

Assignments = required readings, films, etc. for everyone, regardless of project completed.

Projects = graded work; students must do two per week, only one per section (350-600 words)

Section #1 projects must be submitted by 11:59 p.m. Tuesday.

Section #2 projects must be submitted by 11:59 p.m. Thursday.

Section #3 projects must be submitted by 11:59 p.m. Saturday.

Responses/Comments = responses to projects & classmates' comments (150-200 words)

Must complete a minimum of two (more?) a week.

Summary = weekly list of projects and comments (with i.d./dates).

Indicate additional research in a bibliography (following Chicago/Turabian format) at the end of a project. (Words do not count towards the 350-600 project total.)

General text: American Yawp--A Free and Online, Collaboratively Built American History Textbook (americanyawp.com):

- The Cold War 25
- The Affluent Society 26
- The Sixties 27
- The Unraveling 28
- The Rise of the Right 29
- The Recent Past 30

WEEK ONE: From World War to Coming Home to Cold War

• Students must submit a 200-300 word biography to introduce themselves to each other and to the instructor. (Due by 11:59 p.m. Monday.) They must also respond to one or more introductions. [See instructor's bio as a sample. Save bio as PDF and post on course webpage.]

SECTION 1: World War II

ASSIGNMENTS:

Youtube:

World War II Battleground – War Comes to America 1:04:48 [presents how Americans saw themselves and the war as it dates from 1940s]
The Negro Soldier (Frank Capra's *The War Years*) (1944) (approx. 43 min.)
WWII Film Women - "The Hidden Army" 1944 (full) (16:43)

Readings:

History Channel's The U.S. Home Front during World War II
(<http://www.history.com/topics/world-war-ii/us-home-front-during-world-war-ii>)
Kersten, "African Americans in World War II" (2002 4 p.)

PROJECT OPTION:

- **Use the self-descriptions and views of the world to explain what Americans expected in the years after the war.**

SECTION 2: Out of War and into Cold War

ASSIGNMENTS:

Youtube:

Cold War-- *The Marshall Plan (1947-1952)* [also called Cold War Documentary 3/24 – Marshall Plan 1947-1952] (approx.45 min.)

Readings:

Iatrides, “George F. Kennan and the Birth of Containment: The Greek Test Case” (2005 20 p.)

Wolk and Hallion, “FDR and Truman” (1995 6 p.)

“Recent Literature on Truman’s Atomic Bomb Decision: A Search for Middle Ground” (2005 25 p.)

Kunz, “The Marshall Plan Reconsidered: A Complex of Motives” (1997 10 p.)

Documents (on course website): Cold War time line

PROJECT OPTIONS:

- **Go to the Cold War Museum’s website (coldwar.org)(or go in person-- it’s in Lorton, Virginia). What is the museum’s emphasis? What does it add to your understanding of the Cold War? Any surprises? Check the events and people covered by the museum. Which do you find surprising? Which would you not have thought of or not have considered as being part of or related to the cold war?**

SECTION 3: The Threat at Home

ASSIGNMENTS:

Youtube:

Cold War – Reds (1948-1953) (43:27)

Red Scare and HUAC (5:52)

Alger Hiss and the Rosenbergs (2:29)

How to Spot a Communist (1:04)

Welch versus Joseph McCarthy 1-2 (8:11)

“Welch versus Joseph McCarthy 2-2” (4:19)

Readings:

Pierpaoli, “Truman’s Other War: The Battle for the American Homefront, 1950-1953” (2000 4 p.)

Yarnell, "Eisenhower and McCarthy: An Appraisal of Presidential Strategy" (1980 8 p.)

Roberts, "1951: The Rosenberg Trial" (2011 4 p.)

Lynd, "Is There Anything More to Say about the Rosenberg Case?" (2011 11 p.)

Documents: see Cold War in "Supplemental Materials" on course webpage

PROJECT OPTIONS:

- **Look at the front page of the *New York Times* for 1947-1952 using your birthdate (e.g., if you were born on July 1, look at the July 1 front page for 1947, 1948, 1950, 1951, and 1952) through ProQuest Historical Newspapers (through Simpson Library. Did the paper report any cold war events on those days? If so, do the issues being reported on change? Does the tone of the reporting (including headlines and images) change (e.g., greater or lesser fear/worry)? Does the paper suggest greater or lesser tension related to the cold war and to the possibility of spies as time goes on?**
- **Watch Woody Allen's *The Front* (1976) (95 min.). Research the actors who were targets during the post-World War II Red Scare. (They are listed at the end of the film.) *Pick two*: What was the real-life impact on them as individuals? How does that compare to the fate of characters in the film?**
- **Watch *Make Mine Freedom - 1948 Anti-Communist Propaganda Cartoon* (9:30) and *Red Planet Mars 1952* (1:27:19) on Youtube and explain how Americans saw their country, the perceived threat to the United States, and how to protect the United States.**
- **Watch the original *Invasion of the Body Snatchers* (1956) (80 min.). (Be careful not to watch and write about one of the film's remakes.): imdb.com notes that ". . . this film can be seen as a paranoid 1950s warning against those Damn Commies or, conversely, as a metaphor for the tyranny of McCarthyism . . ." Explain what the film does to support each view of it—and briefly explain/support the Cold War film that you believe it is.**
- **Listen to four episodes of the 1952/1953 radio program *I Was a Communist for the FBI* (available, for example, on myoldradio.com and otrarchive.blogspot.com). How does it present communists and communism—and their impact on Americans? What was going on in the United States and in the Cold War immediately before and during its**

short radio run? How are those developments, issues, and concerns reflected in the program?

Summary of week's work due by 11:59 p.m. Sunday.