

War, Society, & Reform: America, 1896-1945

HIS 339-01
Fall 2017
MHRA 2211
M/W – 6:30-7:45pm

Mr. Matthew Hintz (Instructor)
Office: MHRA 2110
Office Hours: W – 4:30-5:30
or by appointment
Contact: Message through Canvas or
mdhintz@uncg.edu

Course Description:

In this course we will examine some of the major historical events and themes associated with the period from 1896 to 1945. These include the Progressive Movement, World War I, the New Era, the Great Depression and New Deal, and World War II. We will focus on the ways in which American society experienced these events, as well as how it changed as a result of them. In order to gain a richer understanding of this period, we will investigate the experiences of many segments of American society and incorporate both a top-down and bottom-up perspective. The course will use these themes as the foundation for rigorous examination of a country transitioning to the 20th century, and transforming into the modern America we recognize today.

Course Objectives:

At the end of the semester, students will be able to:

1. Identify key events and themes in US history from 1896 to 1945.
2. Identify and analyze primary sources.
3. Connect historical events to current issues.
4. Identify and evaluate historical arguments.
5. Formulate and defend arguments about historical events.

Required Texts:

Adams, Michael C.C. *The Best War Ever: America and World War II*. Baltimore: Johns Hopkins University Press, 1994.

*Gilmore, Glenda, ed. *Who Were the Progressives?* New York: Bedford /St. Martin's, 2002.

*(eReserve)

Kennedy, David M. *Over Here: The First World War and American Society*. Oxford University Press.

*McElvaine, Robert S., ed. *Down and Out in the Great Depression: Letters from the Forgotten Man*. Chapel Hill: University of North Carolina Press. *(eBook)

Other readings listed on the course calendar can be found on Canvas as uploads, eReserves, or eBooks

Course Policies (Read Carefully):

Electronic Devices: Students will be allowed to use laptops, tablets, and smartphones for class and course related work only. Please keep phones set to silent (vibrate can be as distracting as a ringtone). Please be aware that electronic use should assist you in class – it is your responsibility to take the notes necessary for you to do well in the course, whether those notes are electronic or written. I reserve the right to alter the electronic policy if there are those abusing it. If a student is distracted by another

student's electronic activity, please see me after class. There might be occasions where I ask that you put electronics away if we view film clips, or when we are working in class. See Canvas for additional electronic policies.

Attendance: Attendance is mandatory. You are expected to be in class on time to sign the roll sheet. If you do not sign the roll sheet you will be marked absent, so be sure you sign the sheet. In order to be considered present, you must be in class for at least two-thirds of the period (50 minutes). Each student is allowed three absences, after which the student will receive a 3% reduction of their final grade for every subsequent absence. I do not collect doctor's notes or medical excuses except under the most extreme circumstances. If you are caught signing-in for another student it will be considered an honor offense that will be dealt with accordingly. If you drop the course it is your responsibility to make sure you have been removed by the Registrar, otherwise I will continue to mark you absent. In the event that I am unable to attend class, or if I am running behind, I will do my best to contact all of you via Canvas as early as possible, usually 2 hours prior if I am able.

Late Assignments: Most assignments will be submitted via Canvas, but some will have a hardcopy option. Regardless, all assignments must be submitted on time. Students who submit assignments after the deadline will be penalized 10% for every day the assignment is late. No assignments will be accepted one week after the due date. This applies to all assignments, with the exception of discussion boards for which there is no late or make-up option, and the current events paper which has a different schedule altogether (*see below*).

Plagiarism: The University defines plagiarism as "intentionally or knowingly representing the words of another, as one's own in any academic exercise." (See the University's Academic Integrity Policies for further information.) All sources (books, articles, documents, internet sites, etc.) used in any paper or assignment must be properly cited or will be considered plagiarism. Any instance of plagiarism will receive a zero and will be referred to the Office of Student Conduct for appropriate action, including suspension or expulsion from the University.

Resources for Students with Disabilities: Students with recognized disabilities should register with the Office of Accessibility Resources & Services (OARS). OARS is located on the second floor of the Elliott University Center (EUC) in Suite 215 and maintains a webpage at <http://ods.uncg.edu/>. The mission of OARS is to provide, coordinate, and advocate for services which enable undergraduate and graduate students. If you suffer from a chronic illness, or have special needs that make the attendance policy burdensome, you **must** inform the instructor in the first week of class, and provide proof of your condition to the Dean of Students. We will do our best to accommodate any legitimate, documented, special needs.

Contact: Sending me a message through Canvas is the best way to reach me. Although I check my mailbox often, you should allow 48 hours for a response. If you do not receive a response within 48 hours, you should assume that I did not receive your message and try again. If you cannot access Canvas, or you believe your messages are not getting through, you may e-mail me directly at mdhintz@uncg.edu. I will respond to messages, and send messages periodically, through Canvas, so check your account often. Remember to observe basic etiquette when sending messages: clearly state the purpose of the message in the Subject line, Hello, Good day, Dear, or Mr. Hintz, are appropriate salutations, and make sure you write clearly with good grammar, as if you are writing a letter or filling out a job application.

Course Layout:

20% - Class Participation (including Discussion Boards)

20% - Midterm

20% - Book Review
20% - Current Events Paper
20% - Final Exam

Participation: You must take notes during class lectures and be attentive and awake during class. Sleeping in class will cause you to be marked “absent.” Cell phones should be put away. No talking, texting, twittering, e-mailing or internet surfing during class. Students are expected to complete the reading assignments in time to participate in class discussions. Your participation grade will be based on the overall *quality* of your contributions in the discussion sections—not the *quantity* of contributions you make. Please make your contributions informed, intelligent, and constructive.

Discussion Boards: Part of your participation grade will come in the form of responses you make to online discussion boards through Canvas. Beginning Wednesday, sometime after class, I will post a question for the following week. You are required to write a response of 200-300 words, incorporating three references or citations for the reading that coming week. This post should be completed by the following Wednesday, submitted no later than 5 pm. These posts will aid in our discussion of the material for class that evening.

Discussion boards **cannot be turned in late**. If missed, the student forfeits this part of their participation grade for the week.

Exams: There will be one midterm exam and one final exam. These are both take home essay exams. You will be given a prompt a week in advance of the due date. In order to answer the question(s), you must incorporate the readings from the course into your response. Outside research is not permitted on the exams. All exams must be submitted through Turnitin on Canvas by the appropriate time/date. To avoid technical difficulties, make sure your paper is uploaded in either .rtf, .doc or .docx format. Your exams will be evaluated in terms of overall clarity, the strength of your argument, your use of available sources and your compliance with the requirements for the exam (word count, citations, etc.).

Book Review: The *past* is made up of facts and events, *history*, on the other hand, is the interpretation of the *past*. Most interpretation of the past is carried out by professional historians and other scholars who write books and articles rooted in original research. For this course you will construct a comparative book review between 1,200 to 1,500 words in length. You will choose one of the two monographs assigned (*Over Here*, or *The Best War Ever*), and find a second book on the same subject in the library and construct a review analyzing and assessing the arguments, methods, scope, and sources. There will be a workshop held at the library on October 4th to discuss this project further.

Current Events Paper: As history does not occur in a vacuum, it is important to recognize and understand how past events and issues relate to, and continue to influence contemporary events. At some point during the semester you must locate a **print** news story that relates to something we are covering. Make a copy or print the article you find, type a 600-750 word response that describes the article and also relates it to what we have studied in class, and submit them together. You must also briefly explain to the class what you read and how it connects to our course. Please give twenty-four-hour notice before submitting a paper so I can set time aside for this small presentation.

There is no set due date for this assignment, but all current event papers must be completed by November 27th. After this date I will not accept any papers. Papers will be evaluated in terms of overall clarity, adherence to requirements, and your analysis of the relevancy of the event to the course.

Course Calendar

Introduction

Week 1 – Introduction to the Course/Syllabus Review

Aug. 16 – America at the Turn-of-the-Century: Empire and Nationalism

Unit I. The Progressive Era

Week 2 – The Dawn of the 20th Century

Aug. 21 – From Laissez-faire to Progressivism

Reading: Who Were the Progressives? – “Introduction” 3-20 (18 pgs)

Primary Sources: Progress and Poverty (4 pgs), The Populist Party Platform (6 pgs)

Aug. 23 – The Search for Order and the New Liberal State

Primary Sources: The Social Gospel (3 pgs), The Progressive Party Platform (8 pgs),
Wilson’s “The New Freedom” (4 pgs)

Week 3 – An Age of Reform(s)

Aug. 28 – Women, Activism, and the foundations of Feminism

Reading: WWtP? – “Gender and Urban Political Reform” 195-213 (18 pgs)

Primary Sources: Charlotte Perkins Gilman, “Women and Economics” (3 pgs), Margaret
Sanger on “Free Motherhood” (4 pgs)

Aug. 30 – The Issue of Race

Primary Sources: John Marshall Harlon, Dissent in Plessy v. Ferguson (4 pgs), Carlos
Montezuma, “What Indians Must Do” (3 pgs)

Week 4 – The City

Sept. 4 – Labor Day (No Class)

Sept. 6 – Immigrants and the Shifting Makeup of Urban America

Readings: WWtP? – “The Dimensions of Progressivism” 169-189 (20 pgs)

Unit II. The First World War

Week 5 – The Outset of War

Sept. 11 – Building an Internal Coalition

Reading: Kennedy, Over Here, 45-92 (47 pgs)

Primary Sources: A World Safe for Democracy (3 pgs), Address to Congress on
Women’s Suffrage in Support of the War (6 pgs)

Sept. 13 – Building the American War Machine

Reading: Kennedy, Over Here, 93-143 (50 pgs)

Week 6 – Impact of the Great War at Home and Abroad

Sept. 18 – Ironies of Democracy in a State of War

Primary Sources: Eugene Debbs, Speech to the Jury (4 pgs), “Trans-National America”
(5 pgs)

Sept. 20 – Wilsonian Internationalism

Reading: Kennedy, *Over Here*, 348-396 (48 pgs)
Primary Sources: Wilson's Fourteen Points (approx. 2 pgs)

Unit III. The New Era

Week 7 – The Roaring Twenties

Sept. 25 – Social Revolution

Primary Sources: “New Society,” (4 pgs), “The New Negro” (5 pgs),
Hill and Kelley Debate Equal Rights Amendment (2 pgs)

Sept. 27 – Internal Fears

Primary Sources: The Fight for Civil Liberties (5 pgs), Congress Debates Immigration (4 pgs), Opinion of the Court in *Meyer v. Nebraska* (5 pgs)

Week 8 – Labor

Oct. 2 – Life of the Workingman and Uprising in the Mountains

Reading: Excerpts from *Kettle Bottom* (16 pgs)
Primary Sources: “The Closed Shop” (6 pgs)

Oct. 4 – Book Review Workshop (Meet in Library)

Oct. 5 – Midterm Due via Canvas at 10:00 am

Week 9 – **Oct. 9** – Fall Break and Last Day to Drop a Course without Academic Penalty

Week 10 – The Culture Wars

Oct. 11 – The Scopes Case as a Microcosm of Clashing Worlds

Reading: (*Intensely skim*) The Scopes Trial (A Brief History with Documents) (70 pgs)

Unit IV. The Depression and the New Deal

Week 11 – The Fall of the House of Profit

Oct. 16 – The Stock Market Crash

Reading: “The World In Debt,” in *Great Depression and the New Deal* (22 pgs)

Oct. 18 – FDR and a New Deal for America

Primary Sources: “Greater Security for the Average Man” (2 pgs), The Indian New Deal (4 pgs), “A New Negro Nation within a Nation” (4 pgs)

Book Reviews for *Over Here* due at Midnight via Turnitin on Canvas

Week 12 – Common Folk

Oct. 23 – Struggle for Relief I

Oct. 25 – Struggle for Relief II

Reading: *Down and Out in the Great Depression*, 35-119 (84 pgs)

Week 13 – Challenges to the New Deal

Oct. 30 – Conservatism, Race, and the Southern Veto

Nov. 1 – Radical Demagoguery: Huey Long and Charles Coughlin

Reading: Down and Out in the Great Depression, 125-229 (104 pgs)

Unit V. The Second World War and the Birth of a Superpower

Week 14 – The Outbreak of War

Nov. 6 – End of Isolationism and the Build-Up

Reading: The Best War Ever, Chapters 1-2 (50 pgs)

Nov. 8 – The Wartime Experience

Reading: The Best War Ever, Chapters 3-4 (41 pgs)

Week 15 – Experiences at Home

Nov. 13 – The Greatest Generation, or Just a Generation?

Nov. 15 – Freedom for the Benefit of All?

Reading: The Best War Ever, Chapters 5-7, Afterword (67 pgs)

Primary Sources: World War II and Mexican Americans (3 pgs), African Americans and the Four Freedoms (3 pgs), Dissent in Korematsu v. United States (4 pgs)

Week 16 – Dawn of the Atomic Age

Nov. 20 – The Debate Over the Bomb

Primary Sources: “Estimate of the Enemy Situation” (14 pgs), “Minutes of Meeting Held at the White House - 18 June 1945” (45 pgs), “Recommendations on the Immediate Use of Nuclear Weapons” (1 pg), “Memorandum for the Secretary of War - 26 June 1945” (1 pg) “Memorandum for the Secretary of War - 28 June 1945” (2 pgs) “Memoir of Zenshiro Hoshina” (9 pgs)

Nov. 22 – Thanksgiving (No Class)

Week 17 – Nations United for Human Rights

Nov. 27 – America and Human Rights at Home and Abroad

Primary Sources: The Universal Declaration of Human Rights (6 pgs), President’s Commission on Civil Rights (6 pgs)

Final date to submit a Current Events Paper

Final date to submit *The Best War Ever* book review by Midnight via Turnitin on Canvas

Nov. 29 – Looking Toward Mid-Century (Last Day of Class)

Nov. 30 – Reading Day (No Class)

Final Exam - TBA