Reading
Michael Parrish, *Anxious Decades: America in Prosperity and Depression*,
Sherwood Anderson, *Winesberg, Ohio*
Meridel LeSueur, *Salute to Spring*

In addition, there are occasional assigned reading assignments from original
documents available online. These are identified with (*ID*) under the weekly
reading assignments and listed, with their links, after the syllabus.

Course Outline (Reading)

Jan  23:  Introduction
          The War Legacy

          30:  A Return to Normalcy: The Harding Years
               Calvin Coolidge and the Era of Business
               Parish, pp. 3-70,
               (*ID*)

Feb   6:  Life in the Jazz Age
          Film: "Blood and Sand"
          Parrish, pp.71-81,
          135-161, 164-182, (*ID*)

          13:  Holding Back Modernity
               Parrish, pp.94-121,
               126-134, 200-203

          20: An Urban Renaissance
              A Small-Town Critique
              Parish, pp.121-126;
              Anderson (pages TBA), (*ID*)

Feb  27:  Herbert Hoover and the Great Depression
          Parrish, pp. 204-264, (*ID*)
          (Depression Interview due)

Mar  12:  Midterm Examination
Mar 19: Franklin D. Roosevelt and the Coming of the New Deal Parrish, pp. 270-316, (*ID*)

Film: “New Deal New York”

Apr 2: Alternatives: The Radicals Parrish, pp. 317-322, 421-427; LeSueur
The Fusion of Literature and Politics

9: Alternatives: The Prophets Parrish, pp. 161-164, 322-332, (*ID*)
Labor Struggles—
Film: “Mean Things Happening”

Racial Realities in Hard Times—
Film: “To Be Somebody”

30: Foreign Concerns: Spain and Munich Parrish, pp. 265-269, 437-457, 458-476, (*ID*)
World War II and the Origins of the Cold War

May 7: Final Examination

Online Document Readings & Videos

January 30
1. Calvin Coolidge, “The Business of America is Business”
http://historymatters.gmu.edu/d/4991/
http://www.materialreligion.org/documents/july97doc.html

February 6
1. Dorothy Dunbar Brumley, “Feminist—New Style”
http://ehistory.osu.edu/osu/mmh/clash/NewWoman/Documents/newstyle.htm
http://ehistory.osu.edu/osu/mmh/clash/NewWoman/Documents/newfreedom.htm
3. Sheila Kaye-Smith, “The New Woman”
http://ehistory.osu.edu/osu/mmh/clash/NewWoman/Documents/newwomen.htm

February 20
1. Claude McKay, “If We Must Die”
http://historymatters.gmu.edu/d/5130
http://historymatters.gmu.edu/d/5124
3. Langston Hughes, “The Negro Speaks of Rivers”
http://www.poetryarchive.org/poetryarchive/singlePoem.do?poemId=1553
February 27
1. Herbert Hoover Predicts Prosperity
   http://historymatters.gmu.edu/d/5063/
2. The Bonus Army
   http://www.eyewitnesshistory.com/pfbonusarmy.htm

March 19
1. The CCC: “It’s a Great Life”
   http://newdeal.feri.org/ccc/ccc009.htm

April 9
1. Father Coughlin
   http://www.youtube.com/watch?v=RzLMRAz5G_4
2. Huey Long
   http://www.youtube.com/watch?v=hphgHi6FD8k
3. The Townsend Plan
   http://www.youtube.com/watch?v=B10O4qUR7tY

April 30
1. Letters from The Spanish Civil War
   http://www.english.illinois.edu/maps/scw/letters.htm

Classroom Laptop Use
Students may use a laptop computer in regular classes provided it is used only for class-related work and **not** used to check e-mail, surf the web, or engage in other out-of-class activities during class time. The same holds true for smart phones, notebooks, and other devices, including sending text messages during class. Students violating this rule will be barred from bringing a laptop or any other electronic device to class. If violations of this occur more than twice in this class, all laptops and electronic devices will be barred from the class entirely. Students may only use laptop computers during examination, but only with the permission of the instructor.
Interview about Depression Life

You should ask questions about issues in the following areas, but do not feel that it is necessary to go through the list question by question. Help the subject to begin talking and then see how his or her answers deal with the questions below. It is much better to let personal responses flow. If an area is missed, you can go back and ask about it at an appropriate time.

1. What experiences do you recall from the 1930s?
   What kind of work did you or your parents do?
   Was it affected by the depression?

2. Do you remember Roosevelt?
   What were your impressions of him?
   Your parents' impressions?
   Your friends' impressions?
   What are your impressions now?

3. Did your family situation change as a result of the Depression?
   What personal impact did this have on you?
   Your parents? Your siblings? Your children?


5. Was anyone in your family involved in labor activities?
   radical politics?
   other political work?
   social services?

6. Did you or anyone in your family work for or receive aid from a New Deal agency?

7. How do you think sex roles were affected by the Depression?
   Compare the 30s, the 50s, and now.

8. Were there good things which you think came out of the Depression?


Add questions of your own, based on the person, his or her occupation, information you know from personal experience, residence, and events then or since that seem important.

When you have discussed these, integrate the answers, the subject’s personal history, and your observations into a one-to-two page paper that both describes the individual and offers some of your insight into the impact of the depression on people's lives.

This is due, in class, on February 27 and will serve as the basis for several discussions on the impact of the Depression and life during then 1930s.