### Course Syllabus

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>AMH 4202</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td></td>
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<tr>
<td>Course Title:</td>
<td>20th Century U.S. History</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>3</td>
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<tr>
<td>Course Hours:</td>
<td>3</td>
</tr>
<tr>
<td>College:</td>
<td>Arts &amp; Sciences</td>
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<tr>
<td>Department:</td>
<td>History &amp; Political Science</td>
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<tr>
<td>Supplies:</td>
<td></td>
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<tr>
<td>Faculty Name:</td>
<td>Titus Brown, Ph.D.</td>
</tr>
<tr>
<td>Term and Year:</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>Place and Time:</td>
<td>Tues &amp; Thurs. 11:00-2:00</td>
</tr>
<tr>
<td>Office Location:</td>
<td>409 Tucker Hall</td>
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<td>Telephone:</td>
<td>850-599-3374</td>
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<td><a href="mailto:titus.brown@famu.edu">titus.brown@famu.edu</a></td>
<td></td>
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</table>

### Course Description

This course surveys the industrialization and the rise of big business, imperialism, World War I, the Progressive era, the 1920s, the great Depression and New Deal, World War II, the Cold War era, the civil right movement and modern times. Emphasis will be placed on selected events from the beginning of Reconstruction to the 21st Century. In addition students must understand the role of minorities, women and the significance of cultural diversity in historical context. Students enrolled in this class are expected to show analytical, critical thinking, and skills in technology through written examinations, quizzes, class recitation and one term paper on an approved topic, which must be at least 15 pages in length. Students will receive study questions that can be answered by reading text materials, selected readings, and printed documents.

### Course Purpose

The purpose of this course is to provide an analysis and investigation of the United States transformation as a world industrial and military leader from the rise of big business to the black power movement and modern times.

### Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework
DIVERSITY

• CF 1
• Through this focal area, the FAMU professional education candidate will:

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5 | I: 3 |
| CF: 1.2 (S,D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5, 8 | I: 3, 8 |
| CF: 1.3 (S,D) | Accepts and fosters diversity. | F: 5 | I: 3, 8 |
| CF: 1.4 (S) | Practice strategies such as: acceptance, tolerance, mediation & resolution. | F: 5 | I: 3 |
| CF: 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5 | I: 5 |

TECHNOLOGY

• CF 2
• Through this focal area, the FAMU professional education candidate will:

| CF: 2.1 (S) | Use of available technology and software to support student learning. | F: 4 | I: 6 |
| CF: 2.4 (K) | Understands fundamental concepts in technology. | F: 2 | I: 6 |
| CF: 2.5 (S) | Use fundamental concepts in technology | F: 2 | I: 6 |
## VALUES

- **CF3**
  - Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 3.4(D)</th>
<th>Be committed to individual excellence.</th>
<th>F: 4, 8</th>
<th>I: 5, 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.5(D)</td>
<td>Recognize the importance of peer relationships in establishing a climate for learning.</td>
<td>F: 2, 5</td>
<td>I: 5, 6</td>
</tr>
</tbody>
</table>

## CRITICAL THINKING

- **CF4**
  - Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 4.1 (K)</th>
<th>Understand a variety of instructional/professional strategies to encourage students development of critical thinking and performance.</th>
<th>F: 4</th>
<th>I: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.2 (S)</td>
<td>Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance.</td>
<td>F: 2, 4</td>
<td>I: 4</td>
</tr>
<tr>
<td>CF: 4.3 (D)</td>
<td>Values critical thinking and self-directed learning as habits of mind.</td>
<td>F: 4</td>
<td>I: 1, 4</td>
</tr>
<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 8</td>
<td>I: 4</td>
</tr>
</tbody>
</table>

## PROFESSIONALISM

- **CF 5**
  - Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 5.1 (K)</th>
<th>Knows the content</th>
<th>F: 8</th>
<th>I: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.2 (S)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>F: 4, 8</td>
<td>I: 4, 7</td>
</tr>
<tr>
<td>CF: 5.3 (D)</td>
<td>Demonstrate commitment to professional growth &amp; development.</td>
<td>F: 5</td>
<td>I: 9</td>
</tr>
<tr>
<td>CF: 5.5 (S)</td>
<td>Construct learning opportunities that support student development &amp; acquisition of knowledge &amp; motivation.</td>
<td>F: 1, 8</td>
<td>I: 5</td>
</tr>
<tr>
<td>CF: 5.6 (S)</td>
<td>Display effective verbal &amp; non-verbal communication techniques to foster valuable interaction in the classroom.</td>
<td>F: 2</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 5.7 (S,D)</td>
<td>Display appropriate code of conduct including dress, language, and respective behavior.</td>
<td>F: 2</td>
<td>I: 6, 9</td>
</tr>
</tbody>
</table>

### Overall Goals of the Course

Students enrolled in this course will be expected to understand the social, economic, and political events that influenced the destiny of our society. Students must master facts, concepts, and generalizations about the American Experience since 1877 to the present. Students are also expected to master the process of problem solving and to conduct research on the American Experience.

### Specific Behavioral Objectives

The students will:
• Understand the industrial development and concurrent reform in United States history.

• Explain the emergence of the modern nation in the late-19th and early 20th centuries.

• Analyze the foreign and domestic issues in the 20th century.

• Discuss the major changes beginning with World War II and its aftermath.

• Understand the rights movements in the 20th century.

**National, State, and PEU Standards Addressed in the Course**

**Interstate New Teacher Assessment and Support Consortium (INTASC) Standards**

**Standard 1: Subject Matter**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Standard 3: Diverse Learners**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

**Standard 4: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Standard 5: Learning Environment**
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication**
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard 7: Planning Instruction**
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard 8: Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Standard 9: Reflection and Professional Development**
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Florida Educator Accomplished Practices (FEAPs)**

1. **ASSESSMENT**
1.1 The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students’ instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

2. **COMMUNICATION**
2.1 The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.
4. **CRITICAL THINKING**

4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

5. **DIVERSITY**

5.1 The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

8. **KNOWLEDGE OF SUBJECT MATTER**

8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

**Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills**

1. **Knowledge of Geography**

3. Identify physical and cultural features (e.g., communities, language, political and economic institutions).
4. Analyze and interpret geographic information from maps, charts, and graphs.

3. **Knowledge of Political Science**

2. Identify the functions of U.S. political institutions, including the executive, legislative, and judicial branches.
3. Identify the functions of political parties, elections, interest groups, public opinion, and mass media in the United States.
4. Identify the elements and functions of state and local government in the United States.
5. Analyze the guiding concepts, principles, and consequences of U.S. foreign policy.
7. Analyze the key elements of U.S. citizenship, including rights, privileges, and responsibilities within the legal system.

5. **Knowledge of American History**

8. Assess the impact of agrarianism, industrialization, urbanization, and the reform movements in the late 19th and early 20th centuries (e.g., temperance, civil rights, populism, progressivism).
9. Assess the impact of immigration on cultural, political, and economic development.
10. Identify the causes, events, consequences, and significant individuals of the World War I era.
11. Identify the cultural, political, and economic developments between World War I and World War II, including the Roaring Twenties, the Harlem Renaissance, the Great Depression, and the New Deal.
12. Identify the causes, events, consequences, and significant individuals of the World War II period.
13. Identify key causes, events, consequences, and significant individuals related to domestic and foreign affairs during the Cold War Era (1945-1991).
14. Identify causes, events, consequences, and significant individuals associated with movements for equality, civil rights, and civil liberties.
15. Identify key individuals, events, and issues related to Florida history.

6. **Knowledge of Social Science and its methodology**

2. Identify social science concepts (e.g., culture, class, technology, race, gender).
6. Evaluate and interpret examples of primary source documents to show historical perspective.

**Topical Outline**

The Conquest of the Far West

Industrial Supremacy
The Age of the City
The Imperial Republic
The Rise of Progressivism
The Battle for National Reform
America and the Great War
The Great Depression
The New Deal
America in a World at War
The Cold War
The Affluent Society
The Ordeal of Liberalism
The Crisis of Authority
The “Age of Limits”
Modern Times

Video Presentation –

Walk Through the 20th Century: The Twenties (55min)
Bill Moyers looks at the 1920s usually seen as the age of speakeasies, flappers and high living. The age also saw millions of workers struggling for better wages. He explores the decade when old America was vanishing and a new urban nation was being born. (PBS-1984)

Walk Through the 20th Century: Helping Hand (55 min)
This program uses archival film footage, interviews, and narration to present a picture of life in the U.S. during the Great Depression. (PBS-1984)

Eyes on the Prize: Awakenings
This program concentrates on the period from 1954 to 1956, highlighting the events that began the modern black freedom struggle. (PBS-1988)

Teaching Methods

Lecture/Discussion Approach
Inquiry/Problem Solving Approach

Course Evaluation

Grading

Class participation: 25%
Midterm: 25%
Final: 25%
Research paper: 25%

A = 100 – 90
B = 89 – 80
C = 79 – 70
D = 69 – 60
F = 59 - 0

Course Policies

STUDENTS with DISABILITIES:
Students with disabilities covered by the Americans with Disabilities Act should follow these steps: (1) Provide documentation of their disability to the FAMU student disability resource center. (2) The first week of class, bring a statement from the FAMU student disability resource center to your instructor indicating that you have registered with FAMU student disability services. The statement should indicate the disability and the special accommodations that will be required.

ACADEMIC HONESTY:
It is your responsibility to know the university’s policy on Academic/Intellectual honesty (Section 6C3-2.012(10)(s) of the FAMU Student Handbook). “Plagiarism is defined as the use of intellectual material produced by another person without acknowledging its source. This includes, but is not limited to: (a.) Copying from the writings or works of others into one's academic assignment without attribution, or submitting such work as if it were one's own.
(b.) Using the views, opinions, or insights of another without acknowledgment.
(c.) Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution.”
Source: http://www.lib.berkeley.edu/instruct/guides/citations.html

Warning!:
All cases of dishonesty on exams and/or plagiarism on written assignments will result in an ‘F’ for the course and possible dismissal or suspension from the university. The university academic honor code regarding all forms of academic misconduct will be enforced and punished by the severest penalties allowable. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “…be honest and truthful and…[to] strive for personal and institutional integrity while at Florida A&M University.”

Students taking classes in the Department of History here at FAMU are expected to abide by the Honor Code and its standards of academic honesty. One of the most important issues that history majors must deal with is plagiarism. There should be some discussion of plagiarism in every history class you take at FAMU. For a fuller discussion of this topic, see the very useful website put together by the American Historical Association: http://www.historians.org/pubs/free/professionalstandards.cfm#Plagiarism

READING:
Reading is the most fundamental educational activity one can engage in while in college. It is strongly recommended that you do the readings for this class BEFORE the corresponding lectures/class period. The readings are the basic source of information for this class. The purpose of lectures is to comment on the readings, to highlight important themes and facts, and to enable students to ask questions and make comments.

COMMENTS, CRITICISMS, and COURTESY:
Many aspects of African American history are controversial. Debate, discussion, disagreement, and freedom of thought are essential to education and to any ‘free’ society. Opinions, comments, questions, and constructive criticisms are welcomed at all times. Grades will depend on factual matters, not on agreement or disagreement with the instructor. All students are responsible for creating and maintaining a classroom environment that promotes courtesy and mutual respect.

INTERNET:
Frequent use will be made of the Internet throughout the course. It is important for students to take trips to the library and other on-campus computer labs in order to best utilize the resources of the university regarding the Internet and the educational search engines it offers. All students must have an e-mail address; This is required so that we may begin communicating electronically. All students
must e-mail me on the 1st day of class, before 5p.m. Tuesday January 9th. The e-mail must have student’s full legal name, student I.D. number, student phone number, indicate the name of the class, the section number [very important] of the course, and the day and time of the class. The ‘Subject Line’ of the e-mail will have the Student Last Name and the Section Number of the class.

**PARTICIPATION and ATTENDANCE:**
Attendance is VERY important and absolutely necessary. If you miss more than 3 classes you will receive a ‘F’ for the course. Being Late twice equals 1 absent. Participation in class and attendance is required. It is very important for students to be attentive and verbally contribute to the discussions daily. When called upon in class, all students must identify themselves with their last name and then give their response or comment. It is the responsibility of the tardy/absent student to obtain the information missed from their classmates—their Classroom Comrade. Absences will be excused for emergencies with proper documentation from the Dean’s office. Please remember, there are no ‘make-up’ for tests or quizzes, and other assignments.

**FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA):**
Federal law gives students two rights concerning their education records kept by the university. The federal law is called the Family Educational Rights and Privacy Act, also known as FERPA or the Buckley Amendment. First, it requires the university to keep those records private. There are exceptions for emergencies, court orders, university officials who have a need to know, etc. Second, it provides that students have the right to inspect records about themselves that are maintained by the university. Pursuant to FERPA, the U.S. Department of Education has enacted legally binding regulations that set out in detail what are student's rights with respect to their education records. For further information, visit the following web site: [http://www.ed.gov/policy/gen/reg/ferpa/index.html](http://www.ed.gov/policy/gen/reg/ferpa/index.html)

**Tentative Course Calendar**

Week 4 – First Examination Administered

Week 8 – Second Examination Administered

Week 12 – Third Examination Administered

Week 16 – Fourth Examination Administered