

# HILD 2C

## United States History Since the Progressive Era

### Spring 2017

**Professor Mark Hendrickson**

**Office:** HSS 4008

**E-mail:** ghendrickson@ucsd.edu

**Office Hours:** Wednesday from 1:00-2:50 and by appointment

HILD 2C is a survey of the central economic, political, social and cultural developments in the United States since the early years of the twentieth century. In readings, lectures, discussion sections and related assignments, we will trace such developments as the expansion and changing nature of corporate consumer capitalism; ideological and political changes from the Progressive Era to New Deal liberalism to the Reagan “Revolution”...and beyond; the invention of new technologies and their impact on daily life; the emergence and uncertain future of the U.S. as a world power; the struggles for civil rights, economic and social justice in our “multi-cultural” society; and the ever-changing sights and sounds of popular culture. The course aims to provide students with an understanding of the historical forces shaping 20<sup>th</sup>-century life in the U.S., and of the challenges facing Americans in the 21<sup>st</sup> century.

### Course Format and Requirements

#### 1. Lectures

We expect you to attend the lectures, which will cover material not necessarily included in the readings, and for which you will be responsible in discussion section and on the midterm, paper and final exams. We also expect you to show respect for the course purposes and for your fellow students. In other words, do not: show up late or leave early without an excuse from your T.A., talk, or otherwise disrupt the class.

#### 2. Classroom Etiquette

Because the use of computers and other electronic devices can be disruptive in class, you should bring paper and pens to take notes. Laptops, cell phones, iPods, tablets, etc., may **not** be used in lecture. These should be turned off and kept in your bag under your seat. Please arrive to class on time, and do not leave before the end of the session.

#### 3. Required Texts

Anne Moody, *Coming of Age in Mississippi*

HILD 2C Course Pack available from University Readers

**i>clicker** – to be purchased from the UCSD Bookstore in the Price Center. This will enable you to join in class discussions and earn course points on quizzes and lecture participation. I will explain in class how to register your i>clicker. Clicking in for someone else constitutes academic misconduct and will be reported immediately to the Academic Integrity Office.

#### 4. Discussion Sections

Regular attendance at your assigned discussion section is absolutely **essential** to the course. This, after all, is your opportunity to bring the readings, lectures and other assignments together in discussion with your peers, work closely with the T.A. who is leading your section and, of course, gain valuable insight into the excitement of doing history—not to mention strategies for writing

successful papers and exams! **If you miss more than 3 section meetings, you will receive a zero for your section grade.**

<u>Teaching Assistant</u>	<u>Section</u>	<u>E-mail</u>
Chris Costello	Monday 2:00 and 3:00	ctcostel@ucsd.edu
Graeme Mack	Wednesday 4:00 and 5:00	grmack@ucsd.edu
Suzanne Dunai	Friday 8:00 and 9:00	sdunai@ucsd.edu

### 5. Film Series

The HILD 2C Film Series features regular screenings of films we have chosen because they tell you something about the period in which they were made (and they are GREAT films). You are welcome to view all of them if you wish, but you **must see at least three**, which **will be assigned by your T.A.**, and be prepared to discuss and/or write about them in section. We will talk more about how you can stream them in lecture.

Week #4:	Sullivan’s Travels (1941)
Week #5:	Mildred Pierce (1945)
Week #6:	Salt of the Earth (1954)
Week #7:	Blackboard Jungle (1955)
Week #8:	Manchurian Candidate (1962)
Week #9:	Roger and Me (1989)
Week #10:	Inside Job (2010)

### 6. Assignments

Paper .....	25%
Midterm.....	20%
Final Exam.....	25%
Lecture i>clicker Quizzes.....	5%
Lecture i>clicker Participation.....	5%
Section.....	20%

#### Issues to consider

1. **Deadlines:** Deadlines for the papers and other assignments are strict and will be enforced (including penalties) by your teaching assistant.
2. **Final Exam: It is on Wednesday, June 14 from 11:30-2:30. Plan ahead!!**
3. **Principles of Academic Integrity:** "Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind."
4. **Maintaining Academic Integrity and the i>clicker—REMEMBER:** Clicking in for someone else constitutes academic misconduct and will be reported immediately to the Academic Integrity Office.
5. **Grading:** Grading will be done by your T.A., based on standards determined in consultation with the instructor and other T.A.s. If you wish to appeal a grade, you must first approach and discuss the situation with your T.A., after which you may appeal to me. Remember, your grade may go up, go down, or remain the same, depending upon the merits of the case. All appeals must be made within **two weeks** of receiving the initial grade.
6. **Remember: If you miss more than 3 section meetings, you will receive a zero for your section grade.**

7. **The UC San Diego *Teaching and Learning Commons Writing and Critical Expression Hub* offers tutoring on the writing process and writing skills. To sign-up for a one-on-one appointment go to <https://commons.ucsd.edu/students/writing/index.html>.**

### Schedule

**NOTE: All of the numbered readings refer to numbered items in your course pack.**

#### **Lecture #1: Course Introduction (4/3)**

### The Progressive Era

#### **Lecture #2: Gilded Age America and the Crisis of the 1890s (4/5)**

We begin HILD 2C squarely in the 1890s—a moment in which the nation seemed to be on the brink of unraveling. Populist Ignatius Donnelly described the period as one in which “the rich, as a rule, hate the poor; and the poor are coming to hate the rich . . . society divides itself into two hostile camps . . . They wait only for the drum beat and the trumpet to summon them to armed conflict.” Faragher provides us with an overview of the period, with a focus on economic and labor unrest in the industrial North. The Pinkerton “guard’s” testimony before congress provides vivid evidence of the era’s bitter and often violent labor-capital conflict.

1. Faragher, “The Crisis of the 1890s”
2. “Pinkertons Defeated at Homestead”

#### **Lecture #3: The 1890s as the Nadir (4/7)**

In the years following the Civil War, African Americans in the South worked successfully in some cases to renegotiate the terms of life in the South. For instance, historian James McPherson found that by the early 1870s, “about 15 percent of office holders in the South were black.” To put this achievement in context, McPherson notes that this was “a larger proportion than in **1990**.” Conservative southern whites opposition to African Americans efforts to gain a political, social, and economic foothold culminated in the dramatic events of the 1890s. Nell Irvin Painter walks us through one of the more violent periods in American history. The excerpt from *Plessy* reveals how deeply complicit the U.S. Supreme Court was in these efforts.

3. Nell Irvin Painter, “White Supremacy: An Attempt to Halt Black Success”
4. From *Plessy v. Ferguson*

#### **Lecture #4: The US and the World (4/10)**

In grasping for some explanation for and solution to the economic crisis of the 1890s, some Americans embraced the idea that manufacturers needed new markets abroad. Faragher provides us with an overview of US expansion in this period. The “Communities in Conflict” section provides us with a number of insights into ways that Americans of varied backgrounds challenged the logic of imperialism.

5. Faragher, “The Path to Imperialism”

#### **Lecture #5: The Corporate Reconstruction of American Capitalism (4/12)**

We begin with a short excerpt (one paragraph) from Adam Smith’s enormously influential *Wealth of Nations*. Take a look at this excerpt before reading the longer piece by historian Nell Irvin Painter, who describes major changes underway in the American economy and society. In his 1912 campaign address,

future president Woodrow Wilson attempts to explain the nature and significance of these changes. What would Smith (note that he wrote in 1776) say about the early twentieth century world described by Wilson and Painter?

6. Adam Smith, *The Wealth of Nations* “Of the Rent of Land: Conclusion”
7. Nell Irvin Painter, “Excerpt from Prosperity”
8. Woodrow Wilson, “A Very Different Age”

#### **Lecture #6: Industrial Tragedy and Progressive Reform: The Triangle Fire of 1911 (4/14)**

Until September 11, 2001, the Triangle Fire stood as the most deadly workplace disaster in the history of New York City. In lecture, we will learn more about the tragedy and its consequences. The excerpt from historian Jo Ann E. Argersinger’s examination of the Triangle Fire provides us with a close consideration of the impact of the fire on the effort to reform the American workplace. One note: The assigned reading refers to “Blanck and Harris.” Max Blanck and Isaac Harris were known as the “Shirtwaist Kings.” They established the Triangle Waist Company in 1900.

9. Jo Ann Argersinger, “The Fire that Lit the Nation”: Investigations and Reform”

#### **Lecture #7: WWI and the beginnings of the Great Migration (4/17)**

Plummeting rates of immigration and wartime demands for labor provided black southerners with new options. Employers increasingly looked to women and black workers to take positions in factories in the industrial north. Eric Arnesen provides us with an overview of the early stage of the Great Migration. As the Great Migration unfolded, there were sharp disagreement about its causes and consequences. We turn to W. E. B. Dubois who, in 1917, provided the nation with a crisp assessment of the unfolding events that would permanently alter race relations in the US.

10. Eric Arnesen, “Wartime Opportunities in the North”
11. W. E. B. Dubois, “The Migration of Negroes: June 1917”

#### **Lecture #8: WWI: Mobilizing for War (4/19)**

“He kept us out of war” was President Woodrow Wilson’s campaign slogan in 1916; in fact, he owed his razor thin margin of victory partly to the fact that most Americans believed that he would not send young American men to fight in what many believed to be a European conflict. But, within months of his re-election (he was first elected in 1912) the United States was mobilizing for war. Foner provides us with an overview of the mobilization effort at home. In documents thirteen and fourteen, Wilson asks Congress for a declaration of war, while labor leader Eugene V. Debs offers a dissent.

12. Foner, “The War at Home”
13. “President Wilson Asks Congress for a Declaration of War”
14. “Eugene V. Debs Attacks Capitalist Warmongers”

### **From New Era to New Deal**

#### **Lecture #9: An Uneasy Peace (4/21)**

The end of WWI brought an uneasy peace—at best. The racial violence in East St. Louis in 1917 that Arnesen described in Lecture #7’s readings were just a preview of more widespread racial conflict in 1919. Americans divided on class as well as race lines in 1919. Throughout the year, American workers walked off the job in unprecedented numbers. They demanded better working conditions and some measure of democracy in the workplace. Looking overseas, many Americans were unnerved by Lenin’s seizure of power by way of the Russian Revolution and by Wilson’s failure in Versailles. Foner provides us with an

overview of this remarkable period in American history. Attorney General A. Mitchell Palmer surveys the situation and sees danger lurking everywhere.

15. Foner, “1919”
16. “Attorney General Palmer’s Case Against the Reds”
17. “The Interchurch World Movement Investigates the Steel Strike, 1920”

#### **Lecture #10: The New Era: The Boom (4/24)**

The turbulent years surrounding WWI stand in marked contrast to the relative prosperity and stability of the 1920s (or the “New Era”). Between 1921 and 1929, the value of the stock market tripled, unemployment averaged 5.5%, and Americans increasingly came to rely on consumer credit to purchase durable goods such as automobiles and household appliances. Over the course of the decade, American automakers produced 85% of the world’s cars and by decades end there was one car on the road for every American family. Politically, the Republican Party and Herbert Hoover dominated American politics. Faragher provides us with an overview of the relationship between the state, the economy, and business in this pivotal decade. Hoover outlines his own vision of American individualism. How does Hoover’s tone and philosophy compare to that of Palmer’s?

18. Faragher, “The State, The Economy, and Business”
19. “Herbert Hoover on American Individualism”

#### **Lecture #11: The New Era: Modernity and Traditionalism (4/26)**

Not everyone embraced the more modern, consumer, and urban culture that emerged in the New Era. While many Americans celebrated the new mass culture that emerged in this period, Faragher points us to a number of groups that looked warily at modern society. Sociologist and reformer Robert Lynd weighs the costs and benefits of the automobile.

20. Faragher, “Modernity and Traditionalism”
21. Robert and Helen Lynd, “The Automobile Comes to Middletown”

#### **Lecture #12: Adrift in the Great Depression (4/28)**

According to economic historians Gary Walton and Hugh Rockoff, “The Great Depression was the most important economic event of the twentieth century. Between 1929 and 1933, the economy of the US collapsed. It is almost impossible to convey the sheer terror and misery that the depression produced.” In today’s readings, Walton and Rockoff give us a broad sweep of the dimensions of the Great Depression. As the crisis deepened, Americans turned to the federal government—and specifically president Franklin Delano Roosevelt and first lady Eleanor Roosevelt—for support. In all, the Roosevelt administration received some 15 million letters from Americans in need; we will take a look at one of them. What does Henry Ford recommend as a solution to individuals experiencing hard times?

22. Walton and Rockoff, “Dimensions of the Great Depression”
23. “Henry Ford on Unemployment and Self-Help”
24. “An Ordinary American Appeals to Her Government”

#### **Lecture #13: FDR and the politics and policies of relief and recovery (5/1)**

The millions of letters that Americans sent to the Roosevelts provide dramatic evidence of how much the public came to look to the White House for help in hard times. Today’s readings demonstrate that this was a two-way conversation. FDR provided Americans with hope and, in some cases, the material things they needed to survive. In hard times, the general public often turns to its leaders for explanations and a plan. Confronted with a banking system that had collapsed, FDR’s 1933 Fireside chat gave the public both.

25. Foner, “The First New Deal”
26. “FDR Fireside chat on banking”

#### **Lecture #14: A Countervailing Force (5/3)**

The devastation brought on by the Great Depression led to dramatic changes in the relationship between the American people and their government, but it also transformed the industrial workplace. A wide segment of the American people agreed with President Roosevelt when he said, “The liberty of a democracy is not safe if the people tolerate the growth of private power to a point where it becomes stronger than the democratic state itself. That in its essence is fascism: ownership of government by an individual, by a group, or any controlling private power.” Foner explains the dramatic changes underway in the labor movement in the New Deal Era, and the FDR speech provides clear evidence that FDR sought to make labor’s enemies his own.

27. Foner, “The Grassroots Revolt: Labor’s Great Upheaval”
28. “FDR’s Campaign Address at Madison Square Garden”

#### **Lecture #15: From Dr. New Deal to Dr. Win the War (5/5)**

Foner walks us through the steps by which the US entered WWII and then gives us an overview of the war. In 1941, FDR went before the nation and identified the Four Freedoms at stake in the war. How does FDR’s speech compare to the one Wilson gave when he went before Congress asking for a declaration of war (lecture #8)?

29. Foner, “Fighting World War II”
30. “President FDR identifies the “Four Freedoms” at Stake in the War 1941”

#### **Lecture #16: WWII (5/8)**

In today’s reading, we shift our focus to Anne Moody’s autobiography. Moody was born on September 15, 1940—more than a year before Japan’s attack on Pearl Harbor. Don’t be intimidated by the length of the book; it both an easy and a very powerful read. We begin today with Moody’s childhood—a period that covers until she is twelve-years old and midway through her sixth grade year.

Anne Moody, *Coming of Age in Mississippi*, Chapters 1-4 (pp. 1-59)

#### **Lecture #17: Midterm (5/10)**

### **The Golden Age?**

#### **Lecture #18: The Great Compression (for some) (5/12)**

In lecture we will be discussing one of the most significant moments in US economic history—the onset of the Great Compression. This is a period that lasted from the early 1940s and persisted until the early 1970s. Quite unlike the dramatic and sustained period of increasing inequality that began in the 1970s and continues to today, the Great Compression was characterized by a dramatic and sustained decrease in inequality. In the Moody book, we pick things up in the spring of her sixth grade year and follow her experiences at home, middle school, and work.

Moody, Chapters 5-9 (pp. 60-123)

#### **Lecture #19: The Murder of Emmett Till (5/15)**

In *Coming of Age in Mississippi*, Moody enters High School with, as she tells it, “a new name, but also with a completely new insight into the life of Negroes in Mississippi” (Moody, 127). In lecture, we will focus on the murder of fourteen-year-old Emmett Till and its significance. By the end of chapter eleven, Moody—now fifteen years old—has decided to leave home for the summer to live with her uncle in Baton Rouge. When she returns home to Centerville before the start of school in the fall, she commits to keeping busy so as to avoid the realities of life in rural Mississippi. Outside of Centerville, the world is indeed changing. In 1954 the Supreme Court overturned *Plessy v. Ferguson* (1896) in its landmark *Brown v. Board of Education* (1954) ruling. On a Wednesday night while ironing for Mrs. Burke, Anne has to decide between taking her mother’s approach (“Just do your work like you don’t know nothin’” [163]) or going her own way.

Moody, Chapters 10-13 (pp. 127-172)

**Lecture #20: Cold War America (5/17)**

In Chapter fourteen Moody has just wrapped up a busy and successful tenth grade year. Now 16-years old, she heads to New Orleans for the summer to live with her aunt and to find work in a restaurant; things don't go as planned. She returns to Centreville for the start of her junior year in high school restless and bored with life in Centreville. Before we know it, school is out and she is headed back to New Orleans. Early in her senior year, it becomes clear to Anne that she can no longer live in Centreville; instead, she finishes out her senior year in 1959 at Johnson High School. By the end of her senior year, some in Wilkinson County are celebrating the about-to-open new "Separate but Equal" school in Woodville, but Anne does not see things their way. In lecture, we will talk more about American society in the late 1950s.

Moody, Chapters 14-17 (pp. 173-232)

**Lecture #21:1965: Selma and the Voting Rights Act (5/19)**

After finishing high school, Anne tries to make enough money to attend college in New Orleans, but comes up short of cash. Out of options, she returns to the basketball court and takes a scholarship from Natchez College (a junior or two-year college in Mississippi). Finding success there, Anne two years later accepts a scholarship to Tougaloo College in Jackson, Mississippi. At Tougaloo College, Anne joins her roommate, Trotter, in volunteering for the NAACP. Joining the movement took a toll on Anne's grades and dwindling money supply. Forced to take summer courses, she meets Joan Trumpauer, a white student, who introduces her to the Student Non-violent Coordinating Committee (SNCC). In this section, we encounter some of the giants of civil rights movement, including Medgar Evers and Bob Moses.

Moody, Chapter 18-21 (pp. 235-280)

**Lecture #22: 1965: The 1965 Immigration Act and its Consequences (5/22)**

By the summer of 1963, Moody (now 23 years old and a senior in college) has become more involved in the civil rights movement. This section begins with a sit-in at Woolworth's that made international headlines (286-291). The remaining pages of the book take us deeper and deeper into the movement. Anne helps us to more fully grasp the enormous risks that young men and women like Moody took in order to try to bring a measure of freedom and democracy to twentieth century America.

One final note: Anne Moody passed away on February 5<sup>th</sup>, 2015—a day I was working on the syllabus for this class. She left Mississippi in the 1960s, but moved back, along with her sister Adiline, in the mid-1990s. Even more than thirty years after her involvement in the Movement, she never felt at ease in her native state. "She was to the point of being paranoid that somebody was always after her," Adline Moody said. "When she would go anywhere, it was always with her son. Someone was always with her."

Moody, Chapter 22-30 (pp. 283-424)

**Lecture #23: Civil Rights Beyond Black and White (5/24)**

No Readings

**Lecture #24: Vietnam: The Path To War (5/26)**

No Readings

Paper Due

## The Age of Fracture: The US since the 1970s

### **Lecture #25: 1968: Year of Turmoil (5/31)**

In today's reading, Faragher takes us through one of the most turbulent and violent periods in American history. In 1965, MLK linked up the struggle for civil rights to the anti-war movement.

- TritonED: Faragher, "Wars on Poverty"  
31. MLK, Jr. "Beyond Vietnam"

### **Lecture #26: The New Right (6/2)**

As the New Deal coalition crumbled a new, more conservative movement emerged. Rather than looking to enhance the role of the state in pursuit of social justice as New Dealers and Civil Rights activists had, an emerging conservative movement came to argue for greater reliance on the market as a means of advancing the cause of individual freedom. Historians Ronald Story and Bruce Laurie describe how this movement came to dominate American politics. We begin today with some background from Story and Laurie on the state of the conservative movement in wake of the New Deal. We often think of the 1960s as a period of activism on the left, but the Young Americans for Freedom document helps us to understand youth organizations on the right. The final document, Ronald Reagan's "A Time for Choosing" speech, would be identified by a generation of conservatives as, simply, The Speech.

32. Ronald Story and Bruce Laurie, "The Making of a Movement"  
33. Young Americans For Freedom "The Sharon Statement"  
34. Ronald Reagan, "A Time for Choosing"

### **Lecture #27: The Reagan Revolution (6/5)**

In today's excerpt from Story and Laurie, we see the continued building of the conservative movement and coalition, but we also see a breakup of the New Deal coalition. This latter phenomenon shook loose groups of voters who had been aligned with the Democratic Party going back to the New Deal. The Powell Memo helps us to understand that conservative movement leaders recognized that while votes and money were critical to the movement's success, so too were ideas.

32. Ronald Story and Bruce Laurie, "The Making of a Movement"  
35. Lewis F. Powell, Jr., "Confidential Memorandum: Attack on American Free Enterprise System"

### **Lecture #28: A Second Gilded Age?: The US since 1970 (6/7)**

Our attention in recent years has shifted to dramatic changes in American society since the 1970s. If the period between WWII and the early 1970s can be characterized as the Great Compression, then, some have argued, the period since the 1970s should be understood as a second Gilded Age. Today's readings take us through some of the more important changes in American society since 1970.

- TritonED: Faragher, "Best of Times, Worst of Times,"  
36. "Sectors with the Most Openings Pay Low," *U-T San Diego*,

### **Lecture #29: The market, the state, and the Economic Crisis of 2008 (6/9)**

In our final meeting, we consider economic crisis of 2008 and ensuing Great Recession. We will consider its causes and consequences. Foner walks us through the major twists and turns in the story and provides us with one of many "first drafts" the history of this recent event.

37. Foner, "Economic Crisis of 2008"

**Final Exam: Wednesday, June 14 11:30-2:29**

## **Academic Integrity**

Students are expected to complete the course in compliance with the instructor's standards. No student shall engage in any activity that involves attempting to receive a grade by means other than honest effort; for example:

- No student shall knowingly procure, provide, or accept any unauthorized material that contains questions or answers to any examination or assignment to be given at a subsequent time.
- No student shall complete, in part or in total, any examination or assignment for another person.
- No student shall knowingly allow any examination or assignment to be completed, in part or in total, for himself or herself by another person.
- No student shall plagiarize or copy the work of another person and submit it as his or her own work.
- No student shall employ aids excluded by the instructor in undertaking course work or in completing any exam or assignment.
- No student shall alter graded class assignments or examinations and then resubmit them for regrading.
- No student shall submit substantially the same material in more than one course without prior authorization.

For more information, please consult the UCSD Policy on Integrity of Scholarship (<http://www-senate.ucsd.edu/manual/Appendices/app2.htm>).

## UCSD Principles of Community

To foster the best possible working and learning environment, UCSD strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the university and the well being of its constituents. UCSD faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

- We reject acts of discrimination based on race, ethnicity, gender, age, disability, sexual orientation, religion, and political beliefs, and we will confront and appropriately respond to such acts.
- We affirm the right to freedom of expression at UCSD. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality, and respect.
- We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.

For more the full list of UCSD Principles of Community, please visit <http://www.ucsd.edu/principles/>