

**Carleton University
Winter 2016
Department of English**

**ENGL 3702A : American Culture
*United States Culture After 1945***

Prerequisite(s): 1.0 credit in ENGL at the 1000 level and third-year standing

Monday: 11:35 a.m. -2:25 p.m.

Location: *Please confirm location on Carleton Central*

**Instructor: Franny Nudelman
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Office: 1814 Dunton Tower, Phone: x1773
Office Hours:TBD**

PLEASE NOTE THAT OUR CLASSROOM WILL BE DEVICE FREE: NO LAPTOPS, E-READERS, OR CELL PHONES ALLOWED. IF YOU THINK THIS WILL BOTHER YOU DO NOT ENROLL FOR THIS COURSE.

Course Description:

In the United States, the decades following World War Two were marked by unprecedented military and economic expansion. In the realm of culture, innovation was afoot as writers, painters, filmmakers, and musicians cultivated an aesthetic of spontaneity, intensity, and interiority that might adequately represent the strange conditions of modern life. In this course, we will consider major trends in the culture of the era (including abstract expressionism, beat poetry, new journalism, and direct cinema) in light of foreign wars, movements for gender and racial equality, and the advent of live television, rock music, and mind-altering drugs.

Reading:

Tom Englehardt, *The End of Victory Culture: Cold War America and the Disillusioning of a Generation* (1995)

John Hersey, *Hiroshima* (1946)

Abbie Hoffman, *Revolution for the Hell of It* (1968)

Sylvia Plath, *Ariel* (1965)

Thomas Pynchon, *The Crying of Lot 49* (1965)

Books for the course, as well as a course reader, will be available from Haven Books. Texts marked with a * on the syllabus will be in the reader. Texts marked with ** will be posted or linked to CULearn.

Films:

Ava DuVernay, *Selma* (2015)
John Frankenheimer, *The Manchurian Candidate* (1962)
John Huston, *Let There Be Light* (1946)
David and Albert Maysles, *Gimme Shelter* (1970)
William Wyler, *The Best Years of Our Lives* (1946)

Films will be on reserve at the library.

Performance

J. Cole, "Be Free" (David Letterman Show, 2014)
Jimi Hendrix, "The Star Spangled Banner" (1969)
John Legend, "Glory" (Academy Awards, 2015)
Hans Namuth, "Pollock Painting" (1951)
Yoko Ono, "Cut Piece" (1964)

Performances are available on YouTube, and links will be posted on CULearn

Images:

Jackson Pollock, selected paintings
Martha Rosler, "House Beautiful: Bringing the War Home" (1967-72)

Images will be posted on CULearn

Listening:

Gil Scott Heron, "The Revolution Will Not Be Televised" from *The Revolution Will Not be Televised* (1974)
Charles Mingus, "Better Git It in Your Soul" and "Fables of Faubus" (without lyrics) from *Mingus Ah Um* (1959), "Fables of Faubus" (with lyrics), from *Charles Mingus Presents Charles Mingus* (1960)

Music will be posted on CULearn.

Laptops and Cell Phones

Please note that our classroom will be device-free. Each week two students will volunteer to take notes (on laptops) for the entire group. (They will receive extra credit for taking careful and accurate notes.) These notes will be posted on CULearn. Otherwise, the only students allowed to use laptops in the classroom will be those with special permission from the Paul Menton Centre. Likewise, students will not be allowed to use cell phones or other devices for any purpose during class.

Assignments and Evaluation:

Your final grade will be based on class participation, five in-class writing assignments, a journal, annotated timeline, and one essay. Each will count for one-fifth (20%) of your grade.

Class Participation

Class participation will make up 20% of your grade. This grade will reflect not only your contribution to our conversations, but also your ability to listen and respond to the ideas of others in the class, and your attendance record. You can each miss one class with no penalty. With each additional absence, your class participation grade will be lowered one letter grade.

Journal

You will keep a journal in which you make at least two entries each week—one in response to the week's reading/viewing, and one in response to class discussion. This assignment is meant to give you a chance to work through your ideas, and to keep a record of our class discussions. These entries should be substantial—between 1 and 2 typed pages. In your journal, feel free to write spontaneously, and to explore and test ideas that are not yet fully formed. Please bring your journal with you to our class meetings, and plan to hand it in at the end of the term.

In-Class Writing

Over the course of the semester, there will be five unannounced in-class writing assignments. These may take the form of brief responses to the reading, or of reading quizzes. They are designed to insure that you attend class, keep up with the reading, and give the reading some thought in advance of our class meetings. For this reason, you will not be allowed to make up these assignments for any reason.

Essay

You will write one 5-6 page essay this semester. The assignment will be posted on CULearn. When reading these essays, we will look for clear, communicative writing, as well as original and convincing analysis of the text/s in question.

Timeline

At the end of the semester you will hand in an annotated timeline that organizes some of the materials from our syllabus in relation to a) a theme of your choice, and b) historical context. I will discuss this assignment with you at length as the semester proceeds.

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-

520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your *formally* scheduled exam(s) in this course, please submit your request for accommodations to PMC by Nov. 11, 2011 for the Fall term and March 7, 2012 for the Winter term.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/accommodation>.

Plagiarism

Academic honesty is considered the ground rule of any university level course. Plagiarism is defined in the “Instructional Offences” section of the *Carleton Undergraduate Calendar* as “using and passing off as one’s own ideas the work of someone else” without giving proper credit and documentation or submitting the same assignment in more than one class. This means using someone else’s ideas in any format, printed or online (whether from a scholarly essay, a student essay, a website, or even just a blog commentary). If you find yourself tempted to use someone else’s ideas or words because of stress, illness, anxiety about your own ability, personal crisis, time crisis, or any other issues, I urge you to let me know about these circumstances, so that we can work together to make sure you do work of the highest integrity. The penalties for plagiarism are severe, ranging from a disciplinary meeting with the Associate Dean of the faculty, failure on the assignment, failure in the course, and/or suspension from the university. If I suspect that an essay or portion of an essay has been plagiarized, I am required to submit the essay to the Associate Dean of the Faculty with documentation.

January 11
Introduction

COLD WAR MILITARISM: VETERANS, CITIZENS, AND SPIES

January 18
John Hersey, *Hiroshima*
**Harry Truman, “Announcing the Bombing of Hiroshima” (August 6, 1945)
*Dwight Macdonald, “Hersey’s Hiroshima” (1946)
*Mary McCarthy, “A Letter to the Editor of *politics*” (1946)

January 25
William Wyler, *The Best Years of Our Lives*
**John Huston, *Let There Be Light*

February 1
John Frankenheimer, *The Manchurian Candidate*
*Dwight Eisenhower, “Farewell Address” (1961)

February 8
Thomas Pynchon, *The Crying of Lot 49*

WINTER BREAK

EXPERIMENTS IN ART AND POLITICS

February 22

- **Jackson Pollock, selected paintings
- **Hans Namuth, "Pollock Painting"
- **Yoko Ono, "Cut Piece"
- **Charles Mingus, "Better Git It In Your Soul" and "Fables of Faubus" (without lyrics)

February 29

- *U.S. Supreme Court, *Brown vs. Board of Education* (1954)
- *James Baldwin, "Notes of a Native Son" (1955)
- **Charles Mingus, "Fables of Faubus" (with lyrics)
- *Martin Luther King, "I Have a Dream" (1963)

FRIDAY, MARCH 4: FIRST SET OF ESSAYS DUE TO ENGLISH DEPARTMENT BY NOON

March 7

- Ava DuVernay, *Selma* (2015)
- *Barack Obama, "A More Perfect Union" (2008)
- **Common and John Legend, "Glory"
- **J. Cole, "Be Free"

March 14

- Sylvia Plath, "Ariel"
- *Betty Friedan, "The Problem With No Name" (1962)

BRINGING THE WAR HOME

March 21

- *Students for a Democratic Society, "The Port Huron Statement" (1962)
- Abbie Hoffman, *Revolution for the Hell of It*
- **Gil Scott Heron, "The Revolution Will Not be Televised"

FRIDAY, MARCH 25: SECOND SET OF ESSAYS DUE TO ENGLISH DEPARTMENT BY NOON

March 28

- *Joan Didion, "The White Album" (1979)
- Albert and David Maysles, *Gimme Shelter*

April 4

- **Jimi Hendrix, "Star-Spangled Banner"
- **Martha Rosler, "House Beautiful: Bringing the War Home" (1967-1972)
- *Tim O'Brien, "Speaking of Courage" (from *The Things They Carried*, 1990)

JOURNALS DUE IN CLASS

FRIDAY, APRIL 8: TIMELINES DUE TO THE ENGLISH DEPARTMENT BY 3PM