by 1968, close to 400 blacks held elective office in the South).

Immigration and Nationality Act ends national origins quotas, opening door to major shift in immigration from Europe to Asia and Latin America.

Medicare provides health insurance for all Americans over 65 and Medicaid provides supplemental grants to states to cover medical care for poor of all ages.

1966

National Organization of Women founded.

Model Cities Act authorizes one billion dollars to get rid of slums and improve housing.

Supreme Court ruling in *Miranda v. Arizona* mandates all suspects to be informed of legal rights at time of arrest; *Abington School District v. Schmepf* bans school prayer.

The Endangered Species Act establishes biodiversity as a national goal.

Clean Waters Restoration Act increases water-quality regulations and authorizes three and a half billion dollars to clean nation’s waterways and stop pollution.

1968

Assassinations of Martin Luther King and Robert Kennedy.

By 1968 the proportion of Americans below the federal poverty line falls from 20 to 13 percent; 40 million Americans lived in poverty in 1959; 26 million in 1968; unemployment is 3.6 percent.

1969

Woodstock – some 400,000,000 youth gather at a farm in up-state New York for a three-day festival of rock music.

Median family income is \$10,768; real income, adjusted for inflation, has increased by \$2000 over the decade.

1972

During the presidential election, Richard Nixon authorizes the break-in of the Democratic headquarters at the Watergate apartments in Washington, DC, to plant eavesdropping devices.

1974

Richard Nixon is impeached: charged with obstructing justice in trying to impede the Watergate investigation, with the abuse of presidential powers, and with violating his constitutional duty to enforce the law. Nixon resigns the presidency; Vice President Gerald Ford takes office.

Timeline for the Vietnam War 1964–73

1945 – Ho Chi Minh declares Vietnamese independence from France; French fight to retain control.

1950–54 – US gives 2.6 billion dollars and massive aid to French to help them maintain their colonial empire in Vietnam (three-fourths of the French costs) and fight against the communist Vietminh led by Ho Chi Minh.

1954 – French are defeated by the Vietminh at Dien Bien Phu; Vietnam is divided into North (communist) and South (officially a democratic republic). According to the peace agreement, the Geneva Accords, (which the US refused to sign), democratic elections and unification are scheduled for 1956. Eisenhower invokes the “domino theory” (if one country in Southeast Asia becomes communist, others will follow) and the US organizes SEATO. With Eisenhower’s approval, Ngo Dinh Diem, a former Japanese collaborator and a Catholic in a country that is 90 percent Buddhist, is installed as the head of state, alienating the majority of Vietnamese with his corruption and repressive policies. He refuses direct military aid. As a member of the “Never Again Club,” a group of generals whose analyses of the Korean War left them resolutely opposed to another land war in Asia,” Eisenhower had said, “I can conceive of no greater tragedy than for the United States to become engaged in an all-out war in Indochina” (Rosenberg, 77).

1954–55 – first US military advisors sent to Vietnam.

1956 – Eisenhower backs Diem’s refusal to allow elections, fearing that Ho Chi Minh would win. By 1959, civil war breaks out in Vietnam, with peasants joining (communist) Vietcong forces (National Liberation Front) that want to drive Diem out of office. Eisenhower commits increased use of CIA and military advisors and more economic aid to help Diem and an increasingly corrupt South Vietnamese military.

1960 – 900 US military advisors in Vietnam.

1961 – 14 US casualties.

1963 – Kennedy sends 16,000 military “advisors” to Vietnam. The majority of Vietnamese turn against Diem (some Buddhist monks burned themselves to death because of Diem’s repression of their religion). US media begins to report increasing US casualties. In fall 1963, American military officers and CIA allow a military coup and the assassination of Diem and his top advisors. 400 US casualties.

1964 – Gulf of Tonkin Resolution. Johnson claims North Vietnamese vessels fired on US ships and convinces Congress to vote him support so that he can take all necessary action against North Vietnam to repel armed attacks. There was, however, no clear confirmation of an attack. War against North Vietnam is never declared by the US.

1965 – Air bombardment of North Vietnam; marines sent on search and destroy missions to drive out Vietcong from South. 25,000 US troops in Vietnam. Antiwar organizing and protest activities begins on US campuses.

1966 – 150,000 US troops in Vietnam.

1967 – 490,000 US troops in Vietnam; Vietnam Veterans Against the War founded.

1968 – Tet Offensive: Vietcong and North Vietnamese strike 39 South Vietnamese provincial capitals and cities and US embassy in Saigon; 550,000 troops in Vietnam. Majority US public opinion begins to turn against the war. Lyndon Johnson initiates peace talks, and announces he will not run again for president.

October 15: Vietnam Moratorium Day, somewhere between 250,000 and 800,000 antiwar protesters gather in Washington.

Nixon wins election; promises to end the war and restore “law and order.” Before election, Nixon’s manager, John Mitchell, “discouraged [South Vietnamese president] Thieu from accepting a peace agreement until after the election . . .” (Rosenberg, 341).

1969 – 475,000 US troops in Vietnam, US deaths: 30,000; Nixon escalates war with secret bombing of Cambodia.

1970 – 280,000 US troops in Vietnam; US invades Cambodia; at Kent State University, four college students killed, nine wounded, and at Jackson State University, two college students killed, 12 wounded by National Guard during antiwar protests.

1971 – US invades Laos; Daniel Ellsberg publishes *The Pentagon Papers*.

1973 – Paris Peace Agreement signed between North and South Vietnam and US.

1975 – Saigon falls to the North Vietnamese; Vietnam unified under communist rule, Laos and Cambodia under communist governments.

US Statistics

The Vietnam War cost US taxpayers 21 billion dollars a year: 150 billion total cost. 2,800,000 US men and women served in the military in Vietnam between 1964 and 1973; about 700,000 saw heavy combat; 10,000 women served, mostly as nurses.

The average age of American soldiers was 19; the vast majority working-class, many high school dropouts; soldiers were disproportionately African-American and Latino. From 1964 to 1968, death rates for African Americans were 30 percent higher than for whites.

58,000 US American men and eight women died.

270,000 US men and women were wounded.

Vietnam Statistics

Between 1965 and 1971, 17 million gallons of Agent Orange were sprayed over 3.6 million acres of South Vietnam.

The US dropped 500,000 pounds of napalm on Vietnam.

Over 1,000,000 Vietnamese soldiers and civilians died.

Five million Vietnamese became refugees (30% of the population of South Vietnam).

The editors of *Time* magazine noted that the war in Vietnam resulted in “the loss of a working consensus . . . as to what we think America means” (Polenberg, 208).

Thematic Timeline for 1975–90

1974–93 marked the end of what economist Barry Bluestone calls the “Golden Era” in the American economy (when the income of the average American worker steadily increased). The wealthy increased their share of the national wealth, while poverty deepened. There was a resurgence of conservatism in the social, economic, and political arenas, a decline in organized labor, and massive increases in the national debt and defense spending.

Ronald Reagan’s presidency (1980–88) is dominated by “supply-side” economic theory (“Reaganomics”) that relies on massive tax and spending cuts, predominantly benefiting the wealthy and triggering huge deficits. According to Bluestone, Reagan’s tax policies helped to engineer the largest redistribution of wealth (upward) in American history (*The Great U-Turn*). During the 1980s, income for the bottom one-fifth of the population fell by 13 percent, while the top one-fifth’s earnings rose by 27 percent.

Beginning in the 1980s, a New Right coalition of economic conservatives and evangelical (born-again) Christians asserted powerful influence on American politics, society, and culture. The New Right was part of a general backlash against the antiwar movement, feminism, abortion rights, gay rights, welfare programs, affirmative action, and school desegregation.

The 1980s also witnessed the end of the Cold War, and a continuation and growth of some of the reform movements of the 1960s and 1970s, as well as new political and social reform movements; for example, the Nuclear Weapons Freeze Movement

(protesting the continuing development and proliferation of nuclear weapons); the Sanctuary Movement (aiding refugees from civil wars in Guatemala and El Salvador); Live-Aid and Farm-Aid (popular music concerts organized to relieve famine in Africa and aid family farmers in the US); antiapartheid protests against US government and corporate investment in segregated South Africa.

Selected Political Factors That Shape the Period

1976 – Democrat James Earl “Jimmy” Carter (a born-again Christian who had once lived in subsidized housing) is elected president.

1978 – Jimmy Carter, Israel’s Prime Minister Menachem Begin, and Egyptian President Anwar el-Sadat sign the Camp David Accords, hoping to bring peace to the Middle East.

1979 – Revolutionaries overthrow Nicaraguan dictator Anastasio Somoza. Congress rejects Carter’s request for \$75 million in aid to the new Sandinista government. At the same time, the US government is backing a repressive anticommunist regime in El Salvador.

Iran Hostage Crisis: Iranian fundamentalists hold 52 Americans hostage in the US Embassy in Tehran for 444 days.

Jerry Falwell founds the Moral Majority, which registers two to three million new voters. Christian radio, television, and newspapers support conservative candidates and lobby for the conservative agenda.

1980 – Republican Ronald Reagan (former actor and governor of California) is elected president. He states in his inaugural address that “government is not the solution to our problem; government *is* the problem.”

Reagan appoints conservatives to regulatory agencies, such as the National Labor Relations Board, who vote increasingly against labor and in favor of management. By 1990 fewer than 15 percent of workers are unionized; reductions in consumer, environmental, health, and safety protection.

During his first term, Reagan increases defense spending by \$1.6 trillion; military buildup includes MX missiles, Trident submarines, and the Strategic Defense Initiative (“Star Wars”).

The CIA secretly supplies weapons and satellite intelligence to Iraq’s Saddam Hussein during Iran–Iraq War (1980–88), aid that is increased by George W. Bush in 1989.

April 22 “Earth Day”: 20 million Americans across the nation demonstrate for better protection of the environment.

1981 – Reagan funnels 19 million dollars to anti-Sandinista rebels (the Contras) in Nicaragua.

Reagan fires members of PATCO, the Professional Air Traffic Controllers union, when they go on strike.

1982 – 800,000 protestors gather in New York City’s Central Park as part of a national campaign to “freeze” nuclear weapons, the largest political rally in US history up to that time.

- 1983 – The Equal Rights Amendment (“Equality of rights under the law shall not be denied or abridged by the United States or by an State on account of sex”) is defeated.
- 1984 – Democrat Walter Mondale runs for president, and Geraldine Ferraro for Vice President, the first woman to run on the presidential ticket of major party.
- 1985 – Mikhail Gorbachev is elected general secretary of the Soviet Communist Party and initiates nuclear disarmament talks with the United States.
- 1987 – Iran–Contra scandal: Reagan advisors secretly sell arms to Iran and illegally divert some of the profits to rebels fighting the Sandinista government in Nicaragua. Reagan, who claims to have had no knowledge of the deals, emerges from the congressional investigation unscathed.
- 1988 – Republican George W. Bush elected president.
- 1989 – Demolition of the Berlin Wall marks the beginning of the end of the Cold War.
- 1990–91 – Persian Gulf War: President Bush sends some 500,000 troops to the Gulf to fight Saddam Hussein, who has invaded Kuwait; Iraqi forces defeated, with an estimated 500 US soldiers and 100,000 Iraqis killed.

Socioeconomic Factors That Shape the Period

- In the 1970s, American purchasing power declines for the first time since the Great Depression. Americans struggle with “stagflation” (inflation combined with increased unemployment). By 1980, inflation is 13 percent; mortgage rates exceed 15 percent; unemployment is 7.5 percent.
- Feminization of poverty: in 1980, women earn 60 percent of what men earn; families headed by women comprise half of the poor; in 1985, 80 percent of working women are employed in low-paying jobs.
- Shift to postindustrial, service-sector economy. Increasing deindustrialization and globalization: many auto and steel companies close down US plants and open new factories in developing countries. Record numbers of blue-collar workers lose their jobs and are unable to find employment at their previous wages.
- In 1973 and 1979 Americans experience major energy crises as a result of oil embargo by Arab oil-producing nations. Oil and gasoline shortages result in rationing, long lines at gas stations, and a national speed limit of 55 mph. Near meltdown at the Three Mile Island nuclear power plant in Pennsylvania (March 28, 1979).
- Farm crisis (farmer debt increases from \$55 billion in 1971 to \$166 billion by 1980). Tens of thousands of family farms fail, leaving 90 percent of farm income in the hands of corporate agribusiness.
- Deregulation of industry (airlines, trucking, railroads, banking, and oil) begins under Carter and increases under Reagan.
- 1980–83 – Severe recession (the worst since the 1930s), followed by substantial gains in the stock market.

1980 – Top 5 percent of the US population earn 20 percent of the total income and hold 50 percent of the wealth. 13 percent of Americans are poor: 33 percent of blacks, 26 percent of Hispanics, 10 percent of whites. Almost half of all black children live in poverty, but 45 percent of black families have achieved middle-class status.

1981 – Economic Recovery Tax Act initiates a \$750 billion tax cut (the largest in US history), which includes a 25 percent income tax reduction; maximum personal income tax drops from 70 percent to 50 percent; in 1986 this is further reduced to 28 percent.

Omnibus Reconciliation Act cuts \$136 billion from more than 250 education, environmental, health, housing, welfare, and arts programs.

1982–86 – National debt increases from \$908 billion in 1982 to \$2 trillion.

1987 – “Black Monday” crash: the stock market loses 508 points (almost 23%) on October 19, the largest single-day drop in history.

1989 – Savings and Loan crisis: Congress allocates over \$100 billion to rescue failing Savings-and-Loans, many of which made poor investments during the “junk bond” market of the 1980s, costing each American taxpayer \$3,000.

The top 1 percent of Americans hold 37 percent of the wealth; the bottom 90 percent hold 32 percent of the wealth.

Demographic Factors That Shape the Period

1980 US population is approximately 226,500,000.

In 1978, 40 percent of Americans identify themselves as “born-again” Christians.

US population grows substantially older: in 1980, 26 million Americans are over 65, 30 percent more than the previous decade.

Millions relocate from the more liberal states of New England (the “Snowbelt”) and the upper Midwest (the “Rustbelt”) to the more conservative South and West (the “Sunbelt”); 17 seats in House shift as a result.

Highest immigration numbers in US history (4 million in 1970s, 9 million in 1980s, and perhaps twice that many illegal immigrants): about 50 percent from Asia, mainly from Vietnam and Cambodia; most of the rest from Latin America, Haiti, and India.

Homelessness becomes endemic and increasingly visible. In the 1980s, the federal government estimates that there are between 250,000 and 350,000 homeless; homeless advocates estimate that three million Americans are homeless.

Social and Cultural Factors That Shape the Period

1973 – *Roe v. Wade* legalizes abortion. Right-to-life groups (e.g., the National Right to Life Committee, Operation Rescue) quickly form and attempt to reverse the decision; a handful of extremists bomb women’s health clinics. Abortion becomes one of the most divisive issues in the US.

Increased levels of cancer and birth defects in Love Canal, New York, are traced to a chemical waste dump. Environmental movement gains momentum. Americans begin to recycle, conserve energy, and evaluate the environmental impacts of their diet.

AIDS (Acquired Immune Deficiency Syndrome) is first identified in 1981; 57,000 cases are reported between 1981 and 1988.

During the 1980s, widespread addiction to “crack” cocaine raises crime levels and devastates inner cities. Ronald Reagan launches a “War on Drugs” to stem the flow of illegal drugs; Nancy Reagan urges Americans to “Just Say No.”

“Yuppies” (young urban professionals) flaunt affluence and conspicuous consumption during the 1980s.

TV and film (*Dallas*, *Dynasty*, *Lifestyles of the Rich and Famous*) celebrate wealth and corporatism: “Greed is good,” a line from the movie *Wall Street* (1987), becomes a catch phrase.

Hip-hop and Rap raise controversy but gain in popularity; MTV debuts in 1981.

In the 1970 and 1980s, new technologies pave the way for the “knowledge economy” of the 1990s and the twenty-first century, in which one of the largest economic and job growth sectors is in information systems. Microsoft computers is founded in 1975; in 1977, Apple computers introduces the first mass-market personal computer. From 1981 to 1988, ownership of personal computers grows from 2 million to 45 million; by 2000, 50 percent of US households have computers and over 40 percent have Internet connections.

Other new technologies that proliferate during this era: camcorders, microwaves, satellite dishes, compact disc players, VCRs, cable television. By 1989, 66 percent of Americans own VCRs and have cable TV.

In 1989, the London newspaper, the *Economist*, states that “America is to entertainment what South Africa is to gold and Saudi Arabia is to oil” (Boyer, 475).

CHAPTER 6

Guidelines for Class Activities



The guidelines for in-class activities are organized chronologically and correlate with the American Studies 100 “American Identities” Syllabus

Guidelines for In-class Group Work Based on Assigned Readings

We have found that group work is most effective when students are assigned specific roles, and when groups are no larger than four or five students. One student is designated group leader. His or her role is to guide the discussion, make sure the group stays “on task,” and report for the group to the whole class on their answers when the exercise is completed. Another student is the note-taker, who is responsible for taking down answers that accurately reflect the group (including disagreements) and making sure that all students who participate sign their names on the worksheet that is turned in for group credit; a third student is given the role of facilitator, whose role is to make sure that everyone has the opportunity to contribute to the discussion. Because students usually stay in the same groups over the course, we try to rotate their roles. We try to make sure that the students who are assigned to groups and get credit for the in-class work have done the assigned reading.

In-class Reading, Viewing, and Listening Guidelines

When we show documentaries or play music in class, students are required to take notes on the viewing/listening guide questions as they watch the film or listen to music and then write up their responses as homework, which they turn in later. It is very important to provide an historical context for documentaries, and to explain the kinds of critical categories we are asking them to think about. Most students need to be taught the various ways that documentaries are shaped by their producers/directors in terms of their selection of sources and materials, the juxtaposition of

scenes to suggest particular interpretations of events, and the uses of music to create mood and enhance emotional responses. For students for whom English is not their first language, particular attention needs to be given to cultural references that they don't bring to these films.

Questions for Locating a Text

- 1 Who is the author?
- 2 When did he or she write?
- 3 What time period is the author writing about? What are some of the significant events going on at this time? What is his or her authority?
- 4 What are the author's themes: Where is home? Who is family? Who is the community? Who speaks for the community? What political, social, economic, and political factors shape the identities of the author/characters?

American Identities: First Day In-class Exercises

Some of us use the following exercise to begin to build community in the classroom and to introduce the concept of the plurality of American identities (and families) and the kinds of questions they will be using in their interviews for the family histories. We ask students to interview each other using these questions and to write up their neighbors' answers. We type up and hand out their composite answers on the day we begin our discussion of Kirk and Okasawa-Rey's article "Social Locations":

- Where were you born and where did you grow up?
- How do you define yourself in terms of your national or ethnic affiliation?
- What do you think makes a person "American," other than being a citizen of the US?
- What kinds of values and qualities do you associate with being American?
- What foods do you think are most American?
- What music and other forms of popular culture do you think of as most American?
- How would you define the "American Dream"?
- If you grew up in another country, how was the US represented in your country?
- How do you define "family"? Who is included in your definition?

Alternative First Day Exercises

During the first class meeting of *American Identities*, some of us use several images or songs that the class can work with right away. We choose texts that make use of very visible American icons – particularly the American flag – and get the students to discuss how the different images or songs are attempting to define "American." Generally, this works well in a couple of ways:

- 1 It illustrates right off that there is more than one way to define “American.”
- 2 It forces the students to think about what is going on historically that is prompting this definition of “American.”
- 3 It establishes from the beginning of the course the idea that art is making arguments.
- 4 It establishes right away the different kinds of materials – musical, visual, and so on – that we will be working with.

Some things we have used:

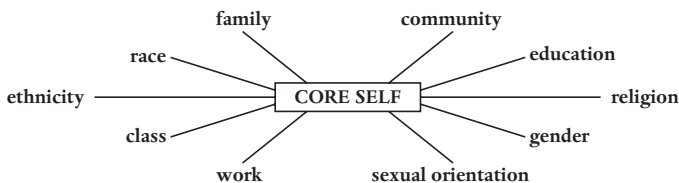
- 1 Jimi Hendrix’s version of “Star Spangled Banner” (1969). It’s fun to play a complicated “Star Spangled Banner” the first day of a class called “American Identities.” As a Black American, Hendrix is claiming his right to play it, to be a native son. But he includes the sounds of bombs going off and a quotation from “Taps” (so the students can hear the reference to war, in his case, the Vietnam War, in which Hendrix served), and he ends by destroying his instrument and creating noise. At the same time, he both claims his American identity and deconstructs it.
- 2 Gordon Parks’s photograph of Ella Watson (1942). She is standing in front of the flag, with all that pride in her work – and yet the flag’s stripes end up looking rather like a jail-bar. She is the chambermaid in some government building, so she is literally being presented as the country’s maid, or the cleaner of US mess. Students talk *very* well about this one on the whole.
- 3 Faith Ringgold’s flag works, especially “The Flag is Bleeding” (1967), which has the red stripes dripping blood and several black figures visible inside the flag. Students love the flag quilts, and again we talk about what was going on right then that made her define “American” in this way.

Charting Identity

I can see from the inside out, in freedom. And I can see from the outside in, driven by the old voices of childhood (Kesaya Noda, 242)

We have found the following diagram and definitions helpful when working with the first set of readings on identity formation.

How Do We Know and Define Ourselves? A “Graphic” Representation of Social Location



How close to/far from your core identity is each of these factors? How do these factors shift with different contexts and over your life cycle? Which are internal? Which are imposed from the outside? How do media and popular culture affect your identity formation?

WORKING DEFINITIONS OF SOME OF THESE TERMS:

class: economic and social position arising from differences in wealth (which is more than income, as it includes stocks, bonds, personal property, real estate), occupation, and education. Traditionally there has been a close correspondence between class and social status.

ethnicity: a common bond among people created by one or more of the following – national origin (e.g., Japan), race (e.g., white), religion (e.g., Catholic), language (e.g., Spanish), culture (e.g., African-American, French-American)

race and *racial formation*: while there are genetic factors that differentiate races in terms of such physical characteristics as skin color, hair, and facial features, most scholars today discuss race (and ethnicity) as a social construction created by social, economic, and political forces that determine its content and impact on people. Scientists have concluded that there are greater genetic differences between members of a particular race (African, for example) than there are across races (between whites and Asians, for example). Racial categories and their meanings have varied greatly over history.

Viewing Guide for *Rabbit in the Moon* (1999)

This is a documentary film about the Internment of the Japanese during World War II. Director: Emiko Omori, with Chizuko Omori.

Timeline Context

On February 19, 1942 (10 weeks after the Japanese bombed Pearl Harbor, in which 2,500 Americans were killed), President Roosevelt issued Executive order 9006, suspending the civil rights of Japanese Americans and relocating them to internment camps. In protest 6,000 Japanese Americans renounced their citizenship.

112,000 men, women, and children, the Japanese-American population of the three Pacific coast states (California, Oregon, and Washington) and southern Arizona, were shipped to camps throughout the West, the last of which closed in 1946. They were forced to sell their belongings immediately and evacuate, taking only what they could carry.

Approximately two-thirds were American citizens (Nisei). They lived in camps without the right to trial or individual review. The US government claimed that this action was necessary in order to prevent Japanese Americans from spying for Japan. But there was no evidence to justify such drastic measures, as reported by

the 1982 Commission on Wartime Relocation and Internment of Civilians. Not a single Japanese or Japanese American was ever accused of sabotage during the war.

23,000 Japanese Americans served in the US military during World War II, volunteering in order to prove their loyalty. The Japanese-American 100th battalion and the 42nd Regimental Combat team were among America's most decorated units.

The internment was preceded by decades of anti-Asian prejudice that resulted in a 1907 agreement by the Japanese government not to send any more Japanese immigrants and by laws that prevented them from buying or owning land.

The 1924 Immigration Act stopped all Japanese immigration, until it was repealed in 1965.

Some Japanese Americans compared their humiliation and shame to child victims of sexual abuse. The internment created silences in families who wouldn't speak about it to their children.

1978 President Carter appoints a congressional commission to look into the internment.

1982 The Commission reports that the internment was not driven by military necessity but by economic competition, racism, military hysteria, and lack of political leadership. It recommended reparations, apologies, and public education.

1988 US Congress apologizes and votes funds for reparations, \$20,000 each to the 60,000 surviving victims.

Questions

- 1 Who are the producers of the film? Why did they make the film? What gives them the authority to make this film? What is their viewpoint towards the Japanese internment experience?
- 2 Why haven't they told this story before? What are the personal reasons? What are the historic reasons?
- 3 According to the filmmaker, what caused the changes in her family?
- 4 According to the filmmaker, what caused the divisions in the Japanese-American community? How was the loyalty of Japanese Americans defined and tested?
- 5 How does the film answer the questions: who is an American and who determines what it means to be an American?

Viewing Guide for *The Atomic Café* (1982)

This is a documentary film about the ways in which US media and government "sold" atomic power to the nation during the 1940s and 1950s, produced and directed by Kevin Rafferty, Pierce Rafferty, and Jayne Loader.

Timeline Context

During the late 1970s, there was criticism and protests against nuclear power (because of the dangers of radioactive leaks and concerns about storage and transportation of nuclear waste) from various environmental organizations, such as the Clamshell Alliance. In 1979, there was a near nuclear disaster (meltdown) at the Three Mile Island nuclear power plant in Pennsylvania. Ronald Reagan's commitment to a first strike use policy of nuclear weapons and deployment of a new generation of nuclear missiles (Cruise and Pershing) in Europe led to a national Nuclear Weapons Freeze Movement, which called for a "mutual freeze" (by the US and the USSR) on building, testing, and deployment of nuclear weapons. In June 1982, 800,000 to 1,000,000 demonstrators marched in New York City during a special United Nations session on nuclear disarmament, the largest political rally to that date in US history.

Questions

- 1 How did US government leaders and the US media try to answer people's fears about the Cold War and the potential use of atomic weapons? How did they make atomic weapons seem a normal part of American life and a necessary part of the Cold War?
- 2 What forms of media were used to communicate to the public about this issue?
- 3 What is the point of view of the filmmakers? Discuss two of the ways the filmmakers organize the archival material they use (a *montage* of film clips from various US government agencies, and TV and movie news programs, in which scenes are *juxtaposed* to encourage a particular interpretation) to express their point of view towards the subject of atomic power. What is their point of view? Discuss two examples of the music used by the filmmakers to express their point of view.
- 4 This was a question asked in a Gallup poll in 1948: "Which one of these words best describes your feelings when you hear the phrase 'atomic energy': Awe, Boredom, Fear, Guilt, Hope, Insecure, Justified, Secure?" How would you respond to that question today? Are there are other categories that need to be added, and, if so, what are they?

Listening Guide for the *Postwar Chicago Blues*

This can be done as a homework assignment, if the students are required to purchase a CD of the *Chicago Blues*, which we encourage, or it can be done in class, as they are listening to the music with their classmates. We give a short lecture on the history of the Blues, and its role in African-American culture, in order to contextualize the

Postwar Chicago Blues, which we use to teach about the migration of southern blacks to the North after World War II.

Questions

- 1 Track the artist, title, and date of the assigned songs.
- 2 List three major themes that occur in the songs. What are these songs about? (Keep in mind issues of gender, race, class, sexuality, region, work, migration, and rural vs. urban life.)
- 3 What does the music tell you about city life in postwar Chicago? Consider both what the *lyrics* say and the *sound* of the music itself.

Viewing Guide for Prime-time Television Situation Comedies: *The Honeymooners* ("Glow Worm Cleaning") and *I Love Lucy* ("Job Switching")

While the questions that follow could be adapted for any sitcom episode, some of us use these two episodes because of the ways they highlight ideas about gender and domesticity in the 1950s, and because they provide a clear contrast of the ways class marks gender. The *I Love Lucy Show* aired from 1951 to 1961. This episode was first aired in 1952. "Glow Worm Cleaning" can be found on volume 14 of the "Lost Episodes" of *The Honeymooners*. This was originally a skit that was part of *The Jackie Gleason Show*, which aired between 1951 and 1970, but it ran as an independent series with 39 episodes in 1955–56.

Questions

Series Title: _____ **Episode Title:** _____ **Broadcast date:** _____

- 1 *Plot* (action, what happens): How does the opening set up or establish a "problem"? What is the "problem"? How is the problem resolved by the end of the show? What problems are left unresolved?
- 2 *Characters* (the roles the actors and actresses portray): Do the characters seem like real people? Explain, using evidence from the show.
 - What are the characters' social locations (class/occupation, race/ethnicity, gender)? What is the evidence for their class position?
 - What gender and class norms does the show establish? Does anyone challenge these norms? If so, who and how?

- 3 *Setting* (where the story takes place, and what the background is like, including buildings, furnishing, clothing styles): What are some of the visual clues about the characters' social location? Give specific examples.
- How does the setting help to establish the “reality” or “authenticity” of the show? Use specific evidence.
- 4 *Historical context* (what was happening at the time the program was made): How is the program shaped by its historical and cultural context? What kinds of issues and ideas of the times does it reflect that you have read about in your course texts?

In-class Group Work on Philip Roth's *Goodbye, Columbus (1959)*

Although we could only afford to represent this novel by its opening chapter in our textbook, we have found it to be very successful with students for teaching about the post-World War II migration to the suburbs and the kinds of conflicts that engendered in relation to ethnicity, race relations, and class mobility. The novel also deals with issues of gender roles, dating, and sexuality in ways that both reflect and contest the norms for these behaviors during the “domestic” 1950s. The following small-group in-class assignment is based on students having completed the first six chapters of the novel. We ask them to bring the Faragher text to class to use as a reference for their answers.

- Group A: List five specific moments, activities, and descriptions in the novel that give you historic evidence of its setting in the post-World War II 1950s era. What is Roth's attitude toward the “suburban American dream”? How do you know this?
- Group B: Find three examples of the tensions between class, race, and ethnicity in the novel. Why does Neil champion the young black boy who comes to the library? Why does his interest in the young boy increase as he becomes more intimately involved with Brenda?
- Group C: Using two of the three main couples in the novel – Mr and Mrs Patimkin, Neil and Brenda, and Harriet and Ron – describe Roth's presentation of gender roles and relationships. How “typical” are they of suburban Americans in the 1950s based on your other reading for this class? Give two examples of the ways in which they are typical/atypical.

Viewing Guide for *Color Adjustment (1994)*

This is a documentary about the representation of African Americans on television. Producer: Marlon Riggs. We show Part I (1948–68).

Questions

- 1 What were the stereotypes of blacks on early TV? Where did they come from?
- 2 Why did the representation of blacks on TV cause much more concern among African Americans than the representation of whites on TV caused concern among whites?
- 3 What was the relationship between black representation on prime-time TV and the “real world” outside of TV? What is the effect on you as a viewer of the juxtaposition of the TV world and the “real world”?
- 4 When did those “real world” political and social events begin to affect the representation of blacks on TV?
- 5 Why is this documentary called *Color Adjustment*? Give two examples of the kinds of “adjustments” black actors and producers of family TV shows had to make when their shows were about African Americans.

In-class Group Work on Ron Kovic's *Born on the Fourth of July* (1976)

Like Roth's *Goodbye, Columbus*, Kovic's powerful memoir of serving in Vietnam is a highly readable and teachable text. It provides students with an entrée into the complexities of the war as fought by an intensely patriotic young man who later joined the Vietnam Veterans Against the War. The memoir's account of Kovic's socialization into masculinity during the Cold War provides a reprise of the 1950s that helps students to understand the intense conflicts over the war during the 1960s. The following group questions are based on students having completed the text.

Group A: *Born on the Fourth of July* can be read as a *reprise* of many of the themes and issues we have studied from the beginning of the semester. Provide at least six different factors – social, political, and economic – covering the time period between Kovic's birth in 1946 and his enlistment in the marines in 1964, that help to explain why he wanted to join the Marines and fight in Vietnam.

Group B: Is Kovic a “typical” Vietnam soldier? Why or why not? How does his time in Vietnam influence his thinking about the war? How does his experience in the VA hospitals influence his perspective on the war? At what point does he turn publicly against the war and why?

Group C: Does Kovic become less or more American by the end of the book? Explain what you mean by giving specific examples of his ideas, statements, or activities. How do his changing attitudes toward the war correlate with those of the nation at large? How do you think he would describe a “patriotic American”? Explain your thinking.

Viewing Guide for *Dear America: Letters Home from Vietnam* (1987)

Presented by HBO; a coproduction of the Couturie Company and the Vietnam Veterans Ensemble Theater Company

Questions

- 1 The blurb on the back of the video cover claims that *Dear America* is an “authentic” account of the Vietnam War, based on some of the letters of the men and women who served there. Besides the letters, what other kinds of historical sources do the filmmakers use? Which seem most “authentic” to you and why?
- 2 What kinds of issues or concerns might soldiers have left out of their letters home?
- 3 Describe two or three of the filmmakers’ strategies to make their film convincing and the story they are telling moving.
- 4 Name two or three events that the filmmakers present as turning points in determining the morale of the soldiers, or in changing opinions at home in the US about the war.
- 5 Many of the letters are read by famous actors, some of whose voices are easily recognizable and carry strong associations based on the roles they often play. How does this affect your reception of the letters they are reading?

Viewing Guide for *Roger and Me* (1989)

This documentary, directed and produced by Michael Moore, provides an excellent introduction to the issues of deindustrialization of the early 1980s, focusing on automobile plant closings in Flint, Michigan, but suggesting the broader economic and social ramifications of the postindustrial US in terms of how it impacted working-class people in what came to be called “the Rust Belt.”

Questions

- 1 How does Moore’s documentary reflect the Great U-Turn discussed by Bluestone and Harrison? List three moments in the film that speak directly to Faragher’s analysis of the changing economy of the 1980s.
- 2 According to Moore, who and what is to blame for the jobs lost by Detroit auto workers?

- 3 List three examples of the ways in which downward mobility affects the lives of workers in the documentary.
- 4 What do you find most and least effective in Moore's presentation of the plight of the autoworkers? Be specific.

In-class Group Work on Bharati Mukherjee's *Jasmine* (1989)

Mukherjee picks up on numerous social, cultural, economic, political, and technological trends, events, and issues of the post-1975 period we are studying. In Chs. 1–5, find as many links as you can between the plot, characters, themes, and their relationships, and the historic context of the time during which it was set. Be specific about the trend, event, or movement you are writing down (where does it occur in the novel and which of the above categories does it fit?). Be sure to link each item to a specific fact or issue discussed in Ch. 30 of Faragher and in Stacey's *Brave New Families*. You have to find at least five links (one for each category) to get credit for this in-class assignment. Any group that finds more than 15 (and yes there are even more than that!) wins a prize.

Alternative Homework Assignments, Current Events, and Field Trip Guidelines

As an alternative to the text-based homework assignments, we like to offer students assignments that engage them critically with current documentary films and exhibitions, and with local historical monuments/museums that are related to important themes, issues, and historic figures covered in our course.

Here are some examples whose questions can be adapted to other similar assignments.

The Rise and Fall of Jim Crow

This was a PBS four-part documentary aired in Fall 2002. Episode 4, "Terror and Triumph (1940–54)" dealt with the beginnings of the modern Civil Rights Movement. We asked students to write a two-page review of the program that includes:

- 1 the major events covered;
- 2 an evaluation of how effectively the events were covered, with one specific example of the best/least explained event;

- 3 a statement about what you learned about the early Civil Rights Movement from the program that you did not learn from the readings in the course;
- 4 a statement about the role that visuals/music played in getting across the documentary filmmaker's point of view.

Bowling for Columbine

This film, produced and directed by Michael Moore, 2002, which won the Oscar for best documentary in 2003, was released during the third chronological segment of our course. We asked the students to write a two-page review based on the following questions:

- 1 What is your overall response to the movie and why do you feel this way about it? What specific scenes/moments did you find most interesting and which most disturbing? Explain.
- 2 Connect the movie to two specific issues or historic events we have studied during the last part of this course.
- 3 How does Moore explain the causes of violence in the US? What does he see as its most important causes? Does he offer any solutions, and, if so, what are they?

The John F. Kennedy Library review

The JFK Presidential Library is next door to our campus. This assignment asks students to visit the JFK Library, look for the following, and write up their experience in a two-page review for future visitors, based on their overall visit, and their spending more time in two different kinds of exhibits (photos, films, text, etc.).

- 1 How is JFK represented to the public? That is, what forms of media (visual, auditory, textual) are used? Which presentations do you find the most/least effective for explaining his presidency, and why?
- 2 What is emphasized in JFK's presidency, in terms of his political and social views and his effectiveness as a leader?
- 3 What important aspects of his presidency are left out that you know about from your reading in the course?

Field trips to UMass Boston's Harbor Arts Gallery

"Stack Arms" was an exhibition of the works of artist Ken Hruby that was sponsored by the William Joiner Center for the Study of War and its Social Consequences (an Institute at UMass Boston) at the student art gallery. Students were asked to write a two-page review answering the following questions:

- 1 What is Ken Hruby's point of view toward war?
- 2 Using what you know from reading about the Vietnam War from our course, and making reference to at least one assigned course reading, how might Hruby's experience in the war have affected his point of view?
- 3 What kinds of materials does Hruby use to present his art? How does this affect your response to it?
- 4 What do you find most/least affective about his work? What piece most engaged you and why?

"Engendered Species: The Cultural Context of Gender" was an exhibition by 14 artists, many from minority ethnic groups, exploring the meaning of gender. Students were asked to answer the following questions, working in pairs or small groups if they wanted to:

- 1 Which of the artists use images from popular culture (television, advertising, etc.) in order to comment on the role the mass media plays in determining in what it means to be male or female? Choose at least one of your examples to speculate about what "message" the artist seems to imply that pop culture is sending.
- 2 Which images represent what Kesaya Noda calls "imposed" identity? Can you find examples in the show of works that illustrate a chosen, or celebrated, gender identity? (You might ask yourself where joy is being represented, or strength, or love.)
- 3 Which paintings seem to be concerned with the intersection of racial/national/ethnic identity with gender identity? Choose one and explain how the artist depicts that intersection.

CHAPTER 7

Selected Bibliographies



Bibliography of history texts for students whose families lived or are living outside the US

- Allen, John (2004). *Student Atlas of World Politics*, 6th edn. Guilford, CT: McGraw-Hill. (Contains accurate current maps and coverage of independence movements as well as economic and environmental issues.)
- Cook, Chris and John Stevenson (1998). *The Longman Handbook of the Modern World: International History and Politics since 1945*. New York: Longman. (This book has excellent timelines and information on world events.)
- Grenville, J. A. S. (2000). *A History of the World in the Twentieth Century*. Cambridge, MA: Harvard University Press.

Recommendations for specific countries/regions of the world

Mexico:

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Latin America:

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China:

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Vietnam:

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- Young, Marilyn (1991). *The Vietnam Wars, 1945–1990*. New York: Harper Collins.

India and the Indian Subcontinent:

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Russia: Acton, Edward (1995). *Russia: The Tsarist and Soviet Legacy*. London: Longman.

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Poland:

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Eastern Europe:

Crampton, R. J. (1997). *Eastern Europe in the Twentieth Century and After*, 2nd edn. London: Routledge. (Comprehensive overview of all Soviet-block countries.)

Greece:

Clogg, Richard (1986). *Short History of Modern Greece*, 2nd edn. Cambridge, UK: Cambridge University Press.

Ireland:

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Lee, Joseph (1989). *Ireland, 1912–1985: Politics and Society*. Cambridge, UK: Cambridge University Press.

Italy:

DeScala, Spencer (2004). *Italy: From Revolution to Republic: 1700 to the Present*. Boulder, CO: Westview Press.

Portugal:

Anderson, James (2000). *The History of Portugal*. Westport, CT: Greenwood Press.

General histories of post-World War II USA

Most of the information included in the timelines is taken from the following texts:

Boyer, Paul (1999). *Promises to Keep: The United States Since World War II*, 2nd edn. Boston: Houghton Mifflin. (The most detailed history survey of the period, with particular attention on foreign affairs.)

Chafe, William H. and Harvard Sitkoff (2003). *A History of Our Time: Readings on Postwar America*, 6th edn. New York: Oxford University Press.

Faragher, John Mack, Susan H. Armitage, Daniel Czitron, and Mari Jo Buhle (eds.) (2002). *Out of Many: A History of the American People, Volume II, Since 1865*, 4th edn. Upper Saddle River, NJ: Prentice Hall. (Or 2004 brief edition, which may be more useful for some high school and general education classes.)

Griffith, Robert and Paula Baker (eds.) (2001). *Major Problems in American History Since 1945*, 2nd edn. Boston: Houghton Mifflin.

Jackson, Kenneth (1985). *Crabgrass Frontier: The Suburbanization of the United States*. New York: Oxford University Press.

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- Rosensweig, Roy and David Thelan (1998). *The Presence of the Past: Popular Uses of History in American Life*. New York: Columbia University Press.

Evaluating Internet sources

- Payton, Melissa (2004). *The Prentice Hall Guide to Evaluating Online Resources with Research Navigator: History*. Upper Saddle River, NJ: Prentice Hall.

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- Stacey, Judith (1996). *In the Name of the Family: Rethinking Family Values in the Postmodern Age*. Boston: Beacon Press.

Ethnic/race history/relations

- Funderburg, Lisa (1994). *Black, White, Other: Biracial Americans Talk About Race and Identity*. New York: William Morrow.
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Documentary videos

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Chicano! A History of the Mexican-American Civil Rights Movement (1996). NLCC Educational Media.

Color Adjustment (1991). Director: Marlon Riggs. California Newsreel.

Dear America: Letters Home from Vietnam (1987). Director: Bill Couturie. HBO.

Eyes on the Prize: America at the Racial Crossroads, 1965-1985 (1990). Director: Henry Hampton. Producer: Blackside, Inc.

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Skin Deep: Talking About Race (1995). Director and Producer: Frances Reid. California Newsreel.

Who Killed Vincent Chin? (1988). Director: Christine Choy. Producer: Renee Tajima-Pe-a. Filmmakers Library.

Feature Films

Some of us use the fictionalized film *Stonewall* (1996, Director: Nigel Finch. Distributor: Fox Lorber) for its reenactment of the event that touched off the modern gay rights movement. We also recommend John Sayles' *Lonestar* (1996, Director: John Sayles. Distributor: Castle Rock) because Sayles does an excellent job of historicizing a multigenerational family of Mexican-American border crossers, foregrounding how they are shaped by American history, past and present.