

History 339: U.S. History, 1896-1945

Spring Semester, 2019

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Office hours: Tues & Thurs, 11-11:45am; Wed, 11:00am-12:30pm; and by appointment



COURSE DESCRIPTION:

Three wars, Populists and Progressives, the Jazz Age, and the Depression: the years 1896-1945 were among the most intensely formative in American history. In the period, the South was “the Nation's No. 1 economic problem,” as Franklin D. Roosevelt said, but was also a bellwether of changes transpiring across the country. While national in scope, this course will use the South as one specific lens through which to analyze larger trends and issues in the period. We will examine labor, class, race, and gender in the region and beyond, and will study war, reform, and reaction in broad strokes and in microcosm through historiographical literature and an extensive use of primary sources. This course is formatted as a seminar and will largely be driven by discussion.

MEETING TIME & PLACE: Tuesday and Thursday, 9:30 – 10:45 am, in Bryan (BRYN) #121

General Education Historical Perspectives Student Learning Outcomes:

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
2. Use evidence to interpret the past coherently, orally and/or in writing.

Course Objectives: In addition to GHP SLOs, by the end of the semester, students will be able to:

1. Identify major themes and trends in American history to 1865, and to assimilate this knowledge into your understanding of the national experience as a whole. (Departmental SLO #1: “Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods. [Historical comprehension]”)
2. Use primary and secondary sources to formulate concrete historical arguments. (Departmental SLO #2: “Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [Historical analysis]”)

REQUIRED BOOKS: We will be using a variety of sources, many of which will be posted on Canvas, but there are required books. All are brief, inexpensive, and available at the UNCG bookstore.

Fredrick Lewis Allen, *Only Yesterday: An Informal History of the 1920s* (1931 reprint New York: Harper Collins/Perennial, any current ed.) ISBN: 0-06-095665-8

Brett Flehinger, ed., *The 1912 Election and the Power of Progressivism* (Boston: Bedford/ St. Martin's, 2003.) ISBN: 978-0-312-13310-8

Richard D. Polenberg, ed., *The Era of Franklin D. Roosevelt, 1933-1945* (Boston: Bedford/ St. Martin's, 2000.) ISBN: 978-0-312-13310-8

Mary Lynn Rampolla, *A Pocket Guide To In Writing History, 9th ed* (Boston: Bedford/ St. Martins, 2018). ISBN: 978-1-319-11302-5 [PERUSE: This is a handbook; approach it and use it as such!]

OTHER READINGS: See the course schedule and go to Canvas (files) or on-line as necessary. Many selections are redacted, others are visual, or the text is clearly segmented. Approximate total text is at the right. Page counts aside, the sum of a single session's readings should not take more than 2-3 hours!

COURSE POLICIES AND MISCELANANEA:

Readings: Do the readings in sequence. All readings: ~740 pp total or ~50 pp/week avg!

Attendance:

*Attendance is taken at every class. It is *your* responsibility to sign-in.

*You are expected to be present at every class, but emergencies do arise. For this reason, you may miss two (2) classes with no excuse required. More than that and you will have been absent for over a week and you *may* be docked up to five (5) points from your overall grade for each subsequent absence.

*I start class on time and end on time—if not a little early! Do not be over five (5) minutes late or leave early without approval! Otherwise, you *can* be counted absent, as it is hugely disruptive.

*I do *not* give out notes, ppts, etc. If absent, it is *your* responsibility to get notes from a classmate.

Participation: This course is largely formatted as a seminar. Your participation is absolutely required. Come to class on time and prepared to discuss the readings and the topics they reflect!

Electronics Policy: Absolutely no electronics are permitted at any time! The use of electronic devices deflects you from discussion and distracts those around you! Take notes the old-fashioned way! If for some reason you absolutely must use a laptop or tablet, see me and read the section below about Academic Support and Disability Accommodation. If you must use a device, and are approved for usage, you will be required to sit in the front row; if you are discovered watching kitten videos or shopping on-line, etc., usage will be terminated *immediately*. Cell phones must be silenced and put away at all times. Violation of this policy will result in your leaving the room and incurring an absence.

Plagiarism: There will be a major written exercise; plagiarism will not be tolerated. It is expected that all statements (and thoughts) are your own. If you borrow another author's phrases or interpretations, you must properly cite these—in other words, give proper academic credit where it is due. Refer to the UNCG Student Handbook if you are unclear on what constitutes plagiarism, or are uncertain what the consequences are: <https://studentconduct.uncg.edu/policy/academicintegrity/violation/plagiarism/> Please note that plagiarism can result in your expulsion from this course as well as from the university. *Also, please read:* Mary Lynn Rampolla, *A Pocket Guide To Writing In History*, 9th ed., 104-111.

Academic Support and Disability Accommodation: The university promotes access to educational opportunities for all students. If you have any needs related to disability issues, contact the Office of Accessibility Resources and Services (OARS). That office is at Elliot University Center (EUC) #215. This service may also be contacted via e-mail: <https://ods.uncg.edu/>

Snow Day(s): Hopefully, we will not have class(es) canceled due to inclement weather. However, if such happens, material for the canceled class will become the subject of the next meeting. The library trip and/or the first day of presentations may be canceled to keep us on schedule.

Late Work: Except in very extenuating circumstances, *absolutely no late work* will be accepted!

COURSEWORK AND GRADING: This course is designed as a seminar, and as such has somewhat different expectations than those encountered in a survey. Rather than engaging in passive receptivity, you will be challenged to “think like a historian” and “do history.” Grading reflects these expectations.

Exams: THERE ARE NO EXAMS OR QUIZES!

Reading Log/Diary: As doing the readings and coming to class prepared to discuss them is essential, you will keep a reading log or diary. This can take many forms—mini-essays, notes on the readings, even bullet points about the texts. Entries should be at least one to two (1-2) pages. Entries should reflect the general topic and/or question in the header for each session. They must be *typed*, with *1 inch margins, aligned left, double spaced*, and *printed* out; you should *keep these in a folder or a binder*, and you must *bring them to each class*, as they are meant to facilitate discussion. Beginning on Week 2, three (3) students will be randomly selected to deliver their journals for grading. (Please note: This is a random selection based on a lottery process; your number may come up multiple times or never!) For “winners” selected multiple times, entries will be graded from the previous to the current submission; these will be averaged together at the end of the semester. All logs will be turned in on the first day of final presentations. READING LOG/DIARY = 30 POINTS

[GHP 1, 2; D-SLO 1,2]

Participation/Attendance: Participation and attendance are critical. ATTENDANCE = 10 POINTS (based on sign-in sheets), and PARTICIPATION = 10 POINTS. You cannot participate when AWOL!.
[GHP 2] (20 POINTS TOTAL)

Research Project: The final products of this course are a paper based on primary source research and a presentation in lieu of a final exam! Presentations should fill in the gaps on all the cool stuff we did not cover in class. There are several steps in this process, and each will be graded independently. These steps are not meant to be intimidating, but to keep everyone (your instructor included) on point and on task! See Rampolla, as noted in the schedule, for technical questions such as, “How do I do this step?”

Step #1: Identify A Topic. Presumably you are in this class because you are interested in the period. Consequently, you should be able to identify a topic that resonates with you and is specific enough for a research project. (For example, “womens' history, 1896-1945” is not appropriate, but “North Carolina and suffrage in the summer of 1920” is.) A topic must be approved by me *before* library research commences and it must be adhered to. TOPIC IDENTIFICATION = 5 POINTS

Step #2: Research. As a class we will do one field trip to the library. That should only be the start! You are required to use a minimum of ten (10) primary sources culled from bound periodicals or other media held by UNCG; random internet sources are *not* permitted! You will also use two (2) secondary sources for historical/historiographic context; these may be from our readings, books in the Jackson Library collection, or journal articles from an academic data base; random internet sources will *not* be accepted! You will photocopy and/or scan and print a copy of your sources and turn them in to me for review; these will not be returned, so make and retain copies for yourself as well! A *preliminary* bibliography must be completed by 3/19. More details will be discussed. RESEARCH = 10 POINTS

Step #3: Drafting. You will produce a rough draft of your research paper by 4/2 and turn it in for commentary. I need copies of *all* sources at this point! DRAFT = 5 POINTS

Step #4: Final Paper. After revision, your final paper is due—9-12 pp, typed, printed, formatted properly, footnoted, with no new sources—by noon 5/2. FINAL PAPER = 20 POINTS

Step #5: Presentation. As academics, the end result of our work is most often a written product, but we also present our findings in seminars, conferences, and public forums; we will do the same in this course. In lieu of a final exam, students will present the upshot of their work. Students will give overviews of their topic, research, and findings; they will also provide one page handouts. The amount of time will be determined by the number of presenters. PRESENTATION = 10 POINTS

[Research Project: GHP 1,2; D-SLO 1, 2]

(RESEARCH PROJECT = 50 POINTS TOTAL)

COURSE SCHEDULE:

UNIT I: REFORM AND REACTION—THE PROGRESSIVE ERA AND THE JAZZ AGE

WEEK 1.

Tues. 1/15 “Introductions, Course Overview, Historiography, and Primary v. Secondary sources”
We will get to know one another, go over course parameters, discuss the nature of sources and readings for this semester, and explore potential topics for research.

Thurs. 1/17 “Populism and Fusion”

We will consider Agrarian revolt and African American disfranchisement as aspects of reform. How progressive, really, was America as the nation moved into the twentieth century?

Readings:

(28 pp tot)

*Flehinger, *Election*, 22-23 (2 pp)

*Rob Christensen, *The Paradox Of Tar Heel Politics*, 7-33 (26 pp)

WEEK 2.

Tues. 1/22 “The Post-Populist Countryside”

Following the collapse of the Peoples' Party, reform took hold in rural districts as a legacy of Populism. How and why did this failed political experiment influence the Progressive movement?

Reading: (20 pp tot)

*Elizabeth Sanders, "Agrarian Politics and Parties after 1896," in *Who Were the Progressives*, 45-59, 62-66, 68-69. (20 pp)

Thurs. 1/24 "The Urban Environment: Social Conditions and Labor Relations"

Unlike what Sanders and others have argued, Progressivism is usually associated with reforming urban conditions. Here, two notable historians made cases for that idea. Which was the driving motor of the turn of the century's reformist impulse, city or country?

Readings: (21-41 pp tot)

*Flehinger, *Election*, 23-32 (9 pp)

*Richard Hofstadter, "The Status Revolution and Progressive Leaders," in *Who Were the Progressives*, 29-32. (~3 pp)

*Robert Wiebe, "Progressivism Arrives," in *Who... Progressives*, 79-84, 86-87, 92-95 (~9 pp)

*PERUSE: Rampolla, *Pocket Guide*, 83-103. (20 pp)

Course Notes:

*We will discuss the research project. See Canvas (files) for a list of possible research topics.

WEEK 3.

Tues. 1/29 "Radicalism at the Turn of the Twentieth Century"

America at the turn of the century was a petri dish of direct action and "anarcho-syndicalism." Who were the radicals and what did they want and expect from society?

Readings: (~17½ pp tot)

*Maureen Flanagan, *America Reformed*, 128-31, 141-52. (13½ pp)

*Flehinger, *Election*, 53-57 (4 pp)

Thurs. 1/31 "Reaction: Little Mary Phagan and the Second Ku Klux Klan"

In 1911, Mary Phagan was raped and murdered in an Atlanta pencil factory. The trial and lynching that followed put issues of race and ethnicity into a harsh light in the New South. A defunct organ of "Redemption" was reborn, too. How did racial and ethnic tensions reflect the real gestalt of the Progressive era?

Readings: (~20 pp tot)

*"Little Mary Phagan," in W. K. McNeil, ed., *Southern Folk Ballads*, vol 2, 71-75. (4 pp)

*Roth and Ambrose, *Metropolitan Frontiers*, 134-40. (~7pp)

*Leonard Dinnerstein, *The Leo Frank Case*, 169-77. (~7 pp)

*Flehinger, *Election*, 47-49 (3 pp)

WEEK 4.

Tues. 2/5 "The *Realpolitik* of Progressivism: The Election of 1912"

The election of 1912 was, quite simply, like none other! At a moment when America is obsessed with the mechanisms and results presidential electoral politics, it is only fitting to revisit dysfunction at the turn of the last century. What are the similarities and differences between that time and our own?

Reading: (42+ pp tot)

*Flehinger, *Election*, 3-18, 34-61. (42 pp w/ associated documents)

Course Notes:

*The documents will be divvied up, so that nobody has to read and discuss more than a couple.

Thurs. 2/7 "Little Hands, Little Wages."

A galvanizing thrust of Progressive reform was the abolition of child labor. The South was the fulcrum

of that effort. Lewis Hine's photographs were pivotal in the crusade; what can his work tell us about the high water mark of Progressivism?

Reading: (~8 pp tot)

*Child Labor in America: Photos of Lewis Hine www.historyplace.com/unitedstates/childlabor

WEEK 5.

Tues. 2/12 “Woodrow Wilson and the Great War, Part I”

Wilson won reelection on the slogan “He Kept Us Out Of War,” but he took the nation “Over There” in 1917. Why, exactly, did America enter the Great War?

Reading: (28 pp tot)

*Daniel M. Smith, *The Great Departure*, 10-15, 18-27, 29-30, 67-79. (28 pp)

Course Notes:

***SUBMIT YOUR PREFERRED TOPIC OR A COUPLE OF IDEAS VIA E-MAIL BY 5 PM.**

Thurs. 2/14 “Woodrow Wilson and the Great War, Part II”

Wilsonian democracy did not live up to its promise after the armistice. Political overreach and racial tensions marked the de facto death of Progressivism—with two exceptions, suffrage and prohibition.

Readings: (25 pp tot)

*Allen, “Back to Normalcy,” in *Only Yesterday*, 13-38 (25 pp)

WEEK 6.

Tues. 2/19 “The Culture and Politics of the Jazz Age, Part I”

We will survey some normative shifts at the beginning of the “Roaring Twenties.” Why the Jazz Age?

Reading: (29 pp tot)

*Allen, “The Revolution in Manners and Morals,” in *Only Yesterday*, 76-105. (29 pp)

Course Notes:

*This session will feature a 2010 freelance multimedia presentation created by your instructor.

Thurs. 2/21 “The Culture and Politics of the Jazz Age, Part II”

We will continue our investigation of the 1920s. Was this the first truly modern American decade?

Reading: (50 pp tot)

*Allen, “The Ballyhoo Years” & “Revolt of the Highbrows,” in *Only Yesterday*, 161-211. (50 pp)

WEEK 7.

Tues. 2/26 “Industrial Revolt, 1929”

Occurring *before* the stock market crash of October 1929, the strike wave of 1929 was a prelude to the 1930s vis-a-vis labor and capital.

Readings: (19 pp tot)

*Travis Sutton Byrd, *Unraveled*, 48-67 (19 pp)

Thurs. 2/28 LIBRARY FIELD TRIP!

We will meet in Jackson Library. Librarian and history department liaison Lynda Kellum will introduce the library's primary source holdings. Begin your research with professional help!

Reading: (~37 pp tot)

*PERUSE: Rampolla, *Pocket Guide*, 1-25, 33-45. (37 pp)

Course Notes:

***YOUR RESEARCH TOPIC MUST HAVE BEEN APPROVED BY NOW!**

WEEK 8. SPRING BREAK! NO CLASSES! YAY!

UNIT II: DEPRESSION AND WAR

WEEK 9.

Tues. 3/12 “The Long Depression: The 'Great Collapse,' Agricultural Crisis, and the Crash”

To economic historians, the cause of the Depression is like the Holy Grail: the closer you get, the farther it recedes. We will examine a few of the multiple, intertwined roots that sprouted into the biggest fiscal crisis in modern American and global history. A particular focus will be put on cotton and wheat markets. What caused the Depression, and how did it actually begin?

Reading: (48 pp tot)

*Allen, “The Big Bull Market” and “Crash!” in *Only Yesterday*, 251-94. (43 pp)

*Erskine Caldwell, Chapter 6, *You Have Seen Their Faces*, 43-48. (5 pp)

Thurs. 3/14 “1930-1932”

Even if one buys into the 1929 point of origin, the Depression lasted for over a decade, but the nadir of the emergency occurred at the beginning of “the starkest of decades.” Yet even in the maw of the fiscal crisis, Americans were not listless ghosts slumped like shadowy figures in a grey landscape; they often responded to hard times by taking matters into their own hands. What did that period look like?

Readings: (31 pp tot)

*Allen, “Aftermath: 1930-31,” in *Only Yesterday*, 295-310. (15 pp)

*Travis Sutton Byrd, *Tangled*, 55-57, 68-71. (6 pp)

*Travis Sutton Byrd, “The Boarders' Revolt of 1932: Paper for 2018 SHA,” 1-10. (10 pp)

WEEK 10.

Mon. 3/18 Last W-date w/ no academic penalty. You will have received 15-45% of your final grade.

Tues. 3/19 “1932-1933: Election, Interregnum, and the Hundred Days”

The election of 1932 was a political spectacle on par with 1912, but the “lethargy” of the Hoover administration was finally terminated with what is still most the most famous legislative session in American history. How did this epochal transfer of power from Republicans to Democrats occur, and was the new president really as much of a radical and a “disruptor” as some made him out to be?

Readings: (41 pp tot)

*Franklin Delano Roosevelt, “The Forgotten Man,” 13-16. (3 pp)

*David M. Kennedy, “Interregnum,” in *Freedom From Fear*, 104-130. (26 pp)

*Polenberg, *Era*, 8-16. (8 pp)

*Franklin Delano Roosevelt, “First Inaugural Address,” in Polenberg, 40-44. (4 pp)

Course Notes:

***PRELIMINARY BIBLIOGRAPHY OF SOURCES DUE!**

Thurs. 3/21 “The Blue Eagle, a 'Sick Chicken,' and the Murder of the First New Deal”

Most historians pin the death of the “first New Deal” on *A. L. A. Schechter Poultry Company v. the United States*—the famous “sick chicken case.” But a powerful argument can be made it was really a violent general strike in textiles and the demise of the NRA that changed the political landscape. How did the “Uprising of '34” influence domestic politics during the remainder of the decade?

Readings: (30 pp tot)

*Franklin Delano Roosevelt, “Fireside Chat on the NRA,” 61-69. (8 pp)

*National Industrial Recovery Act, Sections 7(a) and 7(b). (1 pp)

*Travis Sutton Byrd, *Tangled*, 213-21, 228-29, 242-54. (21 pp)

WEEK 11.

Tues. 3/26 “The Culture of the Depression”

The culture of the Depression was—well, depressed—but it was also more vibrant than historians often admit. And it was visually oriented, which is a great boon for cultural scholars of the era. What can cinema and documentary photography tell us about the zeitgeist of the Depression?

Readings: (40 pp tot)

- *Morris Dickstein, *Dancing In The Dark*, 216-227. (11 pp)
- *PERUSE: Rampolla, *Pocket Guide*, 45-48. (~3 pp)
- *George K. Pratt, *Morale*, 5, 17, 26-28, 31, 32-34, 37-38, 45 (10 pp)
- *Polenberg, *Era*, 108-113 (6 pp)
- *Margaret Bourke-White, photos from *You Have Seen Their Faces* (10 pp)

Course notes:

- *Bring popcorn! We will screen film clips of “Wild Boys of the Road,” discuss *Morale* & photos.

Thurs. 3/28 “The Dirty Thirties: Natural Cycles and the Dust Bowl Phenomenon”

The “Dust Bowl” was a hallmark of the 1930s, but it was not a once-in-a-lifetime experience. Contrary to popular misconception, “big blows” are part of a natural cycle on the Plains; so why were the “dirty thirties” so extreme? What lessons can or should be drawn from that Depression-era experience? And, from at least from one firsthand perspective, was it really all that bad?

Readings: (26 pp tot)

- *Ann Marie Low, *Dust Bowl Diary*, 21, 36-37, 46, 49-52, 96-98 (9 pp)
- *Donald Worster, “Grass to Dust: The Great Plains in the 1930s,” 2-11. (9 pp)
<http://www.jstor.org/stable/3984307>
- *Travis Sutton Byrd, “Dust Bowl Blues: Could It Happen Again?” 1-8. (8 pp)

WEEK 12.

Tues. 4/2 “Revising the Past and Planning for the Future: Agrarians and Regionalists.”

The contentious debate between the Nashville Agrarians and the Regionalists from Chapel Hill defined, in academia and beyond, the terms by which the nation would pursue its road into the future—or slip back into a semi-mythical, conservative past. What was Regionalism? How about Agrarianism?

Readings: (36 pp tot)

- *Marion D. Irish, “Proposed Roads to the New South, 1941: Chapel Hill Planners vs. Nashville Agrarians,” 1-27. (27 pp) <http://www.jstor.org/stable/27535725>
- *Franklin D. Roosevelt, “The President's Letter,” etc. from *Confronting Southern Poverty in the Great Depression*, 41-47. (6 pp)
- *Allen Tate, “Ode To Confederate Dead” (1 pp) <http://www.jstor.org/stable/27540534>
- *Donald Davidson, preface, *The Attack On Leviathan*, xxi-xxii (2 pp)

Course Notes:

- ***ROUGH DRAFT OF PAPER DUE W/ COPIES OF ALL SOURCES! NO NEW SOURCES AFTER THIS POINT EXCEPT W/ MY RECCOMENDATION OR EXPLICIT APPROVAL!**

Thurs. 4/4 “Court-Packing, the Second New Deal, and the Roosevelt Recession”

The “switch in time that saved nine” sanctioned continued—albeit less sweeping—reforms, but the debacle eroded Roosevelt's capital. An economic “double dip” further undermined his credibility. What were the contours of a “second” New Deal?

Readings: (30 pp tot)

- *Pohlenberg, *Era*, 16-24, 161-183. (30 pp)

WEEK 13.

Tues. 4/9 “Denouement of the Depression: Isolationism, Internationalism, and the Road to War”

It is a popular and historiographical trope that the Second World War ended the Depression, but was that really the case? How, exactly, did the US respond to “the storm clouds gathering over Europe?”

Readings: (25 pp tot)

*Frederick Lewis Allen, *Since Yesterday*, 251-76. (25pp)

Thurs: 4/11 “Pearl Harbor”

December 7, 1941, was “a date which will live in infamy,” as Roosevelt resolutely said. We will pick apart the attack on Pearl Harbor, analyzing it in detail. Why was the USN Pacific Fleet on Battleship Row and the US Army Air Corps at Hickam Field apparently unprepared for a Japanese raid?

Readings: (~24 pp tot)

*Robert O' Neil, ed. *The Road To Victory*, 15-20, 22-23, 26-37, 40-41. (~22 pp)

*Franklin Delano Roosevelt, “Address Before Congress Requesting a Declaration of War Between Japan and the United States,” 235-37. (2pp)

WEEK 14.

Tues. 4/16 “Over There Again: The ETO”

Adolph Hitler, who had no immediate need to do so, quickly declared war on the US after Pearl Harbor. It was a fortuitous occurrence in the eyes of Churchill and Roosevelt, who had already tacitly adopted a “Europe First” strategy. From training through the final drive on Berlin, the European theater was most important in a geopolitical and military sense. How did the ETO effect the overall shape of the war?

Readings: (13 pp tot)

*Polenberg, *Era*, 24-33, 219-23. (13 pp)

Course Notes:

***ROUGH DRAFTS WILL BE RETURNED. SOURCES WILL NOT BE RETURNED—MAKE SURE YOU HAVE RETAINED COPIES FOR YOURSELF!**

Thurs. 4/18 “Banzai: The PTO”

The Pacific theater was particularly brutal. What was the nature of warfare during the American island-hopping campaigns? Also, what can visual media tell us about the construction of a wartime *gestalt*?

Readings: (~28 pp tot)

*Robert O' Neil, *The Road To Victory*, 11-13. (3 pp)

*Polenberg, *Era*, 184-90. (6 pp)

*Political/propaganda cartoons, from John W. Dower's *War Without Mercy*, 181-200. (~19 pp)

WEEK 15.

Tues. 4/23 “Gender, Ethnicity, and Labor during the War”

WWII was a time when gender roles were challenged by the exigencies of the moment. Rosie the Riveter gets oodles of attention, but what was the reality for women at work during the war? And how did ethnicity play into the development of a discrete yet changing culture on the home front?

Readings: (34 pp tot)

*Sara Evans, “Rosie the Riveter,” from *Women's America*, 442-447 (5 pp)

*Beth Bailey and David Farber, “Prostitutes on Strike,” from *Women's America*, 426-434 (8 pp)

*Edward J. Escobar, “Zoot-Suiters and Cops,” 284-303. (19 pp)

*Eleanor Roosevelt, “Race, Religion, and Prejudice,” in Polenberg, *Era*, 224-225 (2 pp)

Thurs. 4/25 “The Best Days of Our Lives: The End of the War and Retrenchment”

Dropping “the Bomb” and a sailor frenching a nurse in Times Square are part of our collective memory about the end of the war. What we have historical amnesia about is the dislocation of retrenchment.

How was the end of the war really greeted?

Readings:

(~34 pp tot)

*Franklin Delano Roosevelt, "An Economic Bill of Rights," in Polenberg, 226-27. (2 pp)

*Polenberg, *Era*, 33-35. (3 pp)

*Francis Merrill, *Social Problems On The Home Front*, 1-24. (23½ pp)

*A selection of political cartoons from the *Greensboro Daily News* (~6 pp)

WEEK 16.

Tues. 4/30: **FINAL PRESENTATIONS BEGIN!**

Course Notes:

*If you are scheduled to present and are absent, you will be rolled into the next session, which means ***everyone should be prepared to "stand and deliver" by this date!***

*Presentations are oral, and will *not* include a ppt or other media unless with pre-approval, as in an analysis of political cartoons. One page handouts are required so that everyone has a takeaway for future reference. These should include an abstract of your findings, juicy quotes, and proper citation for all relevant sources.

***ALL READING LOGS/DIARIES ARE DUE FOR FINAL GRADING!**

Thurs. 5/2. NO CLASS! READING DAY!

Course Notes:

***RESEARCH PAPERS DUE IN MY BOX BY NOON! DO NOT EMAIL THEM!**

WEEK 17.

Tues. 5/7. 12-3 pm: **FINAL PRESENTATIONS CONTINUED.**

Course Notes:

*Again, presentations are oral and will *not* include a ppt or other media unless with approval. Everyone presenting is required to prepare and deliver handouts. See above.

Always keep this thought in mind as we cruise through the semester and what were arguably the most pivotal sixty years in American history:

“...historians studying other times—even quite recent other times—must never forget that the game of life may have been played by quite different rules from our own and that it is in their context that we must interpret the good and bad of it.”

(Ivor Noel Hume, 1981)