**Great Depression**

1. Great Depression
	1. Defined
		1. Total collapse of US system of capitalism, laissez faire and everything Americans believed.
	2. About the Great Depression
		1. Worst economic calamity in the US and was part of a world-wide economic depression
		2. US government radically changed its domestic-economic policies
		3. The US government slowly became less isolationist in its foreign policy
		4. The Depression had a huge impact and legacy on the country.
	3. Causes and Effects
		1. Decrease in consumer spending 🡪 Under consumption of goods and services
		2. Unequal distribution of wealth 🡪 Families had limited income to purchase goods
		3. Overproduction of goods 🡪 Led to falling prices of goods
		4. Huge farms surpluses 🡪 Led to drop in farm prices
		5. War debts not paid back 🡪 Banks didn’t get back their $$$
		6. Buying on margin (Credit) 🡪 Investors buy stocks on credit
		7. Stock Market Crash
			1. “Black Tuesday” Oct. 23, 1929
	4. Foreign Investment Problems
		1. Dawes Plan
			1. Trying to find a solution for the collection of $54 million in German reparations debt.
			2. Germany had been lagging in payment of this obligation and the Dawes Plan provided a repayment schedule over 4 years to the Allies. The Germans would continue to lag behind in payments.
		2. US high tariffs (Hawley-Smoot Tariff) caused Great Britain and France to not trade with US.
			1. US became “economic isolationist”.
			2. Because of this, Great Britain and France did not pay back war debts to the US.
			3. GB and France defaulted on their debt because they had paid in blood.
	5. Banks
		1. Banks lost their investments in the Stock Market after the Crash
		2. Millions of Americans were caught in the panic of the Stock Market crash.
		3. Went to their banks to withdraw their savings accounts.
		4. Banks loaned out their $$$ and had no reserve funds to give customers withdrawing their $$$
		5. Once banks ran out of $$$ they closed their doors and left people stranded.
			1. 1929 = 659 bank failures
			2. 1933 = 5190 bank failures
		6. Bank failures crushed the average American who put faith in the banks to save their money.
	6. Margin Buying
		1. The rapid increase of stock prices encouraged speculation, the practice of making high-risk investments in hopes of getting a huge return.
		2. Buying on margin
			1. Practice of allowing investors to purchase a stock for only a fraction of its price (CREDIT) and borrow the rest at high interest rates.
		3. When Stock Market begins to crash banks call in loans
		4. To pay back banks investors sold stocks for less than they purchased
		5. Lose money and go into debt
		6. No US Government regulations on the stock market or margin buying.
2. President Herbert Hoover
	1. Background
		1. Republican
		2. Food Administration Director during WWI
		3. Secretary of Commerce 1921-28
	2. Beliefs
		1. Laissez-Faire
		2. US Govt. should not provide “direct relief”
		3. Rugged individualism
			1. Americans are self-sufficient and would work themselves out this Depression through hard work and determination.
		4. Charitable organizations
			1. Churches, volunteers and people helping one another.
		5. US Government provided “indirect” relief by assisting insurance corporations, banks, agricultural organizations, railroads and state and local governments.
		6. The theory was that prosperity at the top would help the economy as a whole.
			1. Many saw it as helping bankers and businessmen, while ordinary people went hungry.
			2. No direct relief to American people, because Hoover did not support federal public assistance because he believed it would destroy people’s self-respect and create big government, which would violate laissez faire.
	3. Promoting Recovery
		1. Hoover reassures the public; downplayed the public’s fears.
		2. Privately, Hoover is deeply worried about the economy and gathers a heads of banks, labor, railroads, labor, big business, and government officials.
		3. Industry pledged to keep factories open and stop slashing wages.
			1. This did not work as by 1931 most businesses reneged.
		4. Next step was public works:
			1. Government financed building projects.
			2. Urged governors & mayors throughout the nation to increase public works spending.
			3. Many governors and mayors did not choose to do this.
			4. Pay higher taxes or borrow money from banks, which leaves less money for banks to loan out to people.
			5. Hoover feared that deficient spending could delay an economic recovery.
		5. Hoover asked the Federal Reserve Board to pump more money into circulation.
		6. The National Credit Corporation was created to have a pool of money that would enable troubled banks to continue lending money in their communities
	4. Reconstruction Finance Corporation (RFC)
		1. Early in 1932, Congress, responding to Hoover’s appeal, established the Reconstruction Finance Corporation, which became a government lending bank.
		2. With $500 million, US Government provided “indirect” relief by assisting insurance corporations, banks, agricultural organizations, railroads and state and local governments.
		3. The theory was that prosperity at the top would help the economy as a whole.
		4. People saw it as helping bankers and big businessmen, while average people went hungry.
	5. Direct Help for Citizens
		1. States and cities were giving direct help to citizens, but by 1932, they were out of money.
		2. Political support was building for a relief measure; Congress passed the Emergency Relief and Construction Act.
			1. $1.5 billion for public works and $300 million in loans to the states for debt relief.
		3. It was still not enough; the collapse continued.
	6. Hunger Marches
		1. Rallies and “hunger marches” were held by the American Communist Party
		2. December 5, 1932: a freezing day in Washington, DC; 1,200 hunger marchers assembled
			1. “Feed the hungry, tax the rich.”
			2. Police herded them into an area, where slept on the sidewalks or in trucks.
			3. The police denied them food, water, and medical treatment.
			4. Congress insisted the right of the marchers’ to petition their government.
	7. Farmers' Revolt
		1. During WWI, farmers had heavily mortgaged their land to pay for seed, feed, and equipment.
		2. After the war, prices sank so low that farmers could not even earn their costs
		3. 1930-1934: creditors foreclosed on nearly one million farms, taking possession of them and evicting families
		4. Some farmers began destroying their crops in a desperate attempt to raise prices by lowering the amount of crops on the market.
			1. In Nebraska, grain growers burned corn to heat their homes in the winter.
			2. Georgia dairy farmers stopped milk trucks, emptying the milk cans into ditches.
	8. Farm Foreclosures
		1. As people lost their jobs, they could not make payments on their farms, ranches or homes.
		2. Banks would foreclose on their property and thousands lost their homes
		3. Many went to California to try and find work
	9. Hoovervilles
		1. Shantytowns, were migrant towns of people who were out of work and moving to find work.
		2. Usually outside large cities where migrants were trying to find jobs.
		3. Named after President Hoover because he wouldn’t do anything to help needy people.
	10. Impact on Health
		1. Some people starved and thousands went hungry.
		2. Children suffered long-term effects from poor diet and inadequate medical care.
		3. Social and Psychological Effects
		4. 1928–1932, suicide rate rises over 30%
		5. Admissions to state mental hospitals triple
	11. Stresses on Families
		1. Living conditions declined as families crowded into small houses or apartments.
		2. Men felt like failures because they couldn’t provide for their families.
		3. Working women were accused of taking jobs away from men.
	12. Discrimination Increases
		1. Competition for jobs produced a rise in hostilities against African Americans, Hispanics, and Asian Americans.
		2. Lynchings increased.
		3. Aid programs discriminated against African Americans.
	13. Psychological Effects of the Great Depression
		1. One of the immediate concerns of FDR was to raise the self confidence of the people……..
		2. He had to get people back on their feet by putting them back to work.
		3. Run on the banks…….Bread and food lines………
		4. People lost their homes, possessions and property.
		5. Families lived in Hoovervilles or shantytowns.
		6. No hope, despair, emotional pain, depression and guilt.
		7. When you have millions of “unhappy” men out of work, you have the potential for social chaos.
	14. Bonus Army
		1. Summer of 1932 over 20,000 veterans from WWI marched on Washington, DC.
		2. They were out of work and wanted to feed their families.
		3. Demanded their Bonus promised to them by the government for fighting in WWI.
		4. Bonus Army refused to leave Washington, DC until Congress gave them their Bonus.
		5. Congress voted not give the Bonus to the veterans.
		6. They were ordered to leave by President Hoover but disobeyed the order.
		7. Battle of Washington
			1. August 28, 1932, Battle of Washington, D.C., US troops supplied with tanks fought skirmishes, made arrests and burnt down the camps of the Bonus veterans.
		8. The American people were appalled how President Hoover solved the problem.
		9. People felt Hoover had no compassion and would blame him for the Depression.
		10. He would not be re-elected in 1932.
	15. Dust Bowl
		1. Dust Bowl was an ecological and human disaster that took place in the southwestern Great Plains region, including Oklahoma, in the 1930's.
		2. Caused by misuse of land and years of sustained drought.
		3. Millions of hectares of farmland became useless, and hundreds of thousands of people were forced to leave their homes----many migrated to California.
	16. Election of 1932
		1. Franklin Roosevelt - Democrat
			1. Government had a responsibility to help people in need and provide direct relief.
			2. Capitalism and laissez faire needed to be reformed.
			3. Governmental involvement in people’s lives was a good source for those in need.
		2. Herbert Hoover - Republican
			1. Federal government should not try to fix people’s problems.
			2. Direct relief would destroy people’s self-respect.
			3. Direct Relief would create a big government which would violate laissez faire.
		3. Results
			1. FDR, beat Herbert Hoover, who was running for reelection.
	17. Franklin and Eleanor Roosevelt
		1. Promised to help the people by direct governmental involvement
		2. Many Americans were unsure exactly what FDR meant with his New Deal.
		3. Fireside Chats
			1. FDR began “fireside chats” on a weekly basis as a way to reassure the public.
			2. His comforting voice, calming words, confidence in the country and the American people helped restore faith of the American people in democracy.
3. Franklin Roosevelt's Presidency
	1. 1st 100 Days
		1. Roosevelt’s 100 days was very successful
		2. FDR and Congress went to work providing for direct relief, recovery and reform.
		3. March of 1933 to June of 1933, FDR sent 15 proposals to Congress and all 15 were adopted
		4. Congress and President tried anything reasonable to overcome the Great Depression.
	2. New Deal
		1. Goals
			1. Direct relief to suffering Americans through govt. spending
			2. Renew democracy
			3. Restore confidence in the banking
			4. Stimulate economy
			5. Put people back to work.
			6. Restore self confidence
		2. FDR’s 3 R’s
			1. Relief 🡪 ease suffering of the needy
			2. Recovery 🡪 begin economic growth
			3. Reform 🡪 help prevent future economic crises
	3. Relief Programs
		1. Federal Emergency Relief Act (FERA) 1933
			1. Distributed $500 million of direct aid to unemployed workers such as food, clothing and grants of money to cities.
		2. Works Progress Administration (WPA) 1933 to 1943
			1. New Deals main relief agency.
			2. Employed 8.5 million workers in construction and other jobs, but more importantly provided work in arts, theater, and literary projects.
			3. Different than many traditional public works projects as it hired many artists as well
			4. People employed by the WPA at its peak was more than 3 million
				1. 2,500 hospitals
				2. 5,900 schools
				3. 13,000 playgrounds
				4. 125,000 public buildings
		3. Civilian Conservation Corps (CCC) 1933 to 1942
			1. 3 million young men to work camps.
			2. Removed surplus of workers from cities, provided healthy conditions for boys, provided money for families.
			3. Planted trees, built public parks, drained swamps to fight malaria, restocked rivers with fish, worked on flood control projects and a range of other work that helped to conserve the environment.
			4. Signed up for 6 months and made $30.00 a month.
	4. Recovery Programs
		1. National Industrial Recovery Act (NIRA) 1933
			1. National Recovery Administration
			2. Created NRA to enforce codes of fair competition, minimum wages, and to permit collective bargaining of workers.
			3. Businesses were not forced to join this.
			4. Declared unconstitutional by the Supreme Court in 1935
		2. Agricultural Adjustment Act (AAA) 1933
			1. Protected farmers from price drops and over production.
			2. US Govt. Paid farmers (subsidies)
				1. To NOT grow crops, produce dairy products, or raise pigs and lambs.
			3. Prevent another Dust Bowl by teaching farmers methods of preventing soil erosion.
		3. Tennessee Valley Authority (TVA) 1933
			1. Federal gov’t built a series of dams to prevent flooding & sell electricity in the South.
			2. Stimulate the economy and produce cheap electricity.
			3. First public competition with private power industries.
			4. Develop a poor section of the Southeast U.S.
			5. Bring this section into the 20th century.
	5. Reform Programs
		1. Federal Deposit Insurance Corporation (FDIC) 1933
			1. Glass-Steagall Act created federally insured bank deposits
			2. $2500 per investor to prevent bank failures.
		2. Securities and Exchange Commission (SEC) 1934
			1. Regulated stock market and restricted margin buying, and frauds.
		3. Wagner Act/ National Labor Relations Act 1935
			1. Reaffirmed labor's right to unionize, prohibited unfair labor practices, and created the National Labor Relations Board.
			2. It guaranteed workers the right to organize unions without interference from employers and to bargain collectively.
			3. The National Labor Relations Board (NLRB) which organized factory elections by secret to determine whether workers wanted a union.
				1. The NLRB then certified successful unions.
				2. Process whereby angry union members could take their complaints to binding arbitration, in which neutral party would listen to both sides and decide.
				3. The NLRB was authorized to investigate the actions of employers and had the power to issue “cease and desist” orders against unfair practices.
		4. Social Security Act (SSA) 1935
			1. It provided retirement pensions, unemployment insurance, aid to blind, deaf, disabled, and dependent children.
			2. Established a retirement for persons over 65 funded by a tax on wages paid equally by employee and employer.
			3. Protect Americans who were unable to support themselves.
4. Legacy of the New Deal
	1. Criticisms of New Deal
		1. The New Deal walked a tightrope between the extreme positions of the left and right.
		2. Conservative critics would claim it was unconstitutional, socialism, anti-laissez faire and went too far to the left.
		3. Supreme Court
			1. Declared NIRA and AAA unconstitutional
		4. Others would claim the New Deal did not go far enough to the left.
		5. Socialism
			1. Economic system based on cooperation rather than competition
			2. Believes in government ownership of business and capital
			3. Government controls production and distribution of goods.
			4. Opposite of laissez faire and capitalism
		6. Liberal Critics:
			1. Father Charles Coughlin
				1. A Roman Catholic Radio Priest in Detroit Michigan.
				2. Criticized FDR in weekly radio program.
				3. Criticized FDR’s farm program
				4. Believed an international conspiracy of bankers existed and FDR was influenced by them.
				5. He called for the nationalization of banks and utilities.
				6. Fascist; Anti-Semitic overtones.
			2. Dr. Francis Townsend
				1. He wanted the government to help older citizens.
				2. Retired California Physician.
				3. Suggested a $200 per month pension for people over 60.
				4. Open jobs for the younger unemployed.
				5. Townsend Clubs created all over the nation.
				6. Influenced FDR’s creation of Social Security
			3. Huey Long (Louisiana Governor and Senator)
				1. Believes New Deal doesn’t go far enough in eliminating inequality
				2. “Share Our Wealth” Program
				3. Advocated for greater federal spending on public works, schools, pensions.
				4. No accumulated wealth above 300 times average family fortune (5-8 million)
				5. Annual income capped at $1 million
				6. Guaranteed an annual family of $2,000-2,000) ($44K today)
	2. Changing Economic Theory
		1. John Maynard Keynes
			1. “Keynesian Economics”
			2. Deficit spending
				1. Govt. spends $$$ to stimulate the economy and help people even if it means US Govt. goes into debt.
	3. Changing Role of Federal Government
		1. Welfare state
			1. Created a population of Americans who relied on the US Govt. to live
	4. Successes of New Deal
		1. Stimulated the economy
		2. Put people back to work.
		3. Improved morale and self-confidence of the people
		4. WWII ended the Great Depression not FDR’s New Deal
5. Supreme Court
	1. *Schechter v. United States*
		1. Schechter brothers had been convicted in 1933 of violating the NIRA’s Live Poultry Code
			1. Sold diseased chickens and violated the code’s wage-and-hour provisions.
			2. Known as the “sick chicken case.”
		2. Supreme Court said that the Constitution did not allow the Congress to lend its powers to the executive; the NIRA was unconstitutional.
		3. Supreme Court would make similar decisions in regards to the New Deal.
	2. FDR's Court Packing Scheme
		1. Supreme Court was striking down New Deal legislation.
		2. Roosevelt proposed a bill to allow the president to name a new federal judge for each who did not retire by age 70 and ½ with 6 justices at the time over the age limit.
		3. Would have increased the number of justices from 9 to 15, giving FDR a majority.
		4. The court-packing bill was not passed by Congress.
6. Committee for Industrial Organization
	1. The United Mine Workers union began to work with other unions to organize workers in industries where unions did not exist.
	2. To do this, they formed the CIO
	3. They began with automobile and steel industries—two of the largest industries
	4. In late December 1936, General Motors launched a sit-down strike do to the first sit-down strike due to the demotion of two workers
	5. Violence broke out in Flint when police launched a tear gas assault on one of the smaller plants.
	6. Afterward, GM broke down and recognized the CIO union, United Auto Workers as its employees sole bargaining organization.
	7. This led to others using the sit-down strike as a method in other industries.
7. Foreign Policy During the Great Depression
	1. Clark Memorandum (1928)
		1. Clark pledged that the US would not intervene in Latin American affairs in order to protect US property rights.
		2. This was a complete rebuke of the Roosevelt Corollary to the Monroe Doctrine!
	2. FDR's Good Neighbor Policy
		1. Important to have all Western Hemisphere nations united in lieu of foreign aggressions.
		2. FDR 🡪 The good neighbor respects himself and the rights of others.
		3. Policy of non-intervention and cooperation.
	3. FDR Recognizes the Soviet Union (late 1933)
		1. FDR felt that recognizing Moscow might bolster the US against Japan.
		2. Maybe trade with the USSR would help the US economy during the Depression.

**World War II**

1. Post World War I
	1. Germany
		1. Blamed for war
		2. Lost colonies
		3. New countries formed out of theirs
		4. Paid (war debts) reparations
	2. A Weak League of Nations
		1. No control of major conflicts
		2. No progress in disarmament
		3. No effective military force.
	3. International Agreements
		1. Several attempts by U.S. to get countries to agree to disarming
			1. Washington Disarmament Conference
			2. Geneva Convention
			3. Treaties with Japan
			4. Kellogg-Briand Pact – 1928
				1. Makes war illegal as a tool of diplomacy
				2. No enforcement provisions
	4. Great Depression
		1. Economic = people were jobless
		2. Political = weak governments could not solve problems in their countries
			1. Fear of Jews and Communists
		3. Social = times of unrest, people will look for a strong leader.
2. Japan
	1. Hideki Tojo (1931)
		1. Expansionist and military leader
		2. Would threaten US island possessions and U.S. trade policy in China.
	2. Growing Military Power
		1. Democracy in Crisis
			1. Post-WWI, established a parliamentary gov’t and granted many citizens suffrage.
			2. When economic conditions worsened during the 1920s, many Japanese became dissatisfied with multiparty democratic government.
			3. Several radical groups formed in response to the government’s perceived weaknesses.
			4. Radicals demanded an end to Western institutions and a return to traditional ways.
			5. Radicals assassinated several business and political leaders, hoping to force the military to take over the government
		2. By 1930, Japan lacked the land and raw materials to care for its growing population.
			1. Many Japanese saw the acquisition of neighboring Manchuria as a solution.
		3. By February 1932, the army seized all of Manchuria (Manchurian Incident)
		4. Japan set up Manchuria as a puppet state, or a supposedly independent country under the control of a power neighbor.
3. Soviet Union
	1. Joseph Stalin
		1. Goal: Spread Communism throughout the world
		2. The Russian Revolution was led by the people to overthrow a monarch but when the new ruling class took over, there was no protections of people’s rights
	2. Stalin’s Economic Plans
		1. Gov’t takeover of farms resulted in a drastic fall in agricultural production and starvation
		2. Poured money and labor into industrialization rather than basic necessities such as housing
		3. Due to the policies, the SU became a modern industrial power with a low standard of living.
	3. Stalin’s Reign of Terror
		1. To eliminate opposition, Stalin began the removal of enemies and undesirables.
		2. Millions were either executed or sent to forced labor camps.
4. Italy
	1. Benito Mussolini
		1. Gained power in Italy by advocating the popular idea of Italian conquest in East Africa and by terrorizing those who opposed him
		2. Once appointed Prime Minister by the king, he suspended elections, outlawed other political parties, and established a dictatorship
	2. Fascism
		1. A philosophy or system of government that advocated or exercises a dictatorship, state control of industry, racial superiority, supremacy of the leader, limits civil rights, together with an ideology of belligerent nationalism, militarism, and expansion.
5. Germany
	1. Adolph Hitler
		1. Post World War I
			1. After the WWI, his job in the army was to monitor on different political parties.
			2. Discovers a political party known as the National Socialist German Worker’s Party.
			3. Begins to work himself into the leadership positions of the Nazi party.
		2. November 1923 – The “Beer Hall Putsch,” Hitler and the Nazis try to overthrow the local government of Munich
			1. It fails and Hitler is arrested
			2. Hitler writes his book *Mein Kampf* or “My Struggle” while in jail
		3. Adolph Hitler, appointed chancellor of Germany in 1933
		4. Appoints himself dictator after Reichstag (law-making body) is burnt to the ground.
			1. Create new empire, “Third Reich”
				1. Revenge for the Treaty of Versailles
				2. Rearm Germany
				3. Take back land lost from World War I
	2. Nazis Limit Freedoms
		1. The Nazis used a political police with 2 organizations called the Gestapo & the SS corps.
		2. Propaganda to gain total power
		3. Anti-Nazi leaders were arrested
		4. Violated the privacy of postal and telephonic communications.
		5. No search warrants for house searches or for confiscating or restricting private property.
	3. A Common Enemy
		1. Hitler blames Jews and Communists for problems of Germany
		2. Anti-Semitism
			1. Anti-Jewish, the hatred of Jews, their culture, and their religion
			2. Defined by Germany policy as alien, evil, and not capable of being corrected
		3. A New Education Begins
			1. Save purity of German race
			2. Nuremberg Laws
				1. Nazi Government Policy of Anti-Semitism
				2. German blood purity was essential to the survival of Germany and its people
				3. Nuremberg Laws passed in 1935 provided legal basis.
				4. Millions of Jews died in German concentration camps
		4. Kristalnacht (Nov 8-9, 1938)
			1. “The Night of Broken Glass”
			2. Nov. 1938, official German policy of persecution of the Jews in Germany
			3. The first organized night of Nazi violence against German Jews
			4. Jewish businesses, stores, homes, and synagogues burned all through Germany and other German-occupied countries
			5. Nazi violence against German Jews led to thousands hurt and many deaths.
6. German Expansion
	1. Munich Conference
		1. Sudetenland
			1. Part of Germany before World War I
			2. Treaty of Versailles created Czechoslovakia
		2. Hitler promised the world if he received the Sudetenland, there would be no war.
		3. British Prime Minister Neville Chamberlain wanted was peace at any cost.
		4. Chamberlain believed that by sacrificing Czechoslovakia he had satisfied Hitler and he would stop aggression; he promised a “peace with honor… a peace in our time.”
		5. Chamberlain gave into Hitler (appeasement)
		6. Later in 1939, Hitler would invade and take the rest of Czechoslovakia.
		7. The US learned from the Munich Conference that you cannot trust the words of a dictator.
	2. Danzig and the Polish Corridor
		1. After Czechoslovakia, Hitler wanted Poland
		2. Danzig, Poland was a seaport city that was 90% German
		3. If Hitler invaded Poland, Great Britain and France would declare war on Germany.
		4. Hitler prepared to invade and started to negotiate with the USSR
	3. Rome-Berlin-Tokyo Axis: Sept 1940
		1. The goal of the Axis Powers was to rule the world
		2. The would “rotate” around them
		3. The Axis believed democratic nations were weak.
7. War Begins
	1. September 1, 1939, Germany invades Poland
	2. Great Britain and France declare war on Germany
	3. Non-Aggression Pact between Soviet Union and Germany
		1. If Hitler had to fight the British and French, he did not want to fight the Soviets too.
		2. Hitler and Stalin sign a non-aggression pact and divide Poland.
		3. September 17, 1939 – Russia invades Eastern Poland
		4. September & October, 1939 Soviets troops occupy Estonia, Latvia, and Lithuania
	4. Blitzkrieg or “Lightning War”
		1. Step 1 – Attack with the Air Force
		2. Step 2 – Attack with the tanks
		3. Step 3 – Attack with the Infantry
			1. They had been training for several years and these troops were very ready.
			2. Hitler’s troops were already battle experienced because of the Spanish Civil War.
		4. It was extremely successful; it was so overwhelming that no one had a defense for it.
	5. The Battle of Britain
		1. Hitler crushes France in June 1940
		2. Great Britain, who along with France, had been defeated at the Battle of Dunkirk
		3. Battle of Britain, largest air battle ever fought in the history of warfare.
			1. July to November 1940 and was won by the Royal Air Force
			2. First major German loss in WWII and forced Hitler to change his strategy
		4. Nearly 400 (RAF) pilots and crew had been killed, 500 wounded, and 915 aircraft destroyed.
		5. The undefeated Luftwaffe had been beaten and lost 1733 aircraft and crews.
	6. 1940: Norway, Denmark, Holland, Belgium, Netherlands, and France were conquered by Nazis
8. American Foreign Policy Response to WWII
	1. The Simson Doctrine, 1932
		1. In September 1931, the Japanese invaded and conquered the Chinese province of Manchuria
		2. Proclaimed in 1932, declared that the United States would not recognize any territorial acquisitions achieved by force. Although the US did not recognize the Japanese occupation, the Hoover administration refrained from taking any military action.
		3. The failure of the US and other powers to take any concrete action marked the failure of collective security.
	2. Nye Committee
		1. Formed to investigate whether or not munitions manufacturers and bankers were pro-war in WWI solely to make profit;
		2. Increased anti-war atmosphere and push to pass Neutrality Acts
	3. Neutrality Acts
		1. 1935: prohibited arms ships to all belligerent countries
		2. 1936: forbid loans to all belligerents
		3. 1937: “Cash and Carry” principle: all nations must pay for nonmilitary purchases and ship the goods in their own vessels
		4. 1939: prohibited Americans from traveling on ships of belligerent nations
		5. Americans wanted to remain neutral
			1. American First Committee
			2. Committee to Defend American by Aiding the Allies
	4. Ludlow Amendment
		1. Called for a national referendum on any declaration of war by Congress
		2. Supporters argued that ordinary people, who were called upon to fight and die during wartime, should have a direct vote on their country's involvement in military conflicts.
	5. Lend-Lease Act
		1. Renting, leasing, giving military weapons to arm allies against the Germans and Japanese
		2. FDR’s final attempt to remain neutral
		3. US becomes the “Arsenal of Democracy”
	6. Atlantic Charter
		1. FDR and Winston Churchill sign the Atlantic Charter
		2. They met together to make known certain common principles of their respective countries on which they based their hopes for a better future for the world.
9. 1941 the Key Year
	1. The Soviet Union
		1. Hitler invades the Soviet Union, Operation Barbarossa: Hitler’s Biggest Mistake
	2. Japan
		1. Japanese are planning their attack on the US (Dec. 1941)
		2. US had frozen military trade w/ Japan, and no one was paying much attention to Japan.
		3. Japan had ignored treaties, threatened US islands, and the Open Door Policy in China
		4. Invaded China in 1937 and started WWII in Asia
		5. US had placed an embargo on war goods (oil, rubber, & metal).
		6. Japanese felt if they attacked the US hard enough, US would let Japan control the Pacific.
	3. Pearl Harbor
		1. Attacked by the Japanese Navy on December 7, 1941
		2. There had been no normal declaration of war.
		3. In less than 2 hours, the Pacific fleet lost two battleships, six others were heavily battered, and nearly a dozen lesser vessels were put out of action.
		4. More than 150 planes were wrecked; over 2,300 servicemen were killed, and 1,100 wounded.
		5. Over half of the US Pacific fleet was out to sea, including the carriers.
		6. After FDR’s Day of Infamy speech asking for a declaration of war against Japan, Congress approved the declaration.
		7. FDR signed the declaration of war against Japan on December 8th, 1941.
10. Big Three
	1. Winston Churchill, Joseph Stalin, FDR
		1. Relationship between the Big Three was “shaky” to say the least.
		2. Stalin upset with FDR and Churchill because they took their time establishing a “2nd Front” in Western Europe while Germany massacred Russian soldiers
	2. Teheran Conference – November 1943
		1. FDR, Winston Churchill, Stalin – 1st Meeting
			1. Stalin demands 2nd front on French coast
			2. Date of D-Day invasion decided.
	3. Turning Point Battles
		1. 1942
			1. Allied invasion of North Africa
			2. El Alamein
		2. 1943
			1. Battle of Stalingrad
				1. Stalin orders his troops to use the “scorched earth policy”
				2. Germans are surrounded at Stalingrad and supply lines are cut by the Russians. Germans surrender to Soviets
			2. Allied invasion of Sicily - November 1942- May 1943
				1. Allies plan assault on weakest Axis area – North Africa
				2. George S. Patton leads American troops
				3. Germans trapped in Tunisia – surrender over 275,000 troops
		3. 1944
			1. The Allies liberate Rome: June 5, 1944
			2. D-Day Invasion
				1. Stalin’s 2nd front, largest military invasion in world history to defeat Hitler
		4. The Battle of the Bulge: Hitler’s Last Offensive
			1. December 16, 1944 to January 29th, 1945
	4. Yalta Conference
		1. Individual Goals
			1. FDR wants quick Soviet entry into Pacific war.
			2. FDR & Churchill concede Stalin needs buffer (Poland).
			3. FDR & Stalin want spheres of influence a weak Germany.
			4. Churchill wants strong Germany as buffer against Stalin
			5. FDR argues for a “United Nations”
		2. Decisions Made at Yalta
			1. Created a United Nations to promote world peace
			2. Germany and Berlin divided into 4 zones by the US, British, French, and Soviets.
			3. Eastern European countries under Soviet control, but would have “free elections”
				1. Stalin kept Eastern Europe under his control leading to the Cold War
	5. Three World Leaders Die
		1. FDR dies in Warm Springs, Georgia on April 12, 1945
		2. Mussolini executed by his own people on April 28th, 1945
		3. Hitler realizing that Berlin was about to fall, married his mistress, Eva Braun, and both committed suicide on April 30, 1945.
11. Japanese aggression and US strategy
	1. Japanese Expansion
		1. December 7th, 1941, Japan attacks Pearl Harbor and US declares war on Japan.
		2. 1942
			1. Philippines
			2. Bataan Death March
				1. Approximately 80K US and Filipino troops surrendered to the Japanese and forced to march 60 miles to Camp O’Donell.
				2. Several thousand died along the way from atrocities committed by Japanese.
		3. “Island hopping” or “leap frogging” all the way to Japan
			1. Strategy of skipping difficult islands Japan had under their control
		4. General Douglas MacArthur
			1. Commanding general of troops in the Philippines
			2. Forced off the Philippines in 1942 – “I shall return”
	2. Turning Point Battles
		1. The Doolittle Raid
			1. Plan: B-25s, launched off carriers, would bomb Tokyo and land in China
			2. On April 18th, 1942, bombs fell on Tokyo, which led to a change in strategy among the Japanese leaders.
			3. Japanese leaders were rattled by the raids – bombs might have killed the emperor!
			4. Japan decided to attack Midway Island – the last American base west of Pearl Harbor.
		2. Battle of Coral Sea
			1. Fended off a Japanese attack on New Guinea and preserved Australia
		3. Battle of Midway
			1. Code-breakers learned of plan to attack Midway
			2. Admiral Nimitz used this as an opportunity to ambush the Japanese fleet.
			3. Four Japanese carriers were sunk, destroying the heart of the Navy.
			4. This hit the Japanese hard – it halted Japanese expansion in the Pacific
		4. Leyete Gulf
			1. 1944, Battle of Leyete Gulf – “I have returned to re-take the Philippines”
		5. Iwo Jima and Okinawa
			1. Put the US 500 miles from mainland Japan
			2. Began bombing mainland Japan
			3. US Marines on Mt. Surbachi, Iwo Jima (February 19, 1945).
		6. Japanese Kamikaze Planes: The Scourge of the South Pacific
			1. Japanese resorted to “suicidal bombers” or Kamikaze bombers to destroy US fleet
			2. Approximately 2,800 Kamikaze attacks sunk 34 Navy ships, damaged 368 others, killed 4,900 sailors, and wounded over 4,800.
	3. Potsdam Conference – July 1945
		1. Big Three
			1. Churchill, Truman, Stalin met in Potsdam, Germany in July 1945.
			2. Truman informed of successful test of atomic bomb.
			3. Demanded unconditional surrender from Japan or a new weapon would be used.
			4. Some think Truman was warning Stalin to follow through with Yalta decisions.
	4. Manhattan Project
		1. A joint Allied project to build and atomic bomb
		2. Started in 1940
			1. By July 1945, 3 bombs had been built.
			2. 1 bomb equaled 20,000 tons of TNT
	5. Atomic Bomb
		1. Arguments for use
			1. Japan refused to surrender.
			2. Estimated an invasion similar to D-Day was needed to end war.
			3. Estimated Japan’s empire would last 2 years.
			4. Estimated Allied casualties at 1 million or more men with huge Japanese losses.
			5. Japanese leadership was told of the destructive power of the bomb
			6. Offered a period to surrender but declined.
		2. Arguments opposed
			1. Atomic bombs were untested and their destruction unknown
			2. Hiroshima and Nagasaki were not major military targets
			3. Those killed in the attacks would be Japanese civilians.
			4. Radiation poisoning would have negative effects on the population
			5. Set a precedent that using nuclear weapons of mass destruction was allowable in war.
		3. Hiroshima – August 1945
			1. 70,000 killed immediately
			2. 48,000 buildings destroyed
			3. 100,000 died of radiation poisoning and cancer later
		4. Nagasaki – August 9, 1945
			1. 40,000 killed immediately
			2. 60,000 injured.
			3. 100,000s died of radiation poisoning and cancer later.
			4. After the Nagasaki bombing, Emperor Horhito surrendered to the Allies to end WWII
	6. Japan surrenders on August 14, 1945
		1. Official surrender ceremonies were held on September 2nd, 1945 aboard the USS Missouri.
12. African American Home-Front Experiences
	1. Great Migration:
		1. Several million moved from rural areas to cities.
		2. Over one million found defense jobs in North and on West Coast.
		3. General discrimination in housing and employment; continuation of Jim Crow segregation.
			1. Housing shortages and white resentment kept African Americans in urban ghettos
	2. Armed Forces
		1. Over a million African American men joined the armed forces; this represented 10 percent of the troops made up by 11 percent of the population.
		2. Fairer treatment than in First World War:
			1. Allowed in air corps (over 600 pilots) and marines.
			2. More responsibility in army and navy.
		3. Continued segregation in the military:
		4. Tuskegee Airmen/Black Eagles (3,000 pilots) continued to be discriminated against
			1. Eleanor Roosevelt flew with and supported the airmen.
		5. Navy confined Black and Hispanic sailors to menial noncombat tasks; example of Port Chicago, California, where 320 sailors working as stevedores died from an ammunition explosion; 50 court-martialed for refusing to return to the docks.
		6. Inferior facilities in and around army camps, especially in the South.
	3. Discrimination
		1. Before U.S. entry in the war, A. Philip Randolph—Brotherhood of Sleeping Car Porters—threatened march to protest unequal employment opportunities and unfair housing.
		2. 1941: Executive Order 8802 banned discrimination in defense industries and government; poorly enforced but did lead to some change in hiring practices.
		3. Created Fair Employment Practices Committee for enforcement.
		4. March on Washington Movement.
		5. Hate strikes against African American workers.
	4. "Double V" Campaign:
		1. Started by African American Newspaper *Pittsburgh Courier* in 1942
		2. “Victory over fascism abroad and Victory over discrimination at home.”
	5. Equality Organizations
		1. NAACP became more militant:
			1. Took stand against discrimination in the military.
			2. Membership increased from 50,000 in 1940 to 450,000 in 1946.
		2. Congress of Racial Quality (CORE):
			1. Formed in 1942 by pacifists. - Led by James Farmer.
			2. Staged sit-ins to challenge segregation in Chicago, Detroit, Denver.
13. Japanese American Home-Front Experiences
	1. Pearl Harbor, December 7, 1941, affected attitudes toward Japanese Americans:
		1. 15,000 Japanese Americans arrested as security risks prior to Executive Order 9066.
		2. Propaganda by the press stirred up preexisting anti-Japanese American sentiment.
		3. Popular culture (cartoons, films, Disney shorts) portray Japanese-Americans as un-American.
	2. Internment Camps:
		1. Executive Order 9066—February 19, 1942.
		2. Mandated all "dangerous persons" moved to "relocation centers."
		3. Insistence that "military necessity" required Japanese American internment because they were security threats.
		4. 112,000 Japanese Americans from the West Coast interned in camps.
		5. People with 1/16 Japanese blood could be interned.
	3. Apology
		1. War Department official Eugene Rostow told a congressional committee in 1983 that Japanese Americans never were a military or security threat; 1988: Congress legislates an apology and $20,000 compensation.
	4. Executive 9066
		1. Japanese Immigrants
			1. Issei (39,000 immigrants),
			2. Nisei and Sansei (72,000 second and third generation).
			3. Had to sell property at great loss.
	5. 442nd Regimental Combat Team
		1. Most decorated regiment during World War II (Italy); while family members in camps.
	6. Government Laws
		1. Exclusion areas: Japanese excluded from the Pacific coast
		2. Alien Enemies Act (1942)—including Japanese, Germans, and Italians.
	7. Court Cases
		1. *Hirabayashi* v. *United States* (1943):
			1. U.S. Supreme Court unanimously upheld arrest and conviction of Gordon Hirabayashi, a 23-year-oldstudent, for not complying with the internment order.
		2. *Korematsu* v. *United States* (1944):
			1. Court ruled five to four that Korematsu's conviction for violating the evacuation decree was legal because of the wartime emergency, thereby implicitly validating internment's constitutionality without explicitly addressing the legality of internment.
		3. 1944 *Ex Parte Endo*
			1. ruling held that loyal citizens could not be imprisoned but did not address whether Japanese Americans were loyal.
14. Jewish American Home-Front Experiences
	1. Jewish Americans
		1. 3 percent of the US population.
	2. Anti-Semitism existed in the US
		1. Jews faced intensified anti-Semitism by some Americans, including Charles Lindbergh, Father Coughlin, Gerald Smith, and Claire Booth Luce.
		2. At the start of the war, they could not move into many neighborhoods, go to many colleges, or work in many factories.
		3. Wartime mobilization necessitated the hiring of some Jewish workers.
		4. 1943: 400 rabbis marched in Washington to protest silence of the world against the extermination of European Jews.
	3. Jewish Refugees
		1. Policy of quotas during 1930s:
			1. Government quotas not raised or filled.
			2. In 1939, United States turned away over 900 Jewish refugees on the SS *St. Louis.*
			3. More than 60 percent of Americans desired to keep Jewish refugees, even displaced children, out of the US; this remained virtually unchanged throughout the war.
			4. Legislators rejected the Wagner-Rogers bill (1939)—increasing quota by 20,000
			5. Between 1932 and 1944, 100,000 Jews entered the United States, including physicists Albert Einstein, Enrico Fermi, and Edward Teller; philosophers Paul Tillich and Hannah Arendt; writer Thomas Mann.
		2. 1944: U.S. government set up several relief agencies, including the Emergency Committee to Save the Jewish People of Europe.
		3. Pressure from Jewish Americans led to establishment of the War Refugee Board in 1944 to help save 200,000 Jews in Europe and gave sanctuary to another 100,000 who managed to escape the death camps.
		4. *SS St. Louis* sailed from Germany in May 1939 carrying 936 Jewish refugees.
			1. On 4 June 1939, *SS St. Louis* was refused permission to unload on orders of President Roosevelt as the ship waited in the Caribbean Sea between Florida and Cuba.
			2. Roosevelt showed limited willingness to take in some of those on board, but the Immigration Act of 1924 made that illegal and public opinion was strongly opposed.
			3. The ship returned to Europe. 620 of the passengers were eventually accepted in continental Europe, of these only 365 survived the Holocaust.
	4. Jewish Americans in the Army
		1. Approximately 500,000 Jews served in all branches of the United States Armed Forces
			1. Many faced discrimination and prejudice.
		2. Franklin Roosevelt and policy makers of 1930s expressed concern for welfare of Jews in Germany and Europe, but rescue of Jews in camps not a United States priority.
		3. 52,000 Jews decorated for bravery in war.
15. Mexican American Home-Front Experiences
	1. Mexican-Americans at Home
		1. *Bracero* program:
			1. In 1942, *braceros* (Mexican farm workers) allowed to enter United States in the harvest season without formal immigration procedures.
			2. Total 200,000 workers.
			3. Half came to California; the remainder emigrated to 20 other states.
			4. Many worked in industries as well as agriculture and railroads.
		2. Zoot Suit Riots
			1. Los Angeles during summer of 1943:
			2. Began with attacks by sailors on Mexican American teenagers dressed in zoot suits.
			3. Stemmed from white resentment toward influx of Mexican Americans into LA
			4. Attacks went unchecked for days.
			5. LA City Council outlawed wearing zoot suits in public.
	2. Mexican-Americans in the Army
		1. Bataan Death March.
		2. Mexican Americans were drafted and volunteered into United States Armed Forces:
		3. Over 300,000 served in the armed forces.
			1. Had the highest percentage of Congressional Medal of Honor winners.
			2. Proportion within the armed services greater than their proportion of overall US population.
			3. Many served in the most hazardous branches as marines and paratroopers.
16. Woman Home-front Experience
	1. Women at Home
		1. Volunteer Efforts
			1. Red Cross and United Service Organizations (USO) performed non-military service
			2. Planting victory gardens, selling war bonds, sending care packages
		2. Rosie the Riveter
			1. By 1945, 18 million women were working in defense industries and support services
			2. Women took up jobs in the workplace, symbolized by “Rosie the Riveter”
			3. Upon war’s end, many did not return to their homes as in World War I.
	2. Women in Military Service
		1. Nurse Corps
			1. 60,000 Army Nurses served stateside and overseas during war
			2. 14,000 Navy Nurses served stateside and overseas during the war
		2. Aviators
			1. Flew stateside missions chiefly to ferry plans when male pilots were in short supply
			2. 1,074 Women Airforce Service Pilots (WASP)
		3. Auxiliary Services
			1. 216,000 women,
				1. Women’s Army Corps (WACs)
				2. Women Accepted for Volunteer Emergency Service (WAVES)
				3. Semper Paratus – Always Ready (SPAR) – Coast Guard
			2. 6888th Central Postal Directory Battalion (the only all African-American, all female battalion during WWII) served in England and France
17. The Legacy of WWII
	1. Interventionists = United Nations
	2. Human Cost
		1. 50 to 60 million people die
		2. US spent $300 billion
		3. National debt increased by $252 billion
	3. Holocaust
		1. Great destruction resulting in the extensive loss of life, especially by fire.
		2. The genocide of European Jews and other “undesirables” by the Nazis during WWII
		3. Hitler killed over 12 million undesirables, 6 million were Jews in his concentration camps
		4. Genocide: Policy of exterminating a race of people, Nazi policy 1941-1945.
	4. Nuremberg Trials – 1946
		1. Nazi leaders being tried for war crimes and crimes against civilians, peace and humanity.
		2. Individuals are responsible for their actions regardless if they are carrying out orders.
		3. Punishments ranged from prison sentences up to life and execution by hanging.
	5. Nuclear Age
		1. The world would not live with the threat of nuclear war
		2. Arms race between the Soviet Union and US who could build the most nuclear weapons.
		3. US would use nuclear weapons as a “deterrent”
		4. Peace through strength

**Document 1**

Source: Meridel Lesueur, *New Masses*, January 1932.

It's one of the great mysteries of the city where women go when they are out of work and hungry. There are not many women in the bread line. There are no flop houses for women as there are for men, where a bed can be had for a quarter or less. You don't see women lying on the floor of the mission in the free flops. They obviously don't sleep . . . under newspapers in the park. There is no law I suppose against their being in these places but the fact is they rarely are.

Yet there must be as many women out of jobs in cities and suffering extreme poverty as there are men. What happens to them?

**Document 2**

Source: Letter to Senator Robert Wagner, March 7, 1934.

It seems very apparent to me that the Administration at Washington is accelerating it's [sic] pace towards socialism and communism. Nearly every public statement from Washington is against stimulation of business which would in the end create employment.

Everyone is sympathetic to the cause of creating more jobs and better wages for labor; but, a program continually promoting labor troubles, higher wages, shorter hours, and less profits for business, would seem to me to be leading us fast to a condition where the Government must more and more expand it's relief activities, and will lead in the end to disaster to all classes.

**Document 3**



**Document 4**

Source: William Lloyd Garrison, Jr., "The Hand of Improvidence," *The Nation*, November 14, 1934.

The New Deal, being both a philosophy and a mode of action, began to find expression in diverse forms which were often contradictory. Some assisted and some retarded the recovery of industrial activity. . . An enormous outpouring of federal money for human relief and immense sums for public-works projects started to flow to all points of the compass. . . Six billion dollars was added to the national debt . . . a bureaucracy in Washington grew by leaps and bounds . . . and finally, to lend the picture the heightened academic touch, John Maynard Keynes, of Cambridge, England, . . . commenced the plan of buying Utopia for cash.

**Document 5**

Source: Charles Evans Hughes, majority opinion, *Schechter* v. *United States*, 1935.

The question of chief importance relates to the provision of the codes to the hours and wages of those employed . . . It is plain that these requirements are imposed in order to govern the details of defendants' management of their local business. The persons employed . . . are not employed in interstate commerce. Their wages have no direct relation to interstate commerce . . .

The authority of the federal government may not be pushed to such an extreme.

**Document 7**

Source: "The Roosevelt Record," editorial in *The Crisis*, November 1940.

To declare that the Roosevelt administration has tried to include the Negro in nearly every phase of its program for the people of the nation is not to ignore the instances where government policies have harmed the race. . .

At Boulder Dam, for example, the administration continued the shameful policy begun by Hoover of forbidding Negroes to live in Boulder City, the government-built town. And in its own pet project, the TVA, the administration forbade Negroes to live in Norris, another government-built town at Norris Dam.

[The] most important contribution of the Roosevelt administration to the age-old color line problem in America has been its doctrine that Negroes are a part of the country and must be considered in any program for the country as a whole. The inevitable discriminations notwithstanding, this thought has been driven home in thousands of communities by a thousand specific acts. For the first time in their lives, government has taken on meaning and substance for the Negro masses.

**Document 9**

Source: Charles Evans Hughes, secretary of state, Washington, D.C., November 12, 1921.

The world looks to this Conference to relieve humanity of the crushing burden created by competition in armament, and it is the view of the American Government that we should meet that expectation without any unnecessary delay. It is therefore proposed that the Conference should proceed at once to consider the question of the limitation of armament. . . .

**Document 10**

Source: Edwin L. James, European correspondent of *The New York Times*, October 1930.

Officially, our government stays out of world organizations . . . we continue to shy at the World Court. But such things count for less and less. We must deal with the world and the world must deal with us. Let there be an international conference, and imponderable influences bring the United States there. A conference on reparations, we are there. The International Bank is set up, an American is made president. The World Court meets, an American is put on the bench . . .

It is always the case that the American position is among the most important. Such is one of the prices of our power. Few world problems arise in which the influence of the United States will not swing the decision if we take a real interest. Opposition to the United States is a serious undertaking. Our dollars are powerful; there are so many of them.

**Document 12**

Source: Republican Party platform, June 1940.

The Republican Party is firmly opposed to involving this nation in a foreign war. We are still suffering from the ill effects of the last World War . . .

The Republican Party stands for Americanism, preparedness and peace. We accordingly fasten upon the New Deal full responsibility for our unpreparedness and for the consequent danger of involvement in war.

We declare for the prompt, orderly, and realistic building of our national defense to the point at which we shall be able not only to defend the United States, its possessions, and essential outposts from foreign attack, but also efficiently to uphold in war the Monroe Doctrine.

Source: Democratic Party platform, July 1940.

The American people are determined that war, raging in Europe, Asia and Africa, shall not come to America.

We will not participate in foreign wars, and we will not send our army, naval or air forces to fight in foreign lands outside of the Americas, except in case of attack. We favor and shall rigorously enforce and defend the Monroe Doctrine . . .

We must be so strong that no possible combination of powers would dare to attack us.

We propose to provide America with an invincible air force, a navy strong enough to protect all our seacoasts and our national interests, and a fully-equipped and mechanized army.

**Document 13**

Source: Full-page advertisement in the *St. Louis Post-Dispatch*, September 1940.

Mr. Roosevelt today committed an act of war. He also became America's first dictator.

Secretly his Secretary of State, Mr. Hull, entered into an agreement with the British Ambassador that amounts to a military and naval alliance with Great Britain . . .

The President has passed down an edict that compares with the edicts forced down the throats of Germans, Italians and Russians by Hitler, Mussolini and Stalin. He hands down an edict that may eventually result in the shedding of the blood of millions of Americans; that may result in transforming the United States into a goose-stepping regimented slave-state . . . Of all the sucker real estate deals in history, this is the worst, and the President of the United States is the sucker.

**Document 14**



**Document 15**

Source: President Franklin D. Roosevelt, press conference, December 17, 1940.

In the present world situation . . . it is important from a selfish viewpoint of American defense that we should do everything to help the British Empire defend itself.

Suppose the home of the President's neighbor catches fire and he has a length of hose, 400 or 500 feet. If he can take the hose and connect it to the neighbor's hydrant, he may be able to put out the fire. He does not say his hose cost $15; pay me $15. He doesn't want $15, but his [hose] back when the fire is over. The neighbor gives back the hose and pays him for the use of it. If it gets smashed in the fire, the President says he was glad to lend it. The neighbor says he will replace the part destroyed. If the President has got back his hose, he has done a pretty good job.

**Unit 9: The Great Depression and World War II**

**DBQs**

1. (2004B) #1 (a): Evaluate the extent to which United States foreign policy maintained continuity as well as fostered change between 1920 and 1941?
2. (2004B) #1 (b): Explain the major causes of change in United States foreign policy from 1920 to 1941?
3. (2003) #1 (a): Evaluate the extent to which FDR’s administration maintained continuity as well as fostered -change in the role of the federal government during the Great Depression.
4. (2003) #1 (b): Evaluate the short-term and long-term effects of the responses of FDR’s Administration to the Great Depression.

**Long Essays**

1. (2009) #5 (a): Compare and contrast the home front experiences between minority Americans during the Second World War.
2. (2009) #5 (b): Compare and contrast the home front experiences of women and minorities during the Second World War.
3. (2009) #5 (c): Evaluate major changes and continuities in the social and economic experiences of women and minorities during World War II.
4. (2008) #5: Explain the causes and consequences of major shifts in political party loyalties that were evident in presidential elections between 1920 and 1948.
5. (2007) #4: Evaluate the extent to which the role of the federal government contributed to maintaining continuity as well as fostered change within American society through the first half of the twentieth century.
6. (2004) #4: Compare and contrast the programs and the policies of the Progressive reformers with those of the New Deal reformers.
7. (2002) #4 (a): Compare and contrast the United States foreign policy in the period after World War I (1919-1928) with the period after World War II (1945-1950).
8. (2002) #4 (b): Evaluate the extent to which the United States foreign policy contributed to continuity as well as fostered change in the first half of the 20th Century.
9. (2002B) #4 (a): Evaluate the extent to which the New Deal was a turning point in American History.
10. (2002B) #4 (b): Evaluate the major political and economic factors which lead to the implementation of policies to help solve the problems of the Great Depression.

**Unit 9: The Great Depression and World War II**

**Short Answer Questions**

"The New Deal economic policies . . . implanted several 'stabilizers' that have been . . . successful in averting another such depression. . . . Such safeguards restored confidence in the discredited banking system and established a firm economic foundation that performed well for decades thereafter. The New Deal was also responsible for numerous other notable changes in American life. In the space of a decade government laws eliminated sweatshops, severely curtailed child labor, and established enforcement standards for hours, wages, and working conditions. . . . The New Deal's safety net . . . firmly established the principle that the government had an obligation to assist the needy."

Roger Biles, historian, 1991

"My principal problem with Roosevelt and the New Deal [is] not over specific reforms or his social programs, but with the failure of the United States to recover from the depression during the eight peacetime years that he and his policies governed the nation. . . . There were certainly positive contributions under the New Deal, but they may not have outweighed the negative aspects of the period. When one examines the full range of New Deal proposals . . . the outline emerges of a form of government alien to any definition of liberalism except that of New Dealers themselves. Historians need to weigh more thoroughly and objectively the implications for the United States if Roosevelt's programs had been fully implemented. They also need to assess the costs in human misery of the delay in recovery, and of reduced U.S. influence abroad at a critical time in world affairs owing to its economic prostration."

Gary Dean Best, historian, 1990

1. Using the excerpts above, answer a, b, and c. (APUSH2016-International)
	1. Briefly explain ONE major difference between Biles's and Best's historical interpretations of the New Deal.
	2. Briefly explain how ONE specific historical event or development during the period 1932 to 1980 that is not mentioned directly in the excerpts could be used to support Biles's interpretation.
	3. Briefly explain how ONE specific historical event or development during the period 1932 to 1980 that is not mentioned directly in the excerpts could be used to support Best's interpretation.

This question is based on the following two passages.

“The liberal reforms of the New Deal did not transform the American system; they conserved and protected American corporate capitalism, occasionally by absorbing parts of threatening programs. There was no significant redistribution of power in American society, only limited recognition of other organized groups.…The New Deal failed to solve the problem of depression, it failed to raise the impoverished, it failed to redistribute income, it failed to extend equality and generally countenanced racial discrimination and segregation.”

Barton J. Bernstein, Towards a New Past, 1968

“But it is not the variety of change which stamps the New Deal as the creator of a new America; its significance lies in the expansion and permanence of its programs. There is another measure of the New Deal’s significance in American social and political history. No Republican administration since then has repudiated the New Deal’s essentials.…The New Deal Revolution has become so much a part of the American Way that no political party that aspires to office even dreams of repudiating it. The conclusion seems inescapable that, traditional as the words may have been in which the New Deal expressed itself, in actuality it was truly a revolution in ideas, institutions and practices, when one compares it with the political and social world that preceded it.”

Carl N. Degler, Out of Our Past, 1984

1. Based on the two interpretations above relating to the legacy of the New Deal, complete the following three tasks: (SurvivalGuide-SAQ)
	1. Briefly explain the main point made in Passage 1.
	2. Briefly explain the main point made in Passage 2.
	3. Provide ONE piece of evidence from the era of the New Deal that is not included in the passages and explain how it supports the interpretation in either passage.
2. United States historians debate the effectiveness of Franklin Roosevelt’s New Deal programs. (FastTrack#2)
	1. Choose ONE of the following areas and explain the problems faced by the nation in the years leading up to the New Deal.
		* Agriculture
		* Unemployment
		* Banking
	2. Name and explain ONE New Deal policy or program that addressed the problems in the area you choose in Part a.
	3. Explain at least ONE criticism of the New Deal policies or programs in the area you choose in A.
3. Answer a, b, and c. (AMSCO24)
	1. Briefly explain ONE cause of the Great Depression that was different from causes of 1873 or 1893 depressions.
	2. Briefly explain ONE example of continuity between the policies of Progressive era and the New Deal era.
	3. Briefly explain ONE new Deal reform that went beyond the reforms of the Progressive Era.

“When the New Deal was over, capitalism remained intact. The rich still controlled the nation's wealth, as well as its laws, courts, police, newspapers, churches, colleges. Enough help had been given to enough people to make Roosevelt a hero to millions, but the same system that had brought depression and crisis -- the system of waste, of inequality, of concern for profit over human need -- remained.”

-Howard Zinn, historian, *A People's History of the United States*, 1999

Most of Roosevelt's solutions in reality did little. The public hoopla of 'job programs' barely dented the unemployment numbers, which still stood at 12.5 percent in 1939 or ten times what they had been under Coolidge... Did FDR do anything right? Yes. By taking the United States off the gold standard, he saved what was left of the banking system. But as they say, even a blind squirrel finds a nut once in a while."

-Larry Schweikart, historian, *48 Liberal Lies about American History*, 2008

1. Using the excerpts, answer a, b, and c. (AMSCO24)
	1. Briefly explain one development during the New Deal era not mentioned in the excerpts that supports Zinn’s point of view.
	2. Briefly explain one development during the New Deal era not mentioned in the excerpts that supports Schweikart’s point of view.
	3. Briefly explain ONE additional development that supports the position that the New Deal produced a “limited welfare state.”

"WHEREAS there is evidence that available and needed workers have been barred from employment in industries engaged in defense production solely because of considerations of race, creed, color, or national origin, to the detriment of workers' morale and of national unity:

 "NOW, THEREFORE, by virtue of the authority vested in me by the Constitution.... , I do hereby reaffirm the policy of the United States that there shall be no discrimination in the employment of workers in defense industries or government because of race, creed, color, or national origin"

-Executive Order No. 8802, June 25, 1941

Whereas the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense....

Now, therefore, by virtue of the authority vested in me as President of the United States... I hereby authorize and direct the Secretary of War...to prescribe military areas...from which any or all persons may be excluded"

-Executive Order No. 9066, February 19, 1942

1. Using the excerpts, answer a, b, and c. (AMSCO25)
	1. Briefly explain the context of the executive order of June 25, 1941.
	2. Briefly explain the context of the executive order of February 19, 1942.
	3. Briefly analyze possible inconsistencies between the two orders.
2. Answer a, b, and c. (AMSCO25)
	1. Briefly explain the role of ONE of the following in the mobilization of the American economy during WWII:
		* Federal government
		* Large corporations
		* Universities and scientific labs
	2. Briefly explain the impact of the war on ONE of the following:
		* Internal migration
		* Mexican Americans
		* American women
	3. Briefly analyze the global legacy of ONE of the following:
		* Manhattan Project
		* Holocaust
		* United Nations

“[T]his announcement of unconditional surrender was very deeply deliberated… It was a true statement of Roosevelt’s considered policy and he refused all suggestions that he retract the statement or soften it and continued refusal to the day of his death… What Roosevelt was saying was that there would be no negotiated peace, no compromise with Nazism and Fascism, no ‘escape clauses’ provided by another Fourteen Points which could lead to another Hitler. (The ghost of Woodrow Wilson was again at his shoulder.)…He wanted to ensure that when the war was won it would stay won.”

-Robert A Sherwood, writer, *Roosevelt and Hopkins*, 1948

1. Using the excerpt, answer a, b, and c. (AMSCO25)
	1. Briefly explain Sherwood’s point of view on unconditional surrender.
	2. Briefly explain ONE criticism of the policy of unconditional surrender.
	3. Briefly explain the reference to the “ghost of Woodrow Wilson” in FDR’s decision-making about the end of the war.
2. Answer a, b, and c. (AMSCO25)
	1. Briefly explain the significance of ONE of the following in regards to WWII:
		* Quarantine speech
		* Cash and Carry
		* Atlantic Charter
	2. Briefly explain the significance of ONE of the following:
		* Strategic bombing
		* Island hopping
		* Kamikaze attacks
	3. Briefly explain the significance of ONE of the following:
		* Big Three
		* Casablanca Conference
		* Yalta Conference
3. Answer (a), (b), and (c). (APUSH2017)
	1. Briefly explain ONE important way in which the Second World War (1939–1945) transformed the relationship of the United States with the rest of the world.
	2. Briefly explain ONE important way in which the Second World War transformed United States society.
	3. Briefly explain ANOTHER important way in which the Second World War transformed United States society.