

**History 538**  
**20<sup>th</sup>-Century United States History**

Objectives:

\* Deepen our knowledge of selected topics in 20<sup>th</sup>-century American history. We can't focus on everything in the span of fifteen weeks, so we will limit ourselves to religion, race, and politics. We will concentrate both on the substance of key events / themes (Scopes Trial, New Deal, etc.) and obtain an understanding of historiographic debates about these issues.

\* Write two essays that combine classroom readings and individual research.

Tuesday 6:00 - 8:30 pm

Humanities 354

Prof. John Turner  
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Office hours (Humanities 376):  
Tuesday 12:30 - 1:30  
Wednesday 10 - 12  
or by appointment  
(you can usually find me before or  
after class)



**Required Texts:**

Alan Brinkley, *The End of Reform: New Deal Liberalism in Recession and War* (Vintage, 1996).

Thomas Sugrue, *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit* (Princeton, 1996).

Edward Larson, *Summer for the Gods: The Scopes Trial and America's Continuing Debate over Science and Religion* (Basic, 1997).

William Martin, *With God on Our Side: The Rise of the Religious Right in America* (Broadway, 2005).

Sam Tanenhaus, *Whittaker Chambers: A Biography* (Modern Library, 1998).

Timothy Tyson, *Blood Done Sign My Name: A True Story* (Three Rivers Press, 2005).

If you're planning to buy your books from the USA bookstore, do so quickly. The bookstore sometimes runs out of books but can order additional copies. If you delay purchasing your books, it will affect your performance in the class. Failure to obtain the books in a timely manner will not be an acceptable excuse for inadequate preparation or late assignments. Please let me know if you are having difficulty obtaining the books from the bookstore or if other problems arising in purchasing the books.

Many weeks we will also discuss several articles, most of which you can locate and print out off the USA Library website from electronic reserve or various databases. These are marked accordingly on the schedule of classes.

**Assignments and Grades:**

Participation (20% of final grade): Active participation is not voluntary! Students are expected to make thoughtful contributions to our weekly discussions and demonstrate that they have critically read / viewed the assigned material. Everyone will start with a participation grade of 0 points out of a possible 20. If you never utter a word in HY 538, your highest possible grade is a B- (if everything is flawless). If you demonstrate preparedness and participate in discussions each week, you will get 20 out of 20.

Attendance: Students are expected to attend all class sessions. You may miss one class for any reason without any penalty. Each subsequent absence will result in a deduction of five points (out of 100) from your overall course grade. **If a major problem arises, please be in touch with me as soon as possible.** Illnesses, family emergencies, etc. are sometimes unavoidable -- save your free absence for such circumstances. If you have an unexcused absence and then later are hospitalized with food poisoning, you will still receive the deduction. However, if you haven't had an unexcused absence and then are hospitalized for two weeks with dengue fever, your grade will not suffer.

Response Papers (20% of final grade): Each week you are required to submit a response paper derived from that week's reading. Response papers will consist of:  
1. A one-sentence summary of each book chapter / article assigned for the week. [Single-space this portion].  
2. A one-page double-spaced response to a critical issue(s) raised by the week's reading.  
**This must be submitted as a hard copy in class. You may not email response papers to me. I will accept no late response papers for any reasons, including technical difficulties, illnesses, family emergencies, or acts of God, the devil, or the family dog.**

Essays:

Essay 1:	25%
Essay 2:	35%

To compute your final grade, I will add up the following:

Participation grade	(out of 20 points)
Response Papers	(out of 20 points)
Essay 1	(percentage X .25)
Essay 2	(percentage X .35)

The standard grading scale will be used (A=90+; B=80-89.99; C=70-79.99; D=60-69.99; F=below 60).

Late/Make-up Policy: You are responsible for keeping track of important dates for this course and for managing your schedule to prepare for assignments and exams on time.

- **Response Papers: No student will be allowed to turn in a late response paper. See above.**
- **Essays:** Papers are due in class on the due date. Late papers will be marked down 10 points for each day late (including after class on the due date). The only exceptions will be documented medical and family emergencies. If you must be away from class on the day an assignment is due – including trips on which you will represent USA – plan accordingly to submit the essay in advance of your trip. Should dire circumstances arise which you believe require special consideration, contact me **in advance**.

Disabilities: If you have a specific disability that qualifies for academic accommodations, please notify me and provide certification from Disability Services in the Office of Special Student Services (Student Center, Room 270, phone 460-7212).

Classroom Conduct: Do we need to worry about classroom conduct in a graduate class? If so, I will distribute draconian guidelines.

Academic Dishonesty: Academic dishonesty (cheating, plagiarism, etc.) will not be tolerated and will result in disciplinary action according to university policy. The University of South Alabama is committed to the fundamental value of academic honesty. The student handbook, *The Lowdown*, defines plagiarism as one form of academic misconduct which is "subject to investigation and disciplinary action through appropriate university procedures." Plagiarism is using somebody else's ideas in your writing without correctly identifying the sources. As one resource for helping you avoid plagiarism, your written work in this class may be submitted to Turnitin.com, or a similar detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. Assignments submitted to Turnitin.com will be included as source documents in a restricted access database solely for the purpose of detecting possible plagiarism in such documents. As part of this process, you may be required to submit electronic as well as hard copies of your writing. By taking this course, you agree that all assignments may be subject to some form of originality review. A paper not submitted according to procedures and format set by the teacher may be penalized or may not be accepted at all.

**Please note: Plagiarism is using someone else's words, ideas, etc. as your own without giving proper credit. It is still plagiarism if you paraphrase someone else's words without giving credit for that person's ideas.**

Modifications: Any item on this syllabus may be modified by the instructor by verbal announcement and/or by handouts. Students will receive adequate notice of any changes. In particular, if I sense that students are not completing the assigned readings, I will begin giving unannounced and difficult weekly quizzes on the readings and factor those into the above grading schema. **Don't encourage me to do this.**

Schedule of Classes (readings to be completed for class on listed date)

(\*) Response paper due

August 21 -- Introduction

August 28

\* Read: Jon Butler, "Jack-in-the-Box Faith: The Religion Problem in Modern American History," *Journal of American History* 90 (March 2004): 1357-78. [EBSCO]

Michael Kazin, "A Difficult Marriage: American Protestants and American Politics," *Dissent* (Winter 2006) [ER]

Grant Wacker, "Searching for Eden with a Satellite Dish: Primitivism, Pragmatism, and the Pentecostal Character," in David G. Hackett, ed., *Religion and American Culture: A Reader* (New York: Routledge, 1995), 437-458. [ER]

Billy Sunday, "Booze Sermon." [ER]

Harry Emerson Fosdick, "Shall the Fundamentalists Win?" (1922) and J. Gresham Machen, "Christianity and Liberalism" (1923), both in Robert R. Mathisen, ed., *Critical Issues in American Religious History* 2<sup>nd</sup> Edition (Waco, Tex.: Baylor University Press, 2006), 555-559. [ER]

Larson, introduction and chapter 1

September 4

\*Read: Larson, "the rest"

September 11

\*Read: William E. Leuchtenburg, *Franklin D. Roosevelt and the New Deal, 1932-1940* (New York: Harper Torchbooks, 1963), chapter 14. [ER]

Barton J. Bernstein, "The New Deal: The Conservative Achievements of Liberal Reform," in Bernstein, ed., *Towards a New Past: Dissenting Essays in American History* (New York: Pantheon, 1968), 263-88. [ER]

Franklin D. Roosevelt, "1933 Inaugural Address," [ER]  
<http://newdeal.feri.org/texts/62.htm>

Jim Powell, *FDR's Folly: How Roosevelt and His New Deal Prolonged the Great Depression* (New York: Crown Forum, 2003), introduction, chapters 6, 18, and 19. [ER]

Brinkley, *The End of Reform*, introduction and chapter 1

September 18

\*Read: Brinkley, "the rest"

Brinkley, "Liberalism's Third Crisis," *The American Prospect* no. 21 (Spring 1995): 29-34. [ER]

September 25

\*Read: Tanenhaus, chapters 1-10

(no chapter summaries for response paper, but do the article summaries)

Elaine Tyler May, "Cold War – Warm Hearth: Politics and Family in Postwar America" in Steve Fraser and Gary Gerstle, eds. *The Rise and Fall of the New Deal Order* (Princeton: Princeton University Press, 1989), 153-181. [ER]

Stephen J. Whitfield, *The Culture of the Cold War* (Baltimore: Johns Hopkins University Press, 1991), chapter 4. [ER]

October 2

\*Read: Tanenhaus, "the rest"

(no chapter summaries for response paper, but do the article summaries)

Ellen Schrecker, "Stealing Secrets: Communism and Soviet Espionage in the 1940s," *North Carolina Law Review* 82 (2003-2004): 1841-1889. [ER]

Maurice Isserman and Ellen Schrecker, "The Right's Cold War Revision," *The Nation* (July 24, 2000): 22-24. [ER]

John Earl Haynes, "Reflections on Ellen Schrecker and Maurice Isserman's Essay, 'The Right's Cold War Revision,'" <http://www.johnearlhaynes.org/page47.html> [ER]

October 9

\*Read: Lizabeth Cohen, "From Town Center to Shopping Center: The Reconfiguration of Community Marketplaces in Postwar America," *AHR* 101.4 (Oct. 1996), 1050-1081. [JSTOR]

David Brooks, "Patio Man and the Sprawl People," *Weekly Standard*, 12-19 Aug 2002. [ER]

Matthew Lassiter, "The Suburban Origins of 'Color-Blind' Conservatism," *Journal of Urban History* 30.4 (May 2004): 549-582. [ER]

Kenneth T. Jackson, *Crabgrass Frontier: The Suburbanization of the United States* (New York: Oxford University Press, 1985), chapter 16. [ER]

Sugrue, introduction and chapters 1-3

October 16

\*Read: Sugrue, "the rest"

**Essay 1 due in class on October 16 (see attached guidelines)**

October 23

\* Read: Tyson, introduction and chapter 1

Chappell, "Religious Revivalism in the Civil Rights Movement," *African American Review* 36.4 (Winter 2002): 581-595. [JSTOR]

David Chappell, *Stone of Hope: Prophetic Religion and the Death of Jim Crow* (Chapel Hill: University of North Carolina Press, 2004), chapter 1. [ER]

Martin Luther King, Jr., *Letter from a Birmingham Jail*. [ER]

Malcolm X, "Ballot or the Bullet,"  
<http://www.americanrhetoric.com/speeches/malcolmxballotorbullet.htm> [listen to audio as well]

King, "Mountaintop Speech,"  
<http://www.americanrhetoric.com/speeches/mlkivebeentothemountaintop.htm> [Listen to the audio as well]

James H. Cone, "Martin and Malcolm: Integrationism and Nationalism in African American Religious History," in David G. Hackett, ed., *Religion and American Culture: A Reader* (New York: Routledge, 1995), 408-421. [ER]

October 30

\* Read: Tyson, "the rest"

November 6

\*Read: Martin, introduction and chapter 1

Alan Brinkley, "The Problem of American Conservatism," *AHR* 99.2  
(April 1994): 409-429 [JSTOR]

Leo Ribuffo, "Why is There So Much Conservatism in the United States  
and Why Do So Few Historians Know Anything About It?" *AHR*  
99.2 (April 1994): 438-449. [JSTOR]

Jonathan M. Schoenwald, "We Are an Action Group: The John Birch  
Society and the Conservative Movement in the 1960s," in David  
Farber and Jeff Roche, eds., *The Conservative Sixties* (New York:  
Peter Lang, 2003), 21-36. [ER]

Kurt Schuparra, "'A Great White Light': The Political Emergence of  
Ronald Reagan," in David Farber and Jeff Roche, eds., *The  
Conservative Sixties* (New York: Peter Lang, 2003), 93-107. [ER]

Lisa McGirr, *Suburban Warriors: The Origins of the New American Right*  
(Princeton: Princeton University Press, 2001), chapter four. [ER]

November 13

\*Read: Martin, "the rest"

November 20

TBA

November 27 -- American Foreign Policy

\*Read: John Winthrop, "A Modell of Christian Charity," in David D. Hall, ed., *Puritans in the New World: A Critical Anthology* (Princeton: Princeton University Press, 2004), 164-70. [ER]

Albert Beveridge, "The Star of Empire," in *The Meaning of the Times and Other Speeches* (Indianapolis: Bobbs-Merrill, 1908), 118-43. [ER]

Ronald Reagan, "Farewell Address" [listen and read, or see if you can find a video]

<http://www.americanrhetoric.com/speeches/ronaldreaganfarewelladdress.html>

George W. Bush, "Second Inaugural Address" [watch on video if you can find it]

<http://www.whitehouse.gov/inaugural/>

Howard Zinn, "The Power and the Glory"

<http://bostonreview.net/BR30.3/zinn.html>

December 4

**Essay 2 due in class on December 4**

## Essays

**Essay #1:** Did “New Deal liberals” ultimately succeed or fail in accomplishing their objectives? (aim for 10 pages)

**Essay #2:** How did religion – or the religiosity of Americans – impact the United States in the twentieth century? (aim for 15 pages)

These questions are purposefully open-ended, allowing you to discuss a variety of topics (politics, race, gender, economics, etc.). I recommend that you select outside sources that reflect your particular interest. The only requirement (and this is on your honor) is that you have not read the sources for other classes.

For each of two essays, you must rely on reading assigned for the course *and* utilize two outside secondary sources (preferably books, though you may substitute a larger number of articles). You may also utilize additional primary sources if you desire. Along with your essay, submit an annotated bibliography. For essay one, make sure you substantively engage Brinkley and Sugrue. For essay two, make sure you substantively engage Martin.

For the format of your essays, consult Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6<sup>th</sup> ed., which is available at the library reference desk. You should use either the footnote or endnote format for citations. The above book provides guidelines for Chicago style citations; however, if you are familiar with MLA or another recognized style, that is also permissible. Make sure you follow one style consistently, however.

**Students are encouraged to discuss their research and drafts of their paper with the instructor over the course of the semester.**

### Further Expectations and Recommendations for essays

**1. Your essay should contain a thesis statement, normally at or near the beginning of your essay.** There are, however, different ways of structuring essays, and you are encouraged to choose your own style. Some writers don't like to "give away" your conclusion until the end. However, make certain that you have a clear thesis or argument and that this is obvious to the reader.

**2. Essays will be graded for both content and writing** (grammar, spelling, style, citations). Since you have a limited amount of space, organize your thoughts clearly. Quality of writing and content are necessarily closely related, as difficulties with grammar, etc. detract from your argument. Likewise, clear sentences and good choices of words strengthen your argument.

**3. Use the readings!** You are required to engage the readings, both assigned class readings and outside sources.

4. **Originality.** Your essay must be your own original work, composed without assistance from others (in the class or not) or undocumented sources. You are welcome to discuss the assignment with others in the class; however, when it comes to writing the essay, it is not a group assignment. Please see the university plagiarism policy for more details. If you have any concerns along these lines, I have a handout that could prove useful.

#### Assignment of Grades for Papers

You will receive a grade from 0 to 100 in the following four areas:

**Thesis Statement and Argument** -- Does the essay have a clear argument and thesis statement?

**Evidence** -- Is the argument / thesis supported by evidence from the assigned readings and lectures?

**Writing** -- Is the essay free of spelling and grammar mistakes? Is it clearly and eloquently written? Does the essay employ a consistent and clear method of citation?

**Organization** -- Does the essay progress clearly and logically? Does the organization of paragraphs and sentences effectively advance the essay's argument / thesis?

I will then average those four grades to compute the overall grade for the essay. I also reserve the prerogative to award bonus points for intellectual creativity and engagement (i.e., does the essay make a particularly compelling or thoughtful argument, etc.?)