The Roaring Twenties and Great Depression  
HIST 4350

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Office Hours: M-F 9:00-10:00am virtually or by appointment.  
Department: History

Course Description: This is a course in the history of the United States between the World Wars (1919-1941). Of particular interest will be the great racial and labor upheavals following World War I and the continuing civil rights and labor movements; the period known as the “roaring twenties,” particularly as a decade of not just prosperity and riotous living, but of deep cultural conflict; the catastrophe of the Great Depression, particularly how economic hardship and loss visited all sections of the country and society; the restoration efforts of the New Deal, particularly how it dramatically transformed the economic and political landscape dominating the rest of the twentieth century; and the lead-up to World War II, particularly as it raised profound issues about the nature of the United States and its role beyond national boundaries.

Program Learning Outcomes: The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History:

1. Interpret the past in context.
2. Understand the complex nature of the historical record.
3. Engage in historical inquiry, research, and analysis.
4. Craft historical narrative and argument.
5. Practice historical thinking as central to engaged citizenship.
   o This course will focus on PLOs 1-5.

Student Learning Outcomes: Students who successfully complete History 4350 will be able to:

- Describe the major cultural, economic, social, and political events that shaped the United States between the World Wars.
- Demonstrate an understanding of the diversity that exists in American society.
- Recognize the differing ramifications of historical events for people of varying ethnic, socio-economic, cultural, sexual, and gender backgrounds.
- Analyze, interpret, and evaluate historical sources by reviewing and assessing in both exams and in assignments of such.

Texts and Materials
All required text and materials will be provided by the professor via Bright Space.
Course Requirements and Grading Policy:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grading Scale (in pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Participation Assignments</td>
<td>150</td>
<td>A = 270-300</td>
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<tr>
<td></td>
<td></td>
<td>B = 240-269</td>
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<td></td>
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<td>C = 210-239</td>
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<td></td>
<td></td>
<td>D = 180-209</td>
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<tr>
<td></td>
<td></td>
<td>F = 0-179</td>
</tr>
<tr>
<td>2 Exams</td>
<td>150</td>
<td></td>
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<tr>
<td>Total</td>
<td>300</td>
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</table>

The assignment breakdown for this semester is as follows below (all assignments will be completed and/or turned in via Bright Space).

6 Participation Assignments (150 total points): Because this is an online class, you will have regular participation assignments due at the end of 7 of the 9 modules to ensure that you are engaging the material and each other (each participation assignment is worth 25 points). Note that I will drop your worst score (including a 0 if you failed to do one assignment), so only 6 of the assignments will apply to your final grade, bringing the total possible points to 150 overall.

Specifically, you will be given a prompt relating to the material covered within seven of the modules. You are to respond to each one of these to earn participation points (usually—but not always—a short essay). (To receive a passing grade, I expect nuanced responses that directly deal with the question and material at hand—so be sure to reference to specific information within the modules.) This includes, if a discussion, responding to threads and posts from your classmates as well, encouraging and fostering class dialogue over the course material to facilitate deeper engagement and learning opportunities. Note that while there are 9 modules, there are only 7 participation assignments because I decided not to assign you a participation assignment just before an exam is due to be completed. In other words, I wanted to give you a bit more time to study the material before an exam and not to worry about a participation assignment. Nevertheless, for those modules without a participation assignment, note that you will still be held accountable for the material within the modules on the exams.

- Note that all the discussion threads (Modules 1 & 8) are primarily a space for students. As such, I will not comment much—if at all—unless I feel I have to (usually to intervene for some reason or provide clarification of some sort). What I will be doing is (1) following your posts and responses to each other and (2) responding to you individually to share my thoughts concerning your performance. The idea is to get you to engage each other. Please also note that if you have questions about the assignment/grade, just email me at my regular email address, not by replying to me in Bright Space.

- For the other assignments you will be uploading to Dropbox. Please note that Dropbox features a response section for me to reply to you. Thus I will post your grade and my response to you directly in Dropbox before inserting your grade into the grade book.

2 Exams (150 total points): There will be two exams throughout the semester that will correlate with the modules. Specifically, the exams will be given at the end of module 4 and module 9. The exams will be 50 multiple-choice questions worth 1.5 points each, or 75 points total per exam. Taken together, the two exams are worth 150 total points. Note that each exam is fact based and founded on the key terms and ideas highlighted within the material found inside each module. Also note that you will have 90 minutes to take each exam. To access the exams, go to “Quizzes” on the “Course Tools” tab on the banner atop this page. Please see the “Course Schedule” for dates.

Exam 1 will cover Modules 1-4
Exam 2 will cover Modules 5-9
Course Schedule
First a word about the schedule and the expectations for this course. The first thing to note is that online courses are often referred to as “go-at-your-own-pace.” On the one hand, this is true of this course. We will not be meeting on specific dates whereby you will be presented or held accountable for specific material. On the other hand, you will notice that I placed recommended due dates as well as close dates on assignments and expectations to help keep things moving, precisely so as to: (1) keep you at a manageable pace so that work does not pile up closer to the end of the semester; and (2) it allows me more time to carefully grade your work. Let me elaborate on the second point more. Because there is a fair amount of writing in this course, you will want to go over the feedback I give you to help strengthen your writing and work moving forward. With that said, if you wait till the last minute to complete something, it will lessen the amount of time I will be able to give to your work and, in turn, help you to improve.

REMEMBER / PAY HEED: (1) You cannot advance in this course until you have completed the activities in the Course Introduction, specifically the two quizzes on (a) cheating and plagiarism and (b) the syllabus; (2) all participation responses and exams will close on the close date listed on the calendar below and, as such, if you fail to complete the activity by then, you will receive no points for such (unless you have a documented medical, legal, or personal excuse). Note: because I close participation responses and exams, I will always leave the content within the units and modules open for your benefit (well, after you have completed the activities in the Course Introduction).

Note that all assignments will close at 11:59pm CST on the Close Date listed below

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Close Date</th>
<th>Recommended Turn In Date</th>
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<tbody>
<tr>
<td>Course Introduction</td>
<td>Saturday, June 22</td>
<td>Wednesday, June 5</td>
</tr>
<tr>
<td>Cheating &amp; Plagiarism Quiz</td>
<td>Saturday, June 22</td>
<td>Wednesday, June 5</td>
</tr>
<tr>
<td>Syllabus Quiz</td>
<td>Saturday, June 22</td>
<td>Wednesday, June 5</td>
</tr>
<tr>
<td>Module 1 &amp; Participation Assignment (PA)</td>
<td>Saturday, June 22</td>
<td>Friday, June 7</td>
</tr>
<tr>
<td>Module 2 &amp; PA</td>
<td>Saturday, June 22</td>
<td>Monday, June 10</td>
</tr>
<tr>
<td>Module 3 &amp; PA</td>
<td>Saturday, June 22</td>
<td>Thursday, June 13</td>
</tr>
<tr>
<td>Module 4 – No PA</td>
<td>Saturday, June 22</td>
<td>Sunday, June 16</td>
</tr>
<tr>
<td>Exam 1</td>
<td>Saturday, June 22</td>
<td>Tuesday, June 18</td>
</tr>
<tr>
<td>Module 5 &amp; PA</td>
<td>Saturday, June 22</td>
<td>Thursday, June 20</td>
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<tr>
<td>Module 6 &amp; PA</td>
<td>Friday, July 5</td>
<td>Sunday, June 23</td>
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<tr>
<td>Module 7 &amp; PA</td>
<td>Friday, July 5</td>
<td>Wednesday, June 26</td>
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<tr>
<td>Module 8 &amp; PA</td>
<td>Friday, July 5</td>
<td>Saturday, June 29</td>
</tr>
<tr>
<td>Module 9 – No PA</td>
<td>Friday, July 5</td>
<td>Tuesday, July 2</td>
</tr>
<tr>
<td>Exam 2</td>
<td>Friday, July 5</td>
<td>Friday, July 5</td>
</tr>
</tbody>
</table>

*Remember: all participation responses and will close on the close date listed on the calendar above and, as such, if you fail to complete the activity by then, you will receive no points for such!
**Professor’s Grading Schedule:** Because this is an online class and students submit assignments at different times things work differently. That said, unless it is a holiday, I will always strive to post grades for assignments on Mondays and Fridays (though I will be working on grading throughout). Hence, whenever you turn in an assignment, you should expect to see the grade for that assignment by the next Monday/Friday (please allow one of those days to pass if you turned your assignment in only the day before or so—e.g., you turn in something Thursday, so you might not see the grade Friday, but Monday at the latest).

The only exception to my turn around time is if you hand in everything—or many things—nearly all at once and near the close dates. I may require some more time to get through such an amount of material. And note that when close dates approach, I traditionally get flooded with a lot of assignments at the last second (it is what it is). Please understand this, however, and fight the urge to poke me with an email asking about your grade. (Of course, if it truly has been a significant amount of time, say a week or more, then email me because that likely means I did skip it for some reason.)

**Explanation of credit hours awarded for course:** This is an upper-level history course. Upper-level lecture courses in history meet for 150 minutes each week for 15 weeks and also meet for a 2-hour final examination. Students typically have weekly reading assignments from a combination of textbooks, monographs, scholarly articles, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc.). The level of reading is more advanced than that required in lower-level surveys, and the number of pages students are required to read is generally higher. Typical upper-level courses require students to take 2-3 essay exams per semester, in addition to the final exam, which is also generally a written exam. In addition, out-of-class writing assignments (book reviews, biographical sketches, research papers, etc.) are typically required in upper-level courses. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Combined, studying for exams, doing the required reading, completing writing assignments, and consulting with course instructors average two hours of work outside the classroom for every hour spent in the classroom. Online sections of upper-level courses contain extensive written content within modules, and instructors hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 150 minutes per week. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students. Thus, for every hour an online student spends engaging the content in the modules, he/she spends at least two hours completing associated activities and assessments.

**Technical Notes:** The technical nature of the course demands some preparation on your part. You should submit all discussion postings, activities, quizzes, etc. early enough to account for technical difficulties. In the event of a technical catastrophe, I will communicate with the class as soon as is possible. If you need help navigating Bright Space (D2L), visit [SFA Online's Tech Support and Resources](#) page immediately.

Students who have technical difficulties with Bright Space should email SFA's Support Team at [d2l@sfasu.edu](mailto:d2l@sfasu.edu) (from your SFA or personal email account) or call them at 888.357.3278 or 936.468.1919 (available Monday through Friday from 8 a.m. to 5 p.m.) The members of SFA's Bright Space team are true professionals and will do their best to help you. Though you may be frustrated and exasperated by technological difficulties when you call them, please remember to extend to them the utmost respect and courtesy. For general computer and Internet issues that are not Bright Space related, visit the [Technical Support Center](#).
Communicating with Each Other: All course-related email should be sent to me at sandulpj@sfasu.edu. Please note that Bright Space (D2L) email is available, and you are free to use it, but I have had issues lately with students telling me they sent me an email on Bright Space but I did not see it. As such, I fear the same will happen again, so unless you email me at sandulpj@sfasu.edu, I cannot guarantee I will ever see your email if sent via Bright Space. Also, note that I receive a lot of emails during the semester, so my promise to you is I will respond within 24 hours, but let 48 hours go by before poking me again (unless it is a real emergency, of course). Of course, I am available to talk over the phone by appointment.

Check News Items: Please be sure to check in consistently for News Items on the Course Home Page. I will constantly be posting reminders about due dates and close dates for Modules, Participation Assignments, Module Assignments, Exams, and more. I consider these postings in the News Items as official announcements and you will be held responsible for adhering to all due/close dates.

Student Syllabus Resources: https://www.sfasu.edu/student-syllabus-resources

Information on the following is available at Student Syllabus Resources:
- Institution Absences (HOP 04-110)
- Academic Integrity (HOP 04-106)
- Withheld Grades Semester Grades Policy (HOP policy 02-206)
- Students with Disabilities and Disability Services
- Student Wellness and Well-Being
- Additional Campus Resources
- Crisis Resources

INSTITUTION ABSENCES (HOP 04-110)
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.
ACADEMIC INTEGRITY

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

WITHHELD GRADES SEMESTER GRADES POLICY (5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

STUDENTS WITH DISABILITIES

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
STUDENT WELLNESS AND WELL-BEING
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

ON-CAMPUS RESOURCES:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741