

Montclair High School

Course Syllabus

Department: Social Studies

Course: 20th Century Cultural US History

Level: Honors (Grades 11 and 12)

Credits: 2.5

Course Description:

The 20th century marked the United States' ascendancy to a world-power status. It was also a century filled with, problematic governmental policies, labor movements, wide-scale protests, political scandals, cultural diversification and technological advancements. Within a span of one hundred years, America had been involved in five wars but was also part of many peace-making efforts, a Great Depression, times of great prosperity, and periods of conservatism and liberalism - and back again. Artists of all media throughout the century reflected the history of our nation and the times in which they lived. Through interpretations of popular culture (from music, to painting, to performance, etc), students will be able to relate personal statements made through popular culture, to the broader context of twentieth century American History.

Standards:

NJCCCS: 6.1.12.A.5.a – 6.1.12.D.16.c

RH.11-12.1-10; WHST.11-12.1-10

Anchor Text(s):

Text Title:	Publisher/Author	Year/Edition	ISBN	Text Distribution
<i>With Amusement for All</i>	Ashby, Leroy	2012	9780813141077	Hard Copy

Supplementary Materials:

All sources are pulled from various primary and secondary source readings, in combination with Internet activities, educational videos, and research databases.

Units of Study:

- 1) The causes & effects of modernization and urbanization on the American population in the early 20th century.
- 2) The response to the massive immigrant population and differentiated "American" cultures.
- 3) Ethnic and racial enclaves within urban centers spawning various distinct, cultural art forms.
- 4) The impact of radio on the music industry and sports culture.
- 5) The changing landscape of heroes in American culture, as a result of the "Roaring Twenties", and its affects on the changing roles of women in popular culture mediums.
- 6) The Great Depression's impact on the "dust-bowl" movement, motion pictures, music, and government commissioned art-forms throughout the era. Emphasis placed upon rebelliousness of the popular culture in an effort to spread awareness of mass poverty.
- 8) World War II's utilization of popular culture mediums (motion picture, music, art, literature, etc) for propaganda purposes.
- 9) Utilization of popular media to emphasize the post-war concerns of the United States government.

- 10) Urbanization (of minority populations) and suburbanization (as a result of “white-flight”) and its affects on the dissemination of the growing rock n’ roll culture (i.e. Presley vs. Berry, Holly vs. Little Richard).
- 11) Culture as a representation of a backlash against the conformity desired by older-generations of Americans (i.e. Presley vs. Como). Emphasis placed on societal expectations and gender roles (utilization of propaganda/informational/tutorial videos from the era).
- 12) Growth of consumerism as a result of movies from the post-war United States (focus on advertising, focus of record companies towards a consumer-oriented society, movies utilized to represent culture and politics of the time) (utilization of advertisements from the era to explore techniques and target audiences).
- 13) Backlash catalyzed by the “Beat” generation in opposition to the direction of American society towards over-consumption and anti-conformity’s growing conformity.
- 14) The impact of the counterculture movement on the Civil Rights movement, as well as the Vietnam War. The counterculture’s growing impact on the interconnectedness between popular art-forms and the drug-culture.
- 15) Utilization of music and television as a tool in the Civil Rights movement and its eventual interrelationship with the anti-war movement.
- 16) Television’s impact on the political landscape and dissemination of information for Americans (i.e. “Father Knows Best”, “All in the Family”, “The Cosby Show”, “Roseanne”, etc).
- 17) Popular culture as a representation of the growing awareness of women’s rights (i.e. “Sophie’s Choice”, “Cagney and Lacey”), gay rights, and the Farmer’s Workers movement (Cesar Chavez).
- 18) Increased urbanization of minority populations representing the continued evolution of “urban” culture (i.e. advent of rap music, graffiti-art, etc).
- 19) The epidemics of crack-cocaine and AIDS represented through the motion pictures and music of the 1980’s.
- 20) The Cold War’s continued pitting of the US vs. USSR, as represented in motion picture.
- 21) The tech-boom spawns consumerism paralleling that of the 1950’s, leading to increased commercialization and creation for consumption.
- 22) The internet’s growth in the spread of information as well as art-form (i.e. music, film, art, literature, and networking).

Proficiencies:

Students will:

- 1) Analyze how historical events shape the modern world.
- 2) Formulate opinions from multiple perspectives, using multiple primary and secondary sources.
- 3) Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
- 4) Evaluate current issues, events, or themes and trace their evolution through historical periods.
- 5) Analyze social, political, and cultural change and evaluate the impact of each on local, state, and national issues and events.
- 6) Describe how American values and beliefs, such as equality of opportunity, fairness to all, equal justice, separation of church and state, and the rights guaranteed by the United States Constitution and the Bill of Rights, contribute to the continuation and improvement of American democracy.
- 7) Evaluate the importance of traditions, values, and beliefs, which form a common American heritage in an increasingly diverse American society.
- 8) Describe the continuing struggle to bring all groups of Americans into the mainstream of society with the liberties and equality to which all are entitled

- 9) Analyze the connections and potential effects of the widening gap between the rich and the poor in the United States, the decline in labor union membership since 1950, rapidly advancing technology, globalization, and problems of public schools.
- 10) Compare and contrast the causes and consequences of discrimination in markets, employment, housing, business, and financial transactions.
- 11) Be exposed to a wide range of topics, from the Emergence of Modern America (6.4.I) through Contemporary America (6.4.L).
- 12) Have a good working knowledge of American history in regards to major events and their outcomes. Therefore, the majority of the historical analysis will be delving deeper into the causes of particular events and their impact on the greater society. (i.e. Students will be asked to analyze and evaluate changes in political, social and cultural perspectives throughout the century.)

Evaluation & Assessment:

Student learning incorporates a variety of methods, strategies and skills. Therefore, in an attempt to accurately evaluate student achievement, a wide array of formative and summative assessments will be used to address the needs of the classroom population in the grading of students. They will fall into these categories. Marking period calculation will be based upon a Total Points system. They will be broken down as follows:

- Homework:10%
- Projects/Presentations: 40%
- Essays: 40%
- Classwork: 10%

The Final Grade will consist of each marking period (45% each), and the final exam (10%).