



Department of History

HTST 458
The United States in War and Depression, 1893-1945
Fall 2020

Instructor: Dr. Chastko
Office: SS 648
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Office Hours: (Virtual/Zoom) Tuesdays 10 am
Class Time: Asynchronous Online Delivery
Location:

Course Description:

The history of the United States from the dawn of the twentieth century through World War II, a turbulent period of wars and economic depression at the end of which the U.S. had emerged as a global superpower. Major themes include the rise of liberal reform; the experience of the U.S. in two world wars; the interplay of race, class, and gender in shaping American identity; and the economics of boom and bust culminating in the Great Depression and wartime boom of the 1940s

Course Outcomes:

- Explain the key developments in U.S. history in the period 1893-1945
- Critically read and assess primary and secondary literature and situate arguments within broader historical debates
- Debate historical problems by engaging with other students and scholarship
- Develop research, writing, and analytical skills through historical inquiry
- Communicate ideas and understandings in written work and class discussion

Required Text:

David Kennedy. *Freedom From Fear: The American People in Depression and War* (New York: Oxford University Press, 1999).

Michael McGerr, *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America* (New York: Oxford University Press, 2003).

Evaluation:		
Assessment Method	Description	Weight

Written Assignment Proposal	<p>A maximum of three pages about your proposed topic and thesis statement (if possible). Generally speaking, the proposal should provide a sense as to what it is you are planning to write about, the methodological approaches you are planning to use, and a tentative bibliography.</p> <p>If, over the course of the semester, students decide to change topics an additional term paper proposal is not required.</p> <p>Due October 2 at 4 PM in the Digital Dropbox on D2L in either PDF or Word format</p>	10%
Critical Writing Piece	<p>4 to 6 typed, double-spaced pages. Covers material presented in the first half of the class.</p> <p>Due Friday, October 30 at 4 PM in the Digital Dropbox on D2L in either PDF or Word format.</p>	30%
Written Assignment	<p>3,000-3,750 word (12 to 15 pages) written assignment, or equivalent, on any topic covered by the time period and subject of the course.</p> <p>The written assignment is due Friday, November 20 at 4 PM in the Digital Dropbox on D2L in either PDF or Word format.</p>	30%
Take Home Final	<p>Take home final: question distributed on December 9 and answers are due by 4 pm December 16. Take home final to be submitted via Digital Dropbox on D2L in either PDF or Word format.</p>	30%

On-Line Instruction Statement:

Online delivery of class material will be asynchronous and will be posted on the D2L site for this course. Material will consist of expanded PowerPoint slides, YuJa video lectures, additional readings, and online discussions. Lectures and PowerPoint slides about the topics listed below will be posted on or before the date indicated and can be accessed through D2L.

Virtual office hours will be held weekly via Zoom.

A D2L Discussion thread will handle general questions students may have. Separate threads will cover specific lecture topics.

Learning Technologies Requirements

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca). In order to successfully engage in their learning experiences at the University of Calgary, students in this course will need reliable access to the following technology: A computer, tablet, or smartphone with a supported operating system; a current and updated web browser; current antivirus and/or firewall software enabled; broadband

internet connection. Optional material includes a webcam; a microphone and speaker (built-in or external or headset).

YuJa is a video hosting/ content management system that will allow me to post online lectures. Please do not share YuJa lectures with others, or in any social media platforms. YuJa links and videos are only intended for students registered in the course. YuJa recordings and materials presented in YuJa, including any teaching materials, must not be shared, distributed or published without the instructor’s permission. For more information on how to get the most out of your YuJa sessions visit: <https://elearn.ucalgary.ca/category/yuja/getting-started-yuja/>

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission. The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/> .

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions.

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Class schedule:

Date	Topic & Reading	Assignments/ Due Dates
Septemb er 8-11	Introduction – America at the Turn of the Century: Readings: McGerr, Chapters 1-2	

September 14-18	Politics and Business in the Gilded Age Readings: McGerr, Chapters 3-5	
September 21-25	Race and Empire Readings: McGerr chapters 6-7	
September 28-October 2	Progressive Politics, 1900-1912 Readings: McGerr, Chapters 8-9	Term paper proposal due, October 2
October 5-9	From Neutrality to War: The Great War, 1914-1917 Readings: John Milton Cooper, Jr., “The Shock of Recognition: The Impact of World War I on America.” <i>The Virginia Quarterly Review</i> 76(4) 567-584. Available on D2L	
October 12-16	A Progressive War and a Progressive Peace? Readings: Thomas J. Knock, “One Long Wilderness of Despair: Woodrow Wilson’s Stroke and the League of Nations” in Jeffrey Engle & Thomas J. Knock, (eds.) <i>When Life Strikes the White House: Scandal, Death and Illness in the White House</i> . Available at https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4811944&query=thomas+J.+Knock#	Questions distributed for critical writing piece October 16
October 19-23	“100% Percent Americanism:” Nativism, the First Red Scare, and the Second Coming of the Klan. Readings: Craig Fox, “Marketing, Membership, and Merchandise: The Klan Brand Comes to Town” in <i>Everyday Klansfolk: White Protestant Life and the KKK in 1920s Michigan</i> . Available at https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3338132&query=second+coming+of+the+kkk#	
October 26-30	The Great Depression and the Early New Deal, 1929-1935 Readings: Kennedy, Chapters 3-5	Critical Writing Piece due 4 PM October 30
November 2-6	Second New Deal and the End of Reform, 1936-1938; Readings: Kennedy, Chapters 9-12 Jefferson Cowie and Nick Salvatore, “The Long Exception: Rethinking the Place of the New Deal in American History.” <i>International Labor and Working Class History</i> 74(Fall 2008): 3-32. Available on D2L	
November 9-13	Reading Week – No Classes	

November 16-20	<p>“Those Angry Days:” FDR, Willkie, and Lindburgh, 1940-41</p> <p>Readings: Kennedy, Chapters 13-14</p>	<p>Written assignment due 4 PM November 20</p>
November 23-27	<p>The Arsenal of Democracy: The United States and World War II, 1941-1943</p> <p>Readings: Kennedy, Chapters 15-16</p>	
November 30-December 4	<p>African-Americans and the Double Victory – Fascism Abroad and Racism at Home</p> <p>Readings: Kennedy, Chapters 17-19 Jason Morgan Ward, “‘A War for States’ Rights:’ The White Supremacist Vision of Double Victory” in <i>Fog of War: The Second World War and the Civil Rights Movement</i> (New York: Oxford University Press, 2014): 126-144. (Available online through TFDL)</p>	
December 7-9	<p>The Good War and the World it Made:</p> <p>Readings: Kennedy, Chapters , 21-22 and Epilogue</p>	<p>Take-home final question distributed December 9; answers due 4 p.m. December 16</p>

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance

Percentage	Letter Grade	Grade Point Value	Description
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Program Advising and Student Information Resources:

- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC). For information on how to reach the ASC team please see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>
- For Enrolment Services advising (such as admissions, student awards, course registration support, financial aid and student fees) or registration issues, contact the Office of the Registrar. For information on how to reach their team please see <https://www.ucalgary.ca/registrar/contact-us/enrolment-services-advising>
- For information on Registration Changes and Exemption Requests please see <https://www.ucalgary.ca/registrar/registration/appeals>

Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.

Writing:

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in the History Student's Handbook.

D2L: Throughout the course, important material such as lecture outlines and study guides will be regularly posted on D2L. Students are advised to check this regularly.

Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. Please see [The History Student's Handbook](#).

Plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers

- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in the *University of Calgary Calendar, Section K: Integrity and Conduct*, <https://www.ucalgary.ca/pubs/calendar/current/k.html>

Academic Accommodations:

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services (<https://www.ucalgary.ca/access/>) in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted reading material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

Other Useful Information:

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points

- Campus Security and Safewalk (220-5333)

Department Twitter @ucalgaryhist

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