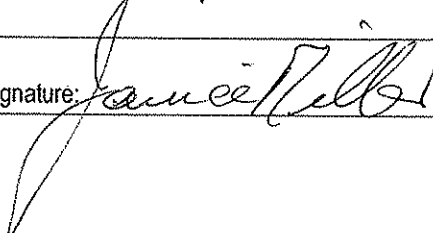


GENERAL STUDIES COURSE PROPOSAL COVER FORM
(ONE COURSE PER FORM)

Polytechnic, Tempe, and West campuses

1.) DATE: 02/06/2009	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: ; 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: <input type="checkbox"/> 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: <u>Core Areas:</u> Humanities and Fine Arts (HU) <u>Awareness Areas:</u> 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 <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and/or list of required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input checked="" type="checkbox"/> DEC HIS prefix <input checked="" type="checkbox"/> Elective Effective date: 2009 Fall Course Equivalency Guide Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes, governed by district-wide common course competencies and outline <input type="checkbox"/> no	
Chair/Director: JANICE J. MILLER, SCC	Chair/Director Signature: 

AGSC Action: Date action taken: ☐ Approved ☐ Disapproved

Effective Date:

Arizona State University Criteria Checklist for

HUMANITIES, FINE ARTS AND DESIGN [HU]

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 <i>either</i> 1, 2, or 3 <i>and</i> 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.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	Course comps.: 2, 3, 4, 5, 6, 7, 8, 9, 10 Syllabus weeks: 1 - 15 Schaller Text: ch. 1-14 Isserman Text: ch. 1-14 Movie Requirement - see syllabus Book Report requirement - see syllabus
<input type="checkbox"/>	<input type="checkbox"/>	2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	Course comps: 2, 3, 4, 5, 6, 7, 8, 9, 10 Syllabus weeks: 1-15 Schaller Text: ch. 1-14 Isserman Text: ch. 1-14 Movie requirement - see syllabus Book Report requirement - see syllabus
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, literary and visual arts.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	

ASU - [HU] CRITERIA			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Deepen awareness of the analysis of literature and the development of literary traditions.	Book Report requirement - see syllabus Isserman text: ch. 2, 3, 8, 9, 10, 13 Schaller Text: ch. 3, 5, 8, 11, 14 Movie requirement - see syllabus
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		<ul style="list-style-type: none"> 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. 	
		<ul style="list-style-type: none"> Courses devoted primarily to developing skill in the use of a language – <u>However, language courses that emphasize cultural study and the study of literature can be allowed.</u> 	
		<ul style="list-style-type: none"> Courses which emphasize the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	Designation
HIS	108	UNITED STATES HISTORY 1945 TO PRESENT	HUMANITIES AND FINE ARTS (HU)

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. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience	This course provides an understanding of United States history from 1945 to the present, using texts, articles, internet, movies, music and television. The course gives students an understanding and appreciation of events and human intereactions during this period, from historical, cultural and environmental areas, interwoven with global aspects affecting the American experience. It encompasses all of these factors in order to encourage students' understanding of themselves, their nation and the present challenges.	Course comps.: 2, 3, 4, 5, 6, 7, 8, 9, 10. Syllabus weeks: 1 - 15 Schaller Text: ch. 1-14 Isserman Text: ch. 1-14 Movie requirement - see syllabus Book Report requirement - see syllabus
4a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	This course covers aspects of the nation's development with emphasis on the areas of cultural diversity, religious intereaction affecting social and political life, and how political and philosophical events interact with and influence the development of the nation.	Course comps. 2, 3, 4, 5, 6, 7, 8, 9, 10 Syllabus weeks: 1- 15 Schaller Text: ch. 1-14 Isserman Text: ch. 1-14 Movie requirement - see syllabus Book Report - see syllabus
4d. Deepen awareness of the analysis of literature and the development of literary traditions	This course view U.S. History through the lens of literature, in both traditional and modern forms. It encourages students to use texts, movies, television to understand the past and relate it to the present,. Through the book report requirement, students explore the past through literature, relate it to other forms of literature used in the course, and encourages them to make literary comparisons in historical context.	Book Report requirement - see syllabus Isserman Text: ch. 2, 3, 8, 9, 10, 13 Schaller Text: ch. 3, 5, 8, 11, 14 Movie requirement - see syllabus.

RATIONALE STATEMENT FOR HUMANITIES AND FINE ARTS (HU)
DESIGNATION

HIS 108, United States History 1945 to Present, meets the criteria ASU has designated for courses in Humanities. The course covers the history of the United States from the end of World War II to the present time, emphasizing the human interaction in this diverse, multicultural society that is America. Through the use of texts, articles, the internet, movies, music and television, the course provides the contextual framework for understanding and exploring the range of American experiences during this period. Special emphasis is placed on the minority rights movements, the changing patterns of immigration, and the moving demographic nature of the country. The course encourages awareness of the historical diversity of the United States in order to deepen students' understanding of their own social and cultural experiences. By examining these aspects, the course provides students with a greater awareness of present challenges, with emphasis on social and cultural aspects, the struggle for minority rights, environmental changes, and globalism.

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](#)

MCCCCD 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](#)

MCCCCD 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 8

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 8

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 10

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 10, 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.

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

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 **Wednesday, November 26**. 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.

Book Report

Due: In Last Regular Class Meeting Before Exam Week (Latest time accepted: Noon, Friday, December 5)
Late Submissions will not be Accepted

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) that, 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

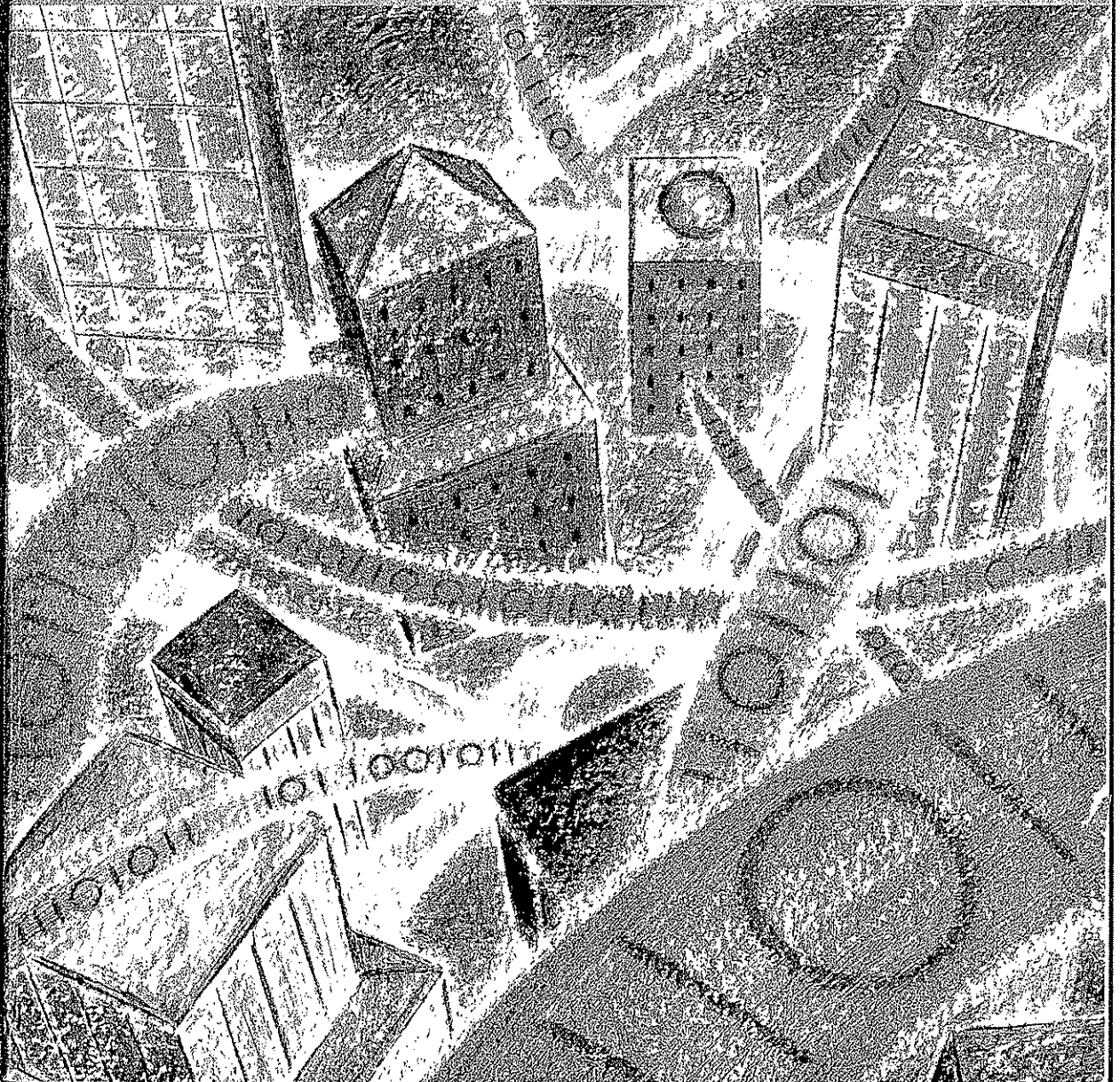
The book report must be typed, double-spaced, and be between a minimum of 3 and a maximum of 5 pages. It should be in prose form with complete sentences and paragraphs. Correct and appropriate grammar and structure should be used throughout the report. Sources other than the specific book you are reading 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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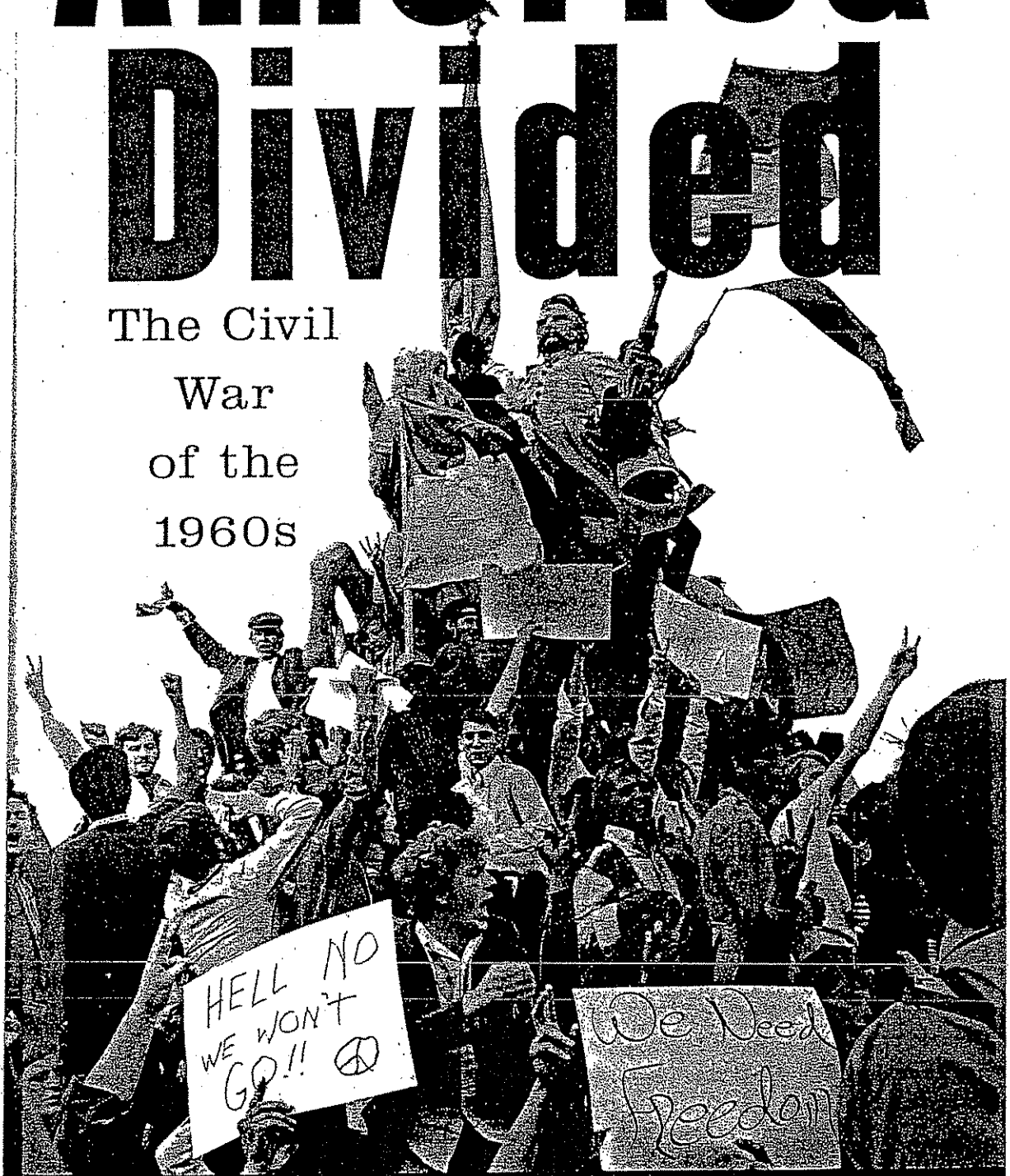
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America Divided

The Civil
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Maurice Isserman & Michael Kazin

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The Civil War of the 1960s

MAURICE ISSERMAN
MICHAEL KAZIN

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