The University of South Florida Sarasota-Manatee

**THE UNITED STATES, 1914-1945**

**AMH 3231**

Mondays and Wednesdays: 11:00 a.m. – 12:15 p.m.*
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Office Hours: Mondays 5 – 6 p.m.; Wednesdays 10 – 11 a.m., and by appointment*

*Note: There will be no in-class meetings on Wednesday, September 3 and Monday, September 8, 2014. Assignments and discussion for those days will be found in Canvas. See “Weekly Schedule” at the end of this syllabus. Students will receive further information regarding assignments for those days during the first week of class.

The period 1914-1945 was a tumultuous era in American history. The United States became fully involved in two world wars, enjoyed a second industrial revolution in the 1920s, and endured the Great Depression of the 1930s. It was a time of shifting morals, or a transition to a modern America, and of a strengthening and growth of governmental involvement in private life.

This course will offer a comprehensive study of the many challenges the people of the United States faced during years of crisis. We will examine the causes and effects of major events of the era, and will look closely at the changes occurring in American society, politics, and culture. Part of the focus will be on leading personalities of the era, but we will also look at the world of the common man and woman, and study their progress through the years 1914-1945.

**Required Texts:**

- Blum, John Morton, *V Was for Victory*
- Krauss, Kenneth (Lewis, Sinclair), *Babbitt*
- Polenberg, Richard D., *Era of Franklin Delano Roosevelt, 1933-1945: A Brief History With Documents*
CANVAS USE:
The class syllabus is posted in Canvas, an online course management system. In this class Canvas will be used for announcements, the posting of instructions for assignments, keeping track of attendance, and for grading.

Information on how to use Canvas is available at: http://usfsm.edu/e-learning-services/student-resources/

Course Requirements and Grading:
  Attendance and Participation:
  Attendance and participation in classroom discussion is vital for the successful completion of this course. Much of the material that will be discussed in class is not readily available elsewhere. Poor attendance and non-participation would very likely have a negative impact on your understanding of the information covered, and would therefore adversely affect your grade. Participation means more than just sitting in class. To receive a high score for participation, students must actively join in discussions, ask questions, and offer insights relating to issues brought up in discussions, during in-class group projects, and in readings for the course. Class attendance and participation will count for 20% of your final grade. More than 8 hours of unexcused absences=F for attendance. Every student begins the course with 90 points out of a possible 100 for attendance/participation. Students who have no absences during the semester will automatically receive the 90 points, and a grade of A-. Regular participation in class discussions will raise those students' grades into the solid "A" category. Absences will bring the grade down.

  Examinations:
  There will be three examinations--two mid-terms and a final. The mid-terms will each count for 10% of your grade for the course. The final exam will count for 20% of the total. The exams will be in short answer and essay format. If you do not take an exam on the scheduled date, there will be at least a 15% deduction from your exam grade.

  Term Paper/Class Presentations:
  The term paper and class presentation will count for 20% of your final grade. A typed, double-spaced paper of approximately 9-10 pages (2,500 words) plus title page and bibliography page, will be due on November 24, 2014. The paper must be on a topic appropriate to the course, and approved by the instructor. The class presentation will be based upon your term paper. Be sure to number your pages on all written assignments. Late papers will receive at least a 10% grade reduction. Students can expect at least a 20% reduction in their paper grade if it is more than five days late. Failure to give an oral presentation of the term paper will result in a 20% grade reduction for the paper.

  Note: All written papers will be graded on content, grammar, and spelling. Students must cite sources in the term paper, using footnotes or endnotes. Citations in the term paper's footnotes, endnotes, and the bibliography must conform to the Chicago Manual of Style.
High quality, “A” papers will do the following:

- Be well-written and in correct Chicago Manual of Style format
- Meet all the assignment specifications
- Demonstrate familiarity with significant scholarship on the topic
- Stay focused on a clearly articulated argument appropriate to the assignments
- Support claims with relevant data and reference to scholarly authorities

Group reports/projects:
There will be miscellaneous group projects assigned throughout the course. Among the projects will be an assignment to read and report on one journal article. **Students will write individual papers (approximately 3 pages in length) on their assigned journal article.** They will then present those reports orally along with other members of their group. It is recommended that students working on the same journal article be in contact with one another in order that they can organize the oral presentation. Other group projects will include oral reports on assigned readings in Richard D. Polenberg’s *Era of Franklin Delano Roosevelt*. The group reports/projects will count for 20% of your final grade. **Note:** If you miss a class on a day of a group activity, you will **not** be able to make up the assignment. **Also:** There will be several unscheduled in-class group projects that will be worth a maximum of 15 group points each.

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

- Midterm 1 10%
- Midterm 2 10%
- Final exam 20%
- Term paper/class presentation 20%
- Miscellaneous group projects/reports 20%
- Attendance/participation 20%

**100%**

**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.
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.

Academic Dishonesty:
Please note that any form of plagiarism (taking the ideas, writing, etc., of others and passing them off as your own) or cheating on exams, projects, or papers is unacceptable behavior. Students found to have plagiarized another’s work will receive an automatic F for the assignment. Software may be utilized to assess potential plagiarism. Sources must be properly cited. Please be sure to review the university’s policy in the student handbook or check: http://www.sar.usf.edu/handbook/academics/ImportantAcademicPolicies.htm

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.

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.

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.

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. If you do otherwise, you may be asked to leave. If you bring a laptop to class, be sure to keep the lid closed during all student and audio visual presentations.
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.

Note: This syllabus is subject to change at the discretion of the instructor
USFSM POLICIES:
USF Sarasota-Manatee Policies and Procedures

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 and the USF Student Code of Conduct. Current and archived catalogs may be found at: http://usfsm.edu/academics/ and the USF Student Code of Conduct can be found at http://www.sa.usf.edu/srr/page.asp?id=88

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 and the USF Student Code of Conduct. Current and archived catalogs may be found at: http://usfsm.edu/academics/ and the USF Student Code of Conduct can be found at http://www.sa.usf.edu/srr/page.asp?id=88

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. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency.

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: 359-4714; email: disabilityservices@sar.usf.edu and website: http://usfsm.edu/disability-services/

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 information available on the USFSM student and faculty webpages at www.usfsm.edu

Religious Observances
The University 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. http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf
Emergency Preparedness
It is strongly recommended that you become familiar with the USF Sarasota-Manatee Emergency Action Plan on the Safety Preparedness. See information available on the USFSM student and faculty webpages at www.usfsm.edu

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. Therefore it is the student’s responsibility to check their USF email regularly.

Instructor Copyright
Students may not sell notes or other course materials.
Course Goals and Objectives:
The goal for this course are:
1) To learn of the effects of the tumultuous years 1914-1945 upon Americans.
2) To acquire the ability to think historically – to analyze and evaluate documents
   and various interpretations of issues, events, and personalities.
3) To learn to research and write a paper using both primary and secondary
   sources, and in a format acceptable to the history profession.
4) To present an organized and coherent oral presentation based upon historical research.
5) To devote time to discussion and debate of historical issues within small and
   large groups.
6) To explore the growth of government and the welfare state during the Franklin D.
   Roosevelt years.
7) To consider causes and effects of the two world wars, and examine reasons for
   the United States’ involvement.
8) To study new ideas – economic, social, cultural, political – that emerged during
   the era.
9) To examine the lives and roles of the people of the era, including wealthy, poor,
   middle-class, women, and minorities.
10) To explore relations between the United States and foreign countries during the era.

By the conclusion of this course, the student should be able to:
1) Write a research paper on a topic relating to the course in a style appropriate to
   the history profession, using a variety of historical sources.
2) Describe conditions (social, cultural, economic, and political) in the United
   States during the years 1914-1945.
3) Discuss the causes and effects of both World War I and World War II on
   America and, to some extent, on the world at large.
4) Analyze the ups and downs of the “Roaring Twenties” and point out conflicts
   within American culture that came to the fore during that time.
5) Discuss causes of the Great Depression and describe its effects upon the
   American people and government.
6) Explain the purpose of the New Deal, and point to programs that succeeded as
   well as those that failed.
7) Discuss the effects of World War I and World War II on the home front –
   including on women and minorities.
8) Analyze the government’s strategies and plans for ending World War II,
   including the use of the atomic bomb.
9) Display the ability to placed historical events and actions within the context of
   the time in which they took place, and identify how attitudes, ideas, etc., have
   changed.
NOTE: Reading assignments are due on the Monday of each week unless otherwise noted. Bring your books in preparation for discussion on both Mondays and Wednesdays.

Week 1:
Monday, Aug. 25
Introduction to the course

Wednesday, Aug. 27
Lecture: The Progressive Era

Week 2:
Monday, Sept. 1: NO CLASS – LABOR DAY HOLIDAY

Wednesday, Sept. 3: CLASS DOES NOT MEET IN CLASSROOM. ONLINE ASSIGNMENT:
Read: Kennedy, Over Here, pp. 3-44 and Leuchtenburg, Perils of Prosperity, pp. 1-29.
Watch documentary, The Sinking of the Lusitania. See USF Library database: “American History in Video.” Enter the documentary title. You should find the 22+ minute video as part of “Great Blunders in History” History Channel series.
Write a one-page summary of the documentary, with your impressions and include discussion of at least three “blunders” that are described in the story. What resulted from the blunders? The written paper is due in class Sept. 10.

Week 3:
Monday, Sept. 8: CLASS DOES NOT MEET IN CLASSROOM. ONLINE ASSIGNMENT:
Based upon your readings in Kennedy, pp. 3-44, and Leuchtenburg, pp. 1-29, (see above), write a one-page paper, answering one of the following questions:
1) What benefits did some Americans believe that the United States would receive as a result of World War I, even while the country remained neutral?
2) Why, in April 1917, was the United States going to war? Give at least three examples.
The written paper is due in class Sept. 10.

Wednesday, Sept. 10:
Read: Kennedy, 144-190.
Discuss American entry into World War I.
Week 4:
Monday, Sept. 15
Read and discuss: Kennedy, pp. 191-230; Leuchtenburg, pp. 30-48.
Lecture and discussion: Organizing the economy for war; the AEF in Europe.

Wednesday, Sept. 17
Wartime intolerance and hysteria.
In-class group project.

Week 5:
Monday, Sept. 22
Read: Kennedy, 231-295; Leuchtenburg, 49-83.
Lecture and discussion: World War I – Armistice and Aftermath
World War I – American Legacy

Wednesday, Sept. 24
WWI – Aftermath
Influenza 1918

Week 6:
Monday, Sept. 29
Begin reading Babbitt
Read: Leuchtenburg, 84-202
Lecture and Discussion: Transition to Modern America – the 1920s
Group report: Journal article – “Reading Race into the Scopes Trial”

Wednesday, Oct. 1
Lecture and Discussion: The Second Industrial Revolution
“Prohibition”

Week 7:
Monday, Oct. 6
Read: Leuchtenburg, 203-269
Lecture and discussion: The 1920s (cont’d) – The Culture of the 1920s

Wednesday, Oct. 8
Lecture and discussion: The “Smashup”
Discuss next week’s Midterms
Group reports: Journal articles - “Baptism by Fire”
“Insecure Equality”

Week 8:
Monday, Oct. 13 – Midterm #1
Identification/Essay exam over material covered in readings, online video, and in class from weeks 1-7. No open books, notes, etc., allowed in class during exam.
**Wednesday, Oct. 15 – Midterm #2**
Long essay on your interpretation of *Babbitt*, and its portrayal of 1920s society and culture. Open notes, open book. Be sure to bring *Babbitt* to class.

**Week 9:**
**Monday, Oct. 20**
The Great Depression and the beginning of the FDR years.
Polenberg, *The Era of FDR, 1933-1945*, pp. 1-16

**Wednesday, Oct. 22**
Lecture and discussion: FDR and the New Deal
Group report: Journal Article – “Finding ‘the More Satisfactory Type of Jurymen’”

**Week 10:**
**Monday, Oct. 27**
Continue discussion of the Great Depression and the New Deal
Read: Conkin, *The New Deal*, pp. 54-106.
Polenberg documents – pp. 68-92; 114-132

**Wednesday, Oct. 29**
Continue discussion of the Great Depression and the New Deal; women and minorities.
Read: Polenberg documents – pp. 93-107; 133-60
In-Class Group Project: Examine documents from Polenberg, pp. 103-17

**November 1 is the last day to withdraw from a course and receive a “W”**

**Week 11:**
**Monday, Nov. 3**
The United States and Foreign Relations Between the Wars
Read: Blum, *V Was for Victory*, Preface through p. 116

**Wednesday, Nov. 5**
The United States and World War II
Read: Polenberg documents pp. 191-211
Group report: Journal article – “Carey McWilliams and Antifascism, 1934-1943”

**Week 12:**
**Monday, Nov. 10**
The United States and World War II (cont’d)
Read: Blum, pp. 117-220
Wednesday, Nov. 12
US and WWII (cont’d)
Group project: Polenberg documents, pp. 219-227
Group report: Journal article – “Culture, Power, and Mission to Moscow”

**Week 13:**
**Monday, Nov. 17**
The Atomic Bomb; the War’s Aftermath
Read: Blum, pp. 221-340

**Wednesday, Nov. 19**
The War’s Aftermath (cont’d)
Group project: Journal article: “Building a Straight State”

**Week 14:**
**Monday, Nov. 24**
The legacy of the 1914-1945 era
**Term Papers Due**
**Begin oral reports**

**Wednesday, Nov. 26**
Oral Reports

**Week 15:**
**Monday, Dec. 1**
Oral Reports

**Wednesday, Dec. 3**
Oral Reports
**Review for Final Exam**

**Week 16:**
**Final Exam** (date and time TBA)