

History 3072
The United States between the Wars, 1914-1945
Spring Semester, 2009

Instructor: John Paul Hill
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Required Texts:

Caldwell, *Tobacco Road*
Dinnerstein, *The Leo Frank Case*
Kennedy, *Freedom from Fear: The American People in Depression and War*
Leuchtenberg, *The Perils of Prosperity*, 2nd edition

Course Description:

This course examines the shifting patterns of political, economic, cultural, and social developments in the United States as the nation confronted prosperity, depression, and war between 1914 and 1945. We will begin by examining America's involvement in World War I. From there, we will study the 1920s, a decade as noteworthy for flappers, speakeasies, and other supposed examples of cultural degeneracy as it was for its political conservatism. Next, we will look at the causes of the Great Depression and study our nation's response to that crisis. Finally, this course will explore America's role in World War II.

Course Structure:

Generally, Mondays and Wednesdays will be reserved primarily for lectures. Fridays normally will be discussion days focusing on the readings for the week. The lectures will survey broad developments that shaped U.S. history. The discussions will explore selected topics in more detail.

Course Objectives:

To study history is to live over again the story of the past, to meet familiarly great men and notable women, and to see the outcome of their actions more clearly than the actors saw it themselves. It is to have at one's disposal authentic facts about the past. More than this, the reading of history enlarges our experience, and enables us to judge present issues and to forecast the future of situations through our knowledge of similar situations in the past. For these reasons, history is a study of the utmost importance for everyone, and especially for citizens of a democracy, who have to make up their minds about issues of government, in order that they may help to determine public policies and actions.

Assignments:

1. Reading: This is a reading intensive course; therefore, it is imperative that you complete all the assigned readings. Assignments are listed below.
2. Discussion: The Friday discussions will cover the Fink text or one of the other assigned readings. As you read the assignment, keep the following questions in mind: What are the author's thesis and other main themes? How well are they supported? To what extent do they agree with other articles on the same or similar subject, or with the text? Are the author's views internally consistent (is the author every

self-contradictory)? Make brief notes on your reading (too many notes can be almost as harmful as no notes) designed to jog your memory later. It is important to make these notes during or immediately after the reading assignment. To delay is to run the risk of forgetting.

Each student must come to discussions prepared to talk, exchange views, disagree, and find common ground. All participants should feel compelled to say something during a discussion. What is important in a discussion is to come armed with information; to try to express yourself clearly (but better unclearly than not at all); to think through a topic, to be prepared to change your views if necessary and to be ready to disagree (and to accept disagreement) with courtesy. All participants (including me) should feel free to ask each other questions at any time.

3. Comparative Book Review: Students are to select two outside books on one of the topics covered in this class and compare and contrast them in a book review. Please feel free to consult me if you need book recommendations. ►I must approve all books.◄

Like most pieces of writing, your review should begin with an introduction that lets your reader know what the review will say. The first paragraph should mention the authors' names and the titles. You should also include a brief overview of the contents of the books, the purpose or audience for the books, and your reaction and evaluation. In the body of the paper, you should give a summary of the main points of each book, quoting and paraphrasing key phrases from the authors. Be sure to emphasize how the authors' arguments differ (if at all). Next, you must provide your appraisal of the two books. In short, which book did you find more convincing and why? Like other essays, book reviews usually end with a conclusion that ties together issues that the author raises in the review and provides a concise comment on the books.

Examples of comparative book reviews can be found in the book review section of most historical journals. Excellent journals to consult include *Reviews in American History*, *The Journal of American History*, *The American Historical Review*, and *The Journal of Southern History*.

Papers should be typed, double-spaced, and six to eight pages in length with one inch margins. (Note: I am less likely to penalize papers that exceed the page limit than papers that fall short of it.) A title page should accompany the paper. No paper extensions will be granted. Papers will be penalized ten points (out of 100) for every day that they are late. Plagiarism will not be tolerated. The paper is due Wednesday, April 15, at the beginning of class.

Examinations:

There will be two examinations, a mid-term on Friday, March 6, and a final at the University-designated time. Exams will consist of essay questions drawn from the lectures and the assigned readings. Exam answers should be written in blue or black ink. Please bring Blue Books.

Grading:

Class discussion:	10%
Book Review:	30%
Mid-term:	30%
Final:	30%

Attendance:

To do well in this course, you must attend class. You may miss four classes without penalty. For each absence thereafter, I will subtract five points from your final average. Students with perfect attendance will receive a five-point bonus on his or her final exam.

You must also attend punctually. I consider you tardy if you are more than five minutes late. Three tardies equals one absence. Six tardies equal two absences, and so on. If you arrive after roll has been called but before five minutes of class has elapsed, it is your responsibility to inform me that you should be counted present for the day. Please do so at the end of class.

Only the direst emergency such as a severe illness or a death in the immediate family should occasion a missed exam. If at all possible, please inform me before the exam if such an emergency exists. Make-up exams are scheduled at my convenience.

Because your performance in discussion determines your class participation grade, it is essential that you attend classes designated for discussion.

Classroom etiquette:

Please turn off cell phones and other electronic devices before class.

Students with disabilities:

Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact me before the end of the first week of class.

Academic honesty:

All academic work at the University of Georgia must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work.

Course Calendar:

**The course calendar is a general plan for the course; I may need to announce deviations from time to time.

Week 1 January 9	Introduction to the course
Week 2 January 12-16	The United States and World War I Reading: Leuchtenberg, chs. 1 and 2
Week 3 January 19-23	No class on Monday, January 19 The Fourteen Points, the League of Nations, and the Red Scare Reading: Leuchtenberg, chs. 3 and 4
Week 4 January 26-30	The Triumph of Normalcy Reading: Leuchtenberg, ch. 5
Week 5	Harding, Coolidge, and Hoover

February 2-6	Reading: Leuchtenberg, ch. 5 (continued)
Week 6 February 9-13	What Happened to the Progressives? Reading: Leuchtenberg, ch. 7; start Dinnerstein, <i>The Leo Frank Case</i>
Week 7 February 16-20	Political "Political Fundamentalism" in the 1920s Reading: Leuchtenberg, ch. 11; discuss Dinnerstein
Week 8 February 23-27	The Lost Generation of Writers and the Revolution in Morals Reading: Leuchtenberg, chs. 8 and 9
Week 9 March 2-6	Isolationism between the Wars Reading: Leuchtenberg, ch. 6 Mid-term examination on Friday, March 6
Week 10 March 9-13	No class: Spring Break
Week 11 March 16-20	Hoover, FDR, and the Great Depression Reading: Kennedy, chs. 4 and 5; begin Caldwell, <i>Tobacco Road</i>
Week 12 March 23-27	New Deal Policies and New Deal Critics Reading: Kennedy, chs. 6 and 8; discuss Caldwell
Week 13 March 30-April 3	The Second New Deal and Labor Strife Reading: Kennedy, chs. 9 and 10
Week 14 April 6-10	The Court-packing Plan and the End of Reform Reading: Kennedy, chs. 11 and 12
Week 15 April 13-17	The Path to War Reading: Kennedy, chs. 13 and 15 Comparative book review due: Wednesday, April 15
Week 16 April 20-24	The U.S. at War Reading: Kennedy, ch 16
Week 17 April 27, 29, 30*	The U.S. at War Part II Reading: Kennedy, chs. 17 and 20 Reading Day: Friday, May 1
Week 18 May 4-8	Final Examination: Wednesday, May 6, 2009, 8:00-11:00 A.M. (for the 9:05-9:55 section) Wednesday, May 6, 2009, 12:00-3:00 P.M. (for the 1:25-2:15 section)

*The University shall operate on a Monday schedule on Thursday, April 30. This is being done to equalize the class minutes between MWF and TTh classes and to provide an equal number of class meetings for courses that may meet only once per week.

