In this course we will study key developments in U.S. history from 1890 to 1945. As the instructor, my fundamental objective is to acquaint you with ways in which the United States changed between 1890 and 1945. Why should we care? One reason is that we can better understand America today by tracing its evolution during these formative years. Thus, I hope that you will understand your own world better for having explored its past. Between 1890 and 1945 the United States became a world power militarily and economically; by 1945 the United States was the world’s leading industrial producer and possessed unparalleled military technology. The federal government also assumed tremendous new regulatory and coercive powers, making its influence felt in the lives of its citizens in peacetime as well as wartime as it became actively involved in issues related to social justice and welfare. The nation during this era moved from travel by horse and buggy to travel by automobile and airplane. It moved unevenly from an isolationist posture to a vigorously internationalist one. Americans moved in droves from farms to towns and cities and women moved into the workforce and into the classrooms of universities. Mass culture, abetted by the cinema, radio, advertising and mass production, increasingly linked the lives of Americans across states and regions. Rock-ribbed “traditional” values such as belief in the Bible and in God, a commitment to chastity, separate spheres for men and women, views of marriage and parenting as prerequisites to human fulfillment, faith in capitalism and democracy and a conviction that Anglo Saxons were biologically and morally superior to other human beings came under attack. These consequential developments continue to reverberate in the 21st century.

Another reason for studying these developments is that they pose moral dilemmas and questions of priorities that continue to haunt us. History thus becomes a mirror that can reflect the present, allowing us to reflect upon some of the same riddles that perplex us today in a more tranquil and dispassionate setting and with the benefit of hindsight.

I intend, too, that through our lectures, discussions, readings and writing assignments you will become more familiar with how historians select and interpret evidence and with techniques for arranging and presenting evidence in logical and compelling ways. Particularly as you write reviews of books by historians you will gain firsthand experience in reading closely for biases and assumptions and you will hone your ability to evaluate how other historians have selectively presented evidence to support interpretive arguments. As you define terms and write essays on your exams you will learn to extrapolate from historical evidence, delineate historical causation, and use historical evidence to support interpretive arguments.
Required Reading
Each student should obtain and read the following books:
Sean Cashman, America Ascendant (textbook/survey)
Kristin L. Hoganson, Fighting for American Manhood
Edward J. Larson, Summer for the Gods
Amy Louise Wood, Lynching and Spectacle
Michael Adams, The Best War Ever

Grade Calculation
Midterm 150 points
Final Exam 150 points
Review Essays 50 points each (150 total)
Quiz 50 points each (50 total)
5-min. quizzes on article/story readings 5 points each (40 total)
1920s advertisement and writeup 10 points

PLEASE NOTE: You must complete and hand in every assignment listed above except for the 5 points quizzes in order to receive credit for this course.

Grading Scale
A 94-100%
A- 90-93%
B+ 87-89%
B 83-86%
B- 80-82%
C+ 77-79%
C 73-76%
C- 70-72%
D+ 67-69%
D 63-66%
D- 60-62%
E 59% or less

Exams
The exams will consist of essay questions and short identification items. A Blue Book and dark-colored ink are required for all exams. You should supply your own blue books and pens. The final exam will emphasize material from the final half of the course but may contain a cumulative essay question. Study questions will be distributed one week prior to each exam.

Review Essays
Reviews of three of the required books (Hoganson, Larson, Wood) will be due on the day that the books are discussed in class. Each review essay should be 4 pages, typed and double-spaced. Footnotes are not necessary but quotations from the book should be placed in quotation marks and followed by a parenthetical reference to the number of the page where the quotation appears ie. (p. 74).
Your reviews should follow the format of a book review in a professional journal.
Devote about half of your review to summarizing the contents and major conclusions of the book. Devote the balance of your review (at least half of it) to a discussion of the book's strengths and weaknesses. Be sure to discuss the types of sources and methodology used by the author. You may discuss stylistic and literary strengths and weaknesses, offering examples to support each assertion that you make. Pay particular attention to the author's assumptions, conclusions and use of evidence in support of conclusions. Which conclusions are persuasive and why? Which are less persuasive and why? Are there alternative explanations that might be equally plausible or more compelling than the one propounded by the author.

Quizzes
An in-class essay quiz will be administered on one of the books (Adams) that we read in class. The essay will take roughly 30 minutes to complete. The essay question will focus upon major themes and conclusions of the book.

Five-minute quizzes (really rush writes) regarding the assigned articles and stories listed in the syllabus will be administered on at least some of the days when those readings are listed in the class schedule.

Punctuality
Assignments are due in class on the day listed in the class schedule. Late papers will be accepted, but they will be penalized 10 percent for each weekday that they are late, with a maximum penalty of 30 percent. No assignments will be accepted after the final exam.

Attendance
In an effort to enhance your mastery of the course material, I have decided to require attendance in this course. Rolls will be sent around in class. Ensuring that they get marked is your responsibility. I will often excuse absences when asked in advance, but you must clear it with me each time and get lecture notes from a classmate or TA. Three classes may be missed unexcused without penalty but I will deduct 6 points (1 percent of the entire points possible) for each additional unexcused absence. Grades will be determined by what the rolls say.

Honor Code Standards
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Preventing Sexual Harassment
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.
**Students With Disabilities**

Let me know if you have any special needs. I, along with Brigham Young University, am committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

**Class Schedule** - textbook reading assignments appear following many of the following lecture topics (ie. P. 33). This schedule may be revised at Dr. Cannon's discretion.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 5</td>
<td>Introduction and Discussion of Course Requirements</td>
<td></td>
</tr>
<tr>
<td>Jan. 7</td>
<td>“The First Period of American History Has Closed”: The Fading of the Old West</td>
<td></td>
</tr>
<tr>
<td>Jan. 10</td>
<td>“Woman Will Enter Every Place”: Erosion of Gender Roles and Expectations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASSIGNMENT: Kate Chopin, “The Story of an Hour” 3 page story at</td>
<td></td>
</tr>
<tr>
<td>Jan. 12</td>
<td>“If Christ Came to Chicago”: Urban Growth and Moral Change, p. 51-67</td>
<td></td>
</tr>
<tr>
<td>Jan. 19</td>
<td>“The Mob Went Wild”: Industrial Change and Labor Unrest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASSIGNMENT: Read 3 page excerpt from Andrew Carnegie, “Wealth” at</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.fordham.edu/halsall/mod/1889carnegie.html">http://www.fordham.edu/halsall/mod/1889carnegie.html</a></td>
<td></td>
</tr>
<tr>
<td>Jan. 21</td>
<td>No class</td>
<td></td>
</tr>
<tr>
<td>Jan. 24</td>
<td>Catch-Up Day</td>
<td></td>
</tr>
<tr>
<td>Jan. 26</td>
<td>Discussion of <em>Fighting for American Manhood</em>, REVIEW DUE</td>
<td></td>
</tr>
<tr>
<td>Jan. 27</td>
<td>EXTRA CREDIT LECTURE 11 a.m. HBLL Auditorium, Michon Mackedon</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 28</td>
<td>The Muckrakers, Moral Outrage and the Search for Order</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASSIGNMENT: read two muckraking articles distributed in advance</td>
<td></td>
</tr>
<tr>
<td>Feb. 2</td>
<td>“Where There Is Not Governmental Restraint or Supervision”: Progressive Economic Reform, p. 38-50</td>
<td></td>
</tr>
<tr>
<td>Feb. 4</td>
<td>“We Will Put the Heel of Open-Eyed National Honor on Its Throat and Say</td>
<td></td>
</tr>
</tbody>
</table>
‘Down to Hell”: Progressives and the Quest of Moral Order
Feb. 7 No Common Ground: Progressives and Race/Birth of a Nation, p. 104-112
Feb. 9 To Dam or Not to Dam: Progressives and the Environment

Part III
A New World Order
Feb. 11 “I Have a Rendezvous With Destiny”: The Doughboys Overseas, p. 142-53
ASSIGNMENT: Read Woodrow Wilson’s war message at http://www.lib.byu.edu/~rdh/wwi/1917/wilswarm.html
Feb. 14 Winning at All Costs: The Great War at Home, p.153-64
Feb. 16 The War to End All Wars
Feb. 17 11 a.m. HBLL Auditorium Required Lecture, Patrick Mason, Notre Dame
Feb. 18 Catch up Day
Feb. 22 MIDTERM – EXAM IN TESTING CENTER FEB 22-25
Feb. 23 The Chimera of World Order: America, the League of Nations and the Great Betrayal, p.164-76
Feb. 24 EXTRA CREDIT LECTURE - John Wunder, Univ.of Nebraska, 7 p.m., HBLL Auditorium
Feb. 25 The Red Scare p. 176-81, 244-50

Part IV
The 1920s - Liberty vs. Order
Feb. 28 “Suspending for the Time One’s Beliefs”: Academics, Artists and Writers Challenge Conventional Wisdom, p. 78-87, 203-209
Mar. 2 “The Greatest, Gaudiest Spree in History”: Sex, Scandal and Corrupt Politics p. 224-35
Mar. 4 Flesh and the Devil: Hollywood as a Case Study in Cultural Tension and Morals, p. 191-203
Mar. 7 Order over Agency: Prohibition, p. 209-13
Mar. 9 “For Our Country, Our Homes and Womanhood”: Nativism, Immigration Restriction and the Revival of the Ku Klux Klan, p. 213-217, 220-24
Mar. 11 Discussion of Larson/Science, Modernity and Religion, p. 217-19 QUIZ
ASSIGNMENT: Read three poems by African American poet Langston Hughes and come to class prepared to share one with the class that illuminates some facet of the African American experience in the 1920s. Two possible websites are www.poets.org/poet.php/prmPID/83 or http://www.famouspoetsandpoems.com/poets/langston_hughes
Mar. 16 Mass Culture, Consumption and Popular Magazines of the Twenties, p.182-190
ASSIGNMENT: Browse an issue from the 1920s of Time Magazine (AP2 .T37); Ladies Home Journal (AP2.L135) or Colliers (AP2.C65) in the Periodicals Room of the Library or Good Housekeeping (TX1. G7) on the second floor of the library. Photocopy an advertisement from the issue that captures key themes or alludes to key developments from the 1920s. Articulate those themes or developments in a half-page, double-spaced typed paragraph. Bring the ad and your typed evaluation of it to class. Replace the volumes on the shelves where you found them so others can use them too. Although it is much more limited, as an alternative to using these print journals you may select, study and print advertisements from the 1920s (segregate them from the other decades by typing 1920s as part of your search) in
an on-line collection of advertising hosted by Duke University at
http://library.duke.edu/digitalcollections/adaccess/

Mar. 18 Catch Up Day

Part V The Great Depression: Forging a New Order Amid Chaos and Questioning
Mar. 21 “Greatness in the Great Depression”: The American People in Hard Times, p. 257-79, 346-81
Mar. 25 “You Feel Like Charging Hell With a Bucket of Water”: The New Deal, part II; p. 319-45
Mar. 28 Discussion of Lynching and Spectacle REVIEW DUE
Mar. 30 The Dirty Thirties: The Dust Bowl and the Okie Migration, p. 297-99
ASSIGNMENT: View Dorothea Lange’s Migrant Mother Photographs at http://www.loc.gov/rr/print/list/128_migm.html
Then read an article entitled “Photographic License” by Geoffrey Dunn on Blackboard or follow the link from the above webpage to the article

Apr. 1 Disenchantment with Capitalism: From “L’Affaire Lettuceberg” to “The Grapes of Wrath”

Part VI The Second World War Challenges the Democratic Order
Apr. 4 “Mr. President, the Whole Damn Navy is Gone”: Pearl Harbor, p.382-420
ASSIGNMENT: Read Lance D. Chase, “The Attempted Attack on the Hawaii Temple, December 7, 1941”
Apr. 6 “Ours to Fight For”: War and American Society, p. 421-53
ASSIGNMENT: Peruse pages from the Victory Cookbook distributed in class
Apr. 8 “Concentration Camps U.S.A.”: Japanese-American Relocation, 454-516
Apr. 11 Catch-up Day/Class Visit to MOA exhibit: AT WAR! The Changing Face of American War Illustration
Apr. 13 Discussion of The Best War Ever, REVIEW DUE
Apr. 16 FINAL EXAM 2:30-5:30