The Response of
California State University
Fullerton’s
History Social Science
Subject Matter Preparation
Program Team
[HSS SMPP]

To the
California Commission on Teacher Credentialing's

Single Subject Matter Standards
Social Science
[February 2003]
California State University Fullerton
History Social Science
Subject Matter Preparation Program Team

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Standards Common to All

Standard 1: Program Philosophy and Purpose

The subject matter preparation program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes in relation to the Standards of Quality and Effectiveness for Single Subject Teaching Credential Programs. The program provides the coursework and field experiences necessary to teach the specified subject to all of California’s diverse public school population. Subject matter preparation in the program for prospective teachers is academically rigorous and intellectually stimulating. The program curriculum reflects and builds on the State-adopted Academic Content Standards for K-12 Students and Curriculum Frameworks for California Public Schools. The program is designed to establish a strong foundation in and understanding of subject matter knowledge for prospective teachers that provides a basis for continued development during each teacher’s professional career. The sponsoring institution assigns high priority to and appropriately supports the program as an essential part of its mission.

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<th>Required Elements</th>
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<tr>
<td>1.1 The program philosophy, design, and intended outcomes are consistent with the content of the State-adopted Academic Content Standards for K-12 students and Curriculum Frameworks for California public schools.</td>
<td>1.1 The philosophy of the Cal State Fullerton HSS SMPP – based on the State-adopted Academic Content Standards for K-12 students and the History Social Science Curriculum Frameworks for California public schools – sees the need in the state, nation, and world to develop citizens who are capable of making thoughtful, empathetic and responsible decisions as they grapple with the major issues of today and the future. They need to know the values, beliefs and reasoning which created today’s world, as well as anticipating the future. Such future citizens, in our technological age, also need the analytical skills to discern important trends in causation from propaganda. It is the responsibility of our schools to nurture</td>
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and develop such capable citizens of the future. This daunting task, is also the purpose of Cal State Fullerton’s HSS SMPP — to recruit, education and train an excellent cadre of future History Social Science teachers to develop the responsible citizens of the future.

The design of Cal State Fullerton’s HSS SMPP consists of a coordinator and coordinating team made up of History Social Science and education faculty, local teachers and representatives of local school systems, and current students in the program [For HSS SMPP team members see Appendix 18. For team member resumes see Appendix 27].

The intended outcome of Cal State Fullerton’s HSS SMPP is a well prepared History Social Science teacher for California’s schools. Such a teacher is trained in the analytical skills of the historian and social scientist, familiar with the major themes, concepts and problems of the historian and social scientist, empathetic to the concerns of all people and able to transform these skills, knowledge, and values to our students – the citizens of tomorrow [See HSS SMPP course syllabai in Appendices 3-11].

1.2 The statement of program philosophy shows a clear understanding of the preparation that prospective teachers need in order to be effective in delivering academic content to all students in California schools.

1.2 In order to insure that the prospective teachers in Cal State Fullerton’s HSS SMPP will be effective in delivering academic content to all students in California’s schools, they are required to take a broad range of subjects in History, American Studies, Geography, Government, Economics, and other social sciences [See HSS SMPP course syllabi in Appendices 3-11] consistent with the requirements in State Standards and the State History Social Science Framework. The program also has specific courses and field experiences which prepare prospective teachers to deal with the cultures, gender, and specific problems and issues of all students in California schools [See HSS SMPP course syllabi in Appendices 3, 5, 10 & 11].

1.3 The program provides prospective teachers with the opportunity to learn and apply

1.3 The prospective teachers in Cal State Fullerton’s HSS SMPP are required to take
significant ideas, structures, methods and core concepts in the specified subject discipline(s) that underlies the 6-12 curriculum.

1.4 The program prepares prospective single-subject teachers to analyze complex discipline-based issues; synthesize information from multiple sources and perspectives; communicate skillfully in oral and written forms; and use appropriate technologies.

1.4 The prospective teachers in Cal State Fullerton’s HSS SMPP are given a rich background of courses which prepares them to understand complex issues such as collecting, analyzing and synthesizing contrasting viewpoints on controversial issues, as well as provide them with an ethical understanding comparing the scientific and religious perspectives on these controversial issues [See Appendices 3, 4, 5 & 10 for appropriate course syllabi]. A broad background in preparing oral, visual and written reports – via traditional and technological means -- on findings of historical social science analyses is a major feature of the program [See especially History 300B, American Studies 350, and Secondary Education 407 in Appendices 3, 8 & 11].

1.5 Program outcomes are defined clearly and assessments of prospective teachers and program reviews are appropriately aligned.

1.5 As detailed in Cal State Fullerton’s response to Common Standard 1.1 above, the program’s outcomes are well thought out and clearly articulated. These program outcomes are assessed through a wide variety of multiple measures – carefully aligned with State Standards and the State Framework -- including a course completion sheet, faculty recommendations, a multiple essay Capstone Examination assessing analytical skills, writing skills, and content knowledge, and finally a formal interview [See Appendices 21, 24 & 29].

1.6 The institution conducts periodic review of the program philosophy, goals, design, and outcomes consistent with the following: campus program assessment timelines, procedures, and policies; ongoing research and thinking in the discipline; nationally accepted content standards and recommendations; and the changing needs of public schools in California.

1.6 Cal State Fullerton conducts three separate periodic review tracks to ensure that the University’s HSS SMPP is able to complete the following:

a. Deliver a program that is consistent in its philosophy, goals, design and outcomes.

b. Provide a program of courses to prospective teachers which is up to date in terms of current research and thinking in history and the social
sciences.
c. Present students in the program with a
course of study which fully meets
California subject standards
d. Ensure that the program meets and
even exceeds the current and future
needs of the public school system of
California.

**Periodic Review Track One:** A minimum of
twice a year, the HSS SMPP academic
coordinating team at Cal State Fullerton meets
together to review the program’s philosophy,
goals, design and outcomes and make
appropriate changes where needed. [See
Appendices 18 for a list of members of the Cal
State Fullerton HSS SMPP Coordination Team
and examples of meeting agendas].

**Periodic Review Track Two:** Representatives
of Cal State Fullerton’s HSS SMPP meet
monthly for the university’s SecTEP
(Secondary Education Teaching Program
Cooperative) which consists of the Department
of Secondary Education, participating school
districts, and all of the other academic
departments on campus which have teacher
education programs such as the Department of
History and the Social Science Departments
[See Appendix 19 for a full description of the
Periodic Program Review & Development
Process at Cal StateFullerton]. The SecTEP
meetings discuss up-to-date problems, needs,
and changes which are needed in the program.

**Periodic Review Track Three:** Twice a year,
the Community Advisory Panel of SecTEP –
composed of SECTEP members including
representatives of the HSS SMPP, school
district representatives, and community/parent
representatives such as the PTA. This series of
twice a year Community Advisory Panel
meetings brings the members of the community
up to date in terms of recent changes in state
standard requirements, SMPP progress, and
teacher education problems to focus on
aligning these issues with the needs of the
community.
Standard 2: Diversity and Equity

The subject matter program provides equitable opportunities to learn for all prospective teachers by utilizing instructional, advisement and curricular practices that insure equal access to program academic content and knowledge of career options. Included in the program are the essential understandings, knowledge and appreciation of the perspectives and contributions by and about diverse groups in the discipline.

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<td><strong>2.1</strong> In accordance with the Education Code Chapter 587, Statutes of 1999, (See Appendix A), human differences and similarities to be examined in the program include, but are not limited to those of sex, ethnicity, socio-economic status, religion, sexual orientation, and exceptionality. The program may also include study of other human similarities and differences.</td>
<td><strong>2.1</strong> A major focus of Cal State Fullerton’s HSS SMPP program is the focus on the diversity of the human experience. Students in the program are required to take a wide range of courses which examine culture and human diversity such as Anthropology 100 [See Appendix 5], History 110A and 110B [See Appendix 8], and American Studies 201 &amp; 301 [See Appendix 4] as examples in Appendices 4. Students in the program are also required to take one specific course in ethnic studies such as HUSER 311 [See Appendix 3] and one in gender such as American Studies 450 [See Appendix 4] or History 451T [See Appendix 8].</td>
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<td><strong>2.2</strong> The institution recruits and provides information and advice to men and women prospective teachers from diverse backgrounds on requirements for admission to and completion of subject matter programs.</td>
<td><strong>2.2</strong> The Cal State Fullerton HSS SMPP recruits, provides information, and advises prospective teachers from a widely diverse population. Yearly Future Teacher programs bring over 400 students to campus from school districts such as Santa Ana, Anaheim and Garden Grove which have large Latino and Asian student populations. Weekly Secondary Education advisory programs provide information to all who want to know the requirements to enter the program [See Appendix 21]. The Center for Careers in Teaching [See Appendix 22] provides full time advisement to all students on and off campus.</td>
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2.3 The curriculum in the Subject Matter Program reflects the perspectives and contributions of diverse groups from a variety of cultures to the disciplines of study.

As an indication of the diversity of the student body of Cal State Fullerton’s HSS SMPP program, during the past six years, 320 students formally completed the HSS SMPP program and entered the teacher education program. Of these 320 students 231 [72%] were White; 55 [17%] were Latino; 29 [9%] were Asian; and 5 [1.5%] were African American.

2.3 The required courses in Cal State Fullerton’s HSS SMPP reflect a wide perspective of many diverse groups and cultures across the world. Perspective teachers are required to study a gender perspective from either Women in American Society [See American Studies 450 in Appendix 4], Women in European Society and Culture [See History 424T in Appendix 8], or La Chicana [See Chicano Studies 313 in Appendix 3]. The cultural perspective of major ethnic groups in the US must obtained from either The American Character [See American Studies 301 in Appendix 4], Intercultural Socialization [See Afro/HUSER 311 in Appendix 3], or Chicana/o History [See Chicano Studies 345 in Appendix 3]. The diverse perspective of the non-western world is required be taken through a class such as Latin American History [See History 350 in Appendix 8].

2.4 In the subject matter program, classroom practices and instructional materials are designed to provide equitable access to the academic content of the program to prospective teachers from all backgrounds.

2.4 The HSS SMPP at Cal State Fullerton promotes educational equity by utilizing a diverse array of instructional practices to acknowledge and serve the various ways students from all backgrounds learn. Prospective teachers in the program are exposed not only to formal course content through traditional lectures and readings, they also have many opportunities to work with each other in small discussion groups and projects. They also are exposed to many different forms of visual and non-literate modes of instruction such as videos, simulations, PowerPoint presentations, and Internet research projects [See Appendix 12 for results of a recent Cal State Fullerton History Social Science faculty instructional survey. See also Appendix 11 for the undergraduate EdSc 407 Computers and Social Studies course required of all HSS
2.5 The subject matter program incorporates a wide variety of pedagogical and instructional approaches to academic learning suitable to a diverse population of prospective teachers. Instructional practices and materials used in the program support equitable access for all prospective teachers and take into account current knowledge of cognition and human learning theory.

2.5 [See 2.4 above for background on instructional practices within Cal State Fullerton’s HSS SMPP]. The instructional practices discussed above under 2.4 are based on Howard Gardner’s recent studies of human cognition and learning theory which postulates – with a great deal of support in the educational community – that human cognition patterns are diverse as human social and ethnic communities themselves. Following Gardner’s multiple intelligences, Cal State Fullerton’s program uses a wide variety of instructional approaches to match the different means of cognition displayed by we mortal human beings [See Appendix 12 for the CSUF faculty instructional survey. Also see Howard Gardner (1988) Theory of Multiple Intelligence].

Standard 3: Technology

The study and application of current and emerging technologies, with a focus on those used in K-12 schools, for gathering, analyzing, managing, processing, and presenting information is an integral component of each prospective teacher’s program study. Prospective teachers are introduced to legal, ethical, and social issues related to technology. The program prepares prospective teachers to meet the current technology requirements for admission to an approved California professional teacher preparation program.
**3.1** The institution provides prospective teachers in the subject matter program access to a wide array of current technology resources. The program faculty selects these technologies on the basis of their effective and appropriate uses in the disciplines of the subject matter program.

**3.2** Prospective teachers demonstrate information processing competency, including but not limited to the use of appropriate technologies and tools for research, problem solving, data acquisition and analysis, communications, and presentation.

**3.3** In the program, prospective teachers use current and emerging technologies relevant to the disciplines of study to enhance their subject matter knowledge and understanding.

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**Standard 4: Literacy**

The program of subject matter preparation for prospective Single Subject teachers develops skills in literacy and academic discourse in the academic disciplines of study. Coursework and field experiences in the program include reflective and analytic instructional activities that specifically address the use of language, content and discourse to extend meaning and knowledge about ideas and experiences in the fields or discipline of the subject matter.
4.1 The program develops prospective teachers’ abilities to use academic language, content, and disciplinary thinking in purposeful ways to analyze, synthesize and evaluate experiences and enhance understanding in the discipline.

4.1 Students in the Cal State Fullerton HSS SMPP are required to develop a sense of how history and the social sciences are organized throughout all classes in the program in order to specifically address the epistemological aspects of history and social science inquiry through required theory and research methods seminars such as History 300A, History 300B, Political Science 340, Political Science 407, or American Studies 350 [See Appendices 4, 8 & 9]

4.2 The program prepares prospective teachers to understand and appropriately use academic and technical terminology and the research conventions of the disciplines of the subject matter.

4.2 Prospective teachers in the Cal State Fullerton HSS SMPP must be able to understand and utilize the appropriate history and social science language, technical terminology, and research methods throughout their course of study such as oral histories, atlas exercises, writing to ethnographies, and research papers. Again this academic language and research methodology is specifically emphasized in the program’s required theory and research seminars such as History 300A, History 300B, Political Science 340, or American Studies 350 [See Appendices 4, 8 & 9].

4.3 The program provides prospective teachers with opportunities to learn and demonstrate competence in reading, writing, listening, speaking, communicating and reasoning in their fields or discipline of the subject matter.

4.3 Students in the Cal State Fullerton HSS SMPP take the required courses in the program must learn, utilize, and demonstrate competence in a wide variety of communication and reasoning skills in history and social sciences such as lecture, large group discussion, small group discussion, cooperative learning, reader’s theatre, simulations, on line chat rooms, and written research reports. Again these skills are especially emphasized in the program’s required theory and research seminars such as History 300A, History 300B, Political Science 340, American Studies 350, or Secondary Education 442S [See Appendices 4, 8, 9 & 11].
Standard 5: Varied Teaching Strategies

In the program, prospective Single Subject teachers participate in a variety of learning experiences that model effective curriculum practices, instructional strategies and assessments that prospective teachers will be expected to use in their own classrooms.

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<tr>
<td>5.1 Program faculty include in their instruction a variety of curriculum design,</td>
<td>5.1 Throughout Cal State Fullerton HSS SMPP students are exposed to a wide variety of</td>
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<td>classroom organizational strategies, activities, materials, and field experiences</td>
<td>instructional styles and research studies utilizing both traditional and up-to-date</td>
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<td>incorporating observing, recording, analyzing and interpreting content as</td>
<td>technological methods of history and social science study. Such strategies as analysis</td>
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<td>appropriate to the discipline.</td>
<td>of primary sources, ethnographic field surveys, quantitative spreadsheet analysis of</td>
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<td>field data, and small group studies of interpretation of the varied viewpoints on</td>
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<td>complex issues are central to the program. Again, such strategies are imbedded in</td>
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<td>the program’s required theory and research seminars such as History 300A, History</td>
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<td>300B, Political Science 340, or American Studies 350 [See Appendices 4, 8 &amp; 9] and</td>
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<td>in the program’s required undergraduate field experience course EdSc 310 and course in</td>
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<td>technology – EdSc407 [See Appendix 11]. For specific results of a program survey of</td>
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<td>faculty teaching and assessment methods see Appendix 12 [HSS SMPP Faculty Teaching &amp;</td>
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<td>Assessment Survey].</td>
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<td>5.2 Program faculty employ a variety of interactive engaging teaching styles that</td>
<td>5.2 The faculty of the Cal State Fullerton HSS SMPP – throughout the program – utilize</td>
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<td>develop and reinforce skills and concepts through open-ended activities such as</td>
<td>a wide variety instructional methods such as lecture, small group discussion, research</td>
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<td>direct instruction, discourse, demonstrations, individual and cooperative learning</td>
<td>reports, simulations, peer instruction, and online studies. For specific results of a</td>
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<td>explorations, peer instruction, and student-centered discussion.</td>
<td>program survey of faculty teaching and assessment methods see Appendix 12 [HSS SMPP</td>
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<td>Faculty Teaching &amp; Assessment Survey].</td>
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<td>5.3 Faculty development programs provide tangible support for subject matter</td>
<td>5.3 Cal State Fullerton is fortunate in having an up-to-date innovate Faculty</td>
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<td>faculty to</td>
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explore and use exemplary and innovative curriculum practices. Development Center. Quoting from it’s Mission Statement, the FDC is “…charged with promoting faculty development, vitality, and enrichment. The FDC is responsible for designing and implementing a comprehensive program of support for all instructional faculty across a broad spectrum of professional activities, including, but not limited to: teaching and learning, use of instructional technologies, scholarly research and creative activities, professional and service activities, and other campus-wide intellectual and community-building events.” [For more of the Cal State Fullerton FDC mission statement see Appendix 28, or for a full panorama of FDC programs offered to CSUF faculty on line see http://fdc.fullerton.edu]

5.4 **Program faculty use** varied and innovative teaching strategies, which provide opportunities for prospective teachers to learn how content is conceived and organized for instruction in a way that fosters conceptual understanding as well as procedural knowledge.

5.4 **The Cal State Fullerton HSS SMPP faculty** use a variety of innovative teaching strategies [See the HSS SMPP program survey of faculty teaching and assessment methods in Appendix 12] and a specific undergraduate course – The Teaching Experience [EdSc 310 see Appendix 11] which provides prospective teachers with the opportunity both in the classroom and in the field to find out how the many varied ways the instructional presentation of history social science content innovatively organized to maximize the available learning opportunities.

5.5 **Program coursework and fieldwork** include the examination and use of various kinds of technology that are appropriate to the subject matter discipline.

5.5 **The Cal State Fullerton HSS SMPP** required courses for prospective teachers display a wide variety of the uses of up-to-date technology for innovative instruction in the history social sciences. One course, especially – Computers and Social Studies [See EdSc407 in Appendix 11] gives students the hands on opportunity to become familiar with utilizing such technologies as on-line historical searches using webquest, sorting history social science data on-line, problem solving, creating web sites, and use of technology in history and social science classes.
## Standard 6: Early Field Experiences

The program provides prospective Single Subject teachers with planned, structured field experiences in departmentalized classrooms beginning as early as possible in the subject matter program. These classroom experiences are linked to program coursework and give a breadth of experiences across grade levels and with diverse populations. The early field experience program is planned collaboratively by subject matter faculty, teacher education faculty and representatives from school districts. The institution cooperates with school districts in selecting schools and classrooms for introductory classroom experiences. The program includes a clear process for documenting each prospective teacher’s observations and experiences.

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<td>6.1 Introductory experiences shall include one or more of the following activities: planned observations, instruction or tutoring experiences, and other school based observations or activities that are appropriate for undergraduate students in a subject matter preparation program.</td>
<td>6.1 CSUF candidates are required to take the undergraduate <em>The Teaching Experience</em> course [See EdSc310 in Appendix 11] before they enter the Teacher Education program. The core of the course are the required 30 hours of on-site grade 6-12 History Social Science classroom observation. These observation experiences then form the basis of the analysis of <em>The Teaching Experience</em> for the rest of the course.</td>
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<td>6.2 Prospective teachers’ early field experiences are substantively linked to the content of coursework in the program.</td>
<td>6.2 Candidates in the undergraduate <em>The Teaching Experience</em> course [See EdSc310 in Appendix 11] are required to observe their choice of one or more History Social Science grade 6-12 teachers in their observation experience and their analyses of this experience centers on the candidates relating what they have learned in their subject matter program to what they are actually seeing in the grades 6-12 classroom.</td>
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<td>6.3 Fieldwork experiences for all prospective teachers include significant interactions with K-12 students from diverse populations represented in California public schools and cooperation with at least one carefully selected teacher certificated in the discipline of study.</td>
<td>6.3 Candidates in the undergraduate <em>The Teaching Experience</em> course [See EdSc310 in Appendix 11] conduct their observations in northern and central Orange County in schools with some of the most ethnically diverse student populations in the state. All candidates must also complete an official certification signed by a school administrator</td>
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</table>
that their school is ethnically diverse [See EdSc Form MT-4 Verification of Diversity of Student Population in Appendix 15]. All candidates must include observations of classes with ELL and special education students [See the EdSc 310 syllabus Appendix 11]. The observations are also conducted in carefully selected teachers in local schools with whom the candidates will eventually be placed as student teachers.

6.4 **Prospective teachers will have opportunities** to reflect on and analyze their early field experiences in relation to course content. These opportunities may include field experience journals, portfolios, and discussions in the subject matter courses, among others.

6.5 **Each prospective teacher is primarily responsible for** documenting early field experiences. Documentation is reviewed as part of the program requirements.

6.4 **Candidates in The Teaching Experience course** [See the EdSc310 syllabus in Appendix 11] use their field experiences as a means of analyzing the whole field of education from a classroom perspective. The core of the course has the candidates analyze this experience in the widest possible perspective through classroom discussion, group presentations, and a series of papers.

6.5 **Candidates in The Teaching Experience course** [See EdSc310 in Appendix11] document their early field experience through required field based logs and notes, and orally in specific course activities. The major documentation by the student of the early teaching experience is the required development of a formal teaching portfolio of what they have learned.
**Standard 7: Assessment of Subject Matter Competence**

The program uses formative and summative multiple measures to assess the subject matter competence of each candidate. The scope and content of each candidate’s assessment is consistent with the content of the subject matter requirements of the program and with institutional standards for program completion.

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<th>Required Elements:</th>
<th>CSU Fullerton Response:</th>
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<td>7.1 <strong>Assessment within the program includes</strong> multiple measures such as student performances, presentations, research projects, portfolios, field experience journals, observations, and interviews as well as oral and written examinations based on criteria established by the institution.</td>
<td><strong>7.1</strong> The Cal State Fullerton HSS SMPP required coursework contains a wide variety of multiple measures of assessment – both written and oral; both performance based and knowledge based; and both classroom based and field based. The HSS SMPP program survey of faculty teaching and assessment methods [See Appendix 12] demonstrates the wide variety of assessment techniques applied by Cal State Fullerton HSS SMPP faculty in their classrooms. A specific undergraduate course -- The Teaching Experience [EdSc 310 see Appendix 11] -- also provides prospective teachers with the opportunity both in the classroom and in the field to find out how the many varied ways the instructional assessment of history social science content such as field experience journals, portfolios, peer assessment techniques, and California State Standard’s based assessment instruments are utilized. These criteria are also based on Cal State Fullerton’s General Education and Grading Policies requirements [See Appendix 24 in this document for Cal State Fullerton’s specific criteria found in the 2003-2005 CSUF Catalog pages 511-515 and pages 543-552].</td>
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</table>
| 7.2 **The scope and content** of each assessment is congruent with the specifications for the subject matter knowledge and competence as indicated in the content domains of the Commission-adopted subject matter requirement. | **7.2** The scope and content of Cal State Fullerton’s internal assessment of student performance in the HSS SMPP program fully meets the subject matter knowledge [See Standards 11-19] and skills and abilities [See Part II Skills and Abilities] specifications in the state adopted subject matter requirements and
7.3 End-of-program summative assessment of subject matter competence includes a defined process that incorporates multiple measures for evaluation of performance.

7.4 Assessment scope, process, and criteria are clearly delineated and made available to students when they begin the program.
7.5 **Program faculty regularly evaluate** the quality, fairness, and effectiveness of the assessment process, including its consistency with program requirements.

7.5 **The Cal State Fullerton HSS SMPP coordination team meet a minimum of once a semester** to assess the quality of the program, specific course alignment problems, the effectiveness of the assessment process and how to improve it, and the impact of changing state program requirements [See Appendix 18 for a list of members of Cal State Fullerton’s HSS SMPP coordination team and sample agendas of past meetings and Appendix 27 for the resumes and qualifications of these team members].

7.6 **The institution that sponsors** the program determines, establishes and implements a standard of minimum scholarship (such as overall GPA, minimum course grade or other assessments) of program completion for prospective single subject teachers.

7.6 **Cal State Fullerton’s General Education and Grading Policies requirements** [See Appendix 24 in this document for Cal State Fullerton’s specific criteria found in the 2003-2005 Catalog pages 511-515 and pages 543-552] is the basis of standards of minimum scholarship for the institution’s Social Science Subject Matter Preparation Program for prospective teachers.
**Standard 8: Advisement and Support**

The subject matter program includes a system for identifying, advising and retaining prospective Single Subject teachers. This system will comprehensively address the distinct needs and interests of a range of prospective teachers, including resident prospective students, early deciders entering blended programs, groups underrepresented among current teachers, prospective teachers who transfer to the institution, and prospective teachers in career transition.

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<td><strong>8.1</strong> The institution will develop and implement processes for identifying prospective Single Subject teachers and advising them about all program requirements and career options.</td>
<td><strong>8.1</strong> The Cal State Fullerton Center for Careers in Teaching (CCT) [See Appendix 22] is a specialized advisement and recruitment office for prospective elementary, middle school, high school and special education teachers. The CCT develops advisement materials specific for future social science middle or high school teachers that are posted on the extensive CCT website. CCT personnel are actively involved in outreach activities, such as the Cal State Fullerton Future Teacher classes, taught at the high schools as well as New Student Orientations for freshmen and transfer students. The CCT provides workshops for prospective teachers during the New Student Orientation sessions where students are informed about credential requirements and learn about the Social Science Subject Matter Preparation Program [SMPP]. The CCT also provides informative seminars throughout the calendar year for prospective middle and high school teachers. The PowerPoint presentation used in these seminars can be located on the world wide web at <a href="http://www.fullerton.edu/cct">www.fullerton.edu/cct</a> (see CCT Links). In addition to the CCT, individual History and Social Science departments at Cal State Fullerton have one or more advisors [and HSS SMPP coordination team members] to identify and advise prospective student teachers. Twice weekly meetings are also held by the Department of Secondary Education to inform prospective students of program requirements [See Appendices 21 and 22].</td>
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**8.2** Advisement services will provide In addition to the HSS SMPP
prospective teachers with information about their academic progress, including transfer agreements and alternative paths to a teaching credential, and describe the specific qualifications needed for each type of credential, including the teaching assignments it authorizes.

advisors in each History and Social Science department, Cal State Fullerton has the CCT [See Appendix 22] to provide academic counseling to students planning to be teachers. CCT personnel provide comprehensive advisement that includes counseling with respect to GE, major, SMPP requirements as well as credential program prerequisites. After a student meets their academic major advisor, and has obtained a clear advisement sheet showing the remaining requirements for the major, the CCT advisor develops an academic plan that maps the student’s remaining courses necessary for the degree and for entry into the credential program. This academic “map” also indicates the timing for such important milestones as when to take the Examination in Writing Proficiency test, when to apply for a graduation check, and when to apply for the credential program.

The CCT works closely with community colleges to identify the articulated courses that apply toward the SMPP. Articulation tables specific to 10-15 community colleges are posted on the CCT website. Community college counselors and students alike report that this resource is invaluable to them [See Appendix 23 for more information on CCT’s work with the community colleges].

8.3 The subject matter program facilitates the transfer of prospective teachers between post-secondary institutions, including community colleges, through effective outreach and advising and the articulation of courses and requirements. The program sponsor works cooperatively with community colleges to ensure that subject matter coursework at feeder campuses is aligned with the relevant portions of the State-adopted Academic Content Standards for K-12 Students in California Public Schools.

8.3 The CCT Community College Relations Coordinator (CCRC) and the CCT Field Representatives work closely with community college transfer centers and counseling staff [See Appendices 21 and 22]. The CCT Community College Coordinator regularly visits 10-12 community colleges in our surrounding area. The community colleges are divided into tiers: Tier I colleges are visited weekly; Tier II colleges are visited at least monthly; and Tier III colleges are visited at least once per semester. Some community colleges are assigned a Field Representative that works closely with just one or two colleges. The Field Representative is a graduate
8.4 The institution establishes clear and reasonable criteria and allocates sufficient time and personnel resources to enable qualified personnel to evaluate prospective teachers’ previous coursework and/or fieldwork for meeting subject matter requirements.

8.4 The 2003-2005 Cal State Fullerton Catalog [on page 552] states specifically that “Good advising and careful planning are crucial” for a successful subject matter preparation program [SMPP] leading to a teacher training program. Following this clear and reasonable criteria, Cal State Fullerton established the CCT -- Center for Careers in Teaching which is described above [See Appendices 21 and 22 for more information along with the Center’s web site at www.fullerton.edu/cct (see CCT Links)]. Along with the CCT, each of the university’s faculty members listed as members of the HSS SMPP coordination team [See Appendix 18] are also the program’s departmental advisors [See Appendix 27 for their resumes and qualifications] who assess prospective History Social Science teachers based on Cal State Fullerton’s five criteria [See 7.3 above] for admission to teacher training.
**Standard 9: Program Review and Evaluation**

The institution implements a comprehensive, ongoing system for periodic review of and improvement to the subject matter program. The ongoing system of review and improvement involves university faculty, community college faculty, student candidates and appropriate public schools personnel involved in beginning teacher preparation and induction. Periodic reviews shall be conducted at intervals not exceeding 5 years.

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<th>Required Elements:</th>
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| **9.1** Each periodic review includes an examination of program goals, design, curriculum, requirements, student success, technology uses, advising services, assessment procedures and program outcomes for prospective teachers. | **9.1** Cal State Fullerton conducts three separate periodic review tracks to ensure that the University’s HSS SMPP is able to do the following [See 1.6 above for more specific details]:
   a. Deliver a program that is consistent in its philosophy, goals, design and outcomes.
   b. Provide a program of courses to the prospective teachers is up to date in terms of current research and thinking in history and the social sciences.
   c. Present students in the program with a course of study which fully meets California subject matter standards.
   d. Ensure that the program meets and even exceeds the current and future needs of the public school system of California. |

The three separate periodic review tracks are as follows [Also see 1.6 above]:
   a. The HSS SMPP Coordinating Team’s twice a year periodic review [See Appendix 18 for sample meeting agendas]
   b. SecTEP -- Secondary Education Teacher Education Program Cooperative [See Appendix 19 for sample meeting agendas]
   c. SecTEP Community Advisory Council [See Appendix 19 for sample meeting agendas]

| **9.2** Each program review examines the quality and effectiveness of collaborative | **9.2** All three Cal State Fullerton separate periodic review tracks evaluate the quality |
partnerships with secondary schools and community colleges.

9.3 **The program uses** appropriate methods to collect data to assess the subject matter program’s strengths, weaknesses and areas that need improvement. Participants in the review include faculty members, current students, recent graduates, education faculty, employers, and appropriate community college and public school personnel.

9.4 **Program improvements are based** on the results of periodic reviews, the inclusion and implications of new knowledge about the subject(s) of study, the identified needs of program students and school districts in the region, and curriculum policies of the State of California and effectiveness of the program’s collaboration with community colleges and local school districts. The CCT [Center for Careers in Teaching] provides constant collaboration and partnerships with the university’s 15 feeder community colleges and local school districts [Also see 1.6 above]. CCT is also represented at each of the three tracks of periodic program review to ascertain and review how to improve the collaboration process [See also Appendix 19 for more information on these periodic program reviews]. Local secondary school representatives also can be found on all three track levels of review to assess and improve the level of collaboration [See Appendix 19 for more information].

9.3 **The three separate levels of periodic program review at Cal State Fullerton [See 1.6 above]** provide a proper means of crosschecking and verification that all necessary data is collected and assessed to ensure reliability and validity. The three separate levels of periodic review also ensure that all community populations involved in the educational process are represented in evaluating the program. At HSS SMPP meetings current and former students and local school representatives regularly participate in the review [See Appendix 18]. At SecTEP meetings held every month, both students and school district representatives are regularly in attendance [See Appendix 19]. At SecTEP Community meetings school district personnel and other community representatives participate in the review of the program [See Appendix 19].

9.4 **Cal State Fullerton’s three separate levels of periodic review [See 1.6 above] have been the source of a continuous variety and multiple levels of HSS SMPP improvements.** A major example of this is the HSS SMPP worksheet which has undergone continuous improvement and interpretation of courses over the past 10 years due to periodic reviews which have added such new concepts as World
Studies, new courses to fulfill existing requirements from almost every department, and changes in the curriculum and testing policies of California [See Appendix 13].

Standard 10: Coordination

One or more faculty responsible for program planning, implementation and review coordinate the Single Subject Matter Preparation Program. The program sponsor allocates resources to support effective coordination and implementation of all aspects of the program. The coordinator(s) foster and facilitate ongoing collaboration among academic program faculty, local school personnel, local community colleges and the professional education faculty.

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<td><strong>10.1</strong> A program coordinator will be designated from among the academic program faculty.</td>
<td><strong>10.1</strong> Cal State Fullerton’s HSS SMPP coordinator is a full professor who holds a joint appointment in History Social Science and also coordinates the Social Studies Secondary Teacher Education program for the university. He has served in this capacity since 1990.</td>
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<td><strong>10.2</strong> The program coordinator provides opportunities for collaboration by faculty, students, and appropriate public school personnel in the design and development of and revisions to the program, and communicates program goals to the campus community, other academic partners, school districts and the public.</td>
<td><strong>10.2</strong> Cal State Fullerton’s HSS SMPP coordinator is in continuous communication with the program advisors in the university’s History and Social Science departments, students in the program, as well as History Social Science teachers in the field. He also convenes the program coordination committee each semester to assess recent developments and problems and make appropriate changes in the program [See Appendix 18 for HSS SMPP team members and Appendix 27 for their resumes].</td>
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<td><strong>10.3</strong> The institution allocates sufficient time and resources for faculty coordination and staff support for development, implementation and revision of all aspects of the program.</td>
<td><strong>10.3</strong> Cal State Fullerton provides three units of release time and one part time [20 hours per week] graduate assistant to the university’s HSS SMPP coordinator and three units of release time to other History Social...</td>
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10.4 The program provides opportunities for collaboration on curriculum development among program faculty.

Science advisors on the HSS SMPP coordinating team [See Appendix 18].

10.4 Cal State Fullerton’s HSS SMPP provides a cross fertilization between History Social Science disciplines necessary for interesting curriculum development options to take place. One recent example involved HSS SMPP discussions which led to the creation of a local on-line Model United Nations program and facilitators of the program recruited from students in the HSS SMPP program, and a specific for-credit-course created for these student facilitators by an HSS SMPP advisor.

10.5 University and program faculty cooperate with community colleges to coordinate courses and articulate course requirements for prospective teachers to facilitate transfer to a baccalaureate degree-granting institution.

10.5 Cal State Fullerton’s HSS SMPP has a formal and well developed program within the university’s CCT [Center for Careers in Education] which facilitates cooperation between the program and local community colleges [See 8.3 above for more specific details]. In this program, the CCT Community College Relations Coordinator (CCRC) and the CCT Field Representatives work closely with community college transfer centers and counseling staff [See Appendices 21 and 22]. The CCT Community College Coordinator also regularly visits 10-12 community colleges in the surrounding area to make them aware of university transfer requirements and the five specific requirements [See 7.3 above for these specific criteria] of the HSS SMPP which qualify them as student teachers in Cal State Fullerton’s Secondary Education program.
The Response of
California State University Fullerton's
History Social Science
Subject Matter Preparation Program Team
[HSS SMPP]

To the
California Commission on Teacher Credentialing's

Single Subject Matter Standards:
11-19
Social Science
[February 2003]
**Standards for Social Science**

**Standard 11: Overall Quality of Program Content**

In the program, each prospective history/social science single subject teacher studies and learns subjects required by Ed. Code Section 51210 and incorporated in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6–12, and the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001). The program includes coursework taught by appropriately qualified faculty and field experiences that address the ideas, strategies and techniques essential to teaching the social sciences at the grade level of the authorization of the basic credential.

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<th>Required Elements</th>
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<td><strong>11.1 In the program, prospective teachers complete</strong> a series of required courses</td>
<td><strong>11.1 The Cal State Fullerton HSS SMPP program</strong> requires that each prospective teacher</td>
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<td>that include comprehensive coverage of the academic content/subjects of the</td>
<td>candidate complete a comprehensive and rigorous 60 unit program in history and the</td>
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<td>state adopted K-12 student academic content standards and frameworks for</td>
<td>social sciences [See Appendix 29: The Cal State Fullerton History Social Science SMPP</td>
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<td>California public schools.</td>
<td>Course Sheet] based on the California state student academic standards and the California</td>
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<td></td>
<td>History Social Science Framework.</td>
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<tr>
<td>**11.2 The content of the program is based on contemporary research and published</td>
<td><strong>11.2 The 60 units of required courses in Cal State Fullerton’s HSS SMPP program</strong></td>
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<td>literature in history and the social sciences.</td>
<td>are rigorously based on the latest available research findings and methodologies of</td>
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<td>history and the social sciences.</td>
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<td></td>
<td>Undergraduate courses such as History 110A and 110B – World History [See Appendix 8],</td>
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<td>Economics 201 and 202 – Micro and Macro Economics [See Appendix 6], and Geography 100</td>
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<td></td>
<td>World Cultural Geography [See Appendix 7] summarize the latest research findings for</td>
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<td>prospective teachers in the program while upper division courses such as History 300A</td>
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<td>and 300B -- Historical Theory and Research [See Appendix 8] and Political Science 340</td>
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<td></td>
<td>and 407 – Political Theory and Research [See Appendix 9] have prospective candidates</td>
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<td></td>
<td>compare and utilize contemporary research methodologies in history and the social</td>
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<td></td>
<td>sciences.</td>
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<td><strong>11.3 Prospective teachers examine the</strong></td>
<td><strong>11.3 Cal State Fullerton’s prospective HSS</strong></td>
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significance of eras, events, individuals, issues, paradigms, concepts and values in history and the social sciences.

11.4 **In the program, prospective teachers** select, integrate, and translate the content and methods of investigations of history and social sciences.

11.5 **The faculty demonstrates** teaching that models exemplary practices such as discussion, debate, role-playing, simulation and co-operative learning for their students.

11.6 **The faculty meets** academic requirements determined by the university, and is actively involved in scholarly and professional activities in the social sciences. Programs also display coherence and continuity.

11.7 **Required or elective courses** in the program include appropriate lower division and upper division studies in each major subject area.

**SMPP teachers** interpret and analyze the major features of history and the social sciences – such as paradigms, concepts and values – throughout the coursework of the program. A course such as Micro Economics [See Economics 201 in Appendix 6] studies the major paradigms in the field of economics such as supply and demand, and opportunity cost as well as a wide variety of contributions and concepts of other economists in the field. The same is with other courses in American Studies [See Appendix 4], History [See Appendix 8], Geography [See Appendix 7], Political Science [See Appendix 9].

11.4 **Students in Cal State Fullerton’s HSS SMPP** are required to advanced theory and research courses such as History 300A and 300B [See Appendix 8], American Studies 350 [See Appendix 4], and Political Science Political Science 340 and 407 [See Appendix 9] to gather, manipulate, and synthesize raw data in investigating their respective fields of history and social science.

11.5 **The faculty of Cal State Fullerton’s HSS SMPP** utilize a wide variety of innovative teaching practices in their classrooms [See Appendix 12 Faculty Teaching & Assessment Survey] such as small group discussions, simulations, dramatizations, and on-line research.

11.6 **The faculty of Cal State Fullerton’s HSS SMPP** meet the academic qualifications of the university, and they display a coherence and continuity of active involvement in scholarly and professional activities in history and the social sciences. The resumes of Cal State Fullerton’s HSS SMPP faculty [See Appendix 27] include major professional journal editors, authors of a large number of books and publications in history and social science, and presenters at a large number of professional history social science organizations.

11.7 **Required and elective courses in Cal State Fullerton’s HSS SMPP program** consist of lower and upper division in each of the
subject areas of history [See for example History 170A -- Early US History and History 300B -- Historical Research], political science [See for example Political Science 100 American Government and Political Science 340 [Political Philosophy], geography [See for example Geography 100 -- World Geography and Geography 332 -- US and Canadian Geography].
Standard 12: Emphasis and Depth of Study

Each program emphasizes knowledge aligned with the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6 --12, the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001) and the current Subject Matter Requirements. The prospective teacher must complete a broad range of course work in the required disciplines of history, economics, political science, and geography.

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<th>Required Elements</th>
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<td><strong>12.1</strong> The program requires prospective teachers to successfully complete economics course work that includes scarcity and decision-making, incentives, voluntary exchange, U.S. product and labor markets in a global setting, economic data, and government’s economic role, with an emphasis on historical and contemporary international economic issues and problems.</td>
<td><strong>12.1</strong> Students in Cal State Fullerton’s HSS SMPP are required to take a full year of Economics – both Micro and Mirco Economics. In these two courses they acquire a general understanding of fundamental principles such as basic supply and demand, opportunity costs, diminishing returns and other basic concepts of Micro Economics. During the second semester, Cal State Fullerton students receive a grounding in the fundamentals of major world economic problems in Macroeconomics such as consumer and labor markets, both in the US and the world and the major economic issues we face both at home and abroad [See Microeconomics Econ 201 &amp; Macroeconomics 202 in Appendix 6].</td>
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<td><strong>12.2</strong> The program requires prospective teachers to successfully complete coursework in United States history and geography, including comprehensive surveys and concentrated studies of selected historical periods after the founding of the nation.</td>
<td><strong>12.2</strong> Cal State Fullerton HSS SMPP students receive both a full year survey of US History, a semester of US Geography, and advanced concentrated studies in US History. Early in the program, Cal State Fullerton students take early US History to expose them to the basic issues, problems and principles upon which this nation is founded. The second semester survey begins with the major problems faced by the US after the Civil War to present day issues. The required semester of US Geography focuses on issues such as human environmental interaction, population movements and settlement patterns across our great nation. Students, to complete the program, are required to take selected specialized courses in US History such The</td>
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12.3 The program requires prospective teachers to successfully complete coursework in World History (western and non-western), including comprehensive surveys and concentrated studies of selected historical periods.

12.4 The program requires prospective teachers to successfully complete coursework that develops knowledge of major geographic themes including location, place, human-environmental interaction, movement and region.

12.5 The program requires prospective teachers to successfully complete coursework that includes study of the fundamental principles of American democratic institutions, with emphasis on the Constitution and the Bill of Rights, political theory, and the comparative study of different governments.

American Character [See American Studies 301 in Appendix 4], US History Before 1877 – [See History 170A in Appendix 8], & US History Since 1877 [See History 170B in Appendix 8] and United States Geography [See Geography 332 in Appendix 7], and other American Studies courses in Appendix 4.

12.3 Students in Cal State Fullerton’s HSS SMPP take a full year survey of world history along with concentrated studies of select historical periods. Starting with the ancient world of Sumer, Egypt, and the Middle East, students trace the development of the major issues of world history. The second semester course traces world history from the 16th Century to the present with a special emphasis on the global aspects of historical development of both the western and non-western world and not just the traditional history of Europe. Later in the program, students are also required to take a specialized course in some specific aspect of world history. [See World History to the 16th Century -- History 110a & World History from the 16th Century – History 110B as well as select specialized courses in world history in Appendix 8].

12.4 Cal State Fullerton HSS SMPP students are required to take a semester program which studies world geography. This study focuses on such major geographic themes as population dynamics such as migration, settlement, and urbanization. It also presents such concepts as cultural coherence and diversity, geo-politics and conflict, as well as the geographical reasons behind economic development [See World Geography – Geography 100 – in Appendix 7].

12.5 Students in Cal State Fullerton’s HSS SMPP take a one semester course in American Government. This course covers the fundamental constitutional rights and principles which govern our nation and how they are applied through such typical US concepts as separation of powers and how these principles and applications differ from other
12.6 The program requires prospective teachers to successfully complete coursework that includes California history, geography, government, and economics.

12.7 The program provides prospective teachers with the opportunities in their coursework to have informed discussions of historical and contemporary issues.

Cal State Fullerton HSS SMPP students are required to take a comprehensive semester course in California studies which not only looks at the early Native American and Spanish contribution to our state, but also traces the geographical, economic and political impact on our state to the modern day [See California History -- History 408 in Appendix 8 or American Studies 395 in Appendix 4].

The Cal State Fullerton HSS SMPP provides a wide variety of opportunities to prospective student teachers to have informed discussions of historical and contemporary issues [For examples see Modern US History -- History 170B -- and Modern World History -- History 110B -- in Appendix 8, American Government -- Political Science 100 in Appendix 9].
Standard 13: Integration of Studies

The program includes the integrative study of world and United States history, economics, political science and geography. The program emphasizes relationships among the major themes and concepts of these disciplines. The program requires prospective teachers to learn and apply methods of inquiry, analysis and interpretation that are used in history and the social science disciplines as identified in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6 – 12, and the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001).

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<tr>
<td>13.1 The program requires each prospective teacher to systematically examine the major concepts, themes and processes in history, the social sciences, and the humanities and to examine similarities and differences among the different disciplines.</td>
<td>13.1 The Cal State Fullerton HSS SMPP provides for each specific student in the program with a minimum of one required course from a variety of courses which have them systematically analyze the major ways and differences between the thinking of history, the social sciences and the humanities [For examples of these required courses see Historical Thinking -- History 300A – Appendix 8, Political Theory – Political Science 340 – in Appendix 9, and any American Studies course such as Theory and Method of American Studies – American Studies 350 – in Appendix 4].</td>
</tr>
<tr>
<td>13.2 The program provides opportunities for prospective teachers to study issues selected from history and the social sciences through the humanities (including the arts).</td>
<td>13.2 The HSS SMPP of Cal State Fullerton provides for each prospective student teacher in the program with a variety of opportunities to have them study specific issues within history, the social sciences and the humanities (including the arts) [For examples of these required courses see Historical Thinking -- History 300A – Appendix 8, Political Theory – Political Science 340 – in Appendix 9, and any American Studies course such as Theory and Method of American Studies – American Studies 350 – in Appendix 4].</td>
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<td>13.3 Each prospective teacher in the program has multiple opportunities to learn and use appropriate methods of inquiry that characterize the study of history and the social sciences and to compare methodologies across several</td>
<td>13.3 Prospective student teachers in the Cal State Fullerton HSS SMPP have multiple opportunities to learn, differentiate, and apply the different methods of inquiry in history, the social sciences, and the humanities</td>
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</table>
disciplines. [For examples of these required courses see Historical Thinking -- History 300A – and Historical Writing – History 300B – in Appendix 8, Political Theory – Political Science 340 – and Quantitative Methods in Political Science -- Political Science 407 -- in Appendix 9, and any American Studies course such as Theory and Method of American Studies – American Studies 350 – in Appendix 4].
Standard 14: World Perspective

The program develops each prospective teacher’s knowledge and understanding of the historical and contemporary experiences and interrelationships of people of Africa, the Americas, Asia, and Europe. Prospective teachers acquire world perspectives in studies of history, human culture, geography, government, and economics as outlined in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6 --12, and the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001).

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<tr>
<th>Required Elements</th>
<th>CSU Fullerton Response:</th>
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<tbody>
<tr>
<td><strong>14.1</strong> The program requires each prospective teacher to examine issues of world and regional interdependence and conflict in historical and contemporary studies of Africa, the Americas, Asia and Europe.</td>
<td><strong>14.1</strong> Prospective student teachers in the Cal State Fullerton HSS SMPP are required in a variety of classes to grapple with both historical and contemporary major global and regional issues of conflict and interdependence throughout the world. Examples of these classes include World Geography [See Geography 100 in Appendix 7], Modern World History [See History 110B in Appendix 8], and Non-Western Cultures and the Western Tradition [See Anthropology 100 in Appendix 5].</td>
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<tr>
<td><strong>14.2</strong> Studies address the influences of western civilization on the evolution of traditional and contemporary ideas in American political institutions, laws, and ideologies.</td>
<td><strong>14.2</strong> The Cal State Fullerton HSS SMPP provides for each specific student in the program specific studies which address the influences from around the world which have impacted the development of traditional and modern thinking in United States political institutions, laws, and ideologies. Examples of courses which provide a study of these influences include both required semesters of United States history [See History 170A &amp; History 170B in Appendix 8], and American Government [See Political Science 100 in Appendix 9].</td>
</tr>
<tr>
<td><strong>14.3</strong> The subject matter program includes studies of non-western history, culture, geography, government, philosophy, religion, literature and art.</td>
<td><strong>14.3</strong> The HSS SMPP of Cal State Fullerton provides for each prospective student teacher in the program with a required two semesters of World History [See History 110A &amp; History 110B in Appendix 8] which focus much of the year on non-western geography, history, culture and politics. Students in the program are also required to take a specific course in non-western cultures or history such</td>
</tr>
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</table>
14.4 The program requires a study of world history, with emphasis on interrelationships between western and non-western cultures, intellectual and religious traditions, including the economic interdependence of world regions.

Prospective student teachers in the Cal State Fullerton HSS SMPP are required to take two semesters of World History [See History 110A & History 110B in Appendix 8] which focuses a year’s study of the cultural, religious, political and economic interrelationships between western and non-western cultures. An additional required course in the program, Macro Economics [See Economics 202 in Appendix 6] focuses specifically on global economic problems such as regional and global economic interdependence.
**Standard 15: National Perspective**

The program develops prospective teacher’s knowledge and understanding of United States history, culture, geography, government, and economics, and the evolving national experience as outlined in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6-12, and the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001).

<table>
<thead>
<tr>
<th>Required Elements</th>
<th>CSU Fullerton Response:</th>
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<tr>
<td><strong>15.1</strong> The program requires each prospective teacher to examine the system of representative democracy in the United States and to examine the nature, structure and relationships of federal, state, local and tribal governments.</td>
<td><strong>15.1</strong> Prospective student teachers in the Cal State Fullerton HSS SMPP are required to study the system of representative democracy in the United States – including the relationships and structures between the federal, state, local and tribal governments. American Government [See Political Science 100 in Appendix 9] focuses almost exclusively on the system of representative democracy in the United States. Both required semesters of United States History [See History 170A &amp; History 170B in Appendix 8] develop the historical perspective of the development and changes in the various levels of government.</td>
</tr>
<tr>
<td><strong>15.2</strong> The program requires each prospective teacher to examine the major documents of American democracy including, but not limited to, the Mayflower Compact, Declaration of Independence, Articles of Confederation, The Federalist Papers, The Constitution, the Bill of Rights and other amendments, Washington’s Farewell Address and the Gettysburg Address.</td>
<td><strong>15.2</strong> The Cal State Fullerton HSS SMPP provides for each specific student in the program with a required course – Early United States History [See History 170A in Appendix 8] which studies the development and influence of the major documents in the history of this nation.</td>
</tr>
<tr>
<td><strong>15.3</strong> The program requires each prospective teacher to study the economic system in the United States, with particular emphasis on the historical development of economic institutions and thought.</td>
<td><strong>15.3</strong> The HSS SMPP of Cal State Fullerton requires each prospective student teacher in the program to take two semesters of Economics – both Micro and Macro [See Economics 201 &amp; Economics 202 in Appendix 6] to provide a solid foundation in Economics. The program also requires two semesters of United States History [See History 170A &amp; History 170B in Appendix 8] which traces the development of economic thought and institutions in the United States.</td>
</tr>
</tbody>
</table>
15.4 The program requires each prospective teacher to examine the changing role of the United States in world affairs.

15.5 The program exposes the prospective teacher to a wide range of perspectives on United States history, including major historiographic and social science interpretations.

15.6 The program requires prospective teachers to study political, social, and cultural developments in the United States.

15.4 Prospective student teachers in the Cal State Fullerton HSS SMPP are required to take two semesters of United States History [See History 170A & History 170B in Appendix 8] to focus on the ever changing relationships between the United States and the rest of the world.

15.5 The Cal State Fullerton HSS SMPP provides for each specific student in the program with a required course to study the wide range of both historiographic and social science perspectives on US History. Students may choose between two required courses: Historical Thinking [See History 300A in Appendix 8] and Theory and Method of American Studies [See American Studies 350 in Appendix 4] to fulfill this requirement.

15.6 The HSS SMPP of Cal State Fullerton provides for each prospective student teacher in the program with two required semesters of United States History [See History 170A & History 170B in Appendix 8] to focus on the social, political, and cultural development of the United States.
Standard 16: State Perspective

The program develops each prospective teacher’s knowledge and understanding of significant issues in the history, geography, culture, economics and government of California as outlined in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6 --12, and the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001).

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<thead>
<tr>
<th>Required Elements</th>
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<tr>
<td><strong>16.1</strong> Each prospective teacher examines historical origins and critical issues in the context of the multi-cultural environment of California.</td>
<td><strong>16.1</strong> The HSS SMPP of Cal State Fullerton provides for each prospective student teacher in the program with a required course in California history which starts from the earliest evidence of Native Americans in the state, thru the Spanish and Mexican rule, the short lived Bear Flag Republic, and then a full history of the state including a history of Chinese immigration and deportation, and the history other ethnic groups such as Filipino American in the state [See History 408 in Appendix 8 or American Studies 395 in Appendix 4].</td>
</tr>
<tr>
<td><strong>16.2</strong> Each prospective teacher analyzes the historical background that led to the development of California's role in national, global, economic, technological, educational and cultural trends.</td>
<td><strong>16.2</strong> The Cal State Fullerton HSS SMPP provides for each specific student in the program with a California history course which looks at the state as a stand alone singular entity, its role in the development of the United States in the 19th and 20th centuries, and its role in world in such areas as film, technology and world trade [See History 408 in Appendix 8 or American Studies 395 in Appendix 4].</td>
</tr>
<tr>
<td><strong>16.3</strong> Each prospective teacher understands the critical role of water, transportation, energy, and environmental issues in California history and contemporary life.</td>
<td><strong>16.3</strong> Prospective student teachers in the Cal State Fullerton HSS SMPP are required to take one semester of California History [See History 408 in Appendix 8 or American Studies 395 in Appendix 4]. This course provides a study major state issues such as urban grown, suburban sprawl, scarce water resources, the state dependence on the automobile, and the environmental impact on a large and rapidly growing population.</td>
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<tr>
<td><strong>16.4</strong> Each prospective teacher discusses</td>
<td><strong>16.4</strong> The Cal State Fullerton HSS SMPP</td>
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California’s governmental systems, their structure, and the historical and contemporary use of direct democracy.

16.5 Each prospective teacher understands the historical origins and contemporary issues of migration and immigration and their impact on the state’s development.

provides for each specific student in the program with a required course in California History [See History 408 in Appendix 8 or American Studies 395 in Appendix 4.] A major theme of the course is the historic development of the state’s governmental system and the strong influence of progressive thinkers at the turn of the century who introduced such features as the recall into the system.

16.5 The HSS SMPP of Cal State Fullerton provides for each prospective student teacher in the program with a required course in California history which focuses a great deal of time on such issues as the earliest illegal immigrants – the pioneers from the eastern US who illegally entered Spanish California, the treatment of the Chinese during the Gold Rush and development of the railways, and more recently the treatment of the large immigrant Mexican population in the state and their impact on the development of the state [See History 408 in Appendix 8 or American Studies 395 in Appendix 4].
Standard 17: Citizen Perspective

The program develops each prospective teacher’s knowledge and understanding of the rights and responsibilities of citizens in a representative democracy, as outlined in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6--12, and the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001).

<table>
<thead>
<tr>
<th>Required Elements</th>
<th>CSU Fullerton Response:</th>
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<tr>
<td>17.1 <em>The program enables</em> each prospective teacher to gain an appreciation for the dignity of individuals and the importance of human rights.</td>
<td>17.1 Prospective student teachers in the Cal State Fullerton HSS SMPP are required to take two courses in Political Science -- one semester of which must be American Government [See Political Science 100 and other Political Science options in Appendix 9]. In the American Government class and virtually all offered Political Science courses, the emphasis of the individual is paramount from rights guaranteed by the Bill of Rights to the dignity of the individual denied in specific instances of US history.</td>
</tr>
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</table>

| 17.2 *The program requires* each prospective teacher to understand individual rights and responsibilities under the federal, state, local and tribal governments. | 17.2 The Cal State Fullerton HSS SMPP provides for each specific student in the program with a required course in American Government and one other Political Science course [See Political Science 100 and other Political Science options in Appendix 9]. A major focus of the American Government class and other Political Science courses is the place of the individual within the various levels of government in the United States – federal, state, local and tribal. |

| 17.3 *The program requires* each prospective teacher to learn about the strengths and weaknesses of democratic institutions and the conditions that encourage democracy. | 17.3 Prospective student teachers in the Cal State Fullerton HSS SMPP are required to take one semester of American Government and one other Political Science course [See Political Science 100 and other Political Science options in Appendix 9]. A major theme in the American Government class and other Political Science courses is the democratic system of government. Following Winston Churchill’s famous dictum – Democracy is the worst form of government, except for all the others – the courses look at the obvious individual strengths of democratic |
17.4 The program requires each prospective teacher to examine the economic, social and political factors that affect civic participation.

17.4 The HSS SMPP of Cal State Fullerton provides for each prospective student teacher in the program with a required course in American Government and one other Political Science course [See Political Science 100 and other Political Science options in Appendix 9]. How the individual participates in a democracy is certainly a major theme of the American Government course and other Political Science courses – especially how social, economic and political factors influence the ability of everyone to become a full fledged citizen of our “democracy”.

17.5 The program provides opportunities for each prospective teacher to confront controversial issues in ways that respect the right of individuals to differ.

17.5 The Cal State Fullerton HSS SMPP requires for each specific student in the program to take a course in American Government and one other Political Science course [See Political Science 100 and other Political Science options in Appendix 9]. In the American Government course and in the other Political Science courses listed in Appendix 9, the prospective teacher is given ample opportunity to analyze controversial political issues especially the ones which effect individual human rights.

17.6 The program provides opportunities for prospective teachers to take active citizenship roles in society and to develop social and political skills, such as those to be gained by service learning.

17.6 Prospective student teachers in the Cal State Fullerton HSS SMPP are required to take two courses in Political Science, one semester of which must be American Government [See Political Science 100 and other Political Science options in Appendix 9]. In these Political Science courses students in the class are presented with opportunities to become active in the political processes of their nation, state and local government such as participating in Get Out The Vote efforts by the League of Women Voters or actively campaigning for a political candidate or issue.

17.7 The program requires each prospective teacher to be familiar with theories and current research on democracy.

17.7 The HSS SMPP of Cal State Fullerton provides for each prospective student teacher in the program with a required course
in American Government and one other Political Science course [See Political Science 100 and other Political Science options in Appendix 9]. In these Political Science courses, students are presented with opportunities to discuss current major political theories and research such as the popularity of direct democracy – with recall elections -- as differentiated from representative democracy with specific limits on the terms of office.
Standard 18: Ethical Perspective

The program develops each prospective teacher’s knowledge and understanding of ethics, philosophy and the role of religion in human experiences as outlined in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6 -- 12, and the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001).

<table>
<thead>
<tr>
<th>Required Elements</th>
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<tr>
<td><strong>18.1</strong> Each prospective teacher compares and contrasts the ethical, philosophical and religious ideas and beliefs in the major western and non-western cultures.</td>
<td><strong>18.1</strong> Prospective student teachers in the Cal State Fullerton HSS SMPP are required to take two semesters of World History [See History 110a and 110b in Appendix 8], a semester of World Cultural Geography or Anthropology [See Geography 100 in Appendix 7 or Anthropology 100 in Appendix 5], and a specific course in Religious Studies, Ethics and Philosophy [See Religious Studies/Philosophy 110 – The World’s Great Religions – in Appendix 10]. These four semesters provide ample and multiple opportunities for the prospective student teacher to compare and contrast the major beliefs of western and non-western cultures.</td>
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<tr>
<td><strong>18.2</strong> Each prospective teacher analyzes the role of religions in the formation and evolution of American society and culture, including issues specific to California.</td>
<td><strong>18.2</strong> The Cal State Fullerton HSS SMPP provides for each specific student in the program with two required semesters of United States History [See History 170a &amp; History 170b] and a required course in California History [See either History 408 in Appendix 8 or American Studies 395 in Appendix 4]. These required CSUF HSS SMPP courses fully analyze the role religion played in the founding of the United States and especially California.</td>
</tr>
<tr>
<td><strong>18.3</strong> Each prospective teacher demonstrates an understanding of scientific and religious perspectives on controversial issues.</td>
<td><strong>18.3</strong> The Cal State Fullerton HSS SMPP provides for each specific student in the program a required two semesters of World History [See History 110a and 110b in Appendix 8], a semester of World Cultural Geography or Anthropology [See Geography 100 in Appendix 7 or Anthropology 100 in Appendix 5], a specific course in Religious Studies, Ethics and Philosophy [See Religious Studies/Philosophy 110 – The World’s Great Religions – in Appendix 10]. These four semesters provide ample and multiple opportunities for the prospective student teacher to compare and contrast the major beliefs of western and non-western cultures.</td>
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Religions – in Appendix 10], and a specific course on historical and social science thought [See for example History 300a in Appendix 8]. With this rich agenda of five required courses, the prospective student teacher has ample opportunity to understand the differences between major scientific and religious thinking.

18.4 Each prospective teacher understands the place of religion, philosophy, and ethical beliefs in American public education as defined by Constitutional principles and tribal, local, state and federal laws.

18.4 The HSS SMPP of Cal State Fullerton provides for each prospective student teacher in the program two required semesters of United States History [See History 170a & History 170b] and an Introduction to Education course [See Secondary Education 310 in Appendix 11]. These three courses provide a solid foundation in the place of religion, philosophy, and ethics in American public education.
Standard 19: Teaching and Learning History/Social Sciences

The program exposes prospective teachers to a variety of teaching, learning, and assessment strategies that are appropriate to history/social science, including the appropriate use of instructional technology. Prospective teachers reflect as learners and explore ways in which historical and social science content and skills are conceived and organized for instruction as found in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) for grades 6--12, and the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001).

**Required Elements**

19.1 The program provides opportunities for prospective teachers to learn how historical and social science content is conceived and organized for instruction.

19.2 The program provides opportunities for prospective teachers to reflect on different learning styles and their pedagogical implications for the teaching of history and the social sciences.

19.3 Each prospective teacher participates in discussions, debates, demonstrations, individual and group projects, cooperative learning activities, lectures, and other effective and appropriate approaches to learning history and the social sciences.

**CSU Fullerton Response:**

19.1 Every student in the Cal State Fullerton HSS SMPP program is required to take a class of History Social Science Methods (See EdSc442s in Appendix 11) which systematically facilitates the prospective teachers the knowledge, skills, and ability to structure and present History and Social Science courses in a wide variety of ways.

19.2 Each prospective teacher in the Cal State Fullerton HSS SMPP program takes a class of History Social Science Methods (See EdSc442s in Appendix 11) which is based on Gardner’s multiple intelligences and the different learning modalities associated with each intelligence. Based on this background of learning styles, prospective teachers develop a full six weeks of complete lesson plans in History and the Social Sciences which reflect the understanding and applying of History and Social Science in their students lives as citizens of this state, nation and world as well as the multiple ways in which students learn effectively (See also the Cal State Fullerton responses to Standard 3 above on “Varied Teaching Strategies” for more examples).

19.3 Every prospective teacher candidate in the Cal State Fullerton HSS SMPP program is required to take a class of History Social Science Methods (See EdSc442s in Appendix 11) which systematically facilitates in the prospective teachers the skills and ability to wide variety of methodologies to actively and effectively engage their students in learning the needed skills, abilities and attitudes of History and the Social Sciences. Among the
appropriate instructional methodologies which students acquire in the course are role playing, simulations, group debates, dioramas, and history chains (See also the Cal State Fullerton responses to Standard 3 above on “Varied Teaching Strategies' for more examples).

19.4 Every teacher candidate in the Cal State Fullerton HSS SMPP program takes EdSc 407 Social Studies and Technology (See Appendix 11 for syllabus)—which facilitates their ability in the classroom to develop such technologies as web pages, on-line searches, and on-line learning communities to apply to the study of history and the social sciences (See also the Cal State Fullerton responses to Standard 5 above on “Technology” for a complete explanation of the variety of technological applications to which teacher candidates are exposed).

19.5 Faculty development programs enable subject matter faculty to explore and use exemplary and innovative curriculum practices related to this standard.

19.5 As stated in Cal State Fullerton’s response to Standard 5.3 above, Cal State Fullerton is fortunate in having an up-to-date innovate Faculty Development Center. Quoting from the Mission Statement, the FDC is “…charged with promoting faculty development, vitality, and enrichment. The FDC is responsible for designing and implementing a comprehensive program of support for all instructional faculty across a broad spectrum of professional activities, including, but not limited to: teaching and learning, use of instructional technologies, scholarly research and creative activities, professional and service activities, and other campus-wide intellectual and community-building events.” [For more of the Cal State Fullerton FDC mission statement see Appendix 28 or for a full panorama of FDC programs offered to CSUF faculty on-line see http://fdc.fullerton.edu]

19.6 The program exposes prospective teachers to a variety of assessment strategies to measure content, application and interpretation of that content.

19.6 Prospective teachers in Cal State Fullerton’s HSS SMPP takes a required course – EdSc 442s (See Appendix 11) to study and apply in their lesson plans with differing modalities of assessment appropriate to the active learning of History and the Social Sciences by their future classroom students.
Assessment rubrics developed by the prospective teachers may include such items as class norms, team assessments, verbal responses, essay grading rubrics, and positive rewards to stimulate further student involvement.

Part II:
Subject Matter Skills and Abilities Applicable to the Content Domains in Social Science

<table>
<thead>
<tr>
<th>Part II Skills and Abilities</th>
<th>Cal State Fullerton Response</th>
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<tr>
<td>Part II a Throughout their course of study, candidates for a teaching credential have opportunities to demonstrate their ability to apply higher-level thinking, writing, and presentation skills to their study of the social sciences. These skills include (but are not limited to) the ability to</td>
<td>Part II a Throughout the course of HSS SMPP study at Cal State Fullerton, students are exposed to and are required to demonstrate higher order thinking skills in written, oral and graphic presentations [See Appendix 12 for a survey of HSS SMPP</td>
</tr>
</tbody>
</table>
analyze, interpret, compare and contrast, and synthesize information about significant social, political, economic, and geographic issues in written, oral, and visual form. Candidates understand, critically assess, and use the different types of information found on the Internet and in archives, libraries, museums, and other repositories. They utilize chronological, spatial, interdisciplinary, and thematic thinking. They consider the impact of cultural, political, and ethical perspectives on issues and their interpretation.

Part II b  Candidates understand the nature of historiography and the necessity of historical revision. They are able to distinguish valid arguments from fallacious arguments in historical interpretations. They identify bias and prejudice in historical interpretations, and evaluate major debates among historians concerning alternative interpretations of the past. Within this evaluation, candidates analyze authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications. They construct and test hypotheses; collect, evaluate, and employ data from multiple primary and secondary sources; and present it in oral, written, and visual forms.

Part II c  Candidates demonstrate the connections, causal and otherwise, between particular historical events and larger social, cultural, economic, political, and technological trends. They recognize the complexity of historical causes and effects, including the limitations on determining historical causation. They interpret past events and issues within their historical context rather than solely in terms of present-day norms and values, while understanding that the past and its interpretations can have contemporary relevance. They understand the contingent nature of historical events and recognize that events could have taken other directions.

faculty teaching & assessment methods]. Any sampling of course syllabi from departments such as American Studies [Appendix 4], Geography [Appendix 7], History [Appendix 8] and Political Science [Appendix 9] demonstrate the chronological, spatial, interdisciplinary and formal thought processes which students are required to utilize in the program. One specific course in the program [EdSc 407 in Appendix 11] has students develop their own web page and fully utilize the Internet to access on-line sources such as museums and libraries such as the Library of Congress to become fully literate and functional on-line.

Part II b  Candidates in the HSS SMPP course of study at Cal State Fullerton, are required to be fully fluent in the field of historiography both from the multiple means of historical theory and reasoning and the application of this reasoning through research methodologies which analyze historical interpretations of the past, test hypotheses, and utilize multiple first and second hand sources of information. Examples of HSS SMPP required courses which fulfill these requirements are Historical Thinking [History 300A in Appendix 8], Historical Writing [History 300B in Appendix 8], and Theory & Method of American Studies [American Studies 350 in Appendix 4].

Part II c  Cal State Fullerton has HSS SMPP required courses which focus entirely on historical thought processes. Examples of these requirements are Historical Thinking [History 300A in Appendix 8], Historical Writing [History 300B in Appendix 8], and Theory & Method of American Studies [American Studies 350 in Appendix 4].
Part II d Candidates draw upon and apply methodologies and approaches of the social sciences to inform their study of history. With regard to methodology, candidates are familiar with issues of hypothesis generation and testing. They are also familiar with the strengths and weaknesses of different methods for gathering data, such as observation, archival research, content analysis, in-depth interviewing, surveys, and experimentation. Candidates understand both qualitative and quantitative methods of data analysis and their respective strengths and weaknesses.

Part II e Candidates are aware of the analytical perspectives characteristic of the social sciences as a whole. The social sciences all regard certain issues as fundamental, but address them quite differently. Key points of divergence include how to understand the relationship between the individual and society and whether to focus on culture and language or social structure and behavior. Candidates are able to address the ethical questions raised by social analysis, including such fundamental debates as relativism vs. universalism and individualism vs. collectivism.

Part II d Cal State Fullerton has HSS SMPP required courses which focus both on historical methodology and the processes and issues of quantitative and quantitative data. Examples of these requirements are Historical Thinking [History 300A in Appendix 8], Historical Writing [History 300B in Appendix 8], Theory & Method of American Studies [American Studies 350 in Appendix 4], and Quantitative Methods in Political Science [Political Science 407 in Appendix 9].

Part II e Cal State Fullerton has HSS SMPP required courses which focus on historical thought and the ethical questions raised by social science research. Examples of these courses are Historical Thinking [History 300A in Appendix 8], Historical Writing [History 300B in Appendix 8], Theory & Method of American Studies [American Studies 350 in Appendix 4], and Quantitative Methods in Political Science [Political Science 407 in Appendix 9].

(History-Social Science Content Standards for California Public Schools: Grades 6-8 and 9-12: Historical and Social Sciences Analysis Skills)
Appendices

For the
Response of California State University Fullerton's History Social Science Subject Matter Preparation Program Team [HSS SMPP]

To the California Commission on Teacher Credentialing's Single Subject Matter Standards: Social Science [February 2003]
Appendix 1

Subject Matter Requirements

A1.1 Social Science Subject Matter Requirements (SMRs)..........................59

A1.2 CSUF Response to CA Social Science
Subject Matter Requirements [SMRs].......................................................75
Appendix 1.1

Social Science Subject Matter Requirements (SMRs)
3 October 2003

Part I: Content Domains for Subject Matter
Understanding and Skill in History and Social Science

Domain 1. World History

Candidates demonstrate knowledge of the foundations and contexts of the world history contained in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) as outlined in the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001) at a post secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. Candidates study the people, major events, and issues of the major Western and non-Western civilizations from the origins of humankind to the present. In their study of world history, candidates apply higher-level thinking skills. These skills include, but are not limited to, the ability to analyze, interpret, compare and contrast, and synthesize information about significant historical issues in both written and oral presentation. Candidates utilize appropriate research skills and primary and secondary sources. They engage in historiographic thinking, and demonstrate awareness of multiple historical and geographic perspectives. Candidates appreciate the fundamental role geography plays in historical inquiry. They also understand and are able to apply the principles of political science and economics to historical analysis.

1.1 Ancient Civilizations

Candidates analyze the geography, history, and cultures of Africa, Eurasia, and the Americas from the origins of humankind to the decline of the Roman Empire. Candidates:

1. Describe what is known of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution, explaining how the methods of archaeology and anthropology contribute to the understanding of prehistory.

2. Describe and analyze the impact of human interaction with the physical environment (e.g., climate, landforms, soils, water) on the development of the ancient cultures of Fertile Crescent (e.g. Sumerian, Babylonian, Hebrew), Persia, Egypt, Kush, Greece, India, China, Rome, and pre-Columbian America.

3. Describe and analyze the religious, social, economic, and political structures of the ancient cultures of Mesopotamia, Persia, Egypt, Kush, Greece, India, China, Rome, and pre-Columbian America, and describe and analyze their intellectual, ethical, scientific, and artistic accomplishments and values.

4. Describe and analyze the foundations of western political and philosophical thought in ancient Greek, Roman, and Judeo-Christian traditions.

5. Describe and analyze the foundations of Asian political and philosophical thought found in ancient Chinese and Indian traditions (e.g., Legalism, Taoism, Confucianism, Hinduism, Buddhism).

6. Describe and analyze the importance and patterns of expansion and contraction of empires, religions, and trade that influenced various regional cultures through the decline of the Roman Empire.

(History-Social Science Content Standards for California Public Schools: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 7.1, 10.1)
1.2 Medieval and Early Modern Times
Candidates trace and analyze historical interpretations of cause and effect, sequence, and correlation of the social, cultural, political, economic, and technological developments in Europe, Africa, Asia, and the Americas from A.D.500-1790. Candidates:

a. Analyze the impact of geography, including both human and physical features, on the development of medieval and early-modern Asian, African (including sub-Saharan), Middle Eastern, pre-Columbian American, and European civilizations.

b. Trace the decline of the Western Roman Empire and the development of the Byzantine Empire, and analyze the emergence of these two distinct European civilizations and their views on religion, culture, society, and politics.

c. Describe the role and expansion of Christianity in medieval and early modern Europe and the Middle East.

d. Identify the basic tenets of Islam, and describe Islamic society and culture between the beginning of the 7th century and the end of the 18th century.

e. Analyze the religious and secular contributions of Islam to European, African and Asian civilizations and the impact of medieval Muslim civilization on Asia, Africa, and Europe between the beginning of the 7th century and the end of the 18th century.

f. Analyze and compare and contrast the development of feudalism as a social, political, and economic system in Europe and Japan.

g. Compare and contrast the geographic, political, economic, religious, and social structures of pre-Columbian American civilizations in North and South America between AD 500 and the end of the 18th century.

h. Analyze the geographic, political, economic, religious, and social structures of Asia and Africa between AD 500 and the end of the 18th century.

i. Analyze the art, literature, music, science, and technology of the Renaissance and their diffusion and impact throughout Europe.

j. Analyze the political and religious transformations caused by the Reformation and their impact on Europe.

k. Analyze the historical developments of the Scientific Revolution and the ideas of the Enlightenment and their effects on social, religious, political, economic, and cultural institutions.

(History-Social Science Content Standards for California Public Schools: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11)

1.3 Modern World History
Candidates trace and analyze the major developments in the modern world from the late 18th century through the present. Candidates:

a. Describe and evaluate the significance of the Age of Exploration, and the main ideas of the Enlightenment and their influences on social, political, religious, and economic thought and practice.

b. Compare and contrast the American Revolution and the French Revolution and their enduring worldwide effects on political expectations for self-government and individual liberty.

c. Describe and analyze the emergence of nationalism in the 18th and 19th centuries and its impact on Western, African, and Asian societies.
d. Analyze the causes and effects of the Industrial Revolution, including its impact on science, technology, and society.

e. Describe the emergence and origins of new theories regarding politics, economics, literature, and the arts in the 18th, 19th, and 20th centuries.

f. Analyze the economic, political, social, and geographic factors contributing to the emergence of 19th-century imperialism, and evaluate its impact on Africa, Southeast Asia, China, India, Latin America, and the Philippines.

g. Compare and contrast the social, political, and economic factors that influenced the Russian revolutions of 1905 and 1917.

h. Analyze the origins and course of World War I and its effects on Europe and the rest of the world, including its impact on science, technology, the arts, politics, society, economics, and geography.

i. Analyze the conflict between fascist and Marxist/communist ideologies, and the rise, goals, and policies of dictatorships and totalitarian governments between the two World Wars.

j. Analyze the origins, course, and consequences of World War II, including the human cost of the war (e.g., the Holocaust), the resulting redrawning of boundaries, and the movement of peoples in Europe, Asia, Africa, and the Middle East.

k. Analyze the international developments of the post-World War II era, including decolonization, nationalism, nation building, the development of international organizations, and global migration.

l. Analyze the Cold War from its origins in the post-World War II 1940s to the dissolution of the Soviet Union in 1991, including its impact on social, cultural, political, economic, technological, and geographic developments in the world.

m. Analyze the emergence of a global economy and its impact on the environment, epidemiology, and demographics, and the development and impact of the information, technology, and communications revolutions.

n. Describe the causes and effects of genocide in the 20th century, including, but not limited to, the Armenian genocide, the Holocaust, and post-World War II ethnic cleansing.

o. Explain and evaluate the strategic importance of the Middle East and the volatile political relations within the region.

(History-Social Science Content Standards for California Public Schools: 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10, 10.11)
Domain 2. U.S. History

Candidates demonstrate knowledge of the foundations and contexts of the United States history contained in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) as outlined in the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001) at a post secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. Candidates study the people and major events and issues of U.S. history from the colonization of North America to the present. In their study of U.S. history, they apply higher level thinking skills. These skills include, but are not limited to, the ability to analyze, interpret, compare and contrast, and synthesize information about significant historical issues in both written and oral presentation. Candidates utilize appropriate research skills and primary and secondary sources. They engage in historiographic thinking, and are aware of multiple historical and geographic perspectives. Candidates appreciate the fundamental role geography plays in historical inquiry, and they understand and apply the principles of political science and economics to historical analysis of U.S. history.

2.1 Pre-Revolutionary Era and the War for Independence

Candidates describe the pre-Revolutionary era from early European exploration and settlement through the War for Independence. Candidates:

a. Describe the major American Indian cultural groups and their contributions to early American society.

b. Explain and analyze the struggle for the control of North America among European powers and the emergence of the 13 colonies under English rule.

c. Analyze the effects of English, French, Dutch, and Spanish colonial rule on social, economic, and governmental structures in North America, and the relationships of these colonies with American Indian societies.

d. Describe the institutionalization of African slavery in the Western Hemisphere and analyze its consequences in sub-Saharan Africa.

e. Analyze the causes for the War for Independence, the conduct of the war, and its impact on Americans.

(History-Social Science Content Standards for California Public Schools: 8.1, 8.2, 8.7, 11.1, 5.1, 5.3, 5.4, 5.5, 5.6)
2.2 The Development of the Constitution and the Early Republic
Candidates describe and analyze the development of the political system of the United States and the ways that citizens participate in it through executive, legislative and judicial processes. Candidates:

a. Describe and evaluate the impact of the Enlightenment and the unique colonial experiences on the writing of the Declaration of Independence, Articles of Confederation, the Federalist Papers, the Constitution, and the Bill of Rights.

b. Examine the issues regarding ratification of the Constitution, and compare and contrast the positions of the Federalists and Anti-Federalists.

(History-Social Science Content Standards for California Public Schools: 8.1, 8.2, 11.1, 12.1)

2.3 The Emergence of a New Nation
Candidates describe the social, political, and economic developments of the American people between the ratification of the Constitution and the Civil War. Candidates:

a. Describe the differing visions of the early political parties and explain the reasons for the respective successes and failures of those parties.

b. Compare the significant political and socioeconomic ideas and issues during the Jeffersonian and Jacksonian periods and contrast how they were implemented in policy and practice.

c. Describe American foreign policy prior to the Civil War.

d. Identify and describe the political, social, religious, economic, and geographic factors that led to the formation of distinct regional and sectional identities and cultures.

e. Describe the purpose, challenges, and economic incentives associated with settlements of the West, including the concept of Manifest Destiny.

f. Map and analyze the expansion of U.S. borders and the settlement of the West, and describe how geographic features influenced this expansion.

g. Analyze the evolution of American Indian policy up to the Civil War.

h. Describe and analyze the impact of slavery on American society, government, and economy, and the contributions of enslaved Africans to America, and trace the attempts to abolish slavery in the first half of the 19th century.

i. Describe and compare and contrast early 19th-Century social and reform movements and their impact on antebellum American society (e.g., the Second Great Awakening, the temperance movement, the early women=s movement, utopianism).

(History-Social Science Content Standards for California Public Schools: 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 11.1, 11.3)

2.4 Civil War and Reconstruction
Candidates explain and analyze the political, economic, geographic, and social causes and consequences of the Civil War. Candidates:

a. Interpret the debates over the doctrines of nullification and state secession.

b. Compare and contrast the strengths and weaknesses of the Union and Confederacy.

c. Describe the major military and political turning points of the war.

d. Describe and analyze the physical, social, political, and economic impact of the war on combatants, civilians, communities, states, and the nation.

e. Compare and contrast plans for Reconstruction with its actual implementation.
f. Explain and assess the development and adoption of segregation laws, the influence of social mores on the passage and implementation of these laws, and the rise of white supremacist organizations.

g. Analyze the relationship of the 13th, 14th, and 15th Amendments to Reconstruction, and compare and contrast their initial and later interpretations.

(History-Social Science Content Standards for California Public Schools: 8.10, 8.11, 11.1)

2.5 The Gilded Age
Candidates examine the relationship among post-Civil War economic development and political, social, and geographic issues and events in the second half of the 19th century. Candidates:

a. Describe and analyze the role of entrepreneurs and industrialists and their impact on the United States economy.

b. Describe and analyze the effects of industrialization on the American economy and society, including increased immigration, changing working conditions, and the growth of early labor organizations.

c. Explain and analyze the causes for, and the impact of, Populism and Progressivism.

d. Explain the development of federal Indian policy including the environmental consequences of forced migration into marginal regions and its consequences for American Indians.

e. Analyze the impact of industrialism and urbanization on the physical and social environments of the United States.

(History-Social Science Content Standards for California Public Schools: 8.12, 11.2)

2.6 The U.S. as a World Power
Candidates trace and evaluate the emergence of the U.S. as an economic, diplomatic, and military world power in the early 20th century. Candidates:

a. Evaluate the debate about American imperialistic policies before, during and following the Spanish-American War.

b. Analyze the political, economic, and geographic significance of the Panama Canal, the Open Door policy with China, Theodore Roosevelt’s Big Stick Diplomacy, William Howard Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy.

c. Evaluate the political, economic, social, and geographic consequences of World War I in terms of American foreign policy and the war’s impact on the American home front.

(History-Social Science Content Standards for California Public Schools: 11.4)
2.7 The 1920s
Candidates analyze the political, social, economic, technological, cultural, and geographic developments of the 1920s. Candidates:

a. Analyze domestic events that resulted in, or contributed to, the Red Scare, Marcus Garvey’s Back to Africa movement, the Ku Klux Klan, the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League.

b. Analyze the significance of the passage of the 18th and 19th Amendments as they related to the changing political and economic roles of women in society.

c. Assess changes in American immigration policy in the 1920s.

d. Describe new trends in literature, music, and art, including the Harlem Renaissance and the Jazz Age.

e. Assess the impact of radio, mass production techniques, and the growth of cities on American society.

(History-Social Science Content Standards for California Public Schools: 11.5)

2.8 The Great Depression and the New Deal
Candidates analyze the social, political, economic, and geographic effects of the Great Depression and its impact on the changing role of government in economy and society. Candidates:

a. Analyze the differing explanations for the 1929 stock market crash, Herbert Hoover’s and Congress’s responses to the crisis, and the implementation of Franklin Delano Roosevelt’s New Deal policies.

b. Describe and assess the human toll of the Great Depression, including the impact of natural disasters and agricultural practices on the migration from rural Southern and Eastern regions to urban and Western areas.

c. Analyze the effects of, and controversies arising from, New Deal policies, including the social and physical consequences of regional programs (e.g., the Tennessee Valley Authority, the Central Valley Project).

d. Trace and evaluate the gains and losses of organized labor in the 1930s.

(History-Social Science Content Standards for California Public Schools: 11.6)

2.9 World War II
Candidates analyze U.S. participation in World War II. Candidates:

a. Explain the origins of American involvement in World War II, including reactions to events in Europe, Africa, and Asia.

b. Analyze American foreign policy before and during World War II.

c. Evaluate and analyze significant events, issues, and experiences during World War II, including:
   o Internment of people of Japanese ancestry
   o Allied response to the Holocaust
   o The experiences and contributions of American fighting forces, including the role of minorities (e.g., the Tuskegee Airmen, the 442nd Regimental Combat Unit, Navajo Code Talkers)
o The role of women and minority groups at home
o Major developments in aviation, weaponry, communications, and medicine
o The significance and ramifications of the decision to drop the atomic bomb

d. Assess American foreign policy in the aftermath of World War II, using geographic, political, and economic perspectives.

(History-Social Science Content Standards for California Public Schools: 11.7)

2.10 Post-World War II America
Candidates analyze the major issues in post-World War II America. Candidates:
a. Describe and evaluate the significance of changes in international migration patterns and their impact on society and the economy.
b. Describe the increased role of the federal government in response to World War II and the Cold War and assess the impact of this increased role on regional economic structures, society, and the political system.
c. Describe the effects of technological developments on society, politics, and the economy since 1945.
d. Analyze the major domestic policies of presidential administrations from Harry S Truman to the present.

(History-Social Science Content Standards for California Public Schools: 11.8)

2.11 Post-World War II U.S. Foreign Policy
Candidates analyze U.S. foreign policy since World War II and its impact on the world. Candidates:
a. Trace the origins of the Cold War.
b. Analyze the roles of the Truman Doctrine, the Marshall Plan, and military alliances, including the North American Treaty Organization (NATO), the South East Asian Treaty Organization (SEATO), and the Warsaw Pact.
c. Trace the origins and consequences of the Korean War.
d. Explain and analyze the relationship between domestic and foreign policy during the Cold War, including McCarthyism.
e. Analyze the foreign policies of post-World War II presidential administrations and their effect on the Cold War.
f. Trace the causes, controversies, and consequences of the Vietnam War, its effects on American combatants and civilians, and its continued impact on American society.

(History-Social Science Content Standards for California Public Schools: 11.8, 11.9, 11.11)

2.12 Civil Rights Movement
Candidates trace the reasons for and the development of civil rights from World War II to the present. Candidates:
a. Examine and analyze the key people, events, policies, and court cases in the field of civil rights from varying perspectives.
b. Describe the civil rights movements of African Americans and other minority groups and their impacts on government, society, and the economy.
c. Analyze the development of the women’s rights movement and its connections to other social and political movements.

(History-Social Science Content Standards for California Public Schools: 11.10, 11.3)
Domain 3. California History

Candidates demonstrate knowledge of the foundations and contexts of the California history contained in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) as outlined in the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001) at a post secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. Candidates study the history of California from the pre-Columbian period to the present. In this study of California history, they apply higher level thinking skills. These skills include, but are not limited to, the ability to analyze, interpret, compare and contrast, and synthesize information about significant historical issues in both written and oral presentation. Candidates utilize appropriate research skills and primary and secondary sources. They engage in historiographic thinking, and are aware of multiple historical and geographic perspectives. Candidates appreciate the fundamental role geography plays in historical inquiry, and they understand and are able to apply the principles of political science and economics to historical analysis of California history. Candidates understand the relationship between California and U.S. history while also recognizing the political, social, economic, and geographic conditions that make California unique.

3.1 Pre-Columbian Period Through the End of Mexican Rule
Candidates describe analyze the relationship between California’s physical geography and its history from the pre-Columbian period through the end of Mexican rule. Candidates:

a. Describe the geography, economic life, and culture of California’s American Indian peoples, as well as their relationship with the environment.

b. Define and assess the impact of Spanish exploration and colonization, including the establishment of the mission system, ranchos, and pueblos, and their influences on the development of the agricultural economy of early California.

c. Describe the causes of the Mexican-American War and assess its impact on California.

(History-Social Science Content Standards for California Public Schools: 4.1, 4.2, 4.3, 5.8, 8.5, 8.8)

3.2 From the Gold Rush to the Present
Candidates describe and analyze the history of California from the Gold Rush to the present. Candidates:

a. Describe the discovery of gold and assess its consequences on the cultures, societies, politics, and economies of California, including its impact on California Indians and Californios.

b. Describe the international migration to California in the 19th century, the social, economic, and political responses to this migration, and the contributions of immigrants to the development of California.

c. Analyze key principles in California’s constitutional and political development (including the Progressive Era reforms of initiative, referendum, and recall), and compare and contrast the California and U.S. Constitutions.

d. Describe 20th century migration to California from the rest of the U.S. and the world, and analyze its impact on the cultural, economic, social, and political evolution of the state.

e. Identify major environmental issues in California history and their economic, social, and political implications (e.g., water supply and delivery, air/water/soil quality, transportation, energy).

(History-Social Science Content Standards for California Public Schools: 4.3, 4.4, 4.5, 8.5, 8.9, 8.12, 11.2, 11.3, 11.6, 11.7, 11.8, 11.9, 11.10, 11.11)

Domain 4. Principles of American Democracy
Candidates demonstrate knowledge of the foundations and contexts of the American democracy contained in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) as outlined in the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001) at a post secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. Candidates study the principles of American democracy and analyze how those principles are put into practice in American politics and government. In their study of American democratic principles and practices, candidates apply higher level thinking skills. These skills include the ability to analyze the effect of governmental structures, economic conditions, and social forces on the distribution and use of power. These skills also include the ability to articulate and defend basic values and principles of democratic government. Candidates utilize appropriate research skills and primary and secondary sources. The study of social science must move beyond rote memorization. Therefore, candidates understand and are able to apply the principles and methodologies of political science, economics, and geography to the study of American democracy. Candidates recognize that knowledge and understanding of the social sciences are intrinsic to political analysis.

### 4.1 Principles of American Democracy

Candidates explain and analyze the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents. Candidates:

- a. Analyze the influence of ancient Classical and Enlightenment political thinkers and the pre-Revolutionary colonial and indigenous peoples’ experience on the development of the American government, and consider the historical contexts in which democratic theories emerged.
- b. Explain and analyze the principles of the Declaration of Independence and how the U.S. Constitution reflects a balance between classical republican and classical liberal thinking.
- c. Evaluate the Founding Fathers’ contribution to the establishment of a constitutional system as articulated in the Federalist Papers, constitutional debates, and the U.S. Constitution.
- d. Describe the significance of the Bill of Rights and the 14th Amendment as limits on government in the American constitutional process as compared to English Common Law.
- e. Describe the nature and importance of law in U.S. political theory, including the democratic procedures of law making, the rule of adherence to the law, and the role of civil disobedience.
- f. Analyze the significance and evolving meaning of the principles of American democracy: autonomy/liberty, equality, basic opportunity, debate and deliberation, and representation.
- g. Describe the meaning and importance of each of the rights guaranteed in the Bill of Rights and analyze the reciprocal nature of citizenship, including the obligation to obey the law, serve as a juror, vote, pay taxes, and pursue various avenues of participation open to citizens.
- h. Explain the basis and practice of acquiring American citizenship.

(History-Social Science Content Standards for California Public Schools: 11.1, 12.1, 12.2, 12.3, 12.4)

### 4.2 Fundamental Values and Principles of Civil Society

Candidates describe and analyze the fundamental values and principles of civil society. Candidates:

- a. Explain and analyze the historical role of religion, religious diversity, and religious discrimination and conflict in American life.
- b. Analyze citizen participation in governmental decision-making in a large modern society and the challenges Americans faced historically to their political participation.
- c. Analyze the evolving practices of citizen collaboration and deliberation, and special interest influence in American democratic decision-making.
- d. Compare and contrast the role of the individual in democratic and authoritarian societies.
- e. Explain how civil society provides opportunities for individuals to promote private or public interests.

(History-Social Science Content Standards for California Public Schools: 12.2, 12.3, 12.10)
4.3 **The Three Branches of Government**
Candidates compare and contrast the roles and responsibilities of the three branches of government as established by the U.S. Constitution and describe how these roles and responsibilities have evolved throughout U.S. history. Candidates:

a. Analyze Articles I, II, and III as they relate to the legislative, executive, and judicial branches of government.

b. Analyze how and why the existing roles and practices of the three branches of government have evolved.

c. Describe and analyze the issues that arise as a result of the checks and balances system.

d. Explain the process by which the Constitution is amended.

*(History-Social Science Content Standards for California Public Schools: 12.4, 12.10)*

4.4 **Landmark U.S. Supreme Court Cases**
Candidates analyze landmark U.S. Supreme Court interpretations of the Constitution and the continuing debate about judicial restraint and judicial activism. Candidates:

a. Analyze the changing interpretations of the Bill of Rights and later constitutional amendments.


c. Describe and analyze the controversies that have resulted over the changing interpretations of civil rights, including, but not limited to, those in Plessy v. Ferguson; Brown v. Board of Education; Miranda v. Arizona; Roe v. Wade; Regents of the University of California v. Bakke; Adarand Constructors, Inc. v. Pena; United States v. Virginia (VMI), and Bush v. Palm Beach County Canvassing Board.

*(History-Social Science Content Standards for California Public Schools: 12.5)*

4.5 **Issues Regarding Campaigns for National, State, and Local Elective Offices**
Candidates describe the process by which officials are elected and analyze issues regarding political campaigns. Candidates:

a. Analyze the origin, development, and role of political parties.

b. Describe the means that citizens use to participate in the political process.

c. Explain the function and evolution of the College of Electors and analyze its role in contemporary American politics.

d. Describe and evaluate issues of state redistricting and the political nature of reapportionment.

*(History-Social Science Content Standards for California Public Schools: 8.3, 12.6)*

4.6 **Powers and Procedures of the National, State, Local and Tribal Governments**
Candidates compare the processes of law and policy-making at each of the three levels of government, and contrast them to each other and to tribal governments. Candidates:

a. Identify the various ways in which federal, state, local, and tribal governments are organized.

b. Analyze the issues that arise out of the divisions of jurisdiction among federal, state, local, and tribal governments at each level of government; consider their impacts on those different levels of government.

c. Analyze the sources of power and influence in democratic politics, such as access to and use of the mass media, money, economic interests, and the ability to mobilize groups.

*(History-Social Science Content Standards for California Public Schools: 12.7)*

4.7 **The Media in American Political Life**
Candidates debate positions on the influence of the media on American political life. Candidates:

a. Describe the significance of a free press, including the role of the broadcast, print, and electronic media in American society and government.

b. Analyze the interaction between public officials and the media to communicate and influence public opinion.

(History-Social Science Content Standards for California Public Schools: 12.8)

4.8 Political Systems
Candidates compare and contrast the origins, characteristics, and development of different political systems. Candidates:

a. Explain and analyze different political systems and the philosophies that underlie them, including the parliamentary system.

b. Analyze problems of new democracies in the 19th and 20th centuries and their internal struggles.

(History-Social Science Content Standards for California Public Schools: 12.9)

4.9 Tensions within our Constitutional Democracy
Candidates analyze tensions within our constitutional democracy. Candidates:

a. Analyze the constitutional interpretations of the First Amendment’s statement about the separation of church and state.

b. Debate the adequacy of the solution of majority rule and the role of minority rights in a majority-rules system.

(History-Social Science Content Standards for California Public Schools: 12.10)

Domain 5. Principles of Economics
Candidates demonstrate knowledge of the foundations and contexts of the economics contained in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) as outlined in the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001) at a post secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. Candidates study the principles of economics, both in relation to the United States economy and to the international economy. In their study of economics they apply higher level thinking skills. These skills include, but are not limited to, the ability to analyze, interpret, compare, contrast and synthesize information about significant issues in both written and oral presentation. Candidates utilize research skills and different methods of analysis, including the use of marginal analysis, equilibrium analysis, micro and macro analysis and positive and normative analysis skills. They use the skills of economic analysis to explain rational behavior of people and groups encountering experiences of everyday life in the form of tables and numbers, graphical analysis and single equations. Candidates demonstrate how solutions are derived from each form of economic analysis, how they are equivalent, and how they translate from one to another. Economic themes are intrinsic to all of the social science content domains. Therefore, candidates demonstrate the ability to explore issues that feature both theoretical and applied economics.

5.1 Economic Terms and Concepts and Economic Reasoning
Candidates explain the meaning of common economic terms and concepts (e.g., supply and demand) and use economic reasoning (e.g., the equivalence and convertibility of the different forms of economic analysis). Candidates:

a. Describe the causal relationship between scarcity and choices, and explain opportunity cost and marginal benefit and marginal cost.
b. Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior.

c. Debate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.

d. Describe and analyze the debate concerning the role of a market economy versus a planned economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).

(History-Social Science Content Standards for California Public Schools: 12.1)

5.2 Elements of America’s Market Economy in a Global Setting
Candidates analyze the elements of America’s market economy in a global setting. Candidates:

a. Describe and analyze the relationship of the concepts of incentives and substitutes to the law of supply and demand.

b. Describe the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.

c. Explain and analyze the roles of property rights, competition, and profit in a market economy.

d. Explain and analyze how prices reflect the relative scarcity of goods and services and perform the function of allocation in a market economy.

e. Explain the process by which competition among buyers and sellers determines a market price.

f. Describe the effect of price controls on buyers and sellers.

g. Analyze how domestic and international competition in a market economy affects the quality, quantity, and price of goods and services produced.

h. Explain the role of profit as the incentive to entrepreneurs in a market economy.

i. Describe the functions of the financial markets.

(History-Social Science Content Standards for California Public Schools: 12.2)

5.3 The Relationship between Politics and Economics
Candidates explain and analyze the debate over the role of the government in the economy and the relationship between politics and economics. Candidates:

a. Analyze the effects of federal, state, and local policies on the distribution of resources and economic decision-making.

b. Describe the economic and social effects of government fiscal policies.

c. Describe the aims and tools of monetary policy and its economic and social effects.

d. Assess the tradeoff between efficiency and equality in modern mixed economies, using social policies as examples.

e. Apply the principles of economic decision-making to a current or historical social problem in America (e.g., land development, resource availability, environmental quality, composition of the economy).

(History-Social Science Content Standards for California Public Schools: 12.3, 12.1, 12.6)

5.4 Elements of the U.S. Labor Market in a Global Setting
Candidates describe and analyze the operations of the U.S. labor market. Candidates:

a. Describe the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, and the effects of unionization, the minimum wage, and unemployment insurance.

b. Analyze the current U.S. economy and the global labor market that helps support it, including the types of goods and services produced, the types of skills in demand, and the effects of rapid
technological change, inter- and intra-regional shifts in employment, and the impact of international competition.

c. Analyze wage differences between jobs and professions, using the laws of supply and demand and the concept of productivity.

d. Analyze the effects of international mobility of capital, labor, and trade on the U.S. economy.

(History-Social Science Content Standards for California Public Schools: 12.4)

5.5 Aggregate Economic Behavior of the American Economy
Candidates describe the macroeconomic forces at work at the level of the aggregate sectors of the economy. Candidates:

a. Describe how measures of economic output are adjusted using indexes.

b. Define, calculate, and analyze the significance of the changes in rates of unemployment, inflation, and real Gross Domestic Product.

c. Distinguish between short- and long-term interest rates and explain their relative significance.

(History-Social Science Content Standards for California Public Schools: 12.5)

5.6 International Trade and the American Economy
Candidates describe and analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States’ borders. Candidates:

a. Use the concept of comparative advantage to identify the costs of and gains from international trade.

b. Compare and contrast the arguments for and against trade restrictions during the Great Depression with those among labor, business, and political leaders today.

c. Analyze the significance of the changing role of international political borders and territorial sovereignty in a global economy (e.g., General Agreement on Trade and Tariffs (GATT), North American Free Trade Agreement (NAFTA), World Trade Organization (WTO), European Union (EU)).

d. Describe how international currency exchange rates are determined and their significance.

(History-Social Science Content Standards for California Public Schools: 12.6)

Domain 6. Principles of Geography

Candidates demonstrate knowledge of the foundations and contexts of the geography contained in the History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (1998) as outlined in the History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve (2001) at a post secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. Candidates study the principles of geography and their application to the study of history, political science, and economics. In their study of geography, they apply higher level thinking skills. These skills include (but are not limited to) the ability to analyze, interpret, compare and contrast, and synthesize information regarding the geographic character of landscapes, societies, and ecosystems across the earth. They know the five basic themes of geography as stated in the 2000 History-Social Science Framework: location; place; human and environmental interaction; movement; and regions. Candidates use basic map and globe skills, such as latitude/longitude, relative location, distance/direction, scale, legend, map projections, and distortion categories to describe and analyze the world from a geographic perspective.

6.1 Tools and Perspectives of Geographic Study
Candidates use the tools, theories, and methodologies of geography to analyze the history and current issues of the world=s peoples and places. Candidates:
a. Describe the criteria for defining regions and identify why places and regions are important.
b. Explain the nature of map projections and use maps, as well as other geographic representations and technologies (including remote sensing and geographic information systems) to acquire, process, and report information from a spatial perspective.

(History-Social Science Content Standards for California Public Schools, Grades 6-12, Historical and Social Science Analysis Skills, Chronological and Spatial Thinking, #3)

6.2 Geographic Diversity of Natural Landscapes and Human Societies
Candidates make inter- and intra-regional comparisons and analyze the geographic diversity of human societies, using such concepts as density, distribution, growth, demographic transition, culture, and place identification. Candidates:

a. Analyze how unique ecologic settings are encouraged by various combinations of natural and social phenomena, including bio-geographic relationships with climate, soil, and terrain.
b. Analyze the patterns and networks of economic interdependence across the earth’s surface during the agricultural, industrial, and post-industrial revolutions, including the production and processing of raw materials, marketing, consumption, transportation, and other measures of economic development.
d. Describe the processes, patterns, and functions of human settlements from subsistence agriculture to industrial metropolis.
Analyze the forces of cooperation and conflict among peoples and societies that influence the division and control of the earth’s surface (e.g., boundaries and frontiers, the control of resources, centripetal vs. centrifugal forces, spheres of influence).

(History-Social Science Content Standards for California Public Schools: 11.6.3, 10.5.2, 12.2.6, 7.2.1, 8.12.1, 10.5.2, 11.2.6)

6.3 Culture and the Physical Environment
Candidates describe and analyze and discuss the geographic interactions between human activities and the physical environment in the past and present, and plan for the future. Candidates:

a. Describe and analyze ways in which human societies and settlement patterns develop in response to the physical environment, and explain the social, political, economic, and physical processes that have resulted in today’s urban and rural landscapes.
b. Recognize the interrelationship of environmental and social policy.

(History-Social Science Content Standards for California Public Schools: 6.1.1, 6.1.2, 6.2.1, 6.2.2, 6.4.1 6.5.1, 6.6.1, 6.6.7, 6.7.3, 7.3.2, 7.3.4, 7.4.2, 7.4.4, 7.6.1, 7.6.3, 7.7.1, 7.8.2, 7.8.3, 7.11.3, 8.6.1, 8.6.2, 8.7.1, 8.8.5, 8.12.1, 8.12.5, 10.3.5, 10.4.1, 10.4.2, 10.10.1, 11.1, 11.2.2, 11.2.6, 11.4, 11.5.7, 11.6.3, 11.8.6, 11.11.5, 6.2.8, 6.6.2, 6.7.1, 7.4.1, 10.10, 6.4.6, 6.5.2, 6.5.6, 7.1.2, 7.2.4, 7.7.3, 8.3.5, 8.5.2, 8.8.6, 8.10.2, 8.10.7, 10.5.2, 10.6.2, 10.8.3, 11.4.2, 11.7.2, 11.9.3)
Appendix 1.2

Cal State Fullerton Response
to the CA Social Science Subject Matter Requirements [SMRs]

3 October 2003

<table>
<thead>
<tr>
<th>Part 1: Content Domains</th>
<th>Domain 1: World History</th>
<th>Courses that address this content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Ancient Civilizations</td>
<td>Core classe American Studies ANTH ECON History GEOG Political Science</td>
<td></td>
</tr>
<tr>
<td>a. Describe what is known of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution, explain how the methods of archaeology and anthropology contribute to the understanding of prehistory.</td>
<td>HIST 110A</td>
<td>ANT100</td>
</tr>
<tr>
<td>b. Describe and analyze the impact of human interaction with the physical environment (e.g., climate landforms, soils, water) on the development of the ancient cultures of Fertile Crescent (e.g., Sumerian, Babylonian, Hebrew), Persia, Egypt, Kush, Greece, India, China, Rome, and pre-Columbian America.</td>
<td>HIST 110A</td>
<td>ANT100</td>
</tr>
<tr>
<td>c. Describe and analyze the religious, social, economic, and political structures of the ancient cultures of Mesopotamia, Persia, Egypt, Kush, Greece, India, China, Rome, and pre-Columbian America, and describe and analyze their intellectual, ethical, scientific, and artistic accomplishments and values.</td>
<td>HIST 110A RELST110</td>
<td>ANT100</td>
</tr>
<tr>
<td>d. Describe and analyze the foundations of western political and philosophical thought in ancient Greek, Roman, and Judeo-Christian traditions.</td>
<td>HIST 110A RELST110</td>
<td></td>
</tr>
<tr>
<td>e. Describe and analyze the foundations of Asian political and philosophical thought found in ancient Chinese and Indian traditions (e.g., Legalism, Taoism, Confucianism, Hinduism, Buddhism).</td>
<td>HIST 110A RELST110</td>
<td>ANT100</td>
</tr>
<tr>
<td>f. Describe and analyze the importance and patterns of expansion and contraction of empires, religions, and trade that influenced various regional cultures through the decline of the Roman empire.</td>
<td>HIST 110A</td>
<td>ANT100</td>
</tr>
<tr>
<td>Core classes</td>
<td>American Studies</td>
<td>ANTH</td>
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<tr>
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</tr>
<tr>
<td>a. Analyze the impact of geography, including both human and physical features, on the development of medieval and early-modern Asian, African (including sub-Saharan), Middle Eastern, pre-Columbian American, and European Civilizations.</td>
<td>Hist 110A</td>
<td>ANT100</td>
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<tr>
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<tr>
<td>b. Trace the decline of the Western Roman Empire and the development of the Byzantine Empire, and Analyze the emergence of these two distinct European civilizations and their views on religion, culture, society, and politics.</td>
<td>HIST 110A RELST110</td>
<td></td>
</tr>
<tr>
<td>c. Describe the role and expansion of Christianity in medieval and early modern Europe and the Middle East.</td>
<td>HIST 110A RELST110</td>
<td></td>
</tr>
<tr>
<td>d. Identify the basic tenets of Islam, and describe Islamic society and culture between the beginning of the 7th century and the end of the 18th century.</td>
<td>HIST 110A RELST110</td>
<td>ANT100</td>
</tr>
<tr>
<td>e. Analyze the religious and secular contributions of Islam to European, African and Asian civilizations and the impact of medieval Muslim civilizations on Asia, Africa, and Europe between the Beginning of the 7th century and the end of the 18th century.</td>
<td>HIST 110A RELST110</td>
<td>ANT100</td>
</tr>
<tr>
<td>f. Analyze and compare and contrast the development of feudalism as a social, political, and economic system in Europe and Japan.</td>
<td>HIST 110A</td>
<td>ANT100</td>
</tr>
<tr>
<td>g. Compare and contrast the geographic, political, economic, religious, and social structures of pre-Columbian American civilizations in North and South America between AD 500 and the end of the 18th century.</td>
<td>HIST 110A</td>
<td>ANT100</td>
</tr>
<tr>
<td>h. Analyze the geographic, political, economic, religious, and social structures of Asia and Africa between AD 500 and the end of the 18th century.</td>
<td>HIST 110A</td>
<td>ANT100</td>
</tr>
<tr>
<td>i. Analyze the art, literature, music, science, and technology of the Renaissance and their diffusion and impact throughout Europe.</td>
<td>HIST 110A</td>
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</tr>
<tr>
<td>j. Analyze the political and religious transformations caused by the Reformation and their impact on Europe.</td>
<td>HIST 110A</td>
<td></td>
</tr>
<tr>
<td>k. Analyze the historical developments of the Scientific Revolution and the ideas of the Enlightenment and their effects on social, religious, political, economic, and cultural institutions.</td>
<td>HIST 110B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyze the Cold war from its origins in the post-World War II 1940’s to the dissolution of the Soviet Union in 1991, including its impact on social, cultural, political, economic, technological, and geographic developments in the world.</td>
<td>HIST 110B</td>
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<tr>
<td>m.</td>
<td>Analyze the emergence of a global economy and its impacts on the environment, epidemiology, and demographics, and the development and impact of the information, technology, and communications revolutions.</td>
<td>HIST 110B</td>
</tr>
<tr>
<td>n.</td>
<td>Describe the causes and effects of genocide in the 20th century, including, but not limited to, the Armenian genocide, the Holocaust, and post-World War II “ethnic cleansing.”</td>
<td>HIST 110B</td>
</tr>
<tr>
<td>o.</td>
<td>Explain and evaluate the strategic importance of the Middle East and the volatile political relations within the region.</td>
<td>HIST 110B</td>
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<tr>
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<td>Core classes</td>
<td>American Studies</td>
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</tr>
<tr>
<td>1.3 Modern World History</td>
<td>HIST 110B</td>
<td>HIS110B</td>
</tr>
<tr>
<td>a.</td>
<td>Describe and evaluate the significance of the “Age of Exploration” and the main ideas of the Enlightenment and their influences on social, political, religious, and economic thought and practice.</td>
<td>HIST 110B</td>
</tr>
<tr>
<td>b.</td>
<td>Compare and contrast the American Revolution and the French Revolution and their enduring worldwide effects on political expectations for self-government and individual liberty.</td>
<td>HIST 110B</td>
</tr>
<tr>
<td>c.</td>
<td>Describe and analyze the emergence of nationalism in the 18th and 19th centuries and its impact on Western, African, and Asian societies.</td>
<td>HIS110B</td>
</tr>
<tr>
<td>d.</td>
<td>Analyze the causes and effects of the Industrial Revolution, including its impact on science, technology, and society.</td>
<td>HIS110B</td>
</tr>
<tr>
<td>e.</td>
<td>Describe the emergence and origins of new theories regarding politics, economics, literature, and the arts in the 18th, 19th, and 20th centuries.</td>
<td>HIS110B</td>
</tr>
<tr>
<td>f.</td>
<td>Analyze the economic, political, social, and geographic factors contributing to the emergence of 19th-century imperialism, and evaluate its impact on Africa, Southeast Asia, China, India, Latin America, and the Philippines.</td>
<td>HIS110B</td>
</tr>
<tr>
<td>g.</td>
<td>Compare and contrast the social, political, and economic factors that influenced the Russian revolutions of 1905 and 1917.</td>
<td>HIS110B</td>
</tr>
<tr>
<td>h.</td>
<td>Analyze the origins and course of World War I and its effects on Europe and the rest of the world, including its impact on science, technology, the arts, politics, society, economics, and geography.</td>
<td>HIS110B</td>
</tr>
<tr>
<td>i.</td>
<td>Analyze the conflict between fascist and Marxist/communist ideologies, and the rise, goals, and policies of dictatorships and totalitarian governments between the two World Wars.</td>
<td>HIS110B</td>
</tr>
<tr>
<td>j.</td>
<td>Analyze the origins, course, and consequences of World War II, including the human cost of war (e.g., the Holocaust), the resulting redrawing of boundaries, and the movement of peoples in Europe, Asia, and the Middle East.</td>
<td>HIS110B</td>
</tr>
<tr>
<td>k.</td>
<td>Analyze the international developments of the post-World War II era, including de-colonization, nationalism, nation building, the development of international organizations, and global migration.</td>
<td>HIS110B</td>
</tr>
</tbody>
</table>
### Domain 2: U.S. History

#### 2.1 Pre-Revolutionary Era and the War for Independence

<table>
<thead>
<tr>
<th>Core classes</th>
<th>American Studies</th>
<th>ANTH</th>
<th>ECON</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Describe the Major American Indian cultural groups and their contributions to early American society.</td>
<td>HIST 170A</td>
<td>AS201 AS301</td>
<td>AN170A</td>
<td>HIS170A</td>
<td>GEOG 332</td>
<td></td>
</tr>
<tr>
<td>b. Explain and analyze the struggle for the control of North America among European powers and the emergence of the 13 colonies under English rule.</td>
<td>HIST 170A</td>
<td>AS201 AS301</td>
<td>HIS170A</td>
<td>GEOG 332</td>
<td></td>
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</tr>
<tr>
<td>c. Analyze the effects of English, French, Dutch, and Spanish colonial rule on social, economic, and governmental structures in North America, and the relationships of the Colonies with American Indian societies.</td>
<td>HIST 170A</td>
<td>AS201 AS301</td>
<td>HIS170A</td>
<td>GEOG 332</td>
<td></td>
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</tr>
<tr>
<td>d. Describe the institutionalization of African slavery in the Western Hemisphere and analyze its consequences in sub-Saharan Africa.</td>
<td>HIST 170A</td>
<td>AS201 AS301</td>
<td>HIS170A</td>
<td>GEOG 332</td>
<td></td>
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</tr>
<tr>
<td>e. Analyze the causes for the War for Independence, the conduct of the war, and impact on Americans</td>
<td>HIST 170A</td>
<td>AS201 AS301</td>
<td>HIS170A</td>
<td>GEOG 332</td>
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</tr>
</tbody>
</table>

#### 2.2 The Development of the Constitution and the Early Republic

<table>
<thead>
<tr>
<th>Core classes</th>
<th>American Studies</th>
<th>ANTH</th>
<th>ECON</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Describe and evaluate the impact of The Enlightenment and the unique colonial experiences on the writing of the Declaration of Independence, Articles of Confederation, the Federalist Papers, the Constitution, and the Bill of Rights.</td>
<td>HIST 170A</td>
<td></td>
<td></td>
<td>HIS170A</td>
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<tr>
<td>b. Examine the issues regarding ratification of the Constitution, and compare and contrast the positions of the Federalists and Anti-Federalists.</td>
<td>HIST 170A</td>
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<td>HIS170A</td>
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<td>PS100</td>
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</tr>
</tbody>
</table>
### 2.3 The Emergence of a New Nation

<table>
<thead>
<tr>
<th>Core classes</th>
<th>American Studies</th>
<th>ANTH</th>
<th>ECON</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Describe the differing visions of the early political parties and explain the reason for the respective success and failures of those parties.</td>
<td>HIST 170A</td>
<td></td>
<td></td>
<td>HIS170A</td>
<td></td>
<td>PS100</td>
</tr>
<tr>
<td>b. Compare the significant political and socioeconomic ideas and issues during the Jeffersonian and Jacksonian periods and contrast how they were implemented in policy and practice.</td>
<td>HIST 170A</td>
<td></td>
<td>HIS170A</td>
<td></td>
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<tr>
<td>c. Describe American foreign policy prior to the Civil War.</td>
<td>HIST 170A</td>
<td></td>
<td>HIS170A</td>
<td></td>
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</tr>
<tr>
<td>d. Identify and describe the political, social, religious, economic, and geographic factors that led to the formation of distinct regional and sectional identities and cultures.</td>
<td>HIST 170A</td>
<td>AS201 AS301</td>
<td>HIS170A</td>
<td>GEOG 332</td>
<td></td>
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</tr>
<tr>
<td>e. Describe the purpose, challenges, and economic incentives associated with settlements of the West, including the concept of Manifest Destiny.</td>
<td>HIST 170A</td>
<td>AS201 AS301</td>
<td>HIS170A</td>
<td>GEOG 332</td>
<td></td>
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</tr>
<tr>
<td>f. Map and analyze the expansion of U.S. borders and the settlement of the West, and describe how geographic features influenced this expansion.</td>
<td>HIST 170A</td>
<td></td>
<td>HIS170A</td>
<td>GEOG 332</td>
<td></td>
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</tr>
<tr>
<td>g. Analyze the evolution of American Indian policy up to the Civil War.</td>
<td>HIST 170A</td>
<td>AS201 AS301</td>
<td>HIS170A</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>h. Describe and analyze the impact of slavery on American society, government, and the contributions of enslaved Africans to America, and trace the attempts to abolish Slavery in the first half of the 19th century.</td>
<td>HIST 170A</td>
<td>AS201 AS301</td>
<td>HIS170A</td>
<td>GEOG 332</td>
<td></td>
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</tr>
<tr>
<td>i. Describe and compare and contrast early 19th-Century social and reform movements and their impact on antebellum American society (e.g., the Second Great Awakening, the temperance movement, the early women’s movement, utopianism).</td>
<td>HIST 170A</td>
<td></td>
<td>HIS170A</td>
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</tbody>
</table>

### 2.4 Civil War and Reconstruction

<table>
<thead>
<tr>
<th>Core classes</th>
<th>American Studies</th>
<th>ANTH</th>
<th>ECON</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Interpret the debates over the doctrines of nullification and state secession.</td>
<td>HIST 170A</td>
<td></td>
<td>HIS170A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Compare and contrast the strengths and weaknesses of the Union and Confederacy.</td>
<td>HIST 170A</td>
<td></td>
<td>HIS170A</td>
<td></td>
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</tr>
<tr>
<td>c. Describe the major military and political turning points of the War.</td>
<td>HIST 170A</td>
<td></td>
<td>HIS170A</td>
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</tr>
<tr>
<td>d. Describe and analyze the physical, social, political, and economic impact of the war on combatants, civilians, communities, states, and the nation.</td>
<td>HIST 170A</td>
<td></td>
<td>HIS170A</td>
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</tr>
<tr>
<td>e. Compare and contrast plans for Reconstruction with its actual Implementation.</td>
<td>HIST 170A</td>
<td></td>
<td>HIS170A</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### 2.5 The “Gilded Age”

<table>
<thead>
<tr>
<th>Core classes</th>
<th>American Studies</th>
<th>ANTH</th>
<th>ECON</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Describe and analyze the role of Entrepreneurs and industrialists and their Impact on the United States economy.</td>
<td>HIST 170B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>HIS170B</td>
</tr>
<tr>
<td>b. Describe and analyze the effects of industrialization on the American economy and society, including increased immigration, changing work conditions, and the growth of early labor organizations.</td>
<td>HIST 170B</td>
<td>AS201</td>
<td>AS301</td>
<td>EC202</td>
<td></td>
<td>HIS170B</td>
</tr>
<tr>
<td>c. Explain and analyze the causes for, and the impact of, Populism and Progressivism.</td>
<td>HIST 170B</td>
<td>AS201</td>
<td>AS301</td>
<td></td>
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<td>HIS170B</td>
</tr>
<tr>
<td>d. Explain the development of federal Indian policy-including the environmental consequences of forced migration into marginal regions-and its consequences for American Indians.</td>
<td>HIST 170B</td>
<td>AS201</td>
<td>AS301</td>
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<td>HIS170B</td>
</tr>
</tbody>
</table>

### 2.6 The U.S. as a World Power

<table>
<thead>
<tr>
<th>Core classes</th>
<th>American Studies</th>
<th>ANTH</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Evaluate the debate about American imperialistic policies before, during and following the Spanish-American War.</td>
<td>HIST 170B</td>
<td></td>
<td></td>
<td></td>
<td>HIS170B</td>
</tr>
<tr>
<td>b. Analyze the political, Economic, and geographic, significance of the Panama Canal, the “Open Door” policy with China, Theodore Roosevelt’s “Big Stick” Diplomacy, William Howard Taft’s “Dollar” Diplomacy, and Woodrow Wilson’s Moral Diplomacy.</td>
<td>HIST 170B</td>
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<td>HIS170B</td>
</tr>
<tr>
<td>c. Evaluate the political, economic, social, and geographic consequences of World War I in terms of American foreign policy and the war’s impact on the American home front.</td>
<td>HIST 170B</td>
<td></td>
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<td>HIS170B</td>
</tr>
<tr>
<td>e. Analyze the impact of industrialism and urbanization on the physical and social environments of the United States.</td>
<td>HIST 170B</td>
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<td>HIS170B GEO332</td>
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</tbody>
</table>
### 2.7 The 1920s

<table>
<thead>
<tr>
<th>Core classes</th>
<th>American Studies</th>
<th>ANTH</th>
<th>ECON</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Analyze domestic events that resulted in, or contributed to, the Red Scare, Marcus Garvey’s Back to Africa movement, the Ku Klux Klan, the American Civil Liberties Union, the National Association for the Advancement of colored people, and the Anti-Defamation League.</td>
<td>HIST 170B</td>
<td>AS201 AS301</td>
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<tr>
<td>b. Analyze the significance of the passage of the 18th and 19th Amendments as they relate to the changing political end economic roles of women in society.</td>
<td>HIST 170B</td>
<td>AS201 AS301</td>
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<tr>
<td>c. Assess changes in American immigration policy in the 1920s.</td>
<td>HIST 170B</td>
<td>AS201 AS301</td>
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<tr>
<td>d. Describe new trends in music, literature and art, including the Harlem Renaissance and the Jazz Age.</td>
<td>HIST 170B</td>
<td>AS201 AS301</td>
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<tr>
<td>f. Assess the impact of radio, mass production techniques, and the growth of cities on American society.</td>
<td>HIST 170B</td>
<td>AS201 AS301</td>
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</tbody>
</table>

### 2.8 The Great Depression and the New Deal

<table>
<thead>
<tr>
<th>Core classes</th>
<th>American Studies</th>
<th>ANTH</th>
<th>ECON</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Analyze the differing explanations for the 1929 stock market crash, Herbert Hoover’s and Congress’ responses to the crisis, and the implementation of Franklin Delano Roosevelt’s New Deal policies.</td>
<td>HIST 170B</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>b. Describe and assess the human toll of the Great Depression, including the impact of natural disasters and agricultural practices on the migration from rural Southern and Eastern regions to urban Western areas.</td>
<td>HIST 170B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>GEO332</td>
</tr>
<tr>
<td>c. Analyze the effects of, and controversies arising from, New Deal policies, including the social and physical consequences of regional programs (e.g., the Tennessee Valley Authority, the Central Valley Project).</td>
<td>HIST 170B</td>
<td></td>
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</tr>
<tr>
<td>d. Trace and evaluate the gains and losses of organized labor in the 1930s.</td>
<td>HIST 170B</td>
<td></td>
<td>ECON202</td>
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<td></td>
</tr>
</tbody>
</table>

81
### 2.9 World War II

<table>
<thead>
<tr>
<th>Core classes</th>
<th>American Studies</th>
<th>ANTH</th>
<th>ECON</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Explain the origins of American involvement in World War II, including reactions to events in Europe, Africa, and Asia.</td>
<td>HIST 170B</td>
<td></td>
<td></td>
<td>HIS170B</td>
<td>HIS110B</td>
<td></td>
</tr>
<tr>
<td>b. Analyze American foreign policy before and during World War II.</td>
<td>HIST 170B</td>
<td></td>
<td></td>
<td>HIS170B</td>
<td>HIS110B</td>
<td></td>
</tr>
</tbody>
</table>
| c. Evaluate American and analyze significant events, issues, and experiences during World War II, including:  
- Internment of people of Japanese ancestry  
- Allied response to the Holocaust  
- The experiences and contributions of American fighting forces, including:  
  - The role of women and minority groups at home  
  - Major developments in aviation, weaponry, communications, and medicine  
  - The significance and ramifications of the decision to drop the atomic bomb | HIST 170B | | | HIS170B | HIS110B | |
| d. Assess American foreign policy in the aftermath of World War II, using geographic, political, and economic perspectives. | HIST 170B | | | HIS170B | HIS110B | |

### 2.10 Post-World War II America

<table>
<thead>
<tr>
<th>Core classes</th>
<th>American Studies</th>
<th>ANTH</th>
<th>ECON</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Describe and evaluate the significance of changes in international migration patterns and their impact on society and the economy.</td>
<td>HIST 170B</td>
<td></td>
<td></td>
<td>HIS170B</td>
<td>HIS110B</td>
<td>GEOG 332 GEOG 360</td>
</tr>
<tr>
<td>b. Describe the increased role of the federal government in response to World War II and the Cold War and assess the impact of the increased role on regional economic structures, society, and the political system.</td>
<td>HIST 170B</td>
<td></td>
<td></td>
<td>HIS170B</td>
<td>GEOG 332</td>
<td>PS100</td>
</tr>
<tr>
<td>c. Describe the effects of technological developments on society, politics, and the economy since 1945.</td>
<td>HIST 170B</td>
<td></td>
<td></td>
<td>HIS170B</td>
<td>GEOG 360</td>
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<tr>
<td>d. Analyze major domestic policies of presidential administrations from Harry S Truman to the present.</td>
<td>HIST 170B</td>
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<td>HIS170B</td>
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<td>PS100</td>
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</table>
### 2.11 Post-World War II U.S. Foreign Policy

<table>
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<th>Core classes</th>
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<th>ANTH</th>
<th>ECON</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
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</thead>
<tbody>
<tr>
<td>a. Trace the origins of the Cold War.</td>
<td>HIST 170B</td>
<td></td>
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</tr>
<tr>
<td>b. Analyze the roles of the Truman Doctrine, the Marshall Plan, and military alliances, including the North Atlantic Treaty Organization (NATO), the South East Asian Treaty Organization (SEATO), and the Warsaw Pact.</td>
<td>HIST 170B</td>
<td></td>
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<tr>
<td>c. Trace the origins and consequences of the Korean War.</td>
<td>HIST 170B</td>
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<tr>
<td>d. Explain and analyze the relationship between domestic and foreign policy during the Cold War, including McCarthyism.</td>
<td>HIST 170B</td>
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</tbody>
</table>

### 2.12 Civil Rights Movement

<table>
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<th>ECON</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Examine and analyze the key people, events, policies, and court cases in the field of civil rights from varying perspectives.</td>
<td>HIST 170B</td>
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<tr>
<td>b. Describe the civil rights movements of African Americans and other minority groups and their impacts on government, society, and the economy.</td>
<td>HIST 170B</td>
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</tr>
<tr>
<td>c. Analyze the development of the women’s rights movement and its connections to other social and political movements.</td>
<td>HIST 170B</td>
<td>AS201</td>
<td>AS301</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>e. Analyze the foreign policies of post-World War II presidential administrations and their effect on the Cold War.</td>
<td>HIST 170B</td>
<td></td>
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</tr>
<tr>
<td>f. Trace the causes, controversies, and consequences of the Vietnam War, its effects on American combatants and civilians, and its continued impact on American society.</td>
<td>HIST 170B</td>
<td></td>
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<tr>
<td>Core classes</td>
<td>American Studies</td>
<td>ANTH</td>
<td>ECON</td>
<td>History</td>
<td>GEOG</td>
<td>Political Science</td>
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</tr>
<tr>
<td>a. Describe the geography, economic life, and culture of California’s Americans Indian peoples, as well as their relationship with the environment.</td>
<td>HIST 408 AMS 395</td>
<td>AMS395</td>
<td>ANT100</td>
<td>HIS408</td>
<td>GEOG 330</td>
<td></td>
</tr>
<tr>
<td>b. Define and assess the impact of Spanish exploration and colonization, including the establishment of mission system, ranchos, and pueblos, and their influences on the development of the agricultural economy of early California.</td>
<td>HIST 408 AMS 395</td>
<td>AMS395</td>
<td></td>
<td>HIS408</td>
<td>GEOG 330</td>
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</tr>
<tr>
<td>c. Describe the causes of the Mexican-American War and assess its impact on California.</td>
<td>HIST 408 AMS 395</td>
<td>AMS395</td>
<td></td>
<td>HIS408</td>
<td>GEOG 330</td>
<td></td>
</tr>
</tbody>
</table>
### 3.2 From the Gold Rush to the Present

<table>
<thead>
<tr>
<th>Courses that address this content</th>
<th>Core classes</th>
<th>American Studies</th>
<th>ANTH</th>
<th>ECON</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Describe the discovery of gold and assess its consequences on the cultures, societies, politics, and economies of California, including its impact on California Indians and Californios.</td>
<td>HIST 408, AMST 395</td>
<td>AMS395</td>
<td>HIS408</td>
<td>GEOG 330</td>
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</tr>
<tr>
<td>b. Describe the international migration to California in the 19th century, the social, economic, and political responses to this migration, and the contributions of immigrants to the development of California.</td>
<td>HIST 408, AMST 395</td>
<td>AMS395</td>
<td>HIS408</td>
<td>GEOG 330</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>c. Analyze key principles in California’s constitutional and political development (including the Progressive Era reforms of initiative, referendum, and recall), and compare and contrast the California and U.S. Constitutions.</td>
<td>HIST 408, AMST 395</td>
<td>AMS395</td>
<td>HIS408</td>
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</tr>
<tr>
<td>d. Describe 20th century migration to California from the rest of the U.S. and the world, and analyze its impact on the cultural, economic, social, and political evolution of the state.</td>
<td>HIST 408, AMST 395</td>
<td>AMS395</td>
<td>HIS408</td>
<td>GEOG 330, GEOG 332</td>
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</tr>
<tr>
<td>e. Identify major environmental issues in California history and their economic, social, and political implications (e.g., water supply and delivery, air/water/soil quality, transportation, energy).</td>
<td>HIST 408, AMST 395</td>
<td>AMS395</td>
<td>HIS408</td>
<td>GEOG 330</td>
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</table>

### Domain 4: Principles of American Democracy

<table>
<thead>
<tr>
<th>Courses that address this content</th>
<th>Core classes</th>
<th>American Studies</th>
<th>ANTH</th>
<th>ECON</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Analyze the influence of ancient Classical and Enlightenment political thinkers and the pre-Revolutionary colonial and indigenous people’s experience on the development of the Americans government, and consider the historical contexts in which democratic theories emerged.</td>
<td>POSC 100</td>
<td>HIS170A</td>
<td>PS100, PS 340</td>
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</tr>
<tr>
<td>b. Explain and analyze the principles of the Declaration of Independence and how the U.S. Constitution reflects a balance between classical republican and classical liberal thinking.</td>
<td>POSC 100</td>
<td>HIS170A</td>
<td>PS100</td>
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</tr>
<tr>
<td>c. Evaluate the Founding Father’s contribution to the establishment of a constitutional system as articulated in the Federalist papers, constitutional debates, and the U.S. Constitution.</td>
<td>POSC 100</td>
<td>HIS170A</td>
<td>PS100</td>
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</tr>
<tr>
<td>d. Describe the significance of the Bill of Rights and the 14th Amendment as limits on government in the American constitutional system.</td>
<td>POSC 100</td>
<td>HIS170A</td>
<td>PS100</td>
<td></td>
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</tr>
</tbody>
</table>
### 4.2 Fundamental Values and Principles of Civil Society

<table>
<thead>
<tr>
<th>a. Explain and analyze the historical role of religion, religious diversity, and religious discrimination and conflict in American life.</th>
<th>Core classes: POSC 100 RS110</th>
<th>American Studies: AS201 AS301</th>
<th>ANTH:</th>
<th>ECON:</th>
<th>History: HIS170A</th>
<th>GEOG:</th>
<th>Political Science: PS100</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Analyze citizen participation in governmental decision-making in a large modern society and the challenges Americans faced historically to their political participation.</td>
<td>Core classes: POSC 100</td>
<td>American Studies:</td>
<td>ANTH:</td>
<td>ECON:</td>
<td>History:</td>
<td>GEOG:</td>
<td>Political Science: PS100</td>
</tr>
<tr>
<td>c. Analyze the evolving practices of citizen collaboration and deliberation, and special interest influence in American democratic decision-making.</td>
<td>Core classes: POSC 100</td>
<td>American Studies:</td>
<td>ANTH:</td>
<td>ECON:</td>
<td>History:</td>
<td>GEOG:</td>
<td>Political Science: PS100</td>
</tr>
<tr>
<td>d. Compare and contrast the role of the individual in democratic and authoritarian societies.</td>
<td>Core classes: POSC 100</td>
<td>American Studies:</td>
<td>ANTH:</td>
<td>ECON:</td>
<td>History:</td>
<td>GEOG:</td>
<td>Political Science: PS100</td>
</tr>
<tr>
<td>e. Explain how civil society provides opportunities for individuals to promote private or public interests.</td>
<td>Core classes: POSC 100</td>
<td>American Studies:</td>
<td>ANTH:</td>
<td>ECON:</td>
<td>History:</td>
<td>GEOG:</td>
<td>Political Science: PS100</td>
</tr>
</tbody>
</table>
### 4.3 The Three Branches of Government

<table>
<thead>
<tr>
<th>a. Analyze Articles I, II and III as they relate to the legislative, executive, and judicial branches of government.</th>
<th>Core classes</th>
<th>American Studies</th>
<th>ANTH</th>
<th>ECON</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 100</td>
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<td>PS100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b. Analyze how and why the existing roles and practices of the three branches of government have evolved.</th>
<th>Core classes</th>
<th>American Studies</th>
<th>ANTH</th>
<th>ECON</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
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</thead>
<tbody>
<tr>
<td>POSC 100</td>
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<td>PS100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c. Describe and analyze the issues that arise as a result of the checks and balances system.</th>
<th>Core classes</th>
<th>American Studies</th>
<th>ANTH</th>
<th>ECON</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
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<tbody>
<tr>
<td>POSC 100</td>
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<td>PS100</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>d. Explain the process by which the constitution is amended.</th>
<th>Core classes</th>
<th>American Studies</th>
<th>ANTH</th>
<th>ECON</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
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<td>PS100</td>
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</tbody>
</table>

### 4.4 Landmark U.S Supreme Court Cases

<table>
<thead>
<tr>
<th>a. Analyze the changing interpretations of Bill of Rights and later constitutional amendments.</th>
<th>Core classes</th>
<th>American Studies</th>
<th>ANTH</th>
<th>ECON</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
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<tbody>
<tr>
<td>POSC 100</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>b. Evaluate the effects of the Court’s interpretations of the Constitution in Marbury v. Madison, McCullough v. Maryland, and United States v. Nixon.</th>
<th>Core classes</th>
<th>American Studies</th>
<th>ANTH</th>
<th>ECON</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
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</thead>
<tbody>
<tr>
<td>POSC 100</td>
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<td>PS100</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>c. Describe and analyze the controversies that have resulted over the changing interpretations of civil rights, including, but not limited to, those in Plessy v. Ferguson; Brown v. Board of Education; Miranda v. Arizona; Roe v. Wade; Regents of the University of California v. Bakke; Adarand Constructors, Inc. v. Pena; Unites States v. Virginia (VMI), and Bush v. Palm Beach County Canvassing Board.</th>
<th>Core classes</th>
<th>American Studies</th>
<th>ANTH</th>
<th>ECON</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
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<tbody>
<tr>
<td>POSC 100</td>
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<td>PS100</td>
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</tbody>
</table>
### 4.5 Issues Regarding Campaigns for National, State, and Local Elective Offices

<table>
<thead>
<tr>
<th>Core classes</th>
<th>American Studies</th>
<th>ANTH</th>
<th>ECON</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Analyze the origin, development, and role of political parties</td>
<td>POSC 100</td>
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<td>PS100</td>
</tr>
<tr>
<td>b. Describe the means that citizens use to participate in the political process</td>
<td>POSC 100</td>
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<td>PS100</td>
</tr>
<tr>
<td>c. Explain the function and evolution of the College of Electors and analyze its role in contemporary American politics.</td>
<td>POSC 100</td>
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<tr>
<td>d. Describe and evaluate issues of state redistricting and the political nature of reapportionment.</td>
<td>POSC 100</td>
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</table>

### 4.6 Powers and Procedures of the National, State, Local and Tribal Governments

<table>
<thead>
<tr>
<th>Core classes</th>
<th>American Studies</th>
<th>ANTH</th>
<th>ECON</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify the various ways in which federal, state, local, and tribal governments are organized.</td>
<td>POSC 100</td>
<td></td>
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<td>PS100</td>
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<tr>
<td>b. Analyze the issues that arise out of the divisions of jurisdiction among federal, state, local, and tribal governments at each level of government: consider their impacts on those different levels of government.</td>
<td>POSC 100</td>
<td></td>
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<td>PS100</td>
</tr>
<tr>
<td>c. Analyze the resources of power and influence in democratic politics, such as access to and use of the media, money, economic interests, and the ability to mobilize groups.</td>
<td>POSC 100</td>
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</tbody>
</table>
### 4.7 The Media in American Political Life

<table>
<thead>
<tr>
<th>Core classes</th>
<th>American Studies</th>
<th>ANTH</th>
<th>ECON</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Describe the significance of a free press, including the role of the broadcast, print, and electronic media in American society and government.</td>
<td>POSC 100</td>
<td></td>
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<td>PS100</td>
</tr>
<tr>
<td>b. Analyze the interaction between public officials and the media to communicate and influence public opinion.</td>
<td>POSC 100</td>
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<td>PS100</td>
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</table>

### 4.8 Political Systems

<table>
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<tr>
<th>Core classes</th>
<th>American Studies</th>
<th>ANTH</th>
<th>ECON</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Explain and analyze different political systems and the philosophies that underlie them, including the parliamentary system.</td>
<td>HIST 110B</td>
<td></td>
<td></td>
<td>HIS110B</td>
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</tr>
<tr>
<td>b. Analyze problems of new democracies in the 19th and 20th centuries and their internal struggles.</td>
<td>HIST 110B</td>
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<td>HIS110B</td>
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</tbody>
</table>

### 4.9 Tensions Within our Constitutional Democracy

<table>
<thead>
<tr>
<th>Core classes</th>
<th>American Studies</th>
<th>ANTH</th>
<th>ECON</th>
<th>History</th>
<th>GEOG</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Analyze the constitutional interpretations of the First Amendment’s statement about the separations of church and state.</td>
<td>POSC 100</td>
<td></td>
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<td>PS100</td>
</tr>
<tr>
<td>b. Debate the adequacy of the solution of majority rule and the role of minority rights in a majority-rules system.</td>
<td>POSC 100</td>
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### Social Science Subject Matter Requirements

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<tr>
<th>Domain 5: Principles of Economics</th>
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<tr>
<td>5.1 Economic Terms and Concepts and Economic Reasoning</td>
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<tr>
<td>a. Describe the casual relationship between scarcity and choices, and explain opportunity cost and</td>
<td>ECON 201 ECON 202</td>
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### 5.2 Elements of America’s Market Economy in a Global Setting

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<td>a. Describe and analyze the relationship of the concepts of incentives and substitutes to the law of supply and demand.</td>
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<td>b. Describe the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.</td>
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<td>c. Explain and analyze the roles of property rights, competition, and profit in a market economy.</td>
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<td>d. Explain and analyze how prices reflect the relative scarcity of goods and services and perform the function of allocation in a market economy.</td>
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<td>e. Explain the process by which competition among buyers and sellers determines a market price.</td>
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<td>f. Describe the effect of price controls on buyers and sellers.</td>
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<td>g. Analyze how domestic and international competition in a market economy affects the quality, quantity, and price of goods</td>
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<td>h. Explain the role of profit as the incentive to entrepreneurs in a market economy.</td>
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<td>i. Describe the functions of the financial markets.</td>
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### 5.3 The Relationship Between Politics and Economics

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<td>a. Analyze the effects of federal, state, and local policies on the distribution of resources and economic decision-making.</td>
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<td>b. Describe the economic and social effects of government fiscal policies.</td>
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<td>c. Describe the aims and tools of monetary policy and its economic and social effects.</td>
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<td>d. Assess the tradeoff between efficiency and equality in modern mixed economies, using social policies as examples.</td>
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<td>e. Apply the principles of economic decision-making to a current or historical social problem in America (e.g., land development, resource availability, environmental quality, composition of the economy).</td>
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### 5.4 Elements of the U.S. Labor Market in a Global Setting

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<tr>
<td>a. Describe the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, and the effects of unionization, the minimum wage, and unemployment insurance.</td>
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<td>b. Analyze the current U.S. economy and</td>
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the global labor market that helps support it, including the types of goods and services produced, the types of skills in demand, the effects of rapid technological change, inter- and intra-regional shifts in employment, and the impact of international competition.

c. Analyze the wage differences between jobs and professions, using the laws of supply and demand and the concept of productivity.

d. Analyze the effects of international mobility of capital, labor, and trade on the U.S economy.

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<th>5.5 Aggregate Economic Behavior of the American Economy</th>
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<td>a. Describe how measures of economic output are adjusted using indexes.</td>
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<td>b. Define, calculate, and analyze the significance of the changes in rates of unemployment, inflation, and real Gross Domestic Product.</td>
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<td>c. Distinguish between short- and long-term interest rates and explain their relative significance.</td>
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<th>5.6 International Trade and the American Economy</th>
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<tr>
<td>a. Use the concept of comparative advantage to identify the costs of and gains from international trade.</td>
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<td>b. Compare and contrast the arguments for and against trade restrictions during the Great Depression with those among labor, business, and political leaders today.</td>
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c. Analyze the significance of the changing role of international political borders and territorial sovereignty in a global economy (e.g., General agreement on Trade and Tariffs (GATT), North American Free Trade Agreement (NAFTA), World Trade Organization (WTO), European Union (EU)).

ECON 202

ECN 202

GEOG 360

d. Describe how international currency exchange rates are determined and their significance.

ECON 202

ECN 202

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Social Science Subject Matter Requirements

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<th>Domain 6: Principles of Geography</th>
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<td>a. Describe the criteria for defining regions and identify why places and regions are important.</td>
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<td>b. Explain the nature of map projections and use maps, as well as other geographic representations and technologies (including remote sensing and geographic information systems) to acquire, process, and report information from a spatial perspective.</td>
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### 6.2 Geographic Diversity of Natural Landscapes and Human Societies

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### 6.3 Culture and the Physical Environment

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Appendix 2

Assembly Bill No. 537

CHAPTER 587

An act to amend Sections 200, 220, 66251, and 66270 of, to add Section 241 to, and to amend and renumber Sections 221 and 66271 of, the Education Code, relating to discrimination.

[Approved by Governor October 2, 1999. Filed with Secretary of State October 10, 1999.]

LEGISLATIVE COUNSEL’S DIGEST

AB 537, Kuehl. Discrimination.

(1) Existing law provides that it is the policy of the State of California to afford all persons in public schools and postsecondary institutions, regardless of their sex, ethnic group identification, race, national origin, religion, or mental or physical disability, equal rights and opportunities in the educational institutions of the state.

Existing law makes it a crime for a person, whether or not acting under color of law, to willfully injure, intimidate, interfere with, oppress, or threaten any other person, by force or threat of force, in the free exercise or enjoyment of any right or privilege secured to him or her by the Constitution or laws of this state or by the Constitution or laws of the United States because of the other person’s race, color, religion, ancestry, national origin, disability, gender, or sexual orientation, or because he or she perceives that the other person has one or more of those characteristics.

This bill would also provide that it is the policy of the state to afford all persons in public school and postsecondary institutions equal rights and opportunities in the educational institutions of the state, regardless of any basis referred to in the aforementioned paragraph.

(2) Existing law prohibits a person from being subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, or mental or physical disability in any program or activity conducted by any educational institution or postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

This bill would also prohibit a person from being subjected to discrimination on the basis of any basis referred to in paragraph (1) in any program or activity conducted by any educational institution or postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

(3) This bill would state that it does not require the inclusion of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or postsecondary educational institution and would prohibit this bill from being deemed to be violated by the omission of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or a postsecondary educational institution.

To the extent that this bill would impose new duties on school districts and community college districts, it would impose a state-mandated local program.

(4) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the
state. Statutory provisions establish procedures for making that reimbursement, including the creation of a State Mandates Claims Fund to pay the costs of mandates that do not exceed $1,000,000 statewide and other procedures for claims whose statewide costs exceed $1,000,000.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

**The people of the State of California do enact as follows:**

**SECTION 1.** This bill shall be known, and may be cited, as the California Student Safety and Violence Prevention Act of 2000.

**SEC. 2.** (a) The Legislature finds and declares all of the following:

1. Under the California Constitution, all students of public schools have the inalienable right to attend campuses that are safe, secure, and peaceful. Violence is the number one cause of death for young people in California and has become a public health problem of epidemic proportion. One of the Legislature's highest priorities must be to prevent our children from the plague of violence.

2. The fastest growing, violent crime in California is hate crime, and it is incumbent upon us to ensure that all students attending public school in California are protected from potentially violent discrimination. Educators see how violence affects youth every day; they know first hand that youth cannot learn if they are concerned about their safety. This legislation is designed to protect the institution of learning as well as our students.

3. Not only do we need to address the issue of school violence but also we must strive to reverse the increase in teen suicide. The number of teens who attempt suicide, as well as the number who actually kill themselves, has risen substantially in recent years. Teen suicides in the United States have doubled in number since 1960 and every year over a quarter of a million adolescents in the United States attempt suicide. Sadly, approximately 4,000 of these attempts every year are completed. Suicide is the third leading cause of death for youths 15 through 24 years of age. To combat this problem we must seriously examine these grim statistics and take immediate action to ensure all students are offered equal protection from discrimination under California law.

**SEC. 3.** Section 200 of the Education Code is amended to read:

200. It is the policy of the State of California to afford all persons in public schools, regardless of their sex, ethnic group identification, race, national origin, religion, mental or physical disability, or any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code, equal rights and opportunities in the educational institutions of the state. The purpose of this chapter is to prohibit acts which are contrary to that policy and to provide remedies therefor.

**SEC. 4.** Section 220 of the Education Code is amended to read:

220. No person shall be subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability, or any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid.

**SEC. 5.** Section 221 of the Education Code is renumbered to read:

220.5. This article shall not apply to an educational institution which is controlled by a religious organization if the application would not be consistent with the religious tenets of that organization.

**SEC. 6.** Section 241 is added to the Education Code, to read:

241. Nothing in the California Student Safety and Violence Prevention Act of 2000 requires the inclusion of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or postsecondary educational institution; the California Student Safety and Violence Prevention Act of 2000 shall not be deemed to be violated by the omission of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or postsecondary educational institution.

**SEC. 7.** Section 66251 of the Education Code is amended to read:

66251. It is the policy of the State of California to afford all persons, regardless of their sex, ethnic group identification, race, national origin, religion, mental or physical disability, or regardless of any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code, equal rights and opportunities in the postsecondary institutions of the state. The purpose of this chapter is to prohibit acts that are contrary to that policy and to provide remedies therefor.

**SEC. 8.** Section 66270 of the Education Code is amended to read:

66270. No person shall be subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, or mental or physical disability, or any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code in any program or activity conducted by any postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

**SEC. 9.** Section 66271 of the Education Code is renumbered to read:

66270.5. This chapter shall not apply to an educational institution that is controlled by a religious organization if the application would not be consistent with the religious tenets of that organization.

**SEC. 10.** Notwithstanding Section 17610 of the Government Code, if the Commission on State Mandates determines that this act
contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code. If the statewide cost of the claim for reimbursement does not exceed one million dollars ($1,000,000), reimbursement shall be made from the State Mandates Claims Fund.

Appendix 3

Ethnic & Gender Studies

A3.1 Intercultural Socialization Patterns
    [Afro/HUSER 311]……………………………………102

A3.2 The American Male
    [American Studies 413 – see A4.4 below]

A3.3 Women in American Society
    [American Studies 450 – see A4.5 below]

A3.4 Women in European Society and Culture
    [History 424T– see A8.7 below]

A3.5 Introduction to Chicano Studies
    [Chicano Studies 106]…………………………….107

A3.6 La Chicana
    [Chicano Studies 313]…………………………….111

A3.7 Chicana/o History
    [Chicano Studies 345]…………………………….114
Appendix 3.1

Intercultural Socialization Patterns
[Afro/HUSER 311]

_Intracultural Socialization 311_
(3 units)
Fall, 2003
Cal State Fullerton  Ernest L. Bridges, Lecturer
Room: H 521, M 7:00 -9:45 p.m. Office hour: Rm. H324B, M 6:00 -6:45 p.m.
e-mail: ebridges@fullerton.edu phone: (562) 884 -6877

SYLLABUS

A study of patterns of role learning as they vary within subpopulations; changes over time in the values, attitudes, and goals of both the general culture and of subcultures; stereotypes and realities; understanding and dealing with cultural variation as well as cultural "nomls."

Purpose and Expectations of Students

1. Each student should be able to explain the relationship of the Ethnic Americans to that of the overall American Experience.
2. Each student should demonstrate evidence of their awareness of how the social process functions.
3. Each student should develop an appreciation of the multi-cultural and multi-ethnic make-up of the American society and culture while challenging their own thinking and that of others. Evidence for the achievement of this goal will be a part of class discussions.
4. Students are to contribute to profitable discussions for WE all have something valuable to acquire from sharing our thoughts. Students are to avoid long drawn out discussions as well as irrelevant ones. The classroom is no place for a one-sided rally for any specific cause.

Teacher-Student Relationship

As your instructor, I will offer constructive ideas, and in time extend my knowledge and improve my performance. I am sure I will not have all the answers to important questions. Students are encouraged to challenge biases, be that of the instructor or other students. However, I expect that we shall maintain a spirit
of mutual respect and that we shall challenge each other within the framework of that respect.

Examinations and Final

There will be three examinations, which will consist of scantron (form 886-E) scored objective style questions from lectures, text and other presented materials (e.g., films and speakers). The last exam will be administered finals week. Examinations will not be cumulative. Make-up exams will not be given without a signed doctor's excuse or prior acknowledgement by the instructor. Students are required to do make-ups within two (2) scheduled class periods upon their return.

Intracultural Socialization page 2

Sept 22nd (exam I)
Oct 20th (exam II)
Nov 17th (exam III) 24th
Dec 15th Final (7:30 -9:20 p.m.) Room: H 521

Overall Grading

A sliding scale will be used to determine the letter grade that will be recorded, i.e. A through F. The final semester grade will be an average of all grades recorded.

Class Attendance

Class attendance is required. Coming to class on time is a part of your attendance.

Required Text

Strangers to these Shores, Vincent N Perrillo. This text will afford an opportunity to achieve a better understanding of ethnic relations in Americans. The required text is available at the campus bookstore.

Note: Students are strongly encouraged to form study groups, as this is an effective means of learning. It is the student's responsibility to withdraw from this class before the withdrawal date. Nov 14th is the last day to drop classes with a "W".

Academic Honesty

Students are expected to abide by ethical standards in preparing and presenting materials which demonstrates their level of knowledge and which is used to determine grades. Such standards are founded on basic concepts of integrity and honesty. These include, but not limited to:

I. Students shall not plagiarize
II. Students shall not cheat
III. Students shall not furnish materials or information in order to enable another student to plagiarize or cheat

GUIDELINES FOR THE FAMILY STORY ESSAY

The purpose of the family history exercise is to give students an opportunity to demonstrate what they have learned as a result of participating in this class. This assignment involves completing a socio-historical analysis of a real-life family. Students should use their own families. This paper should be 4 to 5 typed pages of content, typed double-space with a title page, introduction, summary, conclusion and a bibliography. Below is an outline of the topics that are to be covered.

Outline

I. Introduction
   A. Purpose of Paper
   B. Description of Selected Paper
      1. Identify Dominant Figure(s)
      2. Family Residence (i.e., urban vs. rural)
      3. Socio-Economic Status
      4. Other Pertinent Information
II. Genealogy (Family Biological Tree)
   A. Description of Family Decent
   B. Chart or Diagram of Relationships Among Members
      (genealogy -1 page, any size)

III. Brief History of Family
   A. Regional Origins of Family
   B. Summary of Important Historical Events
   C. Patterns of Migration
   D. History of Occupational and Educational Attainment

IV. Assessment of Family Organization
   A. Description of Family Structure (i.e., extended immediate family sub-
      Systems, etc.)
   B. Nature of Relationships Among Members
      1. Economic
      2. Social
      3. Common Household
      4. Psychological
   C. Assessment of Interactions
      1. Does the family come together a lot?
      2. Is it a close-kit or distant family

V. Goals of Family
   A. Family Values and Socialization Methods
   B. Future Aspirations of the Family
   C. Means Used to Reach Family Goals

VI. Summary and Conclusions

Suggestions for Developing Paper

1. Approach this assignment from an analytical perspective. That is, present facts
   and critically assess the nature of the relationships among family members.

2. Relate your analysis to the themes and reading materials discussed in class. Other
   readings may also be incorporated.

3. Interview key family members to gather detailed information about the family.

4. Personal family documents should be reviewed as well as public information.

5. Attach a diagram of family tree or genealogy.
The exams will be based on: (1) key ideas, key terms and notes listed at the end of each chapter as well as the class lectures.

Unit 1

CHAPTER 1 THE STUDY OF MINORITIES
   Pages 3 to 27 to be read by: Sept 1st

CHAPTER 2 CULTURE and SOCIAL STRUCTURE
   Pages 29 to 63 to be read by: Sept 8th

CHAPTER 3 PREJUDICE and DISCRIMINATION
   Pages 65 to 95 to be read by: Sept 15th

CHAPTER 4 DOMINANT -MINORITY RELATIONS
   Pages 97 to 124 to be read by: Sept 22nd (Exam 1 on Sept 22nd )

Unit 2

CHAPTER 5 NORTHERN and WESTERN EUROPEANS
   Pages 127 to 168 to be read by: Sept 29th
CHAPTER 6 SOUTHERN, CENTRAL and EASTERN EUROPEANS
   Pages 170 to 215 to be read by: Oct 6th

CHAPTER 7 THE NATIVE AMERICANS
   Pages 219 to 269 to be read by: Oct 13th

CHAPTER 8 EAST and SOUTHEAST ASIAN AMERICANS
   Pages 271 to 320 to be read by: Oct 20th (Exam 2 on Oct 20th)

Criteria for Evaluation
The evaluation of performance will be based mainly on your ability to understand and analyze information when communicating your thoughts to others when speaking and writing. Rote learning of facts and airy personal opinions are not enough.
Appendix 3.6

Introduction to Chicano Studies
[Chicano Studies 106]

SYLLABUS
Introduction to Chicano Studies

CHIC 106          T 4:00-6:45
Prof. D. Fuentes          Spring 2003

I. COURSE DESCRIPTION

A study of the role of the Chicano in the United States. Special emphasis on the Chicano cultural values, social organization, urbanization patterns, and the problems in the area of education, politics, and legislation.

II. OBJECTIVES OF THE COURSE

1. To acquaint the students with Chicano history, culture, and present day problems.

2. To develop self understanding among Chicanos and mutual understanding with other groups.
III. EXAMS

There will be a mid-term exam and a final. Each exam will cover the lectures, movies, guest speakers, reading assignments, and class discussions.

IV. GRADING

Grades will be based on the mid-term, final exams, as well as on the contemporary issues notebook. Class participation will be taken into consideration, therefore in order to participate the student must be prepared to discuss the reading assignments and not be absent.

V. CLASS POLICIES

No make-up exams will be given, unless something drastic has taken place and arrangements have been made with the professor.

VI. TEXTBOOKS

Rodolfo Gonzales, I Am Joaquin
Carey McWilliams, North from Mexico
Antonio Villarreal, Pocho

VII. OFFICE HOURS

TR 11:30-1:00
Department Office: H-313 Phone 278-3731
Office: H-324A
Phone: 278-3839 Internet: dfuentes@fullerton.edu

VIII. CONTEMPORARY ISSUES NOTEBOOK

Each student will be required to maintain a notebook containing newspaper articles (articles from magazines and journals are also accepted) on Chicano issues. You are also expected to type comments on each article demonstrating your critical thinking ability and how the article relates to what is being discussed in course content. You should also be prepared to discuss the articles in class. A minimum of twenty-five (25) articles will be required. The articles should be in diversified areas, e.g., politics, education, business, community, etc. This will count as 20% of your final grade. The notebook is due in my office, H 324A, on or before May 6, 2003.
IX. OUTLINE

A. Historical Chronological Outline

General overview of Mexican Chicano History

B. History, Politics, Economics, Education, The Mexican and Mexican American in the United States

1. The process of acculturation - Pocho

   The disintegration and reappearance of Mexican roots. Pocho, the Chicano Movement

2. The Chicano Identity: Pocho, I Am Joaquin, North from Mexico

3. Contemporary Chicanos in the United States

   Contemporary Issues Notebook

X. FINAL EXAMINATION DATE

Tuesday, May 27, 2003 (5:00-6:50 p.m.)

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Weekly Schedule (Intro. 106)

Week 1 Distribute chronology of Mexican history. Lecture on Indigenous Mexico and the Conquest.

Week 2 Continue discussing the chronology of Mexican history. Survey the Mexican Independence and the Mexican American War. Assign reading of chapters 4-7 of North from Mexico. View the documentary film Yo soy Chicano.

Week 3 Discuss the film Yo Soy Chicano. Survey the Mexican Revolution. Present and discuss events leading to contemporary Mexico. Cover immigration and demographics in The United States as it pertains to Chicanos and Latinos.

Week 4 Discuss Chapter IV of North from Mexico. View the film The Ballad of Gregorio Cortés.
Week 5 Discuss *The Ballad of Gregorio Cortés* e.g. Gringo justice and the relations among Anglo-Americans and Chicanos in the Southwestern United States, especially in Texas. Discuss Chapter V of *North from Mexico*.


Week 7 On a weekly basis students will continue to report on Chicano/Latino contemporary issues. Students will see Part II of the movie on Chicano Civil Rights, *The Struggle in the Fields*. Discuss The UFW strike against the California grape growers in 1965, demanding better working conditions and fair wages. This strike took place under the leadership of nonviolence advocate César Chávez.

Week 8 Students will view Part III of the documentary on Chicano Civil Rights, *Taking Back the Schools*. Discussion will center on the Mexican American struggle to reform an educational system that failed to educate Chicano students, causing more than 50% to drop out, and leaving many others illiterate or unskilled. Discussion will also focus on the 1968 walkouts “blowouts” by thousands of Chicano students in East Los Angeles. Discuss Chapter VII of *North from Mexico*. Review for Mid-term exam.

Week 9 Mid-term exam.

Professor assigns reading of the novel, *Pocho*. He proceeds to lecture on assimilation, acculturation and biculturalism.

Week 10 Students will see Part IV of the documentary on Chicano Civil Rights, *Fighting for Political Power*. The discussion will center on the emergence of Chicano political activism and the creation of a third political party, *La Raza Unida*. Further discussion will include the significance and symbolism of Crystal City, Texas as well as the importance of *La Raza Unida* which inspired a generation of political activists and pioneered voter registration strategies that eventually led to the election of thousands of Chicanos to political office. Professor assigns reading of chapters 9-14 and 18-19 of *North from Mexico*.

Week 11 Discussion of *Pocho* will center on assimilation. Students to provide examples of assimilation as presented in the novel.

Week 12 Chapters 9-12 of *North from Mexico* will be discussed. *Current Events Notebook* is due in the professor’s office. The documentary movie *Los Mineros* will shown. The topics for discussion are: 1. Immigration, 2. Workers on the fields 3, Unionizing attempts 4, Strikes and deportations 5, Police brutality 6, Repatriations and segregation 7, Zoot-suiters and The Sleepy Lagoon case.

Week 13 Class continues discussion of previous week’s topics. Additionally, chapters 13-14 of *North from Mexico* will be discussed including the attacks on Pachucos by the U.S. sailors and the participation of Chicanos in WWII.

Week 14 Chapters 18-19 of *North from Mexico* will be discussed. The topics center on contemporary politics, education, culture and immigration.
Appendix 3.7

La Chicana
[Chicano Studies 313]

LA CHICANA 313-SECTION 1, SCHEDULE 11272
ROOM H 521
Tuesday and Thursday 2:30-3:45 p.m.
E-mail address: nporras-hein@fullerton.edu
Nancy Porras Hein
Phone: 714 2783733
Office Hours: Mondays 10 a.m.-2 p.m.; Tuesdays 1-1p.m. and Thursdays 1-2 p.m.
Office Humanities 312G

Fall 2003
Course Description:
This course will examine the social, political and cultural strategies Mexican-origin women have historically utilized since early in the 20th century in order to create their unique social agency. The objective of the class is to provide an in-depth examination of race, class and gender issues that help to clarify both the obstacles and challenges inherent in the socio-cultural and personal identity issues of the Chicana experience. Questions addressed to meet this objective include the following:

1. Why should we understand the roles and effects of industrialization, labor segmentation and exploitation, patriarchy, the cult of domesticity, racism and class discrimination in relation to the development of the systems of struggle and achievement of Chicanas? 2. Do we understand the types of social, political and cultural achievement Chicanas have attained so far? 3. Are we familiar with theory and research methodology that enhances Chicana awareness in a complex universe?
Required Texts:
Las Tejanas: 300 Years of History, Teresa Palomo Acosta and Ruthe Winegarten
Chicana Feminist Thought: The Basic Historical Writings, Alma M. Garcia, Editor
Caramelo, Sandra Cisneros

Grading Policy:
Chicana family history report........................100 (85 paper + 15 peer grading)
Class Participation........................................ 100 (85 + 15 research journals)
Caramelo report.............................................100 (85 paper + 15 peer grading)
Final..........................................................100
Total 400

Grading scale:
370-400 = A
330-369 = B
290-329 = C
260-289 = D

UPS 411.201
The goals of Category I, Core Competencies, are essential goals for the entire program of general education. Specifically, general education courses will include student-writing assignments appropriate to the course. Writing assignment in General Education courses should involve the organization and expression of complex data or ideas and careful and timely evaluations of writing so that deficiencies are identified and suggestions for improvement and/or for means of remediation are offered. Assessments of the student’s writing competence shall be used in determining the final course grade.

Peer graded assignments instructions:
1. Type paper according to instructions
2. Make copies for peer review
3. Bring copies to class and distribute a copy to each member in peer group
4. Take a few minutes to read and write comments on each peer’s paper
5. Peer who reads the paper is to sign their name at the bottom of the paper read.
6. Take all copies of your paper home and re-write final paper incorporating peer feedback
7. Turn in re-typed paper back to class with peer comments attached to the back.

Chicana Family History Report:
Written text must be a minimum of seven pages. A historical framework is required. Five citations for data required. See the Chicana history form for specific instructions. Three research journals are required for class participation points.

Caramelo Report:
Written text must be a minimum of three pages.

Tentative Schedule

Week of
Aug. 26-Introductions-Syllabus-Scheduel Overview-Review Chicana history form, critical thinking, criteria and journal. Divide into groups, needs assessment. Assign group chapters

Sept. 2-Read Tejanas Foreword, Chapters One and Two; Chicana, Introduction, pp. 21, 29, 32, and 41. Caramelo, Film

Sept. 9-Read Tejanas, Chapters Three and Four; Chicana, pp. 48, 52, 80, 86; Caramelo.
Sept. 16-Read Tejanas, Chapters Five and Six; Chicana, pp. 97, 110, 122, 126; Caramelo. Chicana Family preliminary outline due
Sept. 23-Read Tejanas, Chapters Seven and Eight; Chicana, pp. 130, 142, 148, 150; Caramelo. Film.
Sept. 30-Read Tejanas, Chapters Nine and Ten; Chicana, pp. 155, 162, 165, 167; Carmelo.
Oct. 7-Read Tejanas, Chapters Eleven and Twelve; Chicana, pp.169, 172, 174, 197; Caramelo.
Oct. 21-Read Chicana pp. 236, 245, 253, 265; Film
Oct. 28-Read Chicana pp. 270, 287, 290, 292 ad 310; Caramelo Rough Draft Due.
Nov. 4-Presentations
Nov. 11-Presentations
Nov. 18-Presentations- Chicana Family History paper due.
Dec. 9-Presentations; Preparation for final.
Dec. 16-Final
Appendix 3.8

Chicana/o History
[Chicano Studies 345]

Robert F. Castro (rcastro@fullerton.edu)
Office H-312C: (714) 278-2571
Dept. of Chicana/o Studies
CSU-Fullerton, Fall 2003

CHIC 345: Chicana/o History

The course is meant to provide students with a strong socio-legal understanding of Chicana/o History in the United States. Through lecture, discussions, and assignments – the class will scrutinize how American law and politics has dealt with Mestiza/o populations relative to other racial groups. Particular emphasis will be placed on probing the bio-cultural nexus between American Indians and Chicana/os.

The class will be run in a relaxed Socratic manner whereby the instructor will encourage exploration of course materials through soliciting student responses. Grading will be cumulative and weighed according to the following criteria: 1) attendance; 2) participation; 3) midterm exam; 4) class presentations; 5) final paper.

Breakdown of Total Points (100 pts. Available)
1) attendance and participation (15 pts.)
2) mid-term exam (25 pts.)
3) class presentations (20 pts.) – [25 minutes]
4) final paper (40 pts.) – [20 pp. minimum]

Coursebooks:
1 – Acuna, Rodolfo – Occupied America: A History of Chicanos (4th ed.)

2 – Articles on Reserve

Reading Assignments
1) WEEK 1:  Course Outline, Expectations & Introductory Materials
2) WEEK 2:  Chapter One, Reserve Reading  - Spanish Conquest & I-M Slavery
3) WEEK 3: Chapter Two, Reserve Reading - American Conquest & I-M Slavery
4) WEEK 4: Chapter Four, Reserve Reading - New Mexico
5) WEEK 5: Chapter Three - Texas
6) WEEK 6: Chapter Five - Arizona
7) WEEK 7: Chapter Six - California
8) WEEK 8: Midterm, Workshop Papers
9) WEEK 9: Workshop papers
10) WEEK 10: Chapter Seven - Early 20th Century, Movie (Gregorio Cortez)
11) WEEK 11: Chapter Eight - Group Presentations
12) WEEK 12: Chapter Nine/Ten - Group Presentations
13) WEEK 13: Chapter Eleven - Group Presentations
14) WEEK 14: Thanksgiving!!
15) WEEK 15: Chapter 12 (Movie) - Chicano Movement
16) WEEK 16: Chapter 13/14 - Latina/o Politics

Collaborative Papers/Presentations
The assigned research paper is a mandatory requirement that students must do to pass the class. The paper is a collaborative group effort – under no circumstances will students be permitted to work alone. To receive a letter grade/passing grade students must work in a group contributing to the in-class presentation and final written product. I reserve the right to assign individual grades different from group grades.

Final Paper (20pp. – min)
The final paper will be on a topic of your choosing identified from readings and classroom discussions. It must follow the following format:

I. Introduction – [define topic and identify key issues]

II. Mini-Road Map for Readers [compressed mini-skeleton of your paper’s structure]

III. Body of Paper [fight the impulse to be descriptive !!]
A – Divide analysis into relevant sub-topics
B – Construct logical transitions between sub-topics

IV. Conclusion [evaluation and analysis – not a summary]
Appendix 4

American Studies

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Appendix 4.1

Introduction to American Studies

American Studies 201
Introduction to American Studies
Section 7
(Tues. & Thurs. 10:00-11:15 p.m. in UH-302)

Prof. Scott Tang

Office: EC 671
Office Hrs: Tues. and Thurs. 2:30-4:30 p.m.
Phone: (714) 278-3595
E-mail: stang@fullerton.edu

Course Description and Learning Goals

This class provides a foundation for analyzing American civilization from its earliest beginnings to our time. Although they investigate different historical periods and represent a variety of experiences, the lectures and readings all address the changing meaning of democracy and equality. They also suggest the value of a multi-textual, interdisciplinary approach by including examinations of literature and visual images along with traditional historical sources.
This course meets the General Education “American History, Institutions and Values” requirement. It conveys some of the important cultural, intellectual, moral, and political struggles that have shaped contemporary American society. It also reveals the significant contributions of different ethnic and gender groups in American history, political institutions, and values within contexts of cultural accommodation and resistance. You should come away with a critical understanding of American institutions and values and how their development impacted the individual and collective lives of all Americans.

Like many GE courses, this course assesses your written communication skills. Critical thinking and effective writing are essential skills that are applicable to any endeavor you pursue. You will be writing in-class essays to demonstrate and to hone these skills. I am evaluating your ability to organize and to express complex ideas.

Required Reading

These are the books that you will be reading for this class:

- Edmund Morgan, *American Slavery, American Freedom*
- W. E. B. DuBois, *The Souls of Black Folk*
- Lizabeth Cohen, *Making a New Deal*
- Elaine Tyler May, *Homeward Bound*

You can purchase these books at the Little Professor Book Center, 725 N. Placentia Ave. You also need to purchase a packet of readings from Copyco, 2438 E. Chapman Ave. Although this is a lecture course, we will be discussing some of the readings during class. To ensure that you are prepared for each meeting, follow the attached assignment schedule. Keeping up with the reading is your responsibility. I want you to bring the assigned readings to class as well.

Student Evaluation

Your performance on one quiz and two exams will determine your semester grade.

- **Quiz (Sept. 9)**       10%
- **Midterm Exam (Oct. 16)** 40%
- **Final Exam (Dec. 16, 9:30-11:20 a.m.)** 50%

You will be receiving additional information concerning the quiz and the exams as we get closer to the scheduled test dates. All you need to know at this point is that you will need to convey your knowledge of the readings and the lectures. The tests will be in-class writing. The grades you receive are an assessment of content, organization, and expression.

If you miss the quiz or an exam for a serious and documented reason, I will allow you to take a different make-up test.

Before each exam, you will purchase a large blue book (8.5” x 11.0”) from the campus bookstore and submit it to me for inspection. Only exams written on inspected and stamped blue books will be graded. Moreover, unless I tell you otherwise, you will bring only writing instruments on the two exam days. The quiz will be taken on regular notebook paper.

When I am deciding your course grade, I will consider class participation if you are on the borderline between two grades. Aside from this modest boost for consistently making substantive contributions in class, no extra credit will be given.
Classroom Policies

Please maintain a positive learning environment by following these rules:

- Come to class on time (10:00 a.m.) and stay until dismissed
- Give me your undivided attention
- Speak only when called upon
- Turn off pagers, phones, and other unnecessary electronic devices
- Refrain from eating in class
- Be courteous to your fellow students

I will not be taking attendance after the first week of class. However, students who regularly attend class generally perform better on tests. Those who miss class should ask fellow students for notes.

Lastly, I will not tolerate any form of academic dishonesty. Those who get caught plagiarizing (i.e., unacknowledged and inappropriate use of the ideas or wording of another writer) or cheating on tests will fail the course and will be reported to the Dean of Students.

Semester Outline and Reading Schedule

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<th>Completed Assignment</th>
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<td>26-Aug</td>
<td>Introduction</td>
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<td>28-Aug</td>
<td>American Cultures before English Settlement Morgan, p. 3-24</td>
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<td>Week 2</td>
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<td>Early Virginia</td>
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<td>The Puritan Ideal and New England Life Morgan, p. 71-91</td>
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<tr>
<td>9-Sep</td>
<td>Quiz; Servants and Slaves Copyco, TBA, p. 92-107</td>
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<td>11-Sep</td>
<td>Africans in America</td>
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<td>13-Sep</td>
<td>Morgan, p. 108-130</td>
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<td>Week 4</td>
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<td>16-Sep</td>
<td>Cultural Diversity in the Colonies Morgan, p. 133-157, 235-249</td>
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<td>Republican Ideology and the Revolution Morgan, p. 295-315</td>
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<td>Marginalized in the Early Republic Copyco, TBA; Morgan, p. 316-362</td>
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<td>American Expansion</td>
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<td>27-Sep</td>
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<td>30-Sep</td>
<td>Antebellum Political Culture Copyco, TBA; DuBois, p. 5-33</td>
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<td>From Civil War to Reunion and Reaction Copyco, TBA; DuBois, p. 74-104</td>
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<td>7-Oct</td>
<td>DuBois, Washington, and Black America DuBois, p. 34-74, 167-170</td>
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<td>9-Oct</td>
<td>Asian Immigration</td>
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<td>11-Oct</td>
<td>DuBois, p. 105-119, 130-134</td>
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<td>14-Oct</td>
<td>The “Nadir” of Race Relations; Exam Review</td>
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<td>21-Oct</td>
<td>Gender, Ethnicity, Race, and Class after 1900</td>
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<td>Mass Consumption</td>
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<td>Depression Era Culture</td>
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<td>Female Workers During WWII</td>
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<td><strong>Week 13</strong></td>
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<td>18-Nov</td>
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<tr>
<td>4-Dec</td>
<td>Equality and Democracy in the Late 20th Century</td>
</tr>
<tr>
<td><strong>Week 16</strong></td>
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<tr>
<td>9-Dec</td>
<td>From Cold War to Culture Wars</td>
</tr>
<tr>
<td>11-Dec</td>
<td>Final Exam Review</td>
</tr>
<tr>
<td>16-Dec</td>
<td><em>(Tues.) Final Exam from 9:30 a.m. – 11:20 a.m.</em></td>
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</tbody>
</table>
Appendix 4.2

The American Character
[American Studies 301]

The American Character course explores the meaning of national identity within an increasingly diverse nation-state and an ever-globalizing world. This issue has become increasingly insistent and even painful at the beginning of the century as we respond to the horrors of September 11th, as we search our souls to comprehend such hatred and fight a global war to try to eliminate it. September 11th has transformed how we think of ourselves as a people—both within our national borders and upon the larger global stage. Much of this tumultuous questioning about what it means to be an American and our image as the most powerful and envied people on earth is rooted in our past as well as in recent events. Quick declarations of “God Bless America” and “United We Stand” are inevitably followed by deeper questions about the essential quality of our national identity (or identities) and our role within a world that is swiftly coming together at the same time that it rapidly breaks apart.

For more than 500 years, North America has been a testing ground for the cultural interactions that grip the world today. The 16th and 17th century contacts and collisions between invading Europeans, enslaved Africans, and a mosaic of Native American cultures set the stage for subsequent interactions in the Americas and throughout the world. From the onset, North American culture has been richly various and ever changing: racial, ethnic, religious, regional, class, political, age, and gender based differences among Americans have stitched together a vivid cultural quilt. And our region--Southern California--has become the most vital and volatile part of that cultural quilt and the
probable testing ground for the nation's and perhaps the world's multicultural future.

Yet at the same time that Americans delight in cultural diversity they also struggle with questions of national unity. The sheer complexity of American culture provokes questions about our identity as a whole. Given the pluralistic nature of our culture, what, then, do Americans have in common? What does it mean to be an American? How does "American" identity, for example, compare with Russian or Chechen, Albanian or Serbian, Kurdish or Iraqi identity? Which is most significant—the unity of the diversity of our culture? How do the parts relate to the whole? What might be the "glue" that holds the parts together? Is there such a thing as a "national character"—a common "core" of attitudes, values, beliefs and behaviors—that distinguishes Americans from other groups of people? If such a "core" exists, what causes it? How is it learned? How has it changed over time? How does it influence people throughout the United States and the rest of the world? How important, indeed, is national identity in our post modern, globalizing world? Does globalization ultimately mean Americanization? Or does it inspire narrower forces of localism or larger impulses of cosmopolitanism?

These are some of the questions addressed in this course. In addition to exploring issues of cultural diversity and unity, this course also encourages students to understand themselves as participants in their own culture—as contributors to and critics of the national character or characters. Some of the concepts developed throughout the semester include and understanding of: ethnocentrism, cosmopolitanism, enculturation, subculture, dominant culture, and various theories of cultural pluralism, multiculturalism, assimilation, acculturation, the frontier, urbanization, mobility, regionalism, and environmentalism.

Beyond the specific issues, American Studies 301 is designed to encourage the following goals for student learning in General Education at CSU Fullerton: To understand broad unifying themes in the social sciences from cross-disciplinary perspectives; to solve complex problems that require social scientific reasoning; to relate the social sciences to significant social problems or to related disciplines; to understand that culture is socially constructed and fundamental to social interaction; to appreciate the complex relationships that gender, ethnicity, and class bring to the discussion of society and culture; to understand that because we live in an interconnected world, we need to understand the diversity and relationships within and among cultures; to recognize and evaluate how one's cultural history affects one's sense of self and relationship to others.

Readings:

Collected Readings available at Copyco, 2438 East Chapman Ave., Fullerton (714) 680-9800

The four require books are available on campus at the Titan Bookstore:
Ole Rolvaag, Giants in the Earth
Michael Gold, Jews Without Money
Lawrence Levine, Black Culture and Black Consciousness
Richard Rodriguez, Hunger of Memory
In addition to these readings, I will offer a wide range of visual and musical materials and artifacts that are an integral part of the course

Course Requirements and Assessment:

It is important to complete the assigned readings as they come up for class discussion, and our Collected Readings contains a list of study questions that should sharpen your understanding of the materials. Although I will lecture at times, I always welcome your participation and relish learning that occurs as we exchange ideas and construct a fresh understanding based upon our common readings and personal backgrounds.

You will do three pieces of writing: two in-class midterm exams and an in class final. The midterms--taken by the sixth and twelfth weeks--are designed to measure your understanding of specific issues and concepts from the readings, lectures, and discussions. The final will provide an opportunity to look back over the course and bring these issues and concepts together in a more analytical and comprehensive manner. Although there will be a relatively small short answer component to each midterm, the focus of each exam will be the writing of brief,
substantive essays anchored to the course materials. During the semester, I am likely to give one or two brief (ten minute) quizzes to measure your immediate understanding of ideas generated by readings, lectures, and discussions. Make up exams and extensions will be given only due to difficult and unforeseen circumstances.

I will prepare you for each of these exercises as they approach with brief study guides and sample questions several days before hand. As mentioned, your Collected Readings also contain a series of study questions for the materials throughout the semester, and I will emphasize them at the beginning of each class. I will schedule group study sessions for the week before each exam, and I encourage you to see me during office hours or by appointment for further understanding of themes developed in class.

The written exams will assess your ability to understand, critique, and analyze assigned material; to synthesize complex ideas; and to organize brief and extended essays which are grounded in evidence and express your individual viewpoint. Active use of study guides and attended review sessions should prepare you for writing effective exams and papers.

**Grading:**

Each midterm will constitute 25% of your grade; the final will determine the remaining 50%. Should your grade fall on a borderline at the end of the semester, the quality of your class participation, the consistency of your attendance, and work in possible quizzes will directly influence the final evaluation.

Your written work must demonstrate an understanding of all the relevant course materials, including the assigned readings, lectures, multi-media materials, and discussions. It is vital, in other words, to come to every class meeting and to listen to the ideas presented and the discussions generated. Even in a class as large as this one, I look forward to student participation and the learning that happens during intensive discussion of ideas found in our readings or sparked by my questions. I also encourage you to continue these conversations outside the classroom—with me or with each other.

**Course Outline:**

1. **APPROACHES TO THE STUDY OF NATIONAL CHARACTER: UNITY A AND DIVERSITY IN AMERICAN CULTURE AND NATIONAL IDENTITY IN A GLOBAL CONTEXT**

   Of all historical problems, the nature of national character is the most difficult and the most important.

   Henry Adams

   You cannot spill a drop of American blood without spilling the blood of the whole world...we are not a nation as much as a world....we are the heirs of all time and with all nations we divide our inheritance.

   Herman Melville

   Whether we probe to the invisible stars of the heavens with ever mightier telescopes, or to the indiscernible atoms of the earth with ever more discriminating microscopes,...the One we first perceive gives way and is replaced by an unperceived and unwanted Many. Probing cultures and civilizations comes to a like end. The unities turn out to be contradictions of distance, like skylines of cities that seem smooth, simple without a break when remote, and show up complex, rough, turbulent, precipitous and tangled on near approach.

   Horace Kallen

**August 26:** Introduction to the course and a self survey.

**September 2:** Generalizing About Americans: As Others See Us: Read and be ready to discuss: Horace Miner. Hector St. John de Crevecoeur,
Simone de Beauvoir, and Carl Jung (Collected Readings). We may also see a film, “Talk to Me: Americans in Conversation.”

**September 9:** As Others See Us, concluded:

Read: Fei Xiaotong, Octavio Paz, and Alistair Cooke (Collected Readings)

Searching for Patterns of Belief and Behavior: complete our discussion of the foreign observers and try to find a “figure in the carpet.”

As We See Ourselves: National Character and the Multiculturalism Debate

Read: Jay Walljasper, Arthur Schlesinger, & Lewis Menand (Collected Readings)

**September 16:** As We See Ourselves: Patriotism and Nationalism: The Global and the Local After September 11th.


### II. FROM OLD WORLD TO NEW: ETHNIC AND RACIAL IDENTITY, MIGRATION AND SENSE OF PLACE IN A NEW LAND

Once I thought to write the history of the immigrants in America. Then I discovered that the immigrants were American history.

Oscar Handlin

We built America and the process made us Americans—a new breed, rooted in all races, stained and tinted with all colors...a steaming ethnic anarchy. Then, in a bit of time, we became more alike than we were different...a new society...fitted by our very thoughts for greatness.

John Steinbeck

We are the first fruits of this new nation, the harbinger of that black tomorrow which is yet destined to soften the whiteness of the Teutonic today.

W.E.B. Du Bois

We are undeniably a single, creolized people—not separate Native-, African-, Euro-, Latin-, or Asian-descended people.

Russell Banks

#### A. The Open Land: Norwegians on the Agrarian Frontier

**September 23:** Frederick Jackson Turner's 1893 frontier thesis (Collected Readings) and begin Ole Rolvaag’s Giants in the Earth (1927).

**September 30:** Continue Giants in the Earth. We will see a smorgasbord of images listen to some frontier folk music, and see one or two brief brief documentaries "America Fever" and “Letters From America.”
October 7: Conclude *Giants in the Earth* as well as E.V. Smalley's account of life on the prairies (1893), numerous slides and examples of folk music regarding the last agrarian frontier, and a classic documentary film, "The Plow That Broke the Plains" (1935).

**FIRST MIDTERM**

B. The Urban Frontier: Jews on the Lower East Side

October 14: Opening words about immigration, ethnicity, and the city; begin to discuss Michael Gold’s *Jews Without Money* (1930)


C. The African-American Experience: The Sacred World of Black Slaves and Beyond


November 4: Continue our discussion of *Black Culture and Black Consciousness*: focusing upon the impact of freedom. (Specific chapters assigned in class.) We will also listen to a variety of music: spirituals, work songs, blues, gospels rhythm and blues. We will see two short films: “Ethnic Notions” and “Give My Poor Heart Ease” Toward the end of our discussion of

November 11: Levine’s book, we will compare two folk heroes—John Henry and Charles Lindbergh—through Levine’s analysis and John William Ward's essay on "The Meaning of Lindbergh's Flight" *(Collected Readings).*

November 18: Final issues from *Black Culture and Black Consciousness*

**SECOND MIDTERM**

THANKSGIVING BREAK

D. One Version of the Latino Experience and Cultural Diversity and the National Character in Southern California

December 4: Begin Richard Rodriguez's *Hunger of Memory*. We may see parts of film "El Norte" or “What’s Cooking?” as we discuss Rodriguez's vivid spiritual autobiography.
December 11: Conclude our discussion of *Hunger of Memory*; read and discuss Jack Miles's "Browns Vs. Blacks" (Collected Readings) as well as segments of the film, Twilight Los Angeles, 1992"

December 18: FINAL EXAM--as scheduled--and a well-earned Winter Break

Some important dates:

October 7: First Midterm

November 18: Second Midterm

December 18: Final Exam

Possible quizzes at several points throughout the semester

Los Angeles Walking Tour (something I do every year for American Studies; any of you who are interested can join us on Saturday, November 15th)
Appendix 4.3

Theory & Method of American Studies
[American Studies 350]

SEMINAR IN THEORY AND METHOD OF AMERICAN STUDIES

AMST 350
Spring 2000
Tuesdays 4:00-6:45
Room: RGC-19
Wayne Hobson

Office Hours (EC-612):
Tues. 2:30-3:30 & Thurs. 2:30-4:30, or by appointment
Phone: (714) 278-3225; Fax: (714) 278-1325
Email: hobson@fullerton.edu (Subject: AMST 350)
Website: http://hss.fullerton.edu/amst/courses/wh-amst350.html

Required Texts: (available at Little Professor Book Center, 725 Placentia Ave., Fullerton)
Barbara Myerhoff, Number Our Days: Culture & Community Among Elderly Jews in an American Ghetto
Philip J. Deloria, Playing Indian

Reprint Booklets Available at CSUF Library Reserve Book Room (Circulation Desk):
Essays on American Studies Theory and Method
Essays on American Cultural Diversity

About the course:
The aim of this class is to help you better understand the assumptions, methods, and techniques of cultural analysis utilized in American Studies scholarship. Our discipline focuses on the analysis of historical and contemporary American cultural texts (broadly construed). In this course we will be emphasizing the conceptual rather than the content bases of the discipline. You will get a lot of “hands on” experience with cultural analysis and you will get a lot of personal attention and assistance in your work. To succeed in this class you must be an active learner, not only coming to class regularly, but preparing ahead of time, keeping to the assignment schedule, and participating actively in the discussion and other work of our class sessions. Best
This class satisfies the University's Upper Division Writing Requirement. A grade of C or better is necessary to meet the requirement.

**Assignments and Assessment:**
You are expected to read, reflect, discuss, write, and rewrite throughout the semester. There will be one in class examination (open book and notes) and one major essay requiring independent research, analysis and synthesis, a shorter assignment based on Internet research, and several short response and evaluation papers. Separate handouts will describe these assignments. You may also download them from the course website. **Class attendance and participation are required** and will be important factors in your grade. As part of this requirement, you are asked to submit written discussion questions for each class session.

Assessment in this course will gauge your ability to think critically, to use relevant bibliographic resources, to analyze primary documents for their meaning and secondary sources for their arguments and their methodology, to analyze and synthesize materials, and to create informed and thoughtful written and oral arguments which are clearly based on the evidence you have collected. You can expect to receive timely, lengthy, and constructive written comments on your work throughout the semester.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Grading Scale:</th>
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<tbody>
<tr>
<td>American Studies on the Internet Assignment</td>
<td>10%</td>
<td>A = 90-100</td>
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<tr>
<td>In Class Exam</td>
<td>25%</td>
<td>B = 80-89</td>
</tr>
<tr>
<td>Cultural Analysis Essay</td>
<td>30%</td>
<td>C = 65-79</td>
</tr>
<tr>
<td>Response and Evaluation Papers</td>
<td>20%</td>
<td>D = 50-64</td>
</tr>
<tr>
<td>Class Participation, Presentations &amp; Discussion Questions</td>
<td>15%</td>
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</table>

**Discussion Topics and Reading Assignments:**

**I. “CULTURE” AND THE HISTORY OF THE AMERICAN STUDIES MOVEMENT**

**NOTE: All readings in the section are in the *Essays on American Studies Theory and Method* Reprint Booklet, available on request at the Library’s Circulation Desk**

<table>
<thead>
<tr>
<th>Feb.</th>
<th>Introduction; Our Purposes and Procedures; “Very American Studies” Questions</th>
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<tbody>
<tr>
<td>8</td>
<td>Boundaries, Diversity, and the Changing American Studies Movement</td>
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<tr>
<td></td>
<td>Kerber, “Diversity and Transformation of American Studies”</td>
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<tr>
<td></td>
<td>Cowan, “Boundary as Center: Inventing an American Studies Culture”</td>
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<tr>
<td></td>
<td>Rothenberg, “How the Web Destroys the Quality of Students’ Research Papers”</td>
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<tr>
<td></td>
<td>Computer Lab: Exploring American Studies Internet Sites (H-512)</td>
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</tbody>
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| 15   | Webs of Significance and Patterns of Meaning: An Influential Version of the Culture Concept |
|      | Sewell, “Geertz, Cultural Systems, and History: From Synchrony to Transformation” |
|      | Lystra, “Clifford Geertz and the Concept of Culture”                         |
|      | Computer Lab: Exploring American Studies Internet Sites (H-512)              |

| 22   | Storytelling, Subjectivity, and the Postmodern Turn                        |
|      | Rosaldo, “Subjectivity in Social Analysis”                                 |
|      | Halttunen, “Cultural History and the Challenge of Narrativity”              |

**American Studies on the Internet Assignment — Due February 28 (Monday)**
Feb. 29 Doing Cultural Analysis: Rituals and Definitional Ceremonies
Myerhoff, *Number Our Days*, 79-194
*The Little, Brown Guide to Writing Research Papers*, 1-22, 42-60

CULTURAL DIVERSITY AND AMERICAN CULTURE STUDIES

**NOTE:** All readings in the section are in the *Essays on American Cultural Diversity* reprint booklet, available on request at the library’s circulation desk.

March 7 From Victimization Studies to “Lantern Bearers” to Socially Constructed Identities: Shifting Approaches to American Cultural Diversity
Levine, “Explanations”
Nagel, “Constructing Ethnicity: Creating and Recreating Ethnic Identity and Culture”
*The Little, Brown Guide to Writing Research Papers*, 61-84
Computer Lab: Using Online Indexes and Abstracts--instruction (H-512)

March 14 Victimization, Hegemony, and Agency: Case Studies
Welter, “The Cult of True Womanhood: 1820-1860”
Smith-Rosenberg, “The Female World of Love and Ritual: Relations Between Women in Nineteenth-Century America”
Computer Lab: Using Online Indexes and Abstracts--exploration (H-512)

March 21 Diversity, Appropriation, and Agency: Case Studies
Cohen, “Encountering Mass Culture at the Grassroots: The Experience of Chicago Workers in the 1920s”
Kelley, “The Riddle of the Zoot: Malcolm Little and Black Cultural Politics during World War II”
*Cultural Analysis Essay Prospectus Due, beginning of class, March 21*

**NOTE:** Schedule a Conference on your Cultural Analysis Essay before Spring Break

SPRING BREAK

April 4 Diversity and Identity: Uses of the Other in Rituals of Misrule and Authority
Deloria, *Playing Indian*, 1-37, 71-94
Roediger, “Class, Coons and Crowds in Antebellum America”

11 Diversity and Identity: Authenticity and the Other, When “the Other” Talks Back
Deloria, *Playing Indian*, 95-195
hooks, “Representing Whiteness in the Black Imagination”

18 Buried Secrets: Diversity, Conflict, and Identity
“Lone Star” (film shown in class)

25 In Class Exam on American Studies & Cultural Diversity (open books and notes)

DOING CULTURAL ANALYSIS

May 2 Using Quotes and Documenting Sources; Student Oral Presentations
*The Little, Brown Guide to Writing Research Papers*, 85-165, 179-201

9 Effective Writing; Student Oral Presentations
Strunk & White, *The Elements of Style*, entire
It Ain't Just Whatcha Say, It's Also How You Say It

Bring to class: first page of your cultural analysis essay—copies for everyone

Cultural Analysis Essay -- Due May 26 (Friday)

**Assignment Summary: Fill in your own due dates**

- Discussion Questions: 5 written questions due for every class meeting, Feb. 8-April 11 (submit day ahead by e-mail or fax)
- 3 Response and Evaluation Papers on Assigned Readings (see assignment sheet for your group & submit day ahead via fax or e-mail)

Feb. 28 ● American Studies on the Internet essay

Mar. 21 ● Prospectus for your cultural analysis essay

- Conference with instructor on your cultural analysis essay (before March 24)

Apr. 25 ● In class examination: American Studies and Cultural Diversity

- In class oral presentation on cultural analysis essay (May 2 or May 9)

May 16 ● First page of your cultural analysis essay (copy for everyone)

May 26 ● Cultural analysis essay
Appendix 4.4

The American Male
[American Studies 413]

American Studies 413                                      John Ibson
The American Male                                           Office: EC 674
Fall 2003                                                   Office Hours: TR 10-11, 1-2
TR 11:30-12:45                                              Voice Mail: 714.278.3345
Code: 10168                                                 E-Mail: jibson@fullerton.edu

Required Reading

William S. Pollack, Real Boys’ Voices (2001)
Neil Chethik, Fatherloss; How Sons of All Ages Come to Terms with the Deaths of Their Dads (2001)
Ritch C. Savin-Williams, "...And Then I Became Gay": Young Men’s Stories (1998)
H.G. Bissinger, Friday Night Lights: A Town, a Team, and a Dream (1990)
Ann Arnett Ferguson, Bad Boys: Public Schools in the Making of Black Masculinity (2001)

Course Requirements

Though I'll lecture from time to time, most of our class will be devoted to our discussions of the assigned reading. It is essential that you attend regularly and keep up with the assignments. I hope that we'll together create the sort of atmosphere in which all of you will feel comfortable in participating verbally in our discussions, but it is possible to do well in the class by careful listening and note-taking alone.

At the time indicated on the course outline, we will have a midterm examination, an essay of around 2,000 words (2,500 for graduate students) prepared outside of class. You will have one week to prepare this essay.

Additionally you must prepare a critical review of a film that is in a significant way about the cultural meaning of being a male. The review should be around 1,500 (2,000 for graduate students) words long. It is due no later than Thursday,
November 20. I will provide a list of appropriate films, but you definitely may select a film that is not on this list. The **final examination**, an essay around 2,500 words prepared outside of class, is due no later than Thursday, December 18, at 12 Noon. I'll announce the topic of this essay at least two weeks before it's due.

I will extend a deadline without penalty only for a compelling reason.

**Grading**

The midterm and the film review will each count 30% toward your overall grade for written work, the final 40%. In determining your course grade, I may then make adjustments up or down, as much as a full letter grade, for class participation.

**COURSE OUTLINE**

This course rests on an assumption that you must understand but not necessarily endorse: while actually being a male is a matter of biology, what being a male means at a particular moment in a particular locale is culturally determined. While maleness involves testicles and testosterone, masculinity involves beliefs, symbols and values associated with maleness. According to this assumption, masculinity is not a fixed essence but is a cultural construction that changes over time and place. This course, then, is a study of the history and current state of various masculinities.

The course will primarily focus, in past and present settings, on a man's relationship with himself, especially with his own body, and on his various sorts of relationships with other men. While these same/sex relationships are well worth understanding in and of themselves, men's various relationships with women will be highly relevant in our considerations. In fact, another assumption of the course that you must understand but not necessarily accept in order to do well is that a man's relationships with himself and with other men have a substantial impact on his relationships with women. Throughout, the course will evaluate the very significance of gender, especially compared to sexual orientation and race.

**Tu 8/26** Introductions: What We're Doing Here and Why We're Doing It

**I. AMERICAN MEN'S RELATIONSHIPS IN HISTORICAL PERSPECTIVE**

**Th 8/28** Picturing Men Together: The Lost Variety of Men's
**Tu 9/2** Relationships in a Century of American Photography

**II. LEARNING MASCULINITY: AMERICAN BOYHOOD YESTERDAY AND TODAY**

**Th 9/4** Read: Pollack, *Real Boys' Voices*
**Tu 9/9** daily assignments made in class.
**Th 9/11**

**Tu 9/16** Film: "Stand by Me" (1986)
**Th 9/18**

**III. A MAN WITH HIMSELF: MEN AND THEIR OWN BODIES**

**Tu 9/23** Read: Bordo, *The Male Body: A New Look at Men in*
**Th 9/25** *Public and Private*, daily assignments made in class.
**Tu 9/30**
Th 10/2

Midterm Examination

IV. MEN TOGETHER: THE SHIFTING MEANINGS OF MALE RELATIONSHIPS

1. The First Bond: Fathers and Sons

Tu 10/7 Read: Chethik, Fatherloss, daily assignments made in class.
Th 10/9
Tu 10/14

Th 10/16 Film: "Dad" (1989)
Tu 10/21

2. Erotic Attachments: On Being a Gay Male

Th 10/23 Read: Savin-Williams, "... And Then I Became Gay": Young Men's Stories, daily assignments made in class.
Tu 10/28
Th 10/30

Tu 11/4 Film: "All Over the Guy" (2000)
Th 11/6

3. Team Mates: Sports and Masculinity in Modern America

Tu 11/11 Film: "Slap Shot" (1977)
Th 11/13

Tu 11/18 Read: Bissinger, Friday Night Lights: A Town, A Team, and a Dream, daily assignments made in class.
Th 11/20

Film reviews due

V. GENDER AND RACE: BLACK MASCULINITY IN AMERICAN SOCIETY

Tu 12/2 Read: Ferguson, Bad Boys: Public Schools in the Making
Th 12/4 of Black Masculinity, daily assignments made in class.
Tu 12/9

Th 12/11 Conclusions and Course Evaluations

Th 12/18 FINAL EXAMINATION DUE 12 NOON
Appendix 4.5

Women in American Society
[American Studies 450]

American Studies 450      Pamela Steinle
Women in American Society    Office: EC 686
Spring 2003        Office Hours: Weds 3:30-4:30
                                   Office Phone: (714) 278-3438

Required Readings
*All required texts are available @ Little Professor Bookstore*
Reprint packet is available at Copyco in Fullerton

Reprint Packet     AMST 450 Book of Readings
Chopin, Kate       The Awakening
Friedan, Betty     The Feminine Mystique
Hendricks, Judith  Bread Alone
Yezierska, Anzia   Breadgivers

Course Requirements
This course will introduce you to the history of women in American society, variant conceptualizations of feminism, women's autobiographical fiction and the struggle for/between public and private identities (late 19th/early 20th centuries), and continued questions of women's identity and social roles in the late 20th century. The readings, consequently, are heavy. Recognize this and plan accordingly: timely completion of the reading assignments is crucial to this course as class time will be devoted to open discussion of the readings.

Learning Goals
The first unit of this course introduces students to methods of social scientific reasoning and feminist inquiry in an interdisciplinary framework. For the remainder of the course, students will interpret primary source materials in relation to their appropriate historical contexts and in relation to the student's own immediate context as a participant in American culture. Studying the lives of individual women through highly autobiographical if fictionalized narratives allows students to explore the physical,
psychological and sociocultural factors that each woman sought to integrate, to recognize the challenges she faced at key developmental moments between adolescence and old age, and to examine the decision-making strategies each women employed in confronting complex personal/social problems. Course materials represent not only different historical periods in American life but diversity of cultural participation in terms of class, age, and ethnicity. The writing requirements for CSUF GE courses will be met via written feedback regarding your performance on the 2nd and 3rd assignments which have similar writing requirements/expectations in terms of analysis & argumentation, with the 2nd evaluated as if a draft & the 3rd as a polished paper.

**Assessment**

Your mastery of course materials will be assessed using a range of evaluation methods:

- 100 points In-class, short answer exam.
- 100 points Response essay (in class).
- 100 points Formal response paper
- 300 points Total possible *No final examination in this seminar*

Grading is based on a 10% scale -- a "grading curve" will not apply. In the case of a borderline final grade score (i.e., 1 point from the grade cut-off), my decision to either raise or lower the score will reflect your thoughtful class participation—or the lack thereof. 2 absences across the semester are allowed: further absences will earn -10 pt. penalty per absence from your earned course point total. Late assignments will be penalized 10% of the earned score. "Incomplete" course grades must be arranged in advance and will forfeit the possibility of an A for the course. Email documents are not acceptable for the formal response paper.

**Course Outline**

2/3 Introduction to the course: outline & expectations. Purchase course readings.

2/5 Thinking about gender: lecture and discussion. No reading.

2/10-12 "Women's Studies: An Introduction." Read Sapiro pp. 3-33 in 450 Readings.

2/17 President's Holiday.


Weds. 3/5 In-class short-answer exam.


Mon. 4/14  In-class comparative response essay

4/16  Happy Housewife as Heroine: 1950's suburban "dream life" & doubts.
Read *Fem. Mystique*, Preface & Chpts. 1 & 2


4/23  The Postwar Mystique: Feminine, Masculine, or American?
Read *Feminine Mystique*, Chpts. 9 & 14.  Film: *Men's Lives*.

4/28-5/7  Tradition & Liberation: women's pursuit of autonomy at end of 20th c.
Read *Bread Alone* as follows: Chapters 1-6 for 4/28; 7-10 for 4/30; 11-16 for 5/5 and 17-20 for 5/7.  *Response paper assigned on 5/7*

5/12  Discussion of response papers in progress.

Weds. 5/14  Response paper due in class. Discussion of your analyses & conclusions.

5/19-5/21  Final discussion: evaluating narratives of women's autonomy in recent commercial film. Film: *Hope Floats* in-class viewing & comparative analysis.

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**BOOK OF READINGS**

**AMST 450**

**PROFESSOR PAMELA STEINLE**

**SPRING 2003**

California State University, Fullerton

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135
READINGS FOR AMST 450 / STEINLE

WOMEN IN AMERICAN SOCIETY

Women's Studies: An Introduction
pages 3-33

How Did Society Get This Way?
pages 34-57

Feminism and the Future
pages 491-525
Appendix 4.6

California Cultures
[American Studies 395]

American Studies 395: California Cultures
Professor Michael Steiner
EC-608; phone 278-3640; e-mail: msteiner@fullerton.edu
Office hours:  T and Th, 10-11; Wed, 11-12 AM; & by appointment.

For more than a century, Americans have seen California as the cutting edge and shape of things to come for their nation. For better and for worse, this teeming patch of earth on the western edge of 35 million people with the world’s fifth largest economy has been seen as a harbinger for America and often for the earth as a whole. In the ever-important area of ethnic and race relations in particular, California has broadcast images of utopian hope as well as dystopian despair: it has been a place where a spectrum of cultures have flourished and fought together.

From opening encounters between a mosaic of native people and European colonial powers in the eighteenth century to being the fault line of Europe, Asia, and Latin America in the twenty first century, California has seemed to be the seedbed and testing ground for multicultural hopes. “California, and especially Los Angeles, a gateway to both Asia and Latin America,” Carlos Fuentes argued in 1992, “poses the universal question of the next century: how do we deal with the Other?” For many, California represents the best possible answer to Fuentes’s question; for others, our state has failed to live up to the challenge. For healthy-minded boosters, among them State Librarian and historian Kevin Starr, the Golden State “represents the most diverse and ecumenical experiment in human history,” while for indignant critics like Mike Davis, much of California exists as a bitterly fragmented “ecology of fear.”

With the opening words of Fuentes, Starr, and Davis in mind, this course will explore how Californians have dealt with the issues of cultural diversity and “the other.” This course will trace how a variety of cultures—including Native American, European, Latino, Asian, and African—have interacted within California from the eighteenth century to the present. Cultural dynamics in geographical regions within the state—including the Bay Area, The Sierra gold fields, the Central Valley, and Southern California—will be compared and contrasted. Specific topics include: cultural diversity and conflict in frontiers and borderlands; sacred and profane versions of regional and racial myths; shifting meanings of gender among California’s cultures; theories and patterns of cultural appropriation and hegemony, pluralism and cosmopolitanism within the state and its various regions over time;
versions of the California Dream; patterns of immigration to the state including the Dust Bowl migration and recent movements from Latin America and the Pacific Rim.

**Required Readings:**

Collected Readings (24 essays; four copies placed on Closed Reserve in the Library)
Albert Hurtado, *Intimate Frontiers: Sex, Gender, and Culture in Old California*
David Wyatt, *Five Fires: Race, Catastrophe, and the Shaping of California*
Carey McWilliams, *Southern California: An Island on the Land*
Lisa See, *On Gold Mountain: The One-Hundred-Year Odyssey of My Chinese-American Family*
T. Corrighessan Boyle, *The Tortilla Curtain*

(The five required books are available at the Titan Bookstore; the Collected Readings, as mentioned, are on Closed Reserve and at an off-campus vendor)

**Course Requirements:**

It is essential to complete the assigned readings as they come up for discussion. I will provide you with a fairly detailed printed list of study questions for each meeting, and I look forward to spirited and informed discussions of our common readings.

In terms of written work, each student will be required to write two 5-7 page papers and a final essay exam. I will also ask each of you to present at least one oral report—five to ten minutes as an individual, ten to fifteen minutes as a small group—on an outside essay or book chapter not assigned to the class as a whole. I will also lead a Los Angeles walking tour to various sites related to California cultures—the Plaza, China Town, Little Tokyo, and the Japanese American National Museum. A tour of near-by Little Saigon will also be offered as an extra curricular opportunity.

The first paper, due during the sixth week of the semester and based upon our common readings, will examine an aspect of California’s cultures and regions in the eighteenth and nineteenth centuries. The second paper, due during the final week of the semester and also based upon our common readings, will focus upon an aspect of California’s diversity in the twentieth century. Lists of possible paper topics will be handed out two-three weeks before each paper is due, and I encourage you to discuss these topics with me as your papers are developing. Every student will also write a final essay exam covering the entire course. This in-class two hour exam will give you the opportunity to integrate ideas and materials studied throughout the semester. I will provide sample exam questions a week beforehand. I expect your papers to be typed and properly documented.

**Assessment and Relationship to General Education Goals:**

These papers and the exam will assess your ability to understand, critique, and analyze primary and secondary documents; to synthesize complex ideas from a variety of sources; and to organize brief and extended essays which are grounded in evidence and also express your individual viewpoint. These assignments (as well as the oral report) are designed to enhance your communications skills by providing the opportunity to integrate and analyze class materials and create informed and thoughtful arguments both in discussion and in writing. Your written work must demonstrate an understanding of and familiarity with all relevant course materials, including assigned readings, lectures, multi-media materials, and discussions.

American Studies 395 is designed to satisfy General Education requirements for Section III.C.2. (Implications, Explorations, and Participatory Experience in the Social Sciences). By carefully developing an interdisciplinary social scientific understanding of the interaction of California’s cultures in the past and present, students in AMST 395 will achieve the following General Education goals:

- To understand broad, unifying themes in the social sciences from cross-disciplinary perspectives.
To solve complex problems that require social scientific reasoning.
To relate the social sciences to significant social problems or to other related disciplines.
To apply disciplinary concepts from the social sciences in a variety of settings, such as community-based learning sites and activities.

AMST 395 is also designed to meet the General Education requirements for Section V (Cultural Diversity). Towards this end, students in this class will also achieve the following General Education goals:

- To understand that culture is socially constructed and fundamental to social interaction.
- To appreciate the complex relationships that gender, ethnicity and class bring to a discussion of society and culture.
- To understand that because we live in an inter-connected world, we need to understand the diversity and relationships within and among cultures.
- To recognize and evaluate how one’s cultural history affects one’s sense of self and relationship to others.

**Student Learning Goals for AMST 395:**

Students of AMST 395 will:

- Develop a rigorous concept of culture and cultural processes as experienced by a diverse group of Californians;
- Understand how various cultures, including Native American, European, Latino, Asian, and African-American, have interacted in California’s past and present;
- Gain a broader interdisciplinary awareness, becoming aware of connections among the social sciences and the humanities;
- Acquire a thorough understanding of cultural diversity by examining the creative tension between unity and multiplicity in California experiences, theories of cultural pluralism, and the relationships between subcultures and dominant cultures;
- Understand the ways in which culture creates meaning and guides behavior by learning to critically analyze and interpret a spectrum of California artifacts, ranging from popular to folk to elite expressions, from mass media to material culture and architecture;
- Learn research, writing, and expressive skills that will allow them to see connections among complex materials and will enable them to clearly communicate their understanding of the underlying meanings and causes of cultural/historical events within our state.

**Grading:**

Your final grade will be based upon the following:

- First 5-7 page paper: 30% of the semester grade
- Second 5-7 page paper: 30% of the semester grade
- Final exam (in-class essay) 30% of the semester grade
- Oral reports and attendance 10% of the semester grade
I greatly encourage open, informed, and respectful discussion, and the oral reports—which will begin by the third week of the semester—are a vital element of the course. It is crucial that you attend every class meeting; frequent absence will hurt your grade. I will accept late papers, but they will be lowered a grade if they are not turned in by the due date.

Course Outline:

**Week One:**  *Introduction to the course: People and Places within the Golden State*

**Week Two:**  *The Promise, Problems, and Sources of California Cultures*

1. Over view: Three Visions: Carey McWilliams, “Mixed Multitudes” (1949); Dale Maharidge, “The Brink” (1996); and Mike Davis, “The View From Futures Past” (1990) (Collected Readings)

2. Sources and Themes: California as Frontier, Region, and Homeland; Global Gathering Point and Launching Pad:
   - Natives and Newcomers: Ray Bradbury’s Parable of Migration, Place, and a Golden Dream: Read Bradbury’s “Dark They Were and Golden Eyed” (Collected Readings)
   - The spirit of the Place and the Native American Presence: A World of Their Own: Malcolm Margolin, Introduction to *The Way We Lived* and William S. Simmon’s “Indian Peoples of California” (Collected Readings)
   - Westward from Europe: California as Frontier and Region: Frederick Jackson Turner, “The Significance of the Frontier in American History” and Josiah Royce, “Provincialism” (Collected Readings)

   **Suggested Reading:** M.Kat Anderson, et al., “A World of Balance and Plenty” (Collected Readings or handed out in class)

**Week Three : Cultural Sources and Patterns of Conflict, Cooperation, and Cosmopolitanism**

   g. Cultural Sources, continued:
      - North From Mexico: Carey McWilliams, “Foreword” to *North From Mexico*
      - Out of Africa: Jack Forbes “The Early African Heritage of California” (Collected Readings)
      - East From Asia: Dale Maharidge, “Asian” (Collected Readings)

2. Patterns of Conflict, Cooperation, and Cosmopolitanism:
   - The Bay Area: Glenna Matthews, “Forging a Cosmopolitan Civic Culture: The Regional Identity of San Francisco and Northern California” (Collected Readings)
   - The Central Valley: Gerald Haslam, “Other Californians” (Collected Readings)


**Week Four: Native Californians and Hispanics: Carey McWilliams and David Wyatt on Sacred and Profane Frontiers in Early California:**
Read: chapters 1-4 of McWilliams’s *Southern California* and chapter one, “The Wild Oat: Spanish and American Conquests,” of Wyatt’s *Five Fires*.

**Suggested Readings/ Possible Reports:** Michael J. Gonzalez, “The Child of the Wilderness Weeps for the Father of the Country” and Blake Almendinger, “All About Eden” (handed out in class)

**Week Five: Hispanics and Natives: Albert Hurtado on Sex and Gender in Early California**

Read Introduction and chapters one and two of Hurtado’s *Intimate Frontiers*; see the documentaries, “Ramona: A Tale of Passion and Protest” and “Frontierland/Frontierlandia;” continue oral reports on various aspects of the Mission and Rancho periods.

**Week Six: Crossings and Collisions in the 1840s: Anglos, War, Gold Rush, and Statehood: “The Whole World Rushed In”: The Donner Party, John C. Fremont, Joaquin Murieta, Bret Harte, & Other California Myths and Myth Makers**

1. **Getting there:** The Donner Party, Indian captivity, and other border crossings. Read: Hurtado on “Sex, Gender, and the Journey to California,” chapter three of *Intimate Frontiers*.

2. **War, wealth, and statehood:** The Mexican-American War, discovery of gold, and a state constitution. Read: David Wyatt, “The Wild Oat: Spanish and American Conquests,” *Five Fires* (review), and Carey McWilliams on Gold Rush politics and the 1849 constitution, “The Mustang Colt,” from his *California: The Great Exception* (Collected Readings)


**Week Seven: Crossings and Collisions in the Gold Rush, continued**

1. **Encounters in the mines, continued.** Read chapters five and six of Hurtado’s *Intimate Frontiers*

2. **Sex, gender, and the creation and function of the gold rush myth:** Amelia’s Body, the Lynching of Juanita, and “The Luck of Roaring Camp.” Read: Bret Harte, “The Luck of Roaring Camp” and Michael Kowalski, “The Literature of the Gold Rush” (Collected Readings)

**First Paper is due**

**Week Eight: From the Northern Gold Rush to the Southern Land Rush:**


**Week Nine: Racism, Exclusion, Progresivism, and Early Challenges to White Hegemony**

Revisit Matthews, Deverell, and Haslam on patterns of race relations in the Bay Area Southern California, and the Central Valley; explore the relationship between progressive politics and racial tensions; discuss three dark episodes: the anti-Chinese riot of 1871, the Wheatland Riot of 1913, and the Zoot Suit Riots of 1943.

Read: Carey McWilliams on progressive reform and race, “Perilous Remedies for Present Evils,” in *California: The Great Exception* (Collected Readings); Wyatt, chapter three on “Exclusion,” in *Five Fires*; McWilliams, “Cathay in the South” in *Southern California,* “The Wheatland Riot” in *Factories in the Fields*, and “The Pattern Of Violence” and “Blood on the Pavements” in *North From Mexico* (Collected Readings)
Readings)

**Suggested Reading/Possible Report:** Recent Los Angeles Times series by Mark Arax on Black Okies in the Central Valley and many other possibilities.

**Week Ten: East From Asia: How Cultures Can “melt in all directions”**:

- Fong See, Ticie Pruitt, and their descendants; Begin Lisa See’s On Gold Mountain and continue oral reports.
- Little Saigon Tour—conducted by Trandai, Director of the Vietnamese–American Project, CSUF Oral History Program.

**Week Eleven: East From Asia and Japanese “Relocation”**

- Finish See’s On Gold Mountain, as far as p. 132; read: Wyatt, chapter seven, “Relocation, the Japanese, and the Twice Divorced,” in Five Fires.
- **Suggested Readings/ Possible reports:** Excerpt from Judy Yung’s Unbound Feet; Anthony W. Lee’s “Crooning Kings and Dancing Queens: San Francisco’s Chinatown and the Forbidden City Theater”; and many other possibilities including further materials on the Japanese wartime incarceration at Manzanar and other places.

**Week Twelve: North From Mexico: Patterns of Conflict and Creativity**

1. Some background and variety of possibilities: Octavio Paz, “The Pachuco and Other Extremes” and George Lipsitz, “Cruising Around the Historic Bloc: Postmodernism and Popular Music in East Los Angeles” (Collected Readings)
   
2. Candido and America Rincon and the California Dream: Begin T. Correghessan Boyle’s The Tortilla Curtain

- **Suggested Reading/Possible Report:** George Lipsitz, “Music, Migration, and Myth: The California Connection” and/or Kirse Granat May, “Wish They All Could Be California”

- Los Angeles Walking Tour—beginning at the Fullerton Amtrak station

**Week Thirteen: North From Mexico, concluded:**

- Finish our discussion of Boyle’s The Tortilla Curtain and continue oral reports

**Week Fourteen: Watts, South Central, and Blacks versus Brown: Two views**:

1. David Wyatt, chapter eight “From Watts to South Central: Internalizing the Fire” in Five Fires, and Jack Miles. “Blacks versus Browns” (Collected Readings) and continue oral reports.

2. Begin the film version of Anna Deavere Smith’s “Twilight: Los Angeles, 1992”

- Second paper is due

**Week Fifteen: Possible Future of California Cultures**

1. Conclude our discussion of Wyatt and Miles.
2. Three creative visions: portions from Anna Deavere Smith’s play, “Twilight: Los Angeles, 1992” and excerpts from Ridley Scott’s “Blade Runner” and the joyously optimistic film, Gurinder Chada’s “What’s Cooking?”

Week Sixteen: Final in-class essay exam and a well-earned vacation.

Key dates:

Week three: begin oral reports
Week seven: first paper is due
Saturday of week ten: Little Saigon Tour
Saturday of week twelve: Los Angeles walking tour
Week fourteen: second paper is due
Week sixteen: final comprehensive open-book, open-note essay exam
Appendix 4.7

Religion in American Culture
[American Studies 402]

RELIGION AND AMERICAN CULTURE

AMST 402
Spring 2002
Wednesdays 4:00-6:45
EC-11
Wayne Hobson
Course website:
hss.fullerton.edu/amst/ courses/wh-amst402.html

Required Texts:
Jon Butler and Harry S. Stout, eds., Religion and American History: A Reader
Colleen McDannell, Material Christianity: Religion and Popular Culture in America
Edward J. Larson, Summer for the Gods: The Scopes Trial and America’s Continuing Debate over Science and Religion
Robert A. Orsi, Thank You, St. Jude: Women’s Devotion to the Patron Saint of Hopeless Causes
Barbara Myerhoff, Number Our Days: Culture & Community Among Elderly Jews in an American Ghetto
Richard Cimino and Don Lattin, Shopping for Faith: American Religion in the New Millennium

Office Hours:
Honors Office (PLN-120): Drop in any time
AMST Office (EC-612): Wed. 3:00-4:00, or by appt.

Messages:
Honors Office: 714-278-7443
AMST Office: 714-278-3225
Email: hobson@fullerton.edu (Subject: AMST 402)

Texts are available for purchase at Little Professor Book Center, 725 N. Placentia Ave., Fullerton
About the course:
This course examines the interaction between American religious experience and broader patterns of American culture, with a particular focus on religion as a source of meaning, conflict, and community. Our approach will be both topical and historical. Among topics we will consider throughout the course are religion and gender, in particular what have been the causes and consequences of the American tendency to code religion as feminine, religion and cultural power, in particular the tension between religion as an organized system of belief and ritual and the American cultural emphasis on popular and personal religiosity and the clash between evangelical Protestantism’s claim to be the core religious tradition and other religions’ insistence on the importance of diversity and tolerance as American ideals, and religion and identity, in particular religion as a source of strength and resistance for non-dominant groups.

Throughout this course we will attempt simultaneously to understand religious perspectives from their practitioners’ points of view and to interpret them from a cultural studies point of view. Although we will pay some attention to systematic theology and to the history of religious institutions, these will not be our primary concern. Instead, our attention will be directed to the various ways everyday Americans have “practiced” religion and what these religious practices have meant to them. The appeal of religious objects, imagery, rituals, music, and fellowship to the emotions as well as the appeal of religious ideas to the intellect will be part of our concern. Religious doubt as well as religious conviction will gain our attention.

Examinations and Grading:
There will be three medium-length writing assignments in this class: a take-home midtermed exam, an inclass final exam, and an ethnography assignment. For the ethnography, you will be asked to observe and analyze religious community life and services in a tradition other than your own. Several visits will be necessary. There will be an alternative critical analysis assignment for anyone who cannot conduct the ethnographic research.

Helpful class participation can significantly improve your grade, although you will not be penalized for failure to participate. In addition, you can improve your grade by completing an optional essay assignment on popular culture images of religion.

In accordance with university and department policies, graduate students taking this course for study plan credit will be required to complete an additional assignment: a critical review of a book relevant to your ethnography topic. Please see me about the book you have selected for review. This essay may be turned in any time during the semester, but no later than May 24.

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Discussion Topics and Reading Assignments:

Feb. 6  Introduction: Religion and American Culture

I. POPULAR RELIGION IN THE ERA OF PROTESTANT ASCENDANCY

Feb. 13  Popular Religiosity and Institutional Religion: Definitions and Approaches

“Material Christianity” “ in McDannell, Material Christianity, 1-16

“Piety, Art Fashion: The Religious Object” in McDannell, Material Christianity, 17-66

Puritan New England and the American Sense of Mission

Miller, “Errand into the Wilderness” in Religion in American History, 27-41
Feb. 20  Great Awakening, American Revolution, and Democratization of American Christianity
         *Religion in American History*, 88-102
         Butler, “Enthusiasm Described and Decried: The Great Awakening as Interpretive Fiction” in 
         *Religion in American History*, 108-123

Creating an Evangelical Religious Culture in Antebellum America; Mormons as Outsiders and 
         Insiders
         Wood, “Evangelical America and Early Mormonism” in *Religion in American History*, 179-194
         R. Laurence Moore, “How to Become a People: The Mormon Scenario” (handout)

Feb. 27  Domesticity and the Feminization of Nineteenth-Century Protestant Culture
         157-172

Mar. 13  Religion in the Debate Over Slavery; African American Religious Traditions from Slavery to 
         Freedom: Searching for the Promised Land
         Bacon, “A Sermon to Maryland Slaves, 1759” in *Religion in American History*, 73-86
         Armstrong, “The Christian Doctrine of Slavery: God’s Work in God’s Way” (1857), in *Religion in 
         American History*, 231-237
         Spillers, “Martin Luther King and the Style of the Black Sermon” in *Religion in American History*, 
         468-484
         Slave spirituals (on CD, played in class)

Take-Home Midterm Exam Due Monday, March 18

II. MODERNITY, RELIGION, AND CULTURAL CONFLICT
Mar. 20  Consumer Culture, Religion, and Modernity
         “Christian Retailing” in McDannell, *Material Christianity*, 222-269

The Scopes Trial and the Debate Over Science and Religion
Mar. 27  Fundamentalism, Populism, and Modernity
         Marsden, “Fundamentalism as an American Phenomenon, A Comparison with English 
         Evangelicalism” in *Religion in American History*, 314-325
         Larson, *Summer for the Gods*, 3-110
         “Inherit the Wind” (video shown in class)

SPRING BREAK
Apr. 10  Scopes Trial – What Really Happened and What Was Its Long-Term Significance?
         Larson, *Summer for the Gods*, 111-266
         Carpenter, “Fundamentalist Institutions and the Rise of Evangelical Protestantism, 1929-1942” in 
         *Religion in American History*, 384-392
III. IMMIGRATION AND RELIGIOUS DIVERSITY: ETHNOGRAPHIC APPROACHES

A Catholic Community of Devotion, Change, and Support

Apr. 17 Immigration and Othering: Catholic and Native American Responses
“Lourdes Water and American Catholicism” in McDannell, Material Christianity, 132-162
Orsi, Thank You, St. Jude, 1-69

Apr. 24 St. Jude and Popular Catholicism: Issues of Gender, Hierarchy, and Personal Identity
Orsi, Thank You, St. Jude, 70-211
Student Ethnography Presentations

A Jewish Community of Ritual, Debate, and Support

May 1 Judaism in Modern America: Continuity and Change; “The Wise Man Searches, but Not to Find”: A Jewish Immigrant’s Story
Sarna, “Seating in the American Synagogue” in Religion in American History, 397-408
Myerhoff, Number Our Days, xiii-xvii, 1-78
Student Ethnography Presentations

May 8 Rituals and Definitional Ceremonies: Popular Religion and Community Crises, Jewish-American Case Studies
Myerhoff, Number Our Days, 79-194
Student Ethnography Presentations

Predicting the Future from Present Trends

May 15 Religiosity/Spirituality and the American Self; Religion and Community
Cimino and Lattin, Shopping for Faith, 1-128
Student Ethnography Presentations

May 22 Culture Wars and Social Issues: The Politics of Faith
Cimino and Lattin, Shopping for Faith, 131-189
Jerry Falwell, “Imperatives of Moral Involvement” in Religion in American History, 504-511
Student Ethnography Presentations

Ethnography due Friday, May 24
Final Examination, Wednesday, May 29 -- 5:00-6:50
Appendix 5

Anthropology

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Appendix 5.1

Non-Western Cultures and the Western Tradition
[Anthropology 100]

Anthropology 100
SYLLABUS
NON-WESTERN CULTURES AND THE WESTERN TRADITION
Fall 2003
W 4-6:45 pm
Dr. Susan Parman, Professor and Chair of Anthropology

MH-426E, 278-2844, sparman@fullerton.edu
Office Hours Tuesday and Wednesday 10 a.m.-12 p.m.

Helpful information:
Visit the Department’s web page at http://anthro.fullerton.edu for a copy of the syllabus and study guide for this class; and for more information about anthropology, department activities, how to write a paper, how to develop a resume, useful internet resources, etc.
Parking: Get to campus early (sorry, that’s not very helpful)
Academic Advisement Center (GE, graduation requirements, university policy): walk-in service, University Hall 123, http://www.fullerton.edu/aac; to keep track of your classes, see Titan Degree Audit, www.fullerton.edu/admissions/TDA
Are you a junior (60 units completed)? Have you taken the English Writing Proficiency (EWP) test yet? See http://www.fullerton.edu/testing
Have you completed 90-100 units of coursework? Don’t forget to file for your graduation check (grad check forms are available in the department office as well as other sites on campus)
The Key Concept of this Course:
This course is concerned with the anthropology as a humanistic discipline and what it can tell us about how the West developed certain conceptions of non-Western peoples after the so-called “Age of Discovery.”

Anthropology is discourse or beliefs about humankind (Anthropo-logy, the study of humankind). In this course, we will examine the meanings about non-Western peoples that were created in Western culture as a result of changing contacts between West and non-West.

During the 15th and 16th centuries, Western explorers encountered people very different from themselves (peoples such as the Khoikhoi, Tahitians, American Indian, and Maori, as described by Fagan in his book Clash of Cultures), and they created a series of images of these non-Western Others that helped them justify political and economic policies such as colonization, genocide, land appropriation, and slavery. As the Industrial Revolution wrecked social and environmental havoc, non-Western peoples were idealized as Noble Savages living in communion with nature, to be emulated and imitated rather than enslaved and exterminated. Interpretations of non-Western peoples continue today.

The objective of this course is to offer descriptions and interpretations of Western ideas about humankind that compare non-Western and Western peoples. This inquiry helps us understand how the information about non-Western peoples and cultures have been and are used in the Western anthropological tradition, and provides an understanding of Western ideas that foster the use of information about other peoples to theorize about the nature of humankind. This course will examine the relationship between the West and the non-West during the period from 1450 AD to the present. Such an examination is necessary to understand the politico-economic contexts in which certain images and descriptions of non-Western peoples and cultures became part of the anthropological tradition. Hopefully, this course will encourage you to reflect on stereotypes and contrasts that you make about “other” peoples, and how these images relate to your own culture and reflect the nature of the relationship that you have with these “others.”

In examining these questions, this course will address the learning goals for university’s GE category III.B.2, Introduction to the Humanities, which are

a. To understand the distinctive characteristics of the humanistic perspective.

The humanities offer a perspective on the complexity of human experience that explores questions of what it means to be human through cultural/symbolic understanding rather than quantitative/analytical analysis.

b. To understand the historical and cultural factors, in a global context, that led to the development of the humanistic perspective.

The development of the humanistic perspective in the Western tradition is linked with the development of modern anthropology during the Renaissance. Beginning with the Renaissance, the Western intellectual tradition made extensive use of the description and interpretation of non-Western peoples and cultures to define and conceptualize the nature of humanity. Anth 100 focuses on this important cultural epistemology of the Western tradition.

c. To understand the differences between the humanistic and other perspectives, as well as the differences among the humanistic disciplines.

The development of anthropology in the Western tradition provides a vehicle with which we can examine the differences between the humanities and the sciences. Although it has its scientific, quantitative side, modern anthropology is rooted in humanistic questions about the qualities of responsibility, intentionality, aspiration, evaluation, empathy, creativity, justice, and conceptions of good and evil that enable us to act and find meaning as human beings—categories
unnecessary to scientific explanation but basic to human action. The questions examined in this class are about the meaning of symbols concerning non-Western peoples in Western culture.

d. To understand and appreciate the contributions of the humanities to the development of the political and cultural institutions of contemporary society.

Anh 100 explores the consequences of creating a dichotomy between “Us” and “Other,” and using this dichotomy to develop institutional boundaries that exclude the “Other.” Students who take this class should see the relevance of creating inclusive institutions in contemporary society, and should understand the politics of “self-making” in the context of power, gender, and minority hierarchies.

e. To be familiar with and understand major texts (both written and oral), key figures, significant traditions, and important themes in the humanities.

Anh 100 examines important historical texts on non-Western peoples and cultures, and interprets the contributions of key figures and cultural traditions in constructing “Others” during the past 500 years of the Western intellectual tradition.

f. To analyze the meanings of major texts (both written and oral) from both Western and non-Western cultures.

Anh 100 analyzes the Western texts on non-Western peoples and cultures, and also analyzes various “Native” non-Western cultural texts, as these texts are documented in ethnographies.

g. To apply the humanistic perspective to values, experiences, and meanings in one’s own life, and demonstrate how understanding the humanities can shed light on what it means to be human today.

Anh 100 raises questions about differences in Western and non-Western conceptions of humanity and the “self.” Students have the opportunity to explore the relationship between their cultural traditions and their sense of self, and to explore how their conceptions (rooted in their cultural symbols) determine their conception of “Others” and their cultural traditions. By examining the changing conceptions of humanity and culture, students should gain a better understanding of what it means to be human today.

REQUIRED TEXTS:
“One Hundred Percent American,” Ralph Linton (see attachment to syllabus)

The General Plan for the Course:
The class will include lectures, a few films, and lots of opportunities to practice the ideas presented in the class. You are expected to have read the assigned reading for the week before you come to class. You are expected to attend class, participate in class discussion, and take seven short exams (of which six will be counted toward your final grade). Most of all, you are expected to have an open mind, to make an effort to engage in critical thinking and objective (rather than subjective) discussion, and to respect the views of others in the class.

COURSE REQUIREMENTS:
Class attendance and participation.
How do I evaluate this? I don’t take roll, but I will call on you during the semester, marking whether you were present or absent to answer my question, and continuing to call on new names until everyone has had a chance to be called on. At the end of the semester I expect to
see evidence of participation and a low rate of absences in order for you to receive the 20-point credit for class attendance and participation. I expect everyone to get the full 20 points, and will deduct points only when it is clear that someone is absent a great deal and not participating. Suggestion: do the assigned reading before you come to class.

What is required for your participation?—just that you make a serious attempt to answer the question I ask you—if necessary, to consult a pocket or online dictionary or look up the answer in the textbook. I’m more concerned about your attempt to think through a question than I am about a “right” answer.

The questions I ask you will be of the following type: 1) What is the purpose of this book/chapter/section? What is the author trying to accomplish? 2) What is the most significant question that the author was trying to answer when he wrote this book/chapter/section? 3) What information did the author use to come to his conclusions? How can we check to see if the information is accurate? 4) What did the author infer or conclude based on the information presented in the book/chapter/section? Were these inferences/conclusions justified given the evidence? Is there a more reasonable interpretation of the evidence? 5) What does the author assume or take for granted about a particular issue? Should we accept these assumptions or question them? 6) What are the key concepts presented in the book/chapter/section? 7) If the author is correct in the way he conceptualizes the problem, what are the implications of these ideas? 8) What is the author’s point of view in this book/chapter/section? I will also ask you to summarize what I or other students have just said, so listen carefully.

Six Exams:

Six exams will be given altogether, the last one on the day of the final exam. (There is NO comprehensive final.)

GRADING SYSTEM:
The class will NOT be graded on a curve. It is theoretically possible for the whole class to get an A or an F. You will not be competing against each other. If you make a reasonable effort to attend class and participate, you will receive the 20 points toward attendance/participation; only if you are absent a great deal or unwilling to discuss the questions asked will you receive fewer than 20 points (final decisions about attendance/participation points are at my discretion, but the same criteria will be applied to everyone in the class). The exams will be a combination of true-false, multiple-choice, map, identification, and short essay questions. I will return the exams promptly, and you will always have the opportunity to discuss the questions in class.

Class attendance and participation: 20 points
Six exams (30 points each): 180 points
Total possible points: 200 points

Grade distribution:
160-200: A
140-159: B
120-139: C
100-119: D
Calculating your grade: To calculate your grade as you go along, assume that you will get the 20 points for attendance/participation; this leaves 160 points for exams that you need to get for an A, so you know you can miss a total of 20 points over the six exams and still get an A. If you want to get a B for the class, you know you can miss a total of 40 points over the six exams and still get a B; 60 points and get a C, 80 points and get a D. (Of course, if you miss a lot of classes and aren’t prepared to discuss the questions, you could also lose the 20 points for attendance/participation, so you will want to think carefully about the consequences of missing class or not doing the reading ahead of time.)

What do you need to do to succeed?
Buy the textbooks and read them (follow the syllabus)
Use the Study Guide provided on the department web page
Buy seven 882 Scantron forms for the course by the third week, and be sure to bring a #2 pencil.
Form study groups with your colleagues in class.
Be prepared, alert, open-minded, and open-mouthed.

COURSE SCHEDULE

Week 1 (August 27): Objectives and Scope of this Class

Week 2 (September 3): Defining Anthropology and Periods in Western History
READ: Linton, “One Hundred Percent American”;
Fagan, Chap. 1, “Prologue”
Lecture: What is Anthropology? What are the major periods of Western culture?

Week 3 (September 10): Eurocentric Diffusionism
Exam 1 (covers Weeks 1 and 2)
READ: Blaut, Chap. 1, “History Inside Out”
Film, “First Contact”

Week 4 (September 17): The “European Miracle”
Return and Review Exam 1
READ: Blaut, Chap. 2, “The Myth of the European Miracle”

Week 5: (September 24): World Development Before 1492
Exam 2 (covers Weeks 3 and 4)
Lecture, “Eric Wolf, Europe and the People Without History”
READ: Blaut, Chap. 3, “Before 1492”

Week 6 (October 1): The World After 1492
Return and Review Exam 2
Film, “Ongka’s Big Moka”
READ: Blaut, Chap. 4, “After 1492”; Chap. 5, “Conclusion”

Week 7 (October 8): Clash of Cultures in Africa
Exam 3 (covers Weeks 5 and 6)
Lecture, “Race and the Significant Symbol of the Black Other”
READ: Fagan, Chap. 2, “The Khoikhoi of the Cape of Good Hope”
Week 8 (October 15): Clash of Cultures in the Americas
Return and Review Exam 3
Lecture, “The Savage Other”
Film, “The Incas”

Week 9 (October 22): Class of Cultures in the Americas II
Exam 4 (covers Weeks 7 and 8)
READ: Fagan, Chap. 4, “The Consequences of the Spanish Conquest”; Chap. 5, first 3 pages; Chap. 6, “The Great Dying”

Week 10 (October 29): Clash of Cultures in the “South Seas”
Return and Review Exam 4
Lecture on Oceania

Week 11 (November 5): The Noble Savage in the South Seas and Celtic Britain
Exam 5 (covers Weeks 9 and 10)
Lectures: Images of the Pacific; Napoleon and the Celtic Noble Savage
Film, “The Navigators”

Week 12 (November 12): The Great Chain of Being
Return and Review Exam 5
READ: Fagan, Chap. 9, “The Noble Savage is a Dog!”
Lecture “The Great Chain of Being”

Week 13 (November 19): The Role of Missionaries in the Clash of Cultures
Exam 6 (covers Weeks 11 and 12)
Lecture, “Human Evolution in the 19th Century”

Thanksgiving Recess: November 24-28

Week 14 (December 3): Clash of Cultures in the Americas III
Return and Review Exam 6
Lecture, “Changing Images of the Native American”

Week 15 (December 10): Clash of Cultures in New Zealand
Film, “Cannibal Tours”

Week 16: Final Exam (as per university schedule): Wednesday, December 17, 5-6:50 pm
Exam 7 (covers Weeks 13-15)
Appendix 5.2

Traditional Cultures of the World
[[Anthropology 304]

California State University, Fullerton
Anthropology 304 – Section 4
Traditional Cultures of the World

Dr. Hilarie Kelly
Tuesday/Thursday 1:00 – 2:15
Room MH 420
WELCOME TO THE CLASS!

This course meets General Education Requirements III.B.3 (humanities) and V (cultural diversity).

Course Objectives: This course is designed to familiarize the student with key characteristics of a wide range of contemporary, traditional cultures around the world. We will review begin with a brief, introduction to basic concepts and issues in anthropology. Next we will read an in-depth account of one anthropologist’s ethnographic field research. Finally, we will survey some classic articles written by anthropologists and popular writers who seek to explain the underlying patterns in the diversity of human behavior.

The class requires the student to examine in some depth the relationships between ecological adaptations, social institutions, cultural practices, technology, subsistence strategies, degrees of political complexity, and patterns of change. Readings, lectures, audio-visual materials, and class discussion are all important components of the student's course work.

Required Reading: Three textbooks are required for the course. They are listed below in the order in which they will be read in the course:

- *Invitation to Anthropology* by Luke Eric Lassiter
- *Wisdom from a Rainforest* by Stuart A. Schlegel
- *Annual Editions, Anthropology 03/04* edited by Elvio Angeloni

Whenever possible, read the assignment before coming to class.

Films, Videos, Slides: Audiovisual material is an integral part of the course. This material will be included in exams, writing assignments, and discussions.

Attendance: Students will be given credit for attendance, which will count towards the final grade. There will be group discussions and writing assignments during class that will be used to record attendance. The instructor cannot supply students who must be absent with detailed class notes or a full repeat lecture. It is up to each student to make arrangements to review material missed with other students.

Communicating with the Instructor: If you need to speak to the instructor or turn in written work, please do so after class or during office hours. Please be considerate of other students in the class and do not ask for a personal consultation immediately before class. If you miss materials handed out in class, please make arrangements to pick them up in the instructor's office during office hours, as these materials cannot be brought to class every time. Always give your work to the instructor in person during class or office hours. Any other means (unsecured mailbox, e-mails and attachments) are at the student’s own risk; receipt cannot be guaranteed. Always keep a copy of your written work!

Office Hours: Please contact me if you cannot come during my scheduled office hours so that we may schedule an alternative appointment. You are also encouraged to make use of my office hours if you have questions concerning material covered in class, or if you are not doing as well as anticipated. Please do not wait until the last minute.

Grading: The student's grade will be based on the following percentages/points:
- 20 % Quizzes on Lassiter Part 1 (10%), Part 2 (10%)
- 30 % Book Review of Schlegel (due 10/30)
- 25 % Reaction essays on Annual Edition Articles (5 % each)
10% Presentation (5 minutes, last week and finals week)
15% attendance
100% TOTAL

There will be two quizzes, the first on Tuesday 9/9 and the second on Thursday 9/25. Each quiz is worth 10 points or 10% of the final grade. These quizzes consist of both "objective" (multiple choice, true/false, matching) and essay questions based on the readings from Lassiter. Always bring a scantron 882ES form and pencil to an exam. Study guides will be provided to help students focus on key information and concepts. Students may bring their notes to class for the quizzes. Make up quizzes cannot be guaranteed because of time constraints. Dates may be subject to change, though this is unlikely.

Students will be required to write a brief book review (10 pages max) of the Schlegel text. Guidelines will be handed out and discussed in class. We will be reading the Schlegel book during weeks 6, 7, and 8. The book review is due on 10/30 (week 10) and is worth 30 points or 30% of the grade.

Each student is required to turn in 5 reaction essays (one page each) on articles of his/her choice from the Annual Editions 03/04 text. Each essay is worth 5 points, for a total of 25 points or 25% of the grade. Guidelines (with appropriate prompt questions) will be handed out in class during the week in which the article is being discussed. We will be reading the Annual Editions articles from week 9 through week 15. All reaction essays must be turned in by noon on the last day of classes (12/12) to get credit. To keep up with the readings, consult the online syllabus weekly schedule (or your own hard copy.)

Each student will be required to make a 5-minute presentation during the last week of class or during the time scheduled for final exams. Guidelines for the presentation will be handed out in class. Presentations will be based on the Annual Editions readings.

**Extra Credit:** Students are encouraged to improve their grades through extra credit. This can be done by attending a cultural event approved ahead of time by the instructor, with attendance verified and the student’s brief observations written or presented in class. Possible events will be discussed each week in class. Please note that extra credit will be factored into the student’s grade at the end of the semester, and will be taken into consideration when a student’s total points are on the border between one grade and another.

Please note that I cannot give an incomplete final grade automatically; you have to make arrangements with me before the end of the semester.

**FINAL EXAM SCHEDULE:** TUESDAY, Dec. 16 @ 12:00-1:50 (Presentations only)

**GOOD LUCK!**
Anthropology 304 – Section 4  
Dr. Hilarie Kelly  
Class Schedule

Week 1 (8/26, 8/28) Human Variation and Adaptations  
Read Lassiter Introduction, Chapter 1

Week 2 (9/2, 9/4) What is Culture?  
Read Lassiter Chapter 2

Week 3 (9/9, 9/11) How Do We Learn About Traditional Cultures?  
Read Lassiter Chapter 3  
Quiz 1 is on Tuesday, 9/9

Week 4 (9/16, 9/18) Understanding Cultural Differences and Similarities  
Read Lassiter Chapter 4, 5, 6

Week 5 (9/23, 9/25) Why Don’t We All Believe the Same Things?  
Read Lassiter Chapter 7, Afterword  
Quiz 2 is on Thursday, 9/25

Week 6 (9/30, 10/1) Describing a Traditional Culture  
Read Schlegel Prologue and Chapters 1-6

Week 7 (10/7, 10/9) Describing a Traditional Culture  
Read Schlegel Chapters 7-12

Week 8 (10/14, 10/16) Describing a Traditional Culture  
Read Schlegel Chapters 13-18 and Epilogue

Week 9 (10/21, 10/23) Living and Communicating With Others  
Read Annual Editions Unit 1, 2

Week 10 (10/28, 10/30) The Organization of Society and Culture  
Schlegel Review due Thursday, 10/30  
Read Annual Editions Unit 3

Week 11 (11/4, 11/6) Other Families, Other Ways  
Read Annual Editions Unit 4

Week 12 (11/11, 11/13) Gender and Status  
Read Annual Editions Unit 5

Week 13 (11/18, 11/20) Belief  
Read Annual Editions Unit 6

THANKSGIVING WEEK OFF.  (11/24-11/27) NO CLASSES!  
Work on Presentation

Week 14 (12/2, 12/4) Sociocultural Change and the Impact of the West  
Read Annual Editions 7

Week 15 (12/9, 12/11)  
Presentations  
All 5 Reaction Essays (Annual Editions) must be turned in by Fri. 12/12 @ noon

Finals Week Presentations on Dec. 16 @ 12:00 – 1:50
Appendix 5.3

Anthropology of Religion
[Anthropology 305]

California State University, Fullerton
Department of Anthropology

*Anthropology 305: Anthropology of Religion*

Fall 2003

T R 11:30 – 12:45 MH468

**Instructor:** Dr. Jacob Pandian
Professor of Anthropology
Office: MH-426I
Phone: (714) 278-3294
E-mail: juspandian@fullerton.edu
Office Hours: Tues., Wed., 4:00 – 6:00 p.m. and by appointment

**Course Catalog Description**

Beliefs and practices in the full human variation of religious phenomena, with an emphasis on primitive religions. The forms, function, structures, symbolism, and the history and evolution of religious systems. (See pp. 5-7 for learning goals). **See pg. 4 for assignments.**

**Objectives and Scope of the Course**

- Foster and promote Free Inquiry and Critical Thinking.
- To interpret the evolution of symbolic self for exploring the nature of religious beliefs and practices.
- To conceptualize religion as a component of culture and to examine the origins and developments of particular religious beliefs and practices in particular cultural traditions.
- To evaluate the relevance and significance of various anthropological theories of religion.
- To apply the perspective of anthropological humanism for revealing the functions and meanings of religious symbols, myths, rituals and religious change in their cultural contexts.
- To acquire an understanding of the varieties of beliefs and practices associated with supernatural power and beings.
- To interpret the significance of shamans and priests in human society.
- To explore the meaning of witchcraft and scientific worldviews.
- This is not a class on personal religious experiences to promote a particular religion.
- The anthropology of religion is a perspective on religion as a cultural phenomenon.
- Such a study affirms that all religions are true and valid for those who use them to uphold their cultural assumptions.
- Thus, anthropologists study religion as an aspect of culture and do not evaluate particular religions as superior, inferior, true or false.
- The objectives of this course are to examine and analyze all religions in terms of their cultural origins, cultural structures and cultural meanings.

**Course Textbooks**

The following three books will be used for class lectures, discussions and tests/final exam.

1. **John Bowen**
   2002  
   *Religion in Practice*  
   Allyn and Bacon

2. **Jacob Pandian**
   2002  
   *Supernaturalism in Human Life: A Discourse on Myth, Ritual and Religion*  
   Vedams Publishers

3. **Loretta Orion**
   1995  
   *Never Again the Burning Times*  
   Waveland

**Course Outline**

WEEK 1 (Aug. 26 & 28)
READ: Bowen, Ch. 1 (pp. 1-9)
   Pandian, Ch. 1 (pp. 1-9)
- Objectives and scope of this course
- Foundations of anthropology
- Foundations of anthropology of religion

WEEK 2 (Sept. 2 & 4)
   READ: Pandian, Ch. 2 (pp. 20-33)
- Concepts of religion
- Anthropological definitions of religion
- Disciplinary domains in the study of religion
- Explanation and Interpretation in the study of religion
- The future of religion

WEEK 3 (Sept. 9 & 11)
   READ: Pandian, Ch. 3 & 4 (pp. 37-60)
- Psychological theories of religion
- Sociological theories of religion

WEEK 4 (Sept. 16 & 18)
   READ: Pandian, Ch. 5 & 6 (pp. 61 – 80)
- Ecological theories of religion
- Symbolical theories of religion

WEEK 5 (Sept. 23 & 25)
   READ: Pandian, Chs. 7 & 8 (pp. 83 – 113)
- The structure, function and meaning of myth.
- The study of mythic narratives.
- The study of supernatural beings and supernatural powers.

<table>
<thead>
<tr>
<th>TEST WEEK 6</th>
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<tbody>
<tr>
<td>SEPTEMBER 30 – FIRST MIDTERM (75 POINTS)</td>
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<tr>
<td>BRING SCANTRON #886</td>
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WEEK 6 (Oct. 2)
   READ: Pandian, Ch. 9
   Bowen, Ch. (pp. 28 - 40)
- The structure of ritual
- Ritual and liminality
- Ritual and reversal

WEEK 7 (Oct. 7 & 9)
   READ: Pandian, Ch. 10 (pp. 133 - 150)
   Bowen, Ch. 4 (pp. 41 – 54)
- Initiation rituals
- Death rituals

WEEK 8 (Oct. 14 & 16)
   READ: Pandian, Ch. 11 (pp. 151 – 162)
- The world-view of witchcraft, divination and healing
- Divination and healing rituals
WEEK 9 (Oct. 21 & 23)
READ: Bowen, Chs. 6 & 7 (pp. 83 – 119)
- Magic and anxiety
- Healing and culture
- Trance, possession and healing
- Japanese new religions
- Witchcraft and moral accounts of misfortune
- African rituals
- Satan and God
- Salem witch trials

WEEK 10 (Oct. 28 – 30)
READ: Bowen, Ch. 8 (pp. 120 – 135)
- Prohibitions and boundaries
- Taboos, purity and pollution
- Hinduism and Judaism

TEST WEEK 11
NOVEMBER 4TH (75 points)
BRING SCANTRON #886

WEEK 11 (Nov. 6)
READ: Pandian, Ch. 12 (pp. 165 – 173)
- Cultural icons of Hinduism
- Cultural icons of Islam
- Cultural icons of Christianity

WEEK 12 (Nov. 11 & 13)
READ: Bowen, Ch. 9 (pp. 136-163)
- Converging meaning through symbols
- Masks of West Africa
- Relics and images of Catholicism

WEEK 13 (Nov. 18 & 20)
READ: Pandian, Ch. 13 (pp. 174 – 192)
- Shamans and Shamanism
- Priests, Priesthood and Social Order
- Prophets and Religious Change

THANKSGIVING HOLIDAY: NOVEMBER 24 - 28

WEEK 14 (Dec. 2 & 4)
READ: Pandian, Ch. 14 (pp 192 – 214)
- Prophetic supernaturalism
- Religious movement and cults
- Examples of religious/revitalization movements

WEEK 15 (Dec. 9 & 11)
READ: Bowen, Ch. 15 (pp. 245 – 269)
Assignments and Grading Policy

Week 6: Sept. 30th – First Midterm (75 points)
Bring Scantron #886 (Scantron 50 points, essay questions, 25 points)

Week 11: Nov. 4th – Second Midterm (75 points)
Bring Scantron #886 (Scantron 50 points and essay questions, 25 points)

Week 16: Dec. 18th – Final Exam (75 points)
Bring Scantron #882 and two Blue Books (Scantron, 50 points and essay questions 25 points)

Week 16: Paper on Neopaganism in American Society. Give paper (on Dec. 18) to the instructor (75 points)

All the three assignments (first midterm, second midterm, the paper on Never Again, the Burning Times, and the final exam) are required. Make-up tests will be given only on the basis of documentation, showing the need for it. Information presented in the class lectures and in the two textbooks will be used for composing the scantron and essay questions.

Readings and lectures complement each other and do not necessarily duplicate each other. You must attend lectures and must read the textbooks to do well in the tests. Attendance and the reading of the texts are essential for gaining a full understanding of the course content.

No notes or books (including dictionaries) are permitted for use during the tests.

Grades are awarded on the basis of earning points for all the assignments. You can earn a total of 300 points (first midterm: 75 points; second midterm: 75 points; final paper 75 points. The paper should examine how neopaganism fits, or does not fit in American society. Final exam: 75 points. Use the book Never Again, the Burning Times for writing the paper. The minimum length of the paper is 10 pages, typed and double-spaced. You may consult other books. Your paper must include a bibliography.

Grading: 270 – 320 points = A
240 – 269 points = B
180 – 239 points = C
150 – 179 points = D

A Statement of Humanities

The humanities offer us a perspective from which to explore the complexity of human experience. History, for example, helps us to place events in a broader context. Literature provides us with imaginative or actual account beyond the boundaries of our own time and circumstances. Philosophy gives us theoretical grounding for the values that guide our daily decisions. The humanities help reveal how individuals and societies have tried to make moral, spiritual, and intellectual sense of human existence. In other words, the
### G.E. III – B – 3: Learning Goals

A. **To understand broad, unifying themes in the humanities from cross-disciplinary perspectives:**

The methodology of anthropological humanism seeks to portray a holistic vision of human life, utilizes self-reflection as a tool of investigation, and incorporates the humanistic perspectives of history, sociology, psychology and philosophy.

B. **To solve complex problems that require humanistic understanding:**

The framework of humanistic anthropology and the anthropology of history, which is used in the teaching of this course, accepts the categories of meaning, which are invisible to science but real for human beings. Such a framework enables students to learn why the various images, representations and conceptions of divine realities are meaningful to those who use them.

C. **To relate the humanities to significant social problems or to other related disciplines:**

As noted earlier, human being symbolically relate conceptions of divinity and conceptions of social action. While applying the methodology of cultural relativism, questions are often raised as to whether it is possible to justify or uphold certain practices that occur within the boundaries of religion. Anthropologists provide the “emic” or “native” perspectives on those religious practices but at the same time explore the questions of how to uphold universal human dignity and human integration/survival. Also, as noted earlier, the anthropological study of religion relates to philosophical, historical, sociological and psychological studies of religion.

D. **To apply the concepts to community settings:**

A primary component of this course is to promote a discourse on the cultural conceptions of divinity as such conceptions relate to the institutions of family kinship, education, politics and economics. An understanding of these relationships enables students to learn how and why certain types of social action occur in one’s own society or community.

E. **To understand that culture is socially constructed and fundamental to social interaction:**

Anthropology 305 focuses on cultural categories and symbols in terms of analyzing how and why they are used in the construction and maintenance of religious beliefs and practices. These symbols and categories vary, having been produced in different historical and social contexts.

The study of religion from a cross-cultural, comparative perspective enable students to comprehend the creation and recreation of culturally meaningful systems of behavior that foster different kinds of social
F. To appreciate the complex relationships that gender, ethnicity and class bring to a discussion of society and culture:

Anthropology 305 explores how and why religious symbols and conceptions vary in different historical, cultural contexts, and illuminates the variations in relation to the creation and maintenance of gender, ethnic and class boundaries, that use religious conception and symbols.

Such a discourse on religion reveals how religious symbols embody the values associated with gender, ethnicity and class.

G. To understand the diversity and relationships within and among cultures:

The study of religious diversity enable students to understand cultural differences and similarities, and helps to comprehend the existence of human universals as well as cultural differences and individual distinctiveness in the structure, meaning and use of religious symbols.

Students learn about the existence and relevance of religious pluralism or sub-cultural traditions, and about the creation and maintenance of religious, and cultural boundaries.

H. To relate how one’s cultural history affects one’s sense of self and relationship to others:

It is well known that human beings universally use religious symbols in the construction (or for the conceptualizing) of self. Thus, when students study the diversity and the diverse uses of religious symbols, they also study the diversity of self-conceptions.

The anthropological study of religion, in this sense, is equally the anthropology of self. Through the anthropological study of religion, students learn not only about how “others” conceptualize their self through the use of their religious symbols, but also learn how they have, in their own historical-cultural settings, used and continue to use religious symbols in the conception of their selves.

Anthropology 305 (The Anthropology of Religion) facilitates a cross-cultural encounter with the processes of self-making and the conceptions of “otherness” as they relate to the structure, meaning and use of religious symbols.
Appendix 6

Economics

A6.1 Micro Economics
[Economics 201]........................................168

A6.2 Macro Economics
[Economics 202]........................................172
Appendix 6.1

Micro Economics
[Economics 201]

Economics 201 - Spring 2003
Principles of Microeconomics
Tuesdays & Thursdays 10:00-11:15 AM
Langsdorf Hall 318

Course Description

This course analyzes the functioning of the U.S. economy at the individual market level. It explains how a market system allocates scarce resources and how the interaction of supply and demand determines prices. It explores the effects and responses to U.S. participation in International Trade and the Global Economy. It analyzes various types of market structures (competition, monopoly, oligopoly, etc.), and how they impact economic performance. It examines microeconomic problems (e.g., monopoly power, environmental pollution, poverty) and government attempts to deal with them.
This is a core course in the curriculum of the College of Business and Economics, and the following key perspectives are addressed as indicated in the course outline below: (i) Ethical issues; (ii) Global issues; (iii) Political, social, legal, regulatory and environmental issues; (iv) Technological issues.

For qualifying majors, this course also meets the university's General Education (G.E.) requirement in Category III.C.1 - Introduction to the Social Sciences. Its learning goals include: a. to understand what makes a social science different from other disciplines, b. to understand and compare major concepts, methods, theories, and theorists in the social sciences, c. to apply these concepts, methods, and theories to "real life" situations, d. to appreciate the relevance of the social sciences to social, political, and/or economic institutions and behavior, e. to analyze and critically evaluate social science concepts and theories as applied to particular problems or themes. The course includes a significant writing assignment with evaluations that provide an opportunity for students to improve their writing.


Instructor: Dr. Stewart Long
Professor and Chair
Department of Economics

Phone: (714) 278-2243
E-Mail: slong@fullerton.edu
WebPage: http://faculty.fullerton.edu/slong/
Office: LH 702A
Office Hrs: Tuesdays & Thursdays (9:00-10:00 AM) & by appointment

Grading: Hour Exam I - 40% of grade
Hour Exam II - 40% of grade
Optional Final Exam - See Exam Policy Below (40%)
Term Paper – 20% of grade [Instructions attached]

Grading Scale: A: 90 or above
B: 80 – 89
C: 65 – 79
D: 55 – 64
F: Below 55

Borderline Grades will be Determined by Class Attendance and Participation

EXAM POLICY

A. All exams are closed book and notes. You may use a calculator (but not a palm pilot or other hand-held computer).
B. You must have your CSUF ID with you to be verified on the day of the exam.
C. No make-up exams will be given. If you miss an hour exam, you must take the comprehensive final exam to make up for the missing grade. In documented cases of hardship, you may arrange with me to take an hour exam early.
D. If you have taken both hour exams, you may take the comprehensive final exam and substitute the grade on it (if higher) for the lower of your hour exam grades.

Attendance: A sign-in sheet will be circulated in each class. Please note that some content covered in class lectures is not in the text, and borderline grades will be determined by class attendance and participation.
**ACADEMIC DISHONESTY**

Academic dishonesty will not be tolerated. Cheating on an exam (or plagiarism on a term paper) will result in a grade of zero. See p. 484 of the CSUF catalog for the full university policy on academic dishonesty.

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**Course Outline and Reading Assignments***

*Note: Except for the first class, assigned text chapters should be read before the class in which they are covered.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics Covered</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>1. Feb. 4:</td>
<td>Introduction to Economic Systems &amp; Economics (i,iii,iv)</td>
<td>Chs. 1,2</td>
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<tr>
<td>2. Feb. 11:</td>
<td>Capitalism in the U.S. (i,iii,iv)</td>
<td>Ch. 4</td>
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<tr>
<td>3. Feb. 18:</td>
<td>Demand and Supply; Theory of Consumer Behavior</td>
<td>Ch. 3; pp. 136-140</td>
</tr>
<tr>
<td>4. Feb. 25:</td>
<td>Demand and Supply</td>
<td>Ch. 3</td>
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<tr>
<td>5. Mar. 4:</td>
<td>Demand, Supply and Elasticities</td>
<td>Ch. 7</td>
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<tr>
<td>6. Mar. 11:</td>
<td>U.S. in the Global Economy</td>
<td>Ch. 6</td>
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<tr>
<td>7. Mar. 18:</td>
<td>International Trade (ii,iii,iv)</td>
<td>Ch. 24, pp. 494-498</td>
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<td><strong>March 18 - T.P. Article Approval Deadline</strong></td>
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<td>8. Mar. 25:</td>
<td><strong>March 27 - Hour Exam I</strong></td>
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<td>9. Apr. 1:</td>
<td><strong>Spring Break - No class</strong></td>
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<td>10. April 8:</td>
<td>Costs &amp; Pure Competition (iv)</td>
<td>Chs. 9, 10</td>
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<td><strong>April 10 - Term Paper Due</strong></td>
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<td>11. April 15:</td>
<td>Monopoly (iv)</td>
<td>Ch. 11</td>
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<td>12. April 22:</td>
<td>Monopolistic Competition &amp; Oligopoly (iv)</td>
<td>Chs. 12, 13</td>
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<td><strong>April 24 - Term Paper Returned</strong></td>
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<td>13. April 29:</td>
<td>Antitrust &amp; Regulation (iii,iv)</td>
<td>Ch. 19</td>
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<td>14. May 6:</td>
<td>Public Goods &amp; Externalities (i,iii)</td>
<td>Ch. 17</td>
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<td><strong>May 8 - Revised Term Paper Due</strong></td>
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<td>15. May 13:</td>
<td>Income Distribution and Poverty (i,iii)</td>
<td>Ch. 21</td>
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<td>16. May 20:</td>
<td><strong>May 20 - Hour Exam II</strong></td>
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<td><strong>May 22 - Graded Hour Exams, Revised Term Papers, and preliminary class grades distributed.</strong></td>
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<tr>
<td>May 27 (Tuesday):</td>
<td>9:30-11:20 AM - Final Exam (Must be taken if you missed an hour exam or, if you took both hour exams, may be taken to attempt to raise your grade)</td>
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TERM PAPER INSTRUCTIONS

1. The term paper assignment is to write a three-page summary and analysis of a substantial article (2 pages or more) that deals with the global economy. Such an article might deal with exports, imports, tariffs, quotas, exchange rates, the WTO, or the impact of any of these things on specific U.S. industries, businesses, and citizens.

2. The article should come from a major newspaper (e.g., The Wall Street Journal, The New York Times, The Washington Post) or magazine (e.g., The Economist, Business Week, Fortune) that covers international economic topics. You must show me your article for approval by Tuesday, March 18.

3. The first half of your paper should summarize (in your own words) the major ideas and information presented in the article. The second half of your paper should critically evaluate the article in terms of the relevant theory and concepts related to the global economy, international trade, exchange rates, etc. presented in your text (chs. 6, 24, 25) and in the related class lectures.

4. The paper must be three double-spaced computer-printed (12 point font) pages long. A copy of the article it is based on must be attached. I will not accept papers e-mailed to me.

5. The paper is due on Thursday, April 10 (the Thursday after Spring Break). Late papers will be discounted one full grade (e.g., A to B) for each class they are late, and this discount will carry over to any revised version of the paper.

6. The graded paper (with suggestions for revisions and improvements to raise your grade) will be returned on Thursday, April 24. If you decide to revise your paper, your term paper grade will be the one you earn on the revised version (assuming it is higher).

7. The revised paper (if you decide to revise) is due on Thursday, May 8 and your original term paper with my comments on it must be attached. No late revised papers will be accepted.

8. The graded revised paper will be returned on Thursday May 22.
Appendix 6.2

Macro Economics
[Economics 202]

Economics 201 - Spring 2003
Principles of Microeconomics
Tuesdays & Thursdays 10:00-11:15 AM
Langsdorf Hall 318

Course Description

This course analyzes the functioning of the U.S. economy at the individual market level. It explains how a market system allocates scarce resources and how the interaction of supply and demand determines prices. It explores the effects and responses to U.S. participation in International Trade and the Global Economy. It analyzes various types of market structures (competition, monopoly, oligopoly, etc.), and how they impact economic performance. It examines microeconomic problems (e.g., monopoly power, environmental pollution, poverty) and government attempts to deal with them.

This is a core course in the curriculum of the College of Business and Economics, and the following key perspectives are addressed as indicated in the course outline below: (i) Ethical issues; (ii) Global issues; (iii) Political, social, legal, regulatory and environmental issues; (iv) Technological issues.

For qualifying majors, this course also meets the university's General Education (G.E.) requirement in Category III.C.1 - Introduction to the Social Sciences. Its learning goals include: a. to understand what makes a social science different from other disciplines, b. to understand and compare major concepts, methods, theories, and theorists in the social sciences, c. to apply these concepts, methods, and theories to "real life" situations, d. to appreciate the relevance of the social sciences to social, political, and/or economic institutions and behavior, e. to analyze and critically evaluate social science concepts and theories as applied to particular problems or themes. The course includes a significant writing assignment with evaluations that provide an opportunity for students to improve their writing.

Instructor: Dr. Stewart Long
Professor and Chair
Department of Economics

Phone: (714) 278-2243
E-Mail: slong@fullerton.edu
WebPage: http://faculty.fullerton.edu/slong/
Office: LH 702A
Office Hrs: Tuesdays & Thursdays (9:00-10:00 AM) & by appointment

Grading: Hour Exam I - 40% of grade
         Hour Exam II - 40% of grade
         Optional Final Exam - See Exam Policy Below (40%)
         Term Paper – 20% of grade [Instructions attached]

Grading Scale:
A: 90 or above
B: 80 – 89
C: 65 – 79
D: 55 – 64
F: Below 55

Borderline Grades will be Determined by Class Attendance and Participation

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EXAM POLICY

E. All exams are closed book and notes. You may use a calculator (but not a palm pilot or other hand-held computer).
F. You must have your CSUF ID with you to be verified on the day of the exam.
G. No make-up exams will be given. If you miss an hour exam, you must take the comprehensive final exam to make up for the missing grade. In documented cases of hardship, you may arrange with me to take an hour exam early.
H. If you have taken both hour exams, you may take the comprehensive final exam and substitute the grade on it (if higher) for the lower of your hour exam grades.

---

Attendance: A sign-in sheet will be circulated in each class. Please note that some content covered in class lectures is not in the text, and borderline grades will be determined by class attendance and participation.

ACADEMIC DISHONESTY

Academic dishonesty will not be tolerated. Cheating on an exam (or plagiarism on a term paper) will result in a grade of zero. See p. 484 of the CSUF catalog for the full university policy on academic dishonesty.

---

Course Outline and Reading Assignments*

*Note: Except for the first class, assigned text chapters should be read before the class in which they are covered.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics Covered</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>2.</td>
<td>Feb. 4: Introduction to Economic</td>
<td>Chs. 1,2</td>
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<td></td>
<td>Systems &amp; Economics (i,iii,iv)</td>
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<td>3.</td>
<td>Feb. 11: Capitalism in the U.S.</td>
<td>Ch. 4</td>
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<td>(i,iii,iv)</td>
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</table>
4. Feb. 18: Demand and Supply; Theory of Consumer Behavior Ch. 3; pp. 136-140

8. Feb. 25: Demand and Supply Ch. 3

9. Mar. 4: Demand, Supply and Elasticities Ch. 7

10. Mar. 11: U.S. in the Global Economy Ch. 6

11. Mar. 18: International Trade (ii,iii,iv) Ch. 24, pp. 494-498
   March 18 - T.P. Article Approval Deadline

9. Mar. 25: March 27 - Hour Exam I

11. Apr. 1: Spring Break - No class

12. April 8: Costs & Pure Competition (iv) Chs. 9, 10
   April 10 - Term Paper Due

13. April 15: Monopoly (iv) Ch. 11

14. April 22: Monopolistic Competition & Oligopoly (iv)
   April 24 - Term Paper Returned

13. April 29: Antitrust & Regulation (iii,iv) Ch. 19

14. May 6: Public Goods & Externalities (i,iii) Ch. 17
   May 8 - Revised Term Paper Due

15. May 13: Income Distribution and Poverty (i,iii) Ch. 21

16. May 20: May 20 - Hour Exam II
   May 22 - Graded Hour Exams, Revised Term Papers, and preliminary class grades distributed.

May 27 (Tuesday): 9:30-11:20 AM - Final Exam (Must be taken if you missed an hour exam or, if you took both hour exams, may be taken to attempt to raise your grade)
TERM PAPER INSTRUCTIONS

9. The term paper assignment is to write a three-page summary and analysis of a substantial article (2 pages or more) that deals with the global economy. Such an article might deal with exports, imports, tariffs, quotas, exchange rates, the WTO, or the impact of any of these things on specific U.S. industries, businesses, and citizens.

10. The article should come from a major newspaper (e.g., The Wall Street Journal, The New York Times, The Washington Post) or magazine (e.g., The Economist, Business Week, Fortune) that covers international economic topics. You must show me your article for approval by Tuesday, March 18.

11. The first half of your paper should summarize (in your own words) the major ideas and information presented in the article. The second half of your paper should critically evaluate the article in terms of the relevant theory and concepts related to the global economy, international trade, exchange rates, etc. presented in your text (chs. 6, 24, 25) and in the related class lectures.

12. The paper must be three double-spaced computer-printed (12 point font) pages long. A copy of the article it is based on must be attached. I will not accept papers e-mailed to me.

13. The paper is due on Thursday, April 10 (the Thursday after Spring Break). Late papers will be discounted one full grade (e.g., A to B) for each class they are late, and this discount will carry over to any revised version of the paper.

14. The graded paper (with suggestions for revisions and improvements to raise your grade) will be returned on Thursday, April 24. If you decide to revise your paper, your term paper grade will be the one you earn on the revised version (assuming it is higher).

15. The revised paper (if you decide to revise) is due on Thursday, May 8 and your original term paper with my comments on it must be attached. No late revised papers will be accepted.

16. The graded revised paper will be returned on Thursday, May 22.
Appendix 7

Geography

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A7.2 US & Canadian Geography
   [Geography 332]........................................180
Appendix 7.1

World Geography
[Geography 100]

Geography 100
World Regional Geography

Cal State Fullerton - Summer 2003
Tues-Thurs 10:30am – 12:50pm

Instructor: Dr. Mark Drayse
e-mail: mdrayse@fullerton.edu

Office: H 429B
Phone: (714) 278-7593
Office Hours: Tues-Thurs 1:00 – 2:00pm

Textbook

Overview
The main goal of the course is to build your understanding of the development of the major regions of the world. This is especially important today because of the increasing economic, political, and cultural interaction between regions and places, a process called globalization.
Questions addressed in this course include: How has the natural environment influenced the development of world regions? What explains the cultural, economic, and political development of each region? What distinguishes each region from other parts of the world? How is the development of different regions interconnected?

To address these questions, we will focus on the following geographic themes: (1) human-environment interaction; (2) population dynamics, migration, settlement, and urbanization; (3) cultural coherence and diversity; (4) geopolitics, territorial development, and conflict, and (5) economic and social development.

- **Human-environment interaction**: The relation between humans and the natural environment is a fundamental geographic theme. We will discuss ways in which the natural environment has influenced the development of the world’s regions, as well as the impact of humans upon the environment.

- **Population dynamics, migration, settlement, and urbanization**: We will discuss patterns and processes of population change in different regions. Why are some regions experiencing fast rates of population growth, while others are experiencing slow rates of population growth (or population decline)? We will also discuss global migration patterns. What explains the major migration flows today? Finally, we will examine processes of urbanization. What explains the growth of cities? What has contributed to the development of megacities and global cities?

- **Cultural coherence and diversity**: The regions we will be studying in this class are culture realms or civilizations. What are the most important characteristics of cultural identity? How do cultures vary from one region to another?

- **Geopolitics, territorial development, and conflict**: Territorial development refers to the political development of states. It can also refer to any establishment of boundaries to control the location and movement of people. As we will see, a major cause of territorial conflict today is clashes between different ethnic groups.

- **Economic and social development**: Throughout most of human history, activities of food gathering, fishing, hunting, herding, and agriculture have been the basis of economic systems. Since the 1700s, economic development has been driven by processes of industrialization, which involves the use of human labor and machinery to manufacture products. While industrialization has had an enormous impact on societies around the globe, its development has been geographically uneven, resulting in a mix of advanced industrial regions, newly industrializing regions, and underdeveloped regions.

**Learning Objectives**

By the end of this course, you should appreciate how geographers develop an understanding of the world we live in. Specific learning objectives include:

1. Understanding key concepts in geography;
2. Understanding the differentiation of world regions, and the growing interconnectedness between world regions in the contemporary era of globalization;
Understanding how global human geography has been shaped by (1) human-environment interaction, (2) population change, migration, and settlement, (3) cultural development, (4) geopolitics, territorial development, and conflict; and (5) economic and social development.

This course fulfills the following university general education (G.E.) requirements:


Course Outline

1. **Introduction/ Course Concepts and Themes** (3 June)
   Reading: Chapter 1

2. **The Global Environment** (4 June)
   Reading: Chapter 2

3. **Sub-Saharan Africa** (5 and 10 June)
   Reading: Chapter 6

4. **North Africa and Southwest Asia/ Central Asia** (11 and 12 June)
   Reading: Chapters 7 and 10

   **MIDTERM: Monday, 17 June**

5. **Europe and Russia** (18 and 19 June)
   Reading: Chapters 8 and 9

6. **South Asia** (24 June)
   Reading: Chapter 12

7. **Eastern Asia** (25 and 26 June)
   Reading: Chapters 11 and 13

   **MIDTERM: Monday, 1 July**

8. **North America** (2 and 3 July)
   Reading: Chapter 3

9. **Latin America and the Caribbean** (8 and 9 July)
   Reading: Chapters 4 and 5

   **FINAL EXAM – Thursday, 10 July**

**Grading**
The course grade will be based on two midterms, a final exam, and a paper assignment. The paper assignment is designed to evaluate your critical thinking and communication skills. The paper topic will be related to an important issue in world regional geography.
Midterms: 20 percent each = 40 percent
Final Exam: 30 percent
Paper: 30 percent

Course Policies
Students are expected to attend all lectures and are responsible for all assigned readings.

There will be NO MAKE-UP EXAMS. You must take all three exams on the assigned dates in order to receive a grade for this course.

PLAGIARISM AND OTHER FORMS OF CHEATING WILL NOT BE TOLERATED! Refer to the statements on academic dishonesty and plagiarism in the University Catalogue.

Appendix 7.2

US & Canadian Geography
[Geography 332]
REQUIRED READING


(2) Articles on reserve in the library (refer to course outline).

(3) *Penguin Historical Atlas of North America*

COURSE OVERVIEW

The main goal of this course is to build your appreciation and understanding of the regional geography of the United States and Canada. By the end of this course, you should have a good understanding of the geographical development of North America and its major regions. To build this understanding, we will focus on the following geographical themes:

- human-environment interaction
- population change and migration
- settlement and urbanization
- territorial development
- cultural development
- economic development

The course begins by describing the natural environment of North America. Next, we will look at three major phases in North America’s geographical development: (1) Native North America, beginning with the first human migrations to the continent about 30,000 years ago, and continuing until the initial European conquests around the year 1500; (2) Colonial North America, beginning with the early contacts between Europeans and native North Americans in the 1500s, and continuing until the independence of the United States, Mexico, and Canada; and (3) Urban-Industrial North America, beginning with the early development of manufacturing in the United States around 1800, and continuing through the emergence of North America as one of the core regions of the world economy.

The transitions between these phases are marked by two processes that are central to understanding the development of modern North America: (1) *European conquest and colonization*, which destroyed the existing native American civilizations and replaced them with civilizations dominated by English settlers and other European immigrants; and (2) *industrialization*, which transformed North America from a rural, agricultural land to one of the most highly urbanized, technologically advanced regions in the world.

*After discussing the geographic impacts of colonization and industrialization on the development of North America, we will study the development of three major regions in*
the United States, as well as Canada and Mexico, during the industrial era. The US regions include (1) the Northern United States, which became the urban and industrial core region of North America; (2) the Southern United States, which had a distinct development path based on the plantation economy, and has only recently experienced an urban and industrial transformation; and (3) the Western United States, whose development was initially based on the exploitation of natural resources, but where modern city-regions have developed since the mid-1900s based on new industries such as aerospace and information. We describe and explain the development of Canada, emphasizing its close economic and cultural ties with the United States, as well as its distinctive geographical characteristics. Finally, we will discuss the development of Mexico and its increasing integration within the North American economy.

LEARNING GOALS

The main learning goals for this course are:

1. To build your understanding of geographic concepts and how they are used to understand the development and organization of places, regions, and countries.

2. To develop an appreciation of the historical-geographical development of North America, and the ways in which the human geography of the continent has been influenced by processes of colonization and industrialization.

3. To understand important geographical processes involved in the development of the different regions in the United States and Canada, including human-environment interaction, migration, territorial development, industrialization, and urbanization.

This course fulfills the following university general education (G.E.) requirements:

“III.C.2 Disciplinary Learning – Social Sciences – Implications, Explorations, and Participatory Experience in the Social Sciences:
   a. To understand broad, unifying themes in the social sciences from a cross-disciplinary perspective.
   b. To solve complex problems that require social scientific reasoning.
   c. To relate the social sciences to significant social problems or to other related disciplines.
   d. When deemed appropriate, to apply disciplinary concepts from the social sciences in a variety of settings, such as community-based learning sites and activities.”

“V. Cultural Diversity:
1. To understand that culture is socially constructed and fundamental to social interaction.
2. To appreciate the complex relationships that gender, ethnicity, and class bring to a discussion of society and culture.
3. To understand that because we live in an interconnected world, we need to understand the diversity and relationships within and among cultures.
4. To recognize and evaluate how one’s cultural history affects one’s sense of self and relationship to others.”

This course will meet the General Education writing requirement in the following ways:
1. The midterm and final exams will be based on open-ended questions designed to evaluate student understanding of course topics.
2. A term paper will evaluate the ability of students to research, organize, and write a paper on a topic
related to the geographical development of North America.

COURSE OUTLINE

1. **Introduction and Course Overview** (4 February)
   Reading: text, Chapter 1

2. **The Natural Setting** (4 and 11 February)
   Topics:
   - Landforms and climate
   - Soils and vegetation
   Reading: text, Chapter 2

3. **Native North America** (18 February)
   Topics:
   - Early migrations
   - Cultural unity and diversity
   - Impact of European conquest
   Readings: Jennings, “Conquest of the wilderness”; Wilson, “Contact: In the balance”; Thornton, “Overview of decline” (library reserve desk)

4. **Colonial North America** (25 February and 4 March)
   Topics:
   - European conquest and colonization
   - French and English conflict
   - The Atlantic economy
   - The Anglo American colonies
   Reading: selections from Meinig, *The Shaping of America: Atlantic America, 1492-1800*; Bennett, “The road not taken” (library reserve desk)

MIDTERM – 11 March

5. **Urban-Industrial North America: Overview** (11 and 18 March)
   Topics:
   - US, Canada, Mexico: independence and territorial development
   - Settlement patterns and urbanization
   - Migration and population change
   - Economic development
   - Cultural development
   Reading: text, Chapter 3 (pp. 52-66)

6. **The Northern United States** (25 March)
   Topics:
   - Megalopolis: the urban and industrial hearth
   - Expansion of the industrial core
   - Agriculture, natural resources, and regional development
   - Economic restructuring and regional change

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7. **The Southern United States** (8 April)
   Topics:
   - Plantation economy and society
   - Urban and industrial transformation
   - The modern South: population, culture, economy
   Reading: text, Chapters 4, 5, and 11; Earle, “Beyond the Appalachians, 1815-1860” (library reserve desk)

8. **The Western United States** (15 and 22 April)
   Topics:
   - Unique characteristics of Western US development
   - Resource-based economies
   - Urban and industrial transformation
   - The Los Angeles city-region
   Reading: text, Chapters 12-16; Guelke and Hornbeck, “The far west, 1840-1920”; Soja, “An introduction to the conurbation of Greater Los Angeles” (library reserve desk)

**MIDTERM – 29 April**

9. **Canada** (29 April and 6 May)
   Topics:
   - Comparing and contrasting Canada and the United States
   - Resource-based development
   - Industrialization and the “branch-plant” economy
   - Growth of Montreal, Toronto, and the Canadian core
   - The “peripheral” regions: Atlantic Canada, Western Canada, and the North
   - Quebec and the future of Canada
   Reading: text, Chapters 6 and 17; Wynn, “Realizing the idea of Canada” (library reserve desk)

10. **Mexico** (13 May)
    Topics:
    - Legacy of Spanish colonialism
    - Agriculture: Latifundia and land reform
    - Challenges and opportunities of “late industrialization”
    - Population growth, urbanization, and migration
    Reading: to be announced

11. **Summary and Review**
    Class: 20 May

    **FINAL EXAM – Tuesday 27 May, 7:30-9:20pm**

EXAMS, ASSIGNMENTS, AND GRADING

Your grade in this course will be based on two midterms, a final exam, and a term paper. The exams and the term paper will account for the following proportions of the course grade:
Midterms: 20 percent each = 40 percent
Final Exam: 30 percent
Term Paper: 30 percent

The exams will evaluate your understanding of the geography of the United States and Canada, focusing on the learning goals discussed above. Most of the test questions will be in a short answer/essay format. There will be NO MAKE-UP EXAMS.

The term paper assignment will evaluate your ability to explore a specific topic related to the geography of the United States and Canada, and integrate course themes and concepts into your discussion. The term paper will be 5-7 pages in length.

COURSE POLICIES

1. Attendance: You are expected to attend all lectures. If you miss a lecture, you are responsible for copying notes from a classmate.

2. Academic dishonesty will not be tolerated. This includes cheating on exams and plagiarizing written material. To quote from university policy guidelines: “Students who violate university standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university (emphasis added). Since dishonesty in any form harms the individual, other students and the university, policies on academic integrity are strictly enforced.” Refer to the academic integrity guidelines found in the current student handbook.

3. No Extra Credit: There will be no extra credit assignments.
Appendix 8

History

A8.1 US History to 1877
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A8.2 US History since 1877
   [History 170B] ...........................................193

A8.3 World Civilizations to the 16th Century
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A8.4 World Civilizations after the 16th Century
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A8.5 Historical Thinking
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   [History 300B] ...........................................219

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A8.9 History of California
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Appendix 8.1

US History to 1877
[History 170A

HISTORY 170A—U.S. TO 1877

SYLLABUS

Dr. Nelson E. Woodard
Office: H-825J
Fall 2003
Phone: 278-2768
e-mail: nwoodard@fullerton.edu

REQUIRED READINGS:

Rakove, JAMES MADISON ND THE CREATION OF THE AMERICAN REPUBLIC (2nd ed.)
Binder and Reimers, THE WAY WE LIVED, vol. 1 (5th ed.)

COURSE OBJECTIVES:

Students by the end of the course should be able to

1. Discuss the implications of the major political, economic, social and cultural themes which frame the history of the united States from the founding of the colonies to the end of Reconstruction.

2. Synthesize the interactions of these major themes as they emerge into the historical patterns of events throughout United States history.

3. Analyze the ways in which the private patterns of everyday life interact with the public aspects of political and economic development.

4. To understand critically the historical development of American institutions and values and their impact on the individual and collective lives of Americans.

5. To assess critically how the Constitution of the United States and government under the Constitution have shaped American democracy and contemporary American society.

6. To understand critically the political culture of citizen participation, including political parties,
pressure groups, public opinion, and the electoral process.

7. To recognize the significance of important cultural, intellectual, moral, and political struggles that have shaped contemporary American society.

8. To recognize the significance of the contributions of various ethnic and gender groups to American history, political institutions, and values within contexts of cultural accommodation and resistance.

**COURSE REQUIREMENTS:**

There are four (4) exams for this course as indicated on the attached class schedule. All students are required to take every exam. Each exam will be based on both the assigned readings and the lectures for the unit which it covers, except that the final exam may also draw on material from the entire course. Each exam will include a mixture of essay, short answer identification, and multiple choice questions. Each exam will count for 20% of your final grade.

For each exam, every student is required to provide a blank bluebook, a NCS General Purpose Answer Sheet (form PO99B), and a #2 pencil.

In addition, every student must submit two written projects:

1. A 4-6 page analysis of the Rakove book, describing the major points made in the book and how the book’s approach to American history relates to that in the textbook. **DUE: OCTOBER 20**

2. A 4-6 page analysis of one of the chapters in the Binder and Reimers book, describing the major points made in the chapter and how that chapter’s approach to American history relates to that in the textbook. You may choose any chapter. **DUE: DECEMBER 1**

These projects will be averaged together to constitute 20% of your final grade. More specific guidelines for these projects will be provided later.

Papers may be submitted any time prior to their due dates, but late papers will be assessed a penalty. Papers must be submitted in person; no electronic submissions accepted. If you fail to turn in a paper, you will fail the course.

**GRADING INFORMATION:**

There will be 100 points possible on each exam. To obtain an “A”, you will have to achieve a score of 90 points or better; for a “B”, 80 points; for a “C”, 70 points, etc. Less than 60 points will be a failing grade. An equivalent scale will be used for the papers.

Your final grade will be determined primarily by averaging the numerical scores of your four exams and our written projects. At the instructor’s discretion, borderline grades may be adjusted to take into account class participation.
The instructor makes no effort to adjust test results according to a predetermined expectation of grade distribution (i.e., there is no curve).

University policy on Academic Honesty will be followed.

Students withdrawing from class after September 8 must provide documented evidence of serious reasons for withdrawal on the appropriate forms pursuant to the University policy on class withdrawal. Students who withdraw without obtaining the necessary signatures will, in most cases, receive a grade of “F”. Students are advised to consult the instructor before withdrawing from class.

**MAKEUP POLICY:**

Students are expected to take all exams at the scheduled times. The privilege of taking a makeup exam is available only to students who have documented evidence of a serious, compelling reason for missing the exam. Except in unusual circumstances, makeup exams will be scheduled for MONDAY DECEMBER 15. It is your responsibility to contact the instructor as soon as possible after missing the exam and provide the necessary documentation for your absence. Students expecting to take a make-up exam must also confirm their intent with the instructor two weeks prior to the end of classes.

Final exams are schedules by the University. I do not give examinations early. If you miss the final exam for this course, you must take an Incomplete. Arrangements for a make-up final should be made early in the spring semester.

**CLASS PERIODS:**

The function of class periods in the course is to give the instructor an opportunity to clarify and supplement material in the assigned readings and to assess student learning through participation in classroom activities. To gain the maximum benefit of these classes, students should be prepared by doing the assigned readings in advance and not during class time. Students are encouraged to ask relevant questions at any time. Attendance is taken.

Students are expected to conform to the following rules:

1. Arrive in class on time.
2. Avoid private conversations; they disrupt the class.
3. Do not leave class early unless you have given prior notice to the instructor.
4. You are not to leave the classroom during an exam until you have completed the exam.
5. Turn off all cell phones before you enter the classroom.

**OFFICE HOURS:**

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<td>MWF</td>
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Students are also encouraged to make individual appointments with the instructor according to their need.
### CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Aug. 25</td>
<td>Organization and Introduction The European Encounter with North America</td>
<td>ch. 1-2</td>
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<tr>
<td></td>
<td>A. The groups of Native Americans and their contribution to early American society</td>
<td>BR, ch. 1</td>
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<td></td>
<td>B. The founding of Spanish, Dutch, French and English Colonies</td>
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<td>C. Comparative aspects of the social, economic and Governmental structures in the Spanish, Dutch and French Colonies.</td>
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<td>Sept. 1</td>
<td>NO CLASS (Labor Day)</td>
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<td>Sept. 3</td>
<td>The Development of Society in Anglo-America</td>
<td>ch. 3-4</td>
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<tr>
<td>2-4</td>
<td>A. The development of social and economic structures in the English colonies.</td>
<td>BR, ch.</td>
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<td>B. The institutionalization of slavery in the western hemisphere and its impact on sub-Saharan Africa.</td>
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<td>Sept. 8</td>
<td>Religion and Politics in the British Colonies</td>
<td>pp. 76-77; 80-84</td>
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<tr>
<td></td>
<td>A. Patterns of religions in the colonies</td>
<td>pp. 115-125</td>
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<td>B. The impact of the Great Awakening</td>
<td>BR. ch. 5-6</td>
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<td></td>
<td>C. The development of governments for the colonies</td>
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<td>Sept. 15</td>
<td>Establishing Independence: The American Revolution</td>
<td>ch. 5-6</td>
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<td>A. The political, economic and social roots of the American Revolution.</td>
<td>BR, ch. 7</td>
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<td>B. The sources of the Declaration of Independence</td>
<td>Rakove, pp. 1-12</td>
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<td>C. The war for American independence</td>
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<td>D. The impact of the war on Americans</td>
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<tr>
<td>SEPTEMBER 22 (MONDAY)—EXAM I</td>
<td>From Confederation to Constitution</td>
<td>ch. 7</td>
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<tr>
<td>Sept. 24</td>
<td>A. The intellectual, social and political roots of the Articles of Confederation</td>
<td>Rakove, ch. 2-7</td>
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<td>B. The origins of the movement to reform the Confederation</td>
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<td>C. The sources of the Constitution</td>
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<td>D. Writing the Constitution</td>
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<td></td>
<td>E. The ratification conflict</td>
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<td></td>
<td>F. Completing the work: The Bill of Rights</td>
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Sept. 29  Establishing the National Government ch. 8
A. Domestic policy under the Federalists and Jeffersonian Republicans   Rakove, ch. 8-12
B. Foreign Policy from 1790 to 1815

Oct. 6  Challenging the Government: The Rise of Political Parties ch. 9
A. Debating the American Response to wars in Europe Rakove, ch. 13-
15,17
B. Constitutional issues in public policy
C. The development of party identities

OCTOBER 13 (MONDAY)—EXAM II

Oct. 15 Antebellum America: The Beginnings of the Industrial Revolution ch. 10
A. The causes of industrial development BR, ch.8
B. Changes in the nature of work
C. Rise of early labor unions

Oct. 20 Antebellum America: Political Development pp. 244-249; Ch. 11
RAKOVE PAPER DUE Rakove, ch. 16
A. Public policy in the Jacksonian Era BR, ch. 11
B. Rise of the Second Party System: the Democrats and the Whigs
C. The conduct of elections from 1824 to 1848

Oct. 27 Antebellum America: Social and Cultural Development ch. 12-13
A. The Second Great Awakening BR, ch. 12-13
B. Antebellum reform movements: temperance, education, Antislavery, utopianism
C. Immigration and Nativism

Nov. 3 Manifest Destiny and Territorial Expansion pp. 246-248; 297-300; 10
A. The causes and effects of the westward movement of 361-364 Americans BR, ch.
B. American Indian policy before the Civil War
C. Steps in the expansion of the United States up to 1848

NOVEMBER 10 (MONDAY)—EXAM III

Nov. 12 The Development of Sectionalism ch. 13
A. The social and cultural differences between North and South BR, ch. 14
B. The impact of slavery
C. The development of the slave expansion issue before 1848

Nov. 17 Sectionalism and the Coming of the Civil War ch. 14
A. Debates over the concepts of state sovereignty and Nullification.
B. The impact of the slave expansion issue on politics in the
1850s
C. The collapse of the Second Party System

Nov. 24-28 NO CLASS (Thanksgiving Recess)

Dec. 1 The Consequences of the Civil War ch. 15
BINDING AND REIMER PAPER DUE BR, ch. 15
15
A. Comparing the Union and Confederacy
B. The conduct of the Civil War
C. The physical, social, political, and economic impact of the war.

Dec. 8 The First Reconstruction ch. 16
A. The issues raised by Reconstruction BR, ch. 16
B. Debating Reconstruction: Lincoln, Johnson, Congress
C. The impact of Reconstruction on African-Americans
D. The impact of Reconstruction on the Constitution

DECEMBER 15 (MONDAY)—MAKEUP EXAMS (IF NECESSARY)

DECEMBER 19 (FRIDAY)—9:30-11:30 A.M.—FINAL EXAMINATION
Appendix 8.2

US History since 1877
[History 170B]

HISTORY 170B –U.S. SINCE 1877

SYLLABUS

Dr. Nelson Woodard
Office: H-825J
Spring 2003
Phone: 278-2768
E-mail: nwoodard@fullerton.edu

REQUIRED READINGS:

Link and McCormick, PROGRESSIVISM
Binder and Reimers, THE WAY WE LIVED vol. II

All books are available at the Titan Book Store.

COURSE OBJECTIVES:

Students by the end of the course should be able to

1. Discuss the implications of the major political, economic, social, and cultural themes which frame the history of the United States from the Civil War to the present.

2. Synthesize the interactions of these major themes as they emerge into the historical patterns of events throughout United States history.

3. Analyze the ways in which the private patterns of everyday life interact with the public aspects of political and economic development.

4. Recognize the significance of the important cultural, intellectual, moral, and political struggles that have shaped contemporary American society.

5. Recognize the significance of the contributions of various ethnic, racial, and gender groups to
American history, political institutions, and values within contexts of cultural accommodation and resistance.

COURSE REQUIREMENTS:

There are THREE exams for this course as indicated on the attached class schedule. All students are required to take every exam. Each exam will be based on both the assigned readings and the lectures for the unit which it covers, except that the final exam may also draw on material from the entire course. Each exam will include a mixture of essay, short answer identification, and multiple choice questions. EACH EXAM WILL COUNT FOR 25% OF YOUR FINAL GRADE.

For each exam, every student is required to provide a blank bluebook, a NCS General Purpose Answer Sheet (Form PO99B), and a #2 pencil.

In addition every student must submit two written projects.

1. A 5-6 page analysis of Link and McCormick, PROGRESSIVISM, describing the major points made in the book and how this book’s approach to the subject of Progressivism relates to that in the textbook. **DUE: MARCH 20**

2. A 5-6 page analysis of one of the chapters in the Binder and Reimers book and how that chapter’s approach to American history relates to that in the textbook. You may choose any chapter. **DUE: MAY 15**

More detailed guidelines will be provided.

The projects will be averaged together and will constitute 25% OF YOUR FINAL GRADE. Papers must be submitted by the due date or a penalty of 10 points per day will be imposed. Failure to submit a paper will result in failure for the course. NO ELECTRONIC SUBMISSIONS WILL BE ACCEPTED.

GRADING INFORMATION:

There will be 100 points possible on each exam. To obtain an “A”, you will have to achieve a score of 90 points or better; for a “B”, 80 points; for a “C”, 70 points, etc. Less than 60 points will be a failing grade. An equivalent scale will be used for the papers.

Your final grade will be determined primarily by averaging the numerical scores of your three exams and your written projects. At the instructor’s discretion, borderline grades may be adjusted to take into account attendance and class participation (attendance is useful and important). The instructor makes no effort to adjust test results according to a predetermined expectation of grade distribution (i.e., there is no curve). University policy on Academic Honesty will be followed.

Students withdrawing from class after February 14 must provide documented evidence of serious reasons for withdrawal on the appropriate forms pursuant to the current University policy on class withdrawal. **STUDENTS WHO WITHDRAW UNOFFICIALLY (NO SIGNATURES) WILL, IN MOST CASES, RECEIVE A GRADE OF “F”**.

Students are advised to consult the instructor before withdrawing from class.

MAKEUP POLICY:

Students are expected to take all exams at the scheduled times. The privilege of taking a makeup exam is available only to students who have DOCUMENTED EVIDENCE OF A SERIOUS AND COMPELLING REASON FOR MISSING THE EXAM. Except in unusual circumstances, makeup exams will be scheduled for FRIDAY MAY 23. It is your responsibility to contact the instructor as soon as possible after missing the exam to make
arrangements for the makeup. Students expecting to take a makeup exam must also confirm that intent with the instructor two weeks prior to the makeup time.

The Final Exam date is set by the University. **I DO NOT GIVE FINAL EXAMINATIONS EARLY.** If you miss the Final Exam, you must take an Incomplete. Arrangements for a make-up final should be made early in the fall semester.

**CLASS PERIODS:**

The function of class periods in this course is to give the instructor an opportunity to clarify and supplement material in the assigned readings through lectures, discussions, or other activities. To gain the maximum benefit of these classes, students are expected to be prepared by doing the assigned readings in advance. Students are encouraged to ask questions during class times or afterwards. Attendance is taken.

Students are expected to conform to the following rules:

1. Arrive in class on time.
2. Avoid private conversations; they disrupt the class.
3. Do not leave the class early unless you have given prior notice to the instructor.
   
   Do not leave the classroom during an exam until you have completed the exam.
4. Do not read during the class unless you have been instructed otherwise.
5. TURN OFF YOUR CELL PHONE.

**OFFICE HOURS:**

Tues and Thurs 10-12:45
Friday 8:30-12

Students are encouraged to make individual appointments with the instructor for other times according to their needs.

**CLASS SCHEDULE**

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<thead>
<tr>
<th>Date</th>
<th>Class Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Feb. 4</td>
<td>Organization and Introduction</td>
<td>ch. 16</td>
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<td>The First Reconstruction</td>
<td>BR, ch. 1</td>
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<td>A. The issues raised by Reconstruction</td>
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<td>B. Debating Reconstruction: Lincoln, Johnson, Congress</td>
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<td>C. The Impact of Reconstruction on Africa-Americans</td>
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<td>D. The Impact of Reconstruction on the Constitution</td>
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<tr>
<td>Feb. 11</td>
<td>Economic Development after the Civil War</td>
<td>ch. 17-18</td>
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<td>A. Causes of industrial expansion</td>
<td>BR, ch. 2-3</td>
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<td>B. The rise of “Big Business”</td>
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<td></td>
<td>C. Changes in the nature of work</td>
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<td>D. The rise of labor unions</td>
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<td>Feb. 18</td>
<td>The Social Effects of Industrial Development</td>
<td>ch. 198-19</td>
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<td>A. Federal policy and the transformation of Indian life</td>
<td>BR, ch. 4-5</td>
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</tbody>
</table>
B. Patterns of urbanization
C. Immigration

Feb. 25 Reform and Politics in the late 19th Century ch. 20
A. The nature of the Third Party System
B. The transformation of American agriculture
C. Farm problems and reform—the rise of Populism

FEBRUARY 27 (THURSDAY)—EXAM I

Mar. 4 The Emergence of Progressivism ch. 19, 21
A. Origins of Progressivism LM, ch. 1
B. The nature of the Third Party System

Mar. 11 The Varieties of Reform in the Progressive Era ch. 21
A. Social and Political Progressives and their reforms LM, entire
B. World War I and domestic progressivism BR. ch. 6

Mar. 18 U.S. Foreign Relations in the Progressive Era ch. 22-23
A. The Spanish American War and its effects BR, ch. 7
B. The origins of the Open Door policy in China
C. Roosevelt, the canal and the “Big Stick”
D. Taft and “Dollar Diplomacy”
E. Wilson and “Moral Diplomacy”
F. Wilson, World War I and International Progressivism

March 20—First Paper Due

Mar. 25 The 1920s and the Battle over Modernity ch. 24-25
A. The bases of modernity: mass production and consumerism; impact of cities; mass communications
B. Aspects of modern culture: the expatriate writers; African American movements (Harlem Renaissance; Marcus Garvey)
C. The efforts to preserve “traditional” culture
   Anti-radicalism: the Red Scare and after
   The immigration restriction movement
   The fundamentalist crusade against evolution
   The drive to enforce prohibition
   The central link: the modern KKK

MARCH 31-APRIL 4—NO CLASS (SPRING RECESS)

Apr. 8 The New Deal at Home and Abroad ch. 25-26
A. The Great Crash and the Origins of the Depression BR, ch. 10
B. The impact of the Depression on the cities and the farms
C. Hoover and Roosevelt’s response to the Depression
D. The New Deal as a reform program
E. Organized Labor in the 1930s
F. American foreign relations from Versailles to the start of World War II

APRIL 15 (TUESDAY)—EXAM II

Apr. 17 World War II as an International and Domestic Event ch. 27
A. The Rise and Fall of the Grand Alliance: World War II diplomacy
B. The Allied response to the Holocaust
C. American science and technology in the war
D. The implications of the use of the atomic bombs
E. The role of women and minorities in the war effort
F. The relocation of the Japanese-Americans

Apr. 22 Postwar America and the Early Cold War
A. Economic Development after the war: Government Actions, technology, business organization
B. Harry Truman and the Fair Deal
C. The beginnings of the Civil Rights Movement
D. The origins of the Cold War
E. The development of the early containment policy: Truman Doctrine, Marshall Plan, NATO
F. Origins and consequences of the Korean War
G. The Cold War at home; McCarthyism

Apr. 29 From Consensus to Conflict: the 1950s
A. Eisenhower and domestic policy
B. The Civil Rights Movement: Brown v Board of Education
   Martin Luther King, Jr and the Montgomery bus boycott
   The Little Rock crisis
   The Greensboro sit-in and the rise of SNCC
D. The Cold War and Eisenhower foreign policy

May 6 Liberalism at Home and Abroad: 1960s-1970s
A. The domestic policies of the Kennedy and Johnson Administrations
B. The climax of the Cold War: Berlin and Cuba
C. Causes and effects of the Vietnam War
D. Civil Rights Movements for African Americans and other Minorities
E. The origins and development of the new Women’s Rights Movement
F. Richard Nixon and domestic policy
G. Nixon, Kissinger and detente

May 13 The 1980s: The Revival of Conservatism
A. The changing American population: sources of the “new” immigration
B. The rise of the “New Right”
C. Jimmy Carter and Ronald Reagan and domestic policy
D. Carter and Reagan: the revival of the Cold War

May 15—Second Paper Due

May 20 America in the Post Cold War Era
A. Domestic policy under Bush and Clinton
B. From Cold War to “New World Order”—foreign policy
   Under Bush and Clinton
C. Into the 21st century

MAY 29 (THURSDAY—9:30-11:30 FINAL EXAMINATION
Appendix 8.3

World Civilizations to the 16th Century
[History 110A]

HISTORY 110A, SPRING, 2002 SECTION 13304

INSTRUCTOR: PROFESSOR BRUNELLE
Class Time and Location: MW, 1-2:15 p.m., H 121

Office: H 710E
Tel.: (714)278-7045
Fax: (714)278-2101
email: gbrunelle@fullerton.edu
Web Site: http://fpwebs.fullerton.edu/gbrunelle
Office Hours: M, 10:30-11:30, 6-7 p.m.; W, 3-4 p.m.
Final Exam Date and Time: Wednesday, May 29, 2:30-4:20 p.m.

Required Reading:


Description

History 110A is a general survey of World Civilizations from antiquity to the 16th century, which marks the beginning of what historians call the Early Modern Era. Because this is a survey class, the emphasis will be on the acquisition of a general knowledge of broad sweeps of historical development. The course will be organized around certain broad themes, such as the role of religion in society, political organization of societies, gender, and contacts between the West and the rest of the world.

Learning Goals

The goal of this course is to provide students with an integrative, holistic introductory survey of the historical development of civilization within a global context. Specifically, it will explore the impact of both Western institutions and ideas upon non-Western societies and cultures and of the influence of non-Western cultures and peoples upon Western societies and cultures. It is designed to provide students with a common intellectual experience by broadening their understanding of ideas and values drawn from different strands of our own culture and to increase their understanding and appreciation of cultural diversity and the process of cultural interaction.

Requirements and Assessment

Survey courses, by their very nature, move quickly through large amounts of material. This class will combine
lecture with small group and whole class discussions of the readings. If students are not prepared to discuss the readings in class, they will also be unprepared to discuss them on the exams. The readings will appear on the exams! Moreover, if a student falls behind in reading the textbook, he or she will be likely to feel confused in class, as lectures will build from and presume a prior reading of, rather than reiterate, the background material found in the textbook. Readings are assigned on a weekly basis and should be completed by the beginning of the week in which they are to be discussed in class.

Students in this course will be expected to read a textbook, Bentley, and primary sources found in a source book, Wiesner, et al. The single most important requirement of this course is that students must keep up with the reading, which you can expect to average about thirty to fifty pages a week. Finally, students will also have three essay exams. The fourth essay exam will be held during the final exam period listed above. The exams will be drawn from study questions handed out in class and available on the course web page.

Grades: there will be three essay exams offered during the course of the semester. I will drop the lowest grade. This includes any exam a student might miss for illness or other reasons. Your grade, therefore, will be based on your best two midterms. If you find that you are going to have to miss more than one midterm, you may want to consider withdrawing from the class. There will also be a cumulative final exam.

Although I do not give points for class participation, or take off points for non-attendance (in body or mind), I do pay attention to which students participate in discussions regularly. Frequent participation in discussion can boost the grades of students who are borderline between grades (2.9 to 3.0, for example).

Makeup Exam Policy: There will be no makeup exams. Instead, I will drop the lowest of the three midterm exams. There will be no extra credit.

Exams will have two components: a map section, based on maps found in the textbook (worth ten points) and two or three essay questions based on texts and readings and worth 30 or 45 points each. I will provide a list of study questions upon which the exam questions will be based. These questions will be posed, along with the syllabus, on my web site, as well as handed out in class. Students who do poorly on the first midterm are strongly advised to meet with me for some suggestions as to how to study for the exams.

Honor Policy

Students may work together to discuss the readings and prepare for exams. All work performed for a grade in the class should be the student’s own, however. University Honor Policy will be observed.

Topics and Reading Assignments

Week 1: Feb. 2, 4 The Prehistory of Humankind to the Agricultural Revolution. Traditions and Encounters, ch. 2, ABefore History.@ Wiesner, ch. 2, AThe Need for Water in Ancient Societies@

Week 2: Feb. 11, 13 The Physical and Cultural Landscapes of Ancient Cultures – The Fertile Crescent to MesoAmerica. Traditions and Encounters, ch. 3, AEarly Society in South Asia and the Indo-European Migrations.@ Wiesner, ch. 2, AThe Need for Water in Ancient Societies@

Week 3: No class Monday, Feb. 18. The Formation of Early Societies in Asia and America. Feb. 20, Traditions and Encounters, ch. 4, AEarly Society in East Asia,@ and ch. 5, AEarly Societies in the Americas and Oceania@


Week 5: March 4, 6 Persia and China. Traditions and Encounters, ch. 6, AThe Empires of Persia@ and ch. 7, AThe Unification of China@

Week 6: March 11, 13 Religious, Social and State Formation in India, China, and Japan. Traditions and
Encounters, ch. 8, AState, Society, and the Quest for Salvation in India®. Also, Wiesner, ch. 5, AThe Equine Revolution (3700 C.E. - 100 C.E.)

Week 7: March 18, 20 The Formation of Greek Culture and Thought. Traditions and Encounters, ch. 9, AMediterranean Society, the Greek Phase® Also, Wiesner, ch. 4, ARepresenting the Human Form.

Week 8: March 25 The Formation of Roman and Judeo Christian Thought. Traditions and Encounters, ch. 10, AMediterranean Society: The Roman Phase® Also, Wiesner, ch. 6, AHan and Rome: Asserting Imperial Authority® Second Midterm Weds., March 27!

Please Note! Spring Break is the week of April 1-5. No class!

Week 9: April 8, 10 The Cross Roads of Culture – Asia’s Silk Road, Byzantium, and Tenochtitlan. Traditions and Encounters, ch. 11, ACross-Cultural Exchanges on the Silk Roads® Also, ch. 12, ASurvivor Society: Byzantium® and Wiesner, ch. 8, Regional Metropolises: Constantinople and Tenochtitlan®


Week 11: April 22, 24 The Flowering of China and India. Traditions and Encounters, ch. 14, AThe Resurgence of Empire in East Asia,® and ch. 15, AIndia and the Indian Ocean Basin®

Week 12: April 29 The Decline of Rome, Early Christian Society and the Nomadic Incursions. Traditions and Encounters, ch. 16, AThe Foundations of Christian Society in Western Europe® and ch. 17, ANomadic Empires and Eurasian Integration®

Week 13: May 6, 8 The Broad Spectrum of Africa – Saharan Islamic Expansion and the Southern Expansion of Iron Age Peoples Traditions and Encounters, ch. 18, AStates and Societies of Sub-Saharan Africa® and Wiesner, ch. 11, AMedicine and Reproduction in the Middle Ages®

Week 14: May 13, 15 The Christian High Middle Ages of Europe and Its Clash with Islam. The Feudalism of Europe and Japan. Traditions and Encounters, ch. 19, AWestern Europe during the High Middle Ages,® and Wiesner, ch. 9, AThe Two Faces of Holy War®: Christian and Muslim >Jihads® Wiesner, ch. 11, AMedicine and Reproduction in the Middle Ages® Wednesday, May 15, Third Midterm!


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Many students ask the question, “why do I have to take a world history course”? This is a good question. There are many answers. The most important is that in order to understand the world we live in today, one must understand how developments from the very distant past have profoundly shaped our present world. The world history course is also designed to provide you with a common intellectual experience by broadening your understanding of ideas and values drawn from different strands of our own culture and to increase your understanding and appreciation of cultural diversity and the process of cultural interaction.

Other students often ask the question, “what is world history?” This is another good question. When we study world history we want to look at the history of humanity—human experience. We do this by examining specific events and processes, but not necessarily all civilizations. Successful world histories will provide a big picture and include ideas of comparison, syncretism, looking at alternative worldviews using primary sources as well as themes that demonstrate common and divergent experiences.

In other words, I do not believe that history is simply the memorization of facts about the past. For this reason, I do not give multiple-choice examinations. I want you to develop the ability to see the big picture, to think about causation, and to understand that history is not about “facts” because historians often disagree over what the “facts” are. To be a good historian, you need to use geographic skills, write analytical historical essays, employ problem solving, identify problems, and challenge history (that includes challenging the text and me). Historical knowledge, like other kinds of knowledge, is not a fixed, finite body of information but something that is in flux. As historians (and students) ask new questions about the past, new insights are gained.

To help you better understand what skills and knowledge you should have by the end of the course, we have developed learning goals for all General Education Courses.

GE Learning Goals for the “Development of World Civilizations"
The two semester “Development of World Civilizations” sequence (History 110A and 110B) are required for all undergraduate students as part of CSUF’s lower-division General Education (GE) core curriculum. The philosophy behind the GE program is outlined below:

General education is central to a university education, and should enhance students’ awareness of themselves in a complex universe, drawing upon multiple points of view. As a result of general education experience, students should acquire knowledge of diverse disciplinary and cultural perspectives and skill in comparing, contrasting, applying, and communicating effectively these perspectives in tasks considered appropriate to particular courses.

In addition to these general objectives, there are specific GE learning goals for the “Development of World Civilizations” sequence:

1. To understand holistically the origins and historical development of world civilizations within a global context.

   This goal calls on us to “think globally.” Only by looking at all aspects of world civilizations together (politics, economy, society, culture) can we develop a “holistic” understanding of human experience. Only by exploring patterns of development across cultures (e.g. “within a global context”) can we begin to understand how and why world civilizations evolved as they did.

2. To describe and analyze critically the reciprocal influence of Western and non-Western institutions, values, and ideas.

   This goal requires that we resist Eurocentrism. Instead of focusing exclusively on how non-Europeans adopted, adapted to, or rejected Western institutions, values, and ideas, we must look too, at how non-Western institutions, values, and ideas influenced the West.

3. To recognize the forces that contributed to the particular development of diverse societies and shaped our present world.

   This goal asks us to look within societies to understand the forces that led each to develop differently from the others. In addition to pointing out common patterns among societies, then, we must also pay attention to what makes each society unique, examining as we do so the complexities that evolved with internal cultural and ethnic diversity.

4. To recognize and understand the contributions of ethnic and gender groups to past and present societies in contexts of accommodation and resistance.

   This goal requires us to look beyond the “history of the winners” and “Great Man” history by incorporating the experience of women and of minority groups.

5. To understand and describe critically major political, economic, intellectual, and cultural themes recurring throughout the history of the world.

   This overarching goal compels us to develop a broadly comparative, thematic approach to our study of world civilizations.

ADDITIONAL LEARNING GOALS FOR THIS SECTION OF HISTORY 110B:

1. To understand the historical origins and impact of ideas of human rights and popular sovereignty.
2. To understand the impact of modern science and technology on world civilizations.
3. To understand how historians make arguments from historical evidence.


There will be one mid-term and one-final exam. The mid-term will cover the first part of the class; the final will cover the last part of the class. The exams will consist of broad questions designed to get you to bring the course material together. They will also contain a map component. I will give you study questions in advance so that you can structure your studying around them.

Because it is so difficult to discuss things in a large class, additionally, you will be required to post at least two MEANINGFUL entries on the class Bulletin Board or (preferably) to respond to two of the entries of other students. I will not count routine questions about class format, but will count anything related to course content. To make these posts useful for you, it will be helpful to ask for clarification of main points that you don’t understand or to help other students understand something better that you know, but they do not. In a class as large as this one, everyone comes to class with different backgrounds. Some of you know more about some countries or cultures than others. Some of you may know more about the country you are from than I do. All of you bring different disciplinary backgrounds to the class, so don’t be afraid to ask questions or offer information. The point of this exercise is to help you help each other learn the material. Note that you should identify yourselves in the posts, so that I can count them, but anonymous posts are okay. This activity will be worth 10% of your grade. [Note: 1 post is worth a D, the 2 posts will be worth a C, 3 posts will get you a B, and 4 posts will get you an A.]

Summary:
Mid-Term: 40%
Bulletin Board Discussion: 10%
Final: 50%
Total: 100%

Tuesday, July 15
1. Introduction

Required Reading

2. Transoceanic Connections and Global Encounters
   A. Winds, Currents, and the Technologies of Early Trade
   B. Xheng He and the Ming Treasure Ships
   C. Arab and African Traders
   D. Did Africans Discover the Americas?
   E. Europe on the Periphery of the World Economy
   F. The Ecological and Medical Impact of Global Encounters

Required Reading
Spodek, Sections on World Trade, 379-394
Spodek, “Capitalism and the Expansion of Europe,” 409-415
Wednesday, July 16
3. Americans and Europeans on the Eve of Encounters
   A. Pre-Colonial Mexican Civilizations
      (1) The Maya
      (2) The Toltecs
      (3) The Aztecs
   B. The Incas of Peru
   C. The Mind of the Conquerors

   Required Reading
   Spodek, “World Trade Patterns, 1100-1500: What Do We Know?” pp. 376-379
   Spodek, “Religious Beliefs and Capitalist Practice: What Difference Does It Make?” pp. 419-423
   Spodek, “Capitalism,” pp. 427-432

4. The Conquest of the Americas
   A. The Conquest of Mexico
   B. The Conquest of Peru
   C. Controlling the Conquered

   Required Reading
   http://faculty.fullerton.edu/nfitch/nehaha/index.htm
   Spodek, “The Columbian Exchanges of Plants, Animals, and Disease,” p. 457

Thursday, July 17
5. The Rise of Islamic Empires in the Middle East, Europe, and India
   A. State and Society in the Ottoman Empire (Based in Modern Turkey)
   B. The Making of the Balkans and the Origins of Kossovo
   C. State and Society in the Safavid Empire (Persia/Iran)
   D. State and Society in India

   Required Reading
   Spodek, “Cities and Demographics,” pp. 470-474

6. Pyramid Shaped Societies in China and Europe
   A. State and Society in Ming and Qing China
   B. Absolutism, Religion, and Gender in Western Europe

   Required Reading
   Spodek, “France: Consolidating the Nation,” pp. 423-426

Tuesday, July 22
7. Religion and the Scientific Revolution
   A. The Scientific Revolution in Western Europe from Copernicus to Newton
   B. Resistance to the New Learning in the Western and Non-Western Worlds
8. Science and Technology in Europe and China

Required Reading
Spodek, “Intellectual Revolutions in Science and Philosophy,” pp. 484-489

Wednesday, July 23

9. The Rise of Capitalism and Slavery
   A. The Mali and Songhai Empires and the Trans-Sahara Trade
   B. The Swahilli Trading States
   C. Central African Kingdoms
   D. The Impact of Slavery in Africa

Required Reading
Spodek, “Sub-Saharan Africa,” pp. 379-382

10. Slavery and the Formation of an Atlantic World
    A. The Impact of Slavery in Saint Domingue (Haiti)
    B. The Impact of Slavery in Brazil
    C. The Impact of Slavery in the United States

Required Reading

Thursday, July 24

    A. The Chinese Influence on the Enlightenment
    B. Enlightenment and Politics
    C. Enlightenment and Economics
    D. Enlightenment and Slavery
    E. Enlightenment and “The Woman Question”

Required Reading
Spodek, “The Philosophes and the Enlightenment in the Eighteenth Century,”
   pp. 489-491

11. The Enlightenment and the American Revolution
    A. The Emergence of Democratic and Republican Ideas in the 13 Colonies
    B. The U.S. Constitution and Its Influence
       (1) The Idea of Representation and Protecting Interests
       (2) The Idea of a “Bill of Rights” Protecting Individuals
    C. Who Gained? Who Lost?
       (1) Traditional Elites, the Middle Class, Urban Workers, and Farmers
       (2) Native Americans; African-Americans, free and slaves
       (3) Women

Required Reading
Spodek, “Revolution in North America, 1776,” pp. 491-495

Tuesday, July 29

**MID-TERM DUE**

12. The French Revolution and Its Impact
A. The Ideas of the French Revolution – influenced by Tomas Jefferson
B. The Terror
C. Napoleonic Reforms
D. Who Gained? Who Lost?
   (1) The Aristocracy and Traditional Elites, The Middle Class
   (2) Urban Workers
   (3) Peasants
   (4) Slaves, Jews, Protestants, and Actors
   (5) Women

Required Reading
Spodek, “The French Revolution and Napoleon, 1789-1812,” pp. 495-506

13. Latin American Independence Movements
   A. The Haitian Revolution
   B. Simón Bolívar Strikes from The North
   C. José San Martín Strikes from The South
   D. The Mexican Independence Movement
   E. Latin American Independence Movements: Reform or Revolution?
   F. Who Gained? Who Lost?
      (1) Creoles and Peninsulares
      (2) The Middle Class
      (3) Mestizos
      (4) Amerindians; Black Latin Americans, Free and Slave
      (5) Women

Required Reading

Wednesday, July 30

14. The Industrial Revolution in England
   A. Bottlenecks and Technological Change
   B. The Logic of Capitalist Production and Profit-Making
   C. New Organizations of Production

Required Reading

15. The Industrial Revolution and Its Impact
   A. The Transformation of Agricultural and Mining Production In Egypt and Latin America
   B. The Impact of the Industrial Revolution in India and China
   C. The Rise of the Industrial City
   D. Liberalism, Socialism, and Trade Unionism
   E. Internal and International Migration
   F. Nations and Nationalism
   G. The Industrial Revolution: Who Gained? Who Lost?
      (1) Industrialized Societies Versus Commodity Producers
(2) The Traditional Nobility, the Middle Class
(3) Urban Workers
(4) Peasants
(5) Racial and Ethnic Minorities
(6) Immigrants to Industrial Countries
(7) Women in Western and Non-Western Cultures

Required Reading
Spodek, “Political Reaction in Britain and Europe, 1800-1914,” pp. 532-537

Thursday, July 31
16. Darwinism, Social Darwinism, and Neo-Colonialism
   A. Charles Darwin’s Theory of Evolution
   B. Racism and Darwinian Ideas in Europe and the United States
   C. Japanese Social Darwinism
   D. Imperialism and Neo-Colonialism in Asia, Africa, and Latin America
   E. Imperialism and Neo-Colonialism: Who Gained? Who Lost?
      (1) The Traditional Elites in Western and Non-Western Societies
      (2) The Bourgeoisie, Peasants, and Urban Workers
      (3) “Peoples of Color”
      (4) Women in Western and Non-Western Cultures
      (5) Western and Non-Western Values and Cultures

Required Reading
Spodek, “Competition among Industrial Powers: The Quest for Empire,” pp. 537-544

17. The Chinese and Japanese Responses to Western Imperialism
   A. Chinese Resistance to Western Ideas
   B. Western Companies Gain Control of Chinese Industry
   C. British India, Opium, and the Opium Wars
   D. Japanese Transformation and Industrialization
   E. Japan Becomes an Imperialist Power in Korea, Taiwan, and China

Required Reading
Spodek, “China, 1800-1914,” pp. 544-549
Spodek, “Japan: From Isolation to Equality, 1867-1914,” pp. 582-590
Spodek, “Japan: Fragile Superpower,” pp. 659-661

Tuesday, August 5
18. The Collapse of the Ottoman Empire and the Origins of World War I
   A. The Collapse of the Ottoman Empire
   B. The Bosnian Crisis
   C. European Alliance Systems
   D. The Growth of “Yellow Journalism”
   E. The Rise of the Military-Industrial Complex

Required Reading
Spodek, “The Ottoman Empire: The ‘Sick Man of Europe,’ 1829-76,” pp. 541-542
Spodek, “Urbanization, Gender Relations, and Nationalism East and West,”
19. How Technology Changed the Face of War
   A. Technology, Industry, and Warfare
   B. Wartime Technology and the Rise of Interventionist States
   C. Women’s Rights Movements and the War
   D. The Versailles Treaty
      (1) Creating a Hostile Germany
      (2) The Making of Modern Eastern Europe
      (3) The Making of the Modern Middle East

Required Reading
Spodek, pp. 594-606

Wednesday, August 6
20. Early Twentieth Century Revolutions: The Russian Revolution
   A. Russian Backwardness
   B. The Failures of the Czarist Regime
   C. The Russian Revolution
   D. The Formation of the Soviet Union
   E. Lenin’s Plans for Russia’s Future
   F. The Stalin Era
      (1) The Great Famine
      (2) The Great Terror
   G. Who Gained? Who Lost?
      (1) The Traditional Ruling Class
      (2) The Middle Class and the “New Class” (Communist Party Elite)
      (3) Urban Workers
      (4) Peasants
      (5) Ethnic Minorities in the former Russian Empire
      (6) Women
      (7) The Revolutionary Ethos
   H. The Commonwealth of Independent States (Russia) Today

Required Reading
Spodek, “Playing Technological Catch-Up With the West,” pp. 640-658

21. Early Twentieth Century Revolutions: The Mexican Revolution
   A. Mexico in the 19th Century
   B. The Mexican Revolution of 1910
   C. Agrarian Reforms of Zapata and Villa
   D. The Mexican Constitution of 1917
   E.
   F. Nationalization of Oil and Agrarian Reform in the 1930s and 1940s
   G. Revolutionary Artists and the New Mexican Identity
      (1) The Traditional Ruling Class
      (2) The Middle Class
      (3) Foreign Business Interests
      (4) Urban Workers and Peasants
      (5) Ethnic Minorities and “People of Color”
      (6) Women
      (7) The Revolutionary Ethos
I. What the Mexican Revolution Did and Did Not Accomplish: Mexico Today

Required Reading
Spodek, “Latin America,” 1870-2000”

Thursday, August 7

22. The Age of Uncertainty and Anxiety
   A. Psychoanalysis
   B. 20th Century Physics
   C. Modern Art
   D. 20th Century Music
   E. Cinema, Radio, and the Rise of Mass Culture
   F. The Great Depression

Required Reading

23. Hitler and the Rise of Nazi Germany
   A. Eugenics, Degeneration, and the Construction of a Race-Based State
   B. Why Men and Women Found Fascism Fascinating

Required Reading

Tuesday, August 12

24. Nazi and Japanese Expansion and the Outbreak of World War II
   A. Hitler’s War Aims
   B. The Munich Crisis and Appeasement
   C. The Nazi-Soviet Pact
   D. The Japanese Occupation of China
   E. Hitler Conquers Much of Europe
   F.
   G. Japanese Designs on Southeast Asia and the Philippines
   H. The Betrayal of “Friends”: Hitler Invades the U.S.S.R.
   I. Japan Moves into Southeast Asia
   J. Japan Bombs Pearl Harbor
   K. The U.S. Enters the War

Required Reading

25. The Holocaust
   A. Science and Technology Used to Mass Murder
   B. Jewish and Non-Jewish Resistance
   C. Who Knew?
   D. Why Does It Matter?

Required Reading
Spodek, “Horrors of the War,” pp. 612-614

Wednesday, August 13

26. Consequences of the War in Europe and Asia
   A. How the End of the War Created the “Cold” War
   B. The Development of Nuclear Weapons and the Arms Race
   C. How the Cold War Transformed International Revolutions
      (1) The Chinese Revolution
      (2) The Korean Revolution
      (3) The Vietnamese Revolution
      (4) The Making of Modern India and Pakistan
      (5) Independence Movements in the Middle East and Africa

   Required Reading

27. Historical Perspectives on the Contemporary World
   A. The Question of Human Rights
   B. Why Are Some Countries Rich and Others Poor?
   C. The Pacific Rim and the Global Economy of the Twenty-First Century
   D. Where Are We Heading in the New Millenium?

   Required Reading

Thursday, August 14.

FINAL EXAMINATION

ASSESSMENT

The general goal of this course is to help you become historically literate. In order to achieve such literacy, you should be able to:

♦ Demonstrate knowledge of historical facts, themes, and ideas
♦ Demonstrate the ability to reason through analysis, evaluation, and synthesis of historical evidence
♦ Demonstrate the ability to effectively communicate historical knowledge and reasoning through discussion, debate, and writing

ASSESSMENT CRITERIA

A=Exceptional
Reflects unusually thorough and comprehensive understanding of the issues in question
Analyzes, evaluates, and synthesizes evidence very effectively
Thoroughly identifies, defines, and describes all key themes/concepts/issues/ideas
Presents a clearly articulated thesis and highly persuasive argument that is probing, creative, and nuanced
Reaches highly informed conclusions based on the evidence
Includes all of the most relevant and significant supporting evidence
Contains no factual inaccuracies
Is very well focused and organized
Is very well written and proofread with few to no errors in spelling, punctuation, grammar, syntax
Is very well documented with no errors or omissions in citation

B=Commendable
Reflects clear understanding of the issues in question
Analyzes, evaluates, and synthesizes evidence effectively
Identifies, defines, and describes some key themes/concepts/issues/ideas
Presents a clearly identifiable thesis and defensible argument
Reaches informed conclusions based on the evidence
Includes relevant and significant supporting evidence
Contains only minor factual inaccuracies
Is well focused and organized
Is well written and proofread with few errors in spelling, punctuation, grammar, syntax
Is well documented with few to no errors or omissions in citation

C=Competent
Reflects adequate understanding of the issues in question
Analyzes, evaluates, and synthesizes evidence somewhat effectively
Identifies, defines, and describes a few key themes/concepts/issues/ideas
Presents a thesis and argument that are reasonable but unpersuasive, simplistic, superficial, or logically flawed
Conclusions are reasonably well founded
Includes some supporting evidence but not all of it is relevant
May have a major factual inaccuracy but most information is correct
Demonstrates adequate focus and organization
Is adequately written and proofread with some errors in spelling, punctuation, grammar, syntax
Is adequately documented but may contain minor errors or omissions in citation

D=Limited Evidence of Achievement
Reflects poor understanding of the issues in question
Ineffectively analyzes, evaluates, and synthesizes evidence
Identifies, defines, and describes few key themes/concepts/issues/ideas
Thesis and argument are unclear and/or very superficial
Reaches incomplete or inaccurate conclusions based on the evidence
Omits most of the relevant evidence
Information is largely inaccurate or irrelevant
Demonstrates inadequate focus and organization
Is poorly written and proofread with many and/or serious errors in spelling, punctuation, grammar, syntax
Is poorly documented with many and/or serious errors and omissions in citation

F=Minimal Evidence of Achievement
Work that does not adequately meet ANY of the standards set for above or which is exceptionally inadequate in its thesis, ideas, evidence, writing, or documentation

Ideally, you should do all required reading assignments before class sessions because, in general, I will cover more in class than is in the reading, so it will be clearer if you have a general idea about the material first. You are also responsible for all material covered in class, even when it is not included in the reading. If for some reason, you must miss a class, try to borrow lecture notes from someone else. I also expect you to watch the films shown in class. You will need information from them to answer questions that could be on the examinations. It is almost impossible to arrange for you to see the films at another time.

Course Policies
It will be difficult to do well if you do not come to class; therefore, attendance is required. Except in extremely unusual circumstances, it will not be possible to take a make-up examination. Late papers will not be accepted.

Cheating will not be tolerated and campus policies on cheating will be enforced.

Classroom Etiquette

- Please turn off pagers and cell phones before coming to class.
- Please do not get up and walk out in the middle of class. Such behavior is discourteous and disruptive. If you need to leave early, please let me know ahead of time.
- Please do not talk in class. It is extremely distracting to other students.
- Please be mindful that you are part of a learning community. Treat others with respect even if you do not agree with their positions or they with yours.
Appendix 8.5

Historical Thinking
[History 300A]

HISTORICAL THINKING
[top.htm]Website of Gayle K. Brunelle
[left.htm]

Homepage Historiography Terms Bottom
Paper Guide Study Questions

HISTORY 300 A, HISTORICAL THINKING,

GAYLE K. BRUNELLE
HISTORY 300A, Spring, 2003, SECTION 133379, MW, 1-2:15, H 121
INSTRUCTOR: DR. GAYLE K. BRUNELLE
OFFICE: H 710E
TEL.: (714)278-7045
FAX: (714)278-2101
EMAIL: GBRUNELLE@FULLERTON.EDU
WEB SITE: http://faculty.fullerton.edu/gbrunelle2
OFFICE HOURS: MW, 10:30-11:30, M, 6-7 p.m.

FINAL EXAM DATE AND TIME: Friday, May 30, 2:30-4:20 pm
Please note: Spring Break is the week of March 31-April 4
PLEASE ALSO NOTE: THE HISTORY DEPARTMENT REQUIRES THAT HISTORY MAJORS EARN A "C" OR ABOVE IN THIS CLASS, OR ELSE REPEAT IT!

Required Reading:
R. Shoemaker and Mary Vincent, eds., Gender and History in Western Europe:
Appleby, Hunt and Jacob, Telling the Truth About History, (New York: W.W. Norton, 1995)
Lynn Hunt, The New Cultural History, (Berkeley: Univ. of California, 1989)

Selected short readings on reserve at the library.
Please note: All books will be available at Little Professor Text Books, 725 North Placentia Ave., Fullerton, CA, 92632, (714)996-3133

Course Description: This course is designed to introduce history majors to the study of history. In particular it emphasizes the development of what is called historiography, or the history of history and the concept that history is about more than facts, that good history requires interpretation. We will cover the development of history as a field of research, a category of analysis and a form of literature, from the earliest historian, the Greek Herodotus, to the present, and focus on how historians arrive at interpretations. During much of the class we will grapple in particular with twentieth century historiographical development, and the injection of theory into history, and the growth of specializations, such as social, economic, cultural and gender history.

By the end of this course, students should be better prepared to understand the historical interpretations which they will encounter in their upper division history courses.

Learning Goals and Objectives: The goals and objectives of this course are primarily in the area of comprehension, but students will also be required to write a book review paper in which they must hone their critical reading and writing skills.

1. To ensure that history majors understand the nature and importance of historical interpretation.
2. To inculcate in students a sensitivity to the concept of historical debate. How and why do historians arrive at opposing interpretations.
3. To acquaint students with the important schools of history and to the uses of theory in historical analysis.
4. To permit students to assess the nature and validity of interpretation in actual monographs, through critical book reviews.
5. To offer students an opportunity to practice their critical reading and writing skills through essay exams and a comparative book review paper.

Assessment:
! Students will be assessed in this course by means of two essays exams, a midterm and a final, each worth one third of their final grade. ! They will also be expected to write two position papers, six to eight pages in length, based on the class readings. Moreover, students must hand in a draft of each of their papers the week prior to their due
dates. I will edit and return this draft, which students must then hand in appended to their final draft. The purpose of this is twofold. First, it requires students to edit and rewrite their work, essential steps in the process of learning to write well. Second, it allows me to judge progress in content and writing skills for each student, which in turn leads to assessment based on the individual skill level of each student.

The papers will constitute the final third of students’ grades (15% per paper and presentation - see below). I will assign students their paper topics, which will be staggered during the semester. Ideally, however, each student will do one paper before the midterm, and a second after it. Along with their papers, students will be required to give a five-minute oral presentation discussing the reading they have analyzed in their papers. This will mean that each week students through their presentations will begin the discussion of the readings for that week. The purpose of this part of the assignment is to offer students the opportunity to develop the oral communication skills so vital successful history teaching.

! Students who are late with their papers and/or unprepared to offer the oral presentation will lose 10 points from their grade for the paper unless in exceptional circumstances they have contacted me prior to the day the paper is due and received permission to be late.

Although I do not grade directly on class participation, this class is by and large a discussion class in which lecture is kept to a minimum. In order for the class to work, therefore, students must keep up with the reading and participate in class. I keep track of participation, and those students who participate regularly (meaning more than simply being present in class, although attendance is obviously a necessary first step) can rise as much as a half a grade in their final grade above what they have earned on their tests and paper.

Makeup Policy: If you must miss an exam or the deadline for the paper, you must have a valid emergency (severe illness or death of self, spouse or very close relative; pets, distant relatives or mild illnesses are right out). In the event of such an emergency, you must contact me before the exam or due date (unless you’re on the freeway without a cell phone), by email, on the phone or in person, to make alternate arrangements. Do not ask for extensions or makeup exams days after the missed deadline. Honor Policy: Students are encouraged to collaborate in discussing their work inside and outside of class. However, anything you hand in should represent your own efforts. In the event of cheating, University Honor Policy will be observed.

Course Outline:
Week One/Feb. 3, 5: Introduction. Are the facts just the facts? Bias, interpretation and evidence in history. What do we mean by historiography and why do we study it? What is evidence and how do we use it to mold and support an argument? Is history a science or a form of literature, or both? Reading: In class, handouts of Herodotus and Thucydides.

Week Two/Feb. 10, 12: Early history writing; basic elements. Why do we think of the Greeks as the creators of history as we know it? What are the most basic elements of history which distinguish it from fiction? Primary versus secondary sources. Basics of Historiography, an overview from Greeks to modern times. Reading: Gilderhus, History and Historians, all.

PLEASE NOTE: FEB. 17 IS PRESIDENTS’ DAY. NO CLASS!


Week Four: Dr. Brunelle ill; class cancelled.


Week Six, March 10, 12: Modern historiographical debates; historical analysis since the 1970s. Reading: Appleby et. al., Telling the Truth About History, Part One. Week Seven, March 17, 19: Modern historiographical debates continued; Telling the Truth About History, Part Two. Week Eight: Monday, March 26, Telling the Truth about History, Part III. Wednesday, March 26, Midterm.

Please Note: Spring Break is the week of March 31-April 4.

Week Nine/April 7, 9: The New Cultural History, Part I. Week Ten/April 14, 16: The New Cultural History, Part II. Week 11/April 21, 23: Gender as a category of historical analysis. Reading: Gender and History in Western Europe, Introduction, sections 1-3


Week 14/ May 12, 14: Cultural history, fiction and film. Reading: Natalie Zemon Davis, The Return of Martin Guerre, all and AAHR Forum, the Return of Martin Guerre, on reserve.

Week 15/ May 19, 21: Discussion, film, book and forum, The Return of Martin Guerre. Conclusion.

Week 16/Final Exam, Friday, May 30, 2:30-4:20 p.m. Back to Top
Appendix 8.6

Historical Writing
[History 300B]

History 300B, "Historical Writing"  
Instructor: Dr. Gayle K. Brunelle  
REvised Syllabus  
Section code: 6 13389  
W, 4-6:45 p.m., H-126  
Office Hours: MW, 10:30-11:30, M, 6-7  
History Major Advisement Hours: (call 714-278-3474 for an appointment),  
MW, 2:30-3:30, T, 2-6.  
Email: gbrunelle@fullerton.edu  
Website: http://faculty.fullerton.edu/gbrunelle2  
Telephone: (714)278-7045  
Fax: (714)278-2101  

History 300B Learning Goals  
Course Description: Research, writing and library usage (including  
computer-assisted bibliographic searches) as related to history. This  
course meets the classroom portion of the upper-division writing  
requirement for history majors. Please note: This means that all  
students must earn a "C" or above in this course, or else they will be required  
to repeat it.

Historical Knowledge: Students should leave History 300B with an  
improved grasp of historical research methods and information seeking behaviors  
as well as of the standard conventions of historical writing. Specifically,  
students should have improved knowledge of  
the variety and nature of sources  
how to use catalogs, bibliographies, reference guides, search engines,  
and other finding aids to locate source materials  

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how to access source materials in a variety of information repositories
such as: archives, special collections, museums, the world wide web, CD-Rom collections, published document collections, oral history collections, and others.
when and how to cite sources following the Chicago Manual of Style system
how to define, recognize, and avoid plagiarism
standard editorial processes and protocols
how to use of standard proof reading marks

Historical Reasoning: Students should leave History 300B with an improved grasp of how to put together an argumentative essay that synthesizes evidence from both primary and secondary sources. Specifically, students should have improved their ability to
- identify a viable research topic
- formulate a research question and hypothesis
- prepare a preliminary bibliography and research plan
- design and justify a logical methodological approach
- gather and critically analyze relevant primary and secondary sources employing that methodological approach
- formulate a defensible thesis
- prepare a full sentence analytical outline
- supply logical arguments in support of the thesis
- synthesize and systematically present evidence drawn from both primary and secondary sources to back up the argument’s main points
- situate the work within a historiographical context
- argue one’s own position against other points of view
- prepare an annotated bibliography or bibliographic essay

Communication: Because History 300B meets the University’s upper-division writing requirement, the improvement of student writing skills is of paramount importance in this course. In order to enable this, History 300B provides students with multiple writing assignments that can be revised. In addition to general improvement in writing competency, students leaving History 300B should also be able to demonstrate at least an adequate ability to write an argumentative historical research paper in which they
- formulate a thesis statement that is clearly articulated in the essay’s introduction.
- develop the thesis in the body of the essay through clear argumentation and systematic exposition of relevant evidence
- include paragraphs organized around clear topic sentences, each of which makes an analytical point that furthers the overall argument
- provide adequate primary source evidence to support each analytical point
- provide adequate transitions to move the narrative from one point to the next
- include a conclusion that restates the thesis, summarizes the main points of the argument, and reflects on the broader implications of the findings
- employ a relatively mature vocabulary and narrative style that includes few errors in spelling, punctuation, grammar, and syntax
- cite all sources following the Chicago Manual of Style system
- avoid plagiarizing

Required Readings:
Karen Elizabeth Gordon, The Deluxe Transitive Vampire: The Ultimate handbook

Assessment:
In order to achieve the learning goals discussed above, students will be required to turn in writing assignments almost every week of the semester. At the end of the semester, students will be required to turn in everything they have done during the semester whether it is already graded or not in a single portfolio, so that I can also assess progress in writing and research skills over the course of the semester. Since oral communication is also a vital part of the training of a historian, students will be required to be present in class, and to participate regularly in class discussions. Students who miss more than two classes during the semester will be dropped from the class.
Writing Assignments 1–7 will be averaged and equal 50% of your final grade.
Writing Assignment 8 (your research papers) will equal 40% of your final grade.
Class participation will equal the final 10% of your final grade.
I will hand out guidelines for the research papers during the first week or two of class. Your research papers will be 12–15 pages plus endnotes, or 15–18 pages plus footnotes, and factored into your grades for the research papers also will be successful completion of the drafts, which you will hand in when you submit the final versions of your papers). You will be expected to base your paper on a primary source, and to use at least five journal articles as secondary sources along with books or other materials. The topic can be on any historical subject of interest to you, but I must approve it as well as your primary source and preliminary bibliography. The papers will be due on May 28 by 8 p.m.
Class Schedule:
Part I: Basic reading comprehension, grammar, style, and critical thinking skills. Weeks 1–5.
Week 1/ Feb. 5: Introduction. Discussion of the purpose and goals of the class.
To write well, first of all students must read well. I will hand out an excerpt from a historical text, and students will write in class a brief analysis of it.
Week 2/Feb. 12: Grammar and why it’s important for history majors. Let’s make sure we say what we mean, and why it is that we may not know as much about grammar as we think we do. Reading Assignment: Gordon, The Deluxe Transitive Vampire. In this class students will be required to hand in a draft (4–5 pages)
of their essay on the text I handed out last week. This, including the drafts of it, will constitute writing assignment 1.

Week 3/Feb. 19: Style and self editing. Once we know how to say what we mean, let’s work on saying it well so that others will read it. We will also discuss how to read and edit one’s own and others’ work. In this class students will bring in a revised draft of the essays they’ve been working on for the past few weeks. They will exchange papers and edit each other’s work using Strunk and White as a guide. Reading Assignment: Strunk and White, The Elements of Style; also Marius, A Short Guide to Writing about History, chs. 6-7, and Barzun, The Modern Researcher, chs. 9-12.

Week Five, March 5 Critical Thinking, or How to say something that means something, or make an argument that makes sense. Reading Assignment: Epstein, The Pocket Guide to Critical Thinking. In this class students will be required to hand in the final draft of their paper on the handout the first night of class, as well as all of the drafts of it they have produced during the past few weeks. During class, they will again exchange papers and assess the progress of each other’s work. I will also bring to class some examples of historical arguments for students to discuss and assess. In addition, I will hand out various review articles. Students will be required to read and analyze one of them, and prepare a review (5-6 pages) in which they identify and discuss its thesis, argument supporting that thesis, and evidence supporting the argument. This, including drafts, will constitute writing assignment 2.

Part II: Research

Week 6/March 12: Topic and Sources. I will hand back your drafts of your papers on the review article. These will need to be revised and a final version handed in next week. Review of primary and secondary sources. Class Topic: How historians find, assess, and use sources in their research. Also, we will discuss how to find a topic for a research paper, including the one you will write in this class. Reading Assignment: Barzun, The Modern Researcher, Part One, and Marius, A Short Guide to Writing About History, chapter 4. Students will each be assigned a chapter of the assignment and will be expected to prepare a short paper (4-5 pages) discussing it. They will also offer a brief (five minutes) discussion of the main points of the chapter in class. The draft of this paper will be due by this week, by the end of class. This will constitute writing assignment 3.

Week 7/March 19: I will hand back the drafts of the paper on last week’s reading assignment. These will be revised, with a final version due next week. Also, the final version of the review article paper will be due this week, by the end of class.

Class Topic: The Library as the Historian’s Laboratory. During the first half of class we will meet at Pollack Library for a bibliographic tour of the library. During the second half of class, students will apply what they have learned to work on finding a topic and sources for their research papers. By next week, students will hand in a draft of a paper proposal, with a preliminary list of sources. This, in its draft and final version, will constitute paper assignment 4. Please note that your assignment, as discussed above, for your research paper will be to write a 15 to 20 page paper (depending on whether you are using footnotes or endnotes), plus notes, using at least one primary source, and at
least five journal articles. Although you may not have identified all of your secondary sources by next week, you should have pinned down your topic, and the primary source around which you’d like to build your paper.

Week 8/March 26:
Drafts of paper proposals and preliminary lists of sources are due tonight, as well as the final version of your short reading assignment paper. Your paper proposals will be exchanged and discussed in class, so give them some thought! Class Topic: Research. How to organize research and use documents. Also, how to work with primary sources. I will hand out several primary sources in class and we will discuss how to analyze various types of primary sources. The first class after spring break students will be required to hand in a short paper (4-5 pages) analyzing the primary source they intend to use in their paper. How will you make sense of it? What do you think it means, and what historical questions does it raise for you? This paper will constitute writing assignment 5.

Please Note: Spring Break is the week of March 31-April 4.


Week 10/April 16: Back to arguments. How to turn all that data into a thesis. During class students will be expected to discuss possible thesis statements and arguments for their papers. Next week students will be required to hand in a paper (4-5 pages), based on that discussion, in which they offer a thesis statement, and discuss how they arrived at that thesis and how their evidence seems to support it so far. This paper will constitute writing assignment 6. Part III: Organizing your thoughts and writing.

Week 11/April 23: Reading Assignment: Reread Barzun, The Modern Researcher, ch. 9, "Organizing." Thesis statement paper due this week In class we will discuss how to translate the thesis statement into an argument structuring your paper. Next week students will be required to bring a draft of an outline to class. Week 12/April 30: Outlines and citation: Who needs one (everyone) and why? We will discuss paper structure, outlines, and citing materials. Students will bring a draft of their outline, which we discuss in class. Reading Assignment: Turabian, A Manual for Writers (you don’t have to read it, but have in class for consultation). Next week students will be required to hand a revised version of their outline. The revised outlines will constitute writing assignment 7.

Week 13/May 7: Individual Consultations with instructor. This will be your week to catch your breath and catch up on your assignments. I will meet with you individually to discuss your progress during class time. (About 15 minutes per student).

Week 14/ May 14: Paper drafts due! Please note: all research papers must be submitted in draft form and revised. Drafts with my editing and comments must be handed in with the final versions of your papers, or you will lose ten points from the grade for the paper. Our topic this week will be revising. Students will exchange papers and edit each other’s work. We will discuss guidelines for
editing, what makes a good editor, and why revising and editing are vital in historical writing. Bring your Turabians and your Strunk and White books!

Week 15/ May 21: More on revising. I will return paper drafts and discuss them with students during class time.

Week 16/ May 28. Final versions of your research papers (Writing Assignment 8) plus your portfolios of all the work you have done during the semester will be due in my office no later than 8 p.m.
Appendix 8.7

Women in European Society and Culture
[History 424T]

History 424T
Website of Gayle K. Brunelle

History 424T, "Women in European Society and Culture, 1350–1650"
Gayle K. Brunelle

Office: H-710E
Home
Office Hours: M 10:30–11:30, 6-7, W 3–4
email: gbrunelle@fullerton.edu
Phone: (714)278-7045
Fax: (714)278-2101

Required Reading


Articles on Reserve in Pollack Library (CSUF)


Merry Wiesner-Hanks, "Women's Work in the Changing City Economy, 1500-1650," in *Connecting Spheres,* 81-92.

Course Description

Women's history and gender history are still relatively new fields of historical study. History 424T is designed to offer students a menu of courses which will explore different aspects of gender in history. Some courses will focus primarily on women, whereas others will discuss the construction of male and female gender roles in a historical context. "Women in European Society and Culture, 1350-1650" is designed to be a general survey of the history of women in European society and culture, from the high Renaissance through the end of the Thirty Years War. These were tumultuous years in European history, an era of violence and change, no less for women than for men. In this course students will examine the effects of the Renaissance, the Reformation, the Wars of Religion, the discovery and colonization of the New World, Absolutism, and the changes in the European economy, on women's lives, livelihoods, status, and physical and emotional well-being. The course will also analyze changing male attitudes and practices which affected women.

Learning Goals

1. To achieve a better understand of the early modern European women's history.

2. To understand the problems and approaches which characterize women's history, and distinguish it from other fields. For example, students will explore issues such as the nature of patriarchy, social deviance, gender,
Students should improve their critical reading, analysis, and writing skills through the assignments and class discussion.

Assessment
Because this class aims to foster student learning in both content and skills, assessment will also be based on student performance in both of these areas. Students will write two essay exams, a midterm and a final, where understanding content and quality of analysis will be emphasized over composition and grammar, although students will obviously need to be able to write clearly enough to communicate their knowledge and arguments adequately for me to understand the points they wish to make. Students will also write a research paper in which ability to communicate effectively and with a finished style will figure in the assessment of student performance. Students will be expected, therefore, to rewrite their papers based on editorial comments I will offer on previous drafts.

"Last minute" papers will suffer on their grades. Finally, students will also be expected to demonstrate their ability to communicate orally through intelligent, thoughtful participation in class discussions.

Please Note: The final exam will be a take-home due Monday, May 27, 7:30-9:20 p.m.

Grades and Assignments:
Students will be expected to write a research paper, based on secondary sources (12-15 pages). Guidelines to the paper will be handed out on the first day of class. Students should expect, however, that the paper will be based on a minimum of 10 sources, at least two of which must be journal articles. Students must have a topic for the paper chosen, and summarized in a paragraph which they will hand in to me for my approval, by the fifth week of the semester. Paper topics must be approved! This is for your benefit, so that you choose a topic which will allow you to write a good paper in the 12-15 page limit. Students must hand in a draft of the paper to me in the twelfth week of the semester. I will return it to them with comments the following week. The final draft of the paper will be due on the last day of class. In order to get full credit for the paper, students must hand in the topic summary and the edited draft along with their final draft. Failure to complete the topic summary and/or the preliminary draft will result in a loss of ten points from the final grade! Don't procrastinate and save your papers for the last minute!

Midterm 30%
Final 30%
Paper 30%
Class Participation 10%

Weekly Reading (Please note; reading assignments should be completed at the beginning of the week for which they are assigned. Please plan ahead.)

Week One: Problems and paradigms in Early Modern Women's history. Periodization: What do we mean by "early modern?" What was the Renaissance? Did women have one?
Reading: Handout - Joan Kelly, "Did Women have a Renaissance?"

Week Three: Sex and Power in the Renaissance. Reading: Samuel K. Cohn Jr., Women in the Streets, all.


Please Note: Summaries of your paper topics due by the end of class this week.

Week Six. Women's role in the family. Authority, control of property, business acumen. Reading: Martha Howell, The Marriage Exchange, all.


Week Eight. The Witch Craze. Reading: Lyndal Roper, Oedipus and the Devil, all. The midterm will be held this week during the first half of class. Note: Spring Break is the week of April 1-5. No class.


Week Eleven. Women in their own words.
Week Twelve. Women in their own words, part two.
Reading: Women on the Margins, Ch. 2 to Conclusion.
Please note: Paper drafts due by the end of class this week.
Week Thirteen. The image of early modern women in film. Part One. "Elizabeth"
Week Fourteen. The image of early modern women in film. Part Two. "Dangerous Beauty"
Please note: final draft of papers due on the final class.
Week Sixteen. Final Exam. The exam will be a take-home exam due during the final exam period on May 29.

Bibliography

General
Women and Renaissance Culture
Women at Work
Women at Work in Spain, from the Middle Ages to Early Modern Times.

Women and the Law

Women and Family

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Appendix 8.8

History of Latin American Civilization
[History 350]

History of Latin American Civilization
History 350 section 1
Fall 2002
M 7:00 pm-9:45 pm
H 513

Dr. Philippe Zacaïr

Office: H 710 D
Phone: 278-2685 - or 278-4376 (History Department Main Office)
e-mail: pzacair@fullerton.edu
Office hours: M 4:00pm-7:00pm and by appointment.

Course Description
In the words of major historian of Latin America E. Bradford Burns, the history of Latin America remains an “enigma” that of “poor people inhabiting rich lands.” This course aims to uncover some of the major themes of this “enigma” fundamentally from the standpoint of those, representing the majority of Latin Americans, who experienced injustices and tried to devise ways to challenge oppression. Beginning with the indigenous civilizations, we will follow the course of the history of Latin America up to the twenty first century.

Required Books
Books may be purchased at the Little Professor Book Center (725 North Placentia Avenue, Fullerton, CA 92632)

**Course Format**

**Grades:** Mid-term (15%); Final (35%); Short Papers (30%); Quizzes (10%); Participation (10%)

**Exams:** The Mid-term and Final will be based on map exercises, identifications and essay questions handed out in class. **Missed exams will be counted as an F.** There will be absolutely no make-ups for exams unless you contact me prior to the exam and provide me with a valid and documented excuse (e.g. medical emergency). Check the exam dates. If you foresee a problem, let me know as soon as possible.

**Papers:** You will write three short papers (3 pages) on each of the collateral readings. **See guidelines for writing short papers.** Late papers will be marked down by one letter grade for each day of delay. Missed papers will be marked down by one letter grade for each day of delay.

**Quizzes:** Your regular work throughout the semester will also be evaluated through regular quizzes and map quizzes. Quizzes may or may not be announced so always come prepared! Absolutely no make-ups for quizzes. **Missed quizzes will be counted as a zero.** However I will drop your two lowest grades.

**Attendance and Classroom Behavior:** Regular attendance is strongly encouraged since examinations will be based both on reading and lectures (after three absences your final average will be lowered by one letter grade for each additional absence.) **Please come to class on time.** If your delay exceeds five minutes, you will be marked absent. **Always turn off your cell phones and pagers.** You are encouraged to not only be in class regularly but actively participate in class activities.

**Course Calendar and Assignments**

<table>
<thead>
<tr>
<th>Date</th>
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<tr>
<td>Aug. 26</td>
<td>Introduction</td>
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<td>Sep. 2</td>
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<td>Sep. 9</td>
<td>Pre-Columbian Civilizations. Burns (1-11).</td>
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<td>Sep. 16</td>
<td>Iberian and African Backgrounds. Burns (11-14; 22-26)</td>
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<td>Sep. 23</td>
<td>Colonial Cataclysm. Burns (14-22) <strong>Short Paper on Las Casas due.</strong></td>
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<tr>
<td>Sep. 30</td>
<td>Colonial Rule. Burns (29-60)</td>
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<td>Oct. 7</td>
<td>Independence. Burns (61-83)</td>
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<td>Oct. 14</td>
<td><strong>Mid-Term Exam</strong></td>
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<tr>
<td>Oct. 21</td>
<td>The Past Perpetuated. Burns (84-168)</td>
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<td>Nov. 4</td>
<td>The Past Challenged. Burns (198-225)</td>
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Nov. 11  Dictatorship and Populism. Burns (226-254)

Nov. 18  The Cuban Revolution. Burns (258-272) Short Paper on Castillo Bueno due

Nov. 25  Fall recess


Dec. 9   Latin America in the Twenty First Century. Burns (313-332)

Dec.    Final Exam
Appendix 8.9

History of California
[History 408]

History 408
California History
Fall Semester, 2002
Professor Gordon Morris Bakken
Office Hours: M 9:00 a.m.-3:50 p.m.; T 1:15-2:15 pm
Office H 735 B Telephone 714-278-3048
Email=gbakken@fullerton.edu

Course goals and objectives: This course is designed to help you to understand the origins and development of American institutions, values, and politics; to describe and analyze critically those institutions, values, and politics; to recognize the forces that contributed to the developments contained in the subject matter of this course; to recognize and understand the contributions of ethnic and gender groups to those developments; and to understand and describe critically major political, economic, intellectual, and cultural themes recurring in the subject matter of this course. The course lectures and reading materials heavily emphasize American politics, institutions, and values. Lectures and reading materials also deal with gender, race, and class in American society, politics, and economics. By the end of this course you should have personal command of the origins and
development of political parties, the nature and function of governmental institutions, the struggle of women and racial minorities within this context for rights and interests, the foreign policy of the nation, and the fundamentals of our economic institutions. Finally, you should know what it means to be an American. As you read the books and listen to the lectures, ask what America has asked of its inhabitants and its citizens. Know how Americans have responded when their country calls them to action. To know this will lead you to know how Americans have defined themselves in their time. There are certain key elements that you must recognize in discovering answers to these questions:

h. Using chronology to place events in historical perspective
i. Recognizing the point of view expressed in a historical document and/or interpretation
j. Testing the validity of sources—both primary and secondary
k. Acknowledging multiple causality
l. Viewing history in ways that take into account the values, attitudes, and motivations of the individuals and groups involved before making judgments
m. Recognizing multiple perspectives that are grounded in genuine search for truth
n. Discerning the failure of individuals or groups to search for truth and to tell historical falsehoods [frequently termed propaganda, but sometimes called “news”] in an anti-intellectual culture where words have lost their meaning.

The goals of history courses in general:
The general goal of all history department courses is to help students become historically literate. Such literacy is achieved if students are able to
demonstrate knowledge of historical facts, themes, and ideas;
demonstrate the ability to reason through analysis, evaluation, and synthesis of historical evidence; and
demonstrate the ability to effectively communicate historical knowledge and reasoning both orally and in writing.

Through acquisition of historical knowledge and honing of critical analytical and communications abilities, history majors learn to develop their own historical perspectives, enhancing their understanding of the relevance of the human past to the present and the future. The knowledge and skills history majors acquire serve not only to advance personal understanding, but to prepare students to participate as knowledgeable citizens in the modern world.
The history major is useful especially for students who: (1) seek a broad liberal arts education with the option to choose more specialized study by geographical region, epoch and focus of
inquiry (cultural, social, etc.); (2) plan a career in government service, including positions in United States Government agencies and international organizations overseas; (3) intend to work in business where writing, research and "people skills" are important; (4) want to pursue a career in private, nonprofit organizations that may involve research and service organizations, i.e. archives, museums and libraries; (5) desire to study law; (6) intend to prepare for primary or secondary school teaching, or (7) plan to pursue advanced degrees in history in preparation for college teaching.

Assessing Historical Knowledge

Unlike in other disciplines, there is no shared "canon" of historical knowledge. For this reason, the history department believes that it is neither possible nor desirable to attempt to construct a standardized instrument to ascertain students' level of knowledge acquisition either at time of entry into or of exit from the program. Further, the department does not believe that standardized instruments such as SAT subject exams are adequate indicators of historical knowledge. For these reasons, the department will administer neither a pretest nor an exit exam in this area. Instead, the department will ensure adequate breadth of historical knowledge by requiring majors to take at least six upper-division units in each of the following fields: (1) United States History; (2) European and Ancient Mediterranean History; and (3) Latin American, Asian, African, or Middle Eastern History.

Assessing Historical Reasoning

History majors should leave the program with a good grasp of how historians think, the theoretical approaches that influence them, and the variety of methods they employ to explain historical phenomena. Further, as historians themselves, students should leave the program knowing how to put together an original argumentative essay that posits a viable thesis backed by evidence synthesized from both primary and secondary sources.

Assessing Communication
The history department believes that history majors, as liberally educated people, should be able to express ideas clearly and effectively both orally and in writing. Indeed, the department believes that successful communication is essential to the development of the mature and socially responsible person. As facets of effective communication, writing and speaking are also practical arts, ones that society respects and regards as necessary for success in all careers and professions.

History majors should leave the program with improved communication skills. They should be able to prepare written essays that are interpretive rather than descriptive, including clearly articulated theses developed through clear argumentation and systematic exposition of relevant evidence. Such essays should have a logical structure and organization, each paragraph making and supporting an analytical point that furthers the overall argument. Further, the essays should demonstrate the writers' abilities to employ a relatively mature vocabulary and narrative style with few errors in spelling, punctuation, grammar, and syntax. Finally, all evidence should be documented, with sources cited according to the Chicago Manual of Style system.

As educated people, history majors should also leave the program with an improved ability to communicate complex ideas effectively in oral presentations. Effective oral communication is more than just public speaking. It requires one to think clearly and rationally, organize material logically, analyze the audience thoroughly, choose language carefully, and finally present a well reasoned argument supported by appropriate evidence.

Why Study History? The answers have been various over times, but a few may help you in your studies and contemplation. History can teach society to make more rational decisions about actions to be taken or policies to be pursued. Thomas Jefferson offered that "history, by apprising [the people] of the past will enable them to judge of the future; it will avail them of the experience of other times and other nations; it will qualify them as judges of the actions and designs of men; it will enable them to know ambition under every guise it may assume; and knowing it, to defeat its views." History helps us to find patterns and repetitions, but [also] to protect cultural values against the materialism of an acquisitive society. History displays patterns of beliefs, ideals, loyalties, and aspirations capable of transforming a random aggregation of human beings into a coherent society. History is part of objective reality and the human mind has an innate desire to explore and understand that reality. History is a part of cultural heritage and teaches wisdom and fosters virtue to make us better human beings. For each of us, history helps us to understand change and determine self-identity.

In studying history we attempt to realize our human potential, to break out of the constricting circle of the present. We affirm our humanity as well as our
nationality. We ask age-old questions about our duty to country, others, and self. We look to history for lessons to find paths into the future. We want the knowledge of the ideas that have molded the American people and the ideals that have motivated us.

REQUIRED READINGS: “When I get a little money I buy books; and if any is left I buy food and clothes.” Erasmus

Bakken& Farrington, Learning California History
Western Legal History, vol 7, number 2
Western Legal History, vol 3, number 2
John Phillip Reid, Law for the Elephant
John Phillip Reid, Policing the Elephant
Andrew Rolle, California: A History 5th Edition
Lawrence B. de Graaf, Seeking El Dorado
Clark Davis, Company Men
George Sanchez, Becoming Mexican American
Gordon Bakken, California History: A Topical Approach
Clare McKanna, Race & Homicide in Nineteenth Century California
Albert Hurtado, Sex, Gender and Culture in Old California

All books may be purchased at the Titan Bookstore. If you are interested in buying used copies of these titles you might consider consulting www.librarycard.com or bibliofind.com or bestbookbuys.com. The Huntington Library Press telephone number is 626-405-2172.

Reading Schedule and assignments for the Week of:

August 26 Bakken & Farrington, Chapter introductions, Chapter 2-8. Complete Chapter 2 exercise and feel free to write more than the pages allow. For example, on page 15 please note that question 14 allows only three lines for enumeration. You may write more in the space allotted on page 15 or include additional pages. Remember “writing causes carefulness of thought.” Rolle, Ch. 1-3 Western Legal History, vol. 3, #2, pp. 213-44. Reid, Policing the Elephant. Topics for discussion: California’s distinctiveness, American Indians of California, the significance of studying race, class and gender in California history, and the exploration of Baja and Alta California.

September 2 Class discussion of B & F, Exercise 2. Start Bakken & Farrington, Chapter 3, Exercises 1, 2 & 3. Rolle, Ch. 4-6. Hurtado, all. Bakken, Topical, Chapters 1 and 2. Topics for
Colonization of California’s frontier, Missions, Persidios, Pueblos, the problems of race and gender in Mexican California, and Spanish Governors. Be certain to consider the role of Indians in California in light of Chapter 1 of *Topics* and determine the factors leading the tribes out of poverty.

Sept. 9 Rolle, Ch. 7-9. Start John Reid’s *Law for the Elephant*. Topics for discussion: Exploration and Foreign intrusions, Arcadia, Law on the Overland Trail culturally transported to California and Mexican California.

Sept. 16 Turn in B & F, Chapter 3, Exercises 1, 2 & 3. Rolle, Ch. 10-12. *Western Legal History*, vol 7 all. Remainder of *WLH*, vol 3. Topics for discussion: Infiltration of California by “foreign” nationals, the Bear Flag Revolt, the transition of American rule, traders, trappers, and homeseekers. The Constitutions of 1849 and 1879 must be compared in the context of the readings in *Western Legal History*.


October 1 Examination.

Oct. 7 Rolle, Ch. 25-29. McKanna all. Bakken, *Topical*. Chapters 3-6. Topics for Discussion: Labor, farmers and organization, the Constitution of 1879, California Culture to World War I, Progressives, Economic growth, and Water in California economic life. How has California’s legal system changed since 1849?

Oct. 14 Rolle, 30-34. B & F, Chapter 4 exercises due. Topics for discussion: Labor and unionism, the Great Depression, Culture in the 29th Century, the Impact of World War II, and after the War. How has population change, particularly migration, changed California?

Oct. 21 Rolle, Ch. 35-37. Start B & F, Chapter 5. Topics for discussion: The problems of the 1950s and 60s, Environmental challenge and regulation, new solutions for old problems in society.


November 4 Finish de Graaf. Topic for discussion: California’s African American Community.

Nov. 11 Start Davis. Topic for discussion: the culture of white collar California.

November 10: 227th anniversary of the founding of the United States Marine Corps. Nov. 11 Veterans Day [formerly Armistice Day].

Nov. 25    Start Sanchez. Topic for discussion: Change in the Mexican-American community.

Dec. 2 Finish Sanchez. Discussion continued in light of Sanchez.

Dec. 3    Review Session.

Dec. 17    5:00 p.m. Final Examination. Research Paper Due.

EXAMINATIONS:
Format: 20% objective; 80% essay. There will be two essay questions on each examination. There will be no choice of essay questions. Essay questions will be based upon the readings and the lectures. First exam, 30% weighting, Oct. 1. Final exam [12/17 @ 5:00 p.m.] will not be comprehensive and have a 40% course weighting. Matching questions require knowledge of names, places, events, etc. A close reading of the books is a must. Grading: A=100-90%; B=89-80%; C=79-70%; D=69-60%; F=59-50%. **There is no curve.** Students earn grades based upon the correctness of objective answers and their ability to answer essay questions in a cogent reasoned manner marshaling facts, interpretations, analysis and synthesis in the answer. I will exercise academic judgment upon the relative numeric value of the essays.

WRITING ESSAY EXAMINATION ANSWERS:
You should look for key terms and understand exactly what is being asked such as:
Discuss: requires that you carefully look at the topic and write about it in as much detail as possible, providing relevant information, identifying significant historical issues, and arguing for a particular interpretation of events.
Explain: requires that you clarify by stating reasons, giving meanings, or illustrating how a process works.
Relate: requires that you show how two or more things are connected and narrate and interpret how the events or ideas resonate with one another.
Describe: requires that you give a word picture that is vivid enough to give the reader an image of the event or idea.
Define: requires that you give meanings or precisely describe something.
Compare: requires that you show how two or more things are both alike and/or different, weighing the features of each that are parallel.

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Contrast: requires that you show how two or more things are unalike or different.
Enumerate or list: requires that you give the major points asked for in the listing format.
Summarize: requires that you present in brief form an account or summary of the issues or events being called for in the question.
Criticize: requires that you analyze the material being called for, providing the positive and negative points on the issue.
Interpret: requires that you provide a meaning for what is being asked.
Justify: requires that you give proof or reasons, making sure that your argument is convincing.
Trace: requires that you show the progress or history of what is being asked for.
Prove: requires that you provide a logical argument and/or factual evidence to support the topic in order to prove that something is true or false.

Remember that history is content based and for you to be clear and convincing in an essay, you will have to cite facts in support of your argument.

RESEARCH PAPERS: 30% Course Grade weighting. Exercises in Chapters 3, 4, and 5 in Bakken and Farrington constitute your research and writing assignments weighted 5% EACH. You are to do all of the assigned work including all of the “go deeper” sections. A research paper on the 1910-11 campaign that resulted in the inclusion of Article 11, section 19 of the California Constitution will constitute 15% of the research grade. Students must research primary sources including but not limited to newspapers, journals, and the like. A minimum of ten different newspaper sources is required. All papers must include an appendix containing all of the research materials consulted for the writing of the paper. Students may form collaborative research and writing groups for this assignment. Both note card and xerox copies of research materials are acceptable.

Good writing is expected. I will deduct points for any and all errors of grammar, spelling, punctuation or style. For example, an incomplete “sentence” [fragment] earns a 10 [ten] point deduction. Five such errors equals F. The all-time record for grammar deductions to date is 143 points on a single paper. I expect a clear demonstration of critical thinking skills as well as good writing. Your paper should evidence a clear thesis statement, clearly organized paragraphs that support the thesis, a strong introduction that grabs the reader and introduces the subject matter, use of sufficient details and examples in body paragraphs, transitional words and phrases that move the reader smoothly through the essay, a good conclusion that give the reader closure and a clear sense of the meaning of events and their historical significance.
Professor Norman Page of the Department of Speech Communication has persuasively argued that a good paper has 5 Cs: Clarity, Conciseness, Completeness, Correctness, and Concern. Clarity requires that the paper is organized, sentences are well developed, paragraphs are well developed, and transitions between and among paragraphs are well crafted. Well-developed sentences avoid awkward sentence construction, fragments, and vary sentence openings. Well-developed paragraphs avoid two or more key ideas in a single paragraph. Each paragraph must have a topic sentence. You should avoid overly short or overly long paragraphs. Conciseness in writing requires word economy. Ask yourself whether you have made your points in as few words as possible. Further, you should avoid unnecessary redundancies. Completeness requires that the paper have a title, an introduction, and a conclusion. Correctness involves rules. Do not violate the rules of capitalization. See the back of most hardbound dictionaries if you missed this one in high school. Do not violate rules of grammar. Attend to possessives, plurals, contractions, and the like. Remember “its” is possessive and “it’s” is a contraction for it is. Remember to check antecedent/pronoun agreement, subject/verb agreement, and tense shifts within paragraphs. Know the rules of numbers: write out numbers of ten or less, write out all numbers that begin sentences, and add page numbers to your paper. Go to the back of that dictionary again and learn the rules of punctuation. Remember that when you quote five lines or more you must indent and single space the quotation placing the footnote at the end of the quotation. Avoid overuse of quoted material. Professors want to know what you think about the subject! Proofread the paper for omission, spelling, incorrect words, verb tense, and the like. Computer programs catch much, but not all such problems. You may have spelled a word correctly and the computer will dash past it, but it is the wrong word in context and meaning. Do not use right hand justification because it creates awkward spaces between words. Concern simply means that if you have a severe writing problem, please seek help at the writing center. Too often students with writing problems are passed from year to year without notice of the problem or help.

Bill Cronon wcronom@facstaff.wisc.edu has created

"Rules for Writers"

1. Verbs HAS to agree with their subjects.
2. Prepositions are not words to end sentences with.
3. And don’t start a sentence with a conjunction.
4. It is wrong to ever split an infinitive.
5. Avoid cliches like the plague. (They're old hat.)

6. Also, always avoid annoying alliteration.

7. Be more or less specific.

8. Parenthetical remarks (however relevant) are (usually) unnecessary.

9. Also too, never, ever use repetitive redundancies.

10. No sentence fragments.

11. Contractions aren't necessary and shouldn't be used.

12. Foreign words and phrases are not apropos.

13. Do not be redundant; do not use more words than necessary; it's highly superfluous.

14. One should NEVER generalize.

15. Comparisons are as bad as cliches.

16. Don't use no double negatives.

17. Eschew ampersands & abbreviations, etc.


19. Analogies in writing are like feathers on a snake.

20. The passive voice is to be ignored.

21. Eliminate commas, that are, not necessary. Parenthetical words however should be enclosed in commas.

22. Never use a big word when substituting a diminutive one would suffice.

23. Kill all exclamation points!!!

24. Use words correctly, irregardless of how others use them.

25. Understatement is always the absolute best way to put forth earth-shaking ideas.

26. Use the apostrophe in it's proper place and omit it when its not needed.

27. Eliminate quotations. As Ralph Waldo Emerson said, "I hate quotations. Tell me what you know."

28. If you've heard it once, you've heard it a thousand times: Resist hyperbole; not one writer in a million can use it correctly.

29. Puns are for children, not groan readers.
30. Go around the barn at high noon to avoid colloquialisms.

31. Even IF a mixed metaphor sings, it should be derailed.

32. Who needs rhetorical questions?

33. Exaggeration is a billion times worse than understatement.

34. Avoid "buzz-words"; such integrated transitional scenarios complicate simplistic matters.

And finally...

35. Proofread carefully to see if you any words out.

GRADUATE STUDENT REQUIREMENT: A 15 page synopsis and analysis of one of the following books:
Bakken & Farrington, *Law in the West* (Garland, 2000)

MAKE-UP EXAMS: There are no make-up examinations. The final examination is not comprehensive and not covered by University policy regarding final examination make-up examinations. If you should miss an examination for any reason or no reason, you are best advised to plan to retake this course at some time in the future and have the grade received then substituted, by petition to the University Petitions Committee, for the failing grade you will receive for failure or refusal to take one of the examinations in this course.

LATE PAPERS OR ASSIGNMENTS: Any paper or assignment turned in late shall be penalized one grade for each hour the paper is late. This means that a paper turned in one hour late can receive a grade no higher than B; two hours, C; three hours, D; four hours, F; five hours, G; six hours, H; seven hours, I; eight hours, J; nine hours, K. I do not give negative grades on late papers so the lowest possible grade is K or 0.

CLASSROOM PROCEDURE: I will lecture as well as discuss topics. The lectures will supplement the textbooks. I will not lecture on nor discuss specific materials in the text. You are expected to know the material in the textbooks.

TAPE RECORDERS: Please feel free to tape the lectures.

SPEAK UP: When asking a question or presenting an oration in response to a question, please speak up so that all might hear, particularly me. I lost most of my hearing to gunfire in 1971.
ACADEMIC DISHONESTY: University policy defines academic dishonesty by example listing such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. UPS 300.021 goes on to define cheating as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is the act of taking the work of another and offering it as one’s own without giving credit to that source. I am responsible for detecting and dealing with academic dishonesty. I am responsible for assigning an appropriate academic penalty AND REPORTING THE STUDENT TO THE DEPARTMENT CHAIR AND VICE PRESIDENT FOR STUDENT AFFAIRS. A student may appeal any action taken on a charge of academic dishonesty under UPS 300.030.

As an historian, I take plagiarism and cheating very seriously. The honor of the discipline depends upon the veracity of the historian and the sources. When we write history, we base our interpretations upon documents. When we do so, we tell others that the document exists and can be found exactly where the footnote states in clear terms. We do not make up history. It is not a work of fiction. We must not cheat to create a “history” that never happened. You are held to the same standard and if you violate it, you should be expelled from the University.

COURSE PHILOSOPHY: History gives us perspective on our lives, the satisfaction of mature thought, an attachment to abiding concerns, and a perspective on human existence. This brief survey of American history attempts to give you an understanding of the society in which you live and how you are part of a greater social, political, and economic process. The National Endowment for the Humanities 1987 report entitled "American Memory" told us that recent high school graduates have been taught "process" or how to think without teaching anything worth thinking about. I will attempt to offer materials and issues from American histories that are worth thinking about. Years ago one History 180 student rose in the middle of class and proclaimed that he had finally figured out what I was trying to do to him. I inquired regarding his insight and he responded that I was attempting to make him think about complex social relationships. I congratulated him upon his finding and continued the lecture.

In studying history we attempt to realize our human potential, to break out of the constricting circle of the present. We affirm our humanity as well as our nationality. We ask age-old questions about duty to country, others, and self. We look to history for lessons to find paths into the future. We want the knowledge of the ideas that have molded the American people and the ideals that have motivated
us. All of this is a tall order for a semester course and I will not pretend to do more than whet your appetite to strive for more knowledge of history.

“Success in battle is not a function of how many show up, but who they are."

-- General Robert H. Barrow, 27th Commandant of the Marine Corps

Appendix 9

Political Science Courses

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A9.2 Political Philosophy
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Appendix 9.1

American Government
[Political Science 100]

Course Website:
http://hss.fullerton.edu/polisci/faculty/rsonenshein/posc100.htm

Instructor: Dr. Raphael Sonenshein
University Hall 524
(714) 278 3837
Overview:

The attacks of September 11th have placed new challenges on the world’s oldest democracy. Built on 18th century ideas and a 214 year old Constitution, the American system is remarkably adaptable. While it is widely admired and emulated around the world, American democracy has important flaws that make it very much a work in progress. In this course, we will explore the good and the bad, the beautiful and the ugly in the remarkable American political system. We will also explore another democratic political system, the State of California.

We will devote considerable attention to the electoral process, with the 2000 presidential election, the 2002 congressional elections, and the looming 2004 presidential election as ongoing case studies. We will also examine how American democracy has responded to the crisis of terrorism, the possibility of war in the Middle East, and how that struggle is reshaping American democracy.

Rules:

The rules of this course are simple. I expect you:

To attend class.
To listen attentively and take good notes.
To do the assigned reading.

If you do these things, you have a chance to do very well in the course. If you attend only occasionally, goof around in class, and skip the reading, you will have a very hard time doing well in the course.

“Ninety percent of life is showing up.” Woody Allen

Textbooks:


Course schedule:

Part One: The Constitution and the Rights and Liberties of Americans

February 3 Citizenship – Acquiring it and practicing it thru participation
in civic processes.  

February 10

The Constitution – Its Classical & Enlightenment roots as articulated Through the Federalist Papers & Constitutional debates over two Centuries.  

February 19

Rights and Liberties – The Bill of Rights founded on British Common Law; the limits it puts on government And the obligations it puts on its Citizens.  

(no class, Feb 17, Presidents’ Day)

February 24

Civil Rights Movement – The Importance of basic rule of law, but with the importance of an evolving concept of democracy and civic disobedience to obtain full rights guaranteed in the Constitution.

FIRST EXAM:  Friday, February 28

Part Two: Politics and Elections

March 3

Public opinion and media – The rights & obligations of the Public and press to express the Will of the people and the inherent Conflicts this presents.  

March 10

Parties and elections – How the people express themselves thru political parties, redistricting, elections, and the Electoral College.

March 17

Interest Groups – What conflicts exist in a representative democracy & how these Interest Groups are able to influence governmental decision making.

March 24

Direct Democracy – Which is best: representative or the classical direct democracy of the village and tribe?

SECOND EXAM:  Friday, March 28
Spring break: March 31-April 4

Part Three: The Big Institutions of Government

April 7 Congress – Its strengths, limits, & obligations as authorized by Article I of the Constitution. Essentials, pp. 219-252
Boyum, Ch. 8

April 14 The Presidency – Its limited powers described by Article II and modern powers defined by tradition and practice. Essentials, pp. 253-282
Boyum, Ch. 7

April 21 The Courts – Its balanced powers defined Article III & its role of defending the Bill of Rights through cases. Essentials, 311-340
Boyum, Ch. 9

April 28 War, Peace, and Government – The power and limitations of waging war and keeping the peace. TBA

THIRD EXAM: Friday, May 2

Part Four: Public Policy

May 5 Foreign Policy – From the absence of specific powers described in the Constitution the President has assumed the power of foreign policy Essentials, pp. 371-395

May 12 Current topic to be announced

May 19 Domestic Policy – The operation of the federal system at the national, state, local, and tribal levels. Essentials, pp. 341-370
Boyum, Ch. 12
Final Exam: Friday, May 30th, 12 - 1:50 pm in RGC 13

Tests and Grading:

There will be four tests in this course, combining multiple choice and short answer questions. The final exam is not comprehensive; it will only cover material in the last quarter of the course.

For tests, you will be required to bring a Scantron form PO 99B and #2 pencils.

<table>
<thead>
<tr>
<th>Test</th>
<th>Points</th>
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<tbody>
<tr>
<td>First test</td>
<td>20</td>
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<tr>
<td>Second Test</td>
<td>25</td>
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<tr>
<td>Third test</td>
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Appendix 9.2

Political Philosophy
[Political Science 340]

Mark Redhead email: mredhead@fullerton.edu Tues &
Thurs 8:30-9:45 AM phone: (714) 278-7660
Office Hours: Mon. 8-11 AM, Wed. 4-6 PM.
Rm. UH 501

POSC 340 (7): Introduction to Political Philosophy

Course Description:
This class attempts to familiarize students with some of the crucial concepts and important figures in the history of political philosophy. In the process, the class will attempt to generate answers to the following questions: What exactly is the subject matter of political thought? What does being a political theorist involve? What problems, if any, can a political theorist solve? Readings will include selections from Plato, Machiavelli, Hobbes, Rousseau, Marx and Nietzsche. This course fulfills the General Education Category III.B.2 requirement.

**Learning Goals:**

1. To help students gain an awareness of the various understandings of such concepts as justice, democracy, republicanism, power, legitimacy and virtue at work within ancient, modern and contemporary politics.
2. To introduce students to a number of important texts within Western political philosophy.
3. To enhance the ability of students to articulate and write clear, distinctive and compelling arguments.

**Course Requirements:**

1. Regular, punctual attendance and active class participation.
2. Students will be expected to write three short papers (5 to 7 pages). Students can chose from a set of questions, to be handed out one week before each given paper is due or, with instructor's approval, can respond to their own question. The first two papers can be rewritten provided the student has a paper conference with the instructor. No late papers will be accepted.

**Grading:**

Grades will be determined in the following manner:

Essay #1: 1/3 of total grade
Essay #2: 1/3 of total grade
Essay #3: 1/3 of total grade

Participation: Students with 3 to 5 unexcused absences will have their final grade lowered by one full letter grade. Students with 6 or more unexcused absences will receive a grade of “F.” Students with two or fewer absences will have their final grade either unchanged or improved by 1/3rd to one full letter grade depending on their amount of actual class participation.

Any student involved in any act of plagiarism or malicious behavior towards their fellow classmates will receive a grade of “F” and be reported to the relevant disciplinary body.

**Readings:**

The following texts are available for purchase at the bookstore and have been placed on reserve at the CSUF Library.

**Hobbes, Thomas** *Leviathan* (Richard Tuck ed.)
**Machiavelli, Niccolo** *The Prince*
**Nietzsche, Friedrich** *Genealogy of Morals*
**Plato, The Republic**
**Rousseau, Jean Jacques** *The Social Contract and Discourses*
**Tucker, Robert ed** *The Marx-Engles Reader*
Course Schedule:

Week 1 (8/26 to 8/28) Introduction: What is Political Theory (Philosophy)?
(No Class, 8/28)

Weeks 2-4 (9/2 to 9/18) Plato, Justice and the Good
Readings:
1. Plato, *The Republic*  
   (First Set of Essay Questions Handed Out 9/11)

Weeks 5-6 (9/23 to 10/02) Machiavellian Virtue
Readings:
*Machiavelli, The Prince*  
(First Essay Due 9/23)

  Weeks 7-8 (10/07 to 10/16) Hobbes and the New Science of Politics
Readings:
*Machiavelli, The Prince*  

Weeks 9-10 (10/21 to 10/30) Rousseau’s Social Contract
Readings:
   (Second Essay Topics handed out 10/21)
(Second Essay due 10/28)

Weeks 11-12 (11/4 to 11/13) Marxian Equality and Freedom
Readings:
*Selections from Robert Tucker ed. The Marx-Engles Reader.*

Weeks 13-15 (11/18 to 12/9) Nietzsche's Critique of Morality
Readings:
*Friedrich Nietzsche, On the Genealogy of Morals*  
(Third Set of Essay Questions handed out 12/9)

Week 15 (12/11) Review Class- "Who Want’s to be a Political Theorist?"
All re-writes due 12/11
Third Essay due 12/15 @ 12:00 PM
Appendix 10

Philosophy, Ethics, and Religious Studies Courses

A10.1 The World’s Great Religions
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A10.2 Religion in American Culture
   [American Studies 402 – see A4.7 above]

A10.3 Anthropology of Religion
   [Anthropology 305 – see A5.3 above]

Appendix 10.1
The World’s Great Religions
[Religious Studies/Philosophy 110]
COMPARATIVE RELIGION 110
RELIGIONS OF THE WORLD

Instructor: Dr. Benjamin Hubbard Fall 2002 Office Hours: M, W, F 10-11; M 2:30-3:30 MWF 9-9:50 (or by appointment) LH 321 Telephone: 714/278-3452 (Office) 949/646-9687 (Home Office) E-mail: bhubbard@fullerton.edu Course Website: http://facultV.fullerton.edu/bhubbard Teaching Associate: Dr. Nya Taryor (909.624.8010 nvatarvor@qte.net)

Catalog Description: An introduction to at least five religious worldviews from an historical and comparative perspective, with descriptive analysis of their belief system, moral code, and symbolic rituals.

Aims:
1. To become familiar with the origins, scriptures, beliefs, rituals, customs and ethical teachings of Hinduism, Buddhism, Judaism, Christianity and Islam (with a brief consideration of Sikhism, Confucianism, Taoism and Shinto).
2. To become aware of the contemporary situation and influence of these traditions in the United States.
3. To appreciate the special challenges faced by Hindus, Buddhists and Muslims as they try to adapt their religions to the American environment.
4. In general, to gain an appreciation of the underlying philosophy and approach to coping with life (and death) that guides each of these great traditions.

Learning Outcomes:
1. Improved writing skills.
2. Increased ability to comprehend complex written material.
4. Enhanced ability to discuss complex issues and pose questions in a public setting.
5. Increased understanding and appreciation of the religious and cultural diversity of American society.

General Education Learning Goals:
The course meets the learning goals of GE Category 111.B.2, Introduction to the Humanities by:
1. Studying comparatively a key humanistic pursuit, the religious quest for meaning. 2. Clarifying the differences between humanistic study and other intellectual pursuits, e.g., science or mathematics; and by explaining how the comparative study of religion differs from-yet draws upon-other humanities disciplines, such as philosophy, history and anthropology.
3. Examining how religions have contributed to the development of culture in various regions of the world.
4. Analyzing the meaning of selected sacred texts from the world's major religions. 5. Applying the humanistic perspective to values, experiences and meanings in one's own life through the class lectures and discussions.
Textbook:
Coogan, Michael (editor). The Illustrated Guide to World Religions (available at Little Professor Bookstore, 725 N. Placentia Ave., Fullerton; see map on handout)

Grading System:
1. Five exams each worth 15% of final grade (total: 75%)
2. First Short Paper: 10% ~
3. Second Short Paper: 10%
4. Internet Assignment: 5%

Fulfillment of GE Writing Requirement:
The GE writing requirement will be met by means of the two papers and the Internet assignment (see description below). The professor will critique the first paper and the Internet assignment and return them to students well before the second paper is submitted.

Nature of Exams: There will be an exam every three weeks at the conclusion of the study of each major religious tradition. The exams will consist of short essay questions based on previously distributed study questions.

Make-Up Exam Policy: If you miss an exam for a serious reason, you may take a make-up; but you must contact the prof within 48 hours of the missed exam.

Nature of First Short Paper: Summarize the chapters in the textbook on China and Japan, and briefly discuss what you found most interesting or enlightening about each. Length: about 600-700 words (not less, not much more)
Due Date: Monday, Oct. 14 (Late papers will not be accepted except for a serious medical or other reason.) This paper, and the other two, will be evaluated on the basis of content, clarity and grammatical correctness.

Nature of Second Paper: Compare and contrast the three Abrahamic religions, Judaism, Christianity and Islam. What do all three hold in common? Identify where Judaism and Christianity are similar and Islam dissimilar; then Judaism and Islam; then Christianity and Islam. What, in brief, do you conclude from this exercise?
Length: 600 words. Due Date: 9:30 a.m., Dec. 18 (at same time as final exam). Late papers not accepted.

Nature of Internet Assignment: Describe and briefly evaluate two kinds of religion sites on the World Wide Web-
a) A scholarly or interfaith site (I'll provide a list of suggestions.)
b) A denominational site from a tradition other than your own or your parents'
Length: 300 words. Due Date: Dec. 2. Late papers not accepted.
Class Participation: There is no grade as such for asking questions or responding to mine. However, students who consistently participate will be given the benefit of the doubt if their final grade is, for example, hovering between an "A" and a "B." I also welcome email questions or comments about the class.

Attendance and Classroom Conduct: People who don't come to class regularly almost always do poorly in this course. Moreover, there will be exam questions based on class discussions and videos. So attendance is important and expected at all class meetings. I also ask students to come to class on time and stay until the end unless they are ill. Please refrain from talking, as it is very distracting to other students and to me. Finally, please turn off cell phones and pagers before class. Thank you.

Policy on Dishonesty: Cheating and plagiarism are not acceptable, and campus policies on these practices will be enforced.

WEEKLY SCHEDULE:

Week of Aug. 26-30: Course Introduction, Early Hinduism
1. Methods for the Comparative Study of Religion
2. Issues in Studying Religion Academically (small-group discussions: 8/26)
3. African Indigenous Religions (Dr. Taryor, 8/28)
4. The Aryan Invasions and the Development of Vedic Religion
5. Philosophical Hinduism: Brahman and Atman, Karma and Moksha
Reading Assignment: textbook, pp. 6-13, 125-33

Week of Sept. 2-6: Classical Hinduism
No Class on Sept. 2-Labor Day
1. Philosophical Hinduism (contin.)
2. The Upanishads (small-group discussions, 9/4)

Week of Sept. 9-13: Modern Hinduism
1. The Caste System; Hindu Holidays and Customs
2. Gandhi and the Non-Violent Struggle for Indian Independence
3. Reflections on 9/11/01 (class discussion, 9/11/02)
Reading: pp. 156-61
Week of Sept. 16-20: Early Buddhism, Theravada Buddhism
1. HINDUISM EXAM (9/16)
2. The Life of Siddhartha Gautama, the Buddha
3. Basic Doctrine: Four Noble Truths and Eightfold Path
4. Development of the Sangha, the Monastic Order
5. Parting of the Ways: Theravada and Mahayana Buddhism

Reading: pp. 163-75

Week of Sept. 23-27: Mahayana Buddhism
1. The Spread of Buddhism to Tibet, China, Korea and Japan
2. The Bodhisattva, Ideal of Mahayana Buddhism (small-group discussions of Buddhist parables, 9/25)
3. Tibetan Buddhism and the Dalai Lama (excerpts from video on D. Lama, 9/25)
4. Video: "Becoming a Monk" (9/27)
5. Introduction to Zen Buddhism

Week of Sept. 30-Oct. 4: Contemporary Buddhism
1. Guest Lecture by Dr. Deborah Barrett: Zen as a Way of Life (9/30)
2. Pure Land Buddhism in Japan
3. Video: "Becoming the Buddha in LA" (10/2)
4. Buddhist Festivals and Customs; U.S. Buddhist Communities (10/4)
5. Exam review questions handed out (10/4)

Reading: pp. 190-97

Week of Oct. 7-11: Judaism-From Ancient Israel to the Fall of the Second Temple
1. BUDDHISM EXAM (10/7)
2. Abraham and the Patriarchal Traditions
3. Moses and the Exodus
4. The Biblical Flood Account (small-group discussions, 10/9)
5. The Prophetic Movement
6. Formation of the Hebrew Bible

Reading: pp. 15-27

Week of Oct. 14-18: Judaism-Rabbinical and Medieval Periods
First Paper due
1. Rabbinical Judaism and the Talmud
2. The Rise of anti-Semitism in Europe
3. Jewish Emancipation in the 18th and 19th Centuries
4. Video: "Roots and Wings-A Jewish Congregation" (10/18)
5. Modern anti-Semitism & the Holocaust (Shoah)

Reading: pp. 28-43
Week of Oct. 21-25: Contemporary Judaism
1. Zionism and the Founding of the State of Israel
2. Judaism in America and Its Main Divisions
3. Jewish Holidays and Customs
4. Women in the Jewish Tradition: Guest Lecture (10/23)
5. Exam review questions handed out (10/25)
Reading: pp. 44-51

Week of Oct. 28-Nov. 1: Christian Origins
1. JUDAISM EXAM (10/28)
2. The Career and Teachings of Jesus of Nazareth, the Christ
3. The Formation of the New Testament
4. Jesus Cures a Possessed Man (Mark 5.1-20; small-group discussion, 11/1)
5. Paul and the Development of Gentile Christianity
Reading: pp. 53-59

Week of Nov. 4-8: Divisions in the Christian Family
1. Conflicts concerning the Nature of Jesus Christ
2. The Development of the Papacy
3. The "Schism" of Christianity into the Eastern (Orthodox) and Western (Roman Catholic) Churches
4. The Reformation-the Division of the Western Church into Roman Catholic and Protestant Branches
   (Martin Luther and John Calvin) (Dr. Taryor, 11/8)
Reading: pp. 60-73

Week of Nov. 11-15: Contemporary Christianity
1. The Roman Catholic Counter-Reformation and the Impact of Three Church Councils: Trent, Vatican I and Vatican II
2. The "Crazy Quilt" of American Christianity
3. Christian Holidays and Customs
4. The Role of Mary in Catholic Christianity; Video: "Marian Devotion in the Philippines" (11/15)
5. Exam review questions handed out (11/15)
Reading: pp. 74-87

Week of Nov. 18-22: The Birth and Spread of Islam
1. CHRISTIANITY EXAM (11/18)
2. The Call and Career of Muhammad, the Prophet
3. The Rapid Spread of Islam
4. The Dispute over the Caliphate and the Emergence of Sunni and Shi'i Islam Reading: pp. 89-99

Week of Nov. 25-29: No Classes
Week of Dec. 2-6: Key Islamic Teachings

**Internet Assignment due**
1. The Qur'an, the Actual Word of Allah
2. Jesus in the Qur'an (small-group discussions, 12/2)
3. Video: "The Hajji" (pilgrimage to Mecca) (12/4)
4. Islam: From Medieval Splendor to Colonial Domination
5. Islam in America and Africa (Dr. Taryor, 12/6)

Reading: pp. 100-11

Week of Dec. 9-13: Contemporary Islam
1. The Revival of Islam in the Modern World
2. Guest Lecture by Fariba Taghavi: "Muslim Women-Conservative and Liberal Perspectives" (12/9)
3. The Five Pillars, Muslim Customs and Holidays
4. Video: "Islam in America" (12/11)
5. Exam review questions handed out (12/13)

Reading: pp. 112-23

Dec. 18: (1) ISLAM EXAM (9:30-10:30 a.m.) *Note: This exam is only on Islam and is not a comprehensive final.* (2) Submit second short paper at 9:30 before start of exam.

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Secondary Education Courses

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Appendix 11.1
The Teaching Experience
[EdSc 310]

CALIFORNIA STATE UNIVERSITY, FULLERTON
DEPARTMENT OF SECONDARY EDUCATION

ED-SEC 310: The Teaching Experience: Participation (3 units)

Instructor: Helen Parcell Taylor, Ph.D.
Office: EC 524
Phone/E Mail: 714 278-3391 htaylor@fullerton.edu

TWTH 7-9:45 June 3,4,5,10,11,12,30,July 1,2,3
Office Hours: TWTH 6-7
and by appointment

Please inform the instructor during the first week of classes about any
disability or special needs that you have that may require specific arrangements
related to attending the class sessions, carrying out class assignments, or
writing papers or examinations. According to the California State University
Policy, students with disabilities need to document their disabilities at the
Disabled Student Services Office.

CSUF CONCEPTUAL FRAMEWORK

The University
Learning is preeminent at California State University, Fullerton (CSUF). We aspire to combine the best qualities of teaching and research
universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge. The inherent purpose of
the University is to extend, refine, and diffuse knowledge.

The Students
The quality of the educator is the most critical variable in education. It is our central premise that educators possess a wide constellation
of knowledge and skills. These include knowledge of the subject taught, understanding of development and learning, pedagogical skills
in communicating knowledge, and awareness of the social and political contexts of schools. Educators must also possess a commitment
to lifelong learning, respect for all individuals enriched by an understanding of culture and diversity, and a professional commitment to
working collaboratively with other professionals to provide the highest quality education to a diverse, multi cultural population.

The Faculty
The faculty at CSUF is committed to excellence in teaching and demonstrates the highest standards of ethical practice. Our faculty
model interactive, dynamic teaching and inquiry that promote reflective practice based on sound research and theory coupled with real
world problems.

The Community
At CSUF, learning expands beyond the classroom to include partnerships within the community.

PHILOSOPHY OF HDCS
We believe that knowledge is evolving and socially constructed and that learning is produced through an interaction of different
perspectives that enable students to connect their education to their own experience. Thus, in our educational practice we aim to:

- create classroom communities where learning is interactive and dynamic;
- engage in reflective teaching and learning that draws attention to the process through which knowledge is produced as well as
  the content to be learned;
- give voice to the perspectives and experiences of all our students;
- model various approaches to knowledge construction and learning for our students;
- enable students to understand the implications for their practice of differences and similarities related to culture, ethnicity,
  race, gender, age, ableness, and economic status;
- expand learning beyond the classroom to broader societal and institutional contexts where students will engaged in their
  practice; and
- empower students to shape communities that are more humane.

California Standards for the Teaching Profession
The Master of Science in Secondary Education is aligned with the California Standards for the Teaching Profession and
Teaching Performance Expectations, designed to prompt reflection about student learning and teaching practice and
guide, monitor, and assess the progress of a teacher's practice toward professional goals and professionally-accepted
benchmarks. The Standards and Expectations address the diversity of students and teachers in California schools today,
and reflect a holistic, developmental view of teaching. Thirteen expectations are organized under six standards that are
divided into interrelated categories of teaching practice:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student learning
- Planning Instruction and Designing Learning Experiences for All Students
Catalog Description 310 The Teaching Experience: Participation (3)  
Active participation in public school classrooms. Two hours of fieldwork and two hours of seminar. Seminar assists students in the analysis of the fieldwork experiences; addresses philosophical, social, and historical foundations of education; and aids the student with the initial development of a Teaching Portfolio. May be repeated with the consent of the instructor. Credit/no credit. Only. A "B" or better is required to receive a grade of credit. Prerequisites: None.

Course Objectives
The overall objective of The Teaching Experience: Participation is to provide students with an overview of teaching as a profession. Through observations, readings, and open-ended inquiry students will reflect on various topics/issues as they gain a comprehensive view of present day education. Major emphasis will be placed on allowing students to clarify their own reasons for wanting to teach, identifying their attitudes about teaching and to identify their personal goals for their own teaching careers.

During the course the students will:
1. explore various teaching experiences;
2. clarify their own reasons for wanting to teach;
3. identify their attitudes about teaching;
4. describe their skills suitable for the teaching profession;
5. establish their goals for their own teaching careers;
6. create a personal plan for their preparation for teaching;
7. discuss effective teaching and its relationship to instruction of English learners;
8. describe ways in which schools have been organized in the past, are organized at the present time, and will be restructured in the future;
9. observe the teaching of English learners (EL), reading, and special populations in school settings;
10. participate in educational processes within a classroom;
11. report on observations of seminar topics and experiences in the classrooms;
12. identify and discuss current issues in education; and
13. begin the construction of a professional teaching portfolio.

Course Textbooks and Materials
SECOND TO NONE, State Department of Education.
AIMING HIGH, State Department of Education.
Notebook (2-3 inch) for class material, standards, handbook, etc.
Notebook and plastic cover sheets for Portfolio (suggest CSUF notebook).
Single Subject Credential Handbook (On line): http://hdcs.fullerton.edu/SecEd/STHandbook/index.htm

MINIMUM COMPUTING REQUIREMENTS
Hardware
Pentium 166 MHz computer
32MB RAM
Modem-56K is the minimum but DSL or cable modem is recommended.
Software
Windows 95/98NT/2000/Windows Me/Windows XP
Internet Access (an Internet Service Provider)
E-mail account
Internet browser – Internet Explorer 5.0 or higher - not Netscape.
Do not use proprietary browsers such as AOL or EarthLink.

Note: Hotmail, Yahoo! and other free e-mail users need to be aware of the number of messages in their boxes to avoid error messages. XP users need to be aware of hardware requirements need in order to run the software.
COURSE WEB SITE

To access course content on Blackboard, create an account and enroll in the class at www.blackboard.fullerton.edu. If you need blackboard assistance, go to http://blackboard.fullerton.edu/support.htm. The course identification is EDSC310TAYLORSP03.

Academic Dishonesty (excerpted from UPS 300.021)
Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill, which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, http://www.fullerton.edu/senate/.

Student Responsibilities and Grading System
This course is graded on a Credit/No Credit basis. Cases of academic dishonesty will be dealt with in accordance with procedures established by university policy as described in the class schedule and in the university catalogue. The standard for credit is equivalent to the grade of "B" or better. To earn credit, students must successfully complete all the responsibilities listed on the grade sheet attached. Students must attend and participate in all classes. If you must miss a class (limit 1), you may make it up by completing an additional school site visit reported approved by the instructor. Number it fieldwork report number 4.

To earn credit, students must successfully complete all the responsibilities listed below:
1. participation during instruction/discussion in class;
2. completion of all readings for date assigned;
3. participation in the class group topic presentation;
4. completion of 30 hours of fieldwork observations including ELL students and special populations with evidence of completion provided by field site individuals (20 hours at one site for continuity and 10 hours in various sites/activities for diversity);
5. completion of one written report of a school board meeting;
6. completion of three (3) fieldwork reports;
7. completion of four (4) written logs (short written reports);
8. completion of Introduction to English Learners Internet Activity;
9. attendance at all class sessions (more than one class absence will result in a grade of NC);
10. completion of a paper (1-2 pages) outline “My Philosophy of Education”; and a
11. beginning a professional teaching portfolio.

Fieldwork and Written Assignments
(See individual sheet detailing requirements for the three fieldwork reports, one report on a school board meeting, the four log entries, the philosophy of education paper, the portfolio, and grading sheet.)

Policy: All fieldwork must be completed on time and submitted at the beginning of the class session it is due. All written reports will be reduced one letter grade for each day late. Weekend days and non meeting days will be counted. All assignments must be completed for credit.

FIELDWORK ASSIGNMENTS

Description of Field Work Expectations
Fieldwork totaling 30 hours is required in this course. Students must spend the equivalent of 20 hours in one site for a sense of continuity observing in a public school and receive a “satisfactory” evaluation by a field site supervisor. Your field site supervisor must verify your fieldwork experience and give you a satisfactory evaluation. Hand in the letter verifying your satisfactory completion of this assignment when completed but not later than the last day of class. In addition, 10 hours of fieldwork for variety must be completed with a combination of:

1. 2-hour visits to other school sites (nearby junior highs and/or continuation high schools);
2. attendance at a school board meeting (required);
3. attendance at a school activity (sports event, school dance, choir recital, etc.)
4. attendance of a staff development meeting/workshop; and/or
5. attendance at conferences of educational organizations.

Students should try to observe in as many varying situations as possible, such as junior high school, senior high school, and continuation school. Students must keep a record of places and times observed (date, time period, school district, school, classroom/subject, grade level, number of students, teacher) and have the observations verified with signatures of field site personnel. Students will obtain a verification form from the class instructor.

Requirements

Three requirements are necessary before you begin your fieldwork:

1. Students must have been immunized for measles and rubella and be able to show evidence to school district personnel.
2. Students must have a current TB Clearance through a skin test be able to show evidence to school district personnel.
3. Students must complete and submit the "Hold Harmless" form given to them by the class instructor.

Arranging Field Visits

Select a school site in an area that interests you. We strongly recommend that you select a school site in the Anaheim, Fullerton, or Placentia/Yorba Linda school districts where you will be placed in a Professional Development District for your first semester in the program. Call the school and make arrangements to meet with the person in charge of students requesting observation (usually the assistant principal). Take the letter of introduction given to you by the instructor in the course when you go to your school site. Begin spending time at your field site when you have made the arrangements.

Gathering Information

During your fieldwork visits, talk with as many of the following people to gather information regarding their experiences.

1. administrators, counselors, school nurses
2. veteran teachers and new teachers
3. a successful student
4. one parent of a successful student
5. a failing student
6. one parent of a failing student
7. an English Language Learner (ELL)
8. one parent of the ELL student
9. a special population student
o. a parent of a special population student
p. a student having reading problem
q. a parent of a student having a reading problem
r. staff members (janitor, secretary, etc.)

Note their reactions to the school and to the topics/issues in the course readings and discussions. Note their views on any problems or strengths you see in the school.

**Visit the Community**

After you begin your school site fieldwork, tour the school's neighborhood to learn:

1. Where do students gather before and after school?
2. Is there an accessible public library?
3. What services does that library provide for the students?
4. What kind of housing makes up the school service area?
5. Are there recreational services available to the students (clubs, parks, youth organizations)?
6. Do you see indications of anything that would make school difficult for students (poverty, drugs, crime, violence, too much wealth, distractions, etc.)?

This experience should be included in writing Log 2.

**Written Fieldwork Reports**

Students must complete three short written reports on their field observations (2-3 pages, typewritten, double-spaced), which contain factual information about their observations, personal reactions/thoughts/feelings about what has been observed, and references to related topics/issues in the course textbooks and discussions. These may be reports on a combination of 2-hour visits to school sites (2-3 visits); attendance at one school activity (sports event, school dance, choir recital, etc.); attendance at a staff development meeting; and/or attendance at one presentation at a conference of an educational organization. Try to spend at least two hours at each site when you visit and write a report on your experience/observations. The reports should contain all three of the areas below:

1. factual information about your experiences and observations including teaching of: (1) ELL students including what accommodations were made and strategies used for English learners in the general education and English Language Development classrooms you observed; (2) special populations including what accommodations were made and strategies used for special education and gifted and talented students in the general education and GATE, AP, Honors, or IB classrooms you observed; and (3) reading classes observed including what accommodations were made and teaching strategies used for struggling readers in the general education and reading classrooms you observed;
2. personal reactions (thoughts/feelings) about what has been experienced/observed; and
3. specific references to related topics/issues in the course readings and discussions.
4. correlate to the Teaching Performance Expectations.

Text references need to be endnoted; a minimum of one text reference per paper. The due dates for these field work reports are listed on the course calendar.

Be sure that you have the following information in your reports (you may use these as headings and side headings if you wish):
1. Date, time (____ to____), school district, school, grade level, subject, number of students, 
identification of teacher/supervisor as Mr./Mrs./Ms. A, and specific facts on the observation.
2. Brief description of the school site and classroom or activity setting.
3. **Brief profile of the students** (honors, advanced placement, special populations, gender 
balance, English Language Learners, with observations/reflections as to how the needs of 
these students are addressed.
4. Description of the activities (who did what).
5. Student materials and teaching aids used.
6. Teaching strategies **(including reading)** used by the teacher/supervisor.
7. Strengths and weaknesses of this educational experience for the students.
   *Also take into consideration the following:*
8. Differences between this site and your permanent fieldwork site (if different from permanent site).
9. Your own reactions to this experience in light of your own goals/preferences for your future 
teaching career.

**One Written Report on a School Board Meeting**

Students must attend one school board meeting. Before the meeting, it is a good idea to read the local 
newspaper to find out what has been happening in that community. Students should also read Chapter 9 
in the Ryan and Cooper textbook before attending the school board meeting. Students must obtain a copy 
of the agenda for the meeting and attach it to their written report. They should take notes on the 
processes of the meeting and on the content discussed. The written report of the observations (3-5 
pages, typewritten, double-spaced) must include comments on:

1. Who holds leadership roles and how are these expressed?
2. What issues are important in this school district?
3. What decisions are debated in public and which are not?
4. What groups are active in the school district?
5. What other observations were made? Details are necessary here as well as links to the course 
   readings (**at least one text references on this written report also**).

**Four Written Log Entries**

Students in the course will complete four log entries focusing on various topics during the semester. 
These are short written assignments of two pages (typewritten, double-spaced) with factual and reactions 
and reflections on the topic (students' thoughts and feelings about the topic). Each log must have specific 
references (at least one per log) to the course readings in the text. Course readings appropriate to the log 
topic are assigned and covered in class meetings before the day the log is due, generally the previous 
class. Logs must be submitted on the due date listed in the course outline. **All logs must have at least 
one text reference.** The log topics are the following:

**Log 1** Your reasons for considering teaching as your career including goals and expectations of this 
course, CSUF program, and teaching.

**Log 2** Social context of schooling (description of the geographic location of a school site observation, 
neighborhood, housing, population make-up, socioeconomic levels, student characteristics).

**Log 3** The teachers at a school site observation (description of age, years of service, 
philosophies/ideologies, attitudes, level of competencies/skills). Note the teaching strategies, 
discipline techniques and classroom management skills of the teachers observed.

**Log 4** Reprise: Your goals for a teaching career (any changes, considerations, specifications due to the 
experiences during the course).

**Philosophy of Education (yours)**
This should be a one to two-page paper double-spaced outlining your philosophy of education. Do not write this paper until we have covered philosophy in class and had time to absorb some of your observing. We will discuss philosophy in class (including the philosophy of the Secondary Education Cooperative Teacher Education Program (SECTEP) and examine some philosophies of local school districts. This is an important paper that should be retained and modified as you progress in the program and presented in your professional teaching portfolio upon completion of the program. You will add to this paper in your methods course (442) your philosophy of your particular subject area (for example, Philosophy of Business Education for business education student teachers).

**Group Topic Presentation**

Each student will contribute to and participate in a Group Presentation related to a current issue in Secondary Education. Groups will be formed in class and a list of topics will be made available for selection to students. The presentation should last 20 minutes to one-half hour. DO NOT LECTURE. Gather information, reach consensus on what the most important points are and plan interesting ways to putting over those points. Use media, guests (including students), demonstrations, group involvement, etc., whatever does the job best. Share responsibilities and include each group member in the group. (If anyone is not participating, let the instructor know when the group knows. Successful participation is required to pass the course.)

At your first meeting:

1. Elect a Chairperson and a Recorder. The chair is the key person for group members to contact to give and get information and will be the contact person for the instructor to get information to the group and/or get information. The recorder will keep written records of each group meeting, including date, time, place, length of meeting, names of those present and what happened. The Recorder will provide a written detailed plan for the presentation plus a list of what each group member contributed to the presentation (each member may want to list his/her contributions, research, etc. and give the list to the Recorder who will hand them all in together) before the presentation begins at the assigned class session.

2. Exchange phone numbers. Get to know each other. Share what you know, think and feel about the topic.

3. Set tasks and a time to meet again.

4. The Recorder gives the instructor a report of all the above information, 1-3.

Groups will have class time for some of the above tasks the first two weeks in class. Groups should delegate tasks, plan to meet during the interim, and finalize the plan for putting the report together. Groups will be graded by other class groups and the instructor following the "Evaluation of Class Presentation" contained with your handout materials to this class.

The Group should:

1. Plan for the presentation.
2. Each group member contributes in the planning.
3. Each group member contributes in the presentation.
4. Use visual aids and effective teaching methods.
5. Handouts (if appropriate) are great for the audience.
6. Conduct a discussion following the presentation with the audience.

**Professional Teaching Portfolio (beginning one)**

We will assemble all of the above materials (fieldwork reports, logs, philosophy, group report, etc.) into a
binder (preferably CSUF) the last week of class to begin your professional teaching portfolio. The instructor will introduce you to portfolios and give you instructions for completing the portfolio (Semesters I and II in the program) including a sample portfolio outline and sample portfolio.
GRADE SHEET
ED SEC - 310 THE TEACHING EXPERIENCE: PARTICIPATION

GRADE SHEET FOR: ____________________________________________
(NAME)                       (SSN) last four digits only

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Your Possible</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIELDWORK REPORTS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2-3 pages, double-spaced, typed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fieldwork Report 1</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fieldwork Report 2</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fieldwork Report 3</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Board Meeting Written Report</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LOGS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2 pages, double-spaced, typed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log 1 - Reason for Teaching</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log 2 - Observation of Teaching</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log 3 - Social Context of School</td>
<td>50</td>
<td></td>
<td></td>
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<tr>
<td>Log 4 - Goals for Teaching</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your Philosophy of Education</td>
<td>150</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verification of Fieldwork</td>
<td>250</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Presentation</td>
<td>150</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Teaching Portfolio</td>
<td>100</td>
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<tr>
<td><strong>TOTAL POINTS EARNED</strong></td>
<td>1250</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GRADE

GRADING SCALE:
A = 90% of 1250 = 1125
B = 80% of 1250 = 1000

NOTE: ALL OF THE ABOVE ARE REQUIRED FOR CREDIT!

INSTRUCTIONS: Hand in this sheet completed the last day of class. All points will be verified with the instructor’s points. If you wish to have a copy of this sheet including your grade, please attach a self-addressed, stamped envelope. You may check your grade at any point by adding the total points possible as of that date and computing the percentage.
Appendix 11.2
Social Studies & Computers
[EdSc 407]

DEPARTMENT OF SECONDARY EDUCATION
COURSE EDSC 407: Title COMPUTERS & SOCIAL STUDIES

Instructor: Constance Castro      Days: Thursdays
Office: EC 31        Time: 4:00-6:60/7:00-9:50
Hours: Thursday 3:00-4:00      Phone/E-mail: 909-399-5827/ccastro@fullerton.edu
5827/ccastro@fullerton.edu

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• Engaging and Supporting All Students in Learning
• Creating and Maintaining Effective Environments for Student Learning
• Understanding and Organizing Subject Matter for Student learning
• Planning Instruction and Designing Learning Experiences for All Students
• Assessing Student Learning
• Developing as a Professional Educator

COURSE DESCRIPTION FROM THE CATALOGUE
Provides the social studies teacher with skills to utilize computer technology. Covers social studies applications in word processing, spreadsheet, database, simulations, graphics, modems and laser disc interfaces. Meets state computer requirements for the Social Studies Single Subject preliminary credential.

REQUIRED TEXT: Intel Teach to the Future

GRADING POLICY FOR THE COURSE
Projects 50%
In Class activities* 30%
Quizzes 20%

Late work will receive a 10% reduction in points for each day late

*In-Class assignments cannot be made up for credit

MATERIAL TO BE COVERED

Session 1
Course overview
Set up TeacherWeb site

Session 2
Intel Portfolio folder set up
Planning your unit
Essential and unit questions
PowerPoint instruction

Session 3
Copyright policy
Creating Works cited documents
Using Directories and Search Engines
Locating Social Studies Internet Resources

Session 4
Creating a Social Studies Multimedia Presentation

Session 5
Microsoft Publisher Instruction
Creating a Publication focusing on Social Studies unit question

Session 6
Databases
Creating a databases for Social Science project

Session 7
Databases/Filtering data

Session 8
Spreadsheets
Charting Social Science data with spreadsheets

Session 9
Spreadsheet formulas
Creating gradebooks with spreadsheets

Session 10
Webquests for Social Science
Exploration of quality Social Science webquests

Session 11
Design and begin Webquest for Social Science

Session 12
Social Science links for Webquest project

Session 13
Additional Social Science Webquest resources

Session 14
Designing a rubric for Webquest project

Session 15
Social Studies Webquest presentations

Session 16
Assembling your Social Studies Unit Portfolio

Session 17
Final Intel Unit Plan Presentations

ASSIGNMENTS:
TeacherWeb site
Social Science Unit Portfolio
Social Science Webquest
UNIVERSITY ACADEMIC DISHONESTY POLICY

Academic Dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he or she does not possess. Cheating is the act of obtaining or attempting to obtain credit for work by the use of any dishonest, fraudulent, or unauthorized means. Plagiarism is the act of taking the specific substance of another and offering it as one's own without giving credit to the source. An instructor who believes that an act of academic dishonesty has occurred is obligated to discuss the matter with the student involved. The instructor should possess reasonable evidence, such as documents or personal observation. An instructor who is convinced by the evidence that a student is guilty of academic dishonesty shall (1) assign an appropriate academic penalty; and (2) report to the student involved, to the department chair, and to the vice president for student affairs the alleged incident and make recommendations for action. See the CSU Fullerton Catalog for further details.
Appendix 11.3
Social Studies Methods
[EdSc 442S]

California State University,
Fullerton
Department of Secondary Education

Social Studies Teaching Methods
for Grades 6-12 Students
EDSEC 442S (Section 1,C,J) CR/NC -- Spr, 2003

Tuesday: 1600-1845 hours
Location: ETC 152
Credit: 3 Units
First Class: 4 February 2003
Last Class: 20 May 2003

Examinations:
Midterm: 8 April 2002 (Week 10)
Final: 27 May 2003

Ron H. Pahl, Ph.D.
Office EC 522
Tele: 714-278-3808 (M)
E-Mail ronpahl@juno.com

Textbooks
California State Department of Education. History-Social Science Framework for California Public Schools Kindergarten through Grade Twelve. Sacramento: 1988 (required)

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enable students to understanding the implications for their practice of differences and similarities related to culture, ethnicity, race,
gender, age, ableness, and economic status; expand learning beyond the classroom to the broader societal and institutional contexts where students will engaged in their practice; and empower students to shape communities that are more humane.

DEPARTMENT OF SECONDARY EDUCATION

The Single Subject Credential Program is aligned with the California Standards for the Teaching Profession. These Standards are designed to prompt reflection about student learning and teaching practice and guide, monitor, and assess the progress of a teacher's practice toward professional goals and professionally-accepted benchmarks. The Standards address the diversity of students and teachers in California schools today, and they reflect a holistic, developmental view of teaching. The six standards are based on current research and organized around six interrelated categories of teaching practice:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

COURSE DESCRIPTION FROM THE CATALOGUE

EDSC 442S (3 Units) Teaching (Subject Matter) in the Secondary Schools
Prerequisite: Admission to teacher education. Strategies and techniques for teaching a specified subject in the secondary school. Required before student teaching in the specified single subject credential area. Credit/No credit only.

Goals and Objectives of the EdSc442s

1.0 Empower each prospective teacher with the means necessary to facilitate the maturation of responsible, decision making citizens in a more humane society in the future.

2.0 Develop each teacher candidate into the best possible social studies teacher by
   2.1 Analyzing the critical issues in Social Studies education, decide on appropriate solutions, and acting dynamically to implement these solutions.
   2.2 Utilizing open-ended inquiry techniques to analyze these critical issues.
   2.3 Critically reflect on these issues through a variety of perspectives and personal experiences.
   2.4 Applying a variety of instructional techniques appropriate to different learning styles.
   2.5 Empathize with the divergent student populations in class and modify instruction to meet the needs of these populations.
   2.6 Regularly review the short term and long term goals of each lesson in terms of both personal and societal needs.

3.0 Give prospective teachers a conceptual framework to develop an effective social studies learning environment composed of the following:
   3.1 A fundamental understanding of current learning theory
   3.2 A background in understanding student motivation
   3.3 A hands-on understanding of the current California History/Social Science Framework
   3.4 A status report on the major instructional concerns of the major disciplines of social studies: history, geography, government and economics
3.5 A hands-on look at the current changes in technology affecting social studies instruction
3.6 An examination of the major issues facing social studies instruction today

4.0 Provide teacher candidates with their own classroom survival kit composed of the following:
4.1 A conceptual framework from which to teach social studies
4.2 A tool kit to plan and organize social studies courses
4.3 A maintenance tool kit to set up a social studies class and keep it going
4.4 A set of disciplinary tools to keep a class in order
   (Develop a formal written discipline policy and stick with it)
4.5 A full range of exemplary lessons for future patterning.
4.6 A study skills framework to assist student studying (Most students do not know how to
   study -- give them the study skills framework to assist their studying).
4.7 A kit bag of motivational tools.
4.8 A range of assessment tools to measure student learning.
4.9 A wide range of sources from which to acquire social studies material for classroom use.
4.10 A built-in social studies consultant, promoter, and job reference.

Disabilities: Please inform the instructor during the first week of classes about any disability or special needs that you
have that may require special arrangement related to attending the class sessions, carrying out class assignments, or
writing papers or examinations. According to the California State University Policy, students with disabilities need to
document their disabilities at the Disabled Student Services Office.

Assignments by Weekly Due Date:

Week 1 (4 February): Why Social Studies?
No individual or team assignments.

Week 2 (11 February): How are Lessons and Units of Instruction Designed?
Individual Assignment:
1. Read Cordero & Kintisch (C&K) Introduction and Chapter One.
2. Pick any C&K project and present it to the class. (A1-- 10 pts).

Week 3 (18 February): How can social inquiry and conceptual thinking be taught?
Individual Assignments:

TPE F – 12 Developing the obligations of a professional educator
PS8Bc Analytical Skills – History Chain
SSF Chronological thinking

TPE F – 13 Professional Growth
PS8Bc Multiple Views – Apples
SSF 12.3 Economic Points of View

TPE C Student Learning
4 – Accessible Content
5 – Student Engagement
6 – Developmentally appropriate practices
PS8Bc Case Study – July 4 1776
SSF 8.1 American Republic
1. Write a SQA (Search, Question, Answer) for a classroom text (A2 -- 10 pts).

2. **Start planning for six week lesson plan.**

   Team Assignment: Engles present and Ruggs critique: Introduce and develop a major Social Studies generalization based on C&K (50 pts).

**Week 4** (25 February): How can higher level thinking and questioning be taught?

   **Individual Assignments:**
   1. Using an idea from C&K develop a Hunter style lesson to teach a major History concept (A3 -- 10 pts).
   2. **Write a paragraph describing your six week lesson plan** (A4 - 10 pts.).

   **Team Assignment:** Ruggs present and Tabas critique: Based on ideas gained from C&K Chapter 3, demonstrate innovative use of questioning (50 pts.).

**Week 5** (4 March): How are social studies skills taught?

   **Individual Assignments:**
   1. With ideas from C&K, pick one major social studies concept and use the problem solving method to analyze it (A5 -- 10 pts.).
   2. Using the same social studies problem, develop a set of questions utilizing De Bono's lateral six hat thinking techniques (A6 -- 10 pts.).

   **Team Assignment:** Tabas present and Shavers critique: Using C&K, develop and present an action packed presentation of social studies skills (50 pts.).

**Week 6** (11 March): What social studies resources are available?

   **Individual Assignments:** (Hand out photo-aids for next week)
   1. Using ideas from C&K chapter 6 develop a short formal geography lesson which incorporates all seven of Howard Gardner's multiple intelligences (A7 -- 10 pts.).
   2. Utilize a decision making tree to study a major government problem (A8 -- 10 pts)
   3. **Write a two page outline of your six week
**lesson package** (A9 -- 10 pts.).
Team Assignment: Shavers present and Newmanns critique: Using ideas from C&K develop and present a simply smashing utilization of social studies resources. (Make sure to see Dr. P. for help) (50 pts)

**Week 7** (18 March): How should social issues be taught? (include jurisprudential)
Individual Assignments:

1. Using a historical photo-aid, detail the content of the photo; classify the information contained in the photo; state inferences contained in photo; write a short skit based on these inferences (A10 -- 10 pts.).
Team Assignment: Newmanns present and Engles critique: Using ideas from C&K, dramatize, map and analyze a major news issue (50 pts).

**Week 8** (25 March): How should Geography be taught? (also framework)
Individual Assignments:

1. Create a one page news analysis format utilizing jurisprudential inquiry techniques (Turn in a blank copy of it) and analyze one news article utilizing this format -- be sure to staple your article to your format (A11 -- 10 pts.).
2. **Turn in your detailed first week set of lesson plans** (A12 -- 10 pts.).
Team Assignment: Engles present and Tabas critique: With ideas from C&K, make the class worldly in our understanding of geography (50 pts).

**Week 9** (1 April): **Bunny Week** – No class!
**Week 10** (8 April): **Midterm** 200 points (no presentations or assignments).
   -- Team Study is recommended –

**Week 11** (15 April): How should world history be taught? (hand outside resources list)
Individual Assignments:

1. Create a magnificent historical bumper sticker (A13 - 10 pts.).
2. Compare one issue in world history between one textbook and one scholarly article. What are the similarities and differences between these sources and the implication of these differences on education for citizenship decision-making (A14 -- 10 pts.).

Team Assignment: Ruggs present and Shavers critique: Using the creative ideas in C&K trace the historical antecedents of a current world problem (50 pts).

**Week 12** (22 April): How should US History be taught?
Individual assignments:

1. *Turn in your second full week of detailed lesson plans* (A15 -- 10 pts.).

Team Assignment: Tabas present and Newmanns critique: Using C&K Chapter 9 ideas, give the historical background of a major US problem (50 pts).

**Week 13** (29 April): Field trip to visit a top Social Studies teacher (no team presentations)
Individual Assignments:

1. List ten things you picked up from this outstanding teacher and you plan to use in the classroom. (A16 – 10 pts)).

**Week 14** (6 May): No formal class: Micro
teaching (no team presentations)
Individual Assignment:
1. Develop and present a formal 10 to 15 minute lesson on videotape using ideas from C&K chapter 12 (A17 -- 10 pts).
2. Turn in your third detailed week of lesson plans (A18 -- 10 pts.).

**Week 15** (13 May): How should government and economics be taught?
Individual Assignments:

1. Using creative ideas from C&K chapter 13, develop a formal government or economics lesson plan which is cross-disciplinary, incorporates all framework strands, and utilizes at least three types of media (A19 -- 10 pts.).
2. Take a single instance in a current event, describe it from five different viewpoints, and describe how it could be twisted ("spun" in current media talk) into propaganda (A20 -- 10 pts.).

Two team presentations:
1. Shavers present and Engles critique:
   Using creative ideas from C&K chapter 14, analyze in depth one of the current problems of our government (50 pts).
2. Newmanns present and Ruggs critique:
   Using creative ideas from C&K chapter 15, present to the class one or two key concepts which are central to a major economics problem (50 pts).

**Week 16** (20 May): How should students be prepared for Citizenship and be Evaluated?
Individual Assignment:
1. Turn in the remainder your full six weeks of detailed lesson plans (200 pts).
Team Assignments: None.
Week 17 (27 May): **Final Examination** (200 pts)

No individual or team presentations.

_Last day for late assignments._

Team Assignment Formats:

Five teams will make presentations throughout the term: the Engles (E), the Ruggs (R), the Tabas (T), the Shavers (S), and the Newmanns (N):

Each team presentation of approximately 15 minutes each should have the following criteria for a maximum of 50 points:

1. A formal written lesson plan detailed along one of the classroom models.
2. A lively and exciting opening motivational component.
3. A focus on a major historical problem or controversy.
4. Utilize a short skit or drama to illustrate the problem or controversy
5. A tie in of several state framework social studies strands
6. Be cross curricular with English, Art, Science etc.
7. Involve a variety of instructional techniques
8. Involve the class.
9. Have a summation activity or statement.
10. Have an evaluative component (written or oral).

Following each presentation a second team will be assigned to CRITIQUE by asking a minimum of one higher order or lateral question per member of the presenting team for 50 points per team member.

**Criteria for the Six Weekly Unit Plans:**

1. Each unit must be sequential to the previous one.
2. Overall goals must be stated for the six weekly units (a minimum of two per every weekly unit).
3. Specific objectives must accompany each weekly unit (a minimum of three per weekly unit).
4. Each weekly unit must have a Lesson Matrix cover sheet (Anne Arundel model).
   4.1 Key concept or topic covered.
   4.2 **Anticipatory set** (one per lesson) to tie student previous experience to the New Learning - critical.
   4.3 New Learning -- skit, read-a-round, slides, lecture
   4.4 Guided Practice -- Student Hands On Activity Attacking New Learning.
   4.5 Closure and Reinforcement of New Learning
   4.6 Means of assessing student learning.
Lesson plans within each unit must follow a five step plan.

Each weekly unit must be interdisciplinary and incorporate a minimum of two strands from the state framework.

Each weekly unit must be self-sustaining and classroom ready. This means if you need a reading or a map or chart, these must be included in each unit.

Creative ideas from C&K must be included.

Now breath deeply.
There is a lot of work ahead of you
A first year teacher has an awesome workload.
The assignments above are designed to gear you up to make that first year a little easier.
Push hard and put EVERYTHING discussed in class into your lesson plans and you can turn around and utilize EVERYTHING in the classroom next semester.

**Grading Key:**

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual assignments</td>
<td>200</td>
</tr>
<tr>
<td>Team assignments</td>
<td>200</td>
</tr>
<tr>
<td>Mid-term Examination</td>
<td>200</td>
</tr>
<tr>
<td>Final Examination</td>
<td>200</td>
</tr>
<tr>
<td>Six Weekly Unit Plans</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,000</strong></td>
</tr>
</tbody>
</table>

800 TOTAL POINTS ARE NEEDED FOR A CREDIT PASS IN THIS CLASS!

Go for it! I'm here to help you do it! Dr. P.

**UNIVERSITY ACADEMIC DISHONESTY POLICY**

**Academic Dishonesty**

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he or she does not possess. Cheating is the act of obtaining or attempting to obtain credit for work by the use of any dishonest, fraudulent, or unauthorized means. Plagiarism is the act of taking the specific substance of another and offering it as one’s own without giving credit to the source. An instructor who believes that an act of academic dishonesty has occurred is obligated to discuss the matter with the student involved. The instructor should possess reasonable evidence, such as documents or personal observation. An instructor who is convinced by the evidence that a student is guilty of academic dishonesty shall (1) assign an appropriate academic penalty; and (2) report to the student involved, to the department chair, and to the vice president for student affairs the alleged incident and make recommendations for action.
Appendix 12

Faculty Teaching & Assessment Survey

A12.1 Faculty Instructional Survey Instrument………286
A12.2 Summary and Conclusions of Survey………….. 288

Appendix 12.1

Faculty Instructional Survey Instrument

California State University Fullerton
History Social Science Subject Matter Preparation
[HSS SMPP] Program
Faculty Instructional Survey

286
Once every 10 years the State of California requires that our History and Social Science classes at CSUF – and across the state – be evaluated in terms of meeting the needs of the prospective teachers we put in schools in California. One of these requirements is that we submit to the state evidence of the variety of instructional practices conducted in our classrooms. Kindly mark an “x” next to each of the following instructional strategies you use in your classrooms throughout each semester and return it to your department’s HSS SMPP coordinator.

Many thanks. Ron Pahl, CSUF HSS SMPP Coordinator

Instructional Practices -- Mark and “x” next to each of the following instructional practices you use in your classrooms:

1. Lecture _____ 9. Simulations _____
4. Small group discussion _____ 12. Debates _____
5. Small group projects _____ 13. Dramatizations _____
7. Internet research _____ 15. Guest Speakers _____

HSS SMPP coordinators:
Nelson Woodard, History
Mike Steiner, American Studies
Mark Drayse, Geography
Mark Redhead, Political Science
Laura Greathouse, Anthro.
Chiarra Gratton, Economics
Isaac Cardenis, Chicano St.
Ron Pahl, EdSc & History Social Science
Appendix 12.2

Summary and Conclusions of Survey

The following are the tabulations of the History Social Science Faculty Survey:
1) The total number of the respondents was 48 [forty eight].

2) The responses for each category is as follows:
   1. Lecture          48  100%
   2. Videos           45  93.75%
   3. PowerPoint       20  41.67%
   4. Small group discussion 28  58.33%
   5. Small group projects 24  50.00%
   6. Reading assignments 48  100%
   7. Internet research  30  62.50%
   8. Poster projects   2   4.17%
   9. Simulations       7  14.57%
 10. Research papers   42  87.50%
 11. Oral presentations 40  83.33%
 12. Debates          13  27.08%
 13. Dramatizations   4   8.33%
 14. Interviews       12  25.00%
 15. Guest speakers   23  47.92%
 16. Community surveys 1   2.08%

Conclusions:
The History and Social Science faculty of Cal State Fullerton – while all continue to use traditional lecture, reading, and videos – also use a wide variety of instructional techniques in their classes.
## History Social Science Subject Matter Preparation Program
### Course Completion Worksheet

for 63 to 66 units or 21 to 22 three unit classes  
15 March 1995/rev 1999  

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>University</th>
<th>Approx. GPA</th>
</tr>
</thead>
</table>

### Core Coursework (36 semester units or 12 courses):

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Met</th>
<th>Units/Grade</th>
<th>Course Title</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. U.S. History (two courses)</td>
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<tr>
<td>US History &lt;1875</td>
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<tr>
<td>US History 1875</td>
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<tr>
<td>2. Citizenship &amp; Politics (two courses, one from &quot;a&quot; and one from &quot;b&quot;)</td>
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<tr>
<td>a. American Government</td>
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<tr>
<td>b. Any Political Science</td>
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<td>3. World Perspective (two courses)</td>
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<tr>
<td>World History &lt;1650</td>
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<tr>
<td>World History 1650</td>
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<td>4. Geography (two courses)</td>
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<td>World Geography</td>
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<td>US Geography</td>
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<td>5. Economics (two courses)</td>
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<tr>
<td>Micro Economics</td>
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<td>Macro Economics</td>
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<tr>
<td>6. Integrative study of California (one course)</td>
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<tr>
<td>California History</td>
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<td>7. Behavioral Social Sciences (any one)</td>
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<tr>
<td>Any Anthropology</td>
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<td>Any Psychology</td>
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<tr>
<td>Any Sociology</td>
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</table>

### Core Requirements:
- Units Completed
- Units to Take

(Note that NO course may meet the requirements in more than one category)

Turn over for page 2
<table>
<thead>
<tr>
<th>Breadth &amp; Perspective (27 to 30 units or 9 to 10 courses):</th>
<th>Met</th>
<th>Units/Grade</th>
<th>Course Title</th>
<th>Not Met</th>
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<tbody>
<tr>
<td>8. Social Science Theories &amp; Methods (at least one course—both theory and method must be covered)</td>
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<tr>
<td>a. Social Science Theory</td>
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<td>b. Social Science Research</td>
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<td>9. Integrative Study of USA (one course)</td>
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<td>10. US Cultural Diversity (one course)</td>
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<td>11. Gender (one course)</td>
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<td>12. Religious Studies or Philosophy (one course)</td>
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<td>13. Social Studies &amp; Technology (one course)</td>
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<tr>
<td>14. Historical Breadth (Three upper division courses from three of the following four categories)</td>
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<tr>
<td>a. European History</td>
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<td>b. Non-Western World</td>
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<tr>
<td>c. US History</td>
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<tr>
<td>d. World History</td>
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</table>

<table>
<thead>
<tr>
<th>Breadth and Perspective Requirements:</th>
<th>Units Completed</th>
<th>Units to Take</th>
</tr>
</thead>
</table>

**Total Units Completed**

**Total Units to Take**

Notes on needed courses (a grade of "C" or better is required in all CSUF HSS SMPP courses):

---

Advisor __________________ Department _________ Date ________

Final CSUF HSS SMPP Approval:

Advisor's Signature __________________ Department _________ Date ________

Verified by CSUF Credential Analysis Office __________________ Date ________
Appendix 14

Faculty Ethnic & Gender Diversity

A14.1 Report on the Changing Demographics of CSUF Faculty......292

Appendix 14.1

Report on the Changing Demographics of CSUF faculty
• 28.3% of the Full Professors were female.

In 2001 with regards to ethnic breakdown of the overall CSU faculty:
• 76% were White
• 12% were Asian
• 7% were Latino
• 4% were African American
• 0.7% were Native American.
Appendix 15

Student Ethnic Diversity

A15.1 Verification of Diversity of Student Population
[Form EdSc MT-4]………………………………………………………….295

Appendix 15.1
Verification of Diversity of Student Population
[Form EdSc MT-4]
This form verifies that the extern/intern assignment for the following candidate meets CTC requirements for effective implementation of state-adopted academic core curriculum, diversity, English Learners, special populations, and various levels of reading skills.

<table>
<thead>
<tr>
<th>Extern/Intern</th>
<th>Social Security Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>District</td>
</tr>
</tbody>
</table>

The CA CTC recommends that student teaching occurs in schools where the state-adopted academic core curriculum is effectively implemented. Please confirm that this school meets this condition: [ ] State-adopted academic core curriculum is effectively implemented at this school site.

The CA CTC recommends that student teaching occurs in schools that are considered low-performing or hard-to-staff. Please indicate if this school is considered by the State of California to be [ ] Low-performing [ ] Hard-to-staff

<table>
<thead>
<tr>
<th>Semester of Assignment</th>
<th>Date</th>
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<tbody>
<tr>
<td>Teaching Assignment</td>
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<tr>
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<table>
<thead>
<tr>
<th>CTC Requirement</th>
<th>Teaching Assignment Meeting Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student teaching occurs in classes where at least 25% of students are of an ethnic, cultural, and/or socioeconomic background different from that of the student teacher.</td>
<td>Course Title</td>
</tr>
<tr>
<td>Student teaching experience includes opportunities to work with English Learners.</td>
<td></td>
</tr>
<tr>
<td>Student teaching experience includes opportunities to work with special populations.</td>
<td></td>
</tr>
<tr>
<td>Student teaching experience includes opportunities to work with students of various reading ability.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Extern/Intern Signature</th>
<th>Master/Mentor Buddy Teacher Signature</th>
</tr>
</thead>
</table>
Appendix 16

Course Catalogue Descriptions

AMST 201 - Introduction To American Studies
With the concept of culture as a unifying principle, focus is on four separate time periods in order to provide the framework for an understanding of American civilization. Several different kinds of documents will be used to illustrate the nature and advantages of an interdisciplinary approach. For syllabi see the faculty page.
Meets G. E. Requirements: II.B.1 (American History)

AMST 300 - Introduction To American Popular Culture
An historical exploration of popular culture in America as it both reflects and contributes to the search for meaning in everyday life. Themes include heroes, myths of success, symbols of power, images of romance, consumerism, race and sexual identity.
Meets G.E. Requirements: III.C.2 (Implications and Explorations in the Social Sciences)

AMST 301 - American Character
Cultural environment and personality. The extent to which there have been and continue to be distinctly American patterns of belief and behavior. Similarities, as well as class, ethnic, sex and regional differences among Americans. For syllabi see the faculty page.
Meets G.E. Requirements: III.C.2 (Implications and Explorations in the Social Sciences) and V. (Cultural Diversity)

AMST 450 - Women In American Society
Socio-cultural history of women and women's movements in American society. Emphasis on 19th and 20th centuries. Examination of cultural models of American womanhood - maternal, domestic, sexual, social - their development and recent changes. For syllabi see the faculty page.
ANTH 100  Non-Western Cultures and the Western Tradition  
Description: An examination of the changing views of man, nature and culture in Western civilization as related to the impact of non-Western influences, including the use and interpretation of data on non-Western peoples and cultures.  
Units: (3)  

ANTH 305  Anthropology of Religion  
Description: Prerequisite: Anthro 102 or consent of instructor. Beliefs and practices in the full human variation of religious phenomena, with an emphasis on primitive religions. The forms, functions, structures, symbolism, and history and evolution of religious systems.  
Units: (3)  

ANTH 332  Women in Cross-Cultural Perspective  
Description: Prerequisite: Anthro 102 or consent of instructor. The influence of biological determinants as they are shaped by cultural beliefs, values, expectations and socially defined roles for women. The changing role of women in industrial society.  
Units: (3)  

ANTH 328  Peoples of Africa  
Description: Prerequisite: Anthro 102 or consent of instructor. A cultural survey of Africa. Description of selected cultures and aspects of culture before and after contact with non-Africans.  
Units: (3)  

ANTH 400  Cultural Analysis: Qualitative Methods in Anthropology  
Description: Prerequisite: Anthro 102. An examination of the qualitative methods that are used in the analysis of culture; review of recent methodologies developed in the framework of semiotic, phenomenological, and interpretive anthropology.  
Units: (3)  

ANTH 401  Ethnographic Field Methods  
Description: Prerequisites: Anthro 102 and six additional units of anthropology or consent of instructor. Anthropological field research by students on various problems using participant observation techniques.  
Units: (3)  

CPRL 110  Religions of the World  
Description: An introduction to at least five religious world views from an historical and comparative perspective, with descriptive analysis of their belief system, moral code, and symbolic rituals: Judaism, Christianity, Islam, Hinduism, and Buddhism. (Same as Philosophy 110)  
Units: (3)  

CPRL 305  Contemporary Practices of the World’s Religions  
Description: Prerequisite: any one of the following: Anthro 100, History 110A, Comparative Religion 105, or Comparative Religion 110. A comparative study of how the beliefs, practices and moral codes of the world’s major religions influence the way nations and individuals behave in the spheres of daily life, culture, ethics, business and politics.  
Units: (3)  

GEOG 100  Global Geography  
Description: Introduction to world’s geographical regions. Cultural patterns and their evolution in diverse physical environments.  
Units: (3)  

GEOG 280C  Introduction to Quantitative Methods  
Description: Prerequisite: minimum of one other core course in geography (i.e., 110 or 160) or consent of
instructor. Descriptive statistics in geography. Graphs, functions and equations, logarithms and exponents, and an overview of the linear regression model.

Units: (1)

**GEOG 332**  United States and Canada  Intersession 2003, Spring 2003, Summer 2003, Fall 2003  
**Description:** Prerequisite: completion of General Education Category III.C.1. The United States and Canada. The interrelated physical and cultural features that give geographic personality to the regions. 

Units: (3)

**GEOG 385**  Quantitative Geography  Intersession 2003, Spring 2003, Summer 2003, Fall 2003  
**Description:** Prerequisite: Geography core or consent of instructor. Spatial analysis and geographic application of descriptive and inferential statistics. Use of the electronic computer. (2 hours lecture, 2 hours activity)  

Units: (3)

**GEOG 500**  Seminar in Geographic Research  Intersession 2003, Spring 2003, Summer 2003, Fall 2003  
**Description:** Prerequisites: graduate standing and consent of instructor. A required seminar to be taken prior to the development of a thesis.  

Units: (3)

**ECON 201**  Principles of Microeconomics  Intersession 2003, Spring 2003, Summer 2003, Fall 2003  
**Description:** Principles of individual consumer and producer decision-making in various market structures; the price system; market performance and government policy. 

Units: (3)

**ECON 202**  Principles of Macroeconomics  Intersession 2003, Spring 2003, Summer 2003, Fall 2003  
**Description:** Prerequisite: Economics 201. Principles of macroeconomic analysis and policy; unemployment and inflation; financial institutions; international trade; economic growth; comparative systems. 

Units: (3)

**ECON 315**  Intermediate Business Microeconomics  Intersession 2003, Spring 2003, Summer 2003, Fall 2003  
**Description:** Prerequisites: Economics 202 and Mathematics 135. Corequisites: Business Admin 301 and Info Sys/Decision Sci 361A or equivalent. Analysis of business decisions in alternative market structures with special emphasis on problem solving in a business context using economic concepts and methods. Not open to economics majors. Students may not receive credit for both Economics 310 and 315.  

Units: (3)

**ECON 320**  Intermediate Macroeconomic Analysis  Intersession 2003, Spring 2003, Summer 2003, Fall 2003  
**Description:** Prerequisites: Economics 202 and Math 135; Corequisite: Business Admin 301, Info Sys/Decision Sci 361A or equivalent. The determinants of the level of national income, employment and prices, and monetary and fiscal policies. 

Units: (3)

**Description:** Prerequisites: Economics 202, Info Sys/Decision Sci 361A or equivalent. This course will introduce the student to the basics of applied economic research. Students will learn how to access existing economic knowledge, locate and compile economic data, and analyze economic problems using theory and quantitative methods. 

Units: (3)

**ECON 450**  History of Economic Thought  Intersession 2003, Spring 2003, Summer 2003, Fall 2003  
**Description:** Prerequisite: Business Admin 301, Economics 310 or 320. Major schools of thought and of
leading individual economists as they influenced economic thought and policy.

Units: (3)

HIST 110A World Civilizations to the 16th Century  
**Intersession 2003, Spring 2003, Summer 2003, Fall 2003**

**Description:** The development of Western and non-Western civilizations from their origins to the 16th century.

**Units:** (3)

HIST 110B World Civilizations Since the 16th Century  
**Intersession 2003, Spring 2003, Summer 2003, Fall 2003**

**Description:** The development of Western and non-Western civilizations from the 16th century to the present. (CAN HIST SEQ C = History 110A and 110B)

**Units:** (3)

HIST 170A United States to 1877  
**Intersession 2003, Spring 2003, Summer 2003, Fall 2003**

**Description:** The political, social, economic and cultural development of the United States to 1877. Old World background, rise of the new nation, sectional problems, the Civil War and Reconstruction. (CAN HIST 10)

**Units:** (3)

HIST 170B United States Since 1877  
**Intersession 2003, Spring 2003, Summer 2003, Fall 2003**

**Description:** U.S. History from the late 19th century to the present. Economic transformation, political reform movements, social, cultural, and intellectual changes, and the role of the United States in world affairs. (CAN HIST 10; CAN HIST SEQ B = History 170A and 170B)

**Units:** (3)

HIST 180 Survey of American History  
**Intersession 2003, Spring 2003, Summer 2003, Fall 2003**

**Description:** American history from prehistoric times (before 1492) to the present according to chronological time periods. Basic themes which pervade the entire sweep of the nation's history. Satisfies state requirement in U.S. History. Not available for credit to students who have completed History 190.

**Units:** (3)

HIST 190 Survey of American History with Emphasis on Ethnic Minorities  
**Intersession 2003, Spring 2003, Summer 2003, Fall 2003**

**Description:** A survey of American history from prehistoric times (before 1492) to the present with special emphasis on the role of race and ethnicity. (Same as Afro-Ethnic Studies/ Chicano Studies 190). Credit will not be given for both History 180 and 190.

**Units:** (3)

HIST 300A Historical Thinking  
**Intersession 2003, Spring 2003, Summer 2003, Fall 2003**

**Description:** The nature of history, history of historical thought, and history’s relationship to the humanities and social sciences. Seminar required of all history majors.

**Units:** (3)

HIST 300B Historical Writing  
**Intersession 2003, Spring 2003, Summer 2003, Fall 2003**

**Description:** Prerequisite: History 300A. Research, writing and library usage (including computer-assisted bibliographic searches) as related to history. Meets the classroom portion of the upper-division writing requirement for history majors. Seminar required of all history majors.

**Units:** (3)

HIST 408 History of California  
**Intersession 2003, Spring 2003, Summer 2003, Fall 2003**

**Description:** Prerequisite: completion of General Education requirement II.B. The political, economic and social history of California from the aboriginal inhabitants to the present; the development of contemporary institutions and the historical background of current issues.

**Units:** (3)
HIST 424T  Gender and Sexuality in History  Intersession 2003, Spring 2003, Summer 2003, Fall 2003
Description: Prerequisite: History 110A and 110B, 170A and 170B, or equivalents, or consent of instructor. Variable topics in gender and sexuality in history. Course examines historical forces that shaped masculinity and/or femininity.
Units: (3)

POSC 100  American Government
Description: People, their politics, and power; contemporary issues, changing political styles and processes, institution and underlying values of the American political system. Satisfies state requirements in U.S. Constitution and California state and local government. (CAN GOVT 2)
Units: (3)

POSC 200  Introduction to the Study of Politics
Description: An introduction to the study of politics in general, not simply American politics. Explores the many faces of politics all over the world, examining its relationship to morality, culture, economics, justice and international affairs both theoretically and practically.
Units: (3)

POSC 300  Contemporary Issues in California Government and Politics
Description: Prerequisite: Political Science 100. The political process in state and local institutions; crisis in the cities, flight to the suburbs and race relations. Comparisons will be made with other states and their subdivisions. Satisfies state requirement in California state and local government.
Units: (3)

POSC 340  Political Philosophy
Description: The major thinkers in the Western tradition of political philosophy from Plato to the present; the principal concepts and theories.
Units: (3)

POSC 351  International Politics: Tools for Analysis
Description: Prerequisite: Political Science 350 or Political Science 352 (may be taken concurrently). Research design, information sources and techniques applied in the scientific study of world politics.
Units: (3)

POSC 485  Women and Politics
Description: The changing political environment and women's role in elected, appointed and other public agencies; issues of particular concern to women, including family issues, comparable worth and other economic issues and political participation. Not applicable for graduate degree credit. (Same as Women's Studies 485)
Units: (3)

POSC 493  Teaching Internship
Description: Prerequisites: completion of 27 units of Political Science. Integrative overview of American government or of the discipline of Political Science. Classroom instructional activities in freshman and sophomore introductory classes under faculty supervision. Designed for students interested in teaching government/political science.
Units: (3)
Appendix 17

Recruitment Efforts
The Cal State Fullerton HSS SMPP [History Social Science Subject Matter Preparation Program] has multiple means of recruiting students into its program. Starting at the high school level, several thousand high school juniors visit Cal State Fullerton thru the Future Teachers program and a specific History Social Science orientation is provided by the Cal State Fullerton HSS SMPP Coordinator each semester to these visiting students. Early in their academic careers, prospective students are provided with information on the CSUF HSS SMPP program through their introductory History Social Science classes.

For students interested in the program, students may go to their subject matter advisor to go over the requirements of the program and begin the task of meeting the HSS SMPP course requirements [See Appendix 13]. Twice weekly EdSc information meetings for advanced HSS SMPP students to begin their transition into the teaching program [See Appendix 21.2 below]. For any student within the university and outside – such as students at community colleges the Center for Careers in Teaching [See Appendix 22 below] if available for full information and advise about the program.

The CSUF Program is also lucky with it’s strong reputation for quality, a large number of applicants come from all over the state to obtain their undergraduate degree and teaching credential at the university.
HSS SMPP Coordination Team

A18.1 HSS SMPP Coordination Team…………………………………304

A18.2 Sample Agenda of HSS SMPP coordination meetings……………………………………305

A18.3 Time & Resources for Coordinators………………………………………306

Appendix 18.1

HSS SMPP Coordination Team
Cal State Fullerton History Social Science Subject Matter Preparation Program Team

Ron H Pahl, Coordinator
Appendix 18.2

Sample Agenda of a HSS SMPP coordination meeting
California State University Fullerton
History Social Science Subject Matter Preparation Program

Date: September 27, 2002
Time: 10 AM
Location: History Conference Room

HSS SMP Meeting Tentative Agenda:

1. Introductions
2. Flow of students into the teacher education program
3. Upcoming interviews
4. Capstone Essays this semester [for next semesters’ applicants.]
5. Portfolio option [next semester]
6. Claire Palmarino’s program
7. Worksheet questions
8. Tweaking the Subject Matter Preparation Worksheet
9. Recruitment efforts in introductory classes
10. Introductory meetings for majors thinking of teaching.

CSUF HSS SMPP Team Members:
Wayne Hobson, American Studies
Mike Steiner, American Studies
Isaac Cardinas, Chicano Studies
Sandra Sutphen, Political Science
Wayne Engstrom, Geography
Nelson Woodard, History
Ron Pahl, Coordinator HSS SMPP
Appendix 18.3

Time & Resources for Coordinators

Cal State Fullerton HSS SMPP coordinators are provided with 3 units of release time to advise students in the program and run the program efficiently. The program coordinator is also provided with a half time student assistant to assist with the clerical duties of the position.
Appendix 19

Periodic Program Review & Development

A19.1 HSS SMPP team meeting agenda  
[See Appendix 18]

A19.2 SecTEP [Secondary Education Teacher Education  
Program Cooperative] sample meeting agenda............308

A19.3 SecTEP Community Advisory Council sample  
meeting agenda.................................................312

Appendix 19.1

[For HSS SMPP team meeting agendas  
see Appendix 18]
Appendix 19.2

SecTEP [Secondary Education Teacher Education Program Cooperative]
sample meeting agenda

Secondary Education Cooperative Teacher Education Program (SECTEP)
SECONDARY COOPERATIVE TEACHER EDUCATION PROGRAM

Agenda for Meeting of November 13, 2003, EC 303, 4:00 - 6:00 p.m.

1. Welcome
2. Approval of minutes for meeting on October 9, 2003
3. Announcements
4. Old Business
   4.1. Final Reminder of Collection of Fall 03 Course Outlines for Documents Room (please email as attachment to nmcmillan@fullerton.edu)
   4.2. PDD Report (including concerns over early subject area visitations) - Juan Munoz
   4.3. Report of Overviews - D. Clizbe
   4.4. Employment/Placement Update (including upcoming Job Fair) - Jennifer Cunningham
   4.5. Master Teacher/Student Teacher Reception Update (December 11) - V. Costa/Others
   4.6. Report from Center for Careers for Teaching - C. Palmerino
   4.7. Integrated Teacher Education Program Update - J. White/C. Palmerino/Others
   4.8. Supervisor Forms for SB2042 Program - Subcommittee (Taylor/Costa/White)
   4.9. SB2042 Updates and Fifth Year Program Progress - V. Costa
   4.11 Update Intern Program (Report/Districts/interns) - H. Taylor
   4.12 Other/s
5. New Business
   5.1. intersession Offerings (Handout)
   5.2. Spring 04 Enrollment
      - Selections to Dr. Clizbe
      - Placements to PDD Field Coordinators and H. Taylor (December 11, 2003)
      - Forms for Placements (e-mailed and handouts)
      - Pre-Orientation December 15 (including agenda) - 5- 7 p.m. Titan Center/Pavilion C
5.3 Other/s
6. Adjournment
Minutes for SECTEP Meeting -October 9, 2003

Attendance -Dorte Christjansen (Art), Duane Clizbe (EDSC), Victoria Costa (EDSC), Margaret Doyle (Science), Charles Funkhouser (Mathematics), Margaret Kidd (Mathematics), Ellen Kottler (EDSC), Jerry Lege (Mathematics), Juan Munoz (EDSC), Claire Palmerino (CCT), Clay Sherman (KHP), Dennis Siebenaler (Music), Helen Taylor (EDSC, Business), Dave Test (EDSC), Nancy Trumpfeller (English), John White (English), Nelson Woodard (History)

1. Welcome and Introductions -H. Taylor welcomed members.

2. Approval of Minutes for September 11, 2003 -N. Woodward moved and J. White seconded approval of minutes for the September 11, 2003, meeting. Minutes were approved.

3. Announcements -None.

4. Old Business

4.1 Final Collection of Fall 03 Course Outlines for Document Room -These course outlines are needed for accreditation (NCA TE & CTC). E-mail copies as attachment to nmcmillan@fullerton.edu.

4.2 Report on POD's -J. Munoz reported that Master Teachers have been trained and prepared in program requirements. Every Master Teacher will be visited by a POD instructor. J. Munoz earlier met with POD instructors and supervisors to insure program consistency.

4.3 Report on Overviews/Updates -D. Clizbe reported on overview attendance and distributed the October/November overview schedule. He asked subject area advisors to notify him by-e-mail with a list of the Spring 04 Externs.

4.4 Employment/Placement Update -A Teacher Job Fair will be held on the CSUF campus during the Fall recess on Tuesday, November 25, in the Titan Student Union.

4.5 Master Teacher/Student Teacher Reception Update -The MT J ST Reception will be on Thursday, December 11, from 5:00-6:30 at a site to be determined.

4.6 Center for Careers in Teaching -C. Palmerino reported on the receiving of a Title V grant for Hispanic-serving institutions. As part of this grant, CSUF will be collaborating with Fullerton and Santa Ana Colleges in hosting a Road to Teaching Conference at Santa Ana College.

4.7 Advisory Board Meeting -The Advisory Board met on Thursday, October 2, at 4:30 pm at the Fullerton JUHSD office on Bastanchury and Euclid. H. Taylor discussed the need to increase membership from local school districts for accreditation purposes. Student and parent representatives would also be welcomed. The next meeting will March 4, 2004.

4.8 SB 2042 Update/Fifth Year -V. Costa reported on the Professional Clear-Level 6 credential under SB2042 and the four ways to satisfy requirements: 1) District induction program 2) BTSA + coursework including a 500 level course
SECONDARY COOPERATIVE TEACHER EDUCATION PROGRAM
Agenda for Meeting of November 13, 2003, EC 303, 4:00 - 6:00 p.m.

1. Welcome
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   4.4. Employment/Placement Update (including upcoming Job Fair) - Jennifer Cunningham
   4.5. Master Teacher/Student Teacher Reception Update (December 11) - V. Costa/Others
   4.6. Report from Center for Careers for Teaching - C. Palmerino
   4.7. Integrated Teacher Education Program Update - J. White/C. Palmerino/Others
   4.8. Supervisor Forms for SB2042 Program - Subcommittee (Taylor/Costa/White)
   4.9. SB2042 Updates and Fifth Year Program Progress - V. Costa
   4.11 Update Intern Program (Report/Districts/interns) - H. Taylor
   4.12 Other/s

5. New Business
   5.1. intersession Offerings (Handout)
   5.2. Spring 04 Enrollment
      - Selections to Dr. Clizbe
      - Placements to PDD Field Coordinators and H. Taylor (December 11, 2003) - Forms for Placements (e-mailed and handouts)
      - Pre-Orientation December 15 (including agenda) - 5-7 p.m. Titan Center/Pavilion C

6. Adjournment
Appendix 19.3
SecTEP Community Advisory Council
Sample meeting agendas

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/LEA</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara Kilponen</td>
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<td>Math Teacher, University High School, IUSD - Alumni</td>
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<tr>
<td>Jeanne Tillman</td>
<td>English Teacher, Buena Park High School, FJUHSD (Retired)</td>
<td></td>
</tr>
<tr>
<td>Edlynn Zimmerman</td>
<td>English Teacher, FJUHSD</td>
<td></td>
</tr>
<tr>
<td>Janice Hopper</td>
<td>Business Education Teacher and Director of the Education Academy, Century High School, SAUHD</td>
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</tr>
</tbody>
</table>

SECTEP COMMUNITY AND INTERN ADVISORY BOARD
2003-2004 MEMBERSHIP

312
1. Introductions and Welcome

2. Approval of Minutes (March 2003)

3. Announcements

4. Old Business
   a. Update Projects with Local Districts:
      -5 Professional Development Districts & Professional Track
        (Internship Program)
      --Future Teachers (3 Districts)
      --Paraprofessional Teacher Training Programs (PTTPs)
      --PreIntern Programs
      --Intern Program CSUF Report - H. Taylor
      --Local BTSA Programs
      --FIRST Grant - Pahl
      --SB 2042 and TPE Implementation - V. Costa
   b. Others

5. New Business
   a. Enrollment Update Externs/Student Teachers Fall 2003
   b. Applications/Interviews Candidates (Externs) Starts for Spring 2004
   c. Master Teacher/Student Teacher Reception - Board Input
   d. Employment/Career Fairs Update - Jennifer Cunningham, Placement Center
   f. Masters Secondary Education Progress Report - V. Costa/C. Street
   g. Member Issues/Concerns
   h. Others

6. Meeting Date for Spring 2004 (Thursday, March 4, TBA)

7. Adjournment
CALIFORNIA STATE UNIVERSITY, FULLERTON

Secondary Education Cooperative Teacher Education Program (SECTEP)

Advisory/Internship Council Minutes - March 6, 2003

Attendance - Duane Clizbe (CSUF, EDSC), Carol Comparsi (Anaheim Secondary Teachers Assn), Kristi Craft (Southern California Teacher Recruitment Center, OCDE), Janice Hopper (Century HS, Santa Ana), Lynn Jacobson (Fullerton Secondary Teachers Org.), Barbara Kilponen (FJUHSD Board), Lori Larsen (CSUF, Business), Charlene Mathe (CSUF Career Center), Gloria Takahashi (La Habra HS, Fullerton), Helen Taylor (CSUF, EDSC), Nancy Trumpfeller (CSUF, English), Edlynn Zimmerman (Sunny Hills HS, Fullerton)

1. Introductions and Welcome - H. Taylor welcomed all members and asked members to introduce themselves.

2. Approval of Minutes - C. Comparsi moved and L. Jacobson seconded approval of minutes for the October 2002 meeting. Minutes were approved.

3. Announcements - No announcements.

4. Old Business

Update Projects with Local Districts

---Three Professional Development Districts (PDD) - (Anaheim, Fullerton, Placentia/Yorba Linda, plus an Internship program) are being offered in Spring 2003. The Internship program is for employed candidates on an Intern credential. Four sub days will be provided to allow for intern observations as well as training for Interns and mentors. 77 new Externs started the program in Spring 2003. 143 student teachers continued from the Fall 2002 semester. It was noted that it is more difficult to find Master Teachers now than in the past.

---Future Teachers - A successful Future Teachers Field Trip was held this semester in the Titan Student Union with over 300 students from several high schools attending.

---Paraprofessional Teacher Training Program (PTTP) through OCDE is working with the Anaheim UHSD and the Anaheim City School District to prepare paraprofessionals to become credentialed teachers. Pre-intern programs are available. The PTTP credential candidates receive state assistance while completing the program.

---Pre-intern Program - Anaheim and Fullerton joined efforts and there are 21 new pre-interns in that program.

---SB 2042 - Second revisions for the CSUF program were recently sent to the state. An enormous amount of work went into the changeover to the SB 2042 standards. By the Fall 2003 semester CSUF will have fully transitioned to SB 2042 standards.

---BTSA - The BTSA/Induction program has been submitted to the state. Participants in the Anaheim and Fullerton districts are highly supportive of the training provided. CSUF will be working in collaboration with all local school districts on this issue.
5. New Business
   a. Enrollment Update for Externs/Student Teachers, Spring 2003 - 77 Externs and 143 Student Teachers started in Spring 2003 for a total of 220 credential candidates. The spring Extern count is always much smaller than the fall number.
   
b. Applications/Interviews Candidates (Externs) for Fall 2003 - Deadline for Fall 2003 credential program applications was February 28, 2003. Complete applications will be reviewed and given to advisors at the March 13 SECTEP meeting. Interviews will take place in October and November and selected candidates will be notified shortly thereafter. Final selection and placement must be completed by the December SECTEP meeting. Social Science methods course will be at El Toro in Fall 2003.
   
c. Student Advisory Council (SAC) - SAC meetings are held monthly in EC303. All subject areas and each PDD has a representative on the SAC council. The Spring 2003 Master Teacher/Student Teacher Reception will be held on May 22 immediately following the SECTEP meeting at the Sheraton Four Points in Fullerton.
   
d. Employment/Career Fairs Update - A Teacher Job Fair will be held on Thursday, April 3, from 2:00-5:00 p.m. in the Titan Student Union. It is anticipated that over 400 credential candidates will attend. Approximately 40 districts will be represented.
   
e. Masters in Secondary Education - The two graduate programs first offered in Fall 2001 – MSE Secondary Education and MSE Middle School Mathematics – are thriving. A new MSE with Emphasis in Teacher Induction will now be offered also. MSE candidates will be able to get credit for Teacher Induction activities. Candidates are expected to:
      1) gain stronger skills as teachers
      2) assume leadership roles
      3) gain advanced expertise in an area of choice.
   
f. Summer Schedule of Classes - A full schedule of all prerequisite classes will be offered in Summer 2003 – EDSC 310, 320, 330, 340, 400, 404, and 410.
   
g. Member Issues/Concerns - Kristi Craft (Recruitment Specialist K-12) explained the function of the Teacher Recruitment Center. Kristi may be contacted at 714.327.1046 or online at www.teachsocal.org. Concern was expressed over the employment outlook for 2003-04. Several districts have issued layoff notices, not knowing what the final state support will look like. Discussion was held on the effect of NCLB on teacher training programs and credentialing requirements. Math is anticipated to be a problem area.
   
6. Meeting Date for Fall 2004 - Thursday, October 2, will be the date for the Fall 2003 Advisory Council meeting. The meeting will be held at the Fullerton JUHSD district office from 4:30-6:00 p.m.
   
7. Adjournment
   Meeting was adjourned at 6:00 p.m. Helen Taylor chaired the Advisory Council meeting. Minutes submitted by Duane Clizbe.
Appendix 21

Student Advisement & Support

A21.1 HSS SMPP Four Step Assessment Scope and Criteria Introduction

A21.2 Twice weekly EdSc information meetings for prospective teachers

A21.3 CCT below [See below CCT in Appendix 22]
Appendix 21.1

HSS SMPP Four Step Assessment Scope and Criteria Introduction

As Described in Standard 7.3 [above], Cal State Fullerton’s HSS SMPP end of the program assessment of subject matter competence consists of a well defined set of five multiple measures:

e. A sixty unit assessment sheet of required courses which must be verified to officially complete the program [See Appendix 16 for program course descriptions and Appendix 13 for HSS SMPP required course sheet].
f. Formal recommendations from three HSS SMPP faculty members to verify actual subject matter competence. [See Appendix 24.4 for faculty recommendation forms].
g. Two formal recommendations from in the field teachers who can verify both the subject matter competence of each candidate, but also the candidates basic potential to be a well qualified History Social Science teacher. [See Appendix 24.5 for in the field teacher recommendation forms].

A formal Capstone essay examination consisting of two 3-5 page essays selected from examination questions submitted by the each of the History Social Science Departments in the program [See Appendix 24.6].
Appendix 21.2

Twice weekly EdSc information meetings for prospective teachers

SINGLE SUBJECT CREDENTIAL OVERVIEWS for

September/October 2003

Do You Want to Teach in High School? Junior High School?

Find out how to get started. The overview presentation will explain all the requirements for entering the Single Subject Credential program. The presentation will cover prerequisites, Professional (Intern) Track, and testing requirements. Individual questions will be answered before, during and after the Overview.

Overviews take approximately one hour and a quarter and will be scheduled as follows on the CSUF campus or at EI Toro (June 18 and July 23).

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</table>

No reservation needed. For more information call Duane Clizbe at (714) 278-4582 or (714) 278-5591.

**Appendix 21.3**

**CCT**

[See CCT below in Appendix 22]
Appendix 22

Center for Careers in Teaching (CCT)

Cal State Fullerton
Center for Careers in Teaching

Humanities 113
(714) 278-7130
www.fullerton.edu/cct

The Center for Careers in Teaching provides up-to-date, accurate information to students planning to become elementary, middle school, high school and/or special education teachers. Undergraduate students are encouraged to come to the center for early academic advising and counseling to best prepare for the credential programs at Cal State Fullerton. The Center for Careers in Teaching provides informative seminars throughout the semester where students learn about the various credential program requirements and how to efficiently blend requirements for General Education, a major and credential program prerequisites. These seminars and the other services provided by the center, including evaluation of transcripts for the Multiple Subject Matter Preparation Program, are geared toward the undergraduate planning to enter the teaching profession.

The Center for Careers in Teaching also works with local community colleges to facilitate the transition of transfer students who are planning to become teachers. The center’s staff members meet with community college counselors to develop specific transfer plans for prospective teachers and are available to give classroom presentations upon request. Transfer students are encouraged to attend a seminar at the Cal State Fullerton campus even while attending the community college. See the Center for Careers in Teaching website for the current seminar schedule.
B. Basic Credential Programs

In California there are three basic teaching credentials: the Multiple Subject Credential, Single Subject Credential and the Education Specialist Credential. The Multiple Subject Credential authorizes a person to teach in a classroom where many different subjects are taught by a single individual, such as in elementary schools. The Single Subject Credential authorizes a teacher to teach in a classroom where only one subject is taught, such as a classroom in departmentalized high schools and junior high schools. Thus the person interested in elementary school teaching should pursue the program designed for the Multiple Subject Credential, and the person interested in teaching a specific subject at the junior high or high school level should pursue the program for the Single Subject Credential.

The Education Specialist Credentials are designed for persons interested in working with children and adults with disabilities. Those who work with K-12 students should pursue the Mild/Moderate or the Moderate/Severe Credential. Persons interested in working with infants, toddlers and pre-schoolers should pursue an Early Childhood Special Education/Specialist Credential.

In California a prospective teacher earns first a professional (preliminary) credential and then completes a two-year induction program. The professional (preliminary) credential is the basic credential for the beginning teacher.

**Minimum Requirements for a Preliminary Multiple Subject, Single Subject or Education Specialist Credential**

Although it is possible to complete the minimum requirements for a preliminary basic teaching credential in four years, it generally takes a good student with accurate academic advising about four and a half years full time to complete all the requirements for a preliminary basic teaching credential and a baccalaureate degree. The minimum requirements for a preliminary basic credential include:

1. A baccalaureate degree in a field other than professional education from a regionally accredited college or university.

2. An approved program of professional preparation, including supervised student teaching and passing teacher performance assessments. A two-semester or three-semester program may be taken during the fourth and/or fifth year of study. Cal State Fullerton offers national and state-approved professional preparation programs through the School of Education in the College of Human Development and Community Service. Further information about internships, including admission and prerequisite requirements, is provided in this catalog under the Departments of Elementary and Bilingual Education, Secondary Education, and Special Education.

3. Passage of the California Basic Education Skills Test (CBEST), a test of reading comprehension, writing, critical thinking and mathematics skills. CSUF is one of the state-approved testing centers for this examination, as well as for other examinations used in the teacher credentialing process.

4. Demonstration of subject matter knowledge appropriate to the specific credential being authorized. This can be achieved either by passing a state-approved subject matter examination, which is the California Subject Examination for Teachers (CSET),
or by completing a state-approved subject matter preparation program

5. Satisfactory completion of at least two semester units of work on the provisions and principles of the U.S. Constitution or passage of an examination on this area.

6. Passage of the Reading Instruction Competence Assessment (RICA), a state-mandated examination for reading instruction. This is required for the Multiple Subject Credential and the Education Specialist Credentials, but not for the Single Subject Credential.

Overview sessions offered by the School of Education are helpful to those students who are ready to apply to a credential program. Schedules for these sessions are available in Education Classroom 190 or on the hotline at (714) 278-3411. (Listen for overview promptings.)

**Internship Programs - All Credentials**

CSUF offers internship programs in Elementary and Bilingual, Secondary and Special Education Credential Programs. Candidates must be enrolled in the credential program.
Appendix 23

Community College Correspondence

Cal State Fullerton
Community College Relations Coordinator

The subject matter program facilitates the transfer of prospective teachers among postsecondary institutions, including community colleges, by effective outreach and advising, and through the articulation of courses and requirements. The sponsoring institution works cooperatively with community colleges to ensure that subject matter coursework at feeder campuses is aligned with the Content Specifications (Appendix A) and articulated with coursework in the program.

Institutional Statement:
The CCT provides the link between Cal State Fullerton and the local community colleges through the Community College Relations Coordinator (CCRC). She visits our largest feeder community colleges weekly, others twice a month and our more distant feeder colleges at least once per semester. During weekly and monthly visits to the community college campuses, the CCRC meets with individual students to provide academic counseling for course selection and preparation for transfer. For outlying community college campuses, the CCRC conducts workshops for groups of interested students. The CCRC also participates in such activities as presentations to community college classes (typically Explorations in Education Careers type courses), transfer fairs, counselor workshops, Cal State Fullerton tours and more. A summary of these activities can be found in Appendix 5. The CCRC as well as the CCT Director and Assistant Director are always available to answer questions from community college counselors via email or telephone.

The CCT website (www.fullerton.edu/cct) provides instant access for community college counselors and students to identify courses articulated for the MSMPP. The CCT seminar dates and times are always posted on the website so that community college students are invited to attend along with our current students.
Appendix 24

Subject Matter Competence Assessment

A24.1 Cal State Fullerton General Education Requirements
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A24.2 Cal State Fullerton Grading Policies
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A24.3 History Social Science SMPP Course Sheet
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A24.6 Capstone Examination……………………………………343
Appendix 24.1

Cal State Fullerton
General Education Requirements
[CSUF 2003-2005 Catalogue pages 543-552]

Cal State Fullerton
General Education Requirements

Introduction

Each student is responsible for meeting the requirements printed in the university catalog and all published regulations of the university.

The university establishes certain academic policies and requirements that must be met before a degree is granted. These include major and unit requirements and prerequisites.

While advisers, directors, deans and faculty will provide a student with information and advice, responsibility for meeting these requirements rests with the student. Since failure to satisfy these requirements may result in the degree being withheld, it is important for each student to become thoroughly acquainted with all regulations. The catalog and the semester class schedule, available in the Titan Bookstore and online at www.fullerton.edu, are the best sources of information on current policy and regulations.

The student also has the responsibility for securing the consent of the instructor before enrolling in a course with prerequisites that the student has not completed.
To ensure receipt of timely information and accurate grade reports from the university, each student must keep the Office of Admissions and Records informed of changes in personal data, including changes in name, address and program of study. Enrollment corrections and changes must be reported to the Office of Admissions and Records by the 20th day of classes each semester, using TITAN Online. During the third and fourth week, a $20 administrative late fee will be required to make such changes. Other corrections should be reported on forms provided by and returned to the Office of Admissions and Records.

**Enrollment Regulations**

**Top of Page**

**Unit of Credit**
Each semester unit represents three hours of university work per week for one semester. Courses are of three types:

- Lecture: one hour in class plus two hours of study.
- Activity: two hours of class plus one hour of study.
- Laboratory: three hours of laboratory activity in class plus one hour of study outside class.

Some courses may combine two or more of these types. All required courses carry unit credit.

**Class Level**
Undergraduate students who have completed 0-29 semester units of work are classified as freshmen, 30-59 semester units as sophomores, 60-89 semester units as juniors, and 90 or more as seniors.

**Maximum Number of Units**
Undergraduate students’ requests to enroll for more than 19 units in the fall or spring semester must be approved by the student’s adviser and the department chair of the major. If such requests are denied, appeals may be made to the appropriate college dean. (Undeclared majors must receive the approval of the director of academic advising services.) The minimum full-time program is 12 units.

Consistent with university policy for the fall and spring semesters, the following individual student enrollment limits are assigned for summer (YRO) sessions:

- No more than seven units in any five- or six-week session, or
- No more than nine units in an eight-week session, or
- No more than twelve units in a ten-week session, or
- No more than sixteen units in the entire summer (YRO) term

A student whose academic record justifies a study list in excess of the normal may request to be allowed to enroll for extra units. Request forms may be obtained from the Office of Admissions and Records. In general, only students with superior academic records are allowed to enroll for more than the maximum. In addition, the need to enroll for the extra study must be established. Factors such as time spent in employment or commuting, the
nature of the academic program, extracurricular activities and the student’s health should be considered in planning a study program.
The minimum and maximum units of a full-time program of study for graduate students are defined in the “Graduate Regulations” section of this catalog.

**Graduate-Level Courses**

Graduate-level (500) courses are organized primarily for graduate students. Undergraduate students may be permitted to enroll in a graduate-level course if:

a. they have reached senior standing (completed a minimum of 90 semester units)
b. have academic preparation and prerequisites required for entry into the course
c. gain the consent of the instructor on the appropriate form available at the Admissions and Records Service Center

Students wishing to use 500-level course work taken during their undergraduate degree toward a master’s degree should read the section on postgraduate credit in the “Graduate Regulations” section of this catalog.

**Class Attendance**

While class attendance is not recorded officially by the university, students are expected to attend all classes. The policy on class attendance is within the discretion of the individual faculty member and shall be included in the class syllabus distributed at the first class meeting of the semester.

Students who must miss class to represent the university or to participate in a university-sponsored activity must notify the class instructor in writing a minimum of two weeks in advance of the absence. Given prior notice, instructors are encouraged to allow students to make up class work, complete class work in advance of the class absence, or complete an alternative assignment without penalty. In case of a disagreement about whether an activity constitutes a university-sponsored activity, the appropriate administrator will make the determination.

**Initial Class Meeting**

It is especially important that students attend the first meeting of a class. Students absent from the first meeting must notify the instructor or departmental office of the absence no later than 24 hours after the class meeting in order to preserve their places in the class. Instructors may deny admission to the class to absentees who fail to contact the instructor or office, in order to admit persons on waiting lists.

**Instructor-Initiated Drops**

A student who registers for a class and whose name appears on the first-day-of-class list should attend all class meetings in the first week. If a student decides not to continue enrollment in a class, either before or after instruction begins, it is the student’s responsibility to follow appropriate procedures for dropping the class; however, if a student is absent without notifying the instructor or departmental office within 24 hours after any meeting missed during the first week, the student may be dropped administratively by the instructor. Students should not assume that this will be done for them and should take the responsibility to ensure that they have been dropped by following the appropriate
procedures for dropping classes.

An instructor may also administratively drop a student who does not meet prerequisites for the course. These administrative withdrawals shall be without penalty and must be filed by the instructor with the Office of Admissions and Records no later than the end of the second week of instruction (the specific date is published in the class schedule each semester).
Appendix 24.2

Cal State Fullerton
Grading Policies
[CSUF 2003-2005 Catalogue pages 510-515]

Cal State Fullerton Grading Policies

Grading System

Top of Page

Every student of the university will have all course work evaluated and reported by the faculty using letter grades or administrative symbols. The university uses a combination of traditional and nontraditional grading options as follows:

Traditional (Letter Grade Option)
Letter grades, defined as:
A - outstanding performance
B - above average performance
C - average performance
D - below average performance, though passing
F - failure

Nontraditional (Credit/No Credit Option)
CR (Credit) for satisfactory (equivalent to C or better in undergraduate courses; B or better in graduate courses) and NC (No Credit) for less than satisfactory work.

When, because of circumstances, a student does not complete a particular course, or withdraws, certain administrative symbols may be assigned by the faculty. Grades and symbols are listed in a chart on the following page together with grade point values. The chart also illustrates the academic bookkeeping involved for all grades and symbols used.
Selection of Grading Option
Selection of a grading option, with certain exceptions, is the responsibility of the student. Graduate students must use the letter grade option for courses that are on study plans leading to master’s degrees. Undergraduates must use the letter grade option for major, minor and general education requirements.

Exceptions are those courses designated by the faculty to be graded solely on either a letter grade only or Credit/No Credit basis.

These courses will be so designated in the class schedule (and shall not be changed by the faculty after publication of the class schedule) for each semester and may be included in major, core or special program requirements.

Students shall inform the Office of Admissions and Records up to the end of the fourth week of classes regarding the selection of grading options in designated courses. If a student does not do so, the letter grade option will be used. A $20 administrative late fee will be charged during the third and fourth weeks of classes to change grading options in a course. Students are not permitted to change grading options after the university census date except, by petition, changes from Credit/No Credit to letter grade, which will bring the student into compliance with major, minor and general education requirements.

The faculty shall grade all students using the traditional A, B, C, D or F grades except in Credit/No Credit (only) courses, and the Office of Admissions and Records shall make the necessary changes from A, B, C, D or F, converting A, B, C to Credit, and D and F to No Credit in undergraduate courses and A, B to Credit, and C, D and F to No Credit in graduate courses. In those courses offered only on a Credit/No Credit basis, the instructor shall assign grades of CR or NC or appropriate administrative symbols.

Nontraditional Grade Option
A nontraditional grading option is available to undergraduate students, nonobjective graduate students and to classified graduate students for courses not included in the approved study plan. Any student attempting a course using the nontraditional grading option must meet the prerequisites for that course. Each student shall be permitted to select courses in subjects outside of the major, minor and general education requirements for enrollment on a Credit/No Credit basis. The phrase “major requirements” shall be taken to include core plus concentration (or option) requirements in departments using such terms, and professional course requirements in teacher education curricula.

A student in any one term may take one course under the Credit/No Credit option. In addition, he or she may enroll in a required course offered only under Credit/No Credit; however, a maximum of 36 units of Credit/No Credit courses, including those transferred from other institutions, may be counted toward the baccalaureate.

Under the Credit/No Credit option, the term “Credit” signifies that the student’s academic performance was such that he or she was awarded full credit in undergraduate courses with a quality level of achievement equivalent to a C grade or better, unless the catalog course description states otherwise.

In all graduate level and professional education courses, Credit signifies academic
performance equivalent to B or A grades. No Credit signifies that the student attempted the course but that the performance did not warrant credit toward the objective.

Ordinarily, a student shall be limited to one non-major course per term using this option, exclusive of courses offered only on a Credit/No Credit basis.

When an undergraduate student changes his or her major field of study to one where he or she has completed courses with CR grades, such lower-division courses shall be included in major requirements. Upper-division courses may be included at the option of the department upon petition by the student.

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*Credit/No Credit course units are not included in GPA computations.
†If not completed within one year, I will be changed to an IC (or NC).
††Effective fall 1991, this symbol is no longer assigned.
†††Effective fall 2002, this symbol is no longer assigned

**ADVISORY CAUTION:** Undergraduate students who plan to pursue graduate or professional studies later are advised to be selective in opting for courses on a Credit/No Credit basis. As a general rule (advisory only), course work that is preparatory or prerequisite to advanced specialized study should be completed and evaluated on a letter grade basis and not Credit/No Credit.
Administrative Symbols

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Incomplete Authorized (I)
The symbol I signifies that a portion of required course work has not been completed and evaluated in the prescribed time period owing to unforeseen but fully justified reasons and that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. A final grade is assigned when the work agreed upon has been completed and evaluated.

An Incomplete must be made up within one year immediately following the end of the term in which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in an Incomplete being changed to an IC or an NC.

A grade of Incomplete may be given only when, in the opinion of the instructor, a student cannot complete a course during the semester of enrollment for reasons beyond the student's control.

Such reasons are assumed to include: illness of the student or of members of the student's immediate family, extraordinary financial problems, loss of outside position and other exigencies. In assigning a grade of I, the instructor shall file with the department for future reference and student access a Statement of Requirements for Completion of Course Work. The requirements shall not include retaking the course. The instructor will also designate a time limit (up to one year) for completing requirements.

Upon request, a copy of the document will be furnished to the student. The student should review this statement at the earliest opportunity.

The statement of requirements will include an indication of the quality of the student's work to date. This not only provides an interim evaluation for the student but assists the department chair in assigning a final grade in those instances where the instructor is no longer available.

When the specific requirements are completed, the instructor will report a change of grade. The responsibility for changing the incomplete grade rests with the instructor.

Incomplete Charged (IC)
The IC symbol may be used when a student who received an authorized incomplete (I) has not completed the required course work within the allowed time limit. The IC replaces the I and is counted as a failing grade for grade point average and progress point computation.

Withdrawal (W)
Students may withdraw from class during the first two weeks of instruction without record of enrollment. After that time, students should complete all courses in which they are enrolled.

The university authorizes withdrawal after the first two weeks of instruction and prior to the last three weeks of instruction only with the approval of the instructor and the department chair (and, in some cases, the college associate dean). All requests for permission to
withdraw during this period and all approvals shall be made in writing on the Withdrawal Request form and the Change of Program form and shall be filed at the Office of Admissions and Records by students or their proxies.

Authorization to withdraw after the second week of instruction shall be granted for only the most serious reasons i.e., a physical, medical, emotional or other condition that has the effect of limiting the student’s full participation in the class. Such reasons must be documented by the student. Poor academic performance is not evidence of a serious reason for withdrawal. Signatures of the instructor and department chair are required for each course. In some departments, the signature of the associate dean is also required. Withdrawal from a class is signified by a grade of “W.” Such grades are not included in grade point average calculations.

Students may not withdraw during the final three weeks of instruction except in cases, appropriately documented, such as accident or serious illness, where the assignment of an Incomplete is not practicable. Ordinarily, withdrawals of this nature will involve withdrawal from all classes except that Credit or Incomplete Authorized (I) may be assigned for courses in which students have completed sufficient work to permit an evaluation to be made. Requests for permission to withdraw from all classes under these circumstances, with authorizations as described above, shall be submitted with Change of Program forms by the students (or their proxies) to the Office of Admissions and Records.

Withdrawal Unauthorized (WU)
The symbol WU indicates that an enrolled student did not withdraw from the course but failed to complete course requirements.

It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. For purposes of grade point average computations, this symbol is equivalent to an F. Students may petition for retroactive withdrawal from individual courses or from an entire semester, provided they can document both the serious and compelling reasons or circumstances that required the withdrawal and the date of such withdrawal. Such a petition must be filed within 30 days after the first class day of the following semester.

ADVISORY NOTE: Students who unofficially withdraw and who are receiving financial aid or benefits which are dependent on completion of specified course units are advised that they may have such benefits suspended and may be subject to repayment of allowances received after date of unofficial withdrawal.

Audit (AU)
The symbol AU is used by the Office of Admissions and Records in those instances where a student has enrolled in a course either for information or other purposes not related to the student’s formal academic objective. Enrollment as an auditor is subject to the permission of the instructor, provided that enrollment in any course as an auditor shall be permitted only after students otherwise eligible to enroll in the course on a credit basis have had an opportunity to do so. Auditors are subject to the same fees as credit students and regular class attendance is expected. An auditor may not change to credit status and a student who is enrolled for credit may not change to audit after the fourth week of instruction. An auditor is not permitted to take examinations in the course; therefore, there is no basis for evaluation nor a formal grade report.
Report in Progress (RP)
The RP symbol is used in connection with thesis, project or similar courses that extend beyond one academic term. It indicates that work is in progress, and has been evaluated and found to be satisfactory to date, but that assignment of a final grade must await completion of additional course work. Cumulative enrollment in units attempted may not exceed the total number applicable to the student’s educational objective. Work is to be completed within a stipulated period which may not exceed one year except for graduate degree theses or projects for which the time may be longer, but may not exceed the overall limit for completion of all master’s degree requirements.

Report Delayed (RD)
The RD symbol is used where a delay in the reporting of a final grade is due to circumstances beyond the control of the student. The symbol is assigned by the Office of Admissions and Records and will be replaced as soon as possible. An RD shall not be included in calculation of a grade point average.

Student Records

Top of Page

Grade Reports to Students
A report of the final grades assigned in classes is available to each student at the end of each semester. Many students leave self-addressed post cards for instructors of specific courses to send them earlier reports. Grades are available at the end of each term by telephone, through several kiosks located on the campus, and through the TITAN Online feature of the Cal State Fullerton website.

Class Grade Point Averages
Beginning with the fall semester 1978, information is included on student grade reports and permanent academic records that is intended to depict the level of achievement of students in relation to other students in a particular class. The class size and grade point average information is displayed for each graded course. The first set of figures indicates the number of students officially completing the course and the second set is the class grade point average. In making the computations, marks of W, I, CR, NC and RP are excluded. This same information is displayed for summer session and intersession classes, but not for extension classes sponsored by the Office of Extended Education.

Examinations
Final examinations, if required by the instructor, will be given at times scheduled by the university. Once established, the final examination schedule may not be changed unless approved by the dean of the college. No makeup final examination will be given except for reason of illness or other verified emergencies.

Credit by Examination (Challenge Examinations)
Students may be granted credit toward the baccalaureate and to meet curriculum requirements in certain designated courses by the satisfactory completion of challenge examinations in the courses. The examinations are to be comprehensive and administered by the sponsoring departments. Well in advance of the semester in which a challenge examination is to be administered, the student, using the appropriate university form, will
secure written approval of his or her major adviser and the chair of the department in which the course is offered. In general, prior work or academic experience will be required.

Courses to be offered as challenge examinations will be determined by the academic departments. Matriculated students may either enroll in these courses during registration or add them during the first three weeks of the semester. The examination must be administered not later than the end of the third week of instruction.

Upon successful completion of the examination, the instructor will report the grade of CR. Students who fail the challenge examination may elect to continue the course for credit or may officially withdraw from the course through the normal class withdrawal procedure. The challenge examination for any course may be administered only once.

A maximum of 30 credits can be earned by challenge examination, including those earned by advanced placement. Credit by examination may not be used to fulfill the minimum residence requirements.

Grade Point Averages
The numerical grade point values in the grading system chart are intended to give an exact determination of a student’s scholastic standing. To compute the grade point average for course work at Fullerton, the grade point value of each grade, with the exception noted in the “Repetition of Courses” section, is multiplied first by the unit value of each course to obtain a total of all grade points earned. The total is then divided by the total units attempted in all courses in which grades of A, B, C, D, F, WU and WF were received. The resulting figure is the grade point average.

Repetition of Courses
Undergraduate students may repeat courses at California State University, Fullerton for which D or failing grades were earned either at Cal State Fullerton or at other institutions; in repeating such courses, the traditional grading system shall be used. In computing the grade point average of a student who repeats courses in which he or she received D or failing grades, only the most recently earned grades and grade points shall be used for the first 16 units repeated. Nevertheless, the original grade on the academic record shall not be changed or eradicated. Persons who plan to seek professional school admission, e.g., law, medicine should note that all grades may be calculated for admission regardless of local application of the CSUF repetition of course policy.

In exercising this option, an undergraduate student must repeat the course at Cal State Fullerton and may request application of this policy when a course has been repeated. This should be accomplished using the appropriate form, immediately following the term in which the course has been completed, so that the student’s grade point average can be revised.

This policy may also be applied to courses in which WU, U or WF grades were assigned, as a means of eliminating such marks from grade point average computations.

In the case of any repetition beyond the 16-unit limit or in courses for which a C or better grade was awarded, both grades are considered in computing grade point averages. Successful repetition of a course originally passed carries no additional unit credit toward a degree or credential except for certain courses such as independent study, practicum, or other courses specified in this catalog as “may be repeated for credit.”

Students transferring from other colleges where courses were taken and repeated may be eligible for consideration under this policy. In general, the policy of the college where the
The university recognizes the long-standing prerogatives of faculty to set standards of performance and to apply them to individual students. The university will seek to correct injustices to students but at the same time believes that the instructor’s judgment at the time the original grade is assigned is better than a later reconsideration of an individual case. Equity to all students is of fundamental concern. The following policies apply to changes of grades except for changes of Incomplete Authorized and Withdrawal Unauthorized symbols.

1. In general, all course grades are final when filed by the instructor in the end-of-term course grade report. Each student is notified by mail of the grades earned during the term, and these grades become a part of the official record.

2. A change of grade may occur only in cases of clerical error, administrative error, or where the instructor reevaluates the original course assignments of a student and discovers an error in the original evaluation. A clerical error is an error made by the instructor or an assistant in calculating or recording the grade. A change of grade shall not occur as a consequence of the acceptance of additional work or reexamination beyond the specified course requirements.

3. A request for a change of grade shall be initiated by the student affected and shall be directed to the instructor within 60 calendar days of the first day of classes of the regular semester following the award of the original grade. If the instructor determines that there is a valid basis for the change, a Change of Grade form shall be used to notify the Office of Admissions and Records. These forms are available in department offices and are not to be handled by students. If the instructor determines that there is not a valid basis for the change and denies the student’s request, the instructor’s decision is final. The student may file a petition with the Academic Appeals Board on the basis of unfair or prejudicial treatment by the instructor. (See “Academic Appeals” in the “Student Affairs” section of this catalog)

4. The Change of Grade form completed and signed by the instructor, noting the basis for the change, shall not be accepted by the Office of Admissions and Records unless approved separately by the department chair and college dean.

5. If a request for change of grade is initiated after 60 calendar days into the following semester, it will be approved only in extraordinary circumstances. An explanation of such circumstances must accompany the request and must be approved separately by the
instructor, department chair and the dean before acceptance by the Office of Admissions and Records.

6. In extraordinary circumstances, the University Records Office may refer requests for grade changes to the Office of the Associate Vice President for Academic Programs.

**Academic Dishonesty**

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty.

It usually involves an attempt by a student to show possession of a level of knowledge or skill which he or she does not possess.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent or unauthorized means. Examples of cheating include, but are not limited to: using notes or aids or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor, plagiarism as defined below, tampering with the grading procedures, and collaborating with others on any assignment where such collaboration is expressly forbidden by an instructor.

Plagiarism is defined as the act of taking the specific substance of another and offering it as one's own without giving credit to the source. When sources are used, acknowledgment of the original author or source must be made following standard scholarly practice.

The initial responsibility for detecting and dealing with academic dishonesty lies with the instructor concerned. An instructor who believes that an act of academic dishonesty has occurred is obligated to discuss the matter with the student involved. The instructor should possess reasonable evidence, such as documents or personal observation. However, if circumstances prevent consultation with the student, the instructor may take whatever action, subject to student appeal, the instructor deems appropriate.

An instructor who is convinced by the evidence that a student is guilty of academic dishonesty shall:

1. Assign an appropriate academic penalty. This may range from an oral reprimand to an F in the course. To the extent that the faculty member considers the academic dishonesty to manifest the student's lack of scholarship and to reflect on the student's academic performance and academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are an oral reprimand in cases where there is reasonable doubt that the student knew that his or her action constituted academic dishonesty; an F on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances, or an F in the course where the dishonesty was premeditated or planned.

2. Report to the student involved, to the department chair, and to the vice president for student affairs the alleged incident of academic dishonesty, including relevant documentation, and make recommendations for action that he or she deems appropriate.

The vice president for student affairs shall maintain an academic dishonesty file of all cases of academic dishonesty with the appropriate documentation. Students shall be informed when their names are inserted into the file and provided with copies of any appeals or disciplinary procedures in which they may become involved. The vice president for student affairs or his or her designees may initiate disciplinary proceedings under Title 5, California Code of Regulations, Section 41301, and Chancellor's Executive Order 148; when two or
more incidents involving the same student occur, he or she shall do so. Opportunities for appeal regarding sanctions resulting from disciplinary proceedings are provided by Executive Order 148.

A student may appeal any action taken on a charge of academic dishonesty under the University Policy Statement 300.030, "Academic Appeals." See "Academic Appeals" in the "Student Affairs" section of this catalog.

**Academic Renewal**

In 1974, the Board of Trustees of the California State University adopted an academic renewal policy that became part of Executive Order No. 213 issued by the Chancellor's Office. The Board of Trustees made it clear at the time Executive Order 213 was approved that the purpose of this policy was not to raise grade point averages, but to ensure that able students were not required to stay on after completion of all course requirements simply to remove a deficiency.

The university may disregard up to two semesters or three quarters of previous undergraduate course work taken at any college or university from all considerations associated with requirements for the baccalaureate when a student meets the mandatory condition that “there is every evidence that the student would find it necessary to complete additional units and enroll for one or more additional terms in order to qualify for the baccalaureate if the request were not approved.”

Final determination that one or more terms shall be disregarded in the determination of eligibility for graduation shall be based upon a careful review of evidence by the Review Committee for Academic Renewal and shall be made only when the mandatory condition stated above is met and when:

1. Five years have elapsed since the most recent work to be disregarded was completed;

2. The student has requested the action formally and has presented evidence that work completed in the terms under consideration is substandard and not representative of present scholastic ability and level of performance;

3. The level of performance represented by the terms under consideration was due to extenuating circumstances;

4. The student has completed at Cal State Fullerton, since the most recent work to be disregarded was completed, 15 semester units with at least a 3.0 grade point average, or 30 semester units with at least a 2.5 GPA, or 45 semester units with at least a 2.0 GPA. Work completed at another institution cannot be used to satisfy this requirement.

When such action is taken, the student’s permanent academic record shall be annotated so that it is readily evident to all users of the record that no work taken during the disregarded terms, even if satisfactory, may apply towards the meeting of baccalaureate requirements. All work must remain legible on the record ensuring a true and complete academic history.

This policy is not intended to merely allow students a means by which they may improve their overall grade point averages for graduation with honors, admission to graduate and professional schools or to meet eligibility criteria for other awards, employment or acceptance into military and other programs.
Transcripts
Official transcripts of courses taken at the university are issued only with the written
permission of the student concerned. Partial transcripts are not issued. A fee of $4 for each
transcript must be received before the transcript can be released.

Normally, transcripts are available within three working days, except at the end of the
semester when the student should allow about 10 days after the last day of the semester.

Transcripts from other institutions, which have been presented for admission or evaluation,
become a part of the student’s permanent academic file and are not returned or copied for
distribution. Students desiring transcripts covering work attempted elsewhere should request
them from the institutions concerned.

Appendix 24.3
Cal State Fullerton
History Social Science SMPP Course Sheet
[See above Appendix 13]

Appendix 24.4
Cal State Fullerton
HSS SMPP Faculty Recommendation Form
CALIFORNIA STATE UNIVERSITY, FULLERTON
Admission to Teacher Education

FACULTY RECOMMENDATION
(Non-Confidential)

NAME: 
CREDENTIAL OBJECTIVE: 

<table>
<thead>
<tr>
<th>SCALE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Outstanding (excellent)</td>
<td>This individual has made application for admission to our Teacher Education Program. Please rate the applicant on the items listed, using the scale at the left, and cite evidence, when possible, of strengths and weaknesses.</td>
</tr>
<tr>
<td>4. Above Average (very good)</td>
<td></td>
</tr>
<tr>
<td>3. Average (satisfactory)</td>
<td></td>
</tr>
<tr>
<td>2. Needs to Improve</td>
<td></td>
</tr>
<tr>
<td>1. No Opportunity to Judge</td>
<td></td>
</tr>
</tbody>
</table>

Scholarships and Scholastic Performance
Demonstrates scholastic achievement in subject areas the applicant is preparing to teach.

Rating: ☐

Skills of Communication
Demonstrates proficiency in reading, writing, and speaking.

Rating: ☐

Breadth of Understanding
Possesses a sound understanding of concepts and knowledge in the following areas: humanities, social science, physical science, mathematics, & fine arts. Demonstrates ability to analyze & solve problems.

Rating: ☐

Personality and Character
Demonstrates evidence of leadership qualities or traits, has emotional stability, ability to work with others, initiative, self-confidence, resourcefulness, and creativity.

Rating: ☐

FACULTY MEMBER: ___________________________ / ___________________________ 
DATE: ___________________________

UNIVERSITY ___________________________ DEPARTMENT ___________________________ TELEPHONE ___________________________

RETURN TO: California State University, Admission to Teacher Education EC 182, P.O. Box 6868, Fullerton, CA 92834
(We prefer students be given this recommendation in a sealed envelope.)

Revised: 7/24/02
Appendix 24.5

Cal State Fullerton
HSS SMPP in the field
Teacher [Youth] Recommendation Form
FACULTY RECOMMENDATION
(Non-Confidential)

NAME: _______________________________

CREDENTIAL OBJECTIVE: ________________________________________________________

SCALE: 5. Outstanding (excellent)
4. Above Average (very good)
3. Average (satisfactory)
2. Needs to Improve
1. No Opportunity to Judge

This individual has made application for admission to our Teacher Education Program. Please rate the applicant on the items listed, using the scale at the left, and cite evidence, when possible, of strengths and weaknesses.

Scholarships and Scholastic Performance
Demonstrates scholastic achievement in subject areas the applicant is preparing to teach.

Rating: □

Skills of Communication
Demonstrates proficiency in reading, writing, and speaking.

Rating: □

Breadth of Understanding
Possesses a sound understanding of concepts and knowledge in the following areas: humanities, social science, physical science, mathematics, & fine arts. Demonstrates ability to analyze & solve problems.

Rating: □

Personality and Character
Demonstrates evidence of leadership qualities or traits, has emotional stability, ability to work with others, initiative, self-confidence, resourcefulness, and creativity.

Rating: □

Comments:

FACULTY MEMBER ____________________________ / ____________________________ DATE ____________

Print Name: ____________________________ Signature: ____________________________

UNIVERSITY ____________________________ DEPARTMENT ____________________________ TELEPHONE: ____________________________

RETURN TO: California State University, Admission to Teacher Education BC 182, P.O. Box 6086, Fullerton, CA 92834
(We prefer students be given this recommendation in a sealed envelope.)

Revised: 7/24/02
Appendix 24.6

Capstone Examination

Fall 2003 Final Capstone Questions
for the California State University, Fullerton
History Social Science Subject Matter Preparation Program

Candidate Directions:
Select TWO of the following essays from any subject area.
Write TWO short essays on these topics of between 3-5 pages [double spaced] B
references do not need to be cited.
Hand these two essays to Dr. Pahl when you come for your interview.

Pick TWO of the following essays from any subject area and write a short 3-5 page essay on each:

American Studies: March 2003:
The frontier experience has been described as both the great American epic and the
great American tragedy. With this comment in mind and demonstrating your
knowledge of American cultural and social history, what is the frontier? Providing
specific historical examples from the colonial period to our own times, how could the
centuries-long frontier process be both our greatest triumph and darkest tragedy?
Has it been a largely positive or negative force in the formation of American culture?
Why?
Immigration from Europe, Africa, Asia, Latin America, and other places lies at the heart of the American experience, and Americans of all types have complex attitudes toward their racial and ethnic backgrounds. Drawing upon your knowledge of the experiences of at least one non-dominant group—either African-Americans, Asian-Americans, or Latinos—has their American experience been largely one of shedding their old culture and assimilating into the mainstream? Or have they retained significant portions of their heritage thus contributing to the ongoing diversity of American culture?

A number of scholars have argued that African-Americans have influenced and shaped American culture more profoundly than any other ethnic and racial group. With this thesis in mind, discuss African-American contributions to American culture from the 17th century to the present. How, in some detail, have African-Americans influenced American social and political ideals, our language and art forms, and our collective identity as a people? Looking back over your analysis, how significant has the African-American presence been in American culture? Why has it had such an impact?

Compare gender roles and ideas about gender in two distinct American times or places—for example, Puritan New England and Victorian America, the North and South, or the East and the West. How do changes in the economy, family, and religion help explain the differences in gender roles and ideas between the two?

Major wars often expose major tensions and conflicts within American society and stimulate major social and cultural changes at home. Discuss the accuracy and adequacy of this statement in relation to any one of the following major American wars: the Civil War, World War I, World War II, the Vietnam War.

Geography:

Briefly describe the overall process of globalization. Refer cultural, political, and economic examples of each in your discussion.

What is urban sprawl? What explains urban sprawl in metropolitan Los Angeles?

History:

Analyze the origins of the Cold War and discuss its impact on United States foreign policy up to 1960.

Analyze the origins and development of the civil rights movements for African-Americans after World War II. Be sure to include the antecedents for this movement that existed prior to 1945.

In what ways was the First World War a pivotal event in world and US history?
Discuss the political, social and cultural impact of the war.

Describe and analyze the emergence of nationalism in the 18th and 19th centuries and its impact on Western, African, and Asian societies.

**Political Science:**

Describe the impact the division of power between the Executive, Legislative, and Judicial branches of government has had on the history of the United States.

Describe the evolution of US foreign policy in wartime from the Spanish American War to the present. Focus on major changes that have taken place in the way policy is developed and implemented over the past century.

Compare the way the federal system of division of power between the states and central government has changed from when the Constitution was written and today.
Appendix 25

Records

From the Admission and Records Office at Cal State Fullerton
Welcome letter from University President Milton Gordon

In four decades, California State University, Fullerton has grown from a small college nestled among orange groves on a 225-acre campus to a major regional university with a global outlook. Located in a technologically-rich and culturally-vibrant area, Cal State Fullerton is approximately 20 miles from Los Angeles and just a short distance away from Disneyland, Anaheim Stadium and the Arrowhead Pond.

As one of 23 campuses in the California State University, our mission is to advance learning by offering students the best qualities of teaching and research universities. Here, students, faculty and staff work in close collaboration both in and out of the classroom. Here, students are helped to develop a lifelong habit of intellectual inquiry and teamwork skills. Although student enrollment is approximately 32,800 students, the average class size is 29 students. Thus, students have many of the learning opportunities of a smaller college, as well as the research and creative opportunities of a large university.

Address:
P.O. Box 6900, Fullerton, CA 92834-6900
(714) 278-2300
VERIFICATION OF ENROLLMENT, GPA, DEGREE:

Students:

There are two sources for obtaining verification of enrollment.

One source is through the National Student Loan Clearinghouse, at the number or website listed below. They cannot provide verification of your grade point average. If you require your grade point average, you will have to obtain your verification through Admissions and Records.

The other source for verification of enrollment (present and/or past), grade point average (GPA), and/or degree information is Admissions and Records. Please provide Admissions and Records with a letter, which includes the following information: your full name, your student identification number (this may be your social security number), dates of enrollment, your signature (this is required), and the complete mailing address of where you want this verification sent. Processing time varies depending on the nature of the request. For more information about the processing time, you may call (714) 278-7601.

You may come to the Admissions and Records Service Center, located in Langsdorf Hall room 114 or you may mail your request to CSUF, P.O. Box 6900, Fullerton, CA, 92834-6900.

There is a $10 charge for this service. Make any checks payable to CSUF.

All Others:

For all others requesting enrollment or degree verification on a student, please contact the National Student Loan Clearinghouse at www.studentclearinghouse.org or (703) 742-4200.

Thank You.
Appendix 27

CSUF HSS SMPP Team Qualifications

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Appendix 27.1

CSUF HSS SMPP Team Qualifications

Ron H Pahl, Coordinator

Curriculum Vitae 2003

Ron H. Pahl
Secondary Education
California State University
Fullerton, California 92634
Office: 714-278-3808

e-mail: ronpahl@juno.com
EDUCATION
Ph.D. Social Studies Curriculum and Instruction with a double minor in African Studies. Indiana University, 1978
M.A. African History, University of California at Los Angeles, 1968
B.A. History, San Jose State University, 1965.

PROFESSIONAL EXPERIENCES
Professor, Secondary Education, California State University, Fullerton (1990- Present)
  o Coordinator of Secondary Social Studies Education (1990-Present)
  o Coordinator of California State University, Fullerton HSS SMPP __ History Social Science Subject Matter Preparation Program (1993 _ Present).
  o Site Director of FIRST -- Fullerton International Resources for Schools and Teachers (1994__ Present)
  o Chair, University International Education Committee (1997-1999), Member (1993- Present)
  o Chair, Sec Ed Department (97-99,01)
  o Co Chair, Division Personnel Committee (1999-2002)
  o Courses Taught:
    _ EdSec 442s __ Social Studies Teaching Methods
    _ EdSec 449s __ Social Studies Student Teacher Seminar
    _ EdSec 440m __ Multicultural Education
    _ EdSec History 407 __ Social Studies and Technology
    _ EdSc 440s __ Professional Development Center Seminar
    _ EdSc 449e & i – Supervision

  o Teacher of Government, Economics, World History, and Computers;
  o District Trainer of computer technology and Social Studies;
  o District Mentor Teacher in Social Studies;

  o Custom microcomputer training program developer and coordinator;
  o Lotus 1, 2, 3 spreadsheet developer and instructor.

Social Studies Curriculum Specialist, Maryland State Department of Education. Baltimore, Maryland (1981_1984):
  o Curriculum Developer (Maryland Social Studies Framework -- voted the best state document in the nation for the year 1983);
  o Conference and Workshop Coordinator of over 50 highly acclaimed events;
  o Assessment Instrument Developer and Evaluator for state_wide K-12 testing programs.

Curriculum Developer, Instructor & Editor, California State Polytechnical University at Pomona and other institutions (1978_1981):
  o Developed bilingual social studies for The National Multilingual Multicultural Materials Development Center;
  o Coordinated National Teacher Education Examination preparation workshops for the Teacher Development Center;

PROFESSIONAL EXPERIENCES (continued)
  o Taught Introduction to Social Science & American Studies;
  o Edited social science instructional materials catalogs for Social Studies
School Service;
- Developed course material and taught quality assurance statistics for the Metron Corporation of Rancho Cucamonga.

Administrator, Teacher, & Social Studies Specialist
- Acting Principal (1975_76) and Vice Principal (1971_74) of a government secondary boarding school (1,000 students and 45 boarding faculty and staff from 15 countries);
- Teacher of Cambridge "O" Level History and Economics (1968_1975);
- Curriculum Designer & Developer Botswana K_12 Social Studies Programme;

Credentials
- California General Secondary Certificate in History with a Supplemental Authorization in Social Studies;
- California Community College Teaching Certificate;
- California Administrative Services Credential.

Ph.D Thesis
The Influence of Social Environmental Variables on the Adoption of Innovative Social Studies Textbooks in Indiana School Corporations. Indiana University, 1978.

Professional Organizations
- Social Science Education Consortium
- Phi Delta Kappa (Alpha Chapter)
- National Council for the Social Studies
- California Council for the Social Studies
- Association for Supervision and Curriculum Development
- American Education Research Association
- National Association for Multicultural Education
- International Society for Technology in Education
- Computer Using Educators
- Association of Concerned African Scholars
- NOW – National Organization of Women
- ACLU – American Civil Liberties Union

Selected Honors
- Executive Editor (1989_present) of the top refereed journal The Social Studies published by Heldref Publications, Washington, D.C.

- Social Studies Panel Member (2000-Present), California Commission on Teacher Credentialing, Sacramento, California.
- Elected Member of the prestigious Social Science Education Consortium (1992_present);
- Consultant Reviewer National Geographic Society Media (Washington, D.C.) for new social studies educational products (1989_1994);
- Award Recipient -- National School Boards Association for the development of innovative laser disc computer
Selected Scholarly and Creative Activities


Selected Scholarly and Creative Activities (continued)


Selected Scholarly and Creative Activities (continued)


(January/February, 1993). Ol'George updated for the 1990s __ First in war and in the shopping mall. A book review of *The Making of a
(November/December, 1992)

(November/December, 1991)

(November/December, 1991)

(November/December, 1990)

(July/August, 1990). Clio!


Selected Professional Workshops, Programs & Presentations:

Selected Professional Workshops, Programs & Presentations: (continued)

California Council for the Social Studies, Fresno (March, 1995)
Teaching about the Homeless.


National Council for the Social Studies Phoenix (November, 1994)
Teaching Social Studies through Music.
California Council for the Social Studies, Los Angeles (March, 1994).
Teaching Social Studies through Music.
Foothill Partnership of Middle Schools (February, 1994) Using Music and pictures in the Social Studies Classroom.
San Bernardino County Superintendent
of Schools (13 August 1993). Activating Your Social Studies Classroom.


- San Bernardino County Sup. of Schools (8 August 1992). Rediscovering the Lost Social Sciences: Adding Viewpoints to the classroom — The Use of Ethnic Sources in Social Studies.


- Tuffree Junior High School (26 April 1991). Reaching out to Others — a talk and activity for 300 honor students and their parents in Placencia, California.


**Selected Services rendered to the University & Community**

- **Coordinator** (1990 - Present), Secondary Social Studies Teacher Education Program at the California State University, Fullerton

- **Coordinator** (1994 - Present), California State University, Fullerton undergraduate History Social Science Subject Matter Preparation Program (CSUF HSS SMPP) for the California Commission on Teacher Credentialing (CTC).

- **Site Director** (1994 - Present), FIRST (Fullerton International Resources for Schools and Teachers), a CISP (California International Studies Program), and California subject area grant.

- **Chair**, CSUF Division of Education Personnel Committee (1999/2000)

Chair, University International Education Committee at CSUF (1997-2000)

Member, University International Education Committee at CSUF (1994_2002).

WASC Social Studies Consultant
(December, 1994_January, 1995), Sunny Hills High School, Fullerton HSD.


Selected Services rendered to the University & Community
(Continued)


Secondary Education Representative (1990_ Present), University Library Committee

Member (1990_ Present), SecTEP (the university wide Secondary Teacher Education Program).

Secondary Education Representative (1992_1993), HDCS Faculty Affairs Committee.


Selected Grant & Other Funding Activities

2002 -- $225,000 from CISP (California International Studies Program) for FIRST (Fullerton International Resources for Schools and Teachers).

2001 -- $225,000 from CISP (California International Studies Program) for FIRST (Fullerton International Resources for Schools and Teachers).

2000 -- $125,000 from CISP (California International Studies Program) for FIRST (Fullerton International Resources for Schools and Teachers).

1999 -- $95,000 from CISP (California International Studies Program) for FIRST (Fullerton International Resources for Schools and Teachers).

1998 -- $72,000 from CISP (California International Studies Program) for FIRST (Fullerton International Resources for Schools and Teachers).

1997 -- $85,000 from CISP (California International Studies Program) for FIRST (Fullerton International Resources for Schools and Teachers).

1996 -- $85,000 from CISP (California International Studies Program) for FIRST (Fullerton International Resources for Schools and Teachers).

1995 -- $85,000 from CISP (California International Studies Program) for FIRST (Fullerton International Resources for Schools and Teachers).

1994 -- $62,000 from CISP (California International Studies Program) for FIRST (Fullerton International Resources for Schools and Teachers).

1993 -- $25,000 CAPP (California Academic Partnership Program) mathematics grant with Santa Ana Unified School District.

Grant Total between 1993-2003:

$859,000.00
Appendix 27.2

CSUF HSS SMPP Team Qualifications

Nelson Woodard, History Department

PERSONAL VITA

Nelson E. Woodard
Associate Professor
Department of History
California State University, Fullerton
Fullerton, California 92834

EDUCATION:

Doctor of Philosophy: University of Wisconsin, Madison, 1970
Master of Science: University of Wisconsin, Madison, 1963
Bachelor of Arts: University of Rochester, 1960

TEACHING EXPERIENCE:

California State University, Fullerton, 1968-
California State University, Los Angeles, summer, 1972
University of California, Irvine--Extension, summer 1971, spring 1972
University of Pittsburgh, 1965-68
University of Wisconsin, Madison (Teaching Assistant), 1962-65

COURSES TAUGHT:

United States to 1877 (Hist. 170A)
United States since 1877 (Hist. 170B)
Survey of American History (Hist. 180)
Cultural Origins of American Diplomacy (Hist. 270)
American Diplomacy and World Problems: Historical Perspectives (Hist. 385)
History of United States Foreign Relations (Hist. 485)
America Comes of Age, 1920-1960 (Hist. 475)
Senior Research Seminar on the Origins of the Cold War (Hist. 490)
Seminar on the Cold War in Historical Perspective (Hist. 495)
Graduate Research Seminar in American History (Hist. 570)

RESEARCH ACTIVITIES:

Work in Progress:

The United States Response to Republican Germany, 1919-33

Publication:

Review of *Air Power in the Age of Total War* by John Buckley in *History Teacher*, November 2000

Review of *America Ascendant* by Thomas Paterson and Gary Clifford in *History Teacher*, August 1996

Grants and Awards:

Faculty Research Grant, California State University, 1981
Summer Seminar Fellowship, National Endowment of the Humanities--taken at Brown University, 1979
Instructionally Related Research Grant, California State University, 1979
Sabbatical leave, California State University, 1977
Faculty Research Grant, California State University, 1977
Faculty Research Grant, California State University, 1971
Faculty Research Grant, California State University, 1969

PROFESSIONAL ACTIVITIES:

Memberships in Professional and Honorary Societies:

American Historical Association
Organization of American Historians
Phi Alpha Theta, International Honor Society in History
Phi Beta Delta, Honor Society for International Scholars
President, Beta Chapter, 1997-98
Society for Historians of American Foreign Relations

Conventions and Meetings:

American Historical Association, Chicago, IL. January 2003
American Historical Association, San Francisco, CA January 2002
Western Historical Association, San Diego, CA October 2001
American Historical Association, Chicago, Ill., January 2000
Pacific Coast Branch, AHA, San Diego, CA., August 1998
National Council for the Social Studies, Phoenix, AZ 1994
Pacific Coast Branch, AHA, CSU Fullerton, 1994 (paper commentator)
American Historical Association, San Francisco, CA 1994
Pacific Coast Branch, AHA, Loyola Marymount University, CA 1993
American Historical Association, San Francisco, CA 1989
SHAFR/Pacific Coast Branch, AHA, Stanford University, CA 1985
Organization of American Historians, Los Angeles, CA 1984
American Historical Association, San Francisco, CA 1983
American Historical Association, Los Angeles, CA 1981
Organization of American Historians, San Francisco, CA 1980
International Congress of Historical Societies, San Francisco, CA 1975
Organization of American Historians, Los Angeles, CA 1970
Pacific Coast Branch, AHA, San Diego State University, CA 1969

Other:
Lecture on U.S. - China Relations, FIRST Institute, CSU Fullerton, August 1998
Participant in Third Annual Faculty/Staff Seminar at Fudan University, Shanghai, Peoples’ Republic of China, June 1995.
Lecture on Cold War, Rosary High School Fullerton, CA 1995
Lecture on Haiti, Continuing Learning Experience, CSU Fullerton, Fullerton, CA 1994
Chair of sessions, Phi Alpha Theta Regional Conferences, 1976, 1988, 1991, 1994
Judge, Orange County History Day, CSU Fullerton, Fullerton CA and Orange County Department of Education, Costa Mesa, CA 1984-95.
Coordinator of Judges for History Day, CSU Fullerton, Fullerton, CA 1987-92
Presenter, U.S. Foreign Policy Workshop, Continuing Education, Ventura, CA, 1990
Judge, History contest, Ladera Vista Junior High, Fullerton, CA 1981
Paper, "Peacemaking without 'Involvement': The U.S. and Europe after World War I" presented at CSUF History Department symposium, Brea, CA 1970
Lecture to American history class, Cypress College, Cypress, CA 1978
Lecture to Men's Club, First Lutheran Church, Fullerton, CA 1974
Lecture to Social Studies class, Mater Dei High School, Santa Ana, CA 1974.

UNIVERSITY AND DEPARTMENT SERVICE:

University Service:

Assistant Faculty Marshall, H&SS Commencement, May, 1997
Member, Secondary Teacher Education Program Committee (SECTEP), 1985-
Member, Equivalency Committee, Division of Library Science, 1976-77
Member, Arboretum Guidelines Committee, 1976-77
Member, Continuing Education Advisory Committee, 1975
Member, Liberal Studies Personnel Committee, 1974-75
Member, All-University Library Committee, 1969-71 (Chair, 1970-71)
Member, Faculty Council, 1969-70

Department Service:

Undergraduate Advisor, 1993-
Library Coordinator, 1985-
Chair, Library/Research Committee, 1979-1982; 1985-
Member, Library/Research Committee, 1982-85
Member, Graduate Studies Committee, 1978-79
Chair, Recruitment Committee, 1976-78
Chair, Bicentennial Committee, 1975-76
Member, Recruitment Committee, 1975-75; 1999-2000; 2002-2003
Member, Master-Plan Committee, 1974-75
Chair, Curriculum Committee, 1972-74
Member, Library/Research Committee, 1970-72
Appendix 27.3

CSUF HSS SMPP Team Qualifications
Mike Steiner, American Studies Department

CURRICULUM VITAE:
Michael C. Steiner
Professor of American Studies
California State University, Fullerton

EDUCATION:
Ph.D., American Studies, University of Minnesota, 1978.

PROFESSIONAL EXPERIENCE:
1973-1974, Teaching Associate & Instructor, American Studies, University of Minnesota. 1975-1978, Assistant Professor, American Studies, California State University, Fullerton.
1978-1984, Associate Professor, CSUF.
1984-present, Professor, CSUF.
Department Graduate Advisor, 1989-95.
Department Chair, 1995-1998.

AWARDS AND HONORS:
Undergraduate awards and honors: magna cum laude and Phi Beta Kappa, Carleton College;
Rhodes Scholarship nominee; Carleton's Beson Award for academic and athletic achievement.; Midwest Conference's
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LeClaire Award for academic and athletic achievement, member of the N.C.A.A. All-American cross country team, 1968.
Graduate awards and honors: N.C.A.A. Graduate Fellowship, 1969-1970; N.D.E.A.Title IV
Graduate Fellowship, 1969-1972; Graduate Research Fellowship, 1975.
Oscar O. Winther Award, Western Historical Association, 1979, for the best article that year in the Western Historical Quarterly.


CSUF Sabbatical Leaves, Fall 1983 and Fall 1990.


Heritorious Performance and Professional promise Award for Teaching and Research, 1989.

CSU Performance Salary Step Increase, 1996.

CSUF Alumni Distinguished Faculty Student Service Award, 1994-95.

CSUF Outstanding Faculty Recognition: Scholarship and Creative Activity, April 2001.


Fulbright Chair, Distinguished Lecturing: Laszlo Orszagh Chair in American Studies, Kossuth Lajos University, Debrecen, Hungary, 1998-99.


Fulbright Selection Committee for Central Europe, 2000-2002; Fulbright Senior Specialist, 2001-present.

Member of CSU Fullerton Fullerton/Lithuania Seminar and Exchange, June 2002.

Fulbright Chair, Distinguished Lecturing in American Studies/American Literature, Marie Curie Sklodowska University, Poland, Spring 2004.

**TEACHING:**

**Areas of specialization in teaching and scholarship:**

American regionalism, folk culture, architecture, and built environment

Relationship between geography, American studies, and theories of space and place.

History and culture of the American West and California

International dimensions of American studies

**Courses Taught at California State University, Fullerton:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST 201</td>
<td>Introduction to American Studies</td>
</tr>
<tr>
<td>AMST 301</td>
<td>The American Character</td>
</tr>
<tr>
<td>AMST 350</td>
<td>Seminar in Theory and Method</td>
</tr>
<tr>
<td>AMST 401</td>
<td>American Culture and Nature</td>
</tr>
<tr>
<td>AMST 416</td>
<td>Southern California Culture</td>
</tr>
<tr>
<td>AMST 440</td>
<td>American Folk Culture</td>
</tr>
<tr>
<td>AMST 498</td>
<td>Internship</td>
</tr>
<tr>
<td>AMST 444</td>
<td>The Built Environment</td>
</tr>
<tr>
<td>AMST 502</td>
<td>Graduate Seminar: American Space, Place, and Architecture</td>
</tr>
<tr>
<td>AMST 596</td>
<td>Teaching Tutorial</td>
</tr>
<tr>
<td>Honors 201A</td>
<td>Honors Seminar: American Institutions and Values to 1900</td>
</tr>
<tr>
<td>Honors 201B</td>
<td>Honors Seminar: American Institutions and Values Since 1900</td>
</tr>
</tbody>
</table>

**Courses Taught as Distinguished Fulbright Lecturer, 1998-99, and as Visiting Lecturer, January 2001, North American Studies Department University of Debrecen:**

- American Regionalism (Fall 1998)
- American Culture & Nature (Spring 1999)
- American Folk Culture (Fall 1998)
- Theories and Methods of AMST: Doctoral (Spring 1999)
- American Architecture (Spring 1999)
- Frontier & Region in Am.History:Doctoral (January 2001)

**Invited Lectures while Orszagh Distinguished Fulbright Professor, 1998-99:**
ing American Culture: Place, Pluralism, and the Reshaping of American Studies,” Eotvos Lorand University, Budapest, American Studies student/Faculty Seminar, Sept., 1998.


“The Once and Future Frontier: Frederick Jackson Turner, Walt Disney, and the Curious Fate of the Mythic West,” Keynote Address, first plenary session, Austrian Fulbright Annual Seminar on American Studies, Altenmarkt, Austria, November 1998.


“Environmentalism and the American West,” Fulbright Lecture Series, University of Leipzig, April 1999.

"Two Worlds of Architecture in American Studies,” English Faculty Seminar, University of Timisoara, Timisoara, Romania, June 1999.

**Teaching Workshops:** (Related to international American Studies):

Panel presentation, “Pleasures and Perils of Being a Fulbright Professor at Mid-Career,”
American Studies Association, Montreal, October 29, 1999.

Panel presentation, “Connections in Theory and Practice: The Fulbright Program’s Role,”


**PUBLICATIONS AND SCHOLARLY ACTIVITIES:**

**Books:**


**Book chapters and encyclopedia articles:**


Articles:
"The Significance of Turner's Sectional Thesis." Western Historical Quarterly 10 (October, 1979): 437-66. (This essay won the Winther Award from the Western History Association as the best article to appear in the WHQ in 1979.)
"Reading the Citrus Landscape." California History, 74 (Spring 1995): 112-17.
"Frontierland as Tomorrowland: Walt Disney's Architectural Packaging of the Mythic West," Montana: The Magazine of Western History, 48 (Spring 1998): 2-17. (This essay won the Paladin Award from the Montana State Historical Society as the best article to appear in Montana in 1998.)
“Knowing the Place for the First Time: Discovering America by Teaching American Studies Abroad,” American Studies Association Newsletter 23 (December 2000), 1, 10-11.

Book Reviews:
Review of Cheryl Temple Herr, Critical Regionalism and Cultural Studies: From Iowa to the Midwest. American Studies 38 (Fall, 1997), 143-45.

In Progress: (in various stages of development as of March 2003):
Myths and National Identity in the United States and Hungary,” an article to be submitted to either American Studies International or the Geographical Review.
“Jackson Turner and the Meaning of the Midwest,” an article to be submitted to either Indiana Magazine of History or Wisconsin Magazine of History.
“Carey McWilliams and the Politics of Western Regionalism, 1920-1951,” to be included in a
anthology on politics and the new western history (Kansas University Press, 2004)

SERVICE:

Departmental:
American Studies Department Chair, 1995-1998.
Chair and member of numerous departmental personnel, recruitment, and performance review committees.
Chair and member, American Studies Graduate Admissions Committee, 1989-1996.
Chair, M.A. Reading List Revision Committee, 1993-94.
Organizer of three alumni career panels and more than twenty Los Angeles walking tours for American Studies students and alumni.
Presenter of five Graduate/Faculty Colloquium papers (April 1978, March 1991, April 1994, March 1996, November 2000); host of seven departmental colloquia and ethnic dinners.
Sponsor and host for two visiting Fulbright speakers: Olga Malysheva, University of Grodno, Belarus (November 2000); Tibor Glant, University of Debrecen, (April 2001).
Sponsor for visiting Hungarian scholar, Adam Molnar, University of Debrecen, July, 2002.
Member and/or Chair of many American Studies M.A. exam and thesis committees—at least six a year since 1989.

College of Humanities and Social Sciences:
Member, HSS Committee on Committees, 1982-1983.
Member, HSS Research Committee for the Humanities, 1984-1985.
Member, HSS Search Committee for Associate Dean, 1992.
Member and Chair, HSS Curriculum Committee, 1992-94.
Member, Asian American Studies Search Committee, 1993-94.
Member, HSS committee to prepare a new History Social Science Subject Matter Preparation Program for High School Teacher, 1994-present. Related to this work, I also interview applicants for CSUF’s Teaching Credential Program.
Member, Personnel Committee, Department of Comparative Religion, 1999-2000, 2002-03.
Member, Recruitment Committee, Department of Afro-Ethnic Studies, 2001-present.

University:
Member, Presidential Scholar’s Screening Committee, 2002-present
Member, Community History Advisory Board, 1980-1982.
Member, Faculty Development and Educational Innovation Committee, 1987.
Member, Latino Town Hall Organizing Committee, CSUF, 1996-97.
Member, First Year Freshman Program, Wilderness Experience Committee, 2000-2001.
Guest Speaker, CSUF Art Alliance, September 1995.
Recipient of CSUF Alumni Distinguished Faculty Student Service Award, 1994-95.
Organizer, Symposium devoted to “Philosophy and American Culture,” CSUF March 1990.
Faculty mentor for under represented minorities in higher education. Since 1993, I have been a highly successful faculty mentor, helping students earn three Graduate Equity Fellowships, two California Predoctoral Fellowships, and two CSU Forgivable Loan/Doctoral Incentive Awards.
Presenter, Fulbright Scholars Panel, Faculty Development Center, May 3, 2000.
I have served on more than thirty masters thesis or project committees in eight disciplines across the University including American Studies, Art, Communications, English, Environmental Studies, Geography, History, and Social Science.
Appendix 27.4

CSUF HSS SMPP Team Qualifications

Mark Drayse, Geography Department

Mark H. Drayse  
Department of Geography  
California State University, Fullerton  
Fullerton, California 92834-6846  
(714) 278-7593 (phone)  
(714) 278-5223 (fax)  
mdrayse@fullerton.edu

EDUCATION
University of California, Los Angeles (Ph.D. in Geography, 1997)  
University of Toronto (M.A. in Geography, 1985)  
Thesis: Corporate Restructuring and the Division of Labor in Canada.  
Clark University (B.A. in Geography, 1981)  
University of Sussex (enrolled 1979-80)

CURRENT RESEARCH INTERESTS
Economic and urban restructuring of Southern California, globalization and regional development, migration and ethnic labor markets, welfare policy and urban poverty.

FACULTY POSITION
California State University, Fullerton, Department of Geography (2001-present). Assistant Professor.

OTHER TEACHING EXPERIENCE
University of California, Los Angeles, Department of Geography. Lecturer (1998). Course: Regional Development and World Economy.
University of California, Los Angeles, Honors Collegium. Instructor (1993).
Course: Mexican Labor and the Development of California.
University of California, Los Angeles, Department of Geography. Teaching Associate (1987-92). Courses: Economic Geography, Cultural Geography, People and the Earth’s Ecosystems, Physical Geography.
University of California, Los Angeles, Social Science Honors Program. Instructor (1990).
Course: The Social Dynamics of Learning.
University of Toronto, Department of Geography. Teaching Assistant (1982-85). Courses: Economic Geography, Transportation Geography.

RESEARCH EXPERIENCE
Conducted research and developed policy recommendations for projects designed to promote the economic self-sufficiency of individuals and communities in Southern California. Project areas included industry and labor market analysis, homelessness, and welfare reform. Analyzed data with Geographic Information Systems (GIS).
The PMR Group, Los Angeles, California Researcher (1995).
Conducted research on school-to-work programs in Merced County, California. Developed recommendations for improving the integration of education and employment opportunities in the county.

Department of Geography, University of California, Los Angeles. Graduate Researcher (1988-92). Conducted research on the development and structure of the Southern California electronics industry, the manufacturing performance of US manufacturing industries, and other projects related to economic geography.
Conducted research on the organization and structure of the meat processing industry and the impacts of industry consolidation on rural communities in the Midwest. Responsible for research, report writing, and education.

PUBLICATIONS IN PROFESSIONAL JOURNALS

ARTICLES ACCEPTED FOR PUBLICATION
Drayse, Mark (2003). “Local labor market restructuring and the employment experience of welfare recipients in Los Angeles County”, accepted for publication in Urban Geography

OTHER PUBLICATIONS
Burns, Patrick; Drayse, Mark; Flaming, Daniel; and Haydamack, Brent (2003). Prisoners of Hope. Los Angeles: Economic Roundtable.
Drayse, Mark; Odessa Dubinsky; Daniel Flaming; and Robin Law (1993). "Future use of the Standard Occupational Classification (SOC)". US Department of Labor, Proceedings of the International Occupational Classification Conference

**ARTICLES UNDER REVIEW**

**CONFERENCE PAPERS**

**GRANTS AND CONTRACTS**
California State University, Fullerton; Junior/Senior and General Faculty Research Program (2002) - $2,000

**AWARDS**
University of California, Los Angeles, Honors Collegium (1993). Selected to develop and teach undergraduate geography seminar.
Ford Foundation Social Science Curriculum Project (1990). Selected to develop and teach interdisciplinary undergraduate seminar.
Jonas Clark Scholarship, Clark University (1977-81).
CURRICULUM VITAE

Mark Redhead

33 Sycamore LN

Buena Park, CA 90621

(714) 278-7660

email: mredhead@fullerton.edu

BORN: 29/3/68 (Santa Monica, CA)

EDUCATION:

Ph.D.  Political Science 2000.
    New School for Social Research, New York, NY.

    New School for Social Research, New York, NY.
Thesis: "Nietzsche and the Question of How His Thoughts Should be Appropriated."

B.A.  Political Science 1990.
    Reed College, Portland, OR.
Thesis: "Eros and Communication: Assessing Habermasian Discourse Theory from the Perspective of Marcuse."

AREAS OF SPECIALIZATION:

Contemporary Social and Political Philosophy
History of Political Thought
American Political Development
Democratic Theory

PRESENT POSITION:

Assistant Professor. California State University, Fullerton. Appointed after a national search in Fall 2002. Responsibilities
include teaching and developing undergraduate and graduate courses in political thought; supervising undergraduate and graduate thesis; and serving on various academic committees.

PREVIOUS ACADEMIC APPOINTMENTS:

2001-2003 *Visiting Assistant Professor*. Oregon State University, Department of Political Science. Appointed after a national search in Spring 2001. Taught a variety of original courses including *American Political Thought*, *Globalization, Justice and Democracy*, *Ancient Political Thought*, *Modern Political Thought*, *Race, Gender and American Politics*, and *Introduction to Political Thought*. Supervised thesis entitled *Nietzsche and Social Justice*, *Habermas and the Oregon Health Plan*, and *Carl Schmitt, Myth and Politics*.


1999-2000 *Visiting Assistant Professor*. Colgate University. Appointed after a national search in Spring 1999. Developed and taught courses on American political thought, philosophy and the social sciences, community and identity politics, as well as a course in Colgate's freshmen humanities program.

1997-1999 *Adjunct Professor*. Eugene Lang College, New School for Social Research. Developed and taught course, *The Politics of Recognition*, that explored current controversies involving group rights, ethnic conflict and multiculturalism as well as a course on various understandings of justice from Plato to John Rawls.

1996-1997 Teaching Assistant. The Graduate Faculty, New School for Social Research. Supervised the work of undergraduate students in Professor James Miller’s course entitled *Emerson, Nietzsche, Bataille: Beyond Good and Evil*.

ACADEMIC AWARDS:

June 1999 *Erasmus Institute Summer Fellow*, Erasmus Institute, University of Notre Dame.


PUBLICATIONS:

BOOKS:


PEER REVIEWED ARTICLES:


BOOK REVIEWS:


WORKS IN PROGRESS:

Thinking History, Doing Politics: A Study of The Uses and Abuses of History for Political Thought (second book project). Expected manuscript completion date: January 2004.


NOTABLE PAPERS PRESENTED:


June 1999 "Between Unity and Particularity: An Introduction to the Problem of Political Fragmentation." Political Science Colloquium, Colgate University, Hamilton, NY.


November 1995 "Deep Sea Diving With Hannah: Deciphering the Problematics of an Arendtian Form of Narrative." Northeastern Political Science Association Annual Meeting, Newark, NJ.

OTHER PROFESSIONAL EXPERIENCE:


2003-2004 Referee for Canadian Journal of Political Science


September 1999 Discussant for panel on Authenticity and Ethics. American Political Science Association Annual Meeting, Atlanta, GA.


1994-1999 Research Assistant for Professor David Plotke, Department of Political Science, The Graduate Faculty, New School for Social Research. Conducted considerable research into the rise and decline of the American Democratic Party in the twentieth century as well as American Public Policy issues such as immigration and welfare reform. Edited numerous articles and Professor Plotke's book Building a Democratic Order (Cambridge, 1996).

REFERENCES:

David Plotke Chair, Department of Political Science, The Graduate Faculty, New School for Social Research, 65 Fifth Avenue, New York, NY. 10003
Phone: 212-229-5748 Fax: 212-807-1669
Email: PlotkeD@NewSchool.edu

James Miller  Professor of Political Science and Chair, Liberal Studies, The Graduate Faculty, New School for Social Research, 65 Fifth Avenue, New York, NY. 10003
Phone: 617-327-7291 Fax: 617-327-7291
Email: MillerJe@NewSchool.edu

Catherine Zuckert Nancy Reeves Drew Professor of Political Theory, Department of Government and International Studies, University of Notre Dame, 217 O'Shaugnessy Hall, Notre Dame, IN 46556
Phone: 219-631-6620
Email: zuckert.2@nd.edu

Richard Bernstein Vera List Professor and Dean The Graduate Faculty, New School for Social Research, 65 Fifth Avenue, New York,
First Book Synopsis:

A politically fragmented state is one whose members increasingly identify with the concerns of specific groups rather than the country as a whole. To address political fragmentation is to address the tension between accommodating narrowly defined groups and promoting allegiance to a larger polity. Taylor’s work proves to be very insightful for understanding what fragmentation involves and what a viable solution entails because (a) Taylor generates a solution to a specific crisis of fragmentation in his native Canada, (b) he conceptually diagnosis the causes of fragmentation as well as the theoretical positions on which his solution rests, (c) he articulates the type of human agent implicated in both a crisis of fragmentation as well as solutions to it and (d) he explicates the moral terrain upon which fragmentation itself has arisen as a problem and upon which solutions to fragmentation, like Taylor’s own, can be articulated.

My analysis of Taylor's philosophy and politics reveals several lessons about mediating political fragmentation in liberal democratic states. These lessons are predicated upon the following axioms: An adequate approach to political fragmentation must be sufficiently open to the myriad of particular identities that comprise a polity so that it can provide what citizens who have a given identity regard as a fair hearing of their concerns. At the same time, it must be focused on articulating a basis for solidarity among citizens. Taylor, despite his professed commitments to openness, is unable to develop a theoretical model that supports these commitments because of a series of epistemological and political tensions that plague his thought. In the last chapter of the book I offer several suggestions for alleviating these tensions. The result is a study that performs two interrelated tasks: First, it articulates a set of theoretical and political lessons about how to go about confronting political fragmentation. Second, it provides one of the first comprehensive studies of a rich and important voice in contemporary political philosophy.
**Current Research:**

My current book project, Thinking History, Doing Politics, explores the insights and pitfalls that accompany a turn to history when confronting the pluralistic features of contemporary political life. Taking its cue from my discussion, in chapter six of Charles Taylor: Thinking and Living Deep Diversity, of the tensions within Charles Taylor’s work on Western modernity, this second book project critically analyzes the contrasting forms of historically informed theorizing at work in the thought of Taylor and four other thinkers, Hannah Arendt, Michel Foucault, William Connolly and Alasdair Macintyre. By historically informed theorizing I mean a model for appropriating and narrating elements of a past so as to help address present political malaises. All five frequently deploy very distinctive forms of historically informed theorizing. All five are also deeply concerned with human plurality; each struggles to bring to light and/or mediate some of the pluralistic dimensions of contemporary ethical and political life.

Yet the convergence quickly ends as each invokes markedly different historical approaches, ranging from storytelling (Arendt), to genealogy (Foucault and Connolly), to an analysis of the comparative rationalities of incommensurable traditions (Macintyre), to hermeneutics (Taylor), to attack an assortment of problems that flow from the proliferation or undue curtailment of plurality in modern political life. These include: deciphering a durable basis for political authority "which employs neither history nor coercive logic as crutches" (Arendt); diagnosing "what is not or is no longer indispensable for the constitution of ourselves as subjects" living within a contemporary polity (Foucault); developing an inclusive model of democracy in light of the latter’s discoveries (Connolly); arbitrating between incommensurable moral frameworks (Macintyre); as well as the problem of political fragmentation (Taylor). This book’s task is to think through the strengths and limits of these specific acts of historically informed theorizing so as to generate insight into the more general problem of what doing effective historical theorizing in a contemporary pluralistic polity entails.
Appendix 27.6
CSUF HSS SMPP Team Qualifications
Laura Greathouse, Anthropology Department

LAURA DAWN GREATHOUSE
8152 8th street, #3
Buean Park, CA 90621
Home (714) 523-5741
Office (714) 278-5603
e-mail: lgreathouse@fullerton.edu

PRESENT POSITION
Assistant Professor, Anthropology Department
California State University, Fullerton, CA

EDUCATION
1994-2000 Binghamton University (SUNY)
College of Arts and Sciences
Binghamton, New York
Ph.D. in Anthropology  (May 21, 2000)
Dissertation Title: Navigating the Schoolyard: Refugee Children’s Construction of Identity in an American City

Master of Arts in Anthropology  (January 10, 1997)
Thesis Title: The Garifuna of Belize Redefining Their Image of “Self”: A Sociolinguistic Analysis of Language Choice in a Developing Nation

1989-1994 The University of Akron
Buchtel College of Arts and Sciences
Akron, Ohio
Bachelor of Arts in Sociology / Anthropology

COURSES TAUGHT
At California State University, Fullerton
Language, Identity and the Nation (Graduate Seminar)
Culture and Education
The American Indian
Anthropological Linguistics
Language and Culture
Cultural Analysis

**Introduction to Cultural Anthropology**
Culture and Communication
Educational Anthropology (Graduate Seminar)

**At State University of New York, Binghamton**

Sociolinguistics
Language, Culture and Communication in the United States
Sociohistorical Meanings of Childhood
Introduction to Anthropology (4-field introduction)
Cultures and Crisis
Language, Sex and Gender

**As Teaching Assistant / Graduate Assistant**

**Fall 1998**
Graduate Assistant, Assistant to Prof. R. K. Herbert
Fieldworker in refugee community
Department of Anthropology
Binghamton University, Binghamton, New York

**Spring 1997**
Graduate Assistant
Binghamton University, Binghamton, New York

**Fall 1996**
Teaching Assistant
ANTH / LING 114, Language, Culture and Communication in the United States
Department of Anthropology, Program in Linguistics
Binghamton University, Binghamton, New York

**Spring 1996**
Teaching Assistant
ANTH 111, General Anthropology
Department of Anthropology
Binghamton University, Binghamton, New York

**Other Employment, Experience and Service**

**2000-**
Teacher Credential / Education Combined BA program
Department of Anthropology
California State University, Fullerton
Fullerton, CA
2001-    Curriculum Coordinator
Department of Anthropology
California State University, Fullerton
Fullerton, CA

2001-    Undergraduate Advisor
Department of Anthropology
California State University, Fullerton
Fullerton, CA

2001-    Coordinator of Anthropology Outreach
California State University, Fullerton
Fullerton, California

2000-    Committee Member
Secondary Education Cooperative Training and Education Program
California State University, Fullerton
Fullerton, CA

2000-2001   Academic Advisor, Spring Symposium
Anthropology Student Association
California State University, Fullerton
Fullerton, CA

1994-1995   Summer Intern, Assistant Curator of Material Culture
Summit County Historical Society
Akron, Ohio

1992-1994   Archeological Field Technician
Contract Archeology Program
Jack Marwitt, Director
The University of Akron
Akron, Ohio

1991-1994   Physical and Archaeological Laboratory Assistant
Department of Anthropology
The University of Akron
Akron, Ohio

FIELD EXPERIENCE

2000-    Ethnographer of classroom and community, focus on ESL/bilingual Education
California State University, Fullerton
Investigation into dilemmas resulting from the passing of Proposition 227, cutting state funding
of bilingual education, Los Angeles and Orange County, CA

1998-2000   Ethnographer of classroom and community
Binghamton University, Binghamton, New York
Classroom based research into classrooms of ESOL and non-ESOL students in urban American
elementary school, dissertation research

1994-1997  
Research Scholar  
Binghamton University, Binghamton, New York  
Research into ethnography, life histories and conceptions of identity among a Latin American cultural group, the Garifuna, resulting in Master's Thesis

Summer 1994 - 1995  
Summer Intern  
Summit County Historical Society, Akron, Ohio  
Assistant in receiving, storing, preserving, cataloging, handling, and displaying artifacts, as well as assisting in educational programs for children, adults and senior citizens

1992-1994  
Archeological Field Technician  
Contract Archeology Program  
Jack Marwitt, Director  
The University of Akron, Akron, Ohio

HONORS, GRANTS and AWARDS

2001  
Travel Grant, $500.00  
Travel assistance to Oxford, England for conference  
California State University, Fullerton  
Fullerton, CA  92834

2001  
“Language, Power and Education: Language as Resistance among ESOL (English for Speakers of Other Languages) Elementary Students”  
Grant, Summer Stipend Award $4,100.00  
California State University, Fullerton  
Fullerton, CA  92834

2000  
Grant, $470.00  
Support of Courses Focused on Orange County Public Policy  
Center for Public Policy, Orange County, CA

Spring - Fall  
Binghamton University Dissertation Year Fellowship  
Binghamton University, Binghamton, New York

Spring - Fall  
Departmental Assistantships  
Department of Anthropology  
Binghamton University, Binghamton, New York

May 1994  
Bachelor's Degree  
Magna Cum Laude  
The University of Akron, Akron, Ohio

1993  
Undergraduate Representative of the Anthropology Department  
Buchtel College of Arts and Sciences  
The University of Akron, Akron, Ohio

1989-1994  
Dean's List  
Buchtel College of Arts and Sciences
The University of Akron, Akron, Ohio

1989-1993
Charles C. Rogler Scholarship
The University of Akron, Akron, Ohio

1992
Alpha Kappa Delta
International Sociological Honor Society
The University of Akron, Akron, Ohio

PUBLICATIONS

2003
Navigating the Politics of Identity: The Struggle for Cultural Preservation in an ESOL Classroom
In Investigating Educational Policy through Ethnography, Geoffrey Walford, Editor. Oxford: JAI/Elsevier Science

2001
Policy Versus Practice: The Hidden Curriculum of Racism in an ESOL Context.
In Ethnography and Educational Policy, Geoffrey Walford, Editor Oxford: JAI/Elsevier Science

ACTIVITIES AND PRESENTATIONS

2003
“Culture: The New Discrimination”
Keynote speaker
Continuing Learning Experience, keynote speaker
California State University, Fullerton
September 11, 2003

2002
Transnational Perspectives on Colonial and Dominant Languages: Legacies in Education
Discussant, Council on Anthropology and Education
American Anthropological Association Annual Meeting
November 20-24, 2002
New Orleans, LA

2002
“Dodgeball as an American Ritual”
South Western Anthropological Association Annual Meetings
April 11-13, 2002
Flagstaff, AZ

2001
"Navigating the Politics of Identity: The Struggle for Cultural Preservation in an ESOL Classroom"
The Oxford Ethnography and Education Conference
Sept. 3-4, 2001
Lady Margaret Hall, University of Oxford
Oxford, England

2001
“Now you hear me, now you don’t”: Linguistic Ability in an ESOL setting
March 3-4, 2001

2001

“Multiculturalism and its discontents: Constructions of Multiculturalism between researchers and practitioners”
April 28, 2001
Annual Anthropology Student Association Spring Symposium California State University, Fullerton, CA

2000

“Finishing Your Dissertation in One Year: A Panel Discussion”
Panelist
April 13th, 2000
Sponsored Panel, Binghamton University Graduate School
Binghamton University, Binghamton, NY

1999

“Policy Versus Practice: Discrimination in an ESOL context”
The Oxford Ethnography and Education Conference
Sept. 13-14, 1999
Lady Margaret Hall, University of Oxford
Oxford, England

1999

“The Myth of Multiculturalism, or Teaching Assimilation to Refugee Children”
Council on Anthropology and Education
American Anthropological Association Annual Meetings 1999

1999

“Becoming American: Identity, Immigration and Childhood”
March 5-6, 1999
20th Annual Ethnography in Education Research Forum
Philadelphia, PA

1998

“Becoming American: Ethnicity in the Classroom”
Poster Session, Council on Anthropology and Education
American Anthropological Association Annual Meetings 1998

1996-1997
Steering Committee Co-Chair
Anthropology Graduate Organization
Binghamton University, Binghamton, New York

1994 - 1999
Member
Anthropology Graduate Organization
Binghamton University, Binghamton, New York

1993 - 1994
President
The Anthropology Club of the University of Akron
The University of Akron, Akron, Ohio

1992-1993
Secretary and Founding Member
The Anthropology Club of the University of Akron
The University of Akron, Akron, Ohio
1992 - 1994
Editor
Field Notes, newsletter of the Anthropology Club
The University of Akron, Akron, Ohio

AFFILIATIONS
American Anthropological Association
Council of Anthropology and Education
Summit County Historical Society
Committee on Refugees and Immigrants
National Trust for Historical Preservation
New York State TESOL Organization
Secondary Cooperative Teacher Education Program Committee CSUF
Society for Linguistic Anthropology

REFERENCES
Dr. Robert K. Herbert, Dean
College of Humanities and Social Science
Stephen F. Austin State University
Nacogdoches, TX
rherbert@sfasu.edu

Dr. Lori Sheeran, Associate Professor
Department of Anthropology
Central Washington University
400 E. University Way
Ellensburg, WA 98926-7544
sheeranl@cwu.edu

Dr. John Bock, Assistant Professor
Department of Anthropology
California State University, Fullerton
P.O. Box 6846
Fullerton, CA 92834-6846
jbock@fullerton.edu
Appendix 27.7

CSUF  HSS SMPP Team Qualifications

Chiara Gratton, Economics Department

CHIARA GRATTON-LAVOIE

Curriculum Vitae
March 2003

Personal

Department of Economics

California State University, Fullerton
P.O. Box 6848
Fullerton, CA 92834-6848
(714) 278-2292
Fax: (714) 278-3097

cgratton@fullerton.edu

http://sbaeweb.fullerton.edu/economics/cgratton

Citizenship: Italian

U.S. Immigration Status: Permanent Resident

Professional Experience

California State University Fullerton, August 2002- Present
Director, Center for Economic Education

California State University Fullerton, August 1999-Present
Lecturer of Economics, Department of Economics.
Courses taught: Principles of Macroeconomics, Principles of Microeconomics, Online Principles of Microeconomics, Intermediate Business Microeconomics
Spring 2002: Will Teach Intermediate Microeconomic Analysis.

University of Trieste, Trieste, Italy, May 2001
Visiting Scholar, Department of Economics.
Course taught: Antitrust and Regulation Policies in the United States. The California Electricity Crisis and the Microsoft Case.
University of California, San Diego, September 1998-June 1999
*Lecturer of Economics*, Department of Economics.
Courses taught: Elements of Macroeconomics, Markets, Industrial Organization and Antitrust Policy, Elements of Microeconomics with Calculus, Management Science Microeconomics, Economics of Regulation

Wake Forest University, August 1997-June 1998
*Instructor of Economics*, Department of Economics.
Courses taught: Intermediate Microeconomics I, Introduction to Economics, Intermediate Microeconomics II

University of Trieste, Trieste, Italy, May 1997
*Visiting Lecturer of Economics*, Department of Economics.
Course taught: Regulation of Public Utilities. Theories and Practice.

Virginia Polytechnic Institute and State University, Fall 1993-Spring 1997
*Instructor of Economics and Teaching Assistant*, Department of Economics.

  Sole responsibility for course development and structure, book selection, grading and administration.

  *Teaching Assistant*: Public Economics (Fall 1993), Principles of Macroeconomics (Fall 1994, Fall 1995, 500 student classes), Principles of Microeconomics (Spring 1995).

Education

Ph.D., Virginia Polytechnic Institute and State University, July 2000.

  *Dissertation Title*: “Essays on Privatization”
  *Main Advisors*: Nancy Lutz and Mark Stegeman.
  *Committee Members*: Catherine Eckel, Charles Michalopoulos, Susan Snyder.

MA, Economics, Virginia Polytechnic Institute and State University, May 1993.

Laurea (undergraduate degree), Magna Cum Laude, Economics, University of Trieste, Italy, November 1990.

Fields of Interest


Publications


Papers and Work in Progress
“Traditional Learning And Distance Learning in Economics. A Comparison Study.” With Denise Stanley, Cal State Fullerton, work in progress.

Gratton/3

“Revenue Sharing and Copy Depth in the Video Rental Industry.” With Sudipta Sarangi, Cal State Fullerton and Louisiana State University.

"Privatization, Diffusion of Share Ownership and Politics", Virginia Tech and Cal State Fullerton.


Fellowships


Grants & Professional Training

As Director of the Center for Economic Education:  Mini-Grant for International Education Week, National Council on Economic Education & Department of Education, Fall 2002.

Advanced Online Grant, 2002 Summer Technology Institute, Faculty Development Center, CSUF

First-Time Online Grant, 2000 Summer Technology Institute, FDC, CSUF

CBE Distance Learning Mini Grant 2001-2002, funded by the Office of Distance Education, CSUF.

Teaching and Learning Academy Certificate, Faculty Development Center, CSUF Spring 2002.

International Travel Grant, FDC, CSUF, Spring 2000


Instructional Development

Fall 1999-present: use of Blackboard CourseInfo (or WebCT) as Internet Support Sites for all classes taught.

Fall 2001, Fall 2002: developed and taught Online Principles of Microeconomics classes.

Gratton/4

Conference Presentations
Robert Morris University Annual Teaching Conference, February 2003
Eastern Economic Association Annual Meetings, New York, February 2003

*Western Economic Association International, Annual Meetings, Seattle, June 2002*

Eastern Economic Association Annual Meetings, March 2002, Boston, MA

Southern Economic Association Meetings, November 2000, Arlington, VA.
Royal Economic Society Annual Meetings, July 2000, Scotland.
Western Economic Association Annual Meetings, July 2000, Vancouver, Canada.
Southern Economic Association Meetings, November 1996, Washington DC.
Public Choice Society and Economic Science Association Meetings, April 1996, Houston, TX.

*Discussant:* Western Economic Association Annual Meetings, July 2000, Vancouver, Canada, Southern Economic Association Meetings, November 1993, New Orleans, LO.

**Seminar Presentations**

University of Trieste, Italy, Summer 2001
Louisiana State University, September 2000
California State University-Fullerton, February 2000
University of Trieste, Italy, May 1997
Wake Forest University, April 1997
University of Oklahoma, January 1997
Virginia Polytechnic Institute and State University, December 1996

**Professional Affiliations and Memberships**

**Western Economic Association**
**Committee on the Status of Women in the Economics Profession (CSWEP)**

**Eastern Economic Association**

**International Association for Feminist Economics**

**Other Professional Activities**

- **Session Consultant and Screening Committee Member**, Western Economic Association International, 2000-present.
- Textbook reviewer, Prentice Hall and South Western
- Member of the Advisory Board Committee for the Southern California Center for Nonprofit Management (CNM) and the Gianneschi Center for Nonprofit Research (GCNR).

**Gratton/5**

**References**

Dr. Nancy Lutz, Associate Professor, Dept. of Economics, VPI&SU, Blacksburg, VA 24061-0316.
  Phone: (540) 231-7353
  Email: nlutz@vt.edu

Dr. Mark Stegeman, Associate Professor, Dept. of Economics, VPI&SU, Blacksburg, VA 24061-0316.
  Phone: (540) 231-4923
  Email: stegeman@vt.edu
CSUF HSS SMPP Team Qualifications

Claire Palmerino, Center for Careers in Teaching

Claire C. Palmerino
Director, Academic Advising Services
California State University, Fullerton
Fullerton, CA 92834-6868
714-278-7130

Education
1975-1979
Degree earned: Ph.D.
Specialty Area: Experimental Psychology
University of California, Los Angeles
Dissertation: The Roles of Odor and Taste in Aversion Conditioning

1974-1975
Degree earned: M.A.
Graduated with Honors in Psychology
California State University, Long Beach

1972-1974
Degree earned: B.A.
Graduated summa cum laude, Psychology
California State University, Long Beach

Current Position: Director, Academic Advising Services
The Director of Academic Advising Services oversees two important, busy advisement offices: The Academic Advisement Center (AAC) and the Center for Careers in Teaching (CCT).

The AAC provides advisement to the general CSUF student population with regards to the General Education Program. Additionally, the AAC is the “home” of all students who have not declared a major, the primary office that counsels students who are academically disqualified and freshmen on academic probation.

The CCT is a specialized advisement office for future elementary, middle, high school and special education teachers. When first established in 1998, the following mission statement shaped the development of the CCT: “Establishing a road map to the teaching credential.” The CCT provides comprehensive advisement that assists students in combining the intersecting requirements for the General Education Program, the major, subject matter preparation and credential program prerequisites. CCT staff work with current CSUF undergraduates as well as future CSUF students currently attending community colleges to help them select courses that streamline their education and move them into the credential program in the fewest number of classes.

Undergraduate Teacher Education Curriculum Development (1998-Present)
- Overseer administration of the Multiple Subject Matter Preparation Program (MSMPP) and chair MSMPP Committee. There are approximately 2,000 students participating in the MSMPP. (1993 to present)
Maintain primary responsibility for leading the campus effort to meet the newly adopted Elementary Subject Matter standards. Cal State Fullerton became an Early Adopter of the new standards, gaining program approval in Summer 2002. Responsible for working with community colleges to help them understand and respond to the new program. (2001-2002)

Early Adopters Grant, California Commission on Teacher Credentialing (2001) $27,300. Primary author of application submitted on behalf of Cal State Fullerton to support a quick response to the newly adopted Elementary Subject Matter standards. Cal State Fullerton won the award, submitted a response document to the standards in the first round (April 2002) to become one of the first campuses with an approved program for the new Elementary Subject Matter standards. Primary author of the Cal State Fullerton response document to the Elementary Subject Matter standards. The Cal State Fullerton document was the first document ever to be submitted on a compact disk in a web-based format so that document readers could move about in the document in an efficient and easy manner. (2002)

Missions and Goals Grant, California State University, Fullerton (2001) $10,000. Primary author of funded proposal to support the Multiple Subject Matter Preparation Program Committee’s work throughout 2001-02 to submit a response document to the new Elementary Subject Matter standards. These funds were used to support curriculum development and to provide stipends to faculty who provided leadership in their subject areas. Cal State Fullerton’s liaison to other CSU campuses with regard to multiple subject matter preparation programs (AKA Liberal Studies waivers) that meet the Elementary Subject Matter standards. (1998 to present)


CSU Southern California Coalition, CSU Chancellor’s Office (2001). $5,000. Submitted a proposal to the Chancellor’s Office for funds to support a series of meetings for the Southern California CSU campuses to meet and discuss ways to build a common lower division core of classes. The proposal was funded and these meetings sparked similar work by CSU campuses in the central and northern regions.

CSU Multi-Campus Discipline and Program Initiative, Chancellor’s Office (2002). $12,000 Primary author of proposal that yielded $6,000 to 11 southern CSU campuses and $6,000 to 10 northern CSU campuses to support regional meetings of Liberal Studies Coordinators/Directors/Chairs. The purpose of the meetings is to develop consistency between campuses in the lower division courses required for subject matter preparation programs and blended programs designed to meet state the new Elementary Subject Matter standards. Subsequent to winning the Chancellor’s Office award, the southern and northern regions offered $3,000 of their funds to support regional meetings for the central California CSUs.

Lead the campus team that developed the undergraduate Blended Teacher Education Program (BTEP). The first seniors are scheduled to graduate in June 2003, many with dual credentials for teaching elementary school and special education.

Blended Programs Grant, Stuart Foundation (1999). $80,000. Funded in support of the development and implementation of our Blended Teacher Education Program (BTEP). BTEP is now in its fourth year with approximately 150 students.

Recruit high school students for the Blended Teacher Education Program (BTEP). Hire and train BTEP Ambassadors from the sophomore BTEP class; BTEP Ambassadors give presentations at our feeder high schools and college fairs. (2000 to present)

Collaborate with other community partners, such as the Orange County Department of Education, Cal Teach, Chancellor’s Office.
Work closely with the Orange County Department of Education to assist paraprofessionals move through the bachelor’s degree and on to the credential programs. Member of the advisory council for the O.C. Department of Education Institute for Excellence. (2000 to present)

Member of the Chancellor’s Office CSU Advisory Committee for Blended Programs (2002-03).

Document reader for the Commission on Teacher Credentialing, specifically for documents submitted for blended teacher education programs. A team of readers must review programs submitted for approval on the Elementary Subject Matter standards and the new Blended Program standards. Worked with the Commission personnel to help shape the interpretation and the approach to reviewing blended programs. (2002-03)

Innovations in Academic Advisement

Center for Careers in Teaching (1998 to Present):

- Established and developed the Center for Careers in Teaching (CCT) at Cal State Fullerton. (1998)
- Responsible for management and administration of all aspects of the CCT. (www.fullerton.edu/cct) The CCT is a specialized advisement office for undergraduates planning to become elementary, middle, high school or special education teachers. CCT staff provides comprehensive advisement that incorporates general education, major, subject matter preparation and credential program prerequisites. Such comprehensive advisement is critical to assisting students move through the complex and overlapping requirements for the bachelor’s degree, subject matter preparation and credential program prerequisites.
- Collaborate with academic departments that are major feeders to both the multiple and single subject credential programs. Collaborative efforts with these various departments have resulted in sample academic plans that show students how to efficiently navigate the multiple, intersecting requirements for the bachelor’s degree and admission to the various credential programs. These academic “maps” help students avoid mistakes in course selection.
- Author/editor of The Navigator, the Center for Careers in Teaching newsletter. The Navigator was launched in Fall 2000 and now has an e-mail distribution list of over 800 students plus community college counselors and Cal State Fullerton advisors.
- Responsible for the content and structure of the Center for Careers in Teaching website. This comprehensive site incorporates information useful to current CSUF students as well as community college students planning to transfer to CSUF. The site includes major-specific sample academic plans that outline the most efficient set of courses students can take to complete the requirements for the bachelor’s degree, subject matter competency and credential program, community college specific courses that apply to the subject matter competency programs for future high school and elementary teachers, information about credential program prerequisites and useful links to various governmental agencies and services.
- Orange County Teachers Federal Credit Union Grant (1999). $10,000. This grant was awarded to support of our efforts to establish a CCT web site. This interactive website provides CSUF students as well as students and counselors from a wide array of community colleges the information they need to select the most efficient set of courses at their community college in preparation for their work at CSU Fullerton. Students who begin CSU Fullerton as freshmen can access sample academic plans that demonstrate how to meet all of the requirements for the bachelor’s degree, subject matter preparation and admission to the credential program in the most efficient set of classes.
- Conduct monthly seminars for undergraduates planning to become elementary, middle school or high school teachers.
- Coordinate with New Student Programs to offer future teacher workshops to undergraduates attending New Student Orientations; these workshops teach students how to effectively blend the requirements for the bachelor’s degree and admission to the credential program with subject matter preparation courses. This results in students achieving their goals in fewer total classes. This collaboration with New Student Programs began in 1999 and continues today.
Invited speaker at Chancellor’s Office High School Counselor Conferences, southern California region (2002). Topic: Advising Future Teachers

**Academic Advisement Center (2001 to present):**

- Work with full time staff to provide advisement for all majors about the campus General Education Program. (2001 to present)
  
  - Provide the primary source of advisement for students entering CSUF as first-time freshmen. At Cal State Fullerton there is mandatory advisement required for all first-time freshmen prior to registration. There were over 3,400 freshmen in the Fall 2002 class.
  
  - Coordinate with New Student Programs to provide new students attending orientation with academic advisement relevant to General Education.

- In collaboration with the academic departments, developed first-semester course recommendations for each academic major for freshman students. (2001)

- Provide academic support services to all students who have not yet declared a major. Undeclared students can take advantage of the I Declare! Program, established in Fall 2001; developed in collaboration with the Career Planning & Placement Center and the Pollack Library, this program provides students with information about and contact with the various majors.

- Provide guidance and advice to students who are academically disqualified and who seek reinstatement.

- Contributes to the campus efforts to retain freshmen by working proactively with freshmen who are on academic probation after one semester.

- Provide advisement resources for the campus community in the form of
  
  - Campus Advisement Institutes: Twice a year the campus advisors are invited to a day of informative sessions related to advising. (2001-2002)
  
  - The AAC Bulletin, established in fall 2002 is a campus-wide email distribution of timely announcements and explanations of changes relevant to faculty/staff academic advisors,

- Publications relevant to G.E. advisement, probation and academic disqualification.

- Develop and maintain current and accurate materials for the AAC website. This extensive site provides students/counselors with such information as degree requirements, approved GE courses, possible “double counting” classes for certain majors and G.E., policies and procedures regarding registration, probation and academic disqualification. The AAC website was expanded and reorganized in collaboration with the Cal State Fullerton IT Dept. (2001)

- Work with the Assistant Vice President for Academic Programs and the faculty representatives on the General Education Committee. Provides the committee with perspective regarding advising issues and effects of G.E. changes on students and/or particular majors. Works with ad hoc committee assigned to develop an assessment plan for the campus General Education Program. (2003)

- Coordinate with Admissions and Records during registration and academic disqualification cycles so as to ensure that students coming to the Academic Advisement Center get accurate and current information.

**Facilitation of Transfer from Community Colleges to Cal State Fullerton**

- In collaboration with the academic departments, designed “1st semester transfer plans” and posted them on the AAC website. These plans inform students about the “safe” classes they can take in their first semester at Cal State Fullerton. The classes are “safe” in that there are no lower division equivalents and all apply either to a major requirement, an upper division G.E. requirement or both. Future teachers also have recommendations for classes that apply to subject matter preparation programs and/or credential program prerequisites. (2001)
Collaborate with community college counselors to recruit students to CSUF for their degrees and credentials. Develop specific transfer patterns that benefit students by showing them the most efficient selection of courses to take at the community college followed by Cal State Fullerton to satisfy the requirements for the bachelor’s degree and admission to the credential program. (2000 to present)

Act as Cal State Fullerton’s liaison to community colleges with regard to undergraduate issues of teacher preparation. (1998 to present)

Collaborate with community college personnel to develop a Transfer Blended Teacher Education Program. (2003)

Develop and keep current articulation tables for both multiple and single subject preparation programs for local community colleges posted on the website. (1998 to present)

Member of the Fullerton College and Santa Ana College Title V grant proposal collaborative (2001-02; 2002-03)

**Teaching Experience:**
- **1979-1998** Part-time Lecturer, Psychology Department, CSU Fullerton.
  Classes taught:
  - Learning & Memory
  - Psychology of Women
  - Elementary Statistics
  - Reasoning & Problem Solving
  - Research Methods
  - History of Psychology
- **1996-1998** Part-time Lecturer, Bilingual & Elementary Education Department, CSU Fullerton.
  Class taught:
  - Introduction to Elementary Education (EDEL 215)

**Current Professional Assignments and Activities**
- MSMPP Committee Chair
- BTEPO Student Organization Advisor
- Member of the following committees:
  - Liberal Studies Program Council
  - Credential Program Committee
  - Blended Teacher Education Program Advisory Committee
  - Community College Blended Teacher Education Program Advisory Committee
  - All University Responsibility for Teacher Education Committee
  - Secondary Education Cooperative Teacher Education Program Committee
  - New Student Programs Advisory Board
  - GE Committee
  - GE Petitions Committee
  - Student Academic Life Committee

**Honors and Awards**
- 2003 Wang Family Excellence Award for the category of outstanding CSU administrator.
- Distinguished Service Award, School of Human Development and Community Service, May, 1999

**Publications**


Presentations:

**Palmerino, C., Gabel, S. Strengthening Partnerships Via the World Wide Web.**


**Palmerino, Claire C. Community College Collaborations that Work.** Presentation at the Ahmanson Conference hosted by the CSU Chancellor’s Office in Riverside, CA, 1999.


Appendix 27.9

CSUF HSS SMPP Team Qualifications
Ben Rodgers, Teacher,
Troy High School, Fullerton

Ben Elton Rogers
107 Orange Hill Lane
Anaheim Hills, CA 92807
Phone: (714) 637-6037
Email: whimsy2@earthlink.net

PERSONAL DATA:
Birthday: May 7, 1935
Height: 6'7"
Weight: 203 lbs.

FAMILY:
Married to Marylou Hawkey, June 9, 1956
Children: Jennifer Sue (Sept 6, 1958) and Vince Elton (July 11, 1962)
Grand Children: Christy and Stephanie Wirth
Resident in Anaheim Hills since February, 1969

EDUCATION
Bachelor of Science, University California, Los Angeles, June 1958
California Teaching Certificate, California State University, Long Beach, 1959
Master of Arts, California State University, Fullerton, June 1967

EMPLOYMENT
California State University, Fullerton, Field Supervisor for Secondary Education
September, 1996 to present
Educational Consultant, Fullerton Joint UHSD, June 1995 to June 2000
Teacher in Fullerton Joint UHSD, September 1963 to June 1995
Teacher in Downey Unified School District, September 1961 to June, 1963
Teacher in Pomona Unified School District, September 1959 to June, 1961

HONORS
Troy High School Teacher of the Year, 1995
Mentor Teacher, 1986/87
Hoover Institute Summer Grant, 1976
Fullbright Teaching Award, Hinchley Wood School, Esher, England, United Kingdom
Master Teacher, 1966-1995

LEADERSHIP
President of North County United Teachers, 1992-94
President of Fullerton Secondary Teachers, 1990-93
Vice-President Fullerton Secondary Teachers, 1988-90
Delegate to National Education Association Convention, 1990-1994

TRAVEL
Extensive travel in Northeast, Southern, and Western USA
Extensive travel in Western, Eastern, and Southern Europe
Appendix 27.10

CSUF HSS SMPP Team Qualifications

Bill Lacey, Teacher, Fountain Valley High School

VITAE: WILLIAM LACEY

9091 Rhodesia Dr.
Huntington Beach, CA 92646
(714) 962-7453

EDUCATION/EXPERIENCE

. Master of Arts Degree (History) University of Southern California, January 1966
. Bachelor of Arts Degree (History) California State University, Long Beach, January 1962
. Lifetime General Secondary Teaching Credential
. SDAIE Certificate, June 1996
. Successful completion of course in Clinical Supervision, California State University, Long Beach
Subjects taught over 36 years:

- United States History, 34 years
- World History, 7 years
- World Geography, 1 year
- U.S./Comparative Government, 2 years
- Physical Education, 1 year
- Current Events, 2 years

- Master/Supervising Teacher 1968-1999 (55 student teachers over 31 years)
- Team teaching, 15 years (Team partner: John Bovberg, Fountain Valley High School). Consultant/Author, Interact Publications, Inc. (ongoing)
- Field Supervisor for student teachers, CSUF and CSULB, 1999 to present

HONORS
- Awarded grant of $3000 to study/read/participate in "Mountain Men and the Fur Trade of the Far West, 1800-1840" by the Council of Basic Education/National Endowment for the Humanities, 1986.

MENTOR TEACHER

AWARDS
- Tourjours Avec Fiere Award for outstanding contribution to Fountain Valley High School, 1979
- DAR National Award for Outstanding Teacher of American History, 1981
- Fountain Valley High School's "Teacher of the Year," 1998-99
- F.I.R.S.T. (Fullerton International Resources for Schools and Teachers) "Great Master Teachers' Hall of Fame, May 1999

PUBLICATIONS
- Espionage (simulation of the Rosenberg atom spy case), Interact, 1974
- Skins (simulation of mountain men fur trade era), Interact, 1977
- Fifties (simulation of life and culture of the 1950s), Interact, 1977
- Sports (Individual Learning Packet on impact of sports), Interact, 1978
- High School (Individual Learning Packet on high school society), Interact, 1978
- Trial of Anne Hutchinson (Historical Re-creation), Interact, 1980
- Trial of John Brown (Historical Re-creation), Interact, 1981
- Trial of Andrew Johnson (Historical Re-creation) Interact, 1981
- Trial of John T. Scopes (Historical Re-creation) Interact, 1981
- "Betrayal," (The Rosenberg Case in play form), Scholastic Search Magazine, 1980.
- "Lindy Does It!" (Charles A. Lindbergh's flight to Paris in 1927 in play form), Scholastic Search Magazine, 1982
- Great American Lives (dramatizations of famous Americans - Thomas Jefferson, John C. Fremont, John F. Kennedy, and Martin Luther King, Jr.), Interact, 1986
- Greeks (large 3-ring binder simulation on ancient Greek civilization and culture), Interact, 1989
- Vikings (large 3-ring binder simulation on medieval Norse culture and civilization), Interact, 1990
Christendom (large 3-ring binder simulation on medieval European society), Interact, 1991
Great Trials in World History (author of "Trial of Louis XVI"; editor of five other trials), Interact, 1991
Great Eras of World History (editor of large 3-ring binder simulations on Rome, the Renaissance and Islam), Interact, 1992
Civil War (large 3-ring binder simulation on soldier and civilian life during the American Civil War), Interact 1993
20th Century U.S. History Activators, Interact, 1995; fourteen separate historical re-creations on:
  - Doughboy Boot Camp
  - Ford Assembly Line
  - Lindbergh's Solo Flight
  - Depression Soup Kitchen
  - Radio Shows of 1938
  - Japanese-American Evacuation
  - The Holocaust
  - Building Levitown
  - Bomb Shelters
  - Montgomery Bus Boycott
  - Sit-in Demonstration
  - Women's Liberation
  - Kent State Tragedy
  - Iranian Hostage Crisis

Early American History Activators, Interact, 1996; seven separate historical re-creations covering major events from 10,000 BC to 1898, including:
  - First Americans Arrive (Indians)
  - Puritan General Court
  - Middle Passage
  - Slave Auction
  - Mountain Men Rendezvous
  - Cattle Drive
  - Rough Rider Interview

Bones & Stones, (a simulation of early humans facing challenges of the Stone Age!), Interact, 1998
Patriots (a simulation of the American Revolution, 1763-1783), Interact, 2000
Heroes of the Old West (an interactive unit exploring the contributions of a variety of American pioneers!), Interact, 2002
Alamo (an interactive teaching unit on the Texas Revolution's pivotal event and the personalities who made it memorable, 1835-1836), Interact, 2003

CONFERENCES/WORKSHOPS
Presenter/Participant in "Making History Come Alive" at the Organization of American Historians' Conference in Los Angeles, 1984
Participant, steering committee in planning OAH Conference in Los Angeles, 1984
Planning/Steering Committee for Historians' Conference at CSULB, April, 1986
Presenter: Global Education Program of Southern California Workshop, CSULB, Spring, 1989
Presenter: South Coast Regional Conference for History/Social Science Educators, "Activating the Framework," 1989 (two sessions -over 185 attended!!)
Presenter: College Board Advanced Placement Conference in American History, Golden West College, June, 1991 and June, 1992
Presented: "Interactive Strategies," Arlington High School (Riverside, CA) October and December, 1991


Presented: "Simulations and Activators for Social Studies Classrooms," Fullerton International Resources for Schools and Teachers, California State University, Fullerton Extension, 1995


Presented: "Teaching Pearl Harbor," at Pearl Harbor Day, California State University, Fullerton, December, 2001


CURRICULUM PARTICIPATION
Of the countless curriculum committees I have served on, the ones I can recall are listed below: U.S. History Course of Study Writing Team, 1984

U.S. History Competency Test Writing Team, 1982

U.S. History Competency Test Writing Team Goals/Objectives, 1981

Career Planning Packets Writing Team, 1981

PROFESSIONAL ORGANIZATIONS
National Education Association
California Teachers Association
District Educators Association
The Jenediah Smith Society
California Council for the Social Studies

COMMUNITY INVOLVEMENT
Head Usher, Mesa Verde United Methodist Church, 1975 to present

SCHOOL INVOLVEMENT
Junior-Senior Class Advisor, Fountain Valley High School, 1974-1986
Member: Parent teacher Student Association (PTSA), 1964-1999
Appendix 27.11

CSUF HSS SMPP Team Qualifications

Ellen Coulson, HSS SMPP student teacher

Ellen E. Coulson
10457 Concetta Ave.
Las Vegas, Nevada 89129
702-838-6249
E-mail: eecoul@beethoven.com

OBJECTIVE: To obtain teaching position in Social Studies in middle or high school

QUALIFICATIONS
Have worked in supervisory capacity of students as a student teacher; have the
ability to resolve conflicts between other individuals with measurable success; have traveled extensively through United
States, Great Britain, Italy, Switzerland, France, and Canada. I also enjoy working on committees for the benefit of the
students.

EDUCATION
Currently: California State University, Fullerton, CA
In progress in completing Single Subject Matter Preparation Program & Secondary Teaching Credential
Program for Social Studies
J 973 Bachelor of Arts; Stephen F. Austin State University, Nacogdoches,
Texas
Major: Sociology; Minor: English
June 2001 Passed CBEST
CLAD in progress

CLASSROOM EXPERIENCE
2003-Present Second Semester Extern at Loara High School, Anaheim, CA
Am experiencing, creating and maintaining effective student learning environments; engaging and supporting
all students in learning; understanding and organizing subject matter for student learning; planning instruction and designing learning experiences for all students, designing and developing as a professional educator

Oct. 2002 - Jan. 2003 Teacher at SER Human Resources, Santa Ana, CA
Taught the GED Preparation class at a private center that is funded through Santa Ana College. Specialized in teaching immigrants how to speak, read, and write in five different subject matters with enough proficiency to pass the GED exam.

SKILLS
Familiar with MSWord, Excel, PowerPoint, MSAccess, MSPublisher, and Internet

ORGANIZATIONS
Member of Alpha Gamma Sigma, the California Community College Honor Society
California State University Fullerton - HSS SMPP Committee-Student Teacher representative
Member of the Committee of No Child Left Behind at Loara High School

References available upon request
Appendix 27.12

CSUF HSS SMPP Team Qualifications

Larry Natividad, HSS SMPP student teacher

Larry D. Natividad
11860 Park Avenue
Artesia, California 90701
(909) 662-7346
mrnatividad@yahoo.com

TEACHING EXPERIENCE

Gahr High School, Cerritos, CA 08/03-
Present
AP Civics (U.S. Government), College Prep Civics, and College Prep Economics Teacher
- Teaching five classes with an average of 36 students per period
- Strengthening classroom management and lesson planning skills
- Working with the most diverse student body in the ABC Unified School District

Santa Fe High School, Santa Fe Springs, CA 02/03-06/03
Student Teacher
- Taught units in U.S. History, World Civilizations, Economics, and U.S. Government
- Strengthened classroom management and lesson planning skills
- Worked with SADIE and ELL students

Substitute Teaching, various 02/02-08/03
- ABC Unified School District Pomona
- Pomona Unified School District
- Whittier Union High School District

Diamond Ranch High School, Pomona, CA 02/02-06/02
Social Studies Teacher
- Taught four periods of World Civilizations and one period of U.S. History
- Created website content to increase accountability between students, parents, and teacher
- Managed troubled teens and slow learners to focus on academic success

ACCENTURE (formally ANDERSEN CONSULTING), St. Charles, IL, and San Francisco, CA 08/98-12/99
Faculty, School of Professional Excellence and Change Management Consultant
- Taught Business Process Integration to 20 new analysts to be successful in business
- Used various teaching techniques for knowledge integration for Fortune 500 client-sites
- Created performance support models and tested their applicability for the workforce
- Designed human-computer interaction tools to meet user and productivity requirements
- Enabled continuous learning and improvement to support organizational performance needs
- Consulted Fortune 500 companies such as: BellSouth Communications, ITT Corporation (i.e., Caesars Palace), Sprint PCS Group, Pacific Bell (i.e., SBC Communications, Inc.), PepsiCo, Inc., Sun Microsystems, Inc., to help them change to be more successful and to reach their futures

UNIVERSITY AND PUBLIC POLICY EXPERIENCE
California State University, Long Beach, CA 09/02-08/03
Liberal Studies Instructor
- Teaching civic values and politics that impact K-12th education
- Creating awareness of authentic multicultural and localized family curriculum design and development
- Developing student political aptitude with tools such as writing viable alternatives and assessments in a memorandum, developing letters to the editor, and creating a mock interview script for future career placement to deal with workplace issues

ABC Unified School District, Cerritos, CA
7-11 Committee Vice-Chair 08/03-Present
- Analyzing ABC Unified School District surplus land use
- Proposing alternative use to current properties and providing alternatives to the school board members

Policy and Legislative Committee Member 12/99-Present
- Analyzing proposed local, state, and national legislation that may impact K-12th education
- Proposing legislation to school board members to support

UNIVERSITY OF CALIFORNIA AT BERKELEY, Berkeley, CA Fall 1994
Graduate Student Instructor, Filipino American History
- Lectured and facilitated discussions with three sections of 25 students per section
- Researched Filipino American community issues affecting the Bay Area community and linked key learning points to the class curriculum in order to combine previous knowledge with current events

Member, Admissions and Enrollment Committee 08/90-05/93
- Researched financial aid criteria and how students can benefit from funding options
- Developed admissions policies for the university’s undergraduate admissions department
- Wrote proposals and rational for recommended policy changes

Researcher, Office of Post Secondary Education
- Researched and wrote reports on funding issues concerning Historically Black Colleges, Hispanic Serving Institutions, and colleges that focused on Native Americans
- Created portfolio for the Secretary of Post Secondary Education

PROFESSIONAL EXPERIENCE
PRIME ADVANTAGE CORPORATION, El Segundo, CA, and Chicago, IL 01/00–11/01
Director of Training for a privately held strategic sourcing and technology corporation
- Analyzed 10 manufacturing computer, legacy systems for systems integration with a CRM (Customer Relationship Management) system
- Managed technical specifications to facilitate the implementation of an eCommerce platform
- Monitored five XML translations by utilizing Extraction, Transformation, and Loading (ETL); and Enterprise Application Integration (EAI) applications
- Responsible for developing, implementing, and maintaining proprietary PrimeApproach™ implementation methodology; including project planning, development, and training and rollout
 Managed training budget

SCHOOLSOFT, INC., Westlake Village, CA  02/99-01/00

Director of Consulting Services and Training for an educational information technology company

- Part of three person leadership team to strategically guide SchoolSoft towards profitability
- Developed business and systems strategies, financial budgets, and utilization plans
- Managed 10 consultants to sell, implement, and train SchoolSoft’s Total Solution™
- Developed overall business integration strategies between the private sector and public schools
- Oversaw acquisition procedures of Netel, a Claremont, California company, to add more value to SchoolSoft’s strategic direction and branding needs
- Managed consulting services and training budget

COMMUNITY INVOLVEMENT

Columnist and Reporter for Philippine News, South San Francisco, CA. 04/00-Present.
President, Filipino American Democratic Committee, CA. 05/01-Present.
Graduate, Building Community through Leadership (BCL), LEAP, Orange County. 2000
Founding Vice-President, Filipino American Democrats of Cerritos, CA. 05/99-05/01.
UC Berkeley Mentorship Program, Berkeley, CA. 05/93-02/99.

EDUCATION

CALIFORNIA STATE UNIVERSITY, FULLERTON
Single Subject Teaching Credentialing Program
Social Studies focus with a Mathematics Supplement

MOUNT SAN ANTONIO COLLEGE, WALNUT
Focus: World Civilizations and U.S. History

GOLDMAN SCHOOL OF PUBLIC POLICY, UNIVERSITY OF CALIFORNIA AT BERKELEY
Master of Public Policy. Focus: Education Policy and Economic Development
Bachelor of Arts in International Development Studies. Focus: Education and Training
Fulbright Fellowship in Tagalog Language. Manila, Republic of the Philippines
Woodrow Wilson Fellowship in Public Policy and International Affairs

CERTIFICATIONS
CBEST, December 2001. Emergency Social Studies Teaching Credential
Pomona Unified School District Apprentice Program Certificate, March 2002
CLAD Certification Completed
Preliminary Professional Clear, Single Subject Teaching Credential, Social Studies, December 2003
C19 Internship Credential, April 2003
Mathematics Supplemental Credential; In Progress

PROFESSIONAL MEMBERSHIP
Member, Phi Alpha Theta, California State University, Fullerton’s History Honor Society.
Member, Western History Association.
Member, Organization of American Historians.
Member, California Council for the Social Studies.

PROFESSIONAL SKILLS
Strong computer and technical skills with MS Office Suite. Proficient with Visio 2000, a process-flow authoring tool. Competent in Tagalog (Filipino). Strong policy analysis, organizational design, training development, and communication background. Dedicated educator with proven classroom management techniques and content delivery. Avid communicator for parents/guardians to be involved with their student’s academic career.
Appendix 27.13

Connie DeCapite, Resource Teacher,
Santa Ana Unified School District

CONNIE DECAPITE

601 West Alpine Avenue CSUF. EC-379

Santa Ana, CA 92707 Teacher Education
(714) 540-8782 Fullerton, CA 92634 E Mail: Decapite5@aol.com
(714)278-7664

EDUCATION
M.A. ED. University of Redlands, 1980 Major: Education/Reading
B.S. ED. Ohio University, 1964 Major: Elementary Education

CALIFORNIA CREDENTIALS
Ryan Multiple Subject. Kindergarten -Adult Life Adult Basic Education,
Community College Life

CURRENT POSITIONS
Co-Director, Fullerton International Resources for Schools and Teachers 1993-
Present

Development of teaching capacity focusing on grants and institutes on
education, history, diversity, content literacy, and a range of teaching strategies.
Recruit and support teacher leaders.
Work as part of a three-person team to coordinate international projects and activities.
Write yearly implementation plans.
Work with a wide variety of departments and school districts.

Resident Instructor, CSUF Professional Development Center, Santa Ana 1991-Present.
Coordinate and facilitate this field-based training program for student teachers within the Santa Ana Unified School District.


CONNIE DECAPITE

PROFESSIONAL ORGANIZATIONS

California Council for Social Studies (CCSS)
National Council for Social Studies (NCSS)
International Reading Association
Association for Supervision and Development (ASCD)

PROFESSIONAL PRESENTATIONS

Teacher Leader presenter of Practical Ideal for Teaching Reading, Writing, and Thinking for University of California Irvine.
Philosophy for Children training in Socratic discussion for Santa Ana Unified School District.

PERSONAL PROFESSIONAL DEVELOPMENT

Philosophy for Children Training Institutes #1 and 2 at Montclair State College. University of California, Irvine Writing Project.
Accelerated Schools Coaching Training-August 2-6, 2000 at UCLA.
Powerful Learning Training-October and January, 2000 at UCLA.
California Conference for Social Studies-March, 1999 at San Diego, California.
Religion and Spirituality Issues-April, 2000 at CSUF.
Move It Math Training-November, December and June, 2000 (30 hours)
GLAD Training-October through December, 2001

Appendix 28

CSUF Faculty Development Center

California State University Fullerton
What is the FDC? [Faculty Development Center]

Mission Statement

The Faculty Development Center (FDC) is charged with promoting faculty development, vitality, and enrichment. The FDC is responsible for designing and implementing a comprehensive program of support for all instructional faculty across a broad spectrum of professional activities. The mission of the FDC is to support faculty in the following areas:

- Enhancing excellence in teaching
- Understanding and assessing student learning
- Enhancing the effective use of technology in teaching
- Promoting scholarly research and creative activities
- Enhancing professional and service activities
- Sponsoring special support programs for special faculty constituencies, including the Chair Support Program, New Faculty
- Orientation and Semester Series, Unenured Faculty Support Program, Women & Under-represented Faculty Support Program, and part-time faculty, and
- Promoting other campus-wide intellectual and community-building events.

Description Guiding Principles
Established in 1998, the Faculty Development Center (FDC) is funded by the Office of the President and is charged with promoting faculty development, vitality, and enrichment. The FDC is responsible for designing and implementing a comprehensive program of support for all instructional faculty across a broad spectrum of professional activities, including but not limited to: teaching and learning, use of instructional technologies, scholarly research and creative activities, professional and service activities, and other campus-wide intellectual and community-building events.

The FDC is based on a number of guiding principles. The FDC:

1) recognizes and champions faculty in their multiple roles (e.g., as teacher, scholar, professional, community member) and acknowledges the broad range and depth of their varied accomplishments;

2) focuses on increasing faculty and thereby student learning;

3) promotes cross-departmental, school and unit interactions and fosters collaboration among faculty, administrators, and staff with shared interests and professional development goals;

4) reflects an awareness of different patterns of faculty growth and development and offers comprehensive, on-going, developmental, and flexible support programs;

5) recognizes individual scholarly and creative pursuits, as well as collaborative activities and developments;

6) creates opportunities for discipline-specific, as well as cross-disciplinary shared learning and experimentation emphasizing transferability of knowledge;

7) informs faculty about the impact of external factors on the institution and fosters concomitant dialogue and adaptation;

8) reduces a sense of isolation among faculty, administrators, students, and other units on campus by building community;

9) encourages and appropriately supports faculty in undertaking new roles and responsibilities and in further developing current skills, for example, in the areas of student learning outcomes assessment and instructional technology;

10) connects faculty growth and development to the university’s vitality and seeks a balance between institutional, faculty, and student goals and needs.

Given these goals and principles, the FDC represents a collaborative effort that includes an administrative Director and staff, as well as a team of Faculty Coordinators and Liaisons, and a Senate-convened, 18-member Advisory Board with representation from faculty, administrators and students. Specific activities of the FDC include: coordinates several funding programs directly supporting teaching and scholarly/creative activities; provides individualized and group support and training to faculty in instructional technology and use of assessment; provides support to faculty regarding special issues (e.g., community-based service learning, peer support of teaching, diversity issues, statistics and research design consultation); assists new and tenure-track faculty with an on-going orientation and etention/tenure/promotion workshop series; works with part-time faculty and lecturers; sponsors an annual program of support for Chairs; arranges campus-wide conferences, seminars, workshops, and colloquia across a
large variety special topics; publishes periodic newsletters; establishes a FDC track record of scholarly publications, presentations, and successful external funding; maintains a current resource library; and sponsors community-building and campus cultural activities. For more information on specific activities, programs, and events, contact the Interim Director, Dr. Sandra Sutphen, 278-4285 or the FDC’s Administrative Office at 278-2841, Library South, room 44.