

Call for Manuscripts

TEACHING THE NEW DEAL

Edited by Jenice L. View and Andrea Guiden

A Volume In The Series: *Teaching Critical Themes In American History*

Publisher Peter Lang

Book Series Editorial Team

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This volume focuses on the New Deal Era. This volume will provide pre-service teachers, in-service teachers, social studies methods teachers, and college level social studies content faculty a variety of resources for teaching and learning about the New Deal Era.

BRIEF DESCRIPTION: *Teaching the New Deal* will address the challenge of how to meet the Common Core and NCS standards and the C3 framework by filling a significant need for resources and methods to support preservice and in-service teachers. The book will offer teachers a variety of ways to engage middle and high school students in economic and political arguments about American capitalism and the role of the federal government in defining and sustaining capitalism, as sparked by President Franklin Roosevelt's New Deal policies. Among the significant actors in the chapters must be women, Indigenous/Native, African-descended, Latinx, and Asian Pacific Island people.

Essential to this book is an exploration of definitions, assumptions, and practices of American capitalism. The elements of capitalism include private property, capital accumulation through the generation of profit by owners of the means of production, wage labor by a vast pool of workers, voluntary exchange, a price system, and competitive markets that are intended to distribute goods and services efficiently.

The land for American capitalism came from Indigenous/Native nations beginning in the 15th century. The labor for American capitalism came from home-based/household laborers, indentured servants, enslaved and free African labor, poor and working class native and immigrant workers, and inventors. The U.S. founders promoted these economic assumptions in many laws including the Land Ordinance of 1785, the Northwest Ordinance of 1787, Article 1 of the Constitution, and the 5th and 14th Amendments. From the outset, the role of the federal government was intended to be limited, particularly regarding economic issues.

At least twice in the history of the United States the federal government sought to radically determine the elements of capitalism. In the 19th century, by breaking treaties with Indigenous/Native peoples, and engaging in wars with Indians and Mexicans, the federal government allocated land to white middle-class families during a westward movement deemed "Manifest Destiny." Federal land grants of 180 million acres, constituting 1/10 of Indian land to private railroad owners alone, accelerated industrial growth and prosperity for owners. The Reconstruction Era attempted to establish a new Southern economy based on the free labor of formerly enslaved Africans with all the civil rights afforded to all native-born Americans. For this, the Radical Republicans in the U.S. Congress (including 16 African American congressmen and senators) formed a federal Freedmen's Bureau to create educational and economic opportunities, and employed federal military might to enforce the 13th, 14th and 15th amendments to the U.S. Constitution in the violently resistant South, at considerable federal expense.

During the Great Depression, at least one-fourth of Americans were jobless and living in poverty. Accelerated by the October 1929 crash of the U.S. stock market, the Depression broke

promises to white, native-born, Protestant Americans, and inflamed popular critiques of industrial capitalism and the role of the federal government in shaping and sustaining American capitalism. The arguments had begun well before the Free Soil Party of 1848 was established and had been stoked in the mid- to late-19th century by labor union strikes and lockouts, the Populist Party of the 1890s, and demands for federal government action in response to 1893 Depression that left 50% of the labor force out of work. Prior to the 1929 stock collapse, 40% of U.S. farmers were landless. The annual influx of nearly 1 million immigrants in the years prior to 1920 drew persistent calls for federal restrictions on people who posed labor competition.

The New Deal generation had living memories of federal responses to issues including:

- The public backlash and federal abandonment of Reconstruction Era policies
- The closing of the “American frontier” and the end of the Indian Wars
- The annexation of Hawaii in 1893 and Spanish American War of 1898
- The US Supreme Court 1896 *Plessy v. Ferguson* decision
- World War I
- The 1915 rebirth and national expansion of Ku Klux Klan membership
- The 1917 Bolshevik Revolution in Russia
- Newly won federal women’s suffrage in 1920
- Newly granted citizenship and suffrage to American Indians in 1924
- The federal deportation of native-born Americans to Mexico, beginning in 1929
- The Bonus Marchers of 1932 demanding federal pay for World War I service
- The Agricultural Marketing Act (1929) and the Reconstruction Finance Corporation (1932)

This was a generation of farmers, sharecroppers, industrial workers, and homemakers more willing than ever to question the capitalists and politicians in official leadership, and also willing to demand an economy and government that served the working and middle classes, as well as the wealthy. Franklin Delano Roosevelt’s New Deal offered such a promise. For some, he was considered a class traitor who went too far. To others, he was considered a coward who did not go far enough. The legacies of the New Deal inform much of the public debate of the early 21st century and are, therefore, relevant for classroom examination.

The book will provide classroom teachers with:

- Disciplinary content on teaching the New Deal Era of American history
- An analysis of the major secondary literature on the New Deal era
- A description of the key primary source documents
- Ideas on how to teach that content while addressing Common Core and NCS standards and the C3 framework.
- E-resources to assist the teacher’s instruction

The book will contain access to e-resources. The e-resources will contain primary source documents, selections of secondary literature, maps, examples of lesson plans, including projects and assignments, suggestions and descriptions for other e-sources, and document-based questions keyed to the Common Core and NCS standards and the C3 Framework. The e-resource, consequently, will serve as a rich source of material from which the teacher can download and/or print and make assignments.

Table of Contents: The section themes and chapter topics represent the key critical themes/problems in rethinking capitalism and the New Deal. We do not want to pigeonhole any of these ideas as they can easily fit within the three overarching section themes of Economic,

Global/Geographic and Sociological Perspectives on the New Deal. Ideas that may frame the various chapters include but are not limited to:

1. Wall Street/stock market crash/bank failures
2. Agriculture
3. Social Security
4. Franklin Roosevelt
5. Eleanor Roosevelt
6. Capitalism
7. Socialism, communism, and anti-capitalism
8. Federal programs
9. Federal deficit
10. Government responsibility and/or intervention
11. Labor unions
12. Popular culture
13. The arts
14. World Wars I and II

For Chapter 1, we seek an academic historian for the purpose of framing the New Deal Era, with contributions from the book editors. This chapter will be a comprehensive view of the New Deal that includes the Great Depression, the legacies of World War I, the national consensus on government responsibility and intervention into American business and industry, the global rise of autocrats, and other themes. The chapter will mirror the intentions of the book to reconsider the New Deal from the perspective of a wide range of Americans, including women, Indigenous/Native people, people of color, farmers, small business owners, etc.

We understand the complexity of this intersectional approach, and we intend to counter the typical categorizations that minimize the complexities of this era. Chapter authors will be expected to incorporate the pedagogical challenges of teaching the topics as part of the historical analysis. We encourage chapter proposals that address a range of political and economic perspectives. To the extent possible, we expect authors to place the United States in an international context, even as many Americans of the era were strongly isolationist.

Most importantly, among the significant actors in the historical analysis essays must be women, Indigenous/Native, African-descended, Latinx, and Asian Pacific Island people.

Specifically, each chapter will be organized as follows:

A. Section I: Introduction and Purpose

- a. CHAP 1: Overview
 - i. Chronology
 - ii. Historiography
 - iii. Themes/issues of the historical problem
- b. CHAP 2: Pedagogical Challenges teaching the topic using the Common Core standards

B. Section II: Economic Perspectives in the New Deal

- a. CHAPS 3-7; Historical analysis of the theme, including the pedagogical challenges
- b. Lesson plans for teaching the historical theme, and description and use of the e-resources appropriate for this section

- C. Section III: **Geographical and/or Global Perspectives in the New Deal**
- a. CHAP 8-12: Historical analysis of the theme, including the pedagogical challenges
 - b. Lesson plans for teaching the historical theme, and description and use of the e-resources appropriate for this section
- D. Section IV: **Sociological Perspectives in the New Deal**
- a. CHAP 13-17; Historical analysis of the theme, including the pedagogical challenges
 - b. Lesson plans for teaching the historical theme, and description and use of the e-resources appropriate for this section
- E. Section V: **Resources for Teachers**
- a. CHAP 18: Review of Teaching Resources
 - b. CHAP 19: Selected History Bibliography for Teachers

General Formatting

Submitted manuscripts should conform to the following guidelines: Maximum 5,000 words; MS Word .doc or .docx; 12-point New Times Roman font; Double-spaced; 1" margins; APA Style Citations

Timeline for Submissions

Peter Lang expects to have this book available for sale by Spring 2020.

- **Initial Manuscript Submission: March 1, 2019**
- **Peer Review & Acceptance: March 31, 2019**
- **Final Manuscript edits: May 10, 2019**
- **Completed Book to Peter Lang June 1, 2019**

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