SYLLABUS
History 4261.006: The American People in Depression and War
Fall 2014
MWF 11:00-11:50, Wooten Hall 115

Instructor: Dr. Todd Moye
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Office hours (in WH 257) MWF 12:00-1:00, and by appointment

Course Description: In 1929 President Herbert Hoover boasted that the United States of America was closer to eliminating poverty than any society or nation had ever been in the history of the world. Later that year the U.S. began its spiral into the worst economic and social crisis in its own history, the Great Depression; it lasted more than a decade. Only when the U.S. entered World War II did its economy approach 1929 levels of production, but during the war years the country achieved full employment and experienced more economic growth than it ever had before or has since. By 1960 the U.S. again had the most powerful economy in the world and its citizens enjoyed widespread prosperity. Not surprisingly, these changes were wrenching for the Americans who lived through them. How did they cope with and make sense of the changes?

We will study social, political, and cultural interactions among different groups of Americans during this period, and we will examine the ways that these groups struggled to reconcile the ideals of the American republic with the realities first of a crushing economic depression, and then with an expanding central government and industrial economy. Emphasis will be given here to the major social and political trends that shaped the development of the modern American nation-state between the 1930s and 1950s, but we will also explore the ways that struggles over race, gender, class, and culture changed American society.

I expect students to develop reading, writing, and verbal skills through the course of the semester, but a solid foundation in these areas is a prerequisite for the course. The course will require you to read and master a great deal of information (i.e., it has a heavy reading load), and to write about it in a way that showcases your critical-thinking skills.

Required Texts/Readings: The following books are required. They are available from the college bookstore and other outlets. **Some of these books are available in multiple editions, so please pay close attention to the edition I am assigning**:

David M. Kennedy, *Freedom From Fear: The American People in Depression and War, 1929-1945* (Oxford University Press, 1999)
J. Todd Moye, *Freedom Flyers: The Tuskegee Airmen of World War II* (Oxford University Press, 2010)
Studs Terkel, *Hard Times: An Oral History of the Great Depression* (The New Press, 1986)
Studs Terkel, "*The Good War": An Oral History of World War II* (The New Press, 1984)
Allan M. Winkler, *Home Front U.S.A.: America During World War II*, **3rd Ed.** (Harlan Davidson, 2012)

In addition, I will from time to time assign primary source readings and articles, which I will hand out in class and/or make available via the course Blackboard site.

Grades: Grades are computed on a ten-point scale: 90.0 – 100 = A, 80.0 – 89.9 = B, etc. I do not "curve" grades as such, but I will take improvement into account when assigning final grades.

Your grades will be based on two midterms (each of which will be worth 15% of your total grade), two reaction papers (each worth 20% of your final grade), one final exam (20%), and class participation (10%).
In lieu of your final exam, you have the option of writing a 10-15-page research paper on an aspect of the New Deal or World War II on the ground in Texas. (Examples of research subjects could include public works projects like the Indian Lodge at Fort Davis State Park or Dallas's White Rock Lake, both of which were CCC projects, the WPA's post office murals, or Lake Texoma; or a WWII-era military base or defense-industry plant. Of course, there are many other possible examples in addition to these.) If you choose this option, you must let me know by Sept. 26—no exceptions.

All papers must be typed, double-spaced, and formatted in a way that does not challenge my eyesight or sanity. You will receive more detailed instructions for the reaction paper and research paper assignments later in the semester.
I will not accept late papers without evidence of an emergency and will allow make-up exams only with evidence of an emergency.

My Expectations: The attached class schedule lists weekly reading assignments, which you should ideally complete before the first class meeting of that week. Whether or not you can complete reading assignments before we go over the material in lecture or discussion, I do expect you to keep up with the readings. I will hold regular office hours throughout the semester on a first come-first served basis, and I will also be happy to schedule an appointment with you at any time on which we can both agree. I encourage

you to visit with me to discuss any aspect of this course or about whatever else is on your mind.
I do not have an official attendance policy, but I will take attendance from time to time. To put it bluntly, you absolutely cannot expect to do well in this course if you miss class often. If you do miss a class meeting it is your responsibility to get notes from a classmate; I will share lecture outlines with you, but will not share lecture notes. I will create online discussions at the course Blackboard site, and encourage you to participate in discussions there if you feel uncomfortable speaking up in the classroom.

I hope you will find that I work hard to prepare for class, make a point of arriving to the classroom on time, do my best to return graded assignments promptly, treat students with respect, and maintain a sense of humor. I ask no more—or less—than the same from you. **Please turn your cell phone off before you enter the classroom, and only use laptops, tablets, etc., for their intended purposes in the classroom—or prepare to be embarrassed.**

Statement Regarding Academic Dishonesty: I encourage you to become familiar with the University's policy of academic dishonesty found in the *Student Code of Conduct* (http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Code_of_Student_Conduct.pdf). The content of the *Student Code* applies to this course, and I refer all cases of cheating and plagiarism to the Provost's office. If you do choose to cheat or plagiarize on a paper or exam you will fail the course.

Disability Statement: The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

Class Schedule (Subject to change on short notice)

Aug. 25	Class introduction
Aug. 27	Cultural clashes in the 1920s
Aug. 29	The Boom/The Bust
Reading:	Miller, *New World Coming*, Ch. 12-13 (available on Blackboard); Kennedy, Ch. 1
Sept. 1	**Labor Day (No class meeting)**
Sept. 3	The Crash
Sept. 5	Discussion
Reading:	Miller, Ch. 16-17 (available on Blackboard); Kennedy, Ch. 2-3
Sept 8	Down and out in the Great Depression
Sept. 10	The election of 1932
Sept. 12	**No class meeting**
Reading:	Kennedy, Ch. 4-5; *Hard Times*, Foreword-Book One
Sept. 15	FDR and the New Deal
Sept. 17	The First 100 Days
Sept. 19	Discussion
Reading:	Kennedy, Ch. 6-8; *Hard Times*, Book Two
Sept. 22	The Dust Bowl
Sept 24	**MIDTERM I**
Sept. 26	Discussion
Reading:	Kennedy, Ch. 9-10; *Hard Times*, Book Three
Sept. 29	The "Second New Deal": Creating Welfare State Capitalism
Oct. 1	Second New Deal, cont.
Oct. 3	Discussion
Reading:	*Hard Times*, Book Four
Oct. 6	What the New Deal Accomplished
Oct. 8	The New Deal in Texas; **Reaction Paper I due**
Oct. 10	**No class meeting**
Reading:	Kennedy, Ch. 11-12; *Hard Times*, Book Five-Epilogue
Oct. 13	The Roots of War
Oct. 15	War in the Pacific
Oct. 17	Discussion
Reading:	*The Good War*, Introduction and Book One; Kennedy, Ch. 13-15

Oct. 20	War in Europe
Oct. 22	The Homefront
Oct. 24	Discussion
Reading:	*The Good War,* Books Two-Three; Kennedy, Ch. 16-17
Oct. 27	The World War II Legacy for Latinos (Guest lecturer: Professor Kat Reguero)
Oct. 29	Discussion
Oct. 31	**Second Midterm**
Reading:	*The Good War,* Book Four-Epilogue; Winkler, all
Nov. 3	Women at War
Nov. 5	"The Life and Times of Rosie the Riveter"
Nov. 7	Discussion
Reading:	Moye, Prologue-Ch. 3; Kennedy, Ch. 18-19
Nov. 10	African Americans at War
Nov. 12	The G.I. Bill: A New Deal for Veterans?
Nov. 14	Discussion
Reading:	Moye, Ch. 4-Epilogue; Kennedy, Ch. 20-21
Nov 17	The Cold War: International Implications
Nov. 19	The Cold War: The War at Home; **Reaction Paper II due**
Nov. 21	Discussion
Reading:	Kennedy, Ch. 22-Epilogue
Nov. 24	Research presentations
Nov. 26	**Thanksgiving Break (No class meeting)**
Nov. 28	**Thanksgiving Break (No class meeting)**
Reading:	**TBA**
Dec. 1	Research presentations
Dec. 3	Review
Dec. 5	**Reading Day (No class meeting)**
Reading:	**TBA**
Dec. 8	**Final Exam (10:30-12:30 a.m.). Research Papers due.**