Course Number: SOC 955
Course Title: America Goes Modern: The 1920’s

☐ Online      X Distance Learning

Instructor: Allen Carden, Ph.D.
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Email: ACarden@aol.com

Units: 3
Grade Level: 7-12

Course Description
Learn how the 1920’s were years of rapid and startling changes in the ways many Americans thought and lived their lives. Study this decade that brought forth the best and worst of human nature, saw unprecedented technological advances, and took America from dizzying heights of material prosperity to the despair of national economic collapse.
Assignments have been developed to align with Common Core State Standards for Literacy and Writing in History/Social Science.

Course Dates
Self-paced; students may enroll at any time and take up to one year to complete assignments. You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials
Included with the course is a student information and assignment workbook. Students will need to obtain the textbook, New World Coming – the 1920’s and the Making of Modern America by Nathan Miller (Scribner, 2003) and rent or purchase a copy of the 1974 or 2013 film version of F. Scott Fitzgerald’s novel, The Great Gatsby. Students are required to do research on the U.S. Census of 1920 or 1930, and 2010 (Internet access is recommended).

Course Requirements
Students will demonstrate mastery of stated learning objectives for this course by successful completion of a series of required assignments aligned with those learning objectives. Please see the list of assignments with detailed instructions under the Schedule of Topics and Assignments section below. The following assignments are all required, and contain the maximum point values indicated below:

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1. “Before and After” response – 10 points
2. Read *New World Coming* and respond to questions provided – 34 points
3. View *The Great Gatsby* and respond to questions provided – 14 points
4. Four short biographies – 20 points (total)
5. Census data research – 10 points
6. Two short research papers – 20 points (total)
7. Essay on the automobile’s impact – 10 points
8. (a) Develop, teach, and evaluate a lesson or (b) develop two lessons (no teaching required) – 25 points (either option)
9. Local 1920’s history research – 10 points
10. Summary and application – 7 points

Completed assignments are to be submitted all together at the conclusion of the course. Work need not be bound, but should be placed in numerical assignment order. All written work should be typed and double-spaced. Work will be returned to the student only if a self-addressed, stamped envelope is submitted with completed assignments.

Assignments have been designed to promote learning outcomes that are aligned with the national content standards below.

**National Content / Common Core Standards**

Through this course, students will address the following standards for social studies as articulated by the National Council for the Social Sciences (NCSS Bulletin 89), in the following areas:

**Culture**
- Analyze the forces bringing about cultural change in the 1920’s impacting beliefs, knowledge, values, and traditions
- Compare multiple and often competing cultural vantage points, including the urban – rural dichotomy and religious fundamentalism vs. modernism

**Time, Continuity, and Change**
- Identify the foundations of modern America through changes in the 1920’s that connect us with that era

**People, Places, and Environments**
- Analyze social groups in the historical context of the 1920’s and their interaction and contribution to American culture
- Describe the importance of differing social and cultural environments in shaping the 1920’s

**Individuals, Groups, and Institutions**
- Describe the roles of various groups and institutions in the cultural shifts of the 1920’s that usher in the modern age
Power, Authority, and Governance
• Compare the structures and roles of government, business, and religion in addressing
the issues and problems evident in the 1920’s

Production, Distribution, and Consumption
• Calculate the role of rampant consumerism and materialism propelling the American
economy forward in the 1920’s, as well as leading to its demise

Science, Technology, and Society
• Identify the impact of technological advances in transportation, communication, and
construction that radically altered American life in the 1920’s

In addition, this course will help California teachers prepare to cover California state standards
for grade 11 American History (Standard 11.5):
Students analyze the major political, social, economic, technological, and cultural developments
of the 1920’s, in terms of
1. the policies of Warren Harding, Calvin Coolidge and Herbert Hoover
2. the international and domestic events, interests, and philosophies that prompted attacks
on civil liberties, including the Palmer Raids, Marcus Garvey’s “back-to-Africa”
movement, the Ku Klux Klan, immigration quotas and the responses of organizations
such as the American Civil Liberties Union, the NAACP, and the Anti-Defamation
League to those attacks
3. the passage of the 18th amendment to the Constitution and the Volstead Act (Prohibition)
4. the passage of the 19th Amendment and the changing role of women in society
5. the Harlem Renaissance and new trends in literature, music, and art with special
attention to the work of writers
6. the growth and effects of radio and movies and their role in the world wide diffusion of
popular culture
7. the rise of mass production techniques, the growth of cities, the impact of new
technologies (e.g. the automobile, electricity), and the resulting prosperity and effect on
the American landscape

• State Content standards applicable to the state in which you reside may be found in one or
more of the following links:
  www.mcrel.org/standards-benchmarks
  www.education-world.com/standards
  http://www.academicbenchmarks.com/search/
• Through the assignments and learning objectives designed for this course, Common Core
Standards in Reading and Writing Standards for Literacy in History/Social Studies are
addressed (see appendix).
Learning Objectives / Outcomes

1. Students will be able to identify and list the forces bringing about cultural change in the 1920’s impacting beliefs, knowledge, values, and traditions including the urban – rural dichotomy and religious fundamentalism vs. modernism.
2. Students will be able to identify and describe significant social groups and cultural environments of the 1920’s and their interaction and contribution to American culture.
3. Students will be able to compare the structures and roles of government, business, and religion in addressing the issues and problems evident in the 1920’s.
4. Students will be able to describe and analyze the role of rampant consumerism and materialism propelling the American economy forward in the 1920’s, as well as leading to its demise.
5. Students will be able to describe the impact of technological advances in transportation, communication, and construction that radically altered American life in the 1920’s.
6. Students will be able to describe the political climate and policies under the presidential administrations of Harding, Coolidge, and Hoover.
7. Students will demonstrate mastery of age-appropriate content by developing a lesson plan suitable for the grade level taught.

Schedule of Topics and Assignments (details of assignments given upon registration)

Email the instructor when you receive your course materials, and to ask any questions that you may have as you begin the course.

1. “Before and After” Response: Brief essay to show an overview of what was learned after completing the course.
2. Textbook Reading and Response: Read Nathan Miller’s New World Coming – the 1920’s and the Making of Modern America. One question given per chapter to be answered in writing or with a power point slide.
3. View and Respond to The Great Gatsby
4. Short Biographies
   Write a two-page biography or power point presentation of 3-4 slides per subject on four individuals from a given list, using at least three sources per paper.
5. Census Data Research
   Locate U.S. Census data (Internet is suggested) from either 1920 or 1930 as well as 2010 and respond to given prompts in either narrative or power point format.

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At this point, email the instructor with contact #2 (see Instructor/Student Contact below).

6. **Short Topical Research Papers**
   Research and write a 3 page paper on two topics from the given list, using and listing at least four sources per paper. As an alternative, you may submit power point presentations with 10-12 slides per topic using bullet points and graphics where appropriate to cover the same material.

7. **The Automobile’s Impact**
   Write a short interpretive essay discussing the automobile’s impact, using the prompts given.

8. **Develop and Teach a Lesson (or Develop Two Lessons)**
   a. Develop a lesson plan related to some aspect of the 1920’s that meets your curriculum objectives and standards. Teach the lesson. Submit both your lesson plan (along with relevant objectives and/or standards) and a brief evaluation of the lesson, responding to the given prompts or
   b. Develop two lesson plans related to different aspects of the 1920’s.

9. **Local History in the 1920’s**
   In the community in which you live or work, or in a nearby community that was in existence in the 1920’s, locate and read highlights of a local newspaper from the 1920’s. Respond in writing to given prompts.

10. **Summary and Application**
    In a page or less, describe the most meaningful things you have learned through your study in this course, and how your views about the 1920’s may have changed since writing your introductory essay. Respond to prompts about application to your teaching.

At this point, email the instructor with contact #3.

**Evidence of Learning**

| Number of the learning outcome | Assignments (by number) that ensure students have the opportunity to learn these outcomes | How instructor will assess if learning objectives have been achieved |

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<thead>
<tr>
<th></th>
<th>1, 2, 3, 4, 6, 7</th>
<th>Thoroughness and accuracy of written responses</th>
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<tbody>
<tr>
<td>2</td>
<td>2, 3, 6</td>
<td>Accuracy and insights of written responses</td>
</tr>
<tr>
<td>3</td>
<td>2, 3, 4, 6</td>
<td>Comparative insights demonstrated in written responses</td>
</tr>
<tr>
<td>4</td>
<td>2, 3, 5, 6, 7, 9</td>
<td>Effective analysis and cause-effect insights in written responses</td>
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<tr>
<td>5</td>
<td>2, 3, 6, 7, 9</td>
<td>Ability to describe change caused by technology</td>
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<tr>
<td>6</td>
<td>2, 4, 6</td>
<td>Accuracy and insight in assessing political issues</td>
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<tr>
<td>7</td>
<td>8</td>
<td>Clarity, content, and effective methodology in lesson plan(s)</td>
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**Grading Policies and Rubrics**

It is possible to earn a maximum of 160 points by completing these assignments. The final course grade will be determined as follows:

- 144 - 160 points = A
- 128 - 143 points = B

Below 128 points is not considered acceptable passing work. Students requesting a letter grade must earn a grade of “A” or “B” to receive credit for the course. Students selecting a “Credit / No Credit option must earn at least xxx points to receive “Credit.”

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted when judged against the rubric (see below).
- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
- All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

**Instructor/Student Contact**

A minimum of three contacts between the instructor and student is required as part of the course assignments. Email (see instructor contact information above) is the preferred means of contact. Contact #1 should be made when the student receives and has looked over the course materials. Instructor prompt for contact #1: **Have you received all of the course materials, and do you understand what is expected for successful completion of the course?** Contact #2 should be made when the student has completed assignment #5. Instructor prompt for contact #2: **Are there any questions or concerns you have about the course material and assignments so far? What has been of most benefit to you in the course to this point?** Contact #3 should be made when the student has completed all assignments and is ready to send them to the instructor for grading. Instructor prompt for contact #3: **Have you completed all assignments, and requested online grading? Are there any questions or concerns you have at this point?**

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References/Resources

SELECT BIBLIOGRAPHY OF BOOKS ON AMERICA IN THE 1920’s


____________. *The Strange Deaths of President Harding.* Columbia, MO: University of Missouri, 1996.


**Final Course Grade and Transcripts**

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

**Plagiarism and Academic Honesty**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu.

**FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES**

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<th>Student Learning Outcomes</th>
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<tr>
<td><strong>Oral Communication:</strong> Students will exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components.</td>
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<tr>
<td><strong>Written Communication:</strong> Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others.</td>
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<tr>
<td><strong>Content Knowledge:</strong> Students will demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</td>
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<td><strong>Reflection:</strong> Students will reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and vocational improvement.</td>
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<td><strong>Critical Thinking:</strong> Students will apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to new situations.</td>
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<td><strong>Moral Reasoning:</strong> Students will identify and apply moral reasoning and ethical decision-making</td>
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skills, and *articulate* the norms and principles underlying a Christian world-view.

**Service:** Students will *demonstrate* service and reconciliation as a way of leadership.

**Cultural and Global Perspective:** Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.

**Quantitative Reasoning:** Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.

**Information Literacy:** Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.

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CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

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<thead>
<tr>
<th>CE 1.</th>
<th>Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.</th>
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<tbody>
<tr>
<td>CE 2.</td>
<td>Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</td>
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<tr>
<td>CE 3.</td>
<td>Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.</td>
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<tr>
<td>CE 4.</td>
<td>Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.</td>
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<tr>
<td>CE 5.</td>
<td>Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.</td>
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<tr>
<td>CE 6.</td>
<td>Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.</td>
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