

History 474
The United States from 1918 to 1952
Winter 2012
Professor Chris Endy

Tuesdays and Thursdays 4:20 to 6:00 p.m.
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Office Hours: Tues/Thurs 12:30 to 1:30, 3:15 to 4:15 and by appointment.
Personal Faculty Web Page: <http://www.calstatela.edu/faculty/cendy>
(contains syllabus, handouts, tips on writing papers, and more.)

This course is designed for advanced undergraduates or graduate students who seek an in-depth examination of U.S. history. We will study a broad range of concerns, including politics, foreign relations, labor, gender, culture, and race. We will also use a variety of sources, such as written documents, historical scholarship, film, and fiction. To help make all these concerns manageable, we will focus on three core themes and questions:

1. Diversity: How did different Americans in the 1920s, 1930s, and 1940s conceive of and experience the United States' ethnic and gender diversity? How do their ideas and experiences compare to ours today?

2. The Economy: What were the political, social, and cultural experiences of economic crisis in the 1930s? How did Americans propose to resolve their economic problems?

3. War: How well did Americans respond to the international challenges of the 1920s, 30s, and 40s? To what extent does World War II deserve its reputation in the United States as the so-called Good War?

For all three questions, we will also ask what **lessons** this history can suggest for Americans today.

This course will also help you develop skills in critical reading, thinking, and writing. By the end of the quarter you will have improved your ability to:

- analyze primary sources (documents created during the time period under study)
- evaluate the strengths and weaknesses of secondary sources (interpretations of the past created by historians or other later authors)
- build ideas collaboratively in a group setting
- communicate ideas in concise, clear, and persuasive writing.

Class Participation: We will spend substantial class time engaged in some activity other than lecture. Often this will mean breaking into small groups to

discuss course material, or to engage in mock debates or role-playing exercises. Class participation is a part of your final grade and will be based on both your attendance and participation in activities. If you encounter obstacles to your participation in class (for whatever reason), please meet with me early in the quarter so we can work out a solution. Visiting my office hours also counts as class participation.

Hopefully, you will find yourself provoked, intrigued, at times amused, but above all enlightened during this class. You can help in this effort by coming to class having completed the readings and having thought about the study questions, and by respecting the views of your classmates.

One final rule: to promote classroom cohesiveness, no laptops or other electronic devices are allowed in the classroom.

Required Readings:

Michael Bess, *Choices Under Fire: Moral Dimensions of World War II* (New York: Vintage, 2006).

Lewis A. Erenberg and Susan E. Hirsch, eds., *The War in American Culture: Society and Consciousness During World War II* (University of Chicago Press, 1996).

Américo Paredes, *George Washington Gómez* (Arte Público, 1993).

Articles to download and print from my personal faculty website.

Assignments and Grading:

Class Participation	15%		
Reading Responses	30%	(~2 pages, x8)	(3.75% each)
Midterm Essay	15%	(4-5 pages)	
Movie Essay	10%	(3-4 pages)	
Final Take-Home Essays	30%	(4-5 pages, x2)	

•We will use a “+/-” system: A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (60-66), F (0-59). If you don't understand the basis of the grade you received or if you disagree with the assessment, speak to the instructor—but only after letting twenty-four hours pass for you to absorb and reflect on the evaluation. Please act within two weeks of the return of the assignment. Please also note that students will most likely receive a failing grade for the course if they miss five or more class sessions or fail to submit an assignment.

Grading Rubric for Papers

Your grades on the papers will be based on three major, closely related areas:

1. development of an argument or point of view that is pertinent to the issue at hand and that has breadth, coherence, and insight (interpretation);
2. use of the relevant class material (evidence); and
3. expression of ideas in a clear, concise, engaging prose (style).

A: excellent. Outstanding in all three of the areas listed above.

B: good. Strong in all three areas or notable strengths in one balanced by weakness in another.

C: average. Adequate in one or more areas, weak in others.

D: poor. Problems in all three areas, or a lack of engagement in assignment.

F: unacceptable. Serious flaws, or a lack of engagement in the assignment.

Responses: For most class sessions, you will receive study questions designed to promote class discussion of reading assignments. You are required to turn in responses for eight of those sixteen opportunities. Responses should be 1.5 or two pages long (typed, double-spaced pages). Late responses will not be accepted. See my website for more information on these assignments.

Late Policy:

Essays: Out of fairness to other students, these assignments will be penalized 5% of their value for each class session late. Assignments turned in after the start of class on the day they are due will be considered “slightly late” and penalized 2% of their value.

The Free Late: For one of the essays (but not the final exam), you can turn in your assignment one week after the due date with no penalty. Simply write “Free Late” next to your name when you submit it. You can also use your Free Late to submit a response assignment one week after the due date. You may only take advantage of the Free Late once; use it wisely.

Responses: No late submissions allowed (except for the Free Late).

Final Exam Essays: Late finals are strongly discouraged and may result in a failing grade for the class.

****In case of a family emergency, special allowances may be made. Please contact me as soon as possible. If you think that you might have a problem meeting a deadline, consult with me before the due date.**

Disabilities: Students with disabilities should be aware of the resources at the Office for Students with Disabilities (Student Affairs Bldg 115, 343-3140).

How to Submit Essays on Turnitin.com: You may submit some essays for this class online, using the online portal www.turnitin.com. You will need to

establish a user profile with the website early in the quarter. If you have any problems establishing an account, please let me know well in advance of the first due date. If you have your paper ready to submit but for some reason cannot access turnitin.com, you should paste the text into an email message and send it to me before the deadline so that I know you had it completed on time. Then submit the paper to turnitin.com at the next available chance. Every internet connection can go down unexpectedly, so you should never wait until the last minute to submit your papers. Late submissions caused by faulty internet connections will still be treated as late papers. Make sure you give yourself enough time to find an alternative connection before the submission deadline. Please review carefully your submission on the website to make sure it is correct. Make sure to get an email “receipt” to confirm your submission.

Plagiarism: Plagiarism refers to the use of another author’s words or ideas without acknowledgement of this use. This includes copying from texts or webpages as well as submitting work done by somebody else. Other forms of plagiarism include altering a few words or the sentence structure of someone else’s writing and presenting it as your own writing (that is, without quotation marks or footnotes). Violators will receive at minimum a zero on the assignment and will be reported to University authorities.

CLASS SCHEDULE:

Note: You should come to class prepared to discuss the readings listed for that day's session. You should also have a paper copy of the readings on hand. Unless otherwise noted, all assignments are due in paper at the start of class, and all readings outside the books are posted on my personal faculty website.

10 January: Course Introduction

12 January: Idealism at War's End

Readings on World War I

17 January: Women's Activism

Readings on Women's Suffrage

Response One Due

19 January: The Culture Wars of the 1920s

Readings on Nativism; Readings on Prohibition

Response Two Due

24 January: The Culture Wars, continued

Readings on the Harlem Renaissance; Readings on "The Negro-Art Hokum"

Response Three Due

26 January: Economic Crisis

Readings on the Great Depression and New Deal

Response Four Due

31 January: History from the Borderlands

Paredes, 5-6, 9-63, 71-82, 99-118, 124-137, 147-75

Response Five Due

2 February: History from the Borderlands

Paredes, 189-302

Response Six Due

7 February: Assessing the New Deal and its Legacy

No Readings

Midterm Essay Due

9 February: The Long Shadow of Imperialism in World War II

Bess, 1-57

Response Seven Due

14 February: Choosing Allies and Enemies

Bess, 58-75, 166-78; Readings on FDR's Destroyer Deal

Response Eight Due

16 February: Moral Choices in Wartime

Bess, 88-110, 136-65

Response Nine Due

21 February: Moral Choices in Wartime, continued

Bess, 179-253; Reading on Iwo Jima

Response Ten Due

23 February: Images of War and the Enemy

Erenberg and Hirsch, 46-70 and 169-201

Response Eleven Due

28 February: War and Everyday Life at Home

Erenberg and Hirsch, 17-45, 71-102, and 128-43

Response Twelve Due

1 March: Race and Ethnicity on the Homefront

Erenberg and Hirsch, 263-309 and 313-30

Response Thirteen Due

6 March: Postwar Dreams

Bess, 257-346

Response Fourteen Due

8 March: What Makes a Military Occupation Successful?

No Readings

Movie Essay Due

13 March: The Origins of the Cold War

Readings on the Cold War; Readings on the Red Scare

Response Fifteen Due

15 March: The Post-War Fate of the New Deal

Readings from Lizabeth Cohen's *Consumer's Republic*, 133-65

Response Sixteen Due

20 March (Tuesday): Finals Week

Take-home final essays due. Submit by 7:00 pm in my office or via turnitin.com.