1.) DATE: 1/06/2009

2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District

3.) COURSE PROPOSED: Prefix: HIS  Number: 108  Title: United States History 1945 to Present  Credits: 3

CROSS LISTED WITH: Prefix:  Number: ; Prefix:  Number: ; Prefix:  Number: ;

4.) COMMUNITY COLLEGE INITIATOR: Dr. Janice Miller  PHONE: 480-423-6205  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:

X 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: Social and Behavioral Sciences (SB)  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:
☒ DEC HIS prefix
☒ Elective

Effective date: 2010 Spring  Course Equivalency Guide

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

Is it governed by a common syllabus?  ☒ yes, governed by district-wide common course competencies and outline  ☐ no

Chair/Director: JANICE J. MILLER, SCC  Chair/Director Signature: [Signature]

AGSC Action: Date action taken:  ☐ Approved  ☐ Disapproved

Effective Date: [Signature]

Rev. 02/06,4/05,3/93,1/94, 3/94, 8/94, 2/95, 1/96, 8/96, 6/00
Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.
**ASU--[SB] CRITERIA**

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

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<tr>
<th>YES</th>
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<td>Movie requirement: see syllabus.</td>
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<td>Book Report requirement: see syllabus</td>
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1. Course is designed to advance basic understanding and knowledge about human interaction.

2. Course content emphasizes the study of social behavior such as that found in:
   - History
   - ANTHROPOLOGY
   - ECONOMICS
   - CULTURAL GEOGRAPHY
   - HISTORY
### ASU--[SB] CRITERIA

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<th>3. Course emphasizes:</th>
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<td>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</td>
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<tr>
<td>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
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| 4. Course illustrates use of social and behavioral science perspectives and data. |

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<th>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</th>
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<td>- Courses with primarily fine arts, humanities, literary, or philosophical content</td>
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<td>- Courses with primarily natural or physical science content.</td>
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<td>ASU--[SB] CRITERIA</td>
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<tr>
<td>• Courses with predominantly applied orientation for professional skills or training purposes.</td>
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<tr>
<td>• Courses emphasizing primarily oral, quantitative, or written skills.</td>
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<td>Criteria (from checksheet)</td>
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<tr>
<td>2. Course content emphasizes the study of social behavior such as that found in: History</td>
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<td>3 b. Course emphasizes: The distinct methods of inquiry of the social and behavioral sciences (e.g. historical analysis)</td>
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<tr>
<td>4. Course illustrates use of social and behavioral science perspectives and data</td>
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RATIONALE STATEMENT FOR SOCIAL AND BEHAVIORAL SCIENCES (SB) DESIGNATION

HIS 108, United States History 1945 to Present, meets the criteria ASU has designated for courses to train students in the methods of social sciences. The course focuses on the political, economic and social history of the United States from the end of World War II to the present time, including domestic developments and foreign policy. The course trains students in the historical method as it examines past and present issues through old and new lenses, and gives them a greater awareness of the resources and methods used in historical studies, historical research, and analysis of historiography. Throughout the course, students are encouraged to study social behavior through comparative analysis using a variety of sources including literature, newspapers, magazines, movies, and television. Through these multiple sources, along with texts, articles, and the Internet, the course provides the contextual framework for understanding the history of the United States and the challenges of the 21st century, including environmental changes, terrorism, and globalism.
United States History 1945 to the Present

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. Prerequisites: None.

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

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
**UNIVERSITY STATES – 1945 TO PRESENT**

**FALL 2009**

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**Course Time:** MW 10:30 – 11:45 a.m.  
**Instructor:** Dr. Janice J. Miller  
**Room:** SB.182  
**Office:** SB.129  
**Office Hours:** MW 8:00 – 9:00 a.m.  
**Telephone:** 423-6205 or 423-6296  
**Office Hours:** & 1:45 – 2:30 pm; FRI 9 - noon  
**TR 8:00 – 9:00 am; 2:45 – 3:30 pm**  
**TR by appointment**

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**REQUIRED TEXTS:**  
Michael Schaller, et al., *Present Tense: The United States Since 1945.*  
(Houghton Mifflin, 2004)  

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**PART I**  
Crucible of War, Cold War and Containment, “I Like Ike”

Reading: Chapters 1 – 3 - Woods

1st Exam on Part I – about September 9

**PART II**  
Cold War around the Globe, America at Home, JFK and LBJ, Vietnam

Reading: Chapters 4 – 7 - Woods  
Isserman/Kazin – Chapters 1-10, pp.1-203

2nd Exam on Part II – October 12

**PART III**  
“Coming Apart,” the Challenges of Change, the Nixon Years

Reading: Chapters 8 – 11 - Woods  
Isserman/Kazin – Chapters 11-Conclusion, pp. 205 – 300

3rd Exam on Part III – about November 16

**PART IV**  
Picking Up the Pieces: Post-Watergate – Vietnam America: From the Cold War to the New World Order: Challenges, Terrorism and War in the 21st Century

Reading: Chapters 12 –14

Final Exam on Part IV, Wednesday, December 16, 9:30 – 11:20 a.m.

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**Examinations:** All exam dates, except for the final exam, are tentative and may be changed depending on the time taken to cover material in each section. Sufficient notice (at least one week) on any change will be given to the students. Exam formats will vary; they will be essays, short answer questions, and identifications - a combination of two in each exam. All exam questions will be taken from the texts, handouts, video material, class lectures, and class discussions. The format of each exam will be discussed in class at least one week before the exam.
Additional Graded/Required Work: 1. Two movies, with a written report on each one (see attached handout). 2. Book Report (see attached handout).

Grading:  
- Exam 1 20%  
- Exam 2 20%  
- Exam 3 20%  
- Final Exam 20%  
- Movie Reps. 10%  
- Book Report 10%

Extra Credit: Extra credit points may be earned by an additional Book Report. This will be explained in class accompanied by a handout.

Make-up Policy: If a student misses ONE of the scheduled exams for a valid and verifiable reason, an essay examination will be given. The grade for this essay examination will be substituted for the missing exam.

Students who do not attend class regularly will be withdrawn from the course. But the responsibility remains with the student to withdraw him/herself from the class, if they have made that decision. Students who need to leave class early for a valid reason must inform the instructor ahead of time. Otherwise, students who leave class early will be counted as absent for that day. The instructor reserves the right to make changes in the above material, if necessary.
MOVIES

Select two movies from the attached list, from separate “Blocks.” You may select any of the movies within a block, and any of the two blocks to select from, but the two movies must come from two separate sections.

While most of these movies are older ones, many from the 1950s, they should all be available for rental from a large rental organization such as Blockbusters. If you have any trouble finding a movie, go to a similarly-themed one in the same Block.

Write-up:

After viewing a movie, write up a review of it. This would be approximately 3 pages, double spaced and typed. It should contain a synopsis outlining what the movie is about, how you think it reflects the time in which it was made, any larger theme/s that you perceived running through the movie, what if anything it says about that particular time, what if any insights it gave you into the time that it was made, and your own views on the movie, i.e. whether you liked it, disliked it, and why.

This assignment can be done at any time during the semester, on your own schedule. The write-ups, which make up 10% of the grade for the class, must be handed in by Friday, November 20. This is the last date they will be received for full credit, but you can hand them in at any time during the semester before that deadline. You can also hand them in separately, i.e. as you view a movie and write it up, and then perhaps a couple of weeks later see the next one and hand in that review. Any late hand-ins will have 5 points per day (including weekends) deducted from the total points available for that review. Each review is worth 50 points.
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<td>To Kill a Mockingbird</td>
<td>Dr. Strangelove</td>
<td>Rebel Without a Cause</td>
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<td>Raisin in the Sun</td>
<td>The Candidate</td>
<td>The Wild One</td>
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<td>On the Waterfront</td>
<td>All the President’s Men</td>
<td>Cool Hand Luke</td>
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<tr>
<td>The Defiant Ones (1958 screen version only)</td>
<td>Twelve Angry Men (1957 screen version only)</td>
<td>One Flew Over the Cuckoo’s Nest</td>
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<td>In the Heat of the Night</td>
<td>Being There</td>
<td>American Graffiti</td>
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<td>Norma Rae</td>
<td>Network</td>
<td>The Graduate</td>
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<td>Philadelphia</td>
<td>Nashville</td>
<td>Milagro Beanfield War</td>
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<tr>
<td>The Manchurian Candidate</td>
<td>The Day the Earth Stood Still</td>
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<td>MASH</td>
<td>The Thing (original 1951 version only)</td>
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<td>Platoon</td>
<td>1984 (either 1954 or 1984 screen version)</td>
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<td>The Deer Hunter</td>
<td>The Incredible Shrinking Man (1957 screen version only)</td>
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<td>The Right Stuff</td>
<td>Bladerunner</td>
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<td>The China Syndrome</td>
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<tr>
<td>The Best Years of Our Lives</td>
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<td>My Foolish Heart</td>
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<td>Salt of the Earth</td>
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<tr>
<td>The Man in the Gray Flannel Suit</td>
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<tr>
<td>Bus Stop (1956 screen version only)</td>
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<td>Saturday Night Fever</td>
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</table>
Book Report

Due: In Last Regular Class Meeting Before Exam Week (Latest time accepted: Noon, Friday, December 11)
Late Submissions will not be Accepted
Book Report is Required and comprises 10% of Course grade

Purpose

Student will select a book, generally non-fiction although there may be some exceptions, covering the period of United States history 1945 to the present. The book must be approved by the instructor ahead of time. Select a topic (i.e. person, event or period) that particularly interests you. If you use this approach, this project should be fun, interesting, and enlightening.

Be sure to give full citation to the selected book at the beginning of the report, e.g.


When quoting directly from the book, use quotation marks and page numbers at the end of the quotation, e.g. "LBJ's admiration for Robert McNamara crumbled when the exhausted, tormented Secretary of Defense privately concluded that the war had been a mistake" (426).

Organization

Your book report should be organized into three parts.

I Introduction
The introduction should introduce the book you have chosen and why you have selected your subject. Why is this particular person, event or period significant, and why does he/she/it particularly interest you?

II Content Review
This is the main body of the report. In your own words, using author's quotes where appropriate, write a synopsis of the book, giving the major points (preferably in chronological order) which, according to your author, have brought your person, event or period to historical prominence.

III Conclusion
Draw together the elements of the book, and explain their significance to the life of the individual or the event covered, and its historical importance. Then express YOUR opinion of the book and the subject covered in the book.
**Format**

The book report must be typed (word processor or PC) double-spaced, and be between a minimum of 3 and a maximum of 5 pages. It should be in prose form with complete sentences and paragraphs. Correct and appropriate grammar and structure should be used throughout the report. Sources other than the specific book you are reading are not required, but if you do use, or quote, another source, full citation must be given.
Present Tense
The United States Since 1945
Third Edition

Michael Schaller
University of Arizona

Robert D. Schulzinger
University of Colorado, Boulder

Karen Anderson
University of Arizona

Houghton Mifflin Company
 Boston New York
To our students, from whom we've learned a lot!

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America Divided
The Civil War of the 1960s

Maurice Isserman & Michael Kazin
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The Civil War of the 1960s

MAURICE ISSERMAN
MICHAEL KAZIN

NEW YORK    OXFORD
Oxford University Press
2000
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