

SOC-969: The Great Depression

Independent Study Online Course Syllabus

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Number of Graduate Semester Units: 3 units
Target Audience: 5th – 12th grade teachers
Course Access: <https://connect.fresno.edu>

Course Description

Explore the Great Depression, the single most important economic event of the 20th Century. Attention will be given to the causes, events, policies, movements, personalities, and human tragedy and triumph of this era through an interdisciplinary historical perspective that will examine economic, political, psychological, and sociological aspects of the greatest economic crisis ever faced by the United States. Course requirements include practical application to classroom settings. Assignments have been developed to align with Common Core State Standards for Literacy and Writing in History/Social Science.

Note: Required books and videos must be acquired separately.

Required Texts and Course Materials

Book: Smiley, Gene. *Rethinking the Great Depression* (2002). ISBN-13: 978-1566634717
ISBN-10: 156663-471-7. Ivan R. Dee Publisher. Chicago IL.
<https://www.amazon.com/Rethinking-Great-Depression-American-Ways/dp/1566634717>

Film/Videos:

- *The Great Depression*. History Channel DVD. (Purchase). 2009. A&E Home Entertainment. ASIN: B001NNTGFS. <https://www.amazon.com/Great-Depression-Mario-Cuomo/dp/B001NNTGFS>
- *The Grapes of Wrath* (film) starring Henry Fonda. Available on [Amazon](https://www.amazon.com). (Also rent or buy on [Prime Video](https://www.amazon.com))

Optional resource (not required but great insights) – [America and the Holocaust](https://www.facinghistory.org/resource-library/video/american-experience-america-and-holocaust). (PBS - an American Experience documentary. You will need to create a free account if you don't already have one.) (<https://www.facinghistory.org/resource-library/video/american-experience-america-and-holocaust>)

Note: Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, e-book, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): <https://amazon.com>

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [*What Teachers Should Know and Be Able to Do*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

National Content / Common Core Standards

Based on national history standards developed by NCHS (National Center for History in Schools at UCLA), this course will help prepare teachers to address the following:

World History – Era 8, Standard 3E, Grades 5-12:

The student understands the causes and global consequences of the Great Depression. Therefore, the student is able to:

- Analyze the financial, economic, and social causes of the Depression and why it spread to most parts of the world
- Assess the human costs of the Depression, and compare its impact on the economy and society of different countries and economic regions of the world.
- Analyze how the Depression contributed to the growth of socialist and communist movements and how it affected capitalist economic theory and practice in leading industrial powers in the West.

- Describe how governments, businesses, social groups, families, and individuals endeavored to cope with the hardships of world depression.

United States History – Era 8, Standards 1 and 2, Grades 5-12:

- Standard 1A: The student understands the causes of the crash of 1929 and the Great Depression.
- Standard 1B: The student understands how American life changed during the 1930’s.
- Standard 2A: The student understands the New Deal and the presidency of Franklin D. Roosevelt.
- Standard 2B: The student understands the impact of the New Deal on workers and the labor movement.
- Standard 2C: The student understands opposition to the New Deal, the alternative programs of its detractors, and the legacy of the New Deal.

Common Core State Standards (CCSS) (www.corestandards.org)

- State Common Core Content standards applicable to the state in which you reside may be found in the following link: <http://www.corestandards.org/standards-in-your-state/>
- Through the assignments and learning objectives designed for this course, **Common Core Standards** in Reading and Writing Standards for Literacy in History/Social Studies are addressed.

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:		National Standards Addressed*	CE-SLO Addressed**
C-SLO 1	Understand the causes of the stock market crash and the Great Depression.	World History Era 8 Std. 3E U.S. History Era 8 Std. 1A	CE-SLO 2,4,6
C-SLO 2	Analyze government's responses to the crisis of the Great Depression in both the Hoover and Roosevelt Administrations.	World History Era 8 Std. 3E U.S. History Era 8 Std. 2A	CE-SLO 1,2,4,6
C-SLO 3	Understand the stresses placed on American democracy by the Great Depression and the rise of alternative worldviews.	World History Era 8 Std. 3E U.S. History Era 8 Std. 2C	CE-SLO 2,4,6
C-SLO 4	Understand the magnitude of suffering and deprivation caused by the Great Depression.	World History Era 8 Std. 3E U.S. History Era 8 Std. 1B, 2C	CE-SLO 2,4,6
C-SLO 5	Be aware of the imprint of the Great Depression on the American psyche both then and now.	World History Era 8 Std. 3E U.S. History Era 8 Std. 1B, 2B	CE-SLO 2,4,6
C-SLO 6	Analyze the legacy of the Great Depression and New Deal.	World History Era 8 Std. 3E U.S. History Era 8 Std. 1B, 2A	CE-SLO 1,2,4,6
C-SLO 7	Understand how the Great Depression ended.	World History Era 8 Std. 3E U.S. History Era 8 Std. 2A	CE-SLO 2,6
C-SLO 8	Gather materials useful for teaching about the Great Depression.	NBPTS Proposition 2	CE-SLO 2,3,4
C-SLO 9	Demonstrate mastery of age-appropriate content by developing a lesson plan suitable for the grade level taught.	NBPTS Proposition 2	CE-SLO 2,4,6

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Student Learning Outcomes**

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
Home Page	<ul style="list-style-type: none"> Welcome Video Course Syllabus Policies and Procedures Introduce Yourself Forum 	
Module 1 – Documentary Film Review	<ul style="list-style-type: none"> <u>Assignment 1.1</u> - Watch the History documentary film <i>The Great Depression</i>. Create a four-part essay for each of the four episodes on the DVD to summarize the topic/themes <u>Assignment 1.2</u> - Forum: Response to DVD 	40 pts (10 points for each of four topics/themes) 5 pts

Module Title	Module Assignments and Activities	Points Possible
Module 2 – Rethinking the Great Depression	<ul style="list-style-type: none"> • <u>Assignment 2.1</u> - Read Rethinking the Great Depression by Gene Smiley and write a summary or review for each of the five chapters of this volume • <u>Assignment 2.2</u> - Read two reviews of Smiley's book, Rethinking the Great Depression. Summarize strengths and weakness of the book 	50 pts (10 points for each chapter) 10 pts
Module 3 – Hoover, Roosevelt, and the New Deal	<ul style="list-style-type: none"> • <u>Assignment 3.1</u> - Write a report or Power Point type of presentation to compare and contrast the approaches to the Great Depression taken by Herbert Hoover and Franklin D. Roosevelt. • <u>Assignment 3.2</u> - Describe and evaluate two programs/agencies of the New Deal. • <u>Assignment 3.3</u> - Forum: Hoover's response to the Great Depression 	20 pts 25 pts 10 pts
Module 4 – Website Resources	<ul style="list-style-type: none"> • <u>Assignment 4.1</u> - Website research useful to teachers and students about the depression 	30 pts
Module 5 – Grapes of Wrath	<ul style="list-style-type: none"> • <u>Assignment 5.1</u> - Watch <i>The Grapes of Wrath</i> and summarize your perspective • <u>Assignment 5.2</u> - Forum: Respond to one of the characters in the film 	30 pts 5 pts
Module 6 – Dorothea Lange: Creating Images of an Era	<ul style="list-style-type: none"> • <u>Assignment 6.1</u> - Research and reflect on the work of Dorothea Lange • <u>Assignment 6.2</u> - Forum: Response to Dorothea Lange's reputation 	30 pts 10 pts
Module 7 – The Great Depression and World War 2	<ul style="list-style-type: none"> • <u>Assignment 7.1</u> - Read assigned articles and write about connections between the Great Depression and WW2 • <u>Assignment 7.2</u> - Identify 5 key ideas students should understand about the Depression • <u>Assignment 7.3</u> - Forum: Changes in opinion of President and/or the U.S. Government 	30 pts 10 pts 5 pts
Module 8 – The Great Depression, 2008 Great Recession, and COVID-19	<ul style="list-style-type: none"> • <u>Assignment 8.1</u> - Compare and contrast the causes, effects, and responses to the Great Depression, the Great Recession that began in 2008, and the COVID-19 pandemic 	30 pts
Module 9 – Develop and Teach a Lesson dealing with the Great Depression	<ul style="list-style-type: none"> • <u>Assignment 9.1</u> - Create a lesson plan for use with the grade level you teach • <u>Assignment 9.2</u> - Reflect and evaluate the course 	35 pts 10 pts
Course Wrap-up – Grading and Evaluation	<ul style="list-style-type: none"> • Final Reflection Forum • Course Evaluation • Course Completion Checklist • Grade Request / Transcript Request 	
	TOTAL POINTS	365 points

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.

- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrar-office/academic-catalogs>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrar-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.

FPU-SLO 7	Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.