

**Western Michigan University  
Course Syllabus**

**HIST3104-100:  
United States History, 1898-1945**

**Fall 2009**  
**Section: 44743**  
**Dunbar 3203**  
**TTh 9:30-10:45 am**

**Instructor: Dr. Wilson J. Warren**  
**Office: Friedmann Hall 4430**  
**Office Hours: MWF 10-10:30; TTh 11-12;**  
**and by appointment (please call or email)**  
**Office Phone: 387-4644**  
**E-mail: wilson.warren@wmich.edu**

**Course Description:**

This course will examine the United States' development as a world power from the late nineteenth century through the end of World War II. America emerged as the world's premier economic, political, and military power during this period. In addition to the use of secondary historical literature, students will read and critique important fiction from the period to gain perspectives on how Americans understood their role in the period.

**Course Objectives:**

- I. Understand the major trends in the development of the United States from 1898-1945.
- II. Read and convey analytical interpretations of how important literature from this period provides historical understandings.
- III. Participate actively in class discussions.
- IV. Write papers that demonstrate an understanding of the course content as well as writing skills appropriate for a writing-intensive 3000-level History course.

**Required Books:**

1. Edward Bellamy, *Looking Backward*
2. John Dos Passos, *42<sup>nd</sup> Parallel*
3. Norman Mailer, *The Naked and the Dead* **or**  
John W. Dower, *War Without Mercy* (specific reading assignment will be made in class)

Note: All books are available for purchase at the WMU and University Bookstores. All other course readings are available on-line.

### **Attendance and Participation Policy:**

You need to attend class regularly and participate actively. To encourage your diligence in these matters, attendance and participation points will constitute a portion of your grade. Students can earn up to **50 points for participation** and **25 points for attendance**. I will assess your participation based on your willingness to involve yourself in class activities on a consistent and enthusiastic basis.

\*Consistent and enthusiastic willingness to discuss the readings and other class assignments; contributions helped to increase understanding of the topics at hand = **48-50 points**

\*Periodic enthusiasm about class topics and diligent attention regarding class assignments; contributions helped to increase understanding of the topics at hand = **45-47 points**

\*Occasional enthusiasm about class topics and diligent attention regarding class assignments; somewhat uneven quality of contributions = **40-44 points**

\*Infrequent discussion effort, but consistent effort regarding other class assignments = **35-39 points**

\*Little discussion effort and other class work shows average effort = **30-34 points**

\*Exceedingly weak efforts shown in class and graded assignments = **<30 points**

I will assess your attendance based on following scale:

0-1 absences = **25 points**

2 absences = **22 points**

3 absences = **19 points**

4 absences = **16 points**

5 absences = **13 points**

More than 5 absences = **0 points**

If you must miss a class for a legitimate reason, please talk with me *before* the class meets. I will excuse legitimate absences.

### **Late Assignment Policy:**

My policy is simple: **I accept *no* late work**. The only exceptions are documented illnesses and emergencies. Due dates are either noted in the syllabus below or will be explained in class. Assignments must be either turned into me during class or placed in my department mailbox by the end of the day on which they are due.

### **Student Academic Conduct:**

You are responsible for making yourself aware of and understanding the policies and procedures in the *2009-2010 Undergraduate Catalog* that pertain to Student Academic Conduct. You can review this policies in the online catalog located at [catalog.wmich.edu](http://catalog.wmich.edu) These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

## Electronic Mail:

The only email address that should be used for communication between WMU students and WMU faculty and staff is the email address associated with a BroncoNetID. This email address typically takes the form: `firstname.middleinitial.lastname@wmich.edu`. An example is [buster.h.bronco@wmich.edu](mailto:buster.h.bronco@wmich.edu). Students cannot automatically forward email from this address to other addresses. Students can access this email account or get instructions for obtaining a BroncoNetID at [GoWMU.wmich.edu](http://GoWMU.wmich.edu).

## Tentative Course Schedule (any changes will be discussed in class):

### WEEK ONE: *Tuesday, September 8 and Thursday, September 10*

Introduction, Themes, and Course Goals  
How did the U.S. become the World's Most Powerful Nation between 1898 and 1945?

**READ:** \*Niall Ferguson, "Power," *Foreign Policy* 134(January-February 2003): 18-22+24. **(JSTOR)**

### WEEK TWO: *Tuesday, September 15 and Thursday, September 17*

Industrialization and Its Impacts

**READ:** \*David Montgomery, "Strikes in Nineteenth-Century America," *Social Science History* 4:1 (Winter 1980): 81-104. **(JSTOR)**  
\*Bellamy, *Looking Backward*, chap. 1-14

### WEEK THREE: *Tuesday, September 22 and Thursday, September 24*

America's Emergence as a Global Power

**READ:** \*Walter LaFeber, "The 'Lion in the Path': The U.S. Emergence as a World Power," *Political Science Quarterly* 101:5 (1986): 705-718. **(JSTOR)**  
\*Bellamy, *Looking Backward*, chap. 15-28

### WEEK FOUR: *Tuesday, September 29 and Thursday, October 1*

American Society at the Turn of the Twentieth Century

**READ:** \*Richard Slotkin, "Nostalgia and Progress: Theodore Roosevelt's Myth of the Frontier," *American Quarterly* 33:5 (Winter 1981): 608-637. **(JSTOR)**

**\*DUE: Bellamy paper on October 1**

**WEEK FIVE:** *Tuesday, October 6 and Thursday, October 8*

Progressive Era: Domestic Issues

**READ:** \*David N. Plank, Richard K. Scotch, and Janet L. Gamble, "Rethinking Progressive School Reform: Organizational Dynamics and Educational Change," *American Journal of Education* 104:2 (February 1996): 79-102. (JSTOR)

**WEEK SIX:** *Tuesday, October 13 and Thursday, October 15*

Progressive Era: Foreign Relations/Diplomacy

**READ:** \*Emily S. Rosenberg, "Foundations of United States International Financial Power: Gold Standard Diplomacy, 1900-1905," *Business History Review* 59:2 (Summer 1985): 169-202. (JSTOR)  
\*Dos Passos, *42<sup>nd</sup> Parallel*, through p. 103

**WEEK SEVEN:** *Tuesday, October 20 and Thursday, October 22*

World War I: Origins and Implications

**READ:** Dos Passos, *42<sup>nd</sup> Parallel*, pp. 104-214

**MIDTERM:** October 22

**DUE:** Annotated Bibliography Topic Proposals no later than Oct. 22

**WEEK EIGHT:** *Tuesday, October 27 and Thursday, October 29*

World War I: Home Front and America's Role in the Fighting

**READ:** \*Christopher Capozzola, "The Only Badge Needed is Your Patriotic Fervor: Vigilance, Coercion, and the Law in World War I America," *Journal of American History* 88:4 (March 2002): 1354-1382. (JSTOR)  
\*Dos Passos, *42<sup>nd</sup> Parallel*, pp. 215-323

**WEEK NINE:** *Tuesday, November 3 and Thursday, November 5*

The Roaring '20s?

**READ:** \*Susan J. Mott, "Children's Envy and the Emergence of the Modern Consumer Ethic, 1890-1930," *Journal of Social History* 36:2 (Winter 2002): 283-302. (JSTOR)

**\*DUE:** Dos Passos Paper on November 5

**WEEK TEN:** *Tuesday, November 10*

The Associative State

**READ:** \*Ellis W. Hawley, "Herbert Hoover, the Commerce Secretariat, and the Vision of an 'Associative State,' 1921-1928," *Journal of American History* 61:1 (June 1974): 116-140. **(JSTOR)**

**NOTE:** No class on Nov. 12 (NCSS Conference, Atlanta)

**WEEK ELEVEN:** *Tuesday, November 17 and Thursday, November 19*

The Great Depression: Origins and Consequences

**READ:** \*Elaine S. Abelson, "'Women Who Have No Men to Work for Them': Gender and Homelessness in the Great Depression, 1930-1934," *Feminist Studies* 29:1 (Spring 2003): 104-127. **(JSTOR)**

**WEEK TWELVE:** *Tuesday, November 24*

New Deal

**READ:** \*Patrick Renshaw, "Was There a Keynesian Economy in the USA between 1933 and 1945?" *Journal of Contemporary History* 34:3 (July 1999): 337-364. **(JSTOR)**

**NOTE:** No class on November 26 (Thanksgiving)

**WEEK THIRTEEN:** *Tuesday, December 1 and Thursday, December 3*

World War II: Origins and Home Front

**READ:** \*Frederick W. Marks III, "The Origin of FDR's Promise to Support Britain Militarily in the Far East: A New Look," *The Pacific Historical Review* 53:4 (November 1984): 447-462. **(JSTOR)**

\*Mailer, Part I-II /Dower, Part I-II

**WEEK FOURTEEN:** *Tuesday, December 8*

World War II: America's Role in the Fighting

**READ:** \*William Alexander Percy, "Jim Crow and Uncle Sam: The Tuskegee Flying Units and the U.S. Army Air Force in Europe during World War II," *Journal of Military History* 67:3 (July 2003): 773-810. **(JSTOR)**

\*Mailer, Part III-IV/Dower, Part III-IV

**NOTE:** No class on Dec. 10 (TAH Meeting, Washington, D.C.)

**DUE:** Annotated Bibliographies on December 8

**WEEK FIFTEEN: FINAL: Thursday, December 17 (8-10 am)**

**\*DUE: Mailer/Dower Paper**

**GRADED COURSE ASSIGNMENTS:**

I. Midterm and Final

- A. Each student will complete the midterm and final consisting of a series of short answer questions.
- B. Before the midterm and final, each student will receive a list of possible questions for the exams. Students will be able to review for the exam using this longer list of possible questions, from which the instructor will choose the questions.

II. Response Papers to JSTOR Readings

- A. Each student will choose four of the required JSTOR readings and write short essay (3-4 page) responses to assigned questions. NOTE: You may not write on the Week 1 reading by Niall Ferguson. We will use that reading for class discussion purposes only.
- B. Each week a specific question about the assigned JSTOR article will be distributed in class, and students will be free to choose which readings they will write about.
- C. The only exception to this free choice policy is that students **must write on either the Week 2 and/or Week 3** JSTOR reading for one (or two) of their required response papers.
- D. The specific due dates and format for the response papers will be explained in class.

III. Essays on the Three Required Books

- A. Each student will write essays on the three required books for the class.
- B. Each essay will involve a critique of the book in the context of themes/issues discussed in class.
- C. The essays will be approximately 5-6 pages in length and may involve citation of other appropriate and supporting historical literature as specified in class.

IV. Annotated Bibliography

- A. Each student will develop a brief bibliography of books/articles on a topic relevant to the course.
- B. Students will need to submit their proposed topic by the time of the midterm, and receive permission to proceed on this topic from the instructor before compiling their bibliography.
- C. The annotations must be written in accord with specific instructions that will be distributed and discussed in class.

V. Attendance and Class Participation

- A. Points will be assigned for both attendance and class participation as previously indicated.

<u>Point Distribution</u>	<u>Points Possible</u>	<u>Points Received</u>
1. Attendance	= 25	_____
2. Class Participation	= 50	_____
3. Midterm	= 30	_____
4. Final	= 50	_____
5. JSTOR Response Papers (20 pts X 4)	= 80	_____
6. Required Book Essays (30 pts X 3)	= 90	_____
7. Annotated Bibliography	= 50	_____
8. TOTAL POINTS	= <u>375</u>	<u>375</u>

**Final Grade-Percentage-Total Point Equivalencies:**

A	94-100 %	(352 - 375 pts.)
BA	88-93 %	(330 – 351 pts.)
B	80-87 %	(300 – 329 pts.)
CB	74-79 %	(277 – 299 pts.)
C	66-73 %	(247 – 276 pts.)
DC	60-65 %	(225 – 246 pts.)
D	51-59 %	(191 – 224 pts.)