The period from 1929 to 1941 marks one of the most extraordinary times in American history, and the arts. The government’s response to the economic turmoil of the Great Depression was, along with the host of economic programs it established, to fund a multitude of public arts program designed to remind American citizens close to being overwhelmed by “hard times,” that there was, indeed, something remarkable about being American. Literature, theatre, photography, music – all flourished under the patronage of FDR and the New Deal.

The American people themselves responded in strikingly divergent ways to the multiple challenges posed by the Great Depression. While the 1930s are traditionally portrayed as the decade of Franklin D. Roosevelt and the New Deal, they were also the decade of California socialist Upton Sinclair, union stalwart John L. Lewis, radical writer Richard Wright, and arch-isolationist Charles Lindbergh. As these larger-than-life figures jostled for position on the national stage, millions of ordinary Americans struggled to find work or put food on the table.

In this course we will examine the multiple responses of the American people and their leaders to the crises of the 1930s. Students will read a wide variety of literary responses to the Depression as well as primary source historical documents. We will discuss these texts in class with an eye toward developing a better understanding of the way Americans thought and argued about the pressing issues of the day. We will also consider how the controversies of the 1930s helped to shape modern America and continue to linger in contemporary life.

Course Materials

Required books:

Dashiell Hammet, Red Harvest
Josephine Johnson, Now In November
John Steinbeck, In Dubious Battle
Dalton Trumbo, Johnny Got His Gun
Dorothea Lange and Paul Taylor, An American Exodus: A Record of Human Erosion
Zora Neal Hurston, Their Eyes Were Watching God
Online reader: Some readings, audio files, and linked websites have been placed online and are available at our UCMCROPS website in the “Resources” folder grouped by week. Please print out these readings and bring them to your section for easy reference during discussion.

Course Requirements and Grading

Grading breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short paper (2-4 pages)</td>
<td>10%</td>
<td>Due in class February 8</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>20%</td>
<td>February 27</td>
</tr>
<tr>
<td>Documentary project</td>
<td>15%</td>
<td>Due in class on April 5</td>
</tr>
<tr>
<td>Final paper (10-12 pages)</td>
<td>40%</td>
<td>Due in class on May 10</td>
</tr>
<tr>
<td>Class participation</td>
<td>15%</td>
<td></td>
</tr>
</tbody>
</table>

For general guidelines with respect to grading criteria (e. g. “What is an A paper?”), please consult the following reference:
www.newhum.com/for_teachers/grading_criteria/suggested_grading_criteria.html

Written assignments turned in up to 24 hours late will receive a 1/3 grade reduction (e.g. an A would become an A-). Work turned in between 24-72 hours late will be lowered a full grade except in cases of serious illness or emergency. Any work turned in after 72 hours late will not be accepted and will count as an F. Exams must be taken at the scheduled times.

Special Needs

I welcome students with learning or other disabilities into this class. I encourage you to speak to me and to Special Student Services (107 Kolligan Library) about your situation as soon as possible so that we can figure out the best way to promote your success in this course.

Academic Honesty

Students and professors are governed by the Interim Academic Honesty Policy, which is available at the Students First Center at Kolligan Library. Cheating and plagiarism are serious offenses which in some cases may be grounds for suspension or dismissal. Basic guidelines to avoid these problems are outlined below, but if you are in any doubt, please consult the instructor or your Teaching Assistant.

Plagiarism in written work (such as the two assigned papers) is not always easy to define. As a simple guideline, if you submit your own work, you will avoid all serious types of plagiarism. If you use a direct quotation or borrow an interpretive idea from another work, you must cite it. If you paraphrase another document, you must cite it. The basic standard: If you use any idea that did not originate in our own mind, you must cite it. For information about original work,
Week 1: Introduction to the History and Literature of the 1930s

January 18: Introduction to the Course

Week 2: American in the “Roaring Twenties”

January 23: Middletown, USA

Reading:
- Watkins, *The Hungry Years*, 5-33

January 25: Poisonville

Reading:
- Dashiell Hammett, *Red Harvest*

Week 3: The Great Crash and the Great Depression

January 30: Crash!

Readings:
- Watkins, *The Hungry Years*, 37-103 (skim)

February 1: Adrift in the Great Depression

Reading:
- Lorena Hickok to Harry Hopkins, September 3, 1933.

Audio:

**Week 4: FDR and the New Deal**

**February 6: FDR and the First 100 Days**

Readings:
- Franklin D. Roosevelt, acceptance speech, July 2, 1932
- Herbert Hoover, “Address at the Coliseum in Des Moines, Iowa, October 4, 1932
- Franklin D. Roosevelt, Inaugural Address, March 4, 1933
- Franklin D. Roosevelt, “Outlining the New Deal Program,” May 7, 1933

Audio:
- Herbert Hoover, campaign address, 1932. [1:52]


**February 8: America Responds to the New Deal**

Readings:
- Anne O’Hare McCormick, “This America: A Re-Discovery,” September 1934.

*Short Paper Due in Class*

**Week 5: The Dust Bowl**

**February 13: Literary Perspectives on the Dust Bowl**

Reading:
- Josephine Johnson, *Now In November*

**February 15: A New Deal for Farmers?**

Reading:
- Watkins, *The Hungry Years*, 339-391

**Week 6**

**February 20: President’s Day Holiday – NO CLASS**

**February 22: American Exodus**
Reading:  

Film: “The Plow That Broke the Plains,” 1936

**Week 7**

**February 27: California Dreamin’**

Reading:
Upton Sinclair and the EPIC campaign, Lauren Coodley, ed., *The Land of Orange Groves and Jails*, 174-211.

Film: “California Election News #1 and #2,” 1936.

**March 1: MIDTERM**

**Week 8: Labor in the 1930s: Urban Industrial Workers**

March 6: The SF Waterfront Strike

Reading:
Liz Cohen, 99-212.

March 8: Industrial Workers in Chicago

Reading:
Liz Cohen, 213-368.

**Week 9: Labor in the 1930s: Agricultural Workers**

March 13: Agricultural Strike Background

Reading:

March 15: *In Dubious Battle*
Week 10: Arts in the 1930s

March 20: Federal Art

Reading:

Arshile Gorky, “My Murals for the Newark Airport.”
Beniamino Benvenuto Bufano, “For the Present We Are Busy.”


March 22: Federal Theater Project

Reading:

Hallie Flanagan, “Is This the Time and Place?” October 5, 1935. [8]
http://newdeal.feri.org/ftp/ftp001.htm
http://newdeal.feri.org/texts/868.htm

Film: One Third of a Nation

Week 11: Spring Break

NO CLASS

Week 12: Race and the American South

April 3: To Kill A Mockingbird

Reading:

Harper Lee, To Kill a Mockingbird.

April 5: To Kill A Mockingbird (film)

Week 13: Jim Crow in the Great Depression
April 10: The Jim Crow South

Readings:
  http://newdeal.feri.org/aaccc/aaccc01.htm
  American slave narratives (select one from the New Deal Network site)

Audio:

April 12: Their Eyes Were Watching God

Reading:
  Zora Neal Hurston, *Their Eyes Were Watching God*

Week 14: Public Works in the 1930s

April 17: Woody Guthrie and Grand Coulee Dam

Reading:
  Woody Guthrie, *Bound for Glory*

April 19: The TVA and the Boulder Dam (AKA the Hoover Dam)

Reading:
  George C. Stoney, *A Valley to Hold To,*” July 1940.
  Andrew J. Dunar and Dennis McBride, eds., *Building Hoover Dam*, 57-83.

Week 15: The War At Home

April 24: Gender and Family in the Great Depression
April 26: Johnny Got his Gun

Reading:
Dalton Trumbo, *Johnny Got His Gun*

Week 16: Isolationists and Internationalists

May 1: *War Comes to America* (film)

Reading:
Peter C. Rollins, “Frank Capra’s *Why We Fight* Film Series and Our American Dream.”

May 3: The Great Debate

Reading:
Address by Charles A. Lindbergh, April 23, 1941, America First Committee pamphlet.
America First Committee Principles, n.d. [circa 1940-41].
Henry L. Stimson Diary, December 7, 1941. [4]

Audio:
Charles Lindbergh, address on American neutrality, September 11, 1941. [9:15]

Week 17: America on the Eve of War

May 8: The New Deal Legacy

Reading:
Franklin D. Roosevelt, Second Inaugural Address, January 20, 1937.
Viking Press, 1946, 328-333.
Watkins, The Hungry Years, 489-520.

May 10: Conclusion
Great Depression was a global economic crisis, which began in 1929 and lasted until 1939. Therefore, the 1930s are generally considered to be the period of the Great Depression. The Great Depression most heavily affected the United States where it started. Canada, Britain, Germany, and France also were greatly affected, but it was also felt in other states. Industrial cities suffered the most. Economic history. The timing and severity of the Great Depression varied substantially across countries. The Depression was particularly long and severe in the United States and Europe; it was milder in Japan and much of Latin America. Perhaps not surprisingly, the worst depression ever experienced stemmed from a multitude of causes. The most obvious economic impact of the Great Depression was human suffering. In a short period of time world output and standards of living dropped precipitously. As much as one-fourth of the labour force in industrialized countries was unable to find work in the early 1930s. While conditions began to improve by the mid-1930s, total recovery was not accomplished until the end of the decade. The Great Depression was the worst economic downturn in the history of the industrialized world, lasting from 1929 to 1939. It began after the stock market crash of October 1929, which sent Wall Street into a panic and wiped out millions of investors. Over the next several years, consumer spending and investment dropped, causing steep declines in industrial output and employment as failing companies laid off workers. By 1933, when the Great Depression reached its lowest point, some 15 million Americans were unemployed and nearly half the country’s banks had failed. What Caused the Great Depression... The Great Depression was a severe worldwide economic depression that took place mostly during the 1930s, beginning in the United States. The timing of the Great Depression varied across the world; in most countries, it started in 1929 and lasted until the late 1930s. It was the longest, deepest, and most widespread depression of the 20th century. The Great Depression is commonly used as an example of how intensely the global economy can decline. Great Depression, worldwide economic downturn that began in 1929 and lasted until about 1939. It was the longest and most severe depression ever experienced by the industrialized Western world, sparking fundamental changes in economic institutions, macroeconomic policy, and economic theory. Economic history. The timing and severity of the Great Depression varied substantially across countries. The Depression was particularly long and severe in the United States and Europe; it was milder in Japan and much of Latin America. Perhaps not surprisingly, the worst depression ever experienced by the world economy stemmed from a multitude of causes.