



**HSTAA 345**  
**U.S. POLITICAL & ECONOMIC HISTORY, 1920 TO PRESENT**  
University of Washington – Spring 2019  
MW 1:30-3:20  
Savery Hall 264

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How has the past century of American history shaped the political and economic landscape of today? What is the broader context and historical backstory of contemporary political and social movements, business practices, and global flows of people, capital, and ideas? How can we use historical knowledge and the tools of historical analysis to better understand and address present-day challenges? With these questions in mind, this course explores key moments and people in the history of the United States from the end of World War I to the present.

Course organization is both chronological and thematic, performing deep, evidence-based study of particular events and people in recent U.S. history to explore the evolving role of government, grassroots activism and fights for individual and group rights, partisan political change, technology as a product and shaper of society, changing patterns of production and consumption, migration and immigration, financial systems and global markets, and America's changing role in the world.

The course is designed to build upon prior U.S. history knowledge gained in high school and lower-division college surveys, going deeper and including comprehensive coverage of very recent history.

#### LEARNING GOALS:

- A refined understanding of how governments, markets, and individuals and groups have functioned as agents of historical change;
- Understanding the causes and contingencies behind America's transition from an agrarian nation to an industrial and post-industrial superpower;
- Sharpened critical thinking and writing about history, including ability to distinguish different types of sources (primary, secondary) and analyze their context and meaning; and
- An ability to apply this historical awareness to understanding present-day political, economic, and social structures.

This course fulfills an I&S requirement and carries an optional W designation.

#### REQUIRED READINGS

Readings (75-150 pages per week) include books, primary sources, and scholarly articles available in PDF on Canvas. Required books are available for purchase at the University Bookstore, on 4-hour reserve at Odegaard Undergraduate Library, or electronically were indicated below. I encourage you to purchase physical copies if possible; all are available in paperback, and you may purchase used copies or earlier editions if you prefer.

Linda Gordon, *The Second Coming of the KKK*

Eric Rauchway, *The Great Depression and New Deal: A Very Short Introduction* (also an e-book at Library)

Ellen Schrecker, *The Age of McCarthyism: A Brief History with Documents* (also available as e-text rental via Amazon)

Bruce J. Schulman, *Lyndon B. Johnson and American Liberalism: A Brief Biography with Documents* (also available as e-text rental via Amazon)

Leslie Berlin, *Troublemakers: Silicon Valley's Coming of Age*

#### FORMAT

The class consists of two 110-minute sessions per week. Lecture periods will be split between lecture time and reading, writing, discussion, and group work. Ungraded writing assignments will make a frequent appearance, and completion of these in-class assignments will count toward your participation grade. I expect everyone to take notes during lecture, either on laptop or paper. If you use a laptop, always bring a pad of paper (spiral notebook or legal pad, for easy tearing out of pages) and pen/pencil for written activities, which you will turn in at the end of class. They are ungraded but required, and their completion is a component of your participation grade.

#### ASSIGNMENTS

1. Weekly 400-600 word **discussion posts** on reading assignments, to be posted on Canvas no later than 11:59PM every Thursday. I will pose questions related to the reading as prompts for this

reflection; you do not need to answer all of them, but may choose one as a starting point for your post. This is more than merely a reading summary, but should be a substantive, thought-provoking comment that considers and cites specific examples from the reading to make your point. You may also use your post to home in on other issues in the reading that you find particularly interesting and provocative. (3.5% per week, for 35% total)

2. **Participation**, consisting of in-class writing, discussion, group work, peer workshopping and content analysis, and “homework” Canvas postings. (ongoing; 10% of grade)
3. **Midterm essay exam**: written exam of original essays on lecture/reading content from the first half of the quarter, responding to prompts posted by instructor, taken online on Canvas over a 36-hour period, to be submitted no later than 11:59 PM on Friday, May 3. (25% of grade)
4. **Final essay exam**: written exam of original essays discussing lecture/reading content for the full quarter but with particular emphasis on the second half, responding to prompts posted by instructor. Word document or similarly editable format only; no PDFs, please. Taken online on Canvas over a 36 hour period, to be submitted no later than 4:20PM on Monday, June 10, the end of the designated final exam period. (30% of grade)

**FOR THOSE OPTING FOR A "W" CREDIT: Primary source analysis paper:** paper of 8-10 pages (12-point font, double spaced, 1" margins) analyzing two primary source documents chosen from a list provided by the instructor. Draft of paper due for feedback by 11:59PM Friday, May 17; revised paper is due by 11:59 PM Friday, May 31. Please email both draft and final directly to the TA. (20% of grade; other assignments down-weighted accordingly)

## SCHEDULE

### WEEK 1 – APRIL 1 & 3 – The “Roaring” 1920s

Fordism; laissez faire politics; presidential scandal; history and memory; the KKK and the United Daughters of the Confederacy

#### READING:

Gordon, *The Second Coming of the KKK*, pp. 1-138

Karen Cox, “[Why Confederate Monuments Must Fall](#)”

Bill McGraw, “[100 Years Later, Dearborn Confronts the Hate of Hometown Hero Henry Ford](#)”

Anna Clark, “[Magazine Censored, Editor Dropped for Covering Henry Ford’s Anti-Semitic Newspaper](#)”

### WEEK 2 – APRIL 8 & 10 – What the New Deal did

The Great Depression; Hoover vs Roosevelt; dissident politics; the New Deal and its legacy

#### READING:

Gordon, *The Second Coming of the KKK*, 163-180

Rauchway, *The Great Depression and New Deal*, 1-22, 72-125

Ira Katznelson, “Limiting Liberalism: The Southern Veto in Congress” (Canvas PDF)

**WEEK 3 – APRIL 15 & 17 – The war years at home**

Manhattan Project and the first computers; the domestic economic and political transformations of World War II; civil rights and the election of 1948

READING:

James Sparrow, “Freedom to Want” (Canvas PDF)

Jennifer S. Light, “When Computers Were Women” (Canvas PDF)

Margot Canady, “Building a Straight State” (Canvas PDF)

**WEEK 4 – APRIL 22 & 24 – Internationalism meets anti-Communism**

America in the postwar world; McCarthyism; Korea and other dominoes

READING:

Shrecker, *The Age of McCarthyism*, 1-106, 134-154

Paul Kramer, “Is the World Our Campus?” (Canvas PDF)

**WEEK 5 – APRIL 29 & MAY 1 – October 1957**

From Little Rock to Sputnik to Fairchild Semiconductor

READING (yes, discussion posting is still required this week):

William Hitchcock, “The Color Line” and “Ike’s Missile Crisis,” Chapters 14 & 15 of *The Age of Eisenhower* (Canvas PDF)

**MIDTERM GOES ONLINE THURSDAY MAY 2 AT 1PM; DUE FRIDAY MAY 3 AT 11:59PM**

**WEEK 6 – MAY 6 & 8 – The revolution will be televised**

The Great Society; new mass media; origins of the modern conservative movement

READING:

Schulman, *LBJ and American Liberalism*, 1-103, 169-177

**WEEK 7 – MAY 13 & 15 – Crises of confidence**

The incomplete civil rights revolution; Lyndon Johnson’s Vietnam

*MAY 15 WILL BE AN ONLINE LECTURE—NO IN-PERSON CLASS SESSION*

READING:

Schulman, *LBJ and American Liberalism*, 104-166, 198-212, 228-232

Leah Wright Rigueur, “Running With Hares and Hunting with Hounds” (Canvas PDF)

*W-CREDIT PAPERS MUST BE EMAILED TO TA IN DRAFT BY FRIDAY MAY 17*

**WEEK 8 – MAY 20 & 22 – The pivotal decade of the 1970s**

Watergate; stagflation and globalization; the Reagan Revolution

READING:

Berlin, *Troublemakers*, xi-74, 256-332

**WEEK 9 – MAY 29 – The “Roaring” 1990s**

The end of the Cold War; Clinton and the New Democrats; dot-com boom

READING:

Elaine Kamarck and Bill Galston, “The Politics of Evasion” (Canvas PDF)

Esther Dyson et al., “Cyberspace and the American Dream” (Canvas PDF)

Peter DeJonge, “Riding the Wild, Perilous Waters of Amazon.com” (Canvas PDF)

*W-CREDIT PAPERS MUST BE EMAILED TO TA IN FINAL FORM BY FRIDAY MAY 31*

**WEEK 10 – JUNE 3 & 5 – The New World Order**

The history of the present: media; populism; financial systems; globalization

READING:

Margaret O’Mara, *The Code*, 359-404 (Canvas PDF)

Mark Singer, “Trump Solo” (Canvas PDF)

Nicholas Beran, “4chan: The Skeleton Key to the Rise of Trump”

Evan Osnos, “Can Mark Zuckerberg Fix Facebook Before It Breaks Democracy?”

**EXAM WEEK – JUNE 10**

**FINAL GOES ONLINE EARLY MORNING SUNDAY JUNE 9; DUE MONDAY JUNE 10  
AT 4:20PM**

###

**CLASS POLICIES:**

Please read these in their entirety at the start of the quarter so that you are aware of your responsibilities and my expectations.

**ELECTRONICS:** Consider lecture as an 80-minute respite from the Internet and all its distractions. If you rely on a laptop for note-taking, you may use one, but the WiFi must be turned off. Do not take notes on your phone. Phones must be on silent/do not disturb mode.

**PAPER-WRITING GUIDELINES, RESEARCH RESOURCES, & OTHER HELPFUL STUFF:**

I have a number of handouts and links available on my web site at

<http://www.margaretomara.com/resources>. These include how to perform a close reading of a secondary text (i.e. your book essays) and how to write a paper using primary sources (i.e. the paper for those seeking a W credit). Please read and refer to these as needed.

**ACADEMIC INTEGRITY:** In all assignments you are expected to adhere to the standards of academic integrity outlined by the University of Washington Student Conduct Code. In an age of internet-based research and writing, the standards for plagiarism and academic dishonesty can become unclear, and I strongly encourage all students to read UW statements and guidelines that outline acceptable practices and procedures.

**ACCESS AND ACCOMMODATIONS:** Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://disability.uw.edu). DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

**LATE ASSIGNMENTS:** Allow enough time before deadlines to avoid any technical/computer problems that might make your assignment late. Assignments submitted late on Canvas will be penalized by 5% of the assignment grade per hour of tardiness. You are responsible for checking that you have uploaded the correct file for each assignment; I will not accept a late assignment if you accidentally uploaded the incorrect file. Extensions will be authorized in case of incapacitating illness or personal emergencies, but only if you email the professor in advance of the due date.

**ABSENCES:** Success in this course will depend on your being present and engaged in the lectures and sections. Please alert the TA to any expected absences well ahead of time so that we can make arrangements for makeup assignments. In cases of unexpected absences (illness, family emergencies), you must contact us within a week of the absence to be considered for makeup credit.

**ILLNESS:** Please follow common-sense guidelines in order to protect yourself and your fellow students. Stay home if you have a fever or any malady that might be easily communicated to those sitting near you in the lecture hall. Doctor's notes are not required for occasional absence, but are required in cases of debilitating illnesses that result in missing a significant stretch of class sessions.

**DISCUSSION/PARTICIPATION STANDARDS:** Each class session has a participation component, measured by in-class writing, small-group engagement, and Q&A. The professor and TA calculate this work (consisting of up to 10% of your final grade) according to the following rubric:

- 10%: excellent contributor to class; participates and completes work in every class session; speaks and listens thoughtfully to peers; collegial contributions to in-class assignments.
- 8-9%: contributes in 80-90% of class sessions, reflecting completion of reading assignments and attention to lecture content; completion of most in-class work.

- 5-7%: contributes to discussion 50-70% of time, reflecting completion of assigned reading and some attention to lecture content; completion of some in-class work.
- 2-4%: rarely speaks in class; low engagement in individual and group work; many missing in-class assignments.
- 1% and below: rarely or never speaks in class, could not demonstrate by comments or in-class assignments that reading had been completed or lecture content mastered; lack of collegiality to peers; not following course policies.

**FINAL GRADE SCALE:** Each assignment is worth a certain number of points, totaling 100 (the 40% grade on the final project, for example, is worth 40 points). I convert the total into a four-point scale at the end of the quarter following this rubric:

≥ 95% = 4.0	88 = 3.3	81 = 2.6	74 = 1.9	67 = 1.2
94 = 3.9	87 = 3.2	80 = 2.5	73 = 1.8	66 = 1.1
93 = 3.8	86 = 3.1	79 = 2.4	72 = 1.7	65 = 1.0
92 = 3.7	85 = 3.0	78 = 2.3	71 = 1.6	64 = 0.9
91 = 3.6	84 = 2.9	77 = 2.2	70 = 1.5	63 = 0.8
90 = 3.5	83 = 2.8	76 = 2.1	69 = 1.4	62 = 0.7
89 = 3.4	82 = 2.7	75 = 2.0	68 = 1.3	61 ≥ no credit