

## **THE AGE OF FDR: Pro-Seminar BHIS 4936**

Spring 2012

Tuesdays: 6:00-9:45 p.m.

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Office hours: Mondays, 5-6 p.m.; Tuesdays, 5-6 p.m., and by appointment.

### **History Mission Statement**

The curriculum for a bachelor's degree in History at USF Sarasota-Manatee is designed to prepare students for a future in the history profession and other professions that require solid research, writing, and analytical skills. By the time History majors graduate, they should be able to write well organized and grammatically correct papers that contain clear thesis statements and evidence to support their arguments. Moreover, in each course, students will be trained in the evaluation of primary and secondary source materials, weighing the impact of historical context on the construction of documents – a skill we label “thinking historically.” During their senior year, students will have the opportunity to demonstrate their acquired skills in the Pro-Seminar capstone course.

### **Age of FDR Pro-Seminar**

Franklin Delano Roosevelt served as President of the United States for more than twelve years, 1933-1945--twelve of the most tumultuous years in American history. He entered office in the midst of the Great Depression and died in his fourth term as President during the final months of World War II. For many reasons, the Age of FDR is considered by many historians to be a watershed in American and world history.

In this course, a pro-seminar, students will participate in an in-depth study of the period 1929-1945. Emphasis will be on discussion of assigned readings and on the research and writing of a major paper.

### **Required texts:**

Allen, Frederick L., *Only Yesterday*

Doenecke, Justus D. and Wilz, John E., *From Isolation to War, 1931-1941*

Goodwin, Doris Kearns, *No Ordinary Time*

Gregory, James N., *American Exodus: the Dust Bowl Migration and Okie Culture in California.*

McElvaine, Robert, *The Great Depression: America, 1929-1941*

Ware, Susan, *Beyond Suffrage: Women in the New Deal*

Weiss, Nancy J., *Farewell to the Party of Lincoln*

## Course Requirements and Grading:

### Research Paper/Class Presentation

The research project will count for 60% of your final grade. This project will include (1) a proposal (due January 31); (2) an outline (due February 14); (3) a first draft (due March 27); and a typed, double-spaced paper of approximately 20-25 pages, **plus** title page and bibliography page. The completed paper will be due on April 10, 2012. It must include footnotes or endnotes and conform to the *Chicago Manual of Style*. The paper must be on a topic appropriate to the course, and approved by the instructor. It is required that the research include both primary and secondary sources. NOTE: With the exception of primary sources and journal articles, Internet sources will not be accepted in the final paper. All students will be required to submit their papers full-length first draft to Safe Assignment. One hard copy of your final paper must be submitted on the April 9 due date. An electronic copy of the paper, with all corrections made, must be submitted in Microsoft Word **before** May 1, 2012. The class presentation will be based upon your research paper.

As you research and write your research paper, keep in mind the necessity that you demonstrate your ability to analyze the primary source materials, paying close attention to who was writing the documents and the circumstances under which they were written. Your paper should include results of your research into a variety of secondary sources (see below), and you will need to demonstrate your ability to make logical connections between ideas, to identify how one author's interpretation of an issue or event differs from that of another, and to detect inconsistencies and/or mistakes in authors' reasoning. Critical thinking will account for 30 percent of your grades on both the first and final drafts of your term paper. Your paper **must include a thesis statement** that is supported by evidence found in your research. A tentative thesis statement must be submitted in the Introduction of the outline that is due on February 14, 2012.

The effectiveness of your writing will account for 70 percent of your grades on both the first and final drafts of your term paper. Competencies that demonstrate the ability to write effectively are as follows:

- Consistent unity of purpose
- Coherence in thought and presentation
- Adequate and appropriate concrete support
- Academic or professional tone
- Responsiveness to audience and situation
- Correctness in grammar, mechanics, usage
- Compliance with the style format of the discipline (*Chicago Manual of Style*)

Papers that are late will be accepted up to two weeks after the due date. An exception is the final corrected draft of the term paper, which will not be accepted after May 1. Papers that are one day late will lose 1/3 of a letter grade (for example an A- will

be dropped to B+). Papers 2-5 days late will lose 2/3 (that is, an A- paper would be graded as a B), and papers 6-7 days late will lose a full letter grade. Papers that are two weeks late will lose two letter grades (the A- grade would drop to a C-).

### **Other reading/writing assignments:**

In addition to the assigned texts, the student will be required to read a total of at least eight (8) monographs and journal articles, plus at least three (3) primary sources, in preparing for their research paper. Students will submit a preliminary research proposal for the instructor=s approval (due January 31), at which time students will provide examples of sources they plan to use in their papers.

Each student will be assigned to read, analyze, and write a critique of one of the required monographs and one journal article. The student will also present summations and critiques of the book and the article, and lead class discussion on the day that the book critique is due. The student will have an opportunity to select the book and journal article from a list provided by the instructor. The book critique and discussion will count for 15% of the student=s final grade, and the report on the journal article 5%. Both the book and article critiques will be graded on clarity of thought and presentation, on adequate supportive evidence for your arguments, and on grammar and mechanics. Approximately 60% of the grades on these reports will be based upon the student=s demonstration of writing effectiveness; the remaining 40% will be based upon evidence of critical thinking.

There will be one in-class written assignment in which students will demonstrate their knowledge of historical theory and methodology. This in-class paper will be based on the assigned books for this course. It will count for 5% of the student=s grade.

All assignments are to be turned in on the due dates (see “Research Paper” above). Any late papers, if accepted, will receive significant markdowns of grade. Be sure to number your pages on all written assignments.

All students will submit one page of written questions and ideas for discussion from each of the required texts. This assignment will be due on the day that the book (or book section) is scheduled for discussion. Students who miss class on the day of discussion will need to submit a 2-page review of the assigned reading.

### **Attendance and Participation**

Attendance and participation in classroom discussion is especially important in a pro-seminar. Much of the material that will be discussed in class is not readily available elsewhere. It is also important that the student actively participate in class discussion by contributing his/her ideas. Class attendance and participation will count for 20% of your final grade. More than 8 hours of unexcused absences=F for attendance. The participation grade will be based on the student=s contribution to the class discussion. It is recommended that the student look to his/her written questions and ideas for

possible topics to bring up in class.

In summary, your final grade will be determined on the basis of the following course requirements:

Research paper	
Proposal	5%
Outline	5%
First draft	20%
Final draft	25%
Attendance/participation	20%
Book critique/discussion	15%
Journal article report	5%
In-class essay	5%
	<hr/>
	100%

You will receive letter grades for each of your assignments.

### **Blackboard use**

Students will need to become familiar with Blackboard. The syllabus is posted on Blackboard, as are all grades. Consult Blackboard frequently for Announcements. Blackboard may also be used for the posting of assignments and for on-line discussion. For those unfamiliar with Blackboard, there is a tutorial for USF-SM students: [http://www.sarasota.usf.edu/CampusComputing/Documents/CC\\_Student\\_Resources.php](http://www.sarasota.usf.edu/CampusComputing/Documents/CC_Student_Resources.php)

If you need technical assistance with Blackboard, you may contact the toll free helpline at 866-974-1222 or live online help at <http://usfsupport.custhelp.com/cgi-bin/usfsupport.cfg/php/enduser/chat.php>. You may also contact Dale Drees at 941-359-4215 or [ddrees@sar.usf.edu](mailto:ddrees@sar.usf.edu).

### **Cell phones/Computers:**

Please be sure your cell phones are turned off while in the classroom. If you bring your computer to class, be sure that you use it only for note-taking and other activities that pertain to this course. Close laptops computers during student and video/DVD presentations. If you do otherwise, you may be asked to leave.

### **Recordings:**

All unauthorized recordings of class are prohibited. Recordings that accommodate individual student needs must be approved by the instructor in advance and may be used for personal use during the semester only; redistribution is prohibited.

## **USF Sarasota-Manatee Policies and Procedures**

## **Religious Observances**

The University recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes.

<http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf>

## **Disabilities Accommodation**

Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. [www.sarasota.usf.edu/Students/Disability/](http://www.sarasota.usf.edu/Students/Disability/)

Contact Information: Pat Lakey, Coordinator 941-359-4714

[plakey@sar.usf.edu](mailto:plakey@sar.usf.edu)

## **Academic Dishonesty**

The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university's policy in the catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.

Undergraduate: <http://www.sarasota.usf.edu/Academics/Catalogs/>

Graduate: <http://www.sarasota.usf.edu/Academics/Catalogs/>

USF Student Code of Conduct: <http://www.sa.usf.edu/srr/page.asp?id=88>

## **Academic Disruption**

The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.

Undergraduate: <http://www.sarasota.usf.edu/Academics/Catalogs/>

Graduate: <http://www.sarasota.usf.edu/Academics/Catalogs/>

USF Student Code of Conduct: <http://www.sa.usf.edu/srr/page.asp?id=88>

## **Contingency Plans**

In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during

an emergency.

### **Emergency Preparedness**

It is strongly recommended that you become familiar with the USF Sarasota-Manatee Emergency Action Plan on the Safety Preparedness site  
<http://www.sarasota.usf.edu/facilities/SafetyPreparedness.php>

### **Fire Alarm Instructions**

At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated.

## Course Goals and Objectives:

The goals for students of this course are:

- 1) To acquire the ability to think historically to analyze and evaluate documents with various interpretations of issues, events, and personalities.
- 2) To acquire the ability to conduct in-depth research into a subject, using both primary and secondary sources, and to evaluate the relevance and importance of ideas.
- 3) To write a 20-25 page (approximately 6,000-7,000 words) research paper that contains a clear thesis statement, reveals the ability to analyze sources and historical context, is coherent in thought and presentation, and is written in a format acceptable to the history profession. (*Chicago Manual of Style*.)
- 4) To give oral presentations the research paper as well as of well written and well thought out critiques of articles and monographs on the subject of the Age of FDR.
- 5) To examine causes of the Great Depression and its effects upon Americans.
- 6) To examine and discuss the programs and policies under the New Deal.
- 7) To study Franklin D. Roosevelt and explore why he is considered one of America's most important presidents.
- 8) To examine and discuss social, cultural, economic, political, and diplomatic issues and ideas of the FDR era.
- 9) To study and discuss American policies between World Wars I and II as well as attitudes of the country's citizens.
- 10) To explore the manner in which the United States became involved in World War II.
- 11) To examine American participation in World War II, both at home and abroad.

By the conclusion of this course, the student should be able to:

- 1) Write a 20-25 page research paper on a topic relating to the course, in a style appropriate to the historical profession (*Chicago Manual of Style*), using both primary and secondary sources.
- 2) Give an oral presentation of the research project, revealing a clear understanding of the topic, and be able to answer questions from other students regarding the work.
- 3) Present both oral and written critiques of monographs and articles written by various historians.
- 4) Present several theories regarding the causes of the Great Depression.
- 5) Describe how the Great Depression affected Americans in various sectors of society and locations within the country.
- 6) Give examples of the many programs and policies that came about under the New Deal and describe their effectiveness in alleviating the Depression.
- 7) Evaluate FDR's effectiveness as President during the Great Depression.
- 8) Describe American policies between the two world wars, and explain why isolationism was a strong impulse during this period.
- 9) Describe the causes of the Second World War and explain how the United States became involved.
- 10) Evaluate the situation on the home front during World War II, and discuss the circumstances of women and various minority groups, including African Americans, Hispanic Americans, and Japanese Americans.
- 11) Evaluate and discuss the importance of the FDR era.

**AGE OF FDR**  
**Weekly Schedule—Spring 2011**

Week 1—January 10

Introduction to course; discuss goals and expectations.

Week 2—January 17

Discuss Allen, Frederick L., *Only Yesterday*.

1920s, circumstances leading to stock market crash of 1929 and to Great Depression.

Discuss the researching and writing of history papers

Week 3—January 24

Discuss McElvaine, Robert, *The Great Depression: America, 1929-1941*, pp. 3-195

Examine and discuss documents from the early 1930s.

Journal articles: “America’s Boy Friend Who Can’t Get a Date”

“We Always Tried to Be Good People”

Week 4—January 31 **Paper proposal due**

Discuss McElvaine, Robert, *The Great Depression*, pp. 196-349

Examine and discuss documents from the 1930s.

Journal articles: “The League of the Physically Handicapped and the Great Depression”

“Mother Ada Wright and the International Campaign to Free the Scottsboro Boys”.

Week 5—February 7

Discuss Ware, Susan, *Beyond Suffrage: Women in the New Deal*

Examine documents and discuss the roles of women during the 1930s.

Discuss paper proposals and the writing of outlines of history papers

Week 6—February 14 - **Outline of paper due.**

Discuss Gregory, James N., *American Exodus: The Dust Bowl Migration and Okie Culture in California*.

Journal article: “*Manhattan Melodrama’s* ‘Art of the Weak’”

Week 7—February 21

Discuss Weiss, Nancy J., *Farewell to the Party of Lincoln*

Examine the situations of minorities during the 1930s.

Week 8—February 28

Discuss Doenecke & Wilz, *From Isolation to War*

Examine circumstances leading to American involvement in World War II.

Journal article: “Historiography: The Origins of the Second World War in Asia and the Pacific”

Week 9—March 6

Discuss progress of term papers.

Discuss Goodwin, Doris Kearns, *No Ordinary Time*, pp. 9-215

Examine and discuss documents concerning American involvement in World War II.

**NO CLASS ON MARCH 13—SPRING BREAK**

Week 10—March 20

Continue discussion of Goodwin, Doris Kearns, *No Ordinary Time*, pp. 216-400.

Journal article: “Going Among Strangers: Southern Reactions to World War II”

“The Most Wonderful Thing Has Happened to Me in the Army”

**Note: March 24, 2012 is the last day to withdraw from this course without academic penalty.**

Week 11—March 27 - **First draft of term paper due**

Continue discussion of Goodwin, Doris Kearns, *No Ordinary Time*, pp. 401-end.

Examine and discuss documents concerning the American home front during World War II.

Week 12—April 3

**First drafts of papers returned to students.** Scheduled individual meetings with professor in C251. NO REGULAR CLASS.

Week 13—April 10

**Final draft of term papers due.**

Examine and discuss documents concerning the final months of World War II and the use of the atomic bomb

Journal articles: “Organized Labor and the Struggle for Black Equality in Mobile during World War II”

“The Politics of Sacrifice on the American Home Front in World War II”

“Is the Supreme Court Sometimes Irrelevant? Race and the Southern Criminal Justice System in the 1940s”

“Winning the Peace”

**In-class writing assignment.**

Week 14—April 17

Begin paper presentations.

Week 15—April 23

Paper presentations. **Final day for acceptance of rewritten term papers.**

Week 16—May 1 (Finals week.) Paper presentations, if necessary.