

The United States and the World, 1850 to Present

Teacher's Syllabus

"The United States and the World, Part 2 examines the history of the United States between 1850 and the present. During this period the United States came to play an increasing role on the global stage after its civil war, notably in late 19th century imperialism, the global depression, and two world wars and the Cold War. This course pays particular attention to world historical themes that marked the period, including industrialization, population growth, citizenship, science and technology, urbanization and suburbanization, and the exploitation of natural resources (notably the impact of the increasing reliance on petroleum after 1900). By placing America within the world, we seek to question ideas such as US exceptionalism and the historical roots of U.S. hegemony, as well as more generally the utility of national histories. Finally, this course seeks to incorporate the study of culture, race, class and gender into a new globalized U.S. history.

The purpose of this "Teacher's Syllabus" is to provide teachers interested in globalizing the history of the United States with sufficient support so that the course can become a replicable experiment. To this end we provide selected readings aimed at assisting the preparation of each lecture, together with a list of topics to be addressed.

The syllabus presumes some prior training and/or experience teaching United States history. [See also the Student Syllabus for Parts 1 and 2 in this website, which provides assigned student readings and lecture titles.] The required readings are intended to be pulled together as a Class Reader. The use of a textbook is optional and at the discretion of the instructor. If you decide to adopt this approach, please let us know how it was received.

General Background

- The following works address a substantial part or all of the period covered in this half of the survey.

Readings:

Adas, Michael. *Dominance by Design: Technological Imperatives and America's Civilizing Mission*. Cambridge, MA: Belknap Press of Harvard University Press, 2006.

Allyrdyce, Gilbert. "Toward World History: American Historians and the Coming of the World History Course," *Journal of World History*, 1(1990), 23-26, 40-76.

Bender, Thomas, ed. *Rethinking American History in a Global Age*. Berkeley, CA: University of California Press, 2002.

Bender, Thomas. *A Nation among Nations: America's Place in World History*. New York: Hill & Wang, 2006.

Hobwbawm, Eric *The Age of Extremes: a History of the World, 1914-1991*. New York: Vintage Books, 1996.

Nations and Nationalism Since 1780; Programme, Myth, and Reality. Canto Edition: Cambridge University Press, 1991.

Kunstler, James Howard. *The Geography of Nowhere: The Rise and Decline of America's Man-Made Landscape.* New York, NY: Simon & Schuster, 1993.

Marks, Robert B., *The Origins of the Modern World; A Global and Ecological Narrative.* Rowan and Littlefield Publishers, Inc., 2002.

Painter, Nell Irvin. *Standing at Armageddon: The United States, 1877-1919.* New York, NY: W. W. Norton & Co., 1989.

Rauchway, Eric. *Blessed among Nations: How the World Made America.* New York: Hill & Wang. 2006.

Week 1: The Gold Rush and Civil War

Lecture 1: Looking Backward, Looking Forward

- Students will be introduced to the themes and nature of the course. Among the themes addressed in this second half of our proposed course are urban and suburbanization, industrialization, population growth, science and technology, and the exploitation of natural resources, especially petroleum. We question ideas such as US exceptionalism and the role of historically planted, deeply rooted US hegemony. By breaching national boundaries and placing America within the world, students will begin to question the idea of the nation as the proper and sole container of history. Additionally, our syllabus includes culture and gender in the narrative. This syllabus, by placing world history into slightly more constrained parameters, also offers space for culture, race, class and gender to come to the forefront.
- Opening with a review of the California gold rush immediately pulls the west coast to the center of the narrative. On a practical level, beginning here offers a brief refresher for those who took the first half of the course and a catching up point for those joining for the first time. On a historical level, the gold rush is a pivotal moment of westward expansion, bringing California prominently into the national conscious. In addition to the wealth it generated, the gold rush shows how the world is brought to California in a very tangible way through the immigration of miners and other entrepreneurs from Latin America, the East Coast, Australia, Europe, and Asia.
- The Americas were all having constitutional issues and all faced questions of citizenship during this time. The United States was conflicted over whether the federal government or the state governments would be more powerful and how slavery fit in the constitution. After independence Canada faced the problems of creating a government that appealed to both French and British citizens, and as countries in Latin America became independent they faced questions concerning reform, inequalities, and maintaining order.
- The developments that led to the Civil War include the sectional disputes over extending slavery into the western territories, the increasing differences between southerners and northerners in their views and culture and the threat of losing their lifestyle, and the breakdown of the political party system. These developments can be seen in the Compromise of 1850, the Kansas-Nebraska Act, "Bleeding Kansas", and the Dred Scott case.

Lecture 2: The Civil War in its International Context

- Covering the Civil War in the second half of the syllabus rather than assuming the traditional track of beginning with the end of reconstruction, allows for more continuity when discussing emancipation, the failure of reconstruction, and the subsequent enduring reestablishment of unequal race relationships.
- Students will focus on the balance of resources between the north and south, the unanticipated long-time consequences of war, women and the war, wartime race relations, the reasons the north won, the implications of the first modern-ish war, and the costs of war.
- Many areas that had once been strong and vibrant cultures faced problems as they did not experience the substantial economic expansion of western Europe and the northern United States. The southern United States will be compared to areas in Latin America, Asia, and the Middle East.

Lecture 3: Reconstruction: Promise and Failure to 1877

- Reform, reconstruction, and life after slavery was abolished will be looked at throughout the world. The abolishment of slavery as a larger historical phenomenon will be emphasized.
- Students will examine the conflicting motivations of groups such as victorious northern Republicans, northern moderates, old southern planter aristocracy, new “other South” (yeoman farmers and unionists), and black freedmen during the Reconstruction Era. Also, that the law, property titles, and federal enforcement were usually to the benefit of the original owners of the land. While northern soldiers and officials gave freedom to blacks, they did not remain in the South to guarantee that freedom. These factors made the Reconstruction era divisive.
- Special attention will be given to the reception of the Emancipation Proclamation around the world, women and the reconstruction amendments, life after slavery, impeachment and President Andrew Johnson and its importance to Reconstruction, and the Compromise of 1877.

Readings:

Foner, Eric *Nothing But Freedom*. Louisiana State University Press, 1983.

Stanley, Amy Dru. *From Bondage to Contract : Wage Labor, Marriage, and the Market in the Age of Slave Emancipation*. Cambridge University Press, 1998.

Bright, Charles and Michael Geyer. “Global Violence and Nationalizing Wars in Eurasia and America: The Geopolitics of War in the Mid-Nineteenth Century.” *Comparative Studies in Society and History* 38(4): 619-67, 1996.

Bright, Charles and Michael Geyer. “Where in the World is America? The History of the United States in the Global Age.” In *Rethinking American History in a Global Age*, ed. Thomas Bender. Berkeley, CA: University of California Press, 2002.

Week 2: Agriculture and Industry

Lecture 1: Reconstruction in a World Perspective: Contract Society

- This lecture will focus on sharecropping in the U.S. South. It will also look at how contract laborers from India and then China replaced slave laborers when slavery was legally abolished worldwide toward the end of the century.
- Students will explore agriculture in the U.S. South and see how the California-Texas model of cotton is implemented globally.

Lecture 2: Immigration from Europe, Mexico, and Asia

- This lecture will emphasize the connection between industrialization and immigration. Poor European immigrants became the new work force as nations regulated child labor. By 1900, nearly 50 million Europeans had immigrated to new lands.
- Students will look at how these immigrants are received in their new homes and how the different gender roles, racial views, and religious practices that these immigrants brought were incorporated and changed.

Lecture 3: Clearing the Land: Market-oriented Agriculture, Mining, Deforestation, Whaling

- Industrialized societies were competing for new markets, raw materials, and new territories. As an international phenomenon, the hinterlands were increasingly feeding the population in the growing cities.
- All over the world the rural way of life is changing in response to the new economic and social conditions that come with industrialization. In the western United States, large-scale agriculture begins and natural resources and indigenous peoples are cleared from the land. Ranching, mining, deforestation, and whaling were industrialized and many of their products became global commodities. Similar issues arise in countries throughout Latin America, Canada, and Africa.

Readings:

Beckert, Sven. "Cotton's Renaissance: A Study in Market Innovation," *Harvard Business School*. September, 2005.

Cronon, William. *Nature's Metropolis: Chicago and the Great West*. New York: W. W. Norton & Company, 1991.

Fitzgerald, Debora. *Every Farm a Factory: The Industrial Ideal in American Agriculture*. New Haven and London: Yale University Press, 2003.

Goodwyn, Lawrence. *The Populist Moment : a Short History of the Agrarian Revolt in America*. New York : Oxford University Press, 1978.

Jacobson, Michael Frye. *Whiteness of a different Color: European Immigrants and the Alchemy of Race*. Cambridge, Mass: Harvard University Press, 1998.

Peiss, Kathy. *Cheap Amusements: Working Women and Leisure in Turn-Of-The-Century New York*. Temple University Press, 1987.

Welke, Barbara. *Recasting American Liberty: Gender, Race, Law and the American Railroad Revolution, 1865-1920*. Cambridge University Press, 2001.

Worster, Donald. *Rivers of Empire: Water, Aridity, and the Growth of the American West*. New York: Pantheon Books, 1985

Week 3: The New Urbanity: Space, Society, and Politics (1880-1914)

Lecture 1: Space: Physical Transformations of the City Landscape

- With the changes of industrialization comes a new urbanity. As people congregate in cities and are pushed into waged labor; these urban spaces offer a window for students to explore the experiences of women and the working class.
- During the Gilded Age and Progressive Era, the physical landscape of American society changed alongside developments in social patterns and political structures. This was a period of tremendous growth, development, conflict, and complexity. For example, this period saw both creative solutions for the problems of urbanity and increased racism and exclusion of Asian immigrants.
- Students will look at the exchange of ideas worldwide on technology, housing, transportation, and the City Beautiful campaigns. The Exposition as the “Model City” for both U.S. and the World will also be discussed.

Lecture 2: Social Patterns: New Work and Amusement Opportunities for Immigrants, Women, and the Working Class

- This lecture will emphasize the global nature of women’s suffrage. Also, students will see that while young working-class women found new outlets for amusement, sexuality, and labor, middle-class women expressed their class and race power in moral reform associations.
- This lecture will also look at the hostility immigrants faced.

Lecture 3: Politics

- This lecture will emphasize the global elements of progressive ideology as well as the gold standard and a new form of political participation—unions.

- This lecture will focus on the state regulation of industries, muckraking journalists, Tammany Hall and corruption, enthusiasm for reform that define the “Progressive Era” and characteristics of reformers.
- Was this Progress? Examples of internal strife, racism, growth of KKK, and lynching will be discussed.

Readings:

Chauncey, George. *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940*. Basic Books, 1994.

Danbom, David B. *The Resisted Revolution: Urban America and the Industrialization of Agriculture, 1900-1930*. Ames: Iowa State University Press, 1979.

Levine, Lawrence W. *Highbrow/Lowbrow: The Emergence of Cultural Hierarchy in America*. Harvard University Press, 1988.

Montgomery, David. *Workers' Control in America: Studies in the History of Work, Technology, and Labor Struggles*. New York: Cambridge University Press, 1979.

Noble, David F. *America by Design: Science, Technology, and the Rise of Corporate Capitalism*. New York: Knopf, 1977.

Rodgers, Daniel. *Atlantic Crossings: Social Politics in a Progressive Age*. Belknap Press, 1998.

Zunz, Oliver. *Making America Corporate, 1870-1920*. Chicago: University of Chicago Press, 1990.

Week 4: Conflict Abroad, Conflict Within

Lecture 1: Imperialism

- Western Europe's industrial powers extended their control over areas of Asia and Africa; the United States, Japan, and Russia were quick to follow. These nations' new imperialism was rationalized with theories of racial and cultural superiority and implemented with new technologies of warfare and set up in order to supply cheap raw commodities to the imperial power and to be a market for manufactured goods.
- This lecture will also examine the Spanish-American War and the United States possessions, including Alaska, Hawaii, Puerto Rico, the Philippines, many Pacific islands, and Cuba. Advantages and disadvantages of gaining imperial possessions will be discussed using the example of the Philippines. (The United States assisted a Filipino revolt against Spain and then purchased the colony only to fight a civil war shortly after that killed 200,000 Filipinos.)
- Also, this lecture will discuss other conflagrations, such as the Mexican Revolution and its implications as regards the US, as well as the reasons for the Boxer intervention in China and the Open Door issues.

Lecture 2: World War I: Domestic

- This lecture will explore how the nation had to make changes in its outlook, politics and military in order to adjust to being a major world power. It will look at some of the problems, particularly in politics, that the limited national government had in reaction to the rapid changes going on in the nation.
- This lecture will look at the social, gender, racial, and economic significance that the American war effort had.

Lecture 3: World War I: Bankers to the World

- World War I marked a change in the way the United States interacted with the rest of the globe, propelling the US into the world and marking the switch from British to US global hegemony, a metaphorical passing of the baton of empire. At the end of the war it appeared that colonial empires were the same, but they were funded by U.S. money. In this way colonialism was reinvented. At the same time freedom movements began in places such as India and China.
- Students will focus on the unexpected aspects of this war for everyone involved: the new technologies that changed the experience of war and led to heavy casualties; the concept of total war impacting civilian populations; government control of factories; propaganda; women's labor; civilian deaths; the Russian Revolution; and the harsh terms of the Paris Peace Conference.

Readings:

Hoganson, Kristen. *Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars*. Yale University Press, 1998.

Iriye, Akira. *From Nationalism to Internationalism: US Foreign Policy to 1914*. Boston: Routledge & K. Paul, 1977.

Jacobson, Matthew Frye. *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917*. Hill and Wang, 2000.

Offer, Avner. *The First World War: An Agrarian Interpretation*. New York: Oxford University Press, 1989.

Renda, Mary. *Taking Haiti: Military Occupation and the Culture of U.S. Imperialism, 1915-1940*. The University of North Carolina Press, 2000.

Saul, S. B. *The Myth of the Great Depression, 1873-1896*. London: Macmillan, 1985 [1969].

Skowronek, Stephen. *Building a New American State: The Expansion of National Administrative Capacities, 1877-1920*. New York: Cambridge University Press, 1982.

Wexler, Laura. *Tender Violence: Domestic Visions in an Age of U.S. Imperialism*. The University of North Carolina Press, 2000.

Week 5: A New America, a New World?

Lecture 1: Limits of Citizenship and Democracy

- Looking at the Pan-African movement of the 20s and 30s highlights the cultural and political interrelationships between Harlem, the Caribbean, Africa and Europe. Other global overviews include the advent of immigration restrictions, including the creation of the US border patrol in 1924, and battles over women's suffrage culminating in the passage of the 19th amendment in 1920.
- Throughout the world people were feeling disillusioned—the cruel realities of trench warfare shook the liberal ideals of the Enlightenment and the 1920s were marked by uncertainty and questioning of science, art, and religion. People turned to extreme leaders and nationalism. With its limited involvement in WWI the USA did not suffer as distinct a shock
- For this era, we touch on US experiences such as Mexican repatriation and other internal migrations. We also focus on changes in American lifestyle and values in terms of communications and religion and women and consumerism and the reflection in literature and art.

Lecture 2: Global Depression and Disorder

- Our lectures on the 1930s stress the Great Depression as a global depression, not just a US phenomenon. Global depression deepened political and social anxiety. This lecture will explain the cycles of war reparations and debt payment that were largely responsible for the disintegration of the postwar global economy.
- Students will look at how various strata of society were affected by the depression. This lecture will discuss the Poor People's March, suicides, Hoovervilles, and rural migration.

Lecture 3: Reactions to Depression

- This lecture will focus on government responses and the New Deal. Students will look at the New Deal as one manifestation of an increased role of the state in managing the economy; comparisons can be made to National Socialism in Germany, the planned economy in the USSR, and other fascist or authoritarian regimes (Portugal, Spain, Japan, Italy, etc.). Countries including the US would not substantially recover from the Depression until re-armament and war demand revived industrial production.
- Students will look at how economic nationalism was favored over international cooperation: with the collapse of the international gold standard, nations and empires turned inward by raising tariffs, extending subsidies, and creating "currency blocs" (i.e., the dollar, pound sterling, yen, reichsmark, franc).

Readings:

Cohen, Lizabeth. *Making a New Deal: Industrial Workers in Chicago, 1919-1939*. Cambridge University Press, 1990.

Gomez, Michael A. *Reversing Sail: A History of the African Diaspora*. New Approaches to African History Series. Cambridge: Cambridge University Press, 2005. Esp. Chapters 6-8 and Epilogue.

Hurt, Douglas. *The Dust Bowl: An Agricultural and Social History*. Chicago: Nelson Hall, 1981.

James, Winston. *Holding Aloft the Banner of Ethiopia; Caribbean Radicalism in Early Twentieth-century America*. London: Verso Press, 1998.

Kessler-Harris, Alice. "In the Nation's Image: The Gendered Limits of Social Citizenship in the Depression Era," *Journal of American History* 86, 3 (1999): 1251-1279. (JSTOR)

Kindleberger, Charles. *The World in Depression, 1929-1939*. Berkeley, CA: University of California Press, 1986 [1973].

Pells, Richard H. *Radical Visions and American Dreams: Culture and Social Thought in the Depression Years*. New York: Harper & Row, 1973.

Rothermund, Dietmar. *The Global Impact of the Great Depression, 1929-1939*. London, New York: Routledge, 1996.

Sanchez, George. *Becoming Mexican American: ethnicity and acculturation in Chicano Los Angeles, 1900-1943*. Oxford, 1993.

Worster, Donald. *Dust Bowl: The Southern Plains in the 1930s*. New York: Oxford University Press, 1979.

Week 6: World War II and the Postwar Order

Lecture 1: World War II and the Homefront

- This lecture will look at the isolationism of the United States in the context of growing geopolitical conflict elsewhere. British and French policymakers did not want to fight another war, and sought to appease Nazi Germany's aggression to create a bulwark against Bolshevism. But Hitler sought nothing less than hemispheric hegemony and pulled all of Europe into total war. Similarly, Japan descended into military dictatorship and strove to create its own global sphere of dominance, which came into conflict with, among other powers, the US in the Pacific.
- Mobilization for war had large ramifications domestically. Women worldwide performed industrial work and joined auxiliary forces; they also participated as prostitutes and comfort women. There was a promise of an integrated army for blacks in the United States. Mass mobilization and the

imperative for national unity disciplined organized labor, but also created an expectation of economic and political betterment for services rendered in wartime (higher wages and labor unions, G.I. Bill, home ownership, etc.). WWII was another total war and civilians were targets for blockades, internment, and aerial attacks.

Lecture 2: The Bomb

- The Second World War was unprecedented in the scale of deaths and devastation. It began with the millions of deaths when the Japanese invaded China and ended with more death when the atomic bombs were dropped on Hiroshima and Nagasaki. Many soldiers and civilians died while in Siberian and German death camps, and from Nazi genocidal policies against Jews and Slavs.
- This lecture will set the stage for the beginning of the Cold War. Most of the human costs of WWII were borne by the Soviet Union, but its victory against the brunt of Nazi aggression and subsequent seizure of most of Eastern and Central Europe assured its superpower status. In the context of such incredible destruction, and despite the loss of over 400,000 combatants, the US was exceptional among all the belligerents in that its economic base was not destroyed, and in fact thrived. The projection of the US's industrial, technical, and financial power was crucial in the Allied victory and assured its leadership role in the capitalist world.
- This lecture will use the development and deployment of the atomic bomb as a potent symbol of total war: on the one hand, it required a complex educational system, government support, and the most advanced industrial techniques; on the other, its express purpose was to terrorize civilian populations into surrender.

Lecture 3: The U.S. and the Petroleum Age

- The industrial and technological prowess of the triumphant US in war created domestic consensus and externally set the framework for postwar reconstruction in the West.
- This lecture will look at the measures—economic, financial, military, and political—that the US undertook at the end of the war and in the immediate postwar years to rebuild the global order to its advantage. Topics to explore are the Bretton Woods system, the IMF and World Bank, the Marshall Plan, the Truman Doctrine, British bankruptcy, postwar Japan, and "brushfire" conflicts in Greece, China, and Korea. Another important shift was the re-structuring, with US policy guidance, of the West's economies around petroleum. (This also brought with it significant strategic implications in the Middle East.)

Readings:

Bird, Kai. *American Prometheus: The Triumph and Tragedy of J. Robert Oppenheimer*. Vintage, 2006.

Campbell, D'Ann. "Women in Combat: The World War II Experience in the United States, Great Britain, Germany, and the Soviet Union," *Journal of Military History*, Vol. 57, No. 2 (1993), 301-323.

Escobar, Arturo. *Encountering Development: The Making and Unmaking of the Third World*. Princeton:

Princeton University Press, 1995.

Graebner, William. *The Age of Doubt: American Thought and Culture in the 1940s*. Boston: Twayne, 1991.

Hearson, Patrick. *Architects of Globalism: Building a New World Order during World War II*. Fayetteville: University of Arkansas Press, 2002.

Hein, Laura, and Mark Selden, eds. *Living with the bomb: American and Japanese Cultural Conflicts in the Nuclear Age*. Armonk, N.Y. : M.E. Sharpe, 1997.

Heinberg, Richard. *The Party's Over: Oil, War, and the Fate of Industrial Societies*. Gabriola, BC: New Society Publishers, 2003. Esp. Chapters 1 & 2

McMichael, Philip. *Development and Social Change: A Global Perspective*. Thousand Oaks, CA: Pine Forge Press, 2004.

Painter, David S. *The Cold War: An International History*. London and New York: Routledge, 1999.

Week 7: Suburban Nation

Lecture 1: Fueling the American Dream

- This lecture will focus on the domestic ramifications of the economic and social changes in the postwar US. The economic boom, the increased corporate impact on everyday American life, unions and Keynesianism, changing work patterns, and the continued plight of agriculture and rural society will be discussed.
- This lecture will approach the postwar boom by looking at the explosive increase in petroleum use in concert with new technologies. This can include car culture, commercial jets, plastics, industrialization of agriculture and the food system, the kitchen debates between Nixon and Krushchev, and the competition in science and technology between the U.S. and the Soviet as exemplified by the space race.

Lecture 2: Nuclear Family, Nuclear Holocaust

- This lecture will look at the culture of the postwar decade. U.S. leaders held families up as domestic containment and the best defense against communism. Women were encouraged to stay at home and raise kids and not work. With the Red Scare and Senator McCarthy, poverty, racism and segregation rampant, students will discuss the increasing pressure to conform and the retreat to family and home, the flight to the suburbs, and the GI Bill.
- Students will also discuss the social norms so important at this time and the conformity in school and religious life and the early counters to this culture such as the beats, popular music, American artists, Alfred Kinsey, MAD Magazine, and Playboy.

Lecture 3: Production and Reproduction

- This lecture will examine the “baby boom” and massive population increase on a worldwide scale, which produced a dramatic demographic bump. Faster and cheaper transportation, the Green Revolution, and the end of the power of European empires led to mass population movements and growth worldwide. Immigration from Latin America to the United States transformed American culture.

This lecture will also discuss the population shift to the Sunbelt states, "white flight" into the suburbs, and the "urban crisis."

- This lecture will also deal with the global spread of prosperity and "Americanization" in the West, and the concurrent efforts by Eastern Bloc and Third World countries to modernize and improve standards of living.

Readings:

Andres, Duany et al. *Suburban Nation: The Rise of Sprawl and the Decline of the American Dream*. New York: North Point Press, 2000.,

Flink, James J. 1975. *The Car Culture*. Cambridge, MA: MIT Press.

Kelman, Ari. *The River and Its City: The Nature of Landscape in New Orleans*. University of California Press. 2003. Esp. “Epilogue; The Simple Needs of Automobiles”

May, Elaine Tyler. *Homeward Bound: American Families in the Cold War Era*. Basic Books, 1998.

McShane, Clay. *Down the Asphalt Path: The Car and the American City*. New York: Columbia University Press, 1994.

Sugrue, Thomas. *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*. Princeton University Press, 1996.

Fiction: Kurt Vonnegut, *Player Piano*.

Week 8: The Effects of the Demographic Bump

Lecture 1: Dilemmas of Managing the World

- This lecture will draw on Bright and Geyer’s work to set the stage for the external and internal challenges to the postwar US regime of global order in the 1960s and '70s. This lecture will focus on the macroeconomic problems and geopolitical conflicts that were part of this process, including: the quagmire of the Vietnam War, the collapse of the Bretton Woods system, stagflation, the OPEC oil embargo, the Non-Aligned movement, and the continuing challenge of the Soviet Union and China

- Topics discussed in this lecture include: Cuban Missile Crisis, assassination of JFK, Great Society, Mao vs. USSR, , independence movements in the world (including Vietnam), continuation of the Cold War, , nationalism and religious movements (Catholics, India, Iran, Iraq, Islam, Palestine, missionaries, Third Great Awakening), Geneva Accords, SEATO..

Lecture 2: Freedom Dreams?

- This lecture will explore how the global economic, demographic, and political challenges to US hegemony influenced and were influenced by domestic upheavals, and forced a rethinking of the postwar social contract.

- Topics discussed in this lecture look at domestic social struggles with a comparative lens. In the U.S.: Civil Rights, MLK, Chavez, ethnic studies movement, black universities, Wounded Knee, desegregation, affirmative action, repeal of Exclusion Act, Mississippi Summer,, Malcolm X, Watts Riots, Fair Housing Act feminism. Worldwide, there were also severe strains on social reproduction caused by youth bulges and conflicts over the terms of the social contract. ("global" 1968 in Japan, Mexico, France, Czechoslovakia).

Lecture 3: Delusions of Revolution

- This lecture will emphasize a more cultural approach, utilizing visual and music media. Topics touched on in this lecture include: Hippies, drugs, student revolution, global youth culture, university tumult and rejection of the "multiversity" (original conception of UCSC), '68 Revolution, music, Vietnam, how Third World liberation became sexy, Earth Day (picture of "Spaceship Earth"), Port Huron Statement. Events and movements in the U.S. will be placed in comparison with similar movements around the world, from Mexico City to Prague to Tokyo and Paris.

Readings:

Betts, Raymond. *Decolonization*. New York: Routledge, 2004.

Bright, Charles and Michael Geyer. "Where in the World is America? The History of the United States in the Global Age." In *Rethinking American History in a Global Age*, ed. Thomas Bender. Berkeley, CA: University of California Press, 2002.

Dudziak, Mary L. *Cold War Civil Rights: Race and the Image of American Democracy*. Princeton University Press, 2002.

Ferrall, James J. *The Spirit of the Sixties: The Making of Postwar Radicalism*. Routledge, 1997.

Kelley, Robin D.G. *Freedom Dreams: The Black Radical Imagination*. Beacon Press, 2002.

Kurlansky, Mark. *1968: The Year That Rocked the World*. Random House Trade Paperbacks, 2005.

Morris, Charles. *A Time of Passion: America, 1960-1980*. New York: Harper & Row, 1984.

Rosen, Ruth. *The World Split Open: How the Modern Women's Movement Changed For America*. Penguin, 2000.

Taibo, Paco Ignacio II. '68. Seven Stories Press, 2004.

Film: Berkeley in '60s

Fiction Book: Robert Stone's *Dog Soldiers*

Week 9: Paradox of Peace

Lecture 1: Cold Realities

- This lecture will discuss the shape of the Cold War through the 1970's and 1980's. The economic downturn of the 1970s challenged the "development consensus," leading to a challenge to the legitimacy of both the US and Soviet blocs, and the immiseration of much of the postcolonial Third World and nationalist movements. Connected to these phenomena are: awareness of the failings of the Green Revolution, collapse of Keynesian policy dominance, Third World debt and the IMF/World Bank, "opening" of China under Xiaoping, and continuation of high energy prices (second embargo in 1979).

Lecture 2: Hippies to Yuppies

- This lecture will track the shift of culture in a more conservative direction. This lecture examines intellectuals, cynical youth culture, the bureaucratization of the environmentalist movement, decline of unions and the rise of the Rust Belt, Roe v. Wade and the entry of women into the workforce and professions, Libertarianism, Cold War and US Drug War

Lecture 3: End of the Cold War

- This lecture will discuss the end of détente and the rise of the Reagan's more aggressive political and military policies. It will also cover the political and economic implosion of the Soviet regime of order: failure of glasnost and perestroika, Chernobyl, Afghanistan, the grinding-down of the planned economy and the failure to adopt Third Wave technologies, loss of Eastern Bloc. In the US, with the sudden end of Cold War came changes in foreign policy: the US as the sole superpower muddles through its role as the global and humanitarian policeman; continuation of the Drug War and on going investment in military-industrial-Congress complex

Readings:

Butler, Jon. "Jack-in-the-Box Faith: The Religion Problem in Modern American History," *JAH* 90, 4 (March 2004): 1357-1378 (History Cooperative)

Carroll, Peter. *It Seemed Like Nothing Happened: The Tragedy and Promise of America in the 1970s*. New York: Holt, Rinehart, and Winston, 1982.

Hodgson, Godfrey. *The World Turned Right Side Up: A History of the Conservative Ascendancy in America*. Boston: Houghton Mifflin, 1996.

Kling, Rob and Spencer Olin and Mark Poster, eds. *Post-Suburban California; The Transformation of Orange County Since World War II*. University of California Press, 1991.

Leffler, Melvyn. "The Cold War: What Do 'We Now Know.'" *American Historical Review* 104, 2 (April 1999): 501-24. (JSTOR)

Putnam, Robert D. *Bowling alone: the collapse and revival of American community*. New York: Simon & Schuster, 2000.

Week 10: A Global Nation

Lecture 1: Neo-liberalism and the Electronics Revolution

- This lecture will focus on the technological and macroeconomic change and how it altered everyday life and the structure of society. This includes (economically) the Washington Consensus and the predominance of neoliberalism, and (technically) the electronics and communications revolution. Information and capital flows are global and nearly instantaneous, but this "post-industrial" "iPod" economy was made possible by lower fossil energy costs following the end of the oil embargoes of the 1970s. Developed nations' policymakers and multinational corporations favored eliminating barriers to free trade, which accentuated the movement of manufacturing and industrial centers to platforms in the "developing" world and promoting service and information sectors in the "developed" world. This increases intra-national economic polarization and disrupts notions of geographically discrete First and Third Worlds.

Lecture 2: Globalization and its Discontents

- This lecture will juxtapose the trends outlined in the first lecture with domestic and global reactions and responses. Transnational institutions are increasingly shaping the world and are often not restricted by any one legal system or government. In the case of corporations this often means that they go wherever goods and services can be manufactured the cheapest but in the case of nongovernmental organizations (NGOs) this means they can address international problems without being constrained by the policies of one country.
- Millions of workers have moved to new industrial centers. For example, Indians migrated to South Africa, Egyptians to the Gulf States, Turks to Germany, Mexicans to the United States, and Chinese to Canada. These new industrial centers often create unprecedented human and environmental problems due to rapid urbanization. Some migrants are unwillingly trafficked or sold into slavery. These international migrants can send money back to their families or return to their home after working.
- Consumers all over the world are increasingly using the products and images of the global economy and entertainment complex to define themselves. World cultures are influenced by and modeled on the styles of dress, entertainment, and music of the US, but also are increasingly set within regional and local identities. Many resist globalization and see it as a threat to their culture, values, and livelihoods. Nations with access to new technologies and capital are favored in the global economy, while poorer nations find it hard to not be economically dependent.

Lecture 3: The Price of Prosperity

- Students will question the price of preserving the American way of life, and its survival into a uncertain future. This lecture will tie together the US's support of autocratic regimes in the Middle East, increasing dependence on foreign oil in these regions, the rise of militant Islam, 9/11, and the spectacular rise of China in the early 2000s. The goal of this lecture is to reiterate to students that the United States has always been a part of the world, but that they should start to see "globalization" with US in a dominant role as a historical artifact.
- Economies in many parts of the world are booming, as are populations, but many of the world's peoples live in poverty. The demands of the global market have environmental consequences such as global climate change, deforestation, extinction of species, and the imminent coming of Peak Oil.

Readings:

Bender, Daniel E. and Richard A. Greenwald. *Sweatshop USA: The American Sweatshop in Historical and Global Perspective*. Routledge, 2003.

Bender, Thomas, ed. *Rethinking American History in a Global Age*. University of California Press, 2002.

Brown, Kate. "Gridded Lives: Why Kazakhstan and Montana Are Nearly the Same Place," *AHR* 106, 1 (February 2001): 17-48 (History Cooperative)

Davis, Mike. *Planet of Slums*. New York. Verso, 2001.

Hondagneu-Sotelo, Pierrette. *Domestic : immigrant workers cleaning and caring in the shadows of affluence*. University of California Press, 2001.

Kunstler, James Howard. *The Long Emergency: Surviving the Converging Catastrophes of the Twenty-First Century*. New York: Atlantic Monthly Press, 2005.

Parreñas, Rachcel Salazar . *Servants of globalization: women, migration and domestic work*. Stanford University Press, 2001.

Film: *Crude Impact*