

HIST 4388—U.S. 1917-1945

Spring 2011

Objectives

By the end of the course, students will be provided with the opportunity to know, comprehend, apply, analyze, synthesize, and evaluate the significant factual content of U.S. history from 1917 to 1945 with special emphasis on our responses to the challenges of World War I, the social conflicts of the 1920s, the Great Depression, and World War II.

Required Texts

- A. Nelson, Remains of Company D
Davies, Rising Road
- B. Zeitz, Flapper
Lindenmeyer, The Greatest Generation Grows Up
- C. Cohen, Nothing to Fear
Winchell, Good Girls, Good Food, Good Fun

Grading Policies

Grades are based on a point system. You will write papers on three of the above books (3x100 points), participate in a group presentation on a fourth book (100 points), take two exams (2x100 points), and participate in the discussion of other group presentations (100 points). Of the 700 points available, the minimum required for a particular grade is listed below.

A = 630+
B = 560+
C = 490+
D = 420+

Students who earn 419 points or less will fail the course.

Other Policies

By continuing in this class after January 18th, you agree to abide by these policies.

1. Attendance will be taken every day. Each student is allowed three absences (excused, unexcused, accidental, they are all the same). For each absence after the third, 25 points will be deducted from your final grade. Those who meet the attendance standard may opt out of the final. There are no excused absences.
2. All assignments must be submitted on or before the due date. Tests and papers that are late will receive no grade higher than the lowest grade received by those who submitted the work on time. Papers may not be submitted by email.
3. Cheating in any of your academic work is a serious breach of academic integrity and is grounds for an F for the entire course. Such violations include turning in another person's work as your own, copying from any source without proper citation, and lying in connection with your academic work. You will be held responsible for your actions. If you are unsure what is permissible, please ask me.
4. There are paper guidelines appended to this syllabus. These must be followed in writing your essays.
5. You may not write an essay on the book your group presents to the class. Additionally, you must write on one of the first two books (A), one of the second two (B), and one of the last two books (C).
6. This class requires the active contribution of every member of the learning community. If this will be a problem for you, we may work out alternative arrangements if you speak to me during the first two weeks of the semester.
7. Likewise, as this is a course about gender, we will touch on many topics about which people have strong opinions. It is very important that we treat each other with civility, defend our positions with facts, and not feel that there is a "correct" answer we must ascribe to.
8. The only means I have to contact you regarding class matters is your patriot account. Please check your account regularly. If your patriot account doesn't work, fix it.

9. Some of the women we will study have made choices that you may disagree with. It is hoped that this will lead to electric discussions about women's lives. But, it is important to remember, that you are not graded on your support of a woman's choices, but on your ability to understand the process by which she made that decision for herself.

10. Exemptions to these policies must be obtained in writing.

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Course Outline

Jan. 18: Introduction

Jan. 20: The War in Europe and U.S. Entry

Jan. 25: The Battlefield

Jan. 27: The Home front

Feb. 1: Armistice and Aftermath

Feb. 3: Papers and Presentation on Remains of Company D

Feb. 8: A Society in Conflict

Feb. 10: Laissez Faire in a Time of Change

Feb. 15: Papers and Presentation on Rising Road

Feb. 17: Mass Society and Mass Culture

Feb. 22: Cultural Ferment and Creativity

Feb. 24: Papers and Presentation on Flappers

Mar. 1: Review

Mar. 3: Midterm Exam

Mar. 8: Causes of the Great Depression

Mar. 10: Social Change and Social Action in the 1930s

Mar. 15: Spring Break

Mar. 17: Spring Break

Mar. 22: 1930s Culture

Mar. 24: The New Deal Takes Shape, 1933-1935

Mar. 29: The New Deal Changes Course, 1935-1936

Mar. 31: Papers and Presentation on The Greatest Generation Grows Up

Apr. 5: The New Deal's End Stage, 1937-1939

Apr. 7: US in a Scary World, 1933-1939

Apr. 12: From Isolation to Intervention, 1939-1941

Apr. 14: Presentation and Papers on Nothing to Fear

Apr. 19: Mobilizing for War

Apr. 21: Fighting, 1942-1944

Apr. 26: War and Society

Apr. 28: Presentation and Papers on Good Girls, Good Food, Good Fun

May 3: 1945: Triumph and Tragedies

May 5: Review

Week of May 10: Third Exam

Exams

Each exam will contain two parts. The first, worth 40 points, is identification. You will be given a list of significant people, events, laws, actions and asked to explain who/what they are and why they are important (what is their larger significance for U.S. Women's History). The second part of the exam, the essay, is worth 60 points. One of the essays from the list below will be on the test. Your answer should be long, detailed, well argued, and contain plenty of specific evidence and examples to prove your point. It should contain evidence that you have read and understood the class readings. You must include information from the readings to attain a passing grade. I encourage you to prepare the essay questions well in advance. We are deliriously happy to look at rough drafts of your answers.

First Exam

1. When World War I broke out, Woodrow Wilson declared American neutrality. Evaluate this stance and explain how and why the US eventually entered the war.
2. Who were the doughboys? Explain and evaluate their service in the AEF.
3. Evaluate the affect of World War I on US foreign policy and on the treatment of socialists and anarchists in the US. Did we go to far or was there a legitimate threat?
4. The 1920s are understood as a cultural conflict over modernity. In light of this, was the decade an era of repression or an era of freedom? Evaluate both sides and explain which one was most prevalent. Who won the cultural war?
5. Discuss the experiences of African Americans in the US from the Great Migration through the 1920s. Do you believe life was better in the North or the South?
6. Evaluate the strengths and weaknesses of the American economy in the 1920s. Do you agree with the contemporary assessment that what is good for American business is good for America?

Second Exam

1. Discuss the causes of the Great Depression.
2. Compare the responses of Herbert Hoover and Franklin D. Roosevelt to the economic collapse. What motivated each man?
3. How did the economic chaos of the 1930s affect the children of the era?
4. What foreign policy issues and decisions during the 1930s and 1940s propelled the US to enter World War II?
5. Write a Wikipedia entry on the topic “The U.S. Military Role in WWI.”
6. Discuss women’s role in World War II and suggest the effect it may have had on the postwar experiences of women in this country.

Papers

Please read all the instructions before writing your paper and ask us if you have any questions. We want to help.

The paper topics correspond to the books. The first topic is for Company D, the second topic is for Rising Road, and so on.

1. It is 2003. You are the last survivor of Company D. Leave a letter for your grandson about why you fought and what you experienced during WWI.
2. It is 1921. You are a juror from the Coyle case. Explain and defend your verdict.
3. It is 1929. You are a flapper. Are you a naughty girl or a normal girl? Explain yourself in a letter to your very conservative mom.
4. It is 1938. You are either a girl from Toledo, Ohio or a boy from a farm outside Amarillo, Texas. Write a paper for your seventh grade class about how the depression has affected you and your family.

5. It is 1933. You are a writer for Time magazine. Write an article evaluating the First 100 Days from the perspective of your favorite and least favorite of the five aides.
6. It is 1944. You are a soldier about to be sent overseas. Write a letter to your hometown honey about your fears and hopes and how the USO is helping (or not helping) you prepare for duty.

The purpose of the papers is to evaluate United States history from an historical perspective. You are given a specific date and a specific character to portray. As that character, answer the question based on your reading of the entire book. The idea is to be true to the way this person experienced his or her life and to be thorough and convincing in making your case.

There are specific requirements governing the mechanics of your paper appended to this syllabus. You are responsible for following these instructions. In addition, all papers must have a thesis statement and easily identifiable topic sentences. Each missing thesis or topic sentence is a 10 point deduction, so make sure you know what they are before you start to write.

You will write three papers based on three of the books we read this semester. You must write on one of the first two books; one of the two middle books; and one of the last two books. You may not write a paper on the book your group presents.

Your paper should fill five pages to fully answer the question. Make sure you give plenty of examples in support of well organized arguments. Ask for help. We're nice.

Group Projects

Your group will present a 75 minute class on one of the books read this semester. Each project will follow the same format and will be graded accordingly:

1. Quality of scholarship presented – up to 50 points
2. Humor and originality – up to 25 points
3. Skill at leading the class in 35 minutes of discussion of the book – up to 25 points
4. Deductions will be made if ALL of the paper work is not submitted – in typed and edited form -- BEFORE the presentation begins; if everyone in the group does not have an equal amount of participation; if you do not use the full amount of time allotted (approximately 35 minutes for your "funeral" and 35 minutes for class discussion); and if you can't be heard.
5. Each group is required to submit a report of 1) all the meetings they had (5-10 hours expected) and who was present; 2) the questions they intend to ask the class; 3) additional sources consulted. Every member of the group must sign this document. Each member must

also submit an individual paper thoroughly evaluating the contributions of all other group members and suggesting what percentage of the grade s/he should receive. This is to be submitted in one packet before the presentation begins.

6. The goal is to ask open-ended questions and get the class to discuss the paper topic and relevant exam questions. You also want to bring this woman and her relationships alive for students who did not write the paper.

The Set-Up

Each group will present an episode of the "Dr. MO (Montel Oprah) Springer Ablow Show." The topic of your show is listed below. The person playing Dr. Mo will provide an introduction and historical context to the issue. Other group members will be panelists holding divergent viewpoints on the issues raised. Generally, you want to stick to the date given, but if you choose to show a "film clip" of flappers in the 1920s, or have some special gizmo that lets us see history 40 years from now, that's okay in limited doses. The titles of the shows are incendiary, as talk shows often are, but you may broadly interpret the subject.. You are going for variety, humor, historical context, and a real education for your classmates.

The questions asked of the class should be open ended and should allow your classmates to show their reading of the book. The livelier a discussion you can create, the better. Ask follow up questions, call on quieter members of the class, try to keep any one person from dominating, don't drift off into contemporary analysis. Questions should address the paper topic for that book and help the class to prepare for any exam questions pertaining to your book.

For the audience: you will receive one point for every answer you give that reflects your reading of the book. At the end of the semester, the 25% of the students with the highest number of points will get an A for participation, the second 25% will get a B, and so on.

1. "The Boys of Company D Reunion"
2. "The New Klan: Hope or Hate"
3. "Flappers Will All Go to Hell"
4. "Recalling the Great Depression"
5. "The New Deal is a Communist Plot to Destroy America"
6. "Veterans Remember the Softer Side of World War II"

Last time, the Dr. Mo parts were usually the weakest part of the presentations (which were otherwise great) make them much better this time!

Landon and I really want to help you do well on all your work. Please come to us with your questions and concerns,

However, we will not intervene in group dynamics. Rather, at the conclusion of the project, each group member will evaluate the work of every other member and assign a grade. Those who do not contribute fully to the work of the group should not be given a full share of the points.

Group Assignments as of January 7th

Remains of Comp. D

Jarrold Yeager
Nathan Adams
James Cochran
Carly Hunt
Naomi Martinez
Craig Parkes
Brent Stringer

Rising Road

Justin Tankersely
Jennifer Barnes
Derek Dehlinger
Uriah Johnson
Leah McComb
Justin Pearson
Ashley Taylor

Flappers

Sarahkate Groah
Melodie Benton
Jason Driver
Emily Kangera
Jimmy McDonald
Rustin Phillips
Jordon Vierra

Greatest Generation

David Branch
Mackenzie Branson
Jacob Goad
Leighton Kennedy
Micah Morgan
Linda Prentice
Broderick Wing

Nothing to Fear

Joseph Black
Allen Brown
Laura Haley
Jeffrey Kirby
Blake Mosley
Deandre Sinches

Good Girls, Good Food

Brain Boone
Paul Brown
Travis Heim
Bryce Malone
Jordan Oexman
William Stradley

What Books Do I Need?

You are strongly encouraged to buy all six books, but you must have four. The book for your group project (above) and the book paired with it (Company D and Rising Road, for example) and one book from each of the other two pairs.

Paper Guidelines

Papers are due at the start of class on the date announced. Late papers will receive no grade higher than the lowest grade received by those who submitted the work on time. If the lowest grade is a 50, your paper will have to be perfect to get a 49.

Email and disc submissions of papers are not acceptable.

The four most important elements of your essay are the thesis statement and the (usually three) topic sentences. If these terms are not familiar to your discipline, you are in a History class now. Find out what they are before you write.

A one-point deduction will be made for every spelling, grammar, or punctuation error. You will receive two-points for every mistake you find in my work. To take advantage of this offer, you must give me a written list of errors within 48 hours of receiving the document.

Papers must not be longer than seven pages or shorter than five pages.

No extra research (beyond the textbooks) is required or allowed.

Every paper must include seven quotes or cited examples from the text to bolster your argument. This should come from many, many, many different sections of the book.

All direct or indirect quotes and statistics (including such terms as "most" or "all") must be documented. For our purposes, place the author's name and the page number in parenthesis at the end of the sentence. (Cohen, 136).

All papers must be typed, double-spaced, with one-inch margins. Use no font smaller than 10 or larger than 12.

Papers must have titles and must be stapled in the upper left-hand corner.

It is usually correct to use the plural (1960s) form of dates, rather than the possessive (1960's).

Papers will primarily be graded on the strength and organization of your arguments and evidence. This is why you must understand proper usage of thesis statements and topic sentences.

Remember that it is virtually impossible to write history in the future conditional tense. Watch how you use the "would" form of the verb.

I am always happy to have visitors during office hours. Bring your rough drafts and I'll gladly review them with you.

Revised June 2010

POLICIES THAT MUST APPEAR IN EACH COURSE SYLLABUS

The following University policies must appear on each course syllabus or be provided as an informational sheet (web-links to these policies may be used in the print or electronic syllabus) <http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf>

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT

Tyler, please follow this link:

<http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html>

Grade Replacement/Forgiveness

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original

and repeated grade being used to calculate your overall grade point average. Undergraduates will

receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a

dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating

circumstance. Please contact the Registrar's Office if you have any questions.

Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do Not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

