

SOC-955: America Goes Modern: The 1920s

Independent Study Online Course Syllabus

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Number of Graduate Semester Units: 3
Target Audience: 7th-12th grade teachers
Course Access: <https://connect.fresno.edu>

Course Description

In this course you will learn how the 1920's were years of rapid and startling changes in the ways many Americans thought and lived their lives. You will also study this important 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. You will be able to apply what you have learned to lessons and activities that are relevant to your classroom, to excite and interest your students about this historical time period in history. All course assignments have been developed to align with Common Core State Standards for Literacy and Writing in History/Social Science.

Note: Required book and video must be acquired separately.

Required Texts and Course Materials

Book and Videos:

- Miller, Nathan. (2010). *New World Coming – the 1920's and the Making of Modern America*. Simon and Schuster. ISBN 9781439131046
 - Ebook: <https://www.amazon.com/gp/product/B003L77X4K>
 - Print (Da Capo Press, 2004): <https://www.amazon.com/New-World-Coming-Making-America/dp/0306813793>
- Rent or purchase a copy of the 1974 or 2013 film version of F. Scott Fitzgerald's novel, *The Great Gatsby* <https://www.amazon.com/Great-Gatsby-Leonardo-DiCaprio/dp/B00ESY6TKY>
- Students are required to do research on the U.S. Census of 1920 or 1930, and 2010 (Internet access is recommended.)

Note: Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, ebook, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators.

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are

utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Course Dates

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

National Standards Addressed in This Course

National Curriculum Standards for Social Studies

(<https://www.socialstudies.org/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:

1. 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

2. Time, Continuity, and Change

- Identify the foundations of modern America through changes in the 1920's that connect us with that era

3. 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

5. 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

6. 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

7. 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

8. Science, Technology, and Society

- Identify the impact of technological advances in transportation, communication, and construction that radically altered American life in the 1920's

10. Civic Ideals and Practices

- Identify the political climate of the 1920's and recognize gaps that existed between national ideals and actual experience

Common Core Literacy Standards for History and Social Studies

(<http://www.corestandards.org/ELA-Literacy/RH/introduction/>)

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/>

Continuing Education Program Student Learning Outcomes

CE 1	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.
CE 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6	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.

Student Learning Outcomes (SLOs) for This Course

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed in This Course*	Continuing Education Program Student Learning Outcomes Addressed**
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.	NCSS Themes 1,2,3	CE 2,4,6
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.	NCSS Themes 1,3,5	CE 2,4,6
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.	NCSS Themes 5,6	CE 2,4,6
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.	NCSS Themes 1,7	CE 2,4
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.	NCSS Themes 1,8	CE 2,4
6. Students will be able to describe the political climate and policies under the presidential administrations of Harding, Coolidge, and Hoover.	NCSS Themes 6,10	CE 2,4
7. Students will demonstrate mastery of age-appropriate content by developing a lesson plan suitable for the grade level taught and aligning lessons to national history social studies standards and common core literacy standards for history/social studies.	NCSS Themes 4,10	CE 1,2,4,5,6

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
Welcome Module	<ul style="list-style-type: none"> Welcome Video Course syllabus Introduce Yourself fFrum 	
Module 1 – New World Coming (Part 1)	Assignment 1.1 <ul style="list-style-type: none"> Read chapters 1-9 in the textbook. Respond to the questions for each chapter in writing or create a PowerPoint presentation, or similar presentation tool. Questions for each chapter are listed in module one (1). 	50
	Assignment 1.2 Discussion Forum: <ul style="list-style-type: none"> Post a response to the discussion prompt and reply to the post of at least one other student in the course. 	10
Module 2 – New World Coming (Part 2)	Assignment 2.1 <ul style="list-style-type: none"> Read chapters 10-17 in the textbook. Respond to the questions for each chapter in writing or create a PowerPoint presentation, or similar presentation tool. Questions for each chapter are listed in module 2. 	50
	Assignment 2.2 <ul style="list-style-type: none"> Discussion Forum: Post a response to the discussion prompt and reply to the post of at least one other student in the course. 	10
Module 3 – The Great Gatsby	Assignment 3.1 - View and Respond to <i>The Great Gatsby</i> film version <ul style="list-style-type: none"> Read the Prologue to <i>New World Coming</i> which describes the life of F. Scott Fitzgerald to understand more about this author and how he relates to the times during the 1920s. Obtain a copy of the 1974 film version of F. Scott Fitzgerald's, <i>The Great Gatsby</i>, "starring Robert Redford and Mia Farrow, or the 2013 version with Leonardo DiCaprio. View it and respond to the seven (7) questions about the film in one paragraph for each question. Questions are presented in the course module. 	20
	Assignment 3.2 <ul style="list-style-type: none"> Discussion Forum: Post a response to the discussion prompt and reply to the post of at least one other student in the course. 	10
Module 4 – Biographies of the Time	Assignment 4.1 <ul style="list-style-type: none"> Write a two-page biography or PowerPoint presentation, or other web tool, of 3-4 slides per subject on <u>four</u> of the following, focusing on their contributions to American life in the 1920's. Use and list at least three sources per paper. (Total of four papers.) <ul style="list-style-type: none"> Louis Armstrong Henry Ford Al Capone Marcus Garvey Mabel Dodge Warren G. Harding 	40

Module Title	Module Assignments and Activities	Points Possible
	<ul style="list-style-type: none"> ○ F. Scott Fitzgerald ○ William Randolph Hearst ○ Charles Evans Hughes ○ Georgia O’Keeffe Assignment 4.2 <ul style="list-style-type: none"> ● Discussion Forum: Post a response to the discussion prompt and reply to the post of at least one other student in the course. 	10
Module 5 – Research on the Era	Assignment 5.1 <ul style="list-style-type: none"> ● Following assignment details in Module 5, write a one-page demographic portrait of the United States based on the 1920 or 1930 U. S. Census, using key indicators available in the data. 	15
	Assignment 5.2 <ul style="list-style-type: none"> ● Write a second page, describe and compare significant ways that the United States has changed from 1920 or 1930 to present. Note: You may also choose to represent the comparison using PowerPoint or a similar web tool. 	15
	Assignment 5.3 Short Topical Research Papers <ul style="list-style-type: none"> ● Research and write a 3-4 page paper on two of the following topics of the 1920’s, using and listing at least four sources per paper: <ul style="list-style-type: none"> ○ Harlem Renaissance ○ Presidential election of 1928 ○ Development of radio ○ Stock Market crash of 1929 ○ Prohibition ○ Women’s suffrage ○ John Scopes Trial ○ Klux Klan in the 1920’s ○ Growth of commercial aviation ○ Growth of motion pictures 	40
	Assignment 5.4 <ul style="list-style-type: none"> ● Discussion Forum: Post a response to the discussion prompt in the module and reply to the post of at least one other student in the course. 	10
Module 6 – The Automobile and Local History	Assignment 6.1 <ul style="list-style-type: none"> ● Write a short two-page essay or 5-6 slide presentation discussing the economic and social implications of the growing popularity of automobiles in the 1920’s. 	15
	Assignment 6.2 Local History in the 1920’s <ul style="list-style-type: none"> ● 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. Describe in one or two pages some things you learned from the newspaper about life in that time and place. 	15
Module 7 – Lesson Development	Assignment 7.1 Develop and Teach a Lesson (or Develop Two Lessons) <ul style="list-style-type: none"> ● 7.1a 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 	50

Module Title	Module Assignments and Activities	Points Possible
	<p>a brief evaluation of the lesson including (1) how well students responded to the lesson, (2) how well the lesson met your expectations, and (3) how you might change the lesson if you teach it again.</p> <ul style="list-style-type: none"> Or 7.1b. Develop two lesson plans related to different aspects of the 1920's. Describe the objectives and standards you hope to meet. Option (b) is for those who find it difficult or impossible to teach a lesson at this time on these topics. 	
Module 8 – Summary and Application	<p>Assignment 8.1</p> <ul style="list-style-type: none"> In one 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. Are there ways you may be able to use and share what you have learned with your students? 	10
	<p>Assignment 8.2</p> <ul style="list-style-type: none"> Discussion forum - Submit your paper as an assignment (above), and also post a copy to the discussion forum. Read the paper of one other course participant and post a reply. 	10
TOTAL POINTS / HOURS		380 points

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and 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.

Grading Rubrics

Grade	Percentage	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable

			graduate level professional development scholarship.
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Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Include relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Include mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organization structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Discussion Forum Requirements

- **Superior:** Response was at least 1 page (3 fully developed paragraphs) in length. Thoroughly answered all the posed questions, followed all the assignment directions, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.
- **Standard:** Response was ½ to 1 page in length (2-3 fully developed paragraphs). Answered all the questions but did not provide an in-depth analysis, followed most of the assignment directions, proper grammar and no spelling errors. Language is comprehensible, but there a few passages that are difficult to understand. The organization is generally good.
- **Sub-standard:** Response was less than ½ page in length (1 paragraph). Did not answer all the required questions and/or statements or responses were superficial, vague, or unclear, did not follow the assignment directions, many grammar and spelling errors. Is adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or

phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 90 hours on a typical 2-unit course or 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

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 per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrars-office/academic-catalogs>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.