

Fordham College at Rose Hill
JOUR 4766 R01
SPRING TERM 2019

INTERDISCIPLINARY CAPSTONE COURSE: TELEVISION NEWS INNOVATORS

Dr. Beth Knobel, Associate Professor of Communication & Media Studies

Office: Faculty Memorial Hall 436A (look for 437 and my office is to the left),

Office Telephone: (718) 817-5041

Knobel office hours: Mondays and Thursdays before class or by appointment. Go to tinyurl.com/meetknobel to reserve time.

Knobel E-mail for messages: knobel@fordham.edu

Personal website: bethknobel.com

Twitter: Bethknobel

Communication & Media Studies Dept.:

(718) 817-4850, Office: FMH 430,

Departmental info pages: fordham.edu/CMS

Departmental FB Page: facebook.com/FordhamCMS

Departmental Twitter Page: twitter.com/FordhamCMS

This course surveys the most prominent figures in the history of television news and the most important events and movements in modern American history, which they reported and often helped shape.

Part of our focus will be communication and media studies. We will study producers, executives, anchors, and correspondents – taking a close look at their careers and their legacies. The goal is to study those individuals who built television to see how television news became a uniquely powerful – if somewhat flawed – instrument of journalism. How did these innovators take a totally blank slate and build television into what it is today? Who made a significant change to the way news was done? Whose legacy still stands today? From time to time we will also take a step back to ask more theoretical questions about how television news works best.

And part of our focus will be history. The innovators we study covered the most important historical events of recent times. Their work provides an excellent prism through which to examine the main events of modern America. This was a time of great change, as the nation fought wars abroad and underwent major social transformations at home. We will ask how historical events and social movements helped shape the United States in the post-war era.

And part of the focus of the course will be the interaction between the media and the historical events they cover. In particular, the course will focus on the key moments in American history when media coverage affected the course of history. For instance, our discussions of the Vietnam War will start with an analysis of how and why America

became involved. We will then examine how the coverage of the war – most notably Walter Cronkite’s pronouncement in 1968 that the US should pull out – helped alter the course of the war. Every episode examined in this course will offer a chance for students to think critically about the underlying events and the role of the media in shaping history.

All of the historical episodes presented in this course will be examined by students through two different methodologies: as historians and as media scholars. For instance, when examining the coverage of the Red Scare of the Early Cold War, students will both analyze the historical significance of the work of Senator Joseph McCarthy and also the game-changing role played by Edward R. Murrow in covering him. In this way, this course will truly be an interdisciplinary look at politics, social movements, and the press in contemporary society.

LEARNING OUTCOMES

You will leave this class with a better understanding of journalism, particularly broadcast journalism. This course has a Journalism designator, and we will cover how journalism works and why it is so critically important to our society.

You will leave this class knowing about the work of some of the masters of television news. You will understand why their work is important and leave with the background to think more critically about the present and the future of television news.

You will also be versed in the main currents of modern US history, not only the politics but also the social and cultural history. After all, the period we will be examining was one of significant change for the nation, including periods of growth and prosperity such as the 1950s, as well as times of upheaval like the 1960s. This understanding of history will provide richer context to your understanding of contemporary America.

Students will also explore the interaction between media and history. You will see how journalists helped shape Americans’ views of their history and politics, and how politicians and activists have used the media to try to change the course of history.

Students should develop a better understanding of and be more sensitive to issues of American pluralism. In this course, we will be discussing race, gender and class—all of which are crucial to an understanding the fullness of American society.

COURSE MATERIALS

BOOKS: These are the two main books for our course, which you should buy used:

Matusow, Barbara. *The Evening Stars*. (New York: Ballantine, 1984) ISBN-10: 0345317149 (paperback or hardcover will work).

Chafe, William H., Harvard Sitkoff and Beth Bailey, *A History of Our Time: Readings on*

Postwar America (New York: Oxford, 2007), ISBN-10: 0195320360 (NOTE—WE ARE USING THE 2007 EDITION TO SAVE YOU MONEY. PLEASE ORDER THE CORRECT EDITION.) (See Table of Contents at end of syllabus).

All other assigned and optional readings will be in a GOOGLE DRIVE FILE shared with you. They will be drawn from these books and articles:

- Blum, David, *Tick...Tick...Tick...The Long Life and Turbulent Times of 60 Minutes* (HarperCollins, 2004) ISBN-10: 0060558016
- Bodroghkozy, Aniko, *Equal Time: Television News and the Civil Rights Movement* (Illinois, 2012) ISBN-10: 0252079701
- Brinkley, David, *David Brinkley* (Knopf, 1995) ISBN-10: 067940693X
- Brinkley, Douglas, *Cronkite* (HarperCollins, 2012) ISBN-10: 0061374261
- Collins, Scott, *Crazy Like a Fox—The Inside Story of How Fox Beat CNN* (Portfolio, 2004) ISBN-10: 1591840295
- Denton, Robert E., “Television as an Instrument of War,” in *The Media and the Persian Gulf War* (Praeger, 1993) ISBN-10: 0275942325
- Friendly, Fred, *Due to Circumstances Beyond Our Control* (Three Rivers, 1999) ISBN-10: 081293136X
- Halberstam, David. *The Powers That Be* (Knopf, 1979) ISBN-10: 0252069412
- Hewitt, Don, *Tell Me a Story* (Public Affairs, 2002), ISBN-10: 158648141X
- Jones, Alex, *Losing the News* (Oxford, 2009) ISBN-10: 0199754144
- Kalb, Marvin, *One Scandalous Story: Clinton, Lewinsky & 13 Days that Tarnished American Journalism* (Free Press, 2001), ISBN-10: 1416576371
- Kovach, Bill and Tom Rosenstiel, *The Elements of Journalism* (Three Rivers, 2007) ISBN-10: 0307346706
- Koppel, Ted, *Nightline* (Crown, 1996) ISBN-10: 0812924789
- Levendusky, Matthew, *How Partisan Media Polarize America* (University of Chicago Press), 2013 ISBN-10: 022606901X
- Schafer, Richard, “Reconsidering Harvest of Shame: The limitations of a broadcast journalism landmark,” *Journalism History*, Winter 1994.
- Sherman, Gabriel, *The Loudest Voice in the Room: How the Brilliant, Bombastic Roger Ailes Built Fox News – And Divided a Country* (Random House, 2014) ISBN-10: 0812992857
- Turner, Ted, *Call Me Ted* (Business Plus, 2009) ISBN-10: 0446582034
- Walters, Barbara, *Audition* (Knopf, 2008) ISBN-10: 030726646X

VIDEO: Some of the **assigned videos** are on reserve at the Walsh Family Library’s Electronic Information Center. Others are on the Internet, and **I will provide links** as a separate document and emailed to you. You will also need to spend 99 cents a month to get the paid version of the CBS News website for *60 Minutes* reports and archives. **Please sign up at cbsnews.com** when the time comes.

STUDENT RESPONSIBILITIES:

1. **Attend.** Show up to class, and care enough to be on time. You are allowed four absences according to Fordham rules. After that, you risk failing the course. Please email me every time you miss class to let me know why. I'll want to make sure you get caught up.
2. **Excel.** Be your best self in class and on your assignments. Do the reading, particularly during the weeks when you are "on call." Watch the videos before class, too. Turn in your work on time or if necessary request an extension early. Work hard and you will be rewarded.
3. **Focus.** Unless you have a disability, there will be no use of computers in class. Texting or using smart phones during class is not allowed either. Violate these rules one time and you'll get an email from me. After that you'll be called out in class. Surfing the net or texting is rude and seriously impedes learning. Studies show students retain more information when they take notes by hand.
4. **Respect.** Our class will be a safe, nurturing place to express opinions and thoughtful critiques. We will be discussing politics, race, gender and other issues that can be polarizing. Be polite and open to the views of others.
5. **Communicate.** Read my emails. Let me know if you're running into trouble. Tell me if you need help. **Please send ALL MESSAGES TO KNOBEL@FORDHAM.EDU. SEND ALL ASSIGNMENTS AND ONLY ASSIGNMENTS (NOT MESSAGES) TO JOUR4766@GMAIL.COM.**
6. **Follow the News.** If you are not familiar with television news, please start watching now. You need to watch all three broadcast networks' evening broadcasts during the first month of class (ABC, CBS and NBC), as well as a sample of all three main cable news networks (CNN, Fox News, MSNBC). We would also like you to read the *New York Times* every day. You don't have to read cover to cover, but you should look over the front page of the print paper or check the home page daily. We will be discussing contemporary events throughout the course, drawing links from history to today, and your so you will need to know what's going on to get the most from this course. It is important for your future that you get in the news habit. The paper is available for free in most dorms and McGinley Center. I can give you a free pass, too.

ASSIGNMENTS AND GRADING

Please submit all assignments in electronic form only. **Please send me only documents in MS Word, not in PDFs, Google docs or other formats**, so I can embed my edits and comments. Yes—NO GOOGLE DOCS PLEASE! You may download Microsoft Word for free as a Fordham student through the university portal.

There will be three **essay** assignments (for which you will need to write approximately 1,500 words) analyzing the class material and readings. You will receive these assignments about 10 days in advance of their due date. These assignments will each constitute 20 percent of your final grade, for a total 60 percent.

Here is the schedule of assignments, subject to adjustment if need be:

DISTRIBUTED

Thurs. Jan 31
 Thurs. Feb. 21
 Thurs. March 28

DUE

Mon. Feb 11
 Mon. March 4
 Mon. April 8

There will also be a **take-home final exam**, which constitutes 20 percent of the final grade. The assignment will be handed out at the last class meeting (May 2), and you will have until the assigned time for an in-class final to submit it (tentatively May 9).

Your class participation grade will count for 20 percent of your final grade.

CLASS SCHEDULE

**THIS IS SUBJECT TO CHANGE BECAUSE OF WEATHER AND OTHER CIRCUMSTANCES.
 UPDATES WILL BE SHARED WITH YOU.**

	Date and Lecture Topic	Readings and Videos to Prepare before Class	Discussion Questions to Prepare Before Class
	(M 1/14) Intro, Paley and Sarnoff		
	(R 1/17) WWII	Video: <i>TV, Window to the World</i> (50 mins).	What role did a free press play in mobilization for WWII?
NO CLASS- M 1/21 MLK DAY HOLIDAY			
O N - C A L L	(R1/24) Murrow and WWII	Matusow, Ch. 2 (on Blackboard) & Excerpt from Kovach & Rosenstiel, <i>The Elements of Journalism</i> on Blackboard	What does journalism need to do well? In what ways was Murrow a trailblazer for broadcast news? What effect did Murrow have through his reporting?
		Video: <i>This Reporter</i> , Edward R. Murrow DVD collection (120 mins).	
1	(M 1/28) Cold War (1945-63)	Chafe, 1-40, 53-64 (Will be on Blackboard)	How did institutions shape the Cold War? Was it avoidable? What fuelled the Cold War?
O N - C A L L	(R 1/31) Murrow – From Radio to TV, WWII to Korea PAPER ONE DISTRIBUTED	Halberstam excerpts on Murrow, on Blackboard; Excerpts of Murrow Radio Scripts, on Blackboard	Pick out three Murrow scripts to discuss in class. How does he use language? What about the script is noteworthy? In what ways did coverage of WWII and the Korean conflict differ? How did Murrow learn to use the medium of TV?
		Video: <i>See It Now</i> episode, “Christmas in Korea,” From the Edward R. Murrow DVD collection	

2	(M 2/4) Murrow – McCarthy	Chafe, 41-52 Friendly, on the end of <i>See It Now</i> , on Blackboard. Murrow’s 1958 speech to the RTNDA (on Internet—just Google).	Why did Murrow think it was so important to expose Sen. McCarthy? What were Murrow’s techniques in attacking McCarthyism? Why did Murrow’s coverage succeed in discrediting McCarthy?
		Video: <i>The McCarthy Years</i> disk, from the Edward R. Murrow DVD collection. You may skip the story on Annie Lee Moss. (90 mins.)	
O N - C A L L 3	(R 2/7) Segregation and Desegregation (-1956) including justice system	Chafe, 115-132 <i>See It Now</i> piece about school desegregation	What did separate but equal really mean? Why was segregation so persistent in America? What are public accommodations, and why are they so important?
	(M 2/11) Civil Rights (1957-68) PAPER ONE DUE	Chafe, 133-162	What held the Civil Rights movement together? What caused it to splinter? What did it achieve?
O N- C A L L 4	(R 2/14) Brinkley & Objective Reporting	Matusow, Chapter 3, Arledge reading about Brinkley, on Blackboard Video: <i>Biography, David Brinkley</i> (60 mins).	Why did Huntley and Brinkley take off? Why did a more objective reporting style become the norm for television news? What does Brinkley’s longevity tell us about the news business?
MON 2/18 NO CLASS—PRESIDENTS DAY			
O N - C A L L 5	(TU 2/19) NOTE: SPECIAL TUESDAY CLASS JFK, LBJ – Domestic Politics & Great Society (1960-68)	Chafe, 68-113	What does “class” mean in the American context? What is the “American Dream”? Americans focus a lot on ensuring a level playing field but not much on where one starts on the field; why not?
	(R 2/21) Coverage of Civil Rights and Poverty. <i>Harvest of Shame. Who Speaks for Birmingham?</i> PAPER TWO DISTRIBUTED	Excerpt from “Equal Time: Television and the Civil Rights Movement” Schaefer, “Reconsidering Harvest of Shame,” on Blackboard Video: <i>Harvest of Shame</i> , on YouTube or use link on Blackboard (60 mins).	How did television news coverage affect the evolution of the Civil Rights movement? What classic Murrow techniques can you see in <i>Harvest of Shame</i> ? What effect did <i>Harvest</i> have?

O N - C A L L 6	(M2/25) Women, Gender & Sexual Liberation (1963-77)	Chafe, 163-222	How did gender and sex define Americans, and how did it change in the 1960s and '70s? Why would people resist changing gender and sex roles?
	(R2/28) Barbara Walters	Matusow, Ch. 6, "The Barbara Walters Fiasco" Except from Walters, <i>Audition</i> , On Blackboard Video: <i>Biography, Barbara Walters</i> (90 mins).	In what ways did Barbara Walters' career reflect women's larger fight for equal rights? What family issues did she need to overcome? Is it right that we notice what she wears and how she looks on camera?
O N - C A L L 7	(M3/4) Vietnam (1954-68) PAPER TWO DUE	Chafe, 223-272	What should an American man of draft age have done during Vietnam? Why did America lose the war?
	(R3/7) Walter Cronkite – Vietnam	Matusow, Ch. 4; Cronkite reading from Halberstam, 5 parts, on Blackboard Video: <i>American Masters, Walter Cronkite</i> , a video in two parts. This video is about 2 hours long in total.	Why did it matter that Cronkite was considered "the most trusted man in America?" Why did Cronkite suspend decades of objective reporting to speak out about the Vietnam War?
O N - C A L L 8	(M3/11) 60 Minutes—Don Hewitt & Mike Wallace	Read: Excerpt from "Tick...Tick...Tick..." on Blackboard Excerpt from Don Hewitt autobiography <i>Tell Me a Story</i> , on Blackboard Video: (each 50 mins). CBS News tribute to Don Hewitt and CBS News tribute to Mike Wallace, links on Blackboard	What was Hewitt's role in making <i>60 Minutes</i> this nation's leading television newsmagazine? Why is <i>60 Minutes</i> enduring? How did Mike Wallace change the nature of television journalism with his ambushes and his tough questioning? Why would people give Wallace an interview instead of going with someone easier?
	(R3/14) 60 Minutes—Ed Bradley	Video: CBS News tribute to Ed Bradley, link on Blackboard	How did Bradley overcome prejudice and poverty to reach the pinnacle of TV journalism? What were his gifts and how did he use them?
SPRING BREAK – NO CLASSES M3/18 & R3/21			
O N - C A	(M3/25) Nixon (1968-74)	Chafe, 273-276, 287-311	How did TV make and break Richard Nixon? What was the long-term impact of Watergate?

L L 9	(R3/28) Cronkite – Watergate PAPER THREE DISTRIBUTED	Excerpt from Brinkley, <i>Cronkite</i> , p. 470-481 on Blackboard. Jones, p. 1-8, on Blackboard	What is “the iron core” of journalism and why does it matter? How did CBS News contribute to the coverage of the Watergate scandal? What were the challenges of covering Watergate for television?
		Video: CBS coverage of Watergate, link will be provided	
O N - C A L L 1 0	(M4/1) Age of Anxiety (1974-81)	Chafe, 312-332	Did TV news help or hurt the US during this transition era? What was Jimmy Carter’s leadership style?
	(R4/4) Arledge, Koppel & Nightline	Matusow, Ch. 8, Koppel reading, on Blackboard, Arledge reading, on Blackboard	How did Roone Arledge turn ABC Sports into a powerhouse and then do the same thing for ABC News?
		Koppel Murrow School interview (56 mins)	How did the setup of <i>Nightline</i> give Koppel the upper hand?
O N- C A L L 11	(M4/8) TENTATIVE GUEST LECTURE: TED KOPPEL Reading and date to be confirmed closer to the date; PAPER THREE DUE		
	(R4/11) The New World Order (1981-91)	Chafe, 333-392	What caused America’s turn to conservatism in the 1980s? What role should America play in a post-Cold War world?
O N - C A L L 1 2	(M4/15) Turner & CNN	Excerpt from <i>Crazy Like a Fox</i> , on Blackboard	How did Ted Turner turn CNN into the first truly global network? What was his vision for CNN? Why was CNN’s coverage of the first Gulf War so much better than its competitors?
		Video: <i>60 Minutes</i> story on Turner (13 mins) Turner interview with Charlie Rose	
	EASTER BREAK—NO CLASSES R4/18 and M4/22		
	(R4/25) Clinton, the Election of 2000, and Post-Broadcast Democracy (1992-present)	Excerpt from Kalb, <i>One Scandalous Story</i> on Blackboard Excerpt from “Crazy Like a Fox,” on Blackboard Levendusky excerpt, on Blackboard	How did Fox News use the Clinton-Lewinsky scandal to build audience? Was FNC ethical to call the election of 2000 as it did? In which way do the Internet and partisan cable news channels affect politics today?
O N- C A L L 13	(M4/29) Ailes & Fox News	Excerpt from Collins’ <i>Crazy Like a Fox</i> , Ch. 2; Excerpt from Sherman’s <i>The Loudest Voice in the Room</i> —Ch. 11 & 15; and piece in <i>New York Magazine</i> , all on Blackboard	What was Roger Ailes’ vision for a third cable news network? How does FNC reflect its founder? How does it differ from CNN and MSNBC? Is it right to consider sexual harassment when evaluating Ailes’ career?
		Video: Charlie Rose, 2001 interview with Roger Ailes	

(R5/2) Conclusions FINAL DISTRIBUTED	Reading TBA	
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PLAGIARISM AND ACADEMIC INTEGRITY

One way to fail this course would be to violate Fordham’s academic integrity policy. Academic integrity is the pursuit of scholarly activity in an honest, truthful, and responsible manner. Violations of academic integrity include, but are not limited to, plagiarism, cheating on exams, falsification, unapproved collaboration, and destruction of library materials. For more information on what specifically constitutes violations of academic integrity and the university’s policy toward violations of academic integrity, see this link: <http://www.fordham.edu/undergraduateacademicintegrity>.

To help ensure that you are not in violation of our standards, papers for this course will be put through a plagiarism detection program. I have input papers written for the class in the past into the plagiarism detection system as well, to make sure that no one can crib off someone else who took the course earlier. The age of the Internet makes plagiarism even easier than ever, so be warned. Most of you are seniors whose graduation would be delayed by an incident of plagiarism or other violation of the academic integrity standards. I will be expecting you to attribute ideas in your papers—not just the facts but also the interpretations and analyses that are not your own.

STUDENTS WITH DISABILITIES

Under the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973, all students, with or without disabilities, are entitled to equal access to the programs and activities of Fordham University. If you believe that you have a disabling condition that may interfere with your ability to participate in the activities, coursework, or assessment of the object of this course, you may be entitled to accommodations. Please schedule an appointment to speak with someone at the Office of Disability Services (RH - O’Hare Hall, Lower Level, x0655 or LC, x6282). Registration with their office is the first step in requesting accommodations. I am sensitive to the needs of Fordham students with learning issues and other disabilities, so please let me know about issues so that we can work together to find accommodations.

WEATHER

The decision to cancel classes due to weather conditions will be made by the Administrative Vice President and will be announced on WFUV (90.7 FM) every 15 minutes. The University will also provide a recorded message on (212) 636-7777, and 1-800-280-SNOW. If classes are cancelled, I may videotape a lecture and post it for you to watch so we do not fall behind. Our schedule is quite tight.

SO THAT WE ALL THRIVE

Some members of the Fordham community are known by a name that is different from their legal name. I will be asking that you identify the name you wish to use in class and preferred pronoun in the student information sheet that I will be giving you shortly. I myself use the pronoun she/her/hers. Our department is committed to using the pronouns and names preferred by students.

Any student who faces difficulty affording groceries or accessing sufficient food to eat every day or who lacks a stable place to live is urged to contact your class dean for support. I also urge you to contact me or our dept chair, Dr. Jacqueline Reich (jreich8@fordham.edu) about these or other hardships you may be going through so that we can try to be of assistance.

Don't forget that we have all kinds of support services available on campus to assist students, from Student Psychological Services to the Writing Center. I urge you to take full advantage of them. Please don't hesitate to come see me if you would like to discuss any of ways our department and college can offer support.

THE PROFESSOR

I am an Associate Professor of Communication and Media Studies at Fordham, teaching courses in journalism, broadcast history and press-politics. Before I came to Fordham in 2007, I was the Moscow Bureau Chief for CBS News. In nine years at CBS, I was an on-air correspondent as well as an Emmy-award winning producer. I spent 14 years living in Moscow, where I worked for *The Los Angeles Times* and the television news agency "Worldwide Television News," before joining CBS. I still work for CBS News as an expert on Russian affairs.

My first book, co-written with CBS news legend and "TV News Innovator" Mike Wallace, came out in 2010. It is called *Heat and Light: Advice for the Next Generation of Journalists*, and it is an anecdote-filled guidebook for young journalists on how to do reporting right. The book grew directly out of this course, and so that means that "TV News Innovators" is particularly close to my heart. You can read more about the book at www.heatandlight.org. (Or better yet...buy a copy and read it if you're interested in journalism). My second book about how watchdog reporting has changed over the past 20 years came out last March. It is entitled *The Watchdog Still Barks: How Accountability Reporting Evolved for the Digital Age* and was published by Fordham University Press. I hold Masters and Doctoral degrees from Harvard in Public Policy, where my specialty was Press, Politics and Public Policy. I earned my A.B. in Political Science here in New York at Barnard College.

Welcome to the course! I look forward to sharing an amazing semester with you.

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