

## **SYLLABUS: Readings in American History, 1898–1945 (56:512:548)**

Fall 2012

Class Times: Th 5:00 – 7:40 p.m.

Class Location: Fine Arts 221

Instructor: Prof. Kate Epstein

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Office Location: 429 Cooper St., Room 204

Office Hours: Tu, 12:00 – 1:00 p.m. / Th, 3:00 – 4:00 p.m.

**Course Description:** This is a graduate *readings* seminar in U.S. history from 1898 to 1945. It is a prerequisite for the spring *research* seminar in U.S. history from 1898 to 1945.

This course is designed to expose students to a broad range of the literature on U.S. history from 1898 to 1945. It is divided into six units of two weeks each. In the first week, we will read a book on a given topic; in the second week, we will read a selection of articles and book chapters on the same or a closely related topic. The six units are the new American empire, Progressivism, World War I, the Roaring 20s, the New Deal, and World War II. Within these units, students will gain exposure to a variety of methodological approaches, including military, diplomatic, political, social, and cultural history. The course has two goals:

- 1) To prepare students to write a research paper on a topic in U.S. history from 1898 to 1945.
- 2) To help students learn to think historiographically as well historically, to which end they will write book reviews and a historiographical essay.

**Office Hours and Advising:** You are welcome to come see me with questions and comments. My office hours will be Tuesday from 12:00 – 1:00 p.m. and Thursday from 3:00 – 4:00 p.m. at 429 Cooper St., Room 204. You are not required to make an appointment in advance, but I would appreciate it if you would do so. If you wish to see me outside my office hours, please feel free to make an appointment.

**Readings:** There are six *required* books for this class:

- 1) William Appleman Williams, *The Tragedy of American Diplomacy* (Norton, 2009). ISBN-13: 978-0393334746.
- 2) Michael McGerr, *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America, 1870–1920* (Oxford, 2005). ISBN-13: 978-0195183658.
- 3) Chad Williams, *Torchbearers of Democracy: African-American Soldiers in the World War I Era* (University of North Carolina, 2010). ISBN-13: 978-0807833940.
- 4) Joshua Zeitz, *Flapper: A Madcap Story of Sex, Style, Celebrity, and the Women Who Made America Modern* (Broadway, 2006). ISBN-13: 978-1400080540.
- 5) Alan Brinkley, *The End of Reform: New Deal Liberalism in Recession and War* (Vintage, 1996). ISBN-13: 978-0679753148.
- 6) James T. Sparrow, *Warfare State: World War II Americans and the Age of Big Government* (Oxford, 2011). ISBN-13: 978-0199791019.

All six books are available for purchase through the University Bookstore. If you purchase them from another source, please be sure to order the correct editions. In case you do not wish to purchase them, I have put copies of each on one-hour closed reserve at the library.

There will also be a number of articles and book excerpts, which will be available on Sakai.

**Assignments and Grading:** This class is a seminar, not a lecture, so my job is to guide discussion, not to dominate it. Your job is to complete all reading assignments on time (that is, before the class for which they are listed on the schedule below) and to participate actively in discussion.

Reading in graduate school differs from other types of reading. You do not have to memorize the readings; instead, aim to understand the authors' arguments and use of evidence. Nor do you need to know all the answers when we discuss the readings—the ability to ask good questions is just as valuable.

In addition to the readings and class participation, the course has three written assignments: two book reviews (3-5 pages each) and a historiographical essay (12-15 pages). Your historiographical essay should be related to the topic on which you plan to write your research paper in the spring. Book reviews and historiographical essays are typical assignments in graduate readings seminars; they are also distinctive genres. Guides to writing them will be available on Sakai.

In your papers, your grade will depend not on *what* argument you make but on *how* you make it, that is, how clearly you state your case and how effectively you support it with evidence. I will grade you on style—like good grammar—as well as substance.

Your final grade will be distributed as follows:

- 25% for class participation
- 15% for the first book review
- 20% for the second book review
- 40% for the term paper.

**Plagiarism:** Plagiarism is not a minor offense prosecuted by teachers in order to torment you: it is a major offense prosecuted to give justice to the victims and to deter the same behavior in the future. (Imagine how you would feel if someone used your ideas without crediting you!) If I catch you plagiarizing—and there are tools to help me do so—I will report you. The consequences of plagiarism can include expulsion.

You can see the University's policy on plagiarism here:

<http://fas.camden.rutgers.edu/student-experience/academic-integrity-policy/>.

If you are ever in doubt whether or not you are plagiarizing, it is best to err on the side of caution and cite your source. You should also feel free to ask me.

### **Other Polices:**

- 1) No Grade Inflation: I do not inflate grades, because I believe it does a disservice to you, your classmates, and the profession at large. An "A" means you are doing excellent graduate-level work. A "B" means you are doing competent graduate-level work. A "C" or below means you are not doing competent graduate-level work.

Under Department policy, all Master's students in history may be removed from the program after a second grade below a "B." Students entering the program this semester may count only one grade below a "B" towards completion of the degree.

- 2) Missing or Struggling in Class: I realize that life happens beyond the classroom—people get sick, cars break down, family members are in distress—and sometimes things that are

beyond your control make it difficult for you to perform academically. If such a situation arises, PLEASE let me know about it as soon as you can, keep me apprised, and be prepared to supply documentation. When I have advance notice and see credible evidence for your claim, I will work with you. When I hear about things after the fact or proof is unavailable, I tend to be much less sympathetic. In other words, help me help you.

- 3) No Papers Accepted by Email: I will not accept papers via email. When the syllabus says papers are due in class, that means a hard copy is due in class, not by email attachment during class. If you cannot make a class when a paper is due, I suggest you give it to a friend and/or work out another arrangement with me.
- 4) Challenging a Grade: You have every right to challenge a grade I give you if you believe I have given it in error. If you wish to challenge a grade, you must let me know *in writing* why you are challenging it before I will discuss the matter with you. I set this requirement both so that we have a shared record to work from and so that I have a chance to re-think the grade before I meet with you to discuss it.

Be advised that if you challenge a grade, you are re-opening the grading process. I therefore reserve the right to lower as well as to raise your grade.

- 5) Emailing me: You probably know this already, but emails to professors are semi-formal documents. In contrast to formal papers, it's okay to use contractions; but in contrast to text messages, it's not okay to dispense with capitalization and punctuation, and it is a capital offense to use emoticons or text-speak. Never start an email to a professor with "Hey, Prof. X..."; "hey" is too informal.

## **CLASS SCHEDULE**

\*\*\*THIS SCHEDULE IS SUBJECT TO CHANGE\*\*\*

\*\*\* READINGS ARE TO BE DONE BEFORE, NOT AFTER, THE CLASSES FOR WHICH THEY ARE LISTED\*\*\*

### **Week 1**

1) September 6

#### Readings

Williams, *The Tragedy of American Diplomacy*

### **Week 2**

2) September 13

#### Readings

- Excerpts from Robert Wiebe, *The Search for Order, 1877–1920* (New York: Hill and Wang, 1967)
- Louis Galambos, "The Emerging Organizational Synthesis in Modern American History," *Business History Review* 44, no. 3 (Fall 1970): 279–90
- Ellis W. Hawley, "The Discovery and Study of Corporate Liberalism," *Business History Review* 52, no. 3 (Fall 1978): 309–20

- Bradford Perkins, “The Tragedy of American Diplomacy: Twenty-Five Years After,” *Reviews in American History* 12, no. 1 (March 1984): 1–18
- Excerpts from Kristen Hoganson, *Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars* (New Haven: Yale University Press, 1998)
- Excerpts from Paul Kramer, *The Blood of Government: Race, Empire, the United States, and the Philippines* (Chapel Hill: University of North Carolina Press, 2006)

### **Week 3**

3) September 20

#### Readings

McGerr, *A Fierce Discontent*

### **Week 4**

4) September 27—FIRST BOOK REVIEW DUE (of Williams, *Tragedy*)

#### Readings

- Excerpts from Gabriel Kolko, *The Triumph of Conservatism: A Reinterpretation of American History, 1900–1916* (New York: The Free Press, 1963)
- Samuel P. Hays, “The Politics of Reform in Municipal Government in the Progressive Era,” *Pacific Northwest Quarterly* 55 (1964): 157–69
- Peter G. Filene, “An Obituary for ‘The Progressive Movement,’” *American Quarterly* 22, no. 1 (Spring 1970): 20–34
- Daniel Rodgers, “In Search of Progressivism,” *Reviews in American History* 10, no. 4 (December 1982): 113–32
- Paula Baker, “The Domestication of Politics: Women and American Political Society, 1780–1920,” *American Historical Review* 89, no. 3 (June 1984): 620–47
- Richard L. McCormick, “Public Life in Industrial America, 1877–1917,” in *The New American History*, ed. Eric Foner (Philadelphia: Temple University Press, 1997), 107–32
- Excerpts from Elizabeth Sanders, *Roots of Reform: Farmers, Workers, and the American State, 1877–1917* (Chicago: University of Chicago Press, 1999)
- Eric Rauchway, “Armchair Warriors,” review of *Fierce Discontent*, by Michael McGerr, *Reviews in American History* 32, no. 2 (June 2004): 223–30

### **Week 5**

5) October 4

#### Readings

Williams, *Torchbearers of Democracy*

### **Week 6**

6) October 11

Readings

- Excerpts from Edward M. Coffman, *The War To End All Wars: The American Military Experience in World War I* (New York: Oxford University Press, 1968)
- Kimberley Jensen, “Women, Citizenship, and Civic Sacrifice: Engendering Patriotism in the First World War,” in *Bonds of Affection: Americans Define Their Patriotism*, ed. John Bodnar (Princeton: Princeton University Press, 1996), 139–59
- Excerpts from Joseph A. McCartin, *Labor’s Great War: The Struggle for Industrial Democracy and the Origins of Modern American Labor Relations, 1912–1921* (Chapel Hill: University of North Carolina Press, 1997)
- Excerpts from Jennifer D. Keene, *Doughboys, the Great War, and the Remaking of America* (Baltimore: Johns Hopkins University Press, 2003)
- Excerpts from Christopher Capozzola, *Uncle Sam Wants You: World War I and the Making of the Modern American Citizen* (New York: OUP, 2008)

**Week 7**

October 18—NO CLASS, LEES SEMINAR, ATTENDANCE REQUIRED

**Week 8**

7) October 25—SECOND BOOK REVIEW DUE (of McGerr, *Fierce Discontent* OR Williams, *Torchbearers*)

Readings

Zeitiz, *Flapper*

**Week 9**

8) November 1

Readings

- Ellis W. Hawley, “Herbert Hoover, the Commerce Secretariat, and the Vision of an ‘Associative State,’ 1921–1928,” *Journal of American History* 61, no. 1 (June 1974): 116–40
- Excerpts from Alice Kessler-Harris, *Out to Work: A History of Wage-Earning Women in the United States* (New York: Oxford University Press, 1982)
- Excerpts from Lizabeth Cohen, *Making a New Deal: Industrial Workers in Chicago, 1919–1939* (New York: Cambridge University Press, 1990)
- Excerpts from George Chauncey, *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890–1940* (New York: Basic Books, 1994)
- Excerpts from Davarian L. Baldwin, *Chicago’s New Negroes: Modernity, the Great Migration, and Black Urban Life* (Chapel Hill: University of North Carolina Press, 2007)

**Week 10**

November 8—NO CLASS, PROF. EPSTEIN AWAY

**Week 11**

9) November 15—PROVISIONAL RESEARCH TOPICS AND BIBLIOGRAPHIES DUE

Readings

Brinkley, *The End of Reform*

**Week 12**

10) November 20—THURSDAY CLASSES MEET ON TUESDAY

Readings

- Excerpts from Louis Hartz, *The Liberal Tradition in American Politics: An Interpretation of American Political Thought since the Revolution* (New York: Harcourt Brace, 1955)
- Excerpts from Arthur M. Schlesinger, Jr., *The Age of Roosevelt*, vol. 3, *The Politics of Upheaval* (Boston: Houghton Mifflin, 1960)
- Excerpts from William Leuchtenberg, *Franklin D. Roosevelt and the New Deal, 1932–1940* (New York: Harper and Row, 1963)
- Barton Bernstein, “The New Deal: The Conservative Achievement of Liberal Reform,” in *Towards a New Past: Dissenting Essays in American History* (New York: Vintage, 1967)
- Richard P. Adelstein, “‘The Nation as an Economic Unit’: Keynes, Roosevelt, and the Managerial Ideal,” *Journal of American History* 78, no. 1 (June 1991): 160–87
- Excerpts from Patricia Sullivan, *Days of Hope: Race and Democracy in the New Deal Era* (Chapel Hill: University of North Carolina Press, 1996)
- Excerpts from Suzanne Mettler, *Dividing Citizens: Gender and Federalism in New Deal Public Policy* (Ithaca: Cornell University Press, 1998)
- David M. Kennedy, “What the New Deal Did,” *Political Science Quarterly* 124, no. 2 (2009): 251–68

**Week 13**

11) November 29

Readings

Sparrow, *Warfare State*

**Week 14**

12) December 6

Readings

- Meg Jacobs, “How About Some Meat? The Office of Price Administration, Consumption Politics, and State Building from the Bottom Up, 1941–1946,” *Journal of American History* 84, no. 3 (December 1997): 910–41
- Benjamin Alpers, “This is the Army: Imagining a Democratic Military in World War II,” *Journal of American History* 85, no. 1 (June 1998): 129–63
- Excerpts from Daniel Kryder, *Divided Arsenal: Race and the American State During World War II* (Cambridge: Cambridge University Press, 2000)
- Excerpts from Susan A. Brewer, *Why America Fights: Patriotism and War Propaganda from the Philippines to Iraq* (New York: Oxford University Press, 2009)
- Timothy Stewart-Winter, “Not a Soldier, Not a Slacker: Conscientious Objectors and Male Citizenship in the United States During the Second World War,” *Gender and History* 19, no. 3 (Nov 2007): 519–42

### **Week 15**

December 13—NO CLASS, CLASSES OVER / HISTORIOGRAPHICAL ESSAY DUE