

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: HIST 442

or Degree Plan(s):

	Campus-Level Academic Review ¹	1	2	3	4	5	6
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		1	2	3	4	5	6	7	8	9
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2 3}	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

	Change to General Education Requirements for Undergraduates (System)	1	2	3	4	5	6	7	8	9
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Department/School(s)

Kelly Elliott

Sep 17, 2024

Chair Signature

Date

Chair/Program Director Signature

Date

College Academic Council(s)

Dell

10-4-24

Chair Signature

Date

Chair Signature

Date

Dean(s)

Dell

10-4-24

Signature

Date

Signature

Date

Teacher Education Council

Signature

Date

**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature

Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	HIST 442
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Amanda Biles
B	Course Instructor	Amanda Biles
C	Course Title	The Great Depression & The New Deal
D	Course Abbreviation for Banner if title is more than 30 characters	Great Depression & New Deal
E		CAHSS - Arts, Humanities, and Social Sciences
F		HGST - History & Global Studies
G		3
G1		3
G2		0
H	Is the course for a fixed or variable number of credit hours?	Fixed If variable, explain rationale:
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	3
K		Lecture (LEC) See Schedule Type definitions in the Reference section.

L		3
M		Standard
N	Maximum Enrollment	18
O	Catalog Description (50 words or less)	This course thoroughly immerses students in the Great Depression and New Deal, a period that many historians consider a watershed moment in US history. Students will examine all aspects of life through this long decade, including politics, culture, economics, poverty, labor, art, philosophy, and the changing nature of American government.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	3 hours of 100-299 history
Q	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	
R	If the course is cross-listed, specify the subject code and course number of the other course	
S	Does this course require any additional student course fees?	No If yes, attach a completed course fee form .
T1	Will the course be offered in fall terms?	Yes, even years
T2	Will the course be offered in spring terms?	No
T3	Will the course be offered in summer terms?	No

U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2026
V	Is this course required for a program(s)?	No If yes, attach a completed curriculum proposal to change the program(s).
W	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	No If yes, provide rationale:
X	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	Yes If yes, provide course ID, term, and enrollment: Fall 2023 – HIST 340 - 10 Fall 2021 - HIST 340 - 8
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i>	N/A

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.

This course will provide students with an additional way to satisfy their Upper-Level US History requirements within our department's major degree plans.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets. Many US historians consider the Great Depression and the New Deal to be one of the most important watershed moments in the 20th century, with enormous impacts on systems of government, economic policies, and culture. Students cannot truly understand the history of the 20th century—or the foundations of the modern welfare state—without deeply engaging with this period.

3. Course Design

- A. Audience and Course Goal
1. Describe the intended audience, including prerequisite skills.

This course is intended for any students seeking upper-level courses in American history, especially for students majoring in history, public history, global studies, social studies education, or political science.

2. State the overarching course goal(s) in performance terms.

Upon completion of this course, students should be able to express and analyze the causes of the Great Depression and the shift toward New Deal liberalism, and identify and explain the ultimate resolution of this economic crisis. Students will also become familiar with the people of this period, from the major architects of the New Deal to the “forgotten men” it affected.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Express and analyze the causes of the Great Depression	Exam 1
2	Express and analyze the shift toward New Deal liberalism	Exam 1
3	Identify and explain the ultimate resolution of the economic crisis	Exam 2
4	Demonstrate familiarity with the people of this period.	“Down and Out” primary source letter analysis project
5		

C. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.

Kennedy, David M. *The American People in the Great Depression: Freedom from Fear: Part I*. New York: Oxford University Press, 2004. ISBN 978-0-19-516892-1

- B. full publication information; label **Graduate**.

4. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes

2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section 1Y. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location(s).
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section 2B.



September 12, 2024

Dr. Amanda Biles,
Assistant Professor of History
Department of History and Global Studies
(325) 674-2370

Re: The Great Depression and the New Deal (HIST 442)

Dear Dr. Biles,

Thank you for submitting The Great Depression and the New Deal (HIST 442) to us for review. I have reviewed it based on the ACU Syllabus Guidelines. I found the syllabus to meet all aspects of the checklist.

Please note that this letter is intended as a reference, which will be read by the department chair and council members, who may also have questions or comments of their own. If you have any questions, please feel free to let me know.

Sincerely,

A handwritten signature in black ink, appearing to read 'Scott E. Hamm', written over a horizontal line.

Dr. Scott E. Hamm,
Assistant Director, Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: September 5th, 2024
TO: Dr. Amanda Biles
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for HIST 442 – The Great Depression & The New Deal

After reviewing the course application and syllabus, the library can adequately support the proposed course. Please contact Mac Ice, Librarian Liaison for the Department of History and Global Studies, at mx113a@acu.edu if other resources are required in the future to support the course. Thank you for letting us review the course application.



The Great Depression and the New Deal

HIST 442

Professor: Dr. Amanda B. Biles

Office: Hardin Admin 324E, ACU History Museum

Office Hours: Tues/Thurs

E-mail: amanda.biles@acu.edu

Required Texts:

Kennedy, David M. *The American People in the Great Depression: Freedom from Fear: Part I*. New York: Oxford University Press, 2004. ISBN 978-0-19-516892-1

Course Overview: The purpose of this course is to thoroughly immerse students in the Great Depression and New Deal, a period that many historians consider a watershed moment in US history. Students will examine all aspects of life through this long decade, including politics, culture, economics, poverty, labor, art, philosophy, and, of course, the changing nature of American government.

Student Learning Outcomes: Upon completion of this course, students should be able to express and analyze the causes of the Great Depression and the shift toward New Deal liberalism, and identify and explain the ultimate resolution of this economic crisis. Students will also be familiar with the people of this period, from the major architects of the New Deal to the “forgotten men” it affected.

The Value of Studying History: History seeks to understand the very nature of humanity, our motivations and desires, our faults and failings, our relationships with one another and with the world around us. It is an amazing endeavor. History is so much more than dates. It is the entirety of the human experience. As Emerson wrote:

“There is one mind common to all individual men. Every man is an inlet to the same... He that is once admitted to the right of reason is made a freeman of the whole estate. What Plato has thought, he may think; what a saint has felt, he may feel; what at any time has befallen any man, he can understand. Who hath access to this universal mind is a party to all that is or can be done ...”

-Ralph Waldo Emerson, *History*

Join me, let's all be a party to all that is or can be done. Let's seek to understand the universal mind together. If you are here for this purpose, to better comprehend the human experience, to learn to think critically, to “access the universal mind,” then I will do everything in my power to ensure you achieve it.

Every single assignment or task in this course will pursue this aim and we will all be better for it. That is the true endeavor of higher education.

Mission Statements: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. The ACU College of Arts, Humanities, and Social Sciences endeavors to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education. The Department of History and Global Studies is an intellectual and spiritual community that seeks to live out the way of Christ in our research, teaching, and mentoring, and in the interpretation of history for our wider world. We believe that history remains relevant today. We invite our students to share a collective responsibility for truthful, justice-oriented research, community engagement in shaping public memory, and meaningful conversations about our vocation in the classroom and beyond.

Christian Perspective:

This course provides students the opportunity to engage with American History from a Christian perspective. It encourages students to examine their own faith experiences by evaluating those experiences and their context within systems of American history. It respectfully examines other systems of belief as important contributors to that same history.

	Student Learning Outcome	Measurement
1	Express and analyze the causes of the Great Depression	Exam 1
2	Express and analyze the shift toward New Deal liberalism	Exam 1
3	Identify and explain the ultimate resolution of the economic crisis	Exam 2
4	Demonstrate familiarity with the people of this period.	"Down and Out" primary source letter analysis project

Assignments:

Assignments will be given throughout the course; if a student misses a class period they should always check with the instructor to ensure compliance with assignment deadlines. All assignments must be submitted at the beginning of the designated class period. Do not e-mail assignments to the professor unless specifically told to do so.

Course Outline:

(This outline serves as a guide and is subject to change. Assigned readings appear in parentheses.)

Week 1 – Legacy of the ‘Roaring Twenties’

(Kennedy Beginning-Chapter 1)

- Syllabus, 1920s Reality
- Finance, Culture, Early Hoover

Week 2 – The Crash and its Counterparts

(Kennedy Chapter 2)

- “Black Thursday” (and Tuesday)
- Govt/Finance/ Smoot-Hawley

Week 3 – The “Tragedy” of Herbert Hoover

(Kennedy Chapter 3)

- Crisis Response, Attempts at Aid
- Ken Burns Dust Bowl

Week 4 – The Worst Hard Time

- Ken Burns Dust Bowl
- Analyzing the “Dust Bowl”

Week 5 – Struggle down on the Farm

(Kennedy Chapter 4)

- Understanding early farm crisis
- *Drought Project*, Aid and Agriculture

Week 6 – Enter Roosevelt: 1st Hundred Days

(Kennedy Chapter 5)

- 1932 Election & Immediate Acts
- Roosevelt, Congress, and the people

Week 7 – The ‘Forgotten Man’

(Kennedy Chapter 6)

- Individual Struggles

- *CCC Project*

Week 8 – Alphabet Soup

(Kennedy Chapter 7)

- New Deal Agencies
- More New Deal Agencies

Week 9 – The Rumbblings of Discontent

(Kennedy Chapter 8)

- Huey Long, Father Coughlin
- American Liberty League

Week 10 – New Role of Government & The 2nd New Deal

(Kennedy Chapter 9)

- Intervention
- *“Down and Out” Letters*
- Second New Deal

Week 11 – Labor

(Kennedy Chapter 10)

- Injunctions and Yellow Dogs
- Norris-La Guardia/Early Reform
- Business Response and the NLRB
- *“Mean Things Happening”*

Week 12 – Another go-round: FDR’s 2nd Term

(Kennedy Chapter 11)

- Re-election
- “Prosperity as disaster?”

→ Policy Shift

→ FDR Fights Back

→ ***Research Paper Due!!!***

Week 13 – A depression inside The Depression

(Shlaes Intro & Chapter 13-14)

→ Another Black Tuesday

→ Unforeseen Consequences

→ Settling In

Week 14 – Staring down SCOTUS

(Smithsonian Article)

→ Sick Chickens & Substantive DP

Week 15 – Assessing the New Deal & The Gathering Storm

(Kennedy Chapter 12 & 13)

→ What it did & didn't do

→ Rumbblings Abroad

→ FDR and National Isolationism

→ The War that changed Everything

Final Exam: Wednesday, December 13th 12:00pm.

GRADING METHODOLOGY:

This course is graded on raw (unweighted) points earned throughout the semester. Each point you earn will be added to your total point score. Please see below for the point ranges of each letter grade. Your final grade is based exclusively upon your total points, not on any percentage or weighted score. Earn a total of 801 points and you have earned a B. Earn a total of 699 points and you have earned a D. Ignore all percentage scores. Percentage scores are irrelevant.

POINTS BREAKDOWN:

Midterm Exam	200pts
Final Exam	200pts
Research Paper	300pts
Assignments/Participation	300pts

GRADE CATEGORIES:

Grade	Points
A	900-1000
B	800-899
C	700-799
D	600-699
F	<600

ATTENDANCE AND CLASSROOM POLICIES: Students are expected to attend class regularly and attendance will be taken at each meeting. Missing excessively can severely impair student success. Students with more than three unexcused absences may receive a reduced participation grade.

Students should be respectful of the professor and their fellow classmates and refrain from any cell phone usage in class.

ASSIGNMENTS AND LATE WORK: Assignments will be given throughout the course, if a student must miss a class period, they should notify the instructor in advance to ensure compliance with assignment deadlines. Pay close attention to the due dates listed in Canvas each week. **Late work will not**

be accepted unless the student has arranged this with the instructor in advance of the original submission deadline. Do not wait until the deadline to request an emergency extension. Requests for late submission will not be considered valid unless granted by the instructor **before** the deadline.

ACADEMIC INTEGRITY STATEMENT: Each student is expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in their academic experiences both in and out of the classroom. Academic dishonesty includes, but is not confined to: plagiarizing; cheating on tests or examinations; turning in counterfeit reports, tests, and papers; stealing tests or other academic material; knowingly falsifying academic records or documents of the institution; accessing a student's confidential academic records without authorization; disclosing confidential academic information without authorization; and, turning in the same work to more than one class without informing the instructors involved. Any student found responsible for academic dishonesty or misconduct will be subject to disciplinary action.

Generative AI/ChatGPT: This new technology has proven incredibly tempting for students as a shortcut for college coursework. It has also proven consistently to produce errors, to invent "facts" and sources (or to "hallucinate," in industry terminology), and to even end careers (see the attorney in New York who used it to write his court filings). In this course, all written work will be examined carefully for the use of generative AI. As historians and as Christians, we cherish the inimitable complexity and creativity of the human mind. That is why we are here. The humanities are inextricable from human thought and human analysis. Any student found using generative AI such as ChatGPT, or any similar programs, for work in this course has fundamentally rejected the foundation of this discipline and, as such, may be subject to penalties up to and including automatic failure of the course.

PROFESSOR'S POLICY ON ACADEMIC MISCONDUCT: Any instance of academic dishonesty or misconduct will result in a grade of "0" for the assignment and possible "F" for the course at the professor's discretion. Academic integrity violations may also be placed on a student's permanent record. See ACU's official policy on Academic Integrity for more details.

ADA COMPLIANCE STATEMENT:

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha Scholars office directly at (325) 674-2667 or email the compliance coordinator, Scott Self, at jss00c@acu.edu.

TITLE IX STATEMENT:

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work,

and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the ACU Counseling Center (<https://www.acu.edu/community/offices/health-safety/maccc/counseling/overview.html>)