Tuesdays: 6:00-9:50 p.m.
Room A217
Dr. June Melby Benowitz
Campus phone: 359-4344 (It is best to send me messages via email as I am not in my office every day.)
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Office: C251
Office hours: Tuesdays, 5-6 p.m.; Wednesdays, 10:00 a.m. – 11:00 p.m., and by appointment.

**History Mission Statement**

The curriculum for a bachelor’s degree in History at USF Sarasota-Manatee is designed to prepare students for a future in the history profession and other professions that require solid research, writing, and analytical skills. By the time History majors graduate they should be able to write well organized and grammatically correct papers that contain clear thesis statements and evidence to support their arguments. Moreover, in each course, students will be trained in the evaluation of primary and secondary source materials, weighing the impact of historical context on the construction of documents – a skill we label “thinking historically.” During their senior year, students will have the opportunity to demonstrate their acquired skills in the Pro-Seminar capstone course.

**Age of FDR Pro-Seminar**

Franklin Delano Roosevelt served as President of the United States for more than twelve years, 1933-1945--twelve of the most tumultuous years in American history. He entered office in the midst of the Great Depression and died in his fourth term as President during the final months of World War II. For many reasons, the Age of FDR is considered by many historians to be a watershed in American and world history.

In this course, a pro-seminar, students will participate in an in-depth study of the period 1929-1945. Emphasis will be on class discussion of assigned readings and on the research and writing of a major paper.

**Required texts:**

- Allen, Frederick L., *Only Yesterday*
- Doenecke, Justus D. and Wilz, John E., *From Isolation to War, 1931-1941*
- Goodwin, Doris Kearns, *No Ordinary Time*
in California.
McElvaine, Robert, *The Great Depression: America, 1929-1941*
Ware, Susan, *Beyond Suffrage: Women in the New Deal*
Weiss, Nancy J., *Farewell to the Party of Lincoln*

**Course Requirements and Grading:**

**Research Paper/Class Presentation**

The research project will count for 60% of your final grade. This project will include (1) a written proposal (due January 27); (2) an outline (due February 10); (3) a first draft (due March 24); and a typed, double-spaced final paper of approximately 20 pages, plus title page and bibliography page. The completed paper will be due on April 7, 2014. It must include footnotes or endnotes and conform to the *Chicago Manual of Style*. The paper must be on a topic appropriate to the course, and approved by the instructor. It is required that the research include both primary and secondary sources. **NOTE:** With the exception of primary sources and journal articles, Internet sources will not be accepted in the final paper. All students will be required to submit their papers full-length first draft to Turnitin. Two hard copies of your final paper (one for peer review and one for the instructor) must be submitted on the April 7 due date. An electronic copy of the paper, with all corrections made, must be submitted in Microsoft Word **before** April 21, 2014. The class presentation will be based upon your research paper.

As you research and write your research paper, keep in mind the necessity that you demonstrate your ability to analyze the primary source materials, paying close attention to who was writing the documents and the circumstances under which they were written. Your paper should include results of your research into a variety of secondary sources (see below), and you will need to demonstrate your ability to make logical connections between ideas, to identify how one author’s interpretation of an issue or event differs from that of another, and to detect inconsistencies and/or mistakes in authors’ reasoning. Critical thinking will account for 30 percent of your grades on both the first and final drafts of your term paper. Your paper **must include a thesis statement** that is supported by evidence found in your research. A tentative thesis statement must be submitted in the Introduction of the outline that is due on February 10, 2014.

**Sources for term paper:** The term paper must include both primary and secondary sources. Primary materials might include letters, government documents, magazine and newspaper articles from the period, personal diaries, ephemera from the period, interviews with people regarding their experiences during the era being researched, etc. Secondary sources will include monographs (books written by scholars focusing on a person, issue, event, etc.) relating to the period, and scholarly (peer reviewed) journal articles.
The effectiveness of your writing will account for 70 percent of your grades on both the first and final drafts of your term paper. Competencies that demonstrate the ability to write effectively are as follows:

- Consistent unity of purpose
- Coherence in thought and presentation
- Adequate and appropriate concrete support
- Academic or professional tone
- Responsiveness to audience and situation
- Correctness in grammar, mechanics, usage
- Compliance with the style format of the discipline (Chicago Manual of Style)

It is important too that you demonstrate an understanding of how the practice of history and interpretations of the past have changed over time.

Papers that are late will be accepted up to two weeks after the due date. An exception is the final corrected draft of the term paper, which will not be accepted after April 25. Papers that are one day late will lose the equivalent of 3% of their grade for the assignment. Papers 2-5 days late will lose 8%, and papers 6-7 days late will lose 10% (or a full letter grade). Papers that are two weeks late will lose 20%, or two letter grades (for example, an A- grade would drop to a C-).

**Other reading/writing assignments:**

In addition to the assigned texts, the student will be required to read a total of at least eight (8) monographs and journal articles, plus at least three (3) primary sources, in preparing for their research paper. Students will submit a preliminary research proposal for the instructor’s approval (due January 27), at which time students will provide examples of sources they plan to use in their papers.

Each student will be assigned to read, analyze, and write a critique of one of the required monographs and one journal article. The student will also present summations and critiques of the book (approximately 5-6 pages) and the article (approximately 3 pages), and lead class discussion on the day that the book critique is due. Students should be prepared to present their article review orally to the class (an approximately 10 minute presentation). The student will have an opportunity to select the book and journal article from a list provided by the instructor. The book critique and discussion will count for 10% of the student’s final grade, and the report on the journal article 5%. Both the book and article critiques will be graded on clarity of thought and presentation, on adequate supportive evidence for your arguments, and on grammar and mechanics. Approximately 60% of the grades on these reports will be based upon the student’s demonstration of writing effectiveness; the remaining 40% will be based upon evidence of critical thinking.

There will be one in-class written assignment in which students will demonstrate their knowledge of historical theory and methodology. This in-class paper will be based
on the assigned books for this course. It will count for 5% of the student’s grade.

All assignments are to be turned in on the due dates (see “Research Paper” above). Any late papers, if accepted, will receive significant markdowns of grade. Be sure to number your pages on all written assignments.

All students should be prepared to submit one page of written questions and ideas for discussion from each of the required texts. This assignment will be due on the day that the book (or book section) is scheduled for discussion. Students who miss class on the day of discussion will need to submit a 2-page review of the assigned reading.

Attendance and Participation
Attendance and participation in classroom discussion is especially important in a pro-seminar. Much of the material that will be discussed in class is not readily available elsewhere. It is also important that the student actively participate in class discussion by contributing his/her ideas. Class attendance and participation will count for 20% of your final grade. More than 8 hours of unexcused absences=F for attendance. The participation grade will be based on the student’s contribution to the class discussion. It is recommended that the student look to his/her written questions and ideas for possible topics to bring up in class.

In summary, your final grade will be determined on the basis of the following course requirements:

Research paper
  Proposal (10 points)  5%
  Outline (10 points)   5%
  First draft (40 points) 20%
  Final draft (60 points) 30%
Attendance (20 points) 10%
Participation (20 points) 10%
Book critique/discussion (20 points) 10%
Journal article report (10 points) 5%
In-class essay (10 points) 5%

200 points total 100%

You will receive points, along with an equivalent letter grade, for each assignment.

Final Grade:
Grading will be on the plus/minus system, and will use points that will be converted to a letter grade. A+ = 98-100 points; A = 94-97 pts.; A- = 90-93; B+ = 88-89; B = 84-87; B- = 80-83; C+ = 78-79; C = 74-77; C- = 70-73; D+ = 68-69; D = 64-67. Less than 64 = F.

Program Outcomes Survey
Near the end of the semester, students will be asked to complete a “Program Outcomes Survey” online. It is very important that you complete the short survey as it is an assessment of the entire History program at USFSM.

Canvas use
Students will need to become familiar with Canvas. The syllabus is posted on Canvas, as are all grades. Consult Canvas frequently for Announcements. Canvas may also be used for the posting of assignments and for on-line discussion.

Information on how to use Canvas is available at: http://usfsm.edu/information-commons/faculty-resources/

Academic Support Services:
Information Commons provides students with individual and group study spaces, computers, printers, and various media equipment for temporary use. Information Commons is staffed with a librarian, learning support faculty, tutors, and technology and e-learning specialists. Students challenged by the rigors of academic writing, mathematics, or other course content are urged to contact their professors early in the semester to chart out a plan for academic success, and/or regularly use the tutoring services provided by the Learning Support Services, which are provided at no cost to students.

Cell phones/Computers:
Please be sure your cell phones are turned off while in the classroom. If you bring your computer to class, be sure that you use it only for note-taking and other activities that pertain to this course. Close laptops computers during student and video/DVD presentations. If you do otherwise, you may be asked to leave.

Recordings:
All unauthorized recordings of class are prohibited. Recordings that accommodate individual student needs must be approved by the instructor in advance and may be used for personal use during the semester only; redistribution is prohibited.

Plagiarism:
The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve
the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.

PLEASE REMOVE YOUR NAME FROM THE BODY OF YOUR PAPER AND REPLACE IT WITH YOUR USF ID#. ALSO REMOVE YOUR NAME FROM THE FILE NAME AND REPLACE IT WITH YOUR USF ID# (e.g., “U12345678 Essay 1.docx”) BEFORE SUBMITTING IT TO TURNITIN.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

Instructor Copyright
Students may not sell notes or other course materials.
USFSM AND USF SYSTEM POLICIES

A. Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the USFSM Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. Academic Disruption: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

C. Contingency Plans: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Campus Police Website for further information.

D. Disabilities Accommodation: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, http://usfsm.edu/disability-services/

E. Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have
this stated in the syllabus with an appropriate alternative assignment.

G. **Sexual Misconduct/Sexual Harassment Reporting:** USFSM is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF System Policy 0-004](#)). The Counseling and Wellness Center is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report.

Please be aware that in compliance with Title IX and under the USF System Policy, educators **must** report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. The Deputy Coordinator for USFSM is Mary Beth Wallace, AVP for Student Enrollment, Engagement and Success, 941-359-4330 or marybeth@sar.usf.edu.

**Campus Resources:**
- Counseling Center and Wellness Center 941-487-4254
- Victim Advocate (24/7) 941-504-8599

**List of off-campus resources:**
- Hope of Manatee: 941-755-6805
- Safe Place & Rape Crisis Center (SPARCC) – Sarasota: 941-365-1976
- First Call for Help- Manatee: 941-708-6488
  - Sarasota & North Port 941-366-5025
- Manatee Glens: 941-782-4800

H. **Web Portal Information:** Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.
Course Goals and Objectives:
The goals for students of this course are:
1) To acquire the ability to think historically and analyze and evaluate documents with various interpretations of issues, events, and personalities.
2) To acquire the ability to conduct in-depth research into a subject, using both primary and secondary sources, and to evaluate the relevance and importance of ideas.
3) To write a 20-25 page (approximately 6,000-7,000 words) research paper that contains a clear thesis statement, reveals the ability to analyze sources and historical context, is coherent in thought and presentation, and is written in a format acceptable to the history profession. *(Chicago Manual of Style)*
4) To give oral presentations the research paper as well as of well written and well thought out critiques of articles and monographs on the subject of the Age of FDR.
5) To examine causes of the Great Depression and its effects upon Americans.
6) To examine and discuss the programs and policies under the New Deal.
7) To study Franklin D. Roosevelt and explore why he is considered one of America’s most important presidents.
8) To examine and discuss social, cultural, economic, political, and diplomatic issues and ideas of the FDR era.
9) To study and discuss American policies between World Wars I and II as well as attitudes of the country’s citizens.
10) To explore the manner in which the United States became involved in World War II.
11) To examine American participation in World War II, both at home and abroad.

By the conclusion of this course, the student should be able to:
1) Write a 20-25 page research paper on a topic relating to the course, in a style appropriate to the historical profession *(Chicago Manual of Style)*, using both primary and secondary sources.
2) Give an oral presentation of the research project, revealing a clear understanding of the topic, and be able to answer questions from other students regarding the work.
3) Present both oral and written critiques of monographs and articles written by various historians.
4) Present several theories regarding the causes of the Great Depression.
5) Describe how the Great Depression affected Americans in various sectors of society and locations within the country.
6) Give examples of the many programs and policies that came about under the New Deal and describe their effectiveness in alleviating the Depression.
7) Evaluate FDR’s effectiveness as President during the Great Depression.
8) Describe American policies between the two world wars, and explain why isolationism was a strong impulse during this period.
9) Describe the causes of the Second World War and explain how the United States became involved.
10) Evaluate the situation on the home front during World War II, and discuss the circumstances of women and various minority groups, including African Americans, Hispanic Americans, and Japanese Americans.
11) Evaluate and discuss the importance of the FDR era.
AGE OF FDR
Weekly Schedule—Spring 2015

Week 1—January 6
Introduction to course; discuss goals and expectations.

Week 2—January 13
Discuss Allen, Frederick L., Only Yesterday.
1920s, circumstances leading to stock market crash of 1929 and to Great Depression.
Discuss the researching and writing of history papers

Week 3—January 20
Discuss McElvaine, Robert, The Great Depression, pp. 3-195.
Examine and discuss documents from the 1930s.

Week 4—January 27 Paper proposal due
Discuss McElvaine, Robert, The Great Depression, 196-349
Journal articles: “America’s Boy Friend Who Can’t Get a Date”; “We Always Tried to Be Good People”; “The League of the Physically Handicapped and the Great Depression”; “Mother Ada Wright and the International Campaign to Free the Scottsboro Boys”.

Week 5—February 3
Discuss Ware, Susan, Beyond Suffrage: Women in the New Deal
Examine documents and discuss the roles of women during the 1930s.
Discuss paper proposals and the writing of outlines of history papers

Week 6—February 10 - Outline of paper due.
Discuss Gregory, James N., American Exodus: The Dust Bowl Migration and Okie Culture in California.
Journal article: “Manhattan Melodrama’s ‘Art of the Weak’”

Week 7—February 17
Discuss Weiss, Nancy J., Farewell to the Party of Lincoln
Examine the situations of minorities during the 1930s.

Week 8—February 24
Discuss Doenecke & Wilz, From Isolation to War
Examine circumstances leading to American involvement in World War II.
Journal article: “Historiography: The Origins of the Second World War in Asia and the Pacific”

NO CLASS ON MARCH 3—SPRING BREAK
Week 9—March 10
Discuss progress of term papers.
Discuss Goodwin, Doris Kearns, *No Ordinary Time*, pp. 9-215
Examine and discuss documents concerning American involvement in World War II.

Week 10—March 17
Journal article: “Going Among Strangers: Southern Reactions to World War II”
“The Most Wonderful Thing Has Happened to Me in the Army”

March 21 – Last day to withdraw from a course and receive a “W”

Week 11—March 24 - **First draft of term paper due**
Examine and discuss documents concerning the American home front during World War II.

Week 12—March 31
**First drafts of papers returned to students.** Scheduled individual meetings with professor in C251. NO REGULAR CLASS.

Week 13—April 7
**Final draft of term papers due.**
Examine and discuss documents concerning the final months of World War II and the use of the atomic bomb
**In-class writing assignment.**

Week 14—April 14
**Return peer-reviewed and instructor-reviewed papers**
Begin paper presentations.

Week 15—April 21
Paper presentations. **Final day for acceptance of rewritten term papers.**

Week 16—April 28 (Finals week.) Paper presentations, if necessary.