

# New Era, New Deal HIUS 145

Instructor: Prof. Mark Hendrickson  
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Classroom: MWF in CSB 005

Office Hours: Mondays 2:00 to 3:00 and Wednesday 11:00 to 12:00 and by appointment

Required Texts: The following books are available for purchase in the bookstore:  
Christopher Capozzola, *Uncle Sam Wants You*  
Lizabeth Cohen, *Making A New Deal: Industrial Workers in Chicago, 1919-1939*  
Michael Adams, *The Best War Ever*  
Jeffrey P. Morgan, *The Scopes Trial: A Brief History with Documents*  
Reader available at University Readers

## **Grading and Requirements**

The course grade consists of the following criteria and uses the plus/minus grading scale detailed in the CSU *General Catalog*.

Paper (5-8 pages due in class 3/4)	30%
Scopes Trial Debate	5%
Final Exam (3/20 11:30 to 2:29)	30%
Book Quizzes (3 @ 10% each)	30%
Discussion	5%

**Late papers:** The grade for a paper turned in late will be lowered a step (e.g. from a B+ to a B) for each “business” day it is late.

**A Note on “Book Quizzes”:** The field of quiz questions will be drawn from the list of questions for the book posted on TED. You will have 30 minutes to complete the quiz; it is open note and open book. Following the quiz we will discuss the book as a class.

**Key Document Discussions:** In addition to scheduled discussions of books assigned for the course, we will also explore important issues through an analysis and discussion of primary documents in the Course Pack. **Please bring these readings with you to every class meeting and come prepared to comment on the day’s primary documents described in the syllabus.** I will send the class an email prior to every class with some introductory comments on the document and list of questions for your consideration.

## Extra Credit

You can earn extra credit for this course by way of participation in a short debate. In your Course Pack and in the syllabus, you will notice mention of several “Debate Documents.” You can earn extra credit by assuming the identity of one of these individuals and giving the class a summary of your background and thoughts on various

issues related to the topic at hand. You can work in groups of up to three. Some details on the extra credit assignment:

- On the night before the presentation, each group should turn in a PowerPoint presentation to me as an attachment to an email.
- Presentations should be approximately 5-8 minutes per group and include background information concerning the individual or group you represent as well as your position on the issue outlined in the document. Your group will need to conduct some modest research on the individual or organization you represent. Nothing too taxing—an Internet search should be sufficient.
- Each group will meet with me prior to the debate to discuss their presentation.
- The whole class will have read these documents and there will be an opportunity for the class to ask your group questions following the presentation.
- Successful completion of the assignment will result in a ONE STEP INCREASE in your final grade for the course—i.e. if you end up with an 88% (a B+) for the course and complete the extra credit assignment, your course grade would go from a B+ to an A-.

**Extra Credit Debate Topics and Readings (in the Coursepack)**

**W.E.B. DuBois versus Marcus Garvey on Black Nationalism (1/30)**

1. W.E.B. DuBois “Back to Africa” and “A Lunatic or a Traitor”
2. Marcus Garvey explains the Goals of the UNIA, 1923”

**Welfare Capitalism: A step forward or a sham (1/28)**

3. “The Employers Case for Welfare Capitalism, 1925”
4. “Labor’s Case Against Welfare Capitalism, 1927”

**The New Deal Debate: Hoover versus FDR (2/27)**

5. “Herbert Hoover Comments on the New Deal, 1936”
6. “Herbert Hoover, “The Challenge to Liberty”
7. “Franklin D. Roosevelt Annual Message to the Congress, January 4, 1935”

**Dropping the Atomic Bomb: Necessary and/or justifiable? (3/13)**

8. Gap Alperovitz, “Dropping the Atomic Bomb Was Neither Necessary Nor Justifiable”
9. “Robert P. Newman, Dropping the Bomb Was Necessary and Justifiable”
10. “Were There Viable Alternatives to Dropping the Atomic Bomb”

## Schedule of Lectures and Readings

### *Section One: The WWI Era*

- Lecture #1 Course Introduction: American Liberalism (1/5)**
- Lecture #2 World War I: Mobilizing for War (1/7)**  
“President Wilson Asks Congress for a Declaration of War”  
“Eugene V. Debs Attacks Capitalist Warmongers”
- Lecture #3 World War I: The Great Migration and the Crusade for Democracy at Home (1/9)**  
“W. E. B. Du Bois on the Meaning of the War for African Americans, 1919”
- Lecture #4 World War I: The Suffrage, ERA, and the Crusade for Democracy at Home (1/12)**  
“Elsie Hill and Florence Kelly Take Opposing Positions on a Proposed Woman’s Equal Rights Bill, 1922”  
“Margaret Sanger Publishes Letters Documenting American Wives’ and Husbands’ Urgent Need for Legal Birth Control”
- Lecture #5 Quiz and Discussion on Capozzola, *Uncle Sam Wants You* (1/14)**
- Lecture #6 Strikes, Reds, and Reaction in post-war America (1/16)**  
“Attorney General Palmer’s Case Against the Reds,”  
“The Interchurch World Movement Investigates the Steel Strike, 1920”

**January 19: MLK Holiday**

### *Section Two: The New Era*

- Lecture #7 Hoovering in the 1920s (1/21)**  
“Herbert Hoover on American Individualism, 1922”
- Lecture #8 Quiz and Discussion on Cohen, *Making a New Deal* Chaps. 1-4 (1/23)**
- Lecture #9 The State and the Labor Market (1/26)**  
“Employers Consider the Regulation of Women’s Work, 1920”  
“The Women’s Bureau Exposes the Myths About Women’s Work, 1924”
- Lecture #10 The State and the Labor Market (1/28)**  
“Herbert Hoover on American Individualism, 1922” (again?!)  
**Welfare Capitalism Debate**
- Lecture #11 The “New Negro” (1/30)**

“Langston Hughes, Two Poems of the 1920s”  
DuBois-Garvey Debate

**Lecture #12 Anxiety and Change (2/2)**

“The Automobile Comes to Middletown”  
“An Enthusiast Applauds Advertising”  
“Two Magazine Advertisements”  
“Bruce Barton Sees Jesus as an Advertising Man, 1925”

**Lecture #13 Sister Aimee: Saint or Sinner? (2/4)**

**Lecture #14 Group meetings to prepare for debate (2/6)**

**Lecture #15 The Scopes Trial Debate (2/9)**

***Section Four: The Great Depression and New Deal***

**Lecture #16 Wrap up Scopes Trial and the Dimensions of the Great Depression (2/11)**

**Lecture #17 “Adrift in the Great Depression” (2/13)**

Cohen, *Making a New Deal*, Chapter Five  
“Herbert Hoover Reassures the Nation”  
“Henry Ford on Unemployment and Self-Help”

**February 16: President’s Day**

**Lecture #18 Response to the Great Depression: Hoover, FDR, and the First 100 Days (2/18)**

“An Ordinary American Appeals to Her Government”

**Lecture #19 New Deal Reforms: Organized Labor (2/20)**

**Lecture #20 New Deal Reforms: The Social Security Act (2/23)**

“President Roosevelt Outlines Social Security for Congress”  
“The Committee on Economic Security Argues for Contributory Social Insurance”  
“An Architect of Social Security Recalls the Southern Concession”  
“Social Security Advisers Consider Male and Female Pensioners”

**Lecture #21 New Deal Reforms: From the Raw Deal to the New Deal (2/25)**

“Charles Hamilton Houston and John P. Davis Critique the Lily-White TVA”  
“The *Chicago Defender* Sees the CIO as a Civil Rights organization, 1939”

**Lecture #22 1936 Campaign and the Hoover-FDR Debate (2/27)**

Our meeting will also include an opportunity to discuss the paper and the last four chapters of Cohen

**Lecture #23 From Doctor New Deal to Doctor Win the War (3/2)**

**Lecture #24 Video: The War (3/4)**  
Paper Due

**May 28 Memorial day**

**Lecture #25 WWII: At Home (3/6)**  
“A. Philip Randolph Argues for a March on Washington”  
Valerie Matsumoto, Japanese American Women during WWII  
“Mary Paik Lee, a Korean American, Confronts Racism in Los Angeles, 1921,1941”  
“Conscientious Objectors Explain Their Reasons for Refusing to Register for the Draft”

**Lecture #26 Quiz and Discussion on Michael Adams, *The Best War Ever* (3/9)**

**Lecture #27 Wrap up discussion of *Best War Ever* and “War Mobilization and Statistics: The Case of General Curtis Le May and Robert McNamara” (3/11)**

**Lecture #28 Debate #4 Dropping the Atomic Bomb: Necessary and/or justifiable? (3/13)**  
Secret ballot vote at conclusion of the debate

### **Academic Integrity**

Students are expected to complete the course in compliance with the instructor's standards. No student shall engage in any activity that involves attempting to receive a grade by means other than honest effort; for example:

- No student shall knowingly procure, provide, or accept any unauthorized material that contains questions or answers to any examination or assignment to be given at a subsequent time.
- No student shall complete, in part or in total, any examination or assignment for another person.
- No student shall knowingly allow any examination or assignment to be completed, in part or in total, for himself or herself by another person.
- No student shall plagiarize or copy the work of another person and submit it as his or her own work.
- No student shall employ aids excluded by the instructor in undertaking course work or in completing any exam or assignment.
- No student shall alter graded class assignments or examinations and then resubmit them for regrading.
- No student shall submit substantially the same material in more than one course without prior authorization.

For more information, please consult the UCSD Policy on Integrity of Scholarship (<http://www-senate.ucsd.edu/manual/Appendices/app2.htm>).

### UCSD Principles of Community

To foster the best possible working and learning environment, UCSD strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the university and the well being of its constituents. UCSD faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

- We reject acts of discrimination based on race, ethnicity, gender, age, disability, sexual orientation, religion, and political beliefs, and we will confront and appropriately respond to such acts.
- We affirm the right to freedom of expression at UCSD. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality, and respect.
- We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.

For more the full list of UCSD Principles of Community, please visit <http://www.ucsd.edu/principles/>

