

HIS 3942: Democracy and Capitalism after WWII

Professor Sheryl Kroen

219 Keene-Flint Hall

TA: Lauren Krebs

Class time: Tues: 8:30-10:25; Th: 9:35-10:25

Off. Hours:

Professor Kroen: Tues: 12-1:30; Th: 1-2:30

stkroen@ufl.edu

tel: Tel: 273-3384

l.krebs@ufl.edu

Turlington 2350

Lauren Krebs: tbd

Description: This course focuses on the United States and Western Europe between 1945 and 1953, when they collaborated to produce the foundations of the European Union and the Atlantic Alliance. We will explore these critical years by studying two government-sponsored "planned events": the Freedom Train, which traveled to over 300 cities in the continental United States between 1947 and 1949, and its direct descendent, the Europe Train, that traveled around the continental European nations participating in the Marshall Plan, between 1951 and 1953.

Because this course is a practicum it operates on two levels. Like most history courses, the Practicum is organized around a central theme. At the same time, we will work on mastering a set of skills that are essential for success as a historian: identifying and evaluating source materials; critical reading of primary and secondary sources; managing historiography; and research and writing skills. We will also spend time in class discussing the department and all the resources available to you at the University of Florida. In short, this course will give you the tools you need to get the most of the history major and your education more generally.

Class Meetings:

The course meets on Tuesdays and Thursdays in Turlington 2350. Thursday's class is 3rd period (9:35-10:25). Tuesday's class is a double period, 2-3 (8:30-10:25). At several points during the semester we will split the double period in order to have smaller discussions. Students will be asked to attend either period 2 or 3. We will also take "field trips" to libraries, to the Harn Art Museum, to other programs on campus that will contribute to your development as historians.

Books:

I have only assigned two books for this course, and I need you to purchase them. Both are available used at low prices

Wendy Wall, *Inventing the "American Way": the Politics of Consensus from the New Deal to the Civil Rights Movement*. (Oxford, 2008)

Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (Eighth Edition, preferred but not required) 2015

All other readings will be provided by the professor, or are available on line (see links in syllabus), or we will add to the list as our research together progresses.

Policies and Expectations:

Students are expected to attend all classes and to arrive promptly. Students are allowed 2 absences without penalty, after which the participation grade goes down one fraction of a grade per absence. More than 6 absences will result in an automatic failing grade for the course.

Please keep electronic distractions to a minimum. While you may feel perfectly comfortable multi-tasking in class, it is disturbing to the instructor and to those around you. Anyone caught texting in class will be marked absent for the day.

Late work will not be accepted without penalty. Please make every effort to apprise the instructor of adverse circumstances that affect your ability to attend class or complete assignments on time. Official documentation is required to excuse an absence and to schedule make-up assignments.

In writing papers be sure to give proper credit whenever you use words, phrases, ideas, arguments, and conclusions drawn from someone else's work. Failure to give credit by quoting and/or footnoting is plagiarism. All incidents of plagiarism will be reported to the Dean of students and met with sanctions (e.g failing grade for affected assignment, failing grade for the course, etc.). Please review the University's student code of conduct and conflict resolution procedures.

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>

Counseling services: Phone number and contact site for university counseling services and mental health services: 392-1575

Assignments:

Over the course of the semester, you will complete a series of *exercises*, most on your own, but some in groups in class. The exercises are targeted toward the development and honing of skills you need to succeed in the major and as life-long historical thinkers.

The exercises all lead up to the final project for the semester, which is a *research paper prospectus* on a topic of your choosing. The prospectus introduces your topic, lays out your central questions, reviews the relevant literature, and discusses your approach to researching and thinking about your topic. It includes a time line and an annotated bibliography. Papers should be double-spaced, follow the Chicago Manual of Style, and be handed in as a hard copy.

Another important component of your grade is *class participation*. Come to class prepared to discuss the texts assigned for each day. The readings provide the raw material for all discussions. The more prepared you are before class, the more you will get out of both lectures and discussions. Class participation is essential. Students can expect a respectful and open atmosphere in which to participate in discussions.

The final assignment is the HIS 3942 Assessment. It is a department-mandated, short-answer quiz given to all students taking the practicum this semester. It will take place the last day of class. It is not graded, but you cannot pass the course without completing the assessment.

Assignment	% of Grade
Exercises	50
Research project prospectus	25
Class Participation	25
3942 Assessment	*

Weekly Schedule:

Th., Aug. 23: Course Introduction

Tu., Aug. 28: The Freedom Train
Study this website carefully: <http://www.freedomtrain.org>
Read Rampolla, Chapter 2: Working with Sources

Th., Aug. 30: Some treasures from the National Archives in College Park, Md.
Read: The original plan for the Freedom Train, RG 200 198

Tu., Sep. 4: Edward Bernays, Father of Modern Public Relations, the Model for the "Planned Event"
Read Edward Bernays, *Speak up for Democracy* (1940)
Exercise: Discuss *Speak up for Democracy* as a source, either on its own or specifically in relation to the Freedom Train.
Exercise: Study the UF history department website. What are our strengths and weaknesses? **Compare our department to 2 others (1 public, 1 private):** Public: University of Wisconsin, Madison; University of California, Berkeley; University of North Carolina, Chapel Hill; Private: Princeton University, Northwestern University; University of Chicago. **Bring notes to class that will form the basis of our discussion.**

Th., Sep. 6: The Freedom Train and the Advertising Council

Read Robert Griffith, "The Selling of America: The Advertising Council and American Politics, 1942-1960," *Business History Review*, LVII (Autumn 1983): 388-412.

Read Rampolla, Chapter 3: Active Reading of Secondary Sources

Tu., Sep. 11: The Freedom Train and Civil Rights

Read Little, Stuart J. "The Freedom Train: Citizenship and Postwar Political Culture 1946-1949," *American Studies* 34 (1), Spring 1993, pp. 35-67.

Exercise: in one paragraph discuss Griffith's **or** Little's arguments and sources.

Read: Chapter 4, Rampolla. Following Conventions of Writing in History.

Th., Sep. 13: The Freedom Train and The Politics of Consensus

Wendy Wall, *Inventing the "American Way:" the Politics of Consensus from the New Deal to the Civil Rights Movement*. (Oxford, 2008)

For today: study the table of contents, study the footnotes and list of sources; read the Introduction and conclusion.

Tu., Sep. 18: The Freedom Train and The Politics of Consensus continued

Read the rest of Wendy Wall, *Inventing the "American Way*

Exercise: In one paragraph discuss Wall's sources and the conversations in which she is situating her analysis of the Freedom Train.

Th., Sep. 20: From the Freedom Train to the Marshall Plan Propaganda Campaign

Read: Repplier Speech, 1951; Marshall's Speech, 1947

Exercise: by Thursday, Nov. 1: you should have interviewed one member of the history department who works in a field of interest to you. Familiarize yourself with their publications before you go to see them. Interview them on their work. Some questions you could ask: Why did they become a historian? How would they characterize their approach to the discipline? Would they describe themselves as social, political, cultural, intellectual, economic, or diplomatic historians? What kinds of sources do they use? What kinds of courses do they teach?

Tu., Sep. 25: Library Trip and Orientation

Th., Sep. 27: The Marshall Plan and Americanization

Exercise: pull together a basic bibliography on the Marshall Plan. Come to class with a list of the 5 most important scholarly works on the Marshall Plan or a subtopic that particularly interests you.

Tu., Oct 2: The Europe Train: a Marshall Plan Exhibit!

Archival documents from: National Archives in Washington, Ministry of Foreign Affairs in France, Marshall Plan Ministry Archives in Koblenz, and Office of the Special Representative

Exercise: Do a search and make a list of the the most important secondary works on the Europe Train.

Th., Oct. 4: How to tell the Story of the Europe Train, and to what end?

Exercise: In one paragraph discuss how you could use the sources we have read so far on the Europe Train (any one, or all of them), and to address what questions?

Tues., Oct. 9: Individual meetings to discuss research papers. You should come to this meeting with ideas about research projects you would like to pursue. The goal of the meeting is to set you on your way in search of primary and secondary sources for your final prospectus.

Th., Oct. 11: "Planned Events" in Europe

On Our Way (London, and the traveling exhibit); Germany Under Control (1946, in Britain and the British Zone of West Germany); The Berlin Industries Fair, (Berlin, 1950); the German Barge Exhibit (in Germany), The Europe Train

Tues., Oct. 16: Lieux de Memoires: The Europe Train at the Invalides

Read Chapter 5, Rampolla. Writing a research paper.

Th., Oct. 18: "How do you ever ride a Train Again?"

Read poem, Barcode" by Sara Hoffman"

Tu., Oct. 23: tbd

Read Rampolla, Chapter 6, Plagiarism and Chapter 7, Quoting and Documenting sources

Th., Oct. 25: HARN MUSEUM VISIT

Tu., Oct. 30: Discuss Harn Visit and Primary Sources

Exercise: Assemble a list of Primary Sources for your final research prospectus

Th., Nov. 1: The History Department

Exercise: You will each give a 5-minute presentation on the faculty member in the history department you have interviewed. Be sure to include: research and teaching areas; what you learned from your interview.

Tu., Nov. 6: tbd

Exercise: Assemble a list of the Secondary Sources for your final research prospectus

Th., Nov. 8: tbd

Tu., Nov. 13: In-Class Assessment and Discussion of Annotated Bibliography

Exercise: Annotated Bibliography due (both secondary and primary sources)

Th., Nov. 15: tbd

Tu., Nov. 20: 5-page drafts: workshops

THANKSGIVING BREAK

Tu., Nov. 27: Presentations

Th. Nov. 29: Presentations

Tu., Dec. 4: Open Discussion, final Project Prospectus Due