

Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

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.

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

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.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Course comps. 1-10 Syllabus weeks: 1-15 Schaller text: 1-14 Isserman text: 1-14 Movie requirement: see syllabus. Book Report requirement: see syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;">History</td> </tr> </table> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 		History	Course comps. 3, 5, 6, 8, 9, 10. Syllabus weeks: 2-3, 6-8, 9-12, 14-16. Schaller text 2, 3, 5, 6, 8, 10, 11, 12, 14. Isserman text: Introduction through Bibliographical Essay. Movie requirement: see syllabus Book Report requirement: see syllabus
	History				

ASU--[SB] CRITERIA

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>3. Course emphasizes:</p> <p>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</p> <p style="text-align: center;">OR</p> <p>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</p>	<p>Course comps. 3 - 9</p> <p>Syllabus weeks: 1-15</p> <p>Schaller text: 2, 3-14, maps, charts and graphs throughout text.</p> <p>Isserman text: 1-14, plus Conclusion, Critical Events, and Bibliographical Essay, plus graphs and stat. charts throughout.</p> <p>Analysis of movies selected by students</p> <p>Analysis of books selected by students.</p> <p>Analysis of selected articles read by class.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>4. Course illustrates use of social and behavioral science perspectives and data.</p>	<p>Course comps.: 1-10</p> <p>Syllabus weeks: 1-15</p> <p>Schaller text: 1-14.</p> <p>Isserman text: Introduction through Bibliographical Essay. Analysis of movies and books selected by students and presented in class.</p>
		<p>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</p>	
		<ul style="list-style-type: none"> • Courses with primarily fine arts, humanities, literary, or philosophical content. 	
		<ul style="list-style-type: none"> • Courses with primarily natural or physical science content. 	

ASU--[SB] CRITERIA

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• Courses with predominantly applied orientation for professional skills or training purposes.• Courses emphasizing primarily oral, quantitative, or written skills. | |
|--|---|--|

Course Prefix	Number	Title	Designation
HIS	108	United States History 1945 to Present	SB

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.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Course is designed to advance basic understanding and knowledge about human interactions	1. Course provides an understanding of U.S. history 1945 to present. It gives students knowledge and appreciation of events and human interactions during this period, utilizing comparative analysis to study historical, cultural, economic and political areas, interwoven with global aspects affecting the American experience.	Course comps.: 1 - 10. Syllabus weeks: 1 - 15. Schaller text: ch. 1 - 14. Isserman text: ch. 1 - 14. Movie requirement: see syllabus. Book Report requirement: see syllabus.
2. Course content emphasizes the study of social behavior such as that found in: History	2. Course covers a dynamic and diverse period in U.S. History. Students analyze this diversity and richness by studying social behaviors, using comparative and cultural tools such as texts, literature, music, movies, in order to understand the complexity of the times.	Course comps.: 3, 5, 6, 8, 9, 10. Syllabus weeks: 2-3, 6 - 8, 9 - 12, 14-16. Schaller Text: ch. 2, 3, 5, 6, 8, 10, 11, 12, 14. Isserman text: ch. Introduction through Bibliographical essay. Movie requirement: see syllabus. Book Report requirement: see syllabus

<p>3 b. Course emphasizes: The distinct methods of inquiry of the social and behavioral sciences (e.g. historical analysis)</p>	<p>Course uses the tools of historical analysis and historiography to train students to use these tools in related courses, including other history courses, in order to evaluate and interpret historical data. Historiography is the social science of analyzing and comparing historical interpretations of the past by historians and other social scientists over the years. By these methods, students can utilize, compare and contrast changing social and political views and mores over an extended period of time.</p>	<p>Course comps.: 3 - 9. Syllabus weeks: 1-15. Schaller text: ch. 2, 3 - 14, maps, charts and graphs throughout text. Isserman text: 1-14, plus Conclusion, Critical Events, and Bibliographical essay, plus graphs and stat. charts throughout. Analysis of movies selected and viewed by entire class and how they explain and relate to the period of time covered. Anaylsis of selected articles read by class during the semester.</p>
<p>4. Course illustrates use of social and behavioral science perspectives and data</p>	<p>Course uses social and behavioral science perspectives and data to study historical events within lthe U.S. and globally. Utilizing all the related material, students will be able to comparatively analyze the period in question in order to more effectively understand the events of this period in the United States.</p>	<p>Course comps.: 1 - 10. Syllabus weeks: 1-15. Schaller text: 1-14. Isserman text: Introduction through bibliographical essay. Analysis of movies viewed and written up by students. Anaylsis of books read relating to course material, written up by students and presented in class. Related articles distributed to and read by students throughout the semester relating to social and behavioral perspectives affecting the U.S. during this period.</p>

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.

Official Course Description: MCCCDCD Approval: 03/25/03

HIS108 20036-99999

LEC 3 Credit(s) 3 Period(s)

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.

[Go to Competencies](#) [Go to Outline](#)

MCCCDCD Official Course Competencies:

HIS108 20036-99999 United States History 1945 to the Present

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)

[Go to Description](#) [Go to top of Competencies](#)

MCCCDCD Official Course Outline:

HIS108 20036-99999 United States History 1945 to the Present

- 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

[Go to Description](#) [Go to top of Competencies](#) [Go to top of Outline](#)

Course Time: MW 10:30 – 11:45 a.m.
Room: SB.182
e-mail: janice.miller@sccmail.maricopa.edu
Telephone: 423-6205 or 423-6206

Instructor: Dr. Janice J. Miller
Office: SB.129
Office Hours: MW 8:00 – 9:00 a.m.
& 1:45 – 2:30 pm; FRI 9 - noon
TR 8:00 – 9:00 am; 2:45 – 3:30 pm
or by appointment

REQUIRED TEXTS: Michael Schaller, et al., *Present Tense: The United States Since 1945*. (Houghton Mifflin, 2004)
Maurice Isserman and Michael Kazin, *America Divided: The Civil War of the 1960's*. (Oxford Univ. Press, 2000)

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.

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).

<u>Grading:</u>	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.

FILMS

BLOCK 1

To Kill a Mockingbird

Raisin in the Sun

On the Waterfront

The Defiant Ones
(1958 screen version only)

In the Heat of the Night

Norma Rae

Philadelphia

BLOCK 2

Dr. Strangelove

The Candidate

All the President's Men

Twelve Angry Men (1957 screen
version only)

Being There

Network

Nashville

BLOCK 3

Rebel Without a Cause

The Wild One

Cool Hand Luke

One Flew Over the
Cuckoo's Nest

American Graffiti

The Graduate

Milagro Beanfield War

BLOCK 4

The Manchurian Candidate

MASH

Platoon

The Deer Hunter

The Right Stuff

The China Syndrome

BLOCK 5

The Day the Earth Stood Still

The Thing (original 1951 version only)

1984 (either 1954 or 1984 screen version)

The Incredible Shrinking Man (1957 screen
version only)

Bladerunner

BLOCK 6

The Best Years of Our Lives

My Foolish Heart

Salt of the Earth

The Man in the Gray Flannel Suit

Bus Stop (1956 screen version only)

Saturday Night Fever

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.

Beschloss, Michael. *Reaching for Glory: Lyndon Johnson's Secret White House Tapes, 1964-1965.* (New York: Simon & Schuster, 2001)

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

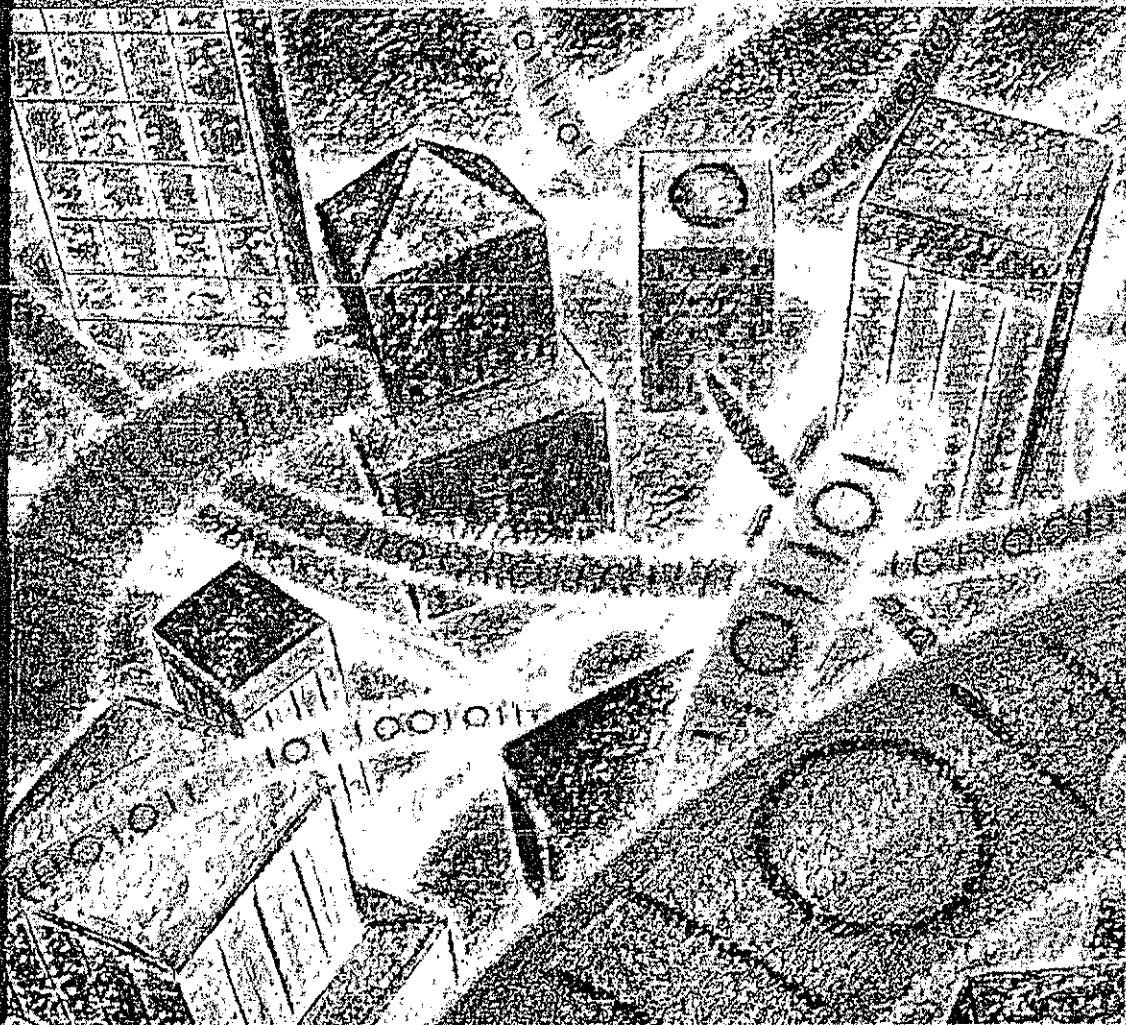
The book report must be typed (word processor or PC) double-spaced, and be between a minimum of 3 and a maximum of 5 pages. It should be in prose form with complete sentences and paragraphs. Correct and appropriate grammar and structure should be used throughout the report. Sources other than the specific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

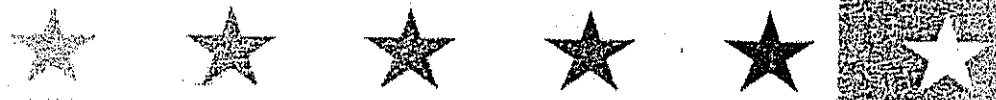
Present Tense

THE UNITED STATES SINCE 1945

Third
Edition

Schaller | Schulzinger | Anderson





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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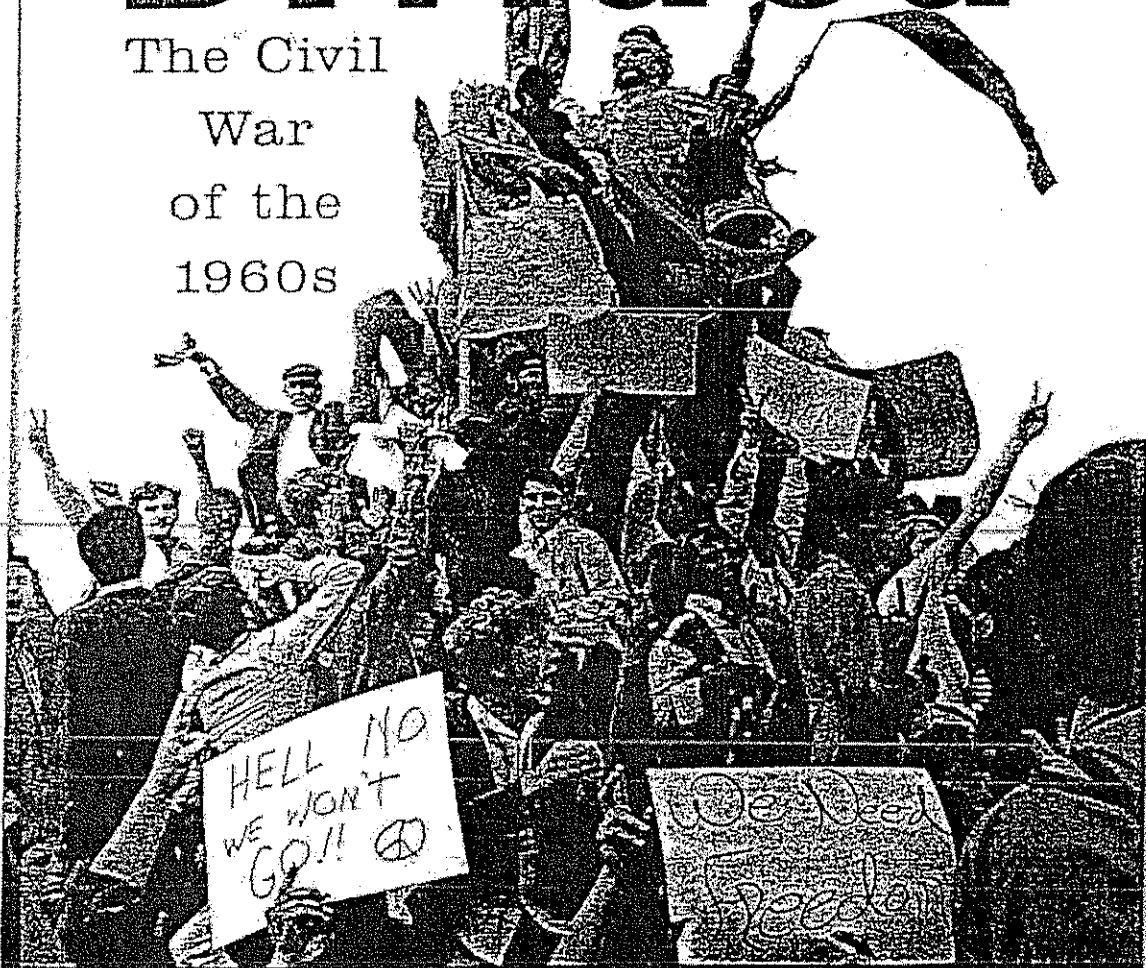
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America Divided

The Civil
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of the
1960s



Maurice Isserman & Michael Kazin

AMERICA
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The Civil War of the 1960s

MAURICE ISSERMAN
MICHAEL KAZIN

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