

CALIFORNIA INSTITUTE OF TECHNOLOGY

Hum 2
 American Society and Politics Since World War II
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 Section 1, T 2:30-4, Th 2:30-4, 127 Baxter
 Section 2, T 7:30-9:30, Th 7:30-8:30, 127 Baxter

Prof. Morgan Kousser

Fall, 2013

SYLLABUS

Books to be bought

Joseph M. Williams and Gregory G. Colomb, *Style* [10th edition] (hereafter referred to as Williams)

William F. Chafe, *The Unfinished Journey: America Since World War II* (Chafe) 7th Edition

Assignments

Week of	Topics	Williams	Chafe
Sept. 30	WWII and early Cold War		ch. 1-2
Oct. 7	Cold War - 50s	ch. 1-3, ex. 3.4-3.6	ch. 3-5
Oct. 14	Civil Rights Movement and JFK	ch. 4, ex. 4.2, 4.4, 4.6	ch. 6-7
Oct 21	LBJ and early Vietnam War	ch. 5, ex. 5.2-5.3	ch. 8-9
Oct. 28	Vietnam, Cultural Revolution (?)	ch. 6, ex. 6.1-6.2	ch. 10-11
Nov. 4	1968	ch. 7, ex. 7.1, 7.3, 7.4	ch. 12
Nov. 11	Nixon, 70s	ch. 8, ex. 8.1-8.2	ch. 13-15
Nov. 18	Reagan	ch. 10-11	ch. 16
Nov. 25 (no Thursday classes)	1990s	ch. 12, ex. 12-1, 12-2	ch. 17
Dec. 2	2000s	Appendix, ex. A-3	ch. 18

Course Requirements, Hum 2

This course has three objects:

- ☞ to give you a sense of how historians think;
- ☞ to improve your writing style through practice with comments;
- ☞ and to deepen your knowledge about people, events, and trends in society and politics in the U.S. since World War II

The pedagogical impulse underlying the course is that students learn best and most enjoyably when they discover, analyze, and communicate, not when they are merely force-fed knowledge.

Each student will make **two** oral presentations drawn from the books described below and write a **4-6-page paper** on each book. In addition, there will be weekly writing assignments from Williams and a **closed-book, closed-notes, closed-Internet** three-hour final exam. Counting each of the presentations and papers as a single task, each of the four tasks (2 papers, exam, Williams assignments) will count equally in your grade, with the proviso that anyone who fails *any* of them *badly* will fail the course. You will be given opportunities to rewrite papers if you fail. Since you will be responsible for everything in the reading, lectures, and classes on the final, I encourage you to **attend classes** and to **take good, extensive notes**.

The two papers and the assignments in Williams should be **typed**, double-spaced, with 1.5" margins.

I'm serious about writing, and unless you are, I encourage you to take some other course. Accordingly, we will discuss the weekly writing exercises in Williams for approximately one-half hour of each discussion class weekly. I will collect your versions of the assigned exercises **every Tuesday in class, before** we discuss them in the Thursday classes. If you fail to hand in more than two of the Williams assignments, you will fail the course, everything else to the contrary notwithstanding.

Williams isn't a grammar book, but a manual about effective writing. To get the most out of it, you must work hard at the exercises. Don't do the minimum. Feel free to rewrite, reorder, and prune sentences from the very beginning.

Writing is rewriting. Almost nobody gets it right at first, so leave yourself time to think about your sentences. Please don't look at the proposed sentences in the back of Williams until you have written and at least once rewritten your assignment.

Non-Textbook Reading

The purpose of these readings and presentations is to deepen the knowledge of the members of the class (including me) on a variety of topics. We will teach each other. Because the books are sometimes long, I have usually suggested selected chapters on which to focus. Following each book on the list below is a small set of questions to suggest topics on which you might concentrate, but feel free to ask and answer other questions if you wish. The oral presentations will begin the week of October 11, and we will try to have 4 of them on each Tuesday from then on (depending on the number of students enrolled). Please make an outline of the most important facts and interpretations in your book and email it to my secretary, Victoria Mason <vmason@hss.caltech.edu>, by 5 p.m. on the Monday before your report is scheduled.

DO NOT read your outline to the class. Instead, TELL us about the subjects covered in your book and be ready to answer questions about it. Limit your presentation to 15 minutes.

Since the class is split into two sections, I have tried to assign at least two books on each topic, one (or more) per section. But there will be some differences, so **you should read the outlines from both sections on the course webpage**. There will be material related to the presentations from both sections on the final exam.

Plagiarism

Because of recent controversies at other universities, I should say a word about plagiarism. Plagiarism is borrowing others' words or thoughts without attribution. You may and should borrow from the books assigned, as well as from the lectures. But that's the limit. If I catch you in what seems a case of plagiarism, I will give you a chance to defend yourself. But if you don't do so satisfactorily, you will fail the course and a harsh note will be placed in your permanent Caltech file.

Collaboration

I should also say something about collaboration. To get the most out of this class, you should NOT collaborate on anything. If you must get help on writing, please get in touch with the Hixon Writing Center, and please indicate on the assignment that you hand in the nature and extent of help you received from the Writing Center.

Because the faculty handbook prevents giving proctored exams, I cannot offer students the insurance that proctoring would give them that they will not be charged with cheating on the exam and brought before the Board of Control and the Dean. The final exam will therefore be a take-home exam. I will police all assignments myself.

Non-Textbook Books Listed and Described

A note on call numbers. Ds are in the basement of Dabney; Qs are in the Sherman Fairchild Library (I think); Es, Hs, and Ks are in the basement of Millikan.

Biography Richard Rovere, Sen. Joe McCarthy, E748.M143 R62. 270 (short) pages. Why did he rise? Why did he fall? Why was he such a successful denigrator?

David McCullough, Truman, E814.M26, 1992. MIL. Ch. 10-12, 16. What did Truman know and believe about Japanese intentions when he decided to drop the Bomb? How did he confront the Republican 80th Congress? Why did he foster the Marshall Plan? Why did he go to war in Korea and how did he conduct that war?

Arthur Larson, Eisenhower: The President Nobody Knew, E836.L3, 201 pp. What were Ike's successes and failures as president and why? What role do principles, political savvy, and past experiences play in the perceived success of a president?

Arthur Schlesinger, Jr. A Thousand Days: John F. Kennedy in the White House, E841.S3. pp. 1-77, 233-98, 794-841, 924-77. Why was JFK nominated and why did he win? What were the consequences of American failure at the Bay of Pigs and the perceived success in the Cuban Missile Crisis? What were JFK's policies on civil rights and why were they so limited?

Robert Dallek, Flawed Giant: Lyndon Johnson and his Times, E847.D35, 1998. 185-292, 340-90, 443-549. How did the second most successful liberal president of the 20th Century meet humiliating defeat? What did he do in domestic policy and why was his gradual escalation policy such a failure in Vietnam?

Haynes Johnson and Bernard M. Gwertzman, Fulbright: The dissenter, E748.F88 J6 pp. 87-253. How did a patrician and intellectual get elected and re-elected in Arkansas? How did he rationalize his stance on civil rights? Why did he turn against the war in Vietnam and what did he do about it?

Robert A. Goldberg, Barry Goldwater, E748.G64 G65. 1995, chapters 1-3, 8, 9, 12, 13. What was Goldwater's philosophy, and to what degree was it libertarian? How did foreign policy fit in? Why did he win the Republican nomination in 1964, why did he lose the election, and what were the lasting consequences of his campaign? Why did he oppose the 1964 Civil Rights Act?

Anthony Summers, The Arrogance of Power: The Secret World of Richard Nixon, E856.S86. 2001. Pp. 41-99, 200-219, 288-308, 374-486. What do his campaigns of 1946, 1950, 1960, 1968, and 1972 reveal about Nixon? Why did he win, lose, win again, and fall most dramatically?

Walter Hixson, George F. Kennan, Cold War Iconoclast. E748.K37 H58, 1989. Preface and chapters 2, 5, 11, 15. How did the intellectual godfather of containment become a principal critic of American foreign policy?

Arthur Schlesinger, Jr., Robert F. Kennedy and His Times. E840.8.K4 S33. 1978, pp. 1-40, 63-90, 137-169, 286-367, 701-743, 778-800, 858-902. What difference did it make that he was a Kennedy? What do the Senate investigations of the 1950s reveal about him? What was the influence of the Civil Rights Movement on RFK and vice versa? Why did he turn against the war in Vietnam? Why did he run for president, what issues did he stress, and how did people react to his campaign?

Barbara Ransby, Ella Baker and the Black Freedom Movement: A Radical Democratic Vision. C185.97.B214.R36.2003. Introduction and chapters 3, 6-11. About 225 pp. What was it like to be a black activist during the Civil Rights Era? Why did Baker become one? What did she accomplish? What did the organizations with which she was associated – primarily SCEF, SCLC and SNCC – accomplish? Why is she unknown and why should we remember her?

Seth Jacobs, Cold War Mandarin: Ngo Dinh Diem and the Origins of America's War in Vietnam, 1950-1963. DS556.9.J34.2006. 190 pp. Who was Diem and how and why did the U.S. place him in power? What were the major events of his presidency before and after 1961? Why did the U.S. decide to withdraw support from him? What were the consequences for Vietnam and for U.S. involvement in Vietnam of our sponsorship of Diem, and what were the consequences of ending that sponsorship?

Manhattan Project

Sylvan Schweber, In the Shadow of the Bomb: Bethe, Oppenheimer, and the Moral Responsibility of the Scientist, QC774.O56 S32. 2000, 185 pages. What shaped the ethical outlooks of the two great physicists and how did their ethical views affect what they said and did about the A-bomb and the H-bomb? What are the moral responsibilities of a scientist?

Cynthia Kelly, ed., Remembering the Manhattan Project, QC773.A1 R46. 2002, pp. 3-130. Who did what, when, where, and how?

Cynthia Kelly, The Manhattan Project, QC773.3U5 M27. 2007, pp. 279-422. What was it like to witness Trinity? Why did they drop it? What did the survivors feel? Was it ethical to use the bomb on Japan?

Kari Bird and Martin Sherwin, American Prometheus: The Triumph and Tragedy of J. Robert Oppenheimer, QC16.O62 B57. 2005, pp. 391-592. Why did Oppenheimer oppose the "Super"? Why was his security clearance lifted? What were the consequences for science and American society of his disgrace and rehabilitation?

Priscilla J. McMillan, The Ruin of J. Robert Oppenheimer and the Birth of the Modern Arms Race, QC16.O62 M36. 2005, 270 pp. Why did Hoover, Teller, and Strauss bring him down and why were they able to?

Hiroshima and Cold War

Barton J. Bernstein, The Atomic Bomb: The Critical Issues, E813.A85. 150 pp. Was it necessary to drop the Bomb to win the war? What other reasons were there? Did the US murder Japanese to scare Russia?

Gar Alperovitz, Atomic Diplomacy, revised ed., 1985. E813.A75. 1985, pp. 1-138, 236-290, 339-362. Why did Truman delay confronting Stalin, and what role did the possession of the Bomb play in early US strategy? How has the debate over that role developed among historians?

Martin Sherwin, A World Destroyed: Hiroshima and the origins of the arms race. D842.S49, 1987. Introduction and chapters 3-5, 8-9. What was the role of the Bomb in American foreign policy during and after WWII? To what degree was it used to make the Japanese surrender, and to what degree, to overawe the Soviets? Why and how did the nuclear arms race develop out of wartime and post-war decisions?

Edwin Fogelman, ed., Hiroshima: The decision to use the A-bomb. D767.25.H6 F6. 112 pp. What varying reasons did participants in the decision give for the decision? How do you evaluate what they said?

Hiroshima and Nagasaki: The physical, medical, and social effects of the atomic bombings. D767.25.H6 H6713. 1981, pp. 3-86, 335-392, 484-502. What were the physical, social, and psychological effects of the Bomb on the human victims?

Kai Bird and Lawrence Lifschultz, eds. Hiroshima's Shadow: Writings on the denial of history and the Smithsonian Controversy. D767.25.H6 H678. 1998. Preface and pp. 5-162. What are the myths about the decision to drop the bomb, and how and why have historians challenged them since 1945?

Gregg Herken, The Winning Weapon: The Atomic Bomb in the Cold War, 1945-1950. D843.H438, 1982. Prologue and chapters 1, 5-6, 10-15. Why did the US, the UK, and the USSR fail to cooperate in the control of nuclear energy after WWII, and how did the arms race proceed?

Randall B. Woods and Howard Jones, Dawning of the Cold War, E813.W58. 1991, chapters 1, 2, 5, 8, 10. How did the alliance between the US, the UK, and the USSR work during WWII? Who bears the responsibility for the breakdown? What was the Truman Doctrine, why was it adopted, and how well did it work, especially in Berlin?

Michael J. Hogen, A Cross of Iron: Harry S. Truman and the Origins of the National Security State, 1945-1954, E813.H58. 2000, chapters 1, 2, 7, 8, 11. How did the Cold War transform the federal government – its focus on domestic policy, its treatment of civil liberties, its size and impact on citizens' ordinary lives? To what degree were these consequences intended?

Ralph B. Levering, et al., Debating the Origins of the Cold War: American and Russian Perspectives, E183.8.S65 D43. 2002, 178 pp. Who bears the responsibility for the Cold War? What were the major events that masked its emergence? How did American and Russian views of those events differ?

Walter LaFeber, America, Russia, and the Cold War, 1945-1984, 5th ed. E183.8.R9 L26. 1985, pp. 1-170. What role did the US desire to expand its markets play in causing the Cold War? How did this desire affect the Marshall Plan, the Korean War, and the doctrine of Massive Retaliation?

John Lewis Gaddis, The US and the Origins of the Cold War, 1941-1947. E744.G25, pp 1-31, 244-362. What did the US want in the post war world? How did possession of the Bomb affect overall US foreign policy? What role did the Marshall Plan and the Truman Doctrine play in causing the Cold War? Was the Cold War mainly the USSR's fault?

Robert A. Divine, The Sputnik Challenge, E835.D535. 1993, 2005 pp. How did the national government react to the Russian launching of the first satellite in 1957? How did Sputnik play in American domestic politics? What policy changes did the reaction to it bring about, and what policies were proposed, but not adopted? What does the episode tell us about the politics of US science policy?

McCarthyism

Ellen Schrecker, The Age of McCarthyism: A Brief History with Documents, E743.S377. 2002 275 pp, 2nd Ed. What was the appeal of the Communist Party in the US after 1920? How pervasive was Soviet spying in the US? What measures did the Truman Administration take against leftists and former leftists and why? How severe were the assaults on civil liberties in unions, entertainment, and academia? What was McCarthy's role in all this?

Robert Griffith and Athan Theoharis, eds. The Specter: Original Essays on the Cold War and the Origins of McCarthyism, E743.5.G74, 1974. Essays by Griffith, Lora, Irons, Markowitz, Tanner and Griffith, Fried, Theoharis. Was McCarthyism a "populist" movement? To what degree did conservatives and the business establishment support it? How pervasive was liberal anti-Communism? How did McCarthyism and partisan politics connect?

Ellen Schrecker, Many are the Crimes: McCarthyism in America. HX83.S37, 1998. Introduction, chapters 1, 6-8, 10. Why did Americans join the Communist Party? What were the roles of the FBI, Sen. McCarthy, and the blacklist in the general movement? How did

McCarthyism breed fear and repression, and did it eliminate leftist alternatives to Cold War politics?

Cuban Missile Crisis

Mark J. White, Missiles in Cuba: Kennedy, Khrushchev, Castro, and the 1962 Crisis. E841.W49, 1997. 155 pp. Why did Cuba worry Americans so much, and what did we try to do about it? Why did the USSR place missiles in Cuba? How did the Crisis begin, develop, and end, and what were its consequences?

James Nathan, ed. The Cuban Missile Crisis Revisited. E841.C85, 1992, 1-186. Looking back, with new documents, did we come close to Armageddon, did we need to, and how did interpretations of the Crisis change in 30 years? How have such interpretations affected subsequent US foreign policy?

Vietnam

Gary R. Hess, Vietnam and the US: Origins and Legacy of War, E183.8.V5 H44. 1990. 175pp. Why did the US oppose the Communist Revolution in this obscure, faraway country? Why did the US escalate? How and why did the US lose?

Fredrik Logewall, Embers of War: The Fall of An Empire and the Making of America's Vietnam. DS553.1.L64.2012. Prologue and parts 1, 3, and 4, about 350 pp. How was French colonialism in Vietnam supplanted by American anti-communism? How did the French try to reestablish themselves in Vietnam after 1945, why did they fail, and was their failure inevitable? How did the Viet Minh overcome such odds, such technological superiority? Was their victory inevitable?

Edwin Moise, Tonkin Gulf and the Escalation of the Vietnam War. DS557.8.T6.M65.1996, 250 pp. Were the Tonkin Gulf incidents really attacks on the U.S.? Even if so, did they justify the escalation that took place? How did they fit into the movement for escalation? Suppose they and the Tonkin Gulf Resolution hadn't taken place: what would have been different about America's war?

James Hershberg, Marigold: The Lost Chance for Peace in Vietnam. DS559.7.H48.2012. Introduction and chapters 1, 4, 11, 15, 16, and Epilogue, about 275 pp. Was there really a good chance in late 1966 that the Vietnam War could have been ended? Why didn't Marigold work? Whose fault was its failure? What effect did this failure have on subsequent attempts at peace? How credible is Janusz Lewandowski?

John Prados and Margaret Pratt Porter, Inside the Pentagon Papers, E183.8.V5 I575, 2004, 217 pp. Why and how were the Pentagon Papers written and why and how were they made public?

What did they reveal about US policy in Vietnam? On what grounds did the Nixon Administration seek to suppress them, and why did the Supreme Court reject that effort?

Paul M. Kattenburg, The Vietnam Trauma in American Foreign Policy, 1945-75, E183.8.V5 K36, pp. 107-328. Why and how did the US escalate from 1961 through 1970? What strategies did the US adopt and why did they fail? Why did we abandon the war? What lessons should be drawn from the experiences?

Leslie H. Gelb and Richard K. Betts, The Irony of Vietnam: The System Worked, E183.8.V5 G4, Introduction and chapters 1, 3-6, 9, 13. How well do bureaucratic incentives in the foreign policy and defense establishments explain the course of US policy toward Vietnam?

George Herring, America's Longest War: The United States and Vietnam, 1950-1975. DS558.H45, pp. 1-42, 108-217. How did the anti-imperialist US get involved in an imperial war? Why did LBJ escalate? Why did the Tet Offensive happen and why was the US public's reaction so strong?

George Kahin and John Lewis, The United States in Vietnam. DS557.A6 K28. 1967, pp. 99-268. How did the US get more and more deeply involved in the war in Vietnam from 1955 through 1967? What was the nature of the opposing sides in the (Vietnamese) civil war? How did the US lack of knowledge about Vietnam shape our actions?

Frances Fitzgerald, Fire in the Lake: The Vietnamese and The Americans in Vietnam. DS557.A6 F53, pp. 183-230, 264-322, 388-402. What was the nature of the National Liberation Front? Why did the US enter the war and how did the Diem regime fall? What were the consequences of Tet for the way the war was conducted?

Guenter Lewy, America in Vietnam. DS558.L48, pp. 3-162, 374-441. How did the US become involved in the Vietnam War, what strategies did it adopt and how well did those strategies work, and what legacy did the war leave for US policy?

David Schmitz, The Tet Offensive: Politics, war, and public opinion. DS557.8.T4 S39. 2005, 167 pp. Was America winning in 1968? Did we lose militarily in Tet? How did American public opinion react to the events?

Seymour Hersh, My Lai 4: A report on the massacre and its aftermath, DS557.A67 H47. 187 pp. What happened in the most famous face-to-face massacre of the war, who covered it up, who uncovered it, and how did it reflect on the morality of the war?

Nancy Zaroulis and Gerald Sullivan, Who Spoke Up? American protest against the war in Vietnam, 1963-1975. DS559.62.U6 Z37. 1984, pp. 1-208. How did American protest movements against the war in Vietnam develop from 1965 to 1968? Who did what and why?

Kenneth J. Heineman, Campus Wars: The peace movement at American state universities in the Vietnam era. DS559.62.U6 H45. 1993, pp. 1-234. How were American universities involved in the warfare state? How radical was the faculty? Who were the student dissenters? How did the struggle against the war radicalize the movement – from the teach-ins to the Weathermen?

Feminism

Kate Millett, Sexual Politics, HQ1154.M5. 1971. Chapters 1, 2, 4. Is sex about domination? Is the patriarchy pervasive? How can it be overthrown? What was the counter-revolution and why did it succeed?

Betty Friedan, The Feminine Mystique, HQ1420.F7. 400 pp. What did women have to overcome in the sixties and what was the game plan?

Estelle Freedman, No Turning Back: The History of Feminism and the Future of Women, HQ1121.F74. 2003. Chapters 1, 2, 6-8, 13-14. Why and how has a feminist revolution occurred? How has it affected women's roles in labor and politics? What remains to be done?

Jane Mansbridge, Why We Lost the ERA, HQ1236.5.U6 M37. 1986, 200 pp. Why did women fail to gain explicit constitutional protection, and did that matter?

Donald Mathews and Jane Sherron DeHart, Sex, Gender, and the politics of ERA, HQ1236.5.U6 M38. 1990, 225 pp. Why was the ERA so threatening in the “New South” state of North Carolina? How did proponents and opponents agree, what tactics did they use, and what were the connections of the issue to those of race and abortion?

Cynthia Harrison, On Account of Sex: The Politics of Women's Issues, 1945-1968, HQ1236.5.U6 H37, 1988, pp. 69-220. Why and how did the Kennedy Administration move toward equality for women before the second wave of feminism?

Alice Echols, Daring to be Bad: Radical Feminism in America, 1967-1975, HQ1421.E25, 1989, pp. 3-242. What was radical feminism, who were its enemies and supporters, and what was its connection to abortion deregulation?

Marian Faux, Roe v. Wade: The untold story of the landmark Supreme Court decision that made abortion legal. KF228.R59 F38. 1989, pp. 3-262 (but the pages are small). How did Sarah Weddington, an inexperienced young lawyer, fight and win the most important woman's rights case in American history?

N. E. H. Hull and Peter Charles Hoffer, Roe v. Wade: The abortion rights controversy in American history. KF228.R59 H85. 2001, pp. 89-258. What were *Roe's* predecessors and successors?

Watergate

Stanley Kutler, The Wars of Watergate, E860.K87, 1990, pp. 187-552. Go ahead: Help us all wallow in the facts of Watergate.

Carl Bernstein and Bob Woodward, All the President's Men, E860.B47. 335 pp. But don't you want to read it all? What happened at Watergate, why, how was it covered up, and how was it uncovered?

The 60s

William Rorabaugh, Berkeley at War: The 1960s. F869.B5 R67, 1989. 170 pp. The anti-HUAC Movement, the Civil Rights Movement, The Free Speech Movement, the anti-Vietnam War Movement, feminism, hippiedom – what were they and why was Berkeley the center of their worlds?

Todd Gitlin, The Sixties: Years of hope, days of rage. E841.G57, 1987. Introduction and chapters 1, 8-12, 14. How did an innocent valedictorian at Bronx Science turn into radical SDS ideologist? How and why was the New Left new? Was it dependent on liberal success? Did it die from internal or external causes?

Alexander Bloom and Wini Breines, eds., Takin' it to the Streets: A sixties reader, E841.T28, 1995, 59-134, 203-274, 459-558. What did the New Left believe? Why did many Americans oppose the war in Vietnam, and what tactics did the New Leftists use? What was Women's Liberation liberating women from?

Charles Kaiser, 1968 in America: Music, Politics, Chaos, Counterculture, and the Shaping of a Generation. E846.K29, 1988. Pp. 1-214. How did Gene McCarthy and Bobby Kennedy force LBJ to give up? What were the hopes and dreams of politics in 1968, and how did rock and roll connect with these dreams? Did Sirhan Sirhan end the possibilities unleashed by the 60s?

Civil Rights

David Garrow, Bearing the Cross: Martin Luther King, Jr., and the Southern Christian Leadership Conference. E185.97.K5 G36, 1986, pp. 11-126, 231-287, 357-430. How did King emerge from the Montgomery bus boycott? What was the philosophy of non-violence and what was its effect on the civil rights movement? What were King's contradictions as a man? How did progress in the movement lead to the "I have a dream" speech? Why did the attack on the Selma marchers lead to the passage of the Voting Rights Act?

Doug McAdam, Freedom Summer, E185.93.M6 M28, 1988, pp. 3-34, 66-160, 199-240. How did trying to organize black people in Mississippi in 1964 change the lives of young, elite white people when they returned home?

Charles Payne, I've Got the Light of Freedom The organizing tradition and the Mississippi Freedom Struggle. E185.93.M6 P39. 1995, pp. 1-102, 236-264, 338-390. What was there to organize against in Mississippi? What were the dilemmas and contradictions in the organizing tradition? Why did the movement rise, and why did it decline?

John Dittmer, Local People: The struggle for civil rights in Mississippi. E185.93.M6 D58. 1994, pp. 1-89, 70-271. How active were black Mississippians before Brown? How did white Mississippians react to Brown? What were the conflicts between the NAACP, the SCLC, and SNCC? What did Mississippi, white and black, gain from Freedom Summer?

Clay Carson, In Struggle: SNCC and the Black Awakening of the 1960s. E185.92.C37. 1981, pp. 1-228. How did a non-violent, interracial, radical group get started, and how and why was it transmogrified into black separatism?

J. Mills Thornton, Dividing Lines: Municipal politics and the struggle for Civil Right on Montgomery, Birmingham, and Selma. E185.93.A3 T48. 2002, pp. 1-140, 380-499. How did the local politics of Montgomery and Selma affect the development of the civil rights movement in those cities? How does the fact of local influence affect our understanding of the role of ideology and national culture in explaining the transition from a legally segregated, discriminatory society?

Taylor Branch, Parting the Waters: America in the King years, 1954-1963. E185.61.B7914, pp. 143-205, 451-491, 562-600, 846-887. How did King emerge in the Montgomery bus boycott? What were the Freedom Rides and what effects did they have? What did the FBI do to bring down King and why? What was the March on Washington Movement and how did King come to symbolize it?

August Meier and Elliott Rudwick. CORE: A study in the Civil Rights movement, 1942-1968. E185.61.M516. 1973, pp. 3-71, 101-158, 213-328. How did CORE pioneer non-violent direct action, what influence did CORE have on the larger Civil Rights Movement, especially the Freedom Rides and the sit-ins, and why did it decline?

Robert Cottrol et al., Brown v. Board of Education: Caste, culture, and the constitution. KF4155.C68. 2003. PP. 101-244. What were Brown's predecessors and effects?

Mark Whitman, ed., Removing a Badge of Slavery: The record of Brown v. Board of Education. KF4155.R46. 1992, pp. 37-276, but you cannot cover everything. How was *Brown* argued in the district court, and twice, in the Supreme Court? What were the constitutional arguments, the empirical arguments, and the arguments about implementation?

Gary May, Bending Toward Justice: The Voting Rights Act and the Transformation of American Democracy. KF4893.M39.2013, 250 pp. What were the conditions that the VRA was trying to alleviate? How did it do so? What were its long-term effects? To what extent was it the product of 1) pressure from the Civil Rights Movement; 2) experience with litigation under the 14th and 15th amendments and the 1957 and 1960 Civil Rights Acts; 3) normal electoral politics?

Book Reports by Section, by Week

Section 1, Tuesday Afternoon

Date	Author, Short Title	Student Assigned
Oct 15	Schweber, <i>Shadow of the Bomb</i>	
	Kelly, <i>Manhattan Project</i>	
	Bird and Sherwin, <i>American Prometheus</i>	
	Fogelman, <i>Hiroshima: Decision to Use</i>	
Oct. 22	Herken, <i>Winning Weapon</i>	
	Bird and Lifschultz, <i>Hiroshima's Shadow</i>	
	Woods and Jones, <i>Dawning of the Cold War</i>	
	LaFeber, <i>America, Russia, Cold War</i>	
Oct. 29	Hogen, <i>Cross of Iron</i>	
	Divine, <i>Sputnik Challenge</i>	
	Rovere, <i>McCarthy</i>	
	Schrecker, <i>Age of McCarthyism</i>	
Nov. 5	Nathan, <i>Cuban Missile Crisis Revisited</i>	
	Schlesinger, <i>A Thousand Days</i>	
	Johnson and Gwertzman, <i>Fulbright</i>	
	Summers, <i>Arrogance of . . . Nixon</i>	
	Rorabaugh, <i>Berkeley at War</i>	
	Gitlin, <i>Sixties</i>	
Nov. 12	Herring, <i>America's Longest War</i>	
	Logewall, <i>Embers of War</i>	
	Moise, <i>Tonkin Gulf</i>	
	Gelb and Betts, <i>Irony of Vietnam</i>	
	Lewy, <i>America in Vietnam</i>	

	Kattenburg, <i>Vietnam Trauma</i>	
	Prados and Porter, <i>Inside Pentagon Papers</i>	
	Schmitz, <i>Tet Offensive</i>	
	Zaroulis and Sullivan, <i>Who Spoke Up</i>	
Nov. 19	Kutler, <i>Wars of Watergate</i>	
	McAdam, <i>Freedom Summer</i>	
	Dittmer, <i>Local People</i>	
	May, <i>Bending Toward Justice</i>	
	Thornton, <i>Dividing Lines</i>	
Nov. 26	Branch, <i>Parting the Waters</i>	
	Meier and Rudwick, <i>CORE</i>	
	Cottrol, <i>Brown v. Board</i>	
	Freidan, <i>Feminine Mystique</i>	
Dec. 3	Mansbridge, <i>Why We Lost the ERA</i>	
	Faux, <i>Roe v. Wade</i>	

Section 2, Tuesday Night

Date	Author, Short Title	Student Assigned
Oct. 15	Kelly, <i>Remembering the Manhattan Project</i>	
	McMillan, <i>Ruin of Oppenheimer</i>	
	Bernstein, <i>Atomic Bomb</i>	
	Alperowitz, <i>Atomic Diplomacy</i>	
Oct. 22	Sherwin, <i>World Destroyed</i>	
	<i>Hiroshima and Nagasaki: Physical . . . Effects</i>	
	Levering, <i>Debating Origins Cold War</i>	

	Gaddis, <i>US and Origins Cold War</i>	
Oct. 29	McCulloch, <i>Truman</i>	
	Griffith and Theoharis, <i>The Specter</i>	
	Schrecker, <i>Many are the Crimes</i>	
	Larson, <i>Eisenhower</i>	
Nov. 5	White, <i>Missiles in Cuba</i>	
	Dallek, <i>Flawed Giant: LBJ</i>	
	Goldberg, <i>Goldwater</i>	
	Schlesinger, <i>Robert F. Kennedy</i>	
	Bloom and Breines, <i>Takin' it to the Streets</i>	
	Kaiser, <i>1968 in America</i>	
Nov. 12	Hixson, <i>Kennan</i>	
	Hershberg, <i>Marigold</i>	
	Jacobs, <i>Diem</i>	
	Hess, <i>Vietnam and the U.S.</i>	
	Kahin and Lewis, <i>U.S. in Vietnam</i>	
	Fitzgerald, <i>Fire in the Lake</i>	
	Hersh, <i>My Lai 4</i>	
	Heineman, <i>Campus Wars</i>	
Nov. 19	Bernstein and Woodward, <i>All President's Men</i>	
	Garrow, <i>Bearing the Cross: King</i>	
	Payne, <i>I've Got the Light of Freedom</i>	
	Ransby, <i>Ella Baker</i>	
	Carson, <i>SNCC</i>	
Nov. 26	Whitman, <i>Removing a Badge of Slavery</i>	
	Millett, <i>Sexual Politics</i>	

	Freedman, <i>No Turning Back</i>	
Dec. 3	Mathews and DeHart, <i>Sex . . . Politics of ERA</i>	
	Harrison, <i>On Account of Sex</i>	
	Echols, <i>Daring to Be Bad</i>	
	Hull and Hoffer, <i>Roe v. Wade</i>	