***American History 3875.001***

***Prosperity, Great Depression, and a New Deal***

***MWF 11:00-11:50 a.m. Fall 2025***

**Instructor:** Dr. Courtney Welch **Email**: [courtney.welch@unt.edu](mailto:courtney.welch@unt.edu)

**Office Hours:** MWF 12:00-1:30 p.m.

**Office Location: Wooten Hall, 231A**

**Phone:** 940-565-2288

**Course Description:**

This course will focus on America’s first modern decade through the creation of the New Deal between the years 1919-1940. We will explore the impact of the Jazz Age and the economic collapse of the 1930s known as “The Great Depression” on politics, economics, society, and culture. These redefinitions led to the policies and programs of the New Deal. We will then consider the New Deal not only as a program for restoring economic prosperity but more importantly as an effort to reinvigorate democratic institutions, concluding with an investigation of the transition from the New Deal into mobilization for the Second World War.

**Textbooks:**

Leuchtenburg, William. Perils of Prosperity. University of Chicago Press, 1993. **ISBN-13:** **978-0226473710**

McElvaine, Robert S. The Great Depression, America 1929-1941. Times Books, 1993.

**ISBN-13:** **978-0812923278**

**Book Paper Readings:**

Egan, Timothy. The Worst Hard Time. Mariner Books, 2006. **ISBN-13:** **978-0618773473**

Okrent, Daniel, Last **Call: The Rise and Fall of Prohibition. Scribner Press, 2011**

**ISBN-13 - 978-0743277044**

Rauchway, Eric. Winter War: Hoover Roosevelt and the 1st Clash Over the New Deal. Basic Books, 2018**ISBN -13 - 078-0465094585**

Ziegelman, Jane and Andrew Coe. A Square Meal. Harper Paperbacks, 2017 I**SBN-13 - 9780062216410**

Dunn, Susan. 1940 – FDR, Willkie, Lindbergh, Hitler – The Election Amid the Storm.

**ISBN-13: 978-0300205749**

Larson, Edward. The Summer for the Gods: The Scopes Trial and America’s Debate over

Science and Religion. Basic Books, 2006. **ISBN-13:** **978-0465075102**

**Course Goal:**

By the end of the semester, content will be presented to encourage an understanding of the political, social, and economic changes in the development of the United States that were affected by the Great Depression and New Deal. Students will be encouraged to develop their own perspectives based on readings and discussing a variety of primary source materials, analysis by scholars, and contemporary news articles.

**Learning Objectives:**

* Students will evaluate the impact of the 1920s on American society as the first modern decade.
* Students will discuss the impact of Franklin D. Roosevelt’s personal and professional experiences prior to 1932 on his political, social, and economic views and examine the relationship between these views and his handling of the Great Depression.
* Students will identify the causes of the Great Depression.
* Students will identify the New Deal programs.
* Students will evaluate and synthesis the success, failure, and impact of the New Deal on American politics.
* Students will examine the variety of criticisms leveled against the New Deal, and discuss the alternatives proposed.
* Students will evaluate and synthesis the success, failure, and impact of the New Deal on American labor.
* Students will evaluate and synthesis the failure, and impact of the New Deal on American culture and race relations.
* Students will discuss the legacy of the New Deal
* Students will develop critical thinking and writing skills.
* Students will have been given an opportunity to exercise and advance their critical reading, writing, and thinking skills.

**Attendance:**

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course.  It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals.  Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. Note that the university and this instructor recognizes the observation of all religious holidays.

**Disability Statement:**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

## Academic Integrity:

Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, the University of North Texas promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. See UNT Policy [18.1.16](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf).

**UNT Policy link on Academic Integrity** –

<https://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf>

**Acceptable Student Behavior:**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct.  The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.  The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu)

**Sexual Discrimination, Harassment, and Assault**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: <http://deanofstudents.unt.edu/resources>.

**Recording Policy:**

* Anyone enrolled in the class may make audio recording of my lectures for their own personal use in studying for the course. **However, taking images of either the professor or students are prohibited.**
* **Absolutely no recordings of any kind (images, video, audio, or otherwise) of the class or my lectures may be posted online for any reason. Among other things, this is a potential violation of the Federal Family Educational Rights and Privacy Act (FERPA).**

**History Help Center:**

**Location: Wooten Hall , room 220**

**Times: Monday – Thursday 8:00a.m. - 6:00 p.m.**

**Fridays 8:00 a.m. - 5:00 p.m.**

Graduate Students staff the center during the hours above in order to proctor exams and answer student’s questions about various historical topics. For editing and writing help, please seek out the Writing Center on campus.

**Content Mastery Quizzes:**

There will be 3 Content Mastery Quizzes that will each be worth 100 points. They will be a series of multiple-choice questions that will measure the general knowledge acquired from class lectures and textbook readings. See attached schedule for the due dates – these quizzes will be completed online on the Canvas course page.

**Book Papers:**

**Every student will complete Five Book Papers choosing between the Larson, Egan, Okrent, Ranchway, Ziegelman and Dunn books.** Please refer to the course schedule for the due dates. Each book paper is worth 100 points and will be graded by an attached rubric. Each book paper will answer a question or set of questions that will require you to synthesis the class content and material with the readings. Book papers will be submitted to Turnitin on Canvas – which will conduct a similarity run for plagiarism and AI – Note of caution – Turnitin now features an AL Writing Indicator score for an instructor’s review. **All students will read ALL the books in order to participate in the class discussions – but you will only be required to write on five of the books.**

**AI and Email Submission Policy**

* **You CAN NOT email or fax the papers or tests**
* **You MUST download a copy of the document to Turnitin.com in Canvas in order for that assignment to be graded.**

The papers will be uploaded in Canvas through the Turnitin™ which will conduct a similarity run for plagiarism and AI.

***Note of caution:*** Turnitin™ now features an ***AI Writing Indicator* score** for an instructor’s review. If a student’s paper reveals non-human artificial intelligence content, expect an investigation of the results.

**\*\* If you choose to use AI and the assignment scores over 20% use of AI then you MUST include a written description and explanation of how and why you decided to use AI. This explanation MUST be specific to the assignment and must be submitted in a separate document in the Turnitin assignment dropbox.**

**If an explanation is NOT submitted then 10 points will be deducted from your overall grade.**

**If your assignment receives a 100% AI score from the Canvas Turnitin system that assignment’s grade will result in a zero.**

Late submissions will require documentation of the reason for not meeting the original due date. These are NOT “redo” opportunities. **These late submissions will have a 10-point deduction for the late submission unless documentation is submitted.**

**Course Schedule:**

This is an outline of our schedule with the corresponding readings for each lecture. This schedule can be amended at any time.

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| **DATE** | **TOPIC** | **READINGS/ASSISGNMENTS** |
| August 18, 2025 | Introduction |  |
| August 20-22, 2025 | The Lost Generation and the Year of the Six Presidents |  |
| August 25-27, 2025 | Return to Normalcy – Harding and Coolidge |  |
| **September 1, 2025** | **Labor Day Holiday – No Class** |  |
| August 29 – September 3, 2025 | The First Modern Decade | **Readings:**  Leuchtenburg – Perils of Prosperity – chapters 1-3 |
| September 5, 2025 | **Book Discussion - Larson Book Paper due on Sept. 5th by 11:59 p.m.** |  |
| September 8-10, 2025 | The Politics of Frustration | **Readings:**  Leuchtenburg – Perils of Prosperity – chapters 4-7, 11 |
| September 12-15, 2025 | Bullets, Broads, and Bathtub Gin | The Great Depression – chapters 3-4 |
| September 17, 2025 | **Fashion Collection Field Trip** |  |
| September 19, 2025 | **Book Discussion - OKrent Book Paper due on Sept. 19h by 11:59 p.m.** |  |
| September 22-24, 2025 | Harlem Renaissance Explosion |  |
| September 26-28, 2025 | Hoover and Crashing Hopes | **Readings:**  Leuchtenburg – Perils of Prosperity – chapters 8-13  The Great Depression – chapters 1-4  **Content Mastery Quiz 1 – Open Sept. 29-30, 2025** |
| October 1-3, 2025 | Who was FDR and Eleanor? | The Great Depression – chap. 5-7 |
| October 6, 2025 | **Book Discussion - Egan Book Paper due on Oct. 3rd by 11:59 p.m.** |  |
| October 8-10, 2025 | Alphabet Programs | The Great Depression – chapters 8-9 |
| October 13-15, 2025 | New Deal Cultural Programs |  |
| October 17, 2025 | **New Deal Game and writing assignment** |  |
| October 20, 2025 | **Book Discussion - Rauchway Book Paper due on Oct. 17th by 11:59 p.m.** |  |
| October 20-24, 2025 | 1930s Culture, Technology, and the New Deal Realignment of American Politics | The Great Depression – chapters 10-11  **Content Mastery Quiz 2 – Open Oct. 27-28, 2025** |
| October 27-29, 2025 | The Affect of the New Deal on American Labor and Union Development | **Readings:**  The Great Depression – chapters 13 |
| October 31, 2025 | **Book Discussion – Ziegelman Book Paper due on Nov 3rd by 11:59 p.m.** |  |
| November 3, 2025 | Court- Packing and Social Security | **Readings:**  The Great Depression – chapters 12 |
| November 5th, 12th, 14th, 2025 | FDR, Neutrality, and the Shadow of War |  |
| **November 7th and 10th , 2025** | **Out of Town – No Class** |  |
| November 17-19, 2025 | “Mr. Win the War” - How WWII solidified the New Deal labor programs |  |
| November 21, 2025 | **Book Discussion - Dunn Book Paper due on Nov. 21st by 11:59 p.m.** |  |
| **November 24-28, 2025** | **Thanksgiving Break** |  |
| December 1, 2025 | Review, Wrap Up and What Have We Learned? | **Content Mastery Quiz 3 – Open Dec. 1-2. 2025** |
| **December 3, 2025** | **Conference Day – No class** |  |
| **December 5, 2025** | **Reading Day – NO CLASS** |  |