

New Era, New Deal

HIUS 145

Spring 2011

Instructor: Dr. Mark Hendrickson
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Office Hours: T and TH 2:00 to 3:00 and by appointment

Required Texts: The following books are available for purchase in the bookstore:

William Tuttle, *Race Riot*

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 5/26)	35%
Scopes Trial Debate	7.5%
Final Exam	35%
Book Quizzes (3 @ 5% each)	15%
Discussion	7.5%

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 WebCT. 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 *Key Documents* described in the syllabus.** I will post discussion questions on Web CT.

Schedule of Lectures and Readings

Section One: The WWI Era

Lecture #1 Course Introduction: American Liberalism (3/29)

Lecture #2 World War I (3/31)

“President Wilson Asks Congress for a Declaration of War”

“Eugene V. Debs Attacks Capitalist Warmongers”

“W. E. B. Du Bois on the Meaning of the War for African Americans, 1919”

Lecture #3 Strikes, Reds, and Reaction in post-war America (4/5)

“Attorney General Palmer’s Case Against the Reds,”

“The Interchurch World Movement Investigates the Steel Strike, 1920”

“Ralph Chaplin Recalls the Clampdown of the Red Scare of the 1920s”

“The National Association of Manufacturers Defends the Open Shop”

“The AFL Condemns the Open Shop, 1921”

Lecture #4 Quiz and Discussion on William Tuttle, *Race Riot* (4/7)

Section Two: The New Era

Lecture #5 Hoovering in the 1920s (4/12)

“Herbert Hoover on American Individualism, 1922”

“The Employer’s Case for Welfare Capitalism, 1925”

“Labor’s Case Against welfare Capitalism”

Lecture #6 The Era of Mass Consumption (4/14)

“A Critic Sees Advertising as a Narcotic”

“An Enthusiast Applauds Advertising”

“Two Magazine Advertisements”

“Bruce Barton Sees Jesus as an Advertising Man, 1925”

Lecture #7 Quiz and Discussion on Cohen, *Making a New Deal* Chaps. 1-4 (4/19)

Lecture #8 The State and the Labor Market (4/21)

“Employers Consider the Regulation of Women’s Work, 1920”

“The AFL Ignores Women, 1927”

“The Women’s Bureau Exposes the Myths About Women’s Work, 1924”

Lecture #9 The “New Negro” (4/26)

“Marcus Garvey Makes Case for Black Nationalism”

“Langston Hughes, Two Poems of the 1920s”

Lecture #10 Anxiety and Change (4/28)

“The Automobile Comes to Middletown”

Lecture #11 Group meetings to prepare for debate (5/3)

Lecture #12 The Scopes Trial Debate (5/5)

Section Four: The Great Depression and New Deal

Lecture #13 Why was the Great Depression so “Great”? (5/10)

“Herbert Hoover Reassures the Nation”
“A Business Leader Responds (Hopefully) to the Crash”
“Henry Ford on Unemployment and Self-Help”

Lecture #14 New Deal: Part I (5/12)

“An Ordinary American Appeals to Her Government”
“The New Deal is No Revolution”
“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 #15 The New Deal: Part II (5/17)

Lecture #16 Discussion of Cohen, *Making a New Deal* chaps. 4-8 [no quiz] (5/19)

Lecture #17 From the Raw Deal to the New Deal (5/24)

“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 #18 WWII (5/26)

“Ethel Gorham Advises ‘How to Write a Letter to your man overseas?’”
“Anxious Letter from Western Front”
“A. Philip Randolph Argues for a March on Washington”
“An African American Soldier Notes the ‘Strange Paradox’ of War, 1944”
“President Franklin Roosevelt Identifies the ‘Four Freedoms’ at Stake in War”
“Postwar Hopes for Full Employment”

Paper Due 5/26

Lecture #19 WWII (5/31)

Lecture #20 Quiz and Discussion on Michael Adams, *The Best War Ever* (6/2)

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.

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