**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 - Social and Intellectual History: The American People in the Great Depression, 1929-1939

**Term:** Winter, 2019

**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; Home Phone--469.656.1129

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

**Catalog Description:** Selected topics and issues in the history of American, Western, and/or Third World societies and their scholarly thought; may be repeated for credit when the topic changes.

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.

Amity Shlaes, **The Forgotten Man: A New History of the Great Depression**, New York: Harper Collins, 2007.

**Optional Materials:**

Turabian, Kate L., ***A Manual for Writers of Research Papers, Theses, and Dissertations***, 7th 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) (700 points)
2. Based on assigned readings in texts and internet, and
3. Additional questions posed by the instructor
4. Research Project (100 points)
5. Historiographic Essay, including footnotes, on a topic approved by the instructor, or
6. Document Analysis, including footnotes, on a topic approved by the in
7. Research Development Project (150 points)

* Research Synopsis (50 points)
* Book Report (50 points)
* Annotated Bibliography (50 points)

1. Culminating Essay (50 points)

* Essay selected from a topic or topics provided by the instructor

**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

900-1000 Points A

800-899 Points B

700-799 Points C

600-699 Points D

Below 600 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 | November 11-17 | **Research Project Proposal due November 17**  Read: Kennedy, Prologue, Chapters 1 & 2; Allen, Chapter 1, 2 [McElvaine, Chapters 1 & 2]  Discussion Forum 1: The Crash of 1929 and the Advent of the Great Depression.  **Forum 1 Thread Post due November 14; Forum closes November 17** |
| 2 | November 18-24 | Read: Kennedy, Chapter 3 & 4; Allen, Chapters 3 & 4 [McElvaine, Chapters 3, 4 & 5]  Discussion Forum 2: The Election of 1932 and the Advent of the New Deal  **Forum 2 Thread Post due November 21 ; Forum closes November 24**  **Note: Fall Break—November 25-29** |
| 3 | December 3-8 | **Preliminary Bibliography due December 4**  Read: Kennedy, Chapter 5; Allen, Chapter 5 [McElvaine, Chapters 6 & 7]  Discussion Forum 3: The First Hundred Days of the New Deal  **Forum 3 Thread Post due December 5; Forum closes December 8** |
| 4 | December 9-15 | Read: Kennedy, Chapter 6; Allen, Chapters 6 & 7 [McElvaine, Chapters 8 & 9]  Discussion Forum 4: Life and Culture in Depression America  **Forum 4 Thread Post due December 12; Forum closes December 15** |
| 5 | December 16-22 | **Research Synopsis due December 18**  Read: Kennedy, Chapter 7; Allen, Chapter 8  Discussion Forum 5: Relief, Recovery and Reactions, Part 1  **Forum 5 Thread Post due December 19; Forum closes December 22**  **Note: Christmas Break—December 23-January 3** |
| 6 | January 6-12 | Read: Kennedy, Chapter 7 & 8; Allen, Chapter 9  Discussion Forum 6: Relief, Recovery and Reactions, Part 2  **Forum 6 Thread Post due January 9 ; Forum closes January 12** |
| 7 | January 13-19 | **Book Report due January 15**  Read: Kennedy, Chapter 9; Allen, Chapter 9  Discussion Forum 7: The Second New Deal: Reforming American Society  **Forum 7 Thread Post due January 16 ; Forum closes January 19** |
| 8 | January 20-26 | Read: Kennedy, Chapter 10; Allen, Chapter 10  Discussion Forum 8: The Second New Deal: Reforming American Work  **Forum 8 Thread Post due January 23 ; Forum closes January 26** |
| 9 | January 27-February 2 | **Annotated Bibliography Due January 29**  Read: Kennedy, Chapter 11; Allen, Chapter 12 [McElvaine, Chapter 14]  Discussion Forum 9: The Second New Deal: The Ordeal of Franklin Roosevelt  **Forum 9 Thread Post due January 30 ; Forum closes February 2** |
| 10 | February 3-9 | Read: Kennedy, Chapter 11 & 12; Allen, Chapter 12 [McElvaine, Chapter 15]  Discussion Forum 10: What the New Deal Did and Did Not Do  **Forum 10 Thread Post due February 6 ; Forum closes February 9** |
| 11 | February 10-15 | **Research Project due Tuesday, February 11**  **Culminating Essay due Friday, February 15**  **Term Ends February 15**  **Grades Posted February 18** |

**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