



Course Syllabus

COURSE NUMBER: SOCS 5750-05	COURSE TITLE: Special Institute: The Great Depression in America	TERM: Summer
SITE:	INSTRUCTOR CONTACT INFORMATION: Joan W. Musbach jmusbach@swbell.net	CREDIT HOURS: 3

1. COURSE DESCRIPTION: Students get an in-depth look at the good, the bad and the ugly of the 1930s. By developing an understanding of the Great Depression and the New Deal, students can understand the relationship between the government, the people and the economy in the United States today. The course will begin with an overview of the 1920s, as that decade relates to the causes of the Great Depression. It will conclude with a look at the effects of the beginning of World War II in Europe and Asia, as these events relate to the ending of the economic depression in America.

2. LEARNING OUTCOMES

Course Outcomes	SOE Goals
Students will:	
Identify cause & effect relationships	1.1
Know major causes of the Great Depression	1.1
Observe how economic events affect individual lives	1.1
Compare & contrast presidential leadership of Presidents Hoover and F.D. Roosevelt	1.1
Make inferences from primary sources	1.2, 2.2
Use primary sources to create historical narrative	1.2, 2.2
Compare & contrast the effects of the Great Depression on rural and urban America	1.1, 1.2, 2.2
Understand the operation of the	1.1

business cycle	
Comprehend the short term and long term effects of the Great Depression on America	1.1
Learn from studying photographs & editorial cartoons	1.2, 2.2
Understand the changed relationship between the American government and the economy brought about by the New Deal	1.1
See how the Great Depression changed the American Presidency	1.1
Learn about various New Deal reforms that continue into the present	1.1
Distinguish fact from opinion in appraisals of the New Deal	1.1, 2.2, 1.2
Understand the effects of the New Deal on labor & minorities	1.1
Debate an historical controversy	1.2, 2.2, 2.3. 2.4
Engage in historical research using both primary and secondary sources	1.2, 2.2
Present & discuss results of research	2.3, 2.4
Understand how the Great Depression changed American expectations of government	1.1
Relate The Great Depression to world affairs of the 30's and the coming of World War II.	1.1
Distinguish between present-mindedness and historical thinking	1.2

Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Draft as of March, 2007. Subject to change

Because this three credit course is an intensive four week class, it is highly recommended that students buy and read a substantial portion of the text prior to the first day. At least read chapters 1 & 2

Day 1: June 4

Review Syllabus

Assign Course Project: Due July 13

Research Project on a topic in the 1930s. List of topics provided. Annotated bibliography required.

The Past As Prologue: The 1920s as Precursor of the Great Depression

Video: The Crash of 1929

The Causes of The Great Depression: The American Economy in the 1920s

Homework: Text, Chapters 1-4, pgs. 1-131

Class Handouts + Begin work on Project

Day 2: June 6

The Business Cycle & the Republican Response

Video: "The Road to Rock Bottom"

The Election of 1932: F. Roosevelt & H. Hoover – Compare & Contrast

Homework: Text, Chapters 5-7, pgs. 131-217
Class Handouts + work on Project

Day 3: June 11

Urban Life During the Great Depression

Video: “New Deal/New York”

The New Deal: The First Hundred Days

Create Interview Questions

Homework: Text, Chapters 10-12, pgs. 288-380
Class Handouts; Project

Collect Oral History of The Great Depression – in lieu of 2 class hours on 6/25

Day 4: June 13

Life in Rural America During the Great Depression: Making Inferences from Primary Sources

Video: “A Job At Ford’s”

Homework: Text, Chapters 8 & 9, pgs. 218-287

Essay: Using data and information gathered in class, write a paper describing life in the 1930s on a mid-western farm. Be sure to include abundant detail. Detail gathered from primary sources should be supplemented with information from the video and text reading. This paper should be typed, doubled-spaced and a minimum of three pages. **Due: June 18**

Self-guided “field trip” - The New Deal in St. Louis – in lieu of fourth hour of class

Day 5: June 18

The Second New Deal

Video: “We Have A Plan”

People & Issues During the Thirties

Prepare assigned side and debate: The New Deal brought about an unwarranted and unnecessary extension of presidential and governmental power.

Homework: Text, Chapters 13-15, pgs. 381-515
Class Handouts

Day 6: June 20

The Response of One Corporation to The Great Depression: Proctor & Gamble

Entertainment & Material Culture of the Thirties

Video: To Be Somebody

World Affairs & U. S. Foreign Policy in the Thirties

Homework: To be determined

Day 7: June 25

Video: Arsenal of Democracy

Course Final Exam: Multiple Choice & Essay

Course Evaluations

Homework: Prepare Oral Histories for Presentation on June 27
Work on Projects: Due July 13

Day 8: June 27

Share oral histories with class

Class Discussion: How did the Great Depression and the New Deal create the works in which we live?

Homework: Complete projects; email & mail hard copies by July 13.

3. RESOURCES:

Because this is a one-week institute, it is highly recommended that students purchase the textbook and read at least the first two chapters in advance.

Required Text: *Freedom From Fear: The American People in Depression and War, 1929 – 1945*. David M. Kennedy. Oxford History of the United States, Oxford University Press, 1999

Handouts in Class, relating specifically to the topic of the session.

Bibliography

Allen, Frederick L.	Only Yesterday
Allen, Frederick L.	Since Yesterday
Banks, Ann	First Person America
Bendiner, Robert	Just Around the Corner
Boardman, F. W., Jr.	The Thirties: America and the Great Depression
Brinkley, Alan	Voices of Protest
Burns, James MacGregor	Roosevelt: The Lion and the Fox
Cohen, Lizabeth	Making a New Deal
Congdon, Don , ed.	The Thirties: A Time to Remember
Denning, Michael	The Cultural Front
Filler, Louis, ed.	The Anxious Years: America in the 1930's
Fleischhauer, C. & Brannan, B. eds.	Documenting America, 1935-1943
Galbraith, John K.	The Great Crash: 1929
Gregory, James	American Exodus: The Dust Bowl Migration and California Okie Subculture
Hurd, Charles	When the New Deal Ws Young and Gay
Lash, Joseph P.	Eleanor and Franklin
Leighton, Isabel, ed.	The Aspirin Age: 1919-1941
Leuchtenburg, William E.	The FDR Years: On Roosevelt and His Legacy
Leuchtenburg, William E.	The Perils of Prosperity 1914-1932
Leuchtenburg, William E.	The New Deal: A Documentary History
Leuchtenburg, William E.	Franklin D. Roosevelt and the New Deal, 1932-1940
Mangione, Jerre	The Dream and the Deal: The Federal Writers' Project
McElvaine, Robert S. ed.	Down and Out in the Great Depression: Letters from the 'Forgotten Man'
Meltzer, Milton	Brother Can you Spare a Dime?
Meltzer, Milton	Dorothea Lange. A Photographer's Life
Pells, Richard	Radical Visions and American Dreams
Schlesiner, Arthur M. Jr.	The Age of Roosevelt. Vols. 2 & 3
Smith, Gene	The Shattered Dream: Herbert Hoover and the Great Depression
Steinbeck, John	The Grapes of Wrath
Sternsher, Bernard, ed.	The Negro in the Depression and War, 1930-1945

Stott, William	Documentary Expression and 30's America
Sullivan, Patricia	Days of Hope: Race and Democracy in the New Deal Era
Taylor, P. & Lange, D.	An American Exodus: A Record of Human Erosion
Terkel, Study	Hard Times
Wilson, Edmund	The Thirties
Wilson, Joan Hoff	Herbert Hoover, Forgotten Progressive

4. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Percentage of Grade
Attendance & Participation	1.1, 1.2, 2.2, 2.3, 2.4. 3.2	10%
Essay - Rural Life	1.1, 1.2, 2.2, 2.4, 3.2	20%
Debate	1.1, 1.2, 2.2, 2.3, 2.4. 3.2	10%
Oral History Presentation	1.1., 1.2, 2.2, 2.3, 2.4, 3.2	10%
Project	1.1, 1.2, 2.2, 2.3, 2.4. 3.2	20%
Final Exam	1.1, 2.4	30%

6. GRADING SCALE:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
0 - 59%	=	F

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

5. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person’s work is his/her own or implying that another person’s work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.

- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

Depending on the severity of the infraction, the grade may be lowered, or no credit may be given. Work submitted that is on topic, but does not meet the specific nature of the assignment made, may be regarded as work copied, and not the work of the individual student.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

5A. Other Policies:

- Attendance – Class attendance is expected for the entire class period. If you miss one class or a significant portion of a class, your grade may be lowered.
- Late assignments – Work is to be completed on time. Late work is not accepted. Consult the syllabus for specific due dates. Consult with teacher regarding extenuating circumstances.
- Absentee work – The student is responsible to get notes, handouts, etc. for the class
- Absentee work is due the first class after your absence.

6. ACCESSIBILITY/ACCOMODATIONS POLICY:

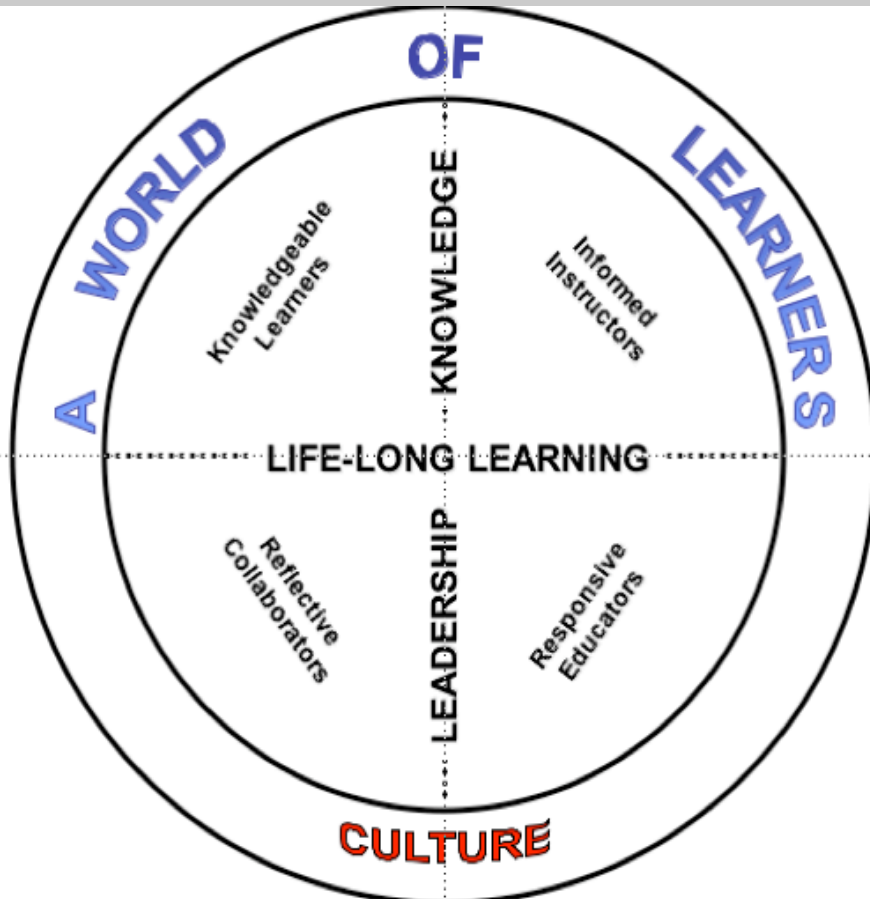
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: " . . . We all must work to make this world worthy of its children." (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).