1.) DATE: May 8, 2014
2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District

3.) COURSE PROPOSED: Prefix: HIS Number: 108 Title: History of the U.S. since 1945 Credits: 3

<table>
<thead>
<tr>
<th>CROSS LISTED WITH: Prefix:</th>
<th>Number:</th>
<th>Prefix:</th>
<th>Number:</th>
<th>Prefix:</th>
<th>Number:</th>
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</table>

4.) COMMUNITY COLLEGE INITIATOR: DR. MARK KLOBAS PHONE: (480) 423-6420 FAX: (480) 423-6298

ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.

MANDATORY REVIEW:

- The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:

Core Areas: Humanities and Fine Arts (HU) Awareness Areas: Select awareness area...

6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

7.) DOCUMENTATION REQUIRED

- Course Description
- Course Syllabus
- Criteria Checklist for the area
- Table of Contents from the textbook required and/or list or required readings/books
- Description of how course meets criteria as stated in item 6.

8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:

- DECHS
- Elective

Current General Studies designation(s): H, HU, SB

Effective date: 2014 Spring Course Equivalency Guide

Is this a multi-section course? ☑ yes ☐ no

Is it governed by a common syllabus? ☑ yes ☐ no

Chair/Director: DR. JANICE MILLER Chair/Director Signature:

AGSC Action: Date action taken: ☐ Approved ☐ Disapproved

Effective Date:
Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [HU] CRITERIA**

**HUMANITIES, FINE ARTS AND DESIGN [HU]** courses must meet *either 1, 2, or 3 and at least one of the criteria under 4* in such a way as to make the satisfaction of these criteria a **CENTRAL AND SUBSTANTIAL PORTION** of the course content.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
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<tr>
<td>✔️</td>
<td>✔️</td>
<td>1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience. Syllabus, weeks 1, 4, 5, 7, 11, 13, 15; course competencies 3-6; textbook, chapters 2, 4, 5, 9, 13, 14; supplemental readings and movie review assignment (see syllabus).</td>
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<tr>
<td>✔️</td>
<td>✔️</td>
<td>2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.</td>
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<tr>
<td>✔️</td>
<td>✔️</td>
<td>3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.</td>
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<tr>
<td>✔️</td>
<td>✔️</td>
<td>4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements: Syllabus, weeks 1, 4, 5, 7, 10, 12, 14; textbook chapters 4-6, 8, 9, 13; supplemental readings (see syllabus)</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️</td>
<td>a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.</td>
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<tr>
<td>✔️</td>
<td>✔️</td>
<td>b. Concerns aesthetic systems and values, literary and visual arts.</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️</td>
<td>c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.</td>
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<tr>
<td>✔️</td>
<td>✔️</td>
<td>d. Deepen awareness of the analysis of literature and the development of literary traditions. Syllabus, weeks 4, 7, 10, 12; course competencies 2-4, 10; textbook, chapters 4, 6</td>
</tr>
</tbody>
</table>

THE FOLLOWING ARE NOT ACCEPTABLE:
## ASU - [HU] CRITERIA

- Courses devoted **primarily** to developing a skill in the creative or performing arts, including courses that are **primarily** studio classes in the Herberger College of the Arts and in the College of Design.

- Courses devoted **primarily** to developing skill in the use of a language – *However, language courses that emphasize cultural study and the study of literature can be allowed.*

- Courses which emphasize the acquisition of quantitative or experimental methods.

- Courses devoted **primarily** to teaching skills.
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.</td>
<td>This course examines the development of the United States from middle of the 20th century to present day, a period which saw the ideological struggle of the Cold War, the emergence of the civil rights movement (which brought about a profound moral shift in the country), the resurgence of evangelical Christianity, and other important intellectual and cultural movements.</td>
<td>Syllabus, weeks 1, 4, 5, 7, 11, 13, 15; course competencies 3-6, textbook, chapters 2, 4, 5, 9, 13, 14; supplemental readings and movie review assignment (see syllabus).</td>
</tr>
<tr>
<td>4a. Concerns the development of human thought, including analysis of philosophical and/or religious systems of thought.</td>
<td>This course charts changes in religion and thought on postwar America, including the growth of evangelical religion, New Age thinking, and the ideological struggle against the Soviet Union during the Cold War.</td>
<td>Syllabus, weeks 1, 4, 5, 7, 10, 12, 14; textbook chapters 4-6, 8, 9, 13; supplemental readings (see syllabus).</td>
</tr>
<tr>
<td>4b. Concerns aesthetic systems and values, literary and visual arts.</td>
<td>To properly teach this period of American history requires an examination of contemporary American cultural trends in literature, film, television, and other forms, which require the study of written, aural, and visual texts for proper comprehension.</td>
<td>Syllabus, weeks 4, 7, 10, 12; course competencies 2-4 10; textbook, chapters 4, 6; supplemental readings and movie review assignment (see syllabus).</td>
</tr>
<tr>
<td>4d. Deepen awareness of the analysis of literature and the development of literary traditions.</td>
<td>Not only are significant literary works incorporated into the class to understand how they shaped popular attitudes and the public discourse, but studies of literary trends also exposes broader changes in American thought and culture as well.</td>
<td>Syllabus, weeks 4, 7, 10, 12; course competencies 2-4 10; textbook, chapters 4, 6; supplemental readings and movie review assignment (see syllabus).</td>
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</table>
United States History 1945 to the Present

Course: HIS108  Lecture 3 Credit(s) 3 Period(s) 3 Load
First Term: 2010 Spring  Load Formula: S
Final Term: Current

Description: Survey of American history from 1945 to the present. Focuses on the political, social, economic and cultural history of the United States from the end of World War II to the present time. Includes domestic developments and foreign policy.

Requisites: Prerequisites: None

Course Attributes:
General Education Designation: Historical Awareness - [H]
General Education Designation: Humanities and Fine Arts - [HU]
General Education Designation: Social and Behavioral Sciences - [SB]

MCCCD Official Course Competencies
1. Describe the global situation at the close of World War II as the Grand Alliance failed. (I)
2. Describe the beginnings of the Cold War between East and West. (II)
3. Explain economic, social and political characteristics of Post-War United States. (II)
4. Identify and explain important global and political challenges in the 1950s and 1960s. (III, IV)
5. Define and compare social aspects of the quiescent 1950s and tumultuous 1960s. (III, IV)
6. Trace the evolution of the Civil Rights, Women's, and Minority Rights movements. (IV)
7. Explain foreign policy gains and domestic problems of the 1970s. (V)
8. Describe political changes in the 1980s at home and abroad. (VI)
9. Explain the changing role of the United States in the world following the end of the Cold War. (VI)
10. Describe and explain the United States responses in the 21st century to globalization and the rise of terrorism. (VII)

MCCCD Official Course Outline

I. Introduction
II. The Crucible of War
   A. America at war
   B. Transition to peace
   C. The Cold War begins
   D. Truman's politics and policies
   E. The Korean War and McCarthyism
I. The Korean War and McCarthyism

III. The American People at Mid-Century
   A. I Like Ike
   B. Politics of consensus
   C. The Cold War abroad
   D. Fifties' thought and culture
   E. Social and economic trends

IV. New Frontiers
   A. The Kennedy style
   B. The Cold War close to home
   C. Lyndon Johnson and the Great Society
   D. Civil rights in the 1960s
   E. Youthful counter culture

V. The Crisis of Authority
   A. Vietnam
   B. Nixon and Watergate
   C. Social aspects and economic policies
   D. Ford and Carter

VI. The Reagan Counter-Revolution
   A. Conservatism resurgent
   B. New leadership in the Soviet Union
   C. Thawing the Cold War
   D. Race and civil rights

VII. The Post Cold War World
   A. The Democrats return
   B. A nation of immigrants
   C. The Information Superhighway
   D. Globalization
   E. Terrorism at home

Last MCCCD Governing Board Approval Date: 3/25/2003

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.
INSTRUCTIONAL PROCEDURES:

Lecture: This is a course exploring the political, cultural, and social history of the United States from 1945 to the present. The basis of this exploration will be the lecture format, within which the instructor will provide a broad overview of the history within the context of specific questions.

Discussion/student participation: At various points throughout the semester, the class will discuss material from the Brands textbook and/or readings previously distributed by the instructor for the day, with the focus on student input and observation.

REQUIREMENTS:

Exams: There will be three exams (two midterms and a non-cumulative final) given during the semester, with each exam worth 20% of your grade for the course. Students who have an excused absence that causes them to miss an exam can make up the exam at a later date, with arrangements to be made on a case-by-case basis.

Discussion: Student participation in class is required, with such participation worth 20% of your grade in the course. The first part of that grade (10%) will be earned by a mandatory meeting with the instructor during his office hours, to be made during the first three weeks of the semester. The remainder of the grade (10%) will be assessed based on the student=s contribution to the class discussions over the readings assigned for that day. While participation in every discussion is not expected, students are required to be regular and informed contributors.

Reviews: Over the course of the semester, students are expected to write three 3-4-page papers in standard format (1" margins, 12 point font) over films selected from the list supplied by the instructor. The reviews should summarize the plot of the film and analyze how it reflects the issues relevant to the times in which it was made. The reviews will be graded on content, organization, and grammar; the lowest grade will be dropped and the other two will each be worth 10% of your grade for the course. NOTE: Plagiarism will not be tolerated, and students found guilty of plagiarism will be subject to the sanctions for academic misconduct outlined in the SCC Student Handbook.
Attendance: Attendance will be taken at each class meeting and will be a factor in determining the final grade in borderline cases. If you miss more than two classes during the first two weeks of the semester, you will be automatically withdrawn from the course. If you miss more than four classes, the instructor reserves the right to drop you from the course. It is the student’s responsibility to drop the course if they stop attending class. *Absences do not relieve students of the responsibility for missed assignments and exams. If you miss a class, it is imperative that you get the notes from a classmate.*

GRADES: Your final grade in the course will be determined by taking the average of the three exam scores, the grades for the reviews, and the class participation results: 90=A, 80=B, 70=C, 60=D, ≤60=F. *No individual extra credit work will be considered.*

**SCHEDULE OF CLASSES & READINGS** (subject to change):

**Week 1**

January 14  
Introduction: America in 1945

16  
Babies and Bills: The aftermath of war

- READ: Brands, 1-19; Henry Luce, “The American Century”

**Week 2**

21  
Truman’s Tribulations I: The onset of the Cold War

- READ: Brands, 21-36

23  
Truman’s Tribulations II: The election of 1948 and the Red Scare

- READ: Brands, 36-48

**Week 3**

28  
America and the Korean War

- READ: Brands, 48-54

30  
“The Hidden Hand” Presidency

- READ: Brands, 54-58; Fred Greenstein, “Eisenhower as an Activist President: A Look at new Evidence”

**Week 4**

February 4  
Postwar Prosperity: American economy and society in the 1950s

- READ: Brands, 60-64, 67-73

6  
Rock & Roll America: American culture in the 1950s

- READ: Brands, 64-67; Glenn Altschuler, “Yakity Yak, Don’t Talk Back: Rock ‘n’ Roll and Generational Conflict”

**Week 5**

11  
Rebels with causes: The emergence of the Civil Rights movement

- READ: Brands, 73-80

13  
Eisenhower Agonistes

- READ: Brands, 80-86
<table>
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<tr>
<th>Week 6</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>18</td>
<td></td>
<td>American Camelot: The Kennedy years</td>
<td>FIRST REVIEW DUE READ: Brands, 88-100</td>
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<td>20</td>
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<td>EXAM #1</td>
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<th>Date</th>
<th>Topic</th>
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<tr>
<td>25</td>
<td></td>
<td>Liberalism triumphant: LBJ and the Great Society</td>
<td>READ: Brands, 101-113</td>
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<td>27</td>
<td></td>
<td>Culture and Counterculture</td>
<td>READ: Brands, 125-130; SDS, “Port Huron Statement”</td>
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<th>Week 8</th>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>March 4</td>
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<td>America in Vietnam – I: The Johnson Years</td>
<td>READ: Brands, 114-125, 131-142</td>
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<tr>
<td>March 6</td>
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<td>America in Vietnam – II: The Nixon Withdrawal</td>
<td>READ: Brands, 144-146, 149-150</td>
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<td>March 10-14</td>
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<td>SPRING BREAK – NO CLASSES</td>
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<th>Date</th>
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<tr>
<td>18</td>
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<td>The “Silent Majority”: The Nixon years</td>
<td>READ: Brands, 142-144</td>
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<td>20</td>
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<td>The Wars of Watergate</td>
<td>READ: Brands, 154-160</td>
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<th>Week 10</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tr>
<td>25</td>
<td></td>
<td>The American economy and society in the 1970s</td>
<td>READ: Brands, 150-154, 165-170, 198-201</td>
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<tr>
<td>27</td>
<td></td>
<td>American culture in the 1970s</td>
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<tr>
<th>Week 11</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>April 1</td>
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<td>American politics in the post-Watergate era</td>
<td>SECOND REVIEW DUE READ: Brands, 162-165, 170-183</td>
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<td>EXAM #2</td>
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<td>8</td>
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<td>Conservatism triumphant: The Reagan “Revolution”</td>
<td>READ: Brands, 185-197, 201-218, 222-224</td>
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<td>10</td>
<td></td>
<td>American society and culture in the “New Gilded Age”</td>
<td>READ: Brands, 218-222</td>
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<th>Week 13</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tr>
<td>15</td>
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<td>The end of the Cold War and the “New World Order”</td>
<td>READ: Brands, 224-250; Francis Fukayama, “The End of History?”</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>America adrift: From Bush I to Clinton</td>
<td>READ: Brands, 251-258, 261-271</td>
</tr>
</tbody>
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Week 14
22 America in the 1990s
   READ: Brands, 258-261, 273-295
24 Into a New Century: Bush II and 9/11
   READ: Brands, 296-313; Samuel P. Huntington, “The Clash of Civilizations?”

Week 15
29 America in the early 21st century
   READ: Brands, 313-334
May  1 DISCUSSION: Contemporary America – FINAL REVIEW DUE

FINAL EXAM: Thursday, May 8, 1:30-3:20 p.m.

STUDENT RESPONSIBILITY:

Students are expected to be responsible for the information in this syllabus. Students are also expected to be responsible for the college policies included in both the college catalog and the student handbook. Finally, students are expected to contribute to a learning environment by being respectful of those around them, both in their class conduct and in class discussion. To that end, the use of electronic devices (such as cell phones, tablets, and laptops) in class is prohibited without the express permission of the instructor.

SCC GENERAL EDUCATION “WOVeN” STATEMENT:

General Education enhances students’ abilities to critically analyze information and ideas and effectively communicate in Written, Oral, Visual, and Numerical form. General Education is WOVeN through the curriculum at Scottsdale Community College.

SPECIAL CONSIDERATIONS:

Please advise me if you have any type of documented disability so that I may be able to assist in accommodating any special needs you may have. Special needs students may also contact Disability Resources, Room SC143, http://www.scottsdalecc.edu/disabled/
HIS 108 Film List

Part I: 1945-1963
The Best Years of Our Lives (1946)
Gentleman’s Agreement (1947)
The Day the Earth Stood Still (1951)
I Was a Communist for the FBI (1951)
High Noon (1952)
Big Jim McLain (1952)
On the Waterfront (1954)
Them! (1954)
Rebel Without a Cause (1955)
The Searchers (1956)
The Man in the Grey Flannel Suit (1956)
Invasion of the Body Snatchers (1956)
Sweet Smell of Success (1957)
The Incredible Shrinking Man (1957)
Desk Set (1957)
The Defiant Ones (1958)
The World, the Flesh, and the Devil (1959)
The Manchurian Candidate (1962)

Part II: 1963-1980
Dr Strangelove or: How I Learned to Stop Worrying and Love the Bomb (1964)
In the Heat of the Night (1967)
The Graduate (1967)
Night of the Living Dead (1968)
Easy Rider (1969)
Midnight Cowboy (1969)
Dirty Harry (1971)
The Candidate (1972)
American Graffiti (1973)
The Conversation (1974)
Dog Day Afternoon (1975)
Jaws (1975)
Nashville (1975)
Network (1976)
Rocky (1976)
Taxi Driver (1976)
Invasion of the Body Snatchers (1977)
Saturday Night Fever (1977)
Kramer vs. Kramer (1979)
The China Syndrome (1979)
9 to 5 (1980)
Part III: 1981-present
Risky Business (1983)
The Big Chill (1983)
Testament (1983)
WarGames (1983)
Down and Out in Beverley Hills (1986)
Baby Boom (1987)
RoboCop (1987)
Wall Street (1988)
Stand and Deliver (1988)
Do the Right Thing (1989)
Boyz n the Hood (1991)
Thelma and Louise (1992)
Philadelphia (1993)
The Truman Show (1998)
Three Kings (1999)
Fight Club (1999)
The Matrix (1999)
Traffic (2000)
Michael Clayton (2007)
Up in the Air (2009)
The Kids Are All Right (2010)
CHAPTER 8: Days of Malaise: 1974-1979

Myanmar's Connections: 160
Suggested Readings: 158
Review Questions: 160
It's Not All Black. It's Not All White: 159
Now Or Never: 159
... To Paris: 148
From Belgrade to Moscow: 147

CHAPTER 7: The Triumph of Communism: 1968-1974

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The Handwriting on the Embassy Wall: 145
Hey, Holy!... 139
Summer of Violence: 130
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A New War: 127
What Asian Boysought To Do: 114

CHAPTER 6: Peace with Good Intentions: 1965-1968

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Suggested Readings: 113
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A Force, Not a Language: A Caravan: Not a Point: 110
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Suggested Readings: 86
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Refocusing the Cold War: 80
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From the Back of the Bus: 73
On the Road: 72
When in Any Foreign State: 69
Our Town, Your Town: 67
The Magic Kingdom and the King: 65
General Eisenhower Meets General MacArthur: 64
Boomer: 60

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Suggested Readings: 59
Review Questions: 57
The Shadowランge: 57
The Quest Americans: 54
Liking the Ike: 52
Redrawing the Perimeter: 48
Tell-tale Jezebel: 44