**WAYLAND BAPTIST UNIVERSITY**

**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

**Virtual Campus**

**Wayland Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Course Title, Number, and Section:** HIST 5316: VC01 – Early 20th Century U.S. History: The American People in the Great Depression, 1929-1939

**Term:** Fall 2, 2021

**Instructor:** C. Gwin Morris, Ph.D.

**WBU Email Address:** Gwin.Morris@Wayland.WBU.EDU

**Office Hours, Home Email and Phone:** Office Hours, 9:00-10:00 Monday-Thursday, Home Email-- gwinmorris@tx.rr.com; Cell Phone 214-425-4942

**Class Meeting Time and Location:** Online/asynchronous via Blackboard

**Catalog Description:**

Examines the social, cultural, and political history of the early 20th century until 1950 in the United States; may be repeated for credit when the topic changes.

**Expanded Course Description:** This course will focus on selected social, cultural and intellectual topics and issues in the history of the United States from 1929-1939. Emphasis will be place on issues, events and influences during the American "Great Depression," the people and institutions that influenced the decade and were influenced by it, the results of the thoughts, actions and activities on the decade and following, and the comparisons between that decade and the current decade(s) through which we are currently living. Specifically, this course will cover the following topics: The American People on the Eve of the Great Depression; The Crash of 1929 and the Advent of the Great Depression; Herbert Hoover and the Great Depression; The Election of 1932 and the Coming of the New Deal; the First One Hundred Days of the New Deal; Life and Culture in Depression America; Reactions to the New Deal; the Second New Deal; What the New Deal did and did not do.

Furthermore, the course will focus on several specific issues and the lessons to be learned from them

* The factors leading to the Crash of 1929
* President Herbert Hoover’s response to the advent of the Great Depression
* The philosophy of the New Deal and its effects on American life and culture
* The goals of the New Deal—Relief, Recovery and Reform—and their effects on American life and culture
* How the American People survived the Great Depression
* Attempts to regulate the American economy and how they affect American life and culture today
* What the New Deal did and did not do
* The advent of WW II, America’s retreat into isolationism and the effects of that decision on world affairs

**There is no prerequisite for this course**

**Required Textbook(s) and/or Required Material(s):**

Kennedy, David, **The American People in the Great Depression**, New York: Oxford University Press, 1999. One volume paperback edition.

Frederick Lewis Allen, **Since Yesterday: The 1930's in America**, New York: Harper and Row, 1939; Perennial Library Edition published 1972, re-issued 1986.

**Optional Materials:**

Turabian, Kate L., ***A Manual for Writers of Research Papers, Theses, and Dissertations***, 9th edition, University of Chicago Press: 2007. ISBN: 9780226823379

Strunk, William, Jr., and White, E. B., **The Elements of Style**, Allyn and Bacon, 2000

Students will also access assigned readings and videos from primary source materials posted online.

The Wayland Writing Center provides assistance to all students preparing research assignments. Access the Center via a link from Wayland's web page at www.wbu.edu.

The Wayland Learning Resource Center provides assistance to all students. Access the LRC via a link from Wayland's web page at www.wbu.edu.

**Course Outcome Competencies:** Upon completion of this course, students will be able to:

1. Understand and explain the political, economic, religious, geographical and intellectual factors that shaped the American People during the Great Depression,1929-1939, as well as the key events, turning points and policy decisions of the period;
2. Identify and understand the significance of persons and events during the period of the Great Depression;
3. Identify and demonstrate a knowledge of the historiography of the period;
4. Compare and contrast the era of the Great Depression with previous and subsequent eras, demonstrating an understanding of the influence of the Gilded Age, the Progressive Era and the 1920's on the period of the Great Depression, and, in turn, the 1930's on subsequent decades, particularly the current first decades of the 21st Century;
5. Demonstrate the ability to perform graduate level historical research; and write graduate level essays, reports and research papers.

**Attendance Requirements:**

Virtual Campus

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11-week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.  The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.

**Course Requirements and Grading Criteria:**

**Course Requirements**

1. On-line Discussion(s) (560 points)
2. Eight weekly discussion forums, each having the value of 70 points, excluding bonus points.
3. Based on assigned readings in texts, parallel readings, internet research, and additional questions posed by the instructor
4. Document Analysis (50 points). **This assignment is required of all students.**
	1. Four to six-page report on a document selected from the list of suggestions.
5. Culminating Essay (40 points). **This assignment is optional for students who have already compiled the points they need for the grade they desire**.
	1. Three to five-page culminating essay based on question(s) posed by the instructor
6. Book Report for extra credit (30 points). **This assignment is optional for students who need to add additional points to their total.**
	1. Four to six-page report on a book selected from the list of suggestions

**Grading Criteria**

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a micro-term to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

Instructor's Grading Scale

590 or more Points A

500-589 Points B

400-499 Points C

300-399 Points D

Below 275 Points F

Student grade appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Additional Information:**

**http://catalog.wbu.edu**

**Tentative Schedule of Assignments:**

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| Week | Date | Assignment(s) |
| 1 | October 11-17 | Read: Kennedy, Prologue, Chapters 1,2,3; Allen, Chapter 1, 2; [McElvaine, Chapters 1,2,3,4]]**Discussion Forum 1: The Crash of 1929 and the Advent of the Great Depression.**  |
| 2 | October 18-24 | Read: Kennedy, Chapter 3 & 4; Allen, Chapters 2,3,4,5; [McElvaine, Chapters 3,4,5,6]**Discussion Forum 2: The Election of 1932, the Interregnum, and the Advent of the New Deal** |
| 3 | October 25-31 | Read Kennedy, Chapter 5; Allen, Chapter 5; [McElvaine, Chapter 7]**Discussion Forum 3: The First Hundred Days of the New Deal** |
| 4 | November 1-7 | Read: Kennedy, Chapter 6; Allen, Chapters 6,7,8,10; [McElvaine, Chapters 8 & 9]**Discussion Forum 4: Life and Culture in Depression America** |
| 5 | November 8-14 | Read: Kennedy, Chapter 7,8; Allen, Chapter 8,9; [McElvaine, Chapter 10]**Discussion Forum 4: Relief, Recovery and Reactions** |
| 6 | November 15-21 | Read: Kennedy, Chapter 9; Allen, Chapter 9,10; [McElvaine, Chapters 11, 12] **Discussion Forum 6: The Second New Deal: Reforming American Society** |
|  | **November 22-26** | **Thanksgiving Holiday Break** |
| 7 | November 29-December 5 | **Document Analysis due December 2** Read: Kennedy, Chapter 9,10,11; Allen, Chapter 10,11; [McElvaine, Chapter 13]**Discussion Forum 7: The Second New Deal: Reforming American Work** |
| 8 | December 6-11 | **Culminating Essay due December 11**Read: Kennedy, Chapter 11, 12; Allen, Chapter 12; [McElvaine, Chapter 14, 15]**Discussion Forum 8: What the New Deal Did and Did Not Do** |
|  |  | **Optional Book Report due Friday, December 12****Term Ends December 11****Grades Posted December 14** |

**History 5348**

**The American People in the Great Depression**

**Reading List**

* Benjamin F. Alexander, **The New Deal’s Forest Army: How the Civilian Conservation Corps Worked\***
* Alan Brinkley, **The End of Reform: New Deal Liberalism in the Recession and War\***
* Alan Brinkley, **Voices of Protest: Huey Long, Father Coughlin and the Great Depression\*\***
* Kirsten Downey, **The Woman Behind the New Deal: The Life of Frances Perkins\***
* Timothy Egan, **The Worst Hard Time\*\***
* Frank Freidel, **Franklin D. Roosevelt: A Rendezvous With Destiny\***
* John Kenneth Galbraith, **The Great Crash, 1929**\*\*
* John A. Garraty, **The Great Depression**^
* Edwin G. Hill, **In the Shadow of the Mountain: The Spirit of the CCC\***
* Herbert Hoover, **The Memoirs of Herbert Hoover: The Great Depression, 1929-1941^**
* Emily Keller, **Frances Perkins: First Woman Cabinet Member\***
* Ira Katznelson, **Fear Itself: The New Deal and the Origins of Our Time\***
* Paul Kurzman, **Harry Hopkins and the New Deal\***
* Joseph Lash, **Eleanor and Franklin\*\***
* William E. Leuchtenburg, **Franklin D. Roosevelt and the New Deal**^
* Robert S. McElvaine, **The Great Depression: America 1929-1941^**
* George McJimsey, **The Presidency of Franklin D. Roosevelt\***
* Raymond Moley, **After Seven Years** (1939) mises.org free download\*
* Frances Perkins, **The Roosevelt I Knew\*\***
* Charles Rappleye, **Herbert Hoover in the White House\***
* Eric Rauchway, **The Great Depression and the New Deal\***
* Eric Rauchway, **The Winter War: Hoover, Roosevelt and the First Clash Over The New Deal\***
* Eric Rauchway, **The Money Makers: How Roosevelt and Keynes Ended the Depression….\***
* Hazel Rowley, **Franklin and Eleanor**\*\*
* John Salmond, **The Civilian Conservation Corps, 1933-1942\***
* Sean Savage, **Roosevelt, the Party Leader, 1932-1945\***
* Arthur Schlesinger, **The Age of Roosevelt** (3 vols.)^
* Amity Shlaes, **The Forgotten Man**\*\*
* John Steinbeck, **The Grapes of Wrath**\*\*
* Grace Tully, **Franklin D. Roosevelt: My Boss\***
* T. H. Watkins, **The Great Depression**^ (Good Source Book)

\*Acceptable for Book Report assignment

\*\*Recommended for Book Report assignment

^General Reference; not recommended for Book Report assignment

**Suggestions for Document Analysis**

* First Inaugural (3/4/1933)
* Fire Side Chat [FSC] # 1 Banking (3/4/33)
* FSC #2 Progress (3/12/33)
* FSC #3 National Recovery Administration (7/24/33)
* FSC #4 Economic Progress (10/22/33)
* FSC #5 Critics (6/28/34)
* FSC #6 Government and Capitalism (9/30/34)
* FSC #7 Works Progress Administration and Social Security (4/28/35)
* FSC #8 Farmers and Laborers (9/6/36)
* Second Inaugural (1/20/37)
* FSC #9 Court Packing (3/9/37)
* Quarantine Speech (10/5/37)
* FSC #10 New Legislation (10/12/37)
* FSC #12 Recession (8/14/38)
* FSC #13 Purging the Democratic Party (6/24/38)
* FSC #14 The European War (9/3/39)

Source: The Miller Presidential Center at the University of Virginia (millercenter.org). Has full texts of all the speeches above, plus biographical information and background.