

**History 395:
The United States and the Two World Wars**

Fall 2016
2:00-3:15 TR in 231 CCC

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This course, through its emphasis on society, culture, and politics, explores the reasons why the United States became involved in two world wars during the 20th century and what that involvement meant to Americans as citizens and as private individuals.

Skills will be developed in tandem with learning the history of this particular topic: reading comprehension and critical evaluation, primary and secondary source research, and writing. Students will be evaluated on how well they have learned the content material and demonstrated the aforementioned skills.

Required Reading

Books for purchase:

Christopher Capozzola, *Uncle Sam Wants You*
David M. Kennedy, *The American People in World War II*

Other assigned readings are available on D2L.

Recommended: Kate Turabian, *A Manual for Writers*

Course Requirements

The following written assignments are required. Failure to complete any one of them will result in a failing grade for the course. Late assignments will be accepted, with a penalty.

1. Exams (25% each)

There are two in-class essay exams, one at midterm and one during finals week. Each exam covers half of the course material.

2. Book Review (10%)

Consult the handout on D2L for details on this assignment.

3. Research Paper (30%)

A 15-page research paper based on a combination of primary and secondary sources. Each student will choose a topic of interest pertaining to the parameters of this course. I have final approval over all topics. Consult the handout on D2L for details on this assignment.

4. In-Class Discussions (10%)

Students are expected to participate in discussions of the assigned readings. Make sure to stay current and make sure to take notes.

Grading Criteria

1. For the written assignments:

A (90-100): exams: demonstrates both a fine command of historical knowledge (ideas, names, places, dates, etc.) and a strong, informed analysis of that information

research paper: contains a clear, historically important thesis supported by a good collection of primary sources, includes at least a paragraph of historiography, demonstrates proper usage of footnotes and bibliography, uses clear and proper grammar and punctuation

B (80-89): exams: demonstrates a command of historical knowledge but contains a weak analysis

research paper: contains a mostly clear historical thesis supported by primary and secondary sources, includes a paragraph of historiography, demonstrates good usage of footnotes and bibliography, writing style is mostly good

C (70-79): exams: demonstrates competent/average historical knowledge but completely lacks analysis

research paper: contains an unclear and/or weak thesis supported by insufficient sources, historiography is weak and/or lacking, footnotes and bibliography need considerable work, writing style is deficient

D (60-69): exams: shows deficiency of historical knowledge and lacks analysis

research paper: contains an unclear and/or weak thesis supported by insufficient sources, historiography is missing, footnotes and bibliography are incorrect and/or incomplete, writing style is deficient

F (59-1): exams: shows inaccurate historical knowledge and lacks analysis, and/or is incomplete

research paper: contains no thesis, primary sources, or historiography

0: a portion or portions are plagiarized from internet or published sources and/or are copied from another student's work; the work has no historical or intellectual value

Graded written assignments will be returned two weeks after the due dates. I do not keep an electronic grade book, so make sure to hold on to your graded work and use it to track your grade in the course.

2. For the in-class discussions:

- A:** Active, consistent, and relevant contributions to each class discussion, without dominating the conversation.
- B:** Willing to contribute to most discussions, with relevant and informed comments.
- C:** Contributes occasionally or only when called upon; veers off-topic; inconsistently prepared.
- D:** Makes an occasional relevant observation; constantly off-topic; repeats what others have already said; usually unprepared.
- F:** Contributes once or twice during the semester; always off-topic and/or unprepared.
- O:** Makes no contributions to discussions.

Attendance and Etiquette

Each student is allowed three unexcused absences. The loss of 1/3 of a letter grade off the final grade will be assessed at the fourth unexcused absence plus another 1/3 for each additional absence.

Absences that do not carry any penalty when accompanied by documentation are limited to a serious illness, death of an immediate family member, field trip for another class, and military service.

Arrive on time. Do not leave the room until I have dismissed the class.

Turn off and put away your phone at the start of class. No calls, texting, web surfing, Facebook browsing, Tweeting, listening to music, etc. Students who indulge in any of these activities during class will be marked with an unexcused absence and penalized accordingly.

Use of a laptop or tablet in class is restricted to times we are discussing readings that are only available electronically.

No cameras or recording devices may be used in class at any time.

Only one person talks at a time. Talkers and listeners must be polite and respectful.

E-mails are a form of communication and therefore must conform to high standards of politeness and respect. I will answer questions pertaining to the class via e-mail, except in instances where the answer is available from the syllabus.

Please review this link for additional information on rights and responsibilities:
<http://www.uwsp.edu/admin/stuaffairs/rightsandresponsibilities.aspx>

Weekly Lectures, Discussions, and Readings

(Dates and topics are subject to change.)

Week 1: Sept. 6 and 8

Introduction: Historians and War

The United States at the Turn of the 20th Century

Readings: Kaminski, "The Formative Years of a Female Citizen" (on D2L)

Week 2: Sept. 13 and 15

Woodrow Wilson, the Debate Over Preparedness, and the U.S. War Declaration

Reading: Capozzola, Introduction

Raising an Army

Reading: Capozzola, Ch. 1

Week 3: Sept. 20 and 22

Opposition to the War

Reading: Capozzola, Ch. 2

Managing the Home Front: Economy and Voluntarism

Reading: Capozzola, Ch. 3

Week 4: Sept. 27 and 29

Propaganda, Education, and the CPI

Reading: Kaminski, "Citizenship and Patriotism during the Great War" (on D2L)

Democracy and Civil Liberties in Wartime

Reading: Capozzola, Chs. 4 and 5

Week 5: Oct. 4 and 6

Immigrants and Enemy Aliens

Reading: Capozzola, Ch. 6

Out in Public in Wartime: The Influenza Pandemic and the Movies

Reading: Byerly, "Fighting Germs and Germans" (on D2L)

Week 6: Oct. 11 and 13

The American Expeditionary Force

Armistice and Establishing Peace

Reading: Capozzola, Conclusion

Week 7: Oct. 18 and 20

The Uncertainties of Peace and the Inter-War Years

Reading: Kaminski, "An American Citizen in the Colonial Philippines" (on D2L)

Europe and Asia in the 1930s: "Prelude to War: Why We Fight"

Assignment Due: Thursday, Oct. 20: Book Review

Week 8: Oct. 25 and 27

Exam #1: Tuesday, Oct. 25 on weeks 1-7

The End of Isolationism and Neutrality

Reading: Kennedy, Chs. 1-2

Week 9: Nov. 1 and 3

Pearl Harbor and the Pacific War

Reading: Kennedy, Ch. 3

Civilian and Military Prisoners of the Japanese

Reading: Kaminski, "Enemy Alien" (on D2L)

Week 10: Nov. 8 and 10

Wartime Alliances

Reading: Kennedy, Ch. 4

Mobilization on the Home Front

Reading: Kennedy, Ch. 5

Week 11: Nov. 15 and 17

Civil Liberties

Readings: Howard, "The Politics of Dancing" (on D2L)

Kennedy, pp. 321-335

Racial Conflict

Reading: Kennedy, pp. 335-372

Week 12: Nov. 22

Hollywood and Popular Culture

Reading: Fagelson, "Fighting Films" (on D2L)

Happy Thanksgiving

Week 13: Nov. 29 and Dec. 1

The Debate Over a Second Front in Europe

Reading: Kennedy, Ch. 6

The American Military in Europe

Reading: Kennedy, Ch. 7

Assignment Due: Friday, Dec. 2: Research Paper

Week 14: Dec. 6 and 8

The End of the War in Europe

Reading: Kennedy, Ch. 9

The End of the Pacific War

Week 15: Dec. 13

The United States in the Post-War World

Readings: Kennedy, Epilogue

Kaminski, "Postcolonialism" (on D2L)

Reading Day/Independent Exam Prep: Dec. 15

Exam #2: Friday, Dec. 16 at 10:15 a.m. on weeks 8-15