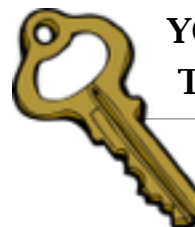


the fifties

Honors First Year Seminar

Come explore the decade you only THINK you know...



YOUR KEYS TO THE COURSE

WHERE & WHEN
MWF 8:30 am
Sullivan 309

COURSE INSTRUCTOR

Dr. Tona Hangen (History)
Office: Sullivan 327D
Phone: 508-929-8688
e: thangen@worcester.edu
Office Hours: Mon 9:30-11 and
Thurs 11:30-1, or by appt.

CREDITS and CREDENTIALS
(3 credits*) - Meets your FYS
requirement in LASC; also
counts as one of your 7
Honors courses.

*See course website for the

Pop-culture images of the 1950s seem conflict-free and innocent, with 3-D drive-in movies, classic cars with fins, poodle skirts, saddle shoes, and dancing to 45's on the jukebox. Happy families lived in suburban ranch houses and everyone liked Ike, right? Not so fast! Explore American life and culture in the fifties through film, fiction, history, music and art. This course is also designed to give honors first-year students an introduction to the rigors, joys, and challenges of college life and the honors program through inquiry, research, writing, and seminar-style discussion. Take a closer look at the 1950s and discover that it might have been far more troubled — and interesting — than you thought possible.



A WORD ABOUT THE HONORS PROGRAM

This course, along with the other four honors first-year learning communities, is a key component of the Commonwealth Honors Program at Worcester State University. You are part of the state's premier programs



for high-achieving students who show great academic promise. The Honors Center is located in LRC 218 on the main floor of the library, Phone x8467. The Director is Dr. Meghna Dilip (Chemistry) mdilip@worcester.edu and the Assistant Director is Dr. Cleve Wiese (English) hwiese@worcester.edu.

COURSE WEBSITE:

<http://wsu.tonahangen.com/fysfifties>

COURSE OVERVIEW

This course involves reading, writing, research and group discussion. It is set up as a seminar, not a lecture course. It is intended to be a challenging course for Honors students. You will be expected to read 50-100 pages a week (sometimes more), and to write approximately 30 pages over the course of the semester. You will need to put in consistent effort during the whole term, including with your attendance. You'll enhance your research and writing skills through targeted history labs. You'll need to speak up in class and demonstrate active learning, not passive absorption. Learning is not a spectator sport; seminar-style learning is successful when discussion involves everyone in passionate, informed conversation. To take advantage of multiple learning styles and to help create a community of learning in this classroom, this course will assess your progress in several different ways. See page 3 for specifics on how your grade is calculated.

READING LIST

Andrew Dunar, *America in the Fifties* (Syracuse UP, 2006) ISBN 0815631286
 Waldo E. Martin, *Brown v. Board of Education: A Brief History with Documents* (Bedford St Martins, 1998) ISBN 978-0312111526
 Grace Metalious, *Peyton Place* (Hardscrabble Books, Northeastern, 1999) ISBN 1555534007
Recommended: Diana Hacker, *A Writer's Reference*, 7e (Bedford St Martins, 2010) ISBN 0312601433



STUDENT LEARNING OUTCOMES

All first year seminars must fulfill these three student learning outcomes for the LASC program; under each is how I've "translated" it into terms meaningful for this course.



1) Students will demonstrate effective oral and written communication. For us that means... through consistent and substantive contribution to class discussion over the semester, students construct a group framework for understanding the cultural landscape of the 1950s in the US and the world. Students

demonstrate effective written communication in labs and on the course blog, and effective oral communication in class. Students demonstrate active engagement in seminar-style learning, which includes:

creating an inclusive environment for all students, taking intellectual risks without fear of failing or ridicule, cooperating with others in group work and discussions and being part of a learning community.

2) Students will apply skills in critical thinking. For us that means... students analyze course texts along multiple dimensions of culture and

meaning (i.e. on a deeper level than just their content), forming and synthesizing their own original evidence-based interpretations.

3) Students will apply skills in information literacy. For us that means... students learn to navigate electronic databases, find references to books and articles on a topic, physically locate library materials, evaluate resources for reliability, authority, accuracy, and usability, and demonstrate use of standard methods of reference and citation.



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COURSE REQUIREMENTS

Attendance and Participation in Class (25%)

I will take attendance each day. You should be on time and ready for lively, respectful and substantive discussion, having done the assigned reading. Bring the reading with you to class so you can refer to it during discussion.



Blog Posts (15%)

We will keep a class blog reflecting our emerging understanding of this decade and its importance. You will contribute two scheduled posts (500-750 words) and will also need to be involved in comments and discussion online.

History “Labs” (45%)

There will be 6 of these writing assignments, each giving you experience analyzing a different kind of historical source: a Wikipedia article, two primary documents, a scholarly article, a novel and a film.

They are front-loaded towards the first half of the semester and give you opportunities to demonstrate increasing complexity of thought and prose as the term progresses.

Portfolio (10%)

At the end of the term, you’ll organize a collection of your work from this class, reflecting on and providing evidence of how you accomplished the course learning outcomes.

Course Reflection (5%)

Help improve the class by providing your feedback at the end of the term.

BREAKDOWN OF COURSE GRADE		
Attendance and Participation	25%	In class, silent attendance will not receive full credit , because seminar learning is a big part of your successful experience in this course.
History Labs 1-3 @ 5% each	15%	Due dates: 9/22, 10/6, and 10/20
History Labs 4-6 @ 10% each	30%	Due dates: 11/3, 11/16, and 12/6
Blog Posts @ 5% each	15%	2 posts on scheduled dates - due dates vary for each person. Another 5% is earned for comments and blog discussion.
Course Reflection	5%	Due 12/8 (last day of class)
Portfolio	10%	Due Wed 12/13 (our assigned final exam slot)
TOTAL	100%	

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CLASS COMMUNICATION AND COURSE POLICIES



Course Blackboard and Website: All of the course information and material is available online in TWO places: on Blackboard and on a public website/blog. That way, if Blackboard goes down, our work goes on. The class gradebook is only found on Blackboard, however. Please bookmark the course website and check it often for any updates.

My Standard Fine Print

- In-class technology: We will be busy in every class session and we don't need additional device distractions. Silence your cell phones in class & refrain from texting and social media use. If you use a laptop (some days they will be required), do so only for taking notes or accessing course materials.
- I will review proper citation with you; we use MLA (which is thoroughly described in Hacker, *A Writer's Reference*). Please demonstrate exemplary academic integrity in all your writing for this course; plagiarism will not be tolerated and will result in failing the class.
- If you have a documented disability (learning or otherwise), consult with me immediately at the outset of this class so we can design a solution to help you be successful.

Email: Your worchester.edu email account is your official university email for course and college correspondence; please use it rather than a private email address for any course-related communication. Email is the best way to reach me; I check it several times a day, although I am more likely to answer it during business hours. Please be patient if you don't hear back immediately on nights/weekends. My email is thangen@worchester.edu.

STUDENT SUPPORT SERVICES YOU SHOULD KNOW ABOUT

Contact the **Honors Program** with questions about honors courses and events, and for academic advising related to honors. Library 218, x8467

Student Accessibility Services is located in Admin A131, x8733 or at worchester.edu/Student-Accessibility-Services

Counseling Services can provide confidential assistance or ongoing support for emotional/mental health. Staff are also trained responders for sexual assault. Office: 3rd floor Student Center, x8072

Career Services: yes, even first-year students should get to know this office for help with resume, career exploration, jobs, internships and more. Office: 3rd floor Student Center, x8072

Your Academic Advisor in your department is a very important resource! Meet with your advisor early and often.

The **Academic Success Center** is the go-to location for first-year and undeclared advising and for tutoring services (all free of charge). Location: Admin A130, x8139

The **Writing Center** provides free assistance to all students in areas of research and writing. Location: Sullivan 306, x8112. Email: writingcenter@worchester.edu

Worcester State's Library: in addition to its book, journal and reference collection, the library has access to nearly anything in print through interlibrary loan (ILL). If you hit a paywall in your research, do not pay; work with the reference staff to find the appropriate way to access those materials.

COURSE WEBSITE:
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#	DATE	TOPIC	READINGS	WHAT'S DUE
1	Wed 9/6	Course Intro		
2	Fri 9/8	A Fifties Timeline	Skim through Dunar	Bring Dunar to class
Unit 1: The Way We Were(n't)				
3	Mon 9/11	Before the '50s: Roots of Change	Dunar Ch 1, pp. 1-25	
4	Wed 9/13	Fair Deal (For Whom?)	Dunar Ch 2, pp. 26-51	
5	Fri 9/15	The Luckiest Generation	Hine, "Luckiest Generation" PDF	
6	Mon 9/18	Wikipedia Workshop	Wikipedia: US in the 1950s	bring laptops
7	Wed 9/20	The Nostalgia Trap	Coontz, "What We Miss" PDF	
8	Fri 9/22	The Postwar War	Dunar, Ch 3 pp. 51-87	H-Lab 1 Wikipedia
Unit 2: American Bandstand: Music and Popular Culture				
9	Mon 9/25	The Age of Television	Dunar, Ch 8 pp. 232-249	
10	Wed 9/27	School of Rock / The King	Dunar, Ch 9 pp. 265-277 + Halberstam 31A PDF	
11	Fri 9/29	Inventing the DJ / Song Workshop	See links online	bring laptops
12	Mon 10/2	The Beats	Dunar, Ch 9 pp. 257-265, Beats "Intro" PDF	
13	Wed 10/4	Modern Art	Website RP,RP + Penick "Design" PDF	
14	Fri 10/6	Song Sharing Day	Prepare to share/discuss findings	H-Lab 2 Song Study
Unit 3: Race and Identity				
15	Wed 10/11	Context: Ike's Domestic Politics	Dunar, Ch 4	
16	Fri 10/13	Birthing the Movement	Dunar, Ch 7	
17	Mon 10/16	Brown I	Martin, Intro to p. 40	
18	Wed 10/18	Brown II	Martin, Popular Response article + Barkhorn, "Why Still...?" PDF	
19	Fri 10/20	Revisiting Rosa	Theoharis PDF + Halberstam 36 PDF	H-Lab 3 Brown
Unit 4: Peyton Place and Levittown				
20	Mon 10/23	Suburbs and Small Towns	Dunar Ch 6, pp. 167-181 + Brier, "Peyton" PDF	
21	Wed 10/25	Levittown's Little White Houses	Halberstam 9 PDF	

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#	DATE	TOPIC	READINGS	WHAT'S DUE
22	Fri 10/27	Peyton Place I	Metalious, PP Book 1	
23	Mon 10/30	Peyton Place II	Metalious, PP Books 2 and 3	
24	Wed 11/1	Problem with No Name	Dunar, Ch 6 pp. 186-202 + Friedan PDF	
25	Fri 11/3	Film / Discussion: Peyton Place	None	H-Lab 4 Novel
Unit 5: How Historians Argue About the Fifties				
26	Mon 11/6	Gender & Family in the 1950s	PDFs "More is Better" + "Beyond Cleavers"	
27	Wed 11/8	Library Day	Bring laptops and meet in LRC	Location TBA
	<i>Fri 11/10</i>	<i>No Class</i>		
28	Mon 11/12	Article Workshop	None; bring article to class	
29	Wed 11/14	Cold War & McCarthyism	"Venona Project" PDF + Cold War PDF	
30	Fri 11/16	Discussion Day	Prepare to share your article	H-Lab 5 Article
Unit 6: The Fifties on Film				
31	Mon 11/20	At the Movies in the 1950s	Dunar, Ch 8 pp. 250-256	
	<i>11/22-24</i>	<i>No Class, Thanksgiving Break</i>		
32	Mon 11/27	The Monster Flick	"Big Bugs" PDF	
33	Wed 11/29	The Western	McGee, "Why Shane Never Comes Back" + Costello, "High Noon" PDF	
34	Fri 12/1	The Film Industry & the Blacklist	"The Hollywood Ten" PDF	
35	Mon 12/4	Rebels: The Teen Pic	Halberstam 31B PDF	
36	Wed 12/6	Film Day (TBA Your Choice)	None	H-Lab 6 Film
37	Fri 12/8	Course Wrap-Up	Eisenhower "Farewell to Fifties" PDF	Course Reflection
Portfolios Due - Wed 12/13				

Note: The syllabus is subject to change; always check the course website for any updates!

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