

# **SOCIAL STUDIES COURSES**

## **SAMPLE COURSE OUTLINES**

**Social Studies Program  
Anchorage School District**

# Table of Contents

Ancient World Civilizations.....	3
Anthropology .....	10
Comparative World Religions .....	14
The Constitution and the Bill of Rights.....	16
Criminology .....	20
Dignity and Diversity .....	24
History/Social Sciences - ESL .....	27
The Holocaust and Human Behavior.....	30
Humanities of Western Civilizations .....	33
Law Studies.....	38
Minority Groups and Ethnic Cultures .....	41
Philosophy .....	43
Psychology I.....	46
Psychology -AP .....	50
Sociology .....	55
Twentieth Century American Eras.....	63
U.S. Military History .....	70
Westward Movement.....	75
Women's History.....	80

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# Ancient World Civilizations

**Course Title:**

Ancient World Civilizations

**Course Description:**

Ancient World Civilizations is a course designed to allow an in-depth study of early worlds from the Americas to China, India, Africa, and Mesopotamia. This course explores why and where early civilizations developed and compares their religion, culture, literature, science, technological achievements, and their economic and political systems. Have you ever wondered what type of legacy ancient civilizations left behind?

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**Course Goals:**

Through this course students will:

- Understand the five key traits of civilization and how they apply to ancient Mesopotamia, Egypt, India and China.
- Understand how the natural environments of the Tigris-Euphrates, Nile, Indus, and Yellow (Huang Ho) Rivers shaped the early development of civilization.
- Understand the character of urban development in the Fertile Crescent, Egypt, India, and China, including the social hierarchy, occupational specialization, and the roles of men and women.
- Understand the development of religion and ethical beliefs and their roles in the political, economic, and social life of these civilizations.
- Recognize the forms of writing that developed in these societies and be able to analyze how each influenced the political, religious, social, and economic life.
- Understand the different types of government and military institutions which developed.

- Recognize the architectural, artistic, literary, scientific, and technological achievements of these societies and relate them to political, economic, and economic life.
- Understand how commercial and cultural interaction contributed to change in the Fertile Crescent, Egypt, and India, and how isolation contributed to the development of civilization in China.
- Understand the political, social, and cultural consequences of militarization and population movements in the Fertile Crescent, Egypt, and India.
- Understand that new empires, trade, and migration led to increasingly complex interrelations in the Fertile Crescent and Egypt in the first millennium B.C.E.
- Understand the emergence of Judaism and the historical significance of monotheism and the Hebrew kingdoms.
- Understand the development and significance of the Persian empire.
- Understand how China became unified under the early dynasties.
- Understand the fundamental teachings of Confucianism and Taoism.
- Understand the religious and cultural developments in India through the time of the Mauryan empire.

### **Course Objectives:**

The student will:

- List and explain the five key traits of civilization;
- Locate the Fertile Crescent, the Nile Valley, the Indus Valley, and the Huang Ho Basin on a map.
- Explain how the key traits of civilization apply to Sumer.
- Explain how Sumerian civilization was shaped by solving three geographic problems.
- Describe the religion of Sumer and explain how their religious beliefs influenced political, economic, and social life.

- Describe aspects of daily life in Sumer, including the social hierarchy: the roles of priests, kings, artisans, and tradesmen; the roles of men and women.
- Describe the development and spread of cuneiform writing and discuss how each influenced political and economic development in Sumer.
- Explain why early Mesopotamia became a battleground of competing city-states.
- Describe the achievements of Sumerian culture.
- Describe the code of Hammurabi and explain its significance.
- Explain how the key traits of civilization apply to Egypt.
- Identify the physical characteristics of ancient Egypt and how they influenced the development of Egyptian civilization.
- Explain the role of the pharaohs in ancient Egypt.
- Describe the religion of ancient Egypt, define the concept of Maat, and explain its significance.
- Compare and contrast the religious beliefs of Sumer and Egypt.
- Identify Akhenaton and explain his religious reforms; assess the viewpoint that Atonism was an early form of monotheism.
- Describe the social hierarchy in ancient Egypt and the possibility of social mobility.
- Compare the lives of nobles, the military, artisans, and peasants in Egyptian society.
- Describe the development of hieroglyphics and the significance of the Rosetta Stone.
- Compare and contrast Egypt's three kingdoms.
- Locate and identify the empire built by the pharaohs of the New Kingdom.
- Describe the spread of Egyptian power into Nubia and Southwest Asia under the New Kingdom and assess the factors that made it possible.

- Describe the achievements of Egyptian culture during the three kingdoms.
- Compare and contrast Egyptian pyramids and Mesopotamian ziggurats.
- Explain the fundamentals of iron-making technology and analyze the early significance of iron tools and weapons in Southwest Asia and Egypt.
- Explain the development of commercial communities in such cities as Byblos and Ugarit, and analyze the cultural significance of expanding commercial exchange among peoples of Southwest Asia and Egypt.
- Describe the achievements of the Phoenicians.
- Analyze the social and cultural effects of the spread of alphabetic writing in Southwest Asia.
- Describe the extent of the Assyrian and New Babylonian empires and assess the sources of their power and wealth.
- Compare Jewish monotheism with the polytheistic religions of Southwest Asia.
- Compare the code of Hammurabi with Jewish law.
- Explain the significance of the Babylonian captivity to the survival of Judaism.
- Discuss the significance of the Jewish Diaspora for the transmission of Judaism in the Mediterranean region and Southwest Asia.
- Identify and locate the land forms of the Indian subcontinent.
- Explain how the key traits of civilization apply to Indus valley culture.
- Trace the network of trade routes connecting Egypt, the Fertile Crescent and the Indus valley and assess the economic and cultural significance of these commercial connections.
- Analyze possible causes for the decline and collapse of Indus Valley civilization.
- Infer from geographic and archaeological information why Indo-Aryan speaking groups moved into India in the 2nd millennium B.C.E.

- Explain the early political, social, and cultural impact of Indo-Aryan movements on peoples of northern India.
- Explain the basic beliefs of Hinduism and how they legitimized the political and social order.
- Describe the life and teachings of Buddha and explain how his teachings were a response to the Hindu system.
- Describe the growth of the Mauryan empire.
- Evaluate the achievements of Ashoka and assess his contribution to the spread of Buddhism.
- Identify the geographic features that isolated ancient China and explain how this influenced the emerging civilization in northern China.
- Compare the climate and geographic features of the Huang Ho with those of the Fertile Crescent, Egypt, and the Indus valley.
- Infer from archaeological or written evidence the character of early Chinese urban societies.
- Explain the part peasants played in sustaining the wealth and power of Shang political centers.
- Explain the significance of the Zhou dynasty for the development of imperial rule and the concept of the Mandate of Heaven.
- Analyze the policies and achievements of the Qin emperor Shi Huangdi in establishing a unified imperial realm.
- Describe the political and ideological contribution of the Han dynasty.
- Explain the cultural and commercial significance of the “Great Silk Road.”
- Describe the life of Confucius and explain, by comparing, the fundamental teachings of Confucianism and Taoism.
- Describe the achievements of Wu-ti.
- Locate and compare the boundaries of the Qin and Han dynasties.

- Explain the spread of Buddhism under the late Han dynasty.
- Discuss the literary, artistic, and technological achievements of the Shang, Zhou, Qin, and Han dynasties.

## Course Outline

- I. Five key characteristics of civilization
  - A. Cities which are centers of trade
  - B. Specialized workers
  - C. Advanced technology
  - D. Complex institutions
  - E. Writing
  
- II. Mesopotamia
  - A. Sumer
    1. Response to geographic problems
    2. Religious beliefs
      - a. Role of priests
      - b. Political hierarchy
    3. Social hierarchy and everyday life
    4. Cuneiform writing
    5. Achievements
    6. City-states at war
  - B. Old Babylon
    1. Conquered Sumer
    2. Code of Hammurabi
  - C. Use of iron-making technology
  - D. Phoenicians
    1. Trade
    2. Alphabet
  - E. Persian empire
  - F. Hebrews
  
- III. Egypt
  - A. Geography
    1. "Gift of the Nile"
    2. Protection and isolation
  - B. Political structure
    1. Role of pharaoh
    2. Role of priests
  - C. Social structure
    1. Nobility
    2. Peasants
    3. Social mobility

- D. Religion
  - 1. Role of pharaoh
  - 2. Maat
  - 3. Reforms of Akhenaton
- E. Hieroglyphics
  - 1. Development
  - 2. Rosetta Stone
- F. Achievements
  - 1. Architecture
  - 2. Medicine
  - 3. Science and mathematics
- G. Three kingdoms

#### IV. India

- A. Geographic features
- B. Indus River valley
  - 1. Response to geography
  - 2. Harappan cities
  - 3. Trade with Mesopotamia, Egypt
  - 4. Collapse
- C. Indo-Aryan invasions
  - 1. Causes
  - 2. Political, economic, social and cultural impact
  - 3. Development of Hinduism
- D. Buddhism
  - 1. Teachings of Buddha
  - 2. Response to Hindu system
- E. Mauryan empire
  - 1. Ashoka
  - 2. Spread of Buddhism

#### V. China

- A. Geography
  - 1. Climate of Huang Ho valley
  - 2. Response to geographic features
- B. Shang Dynasty
  - 1. Character of urban societies
  - 2. Role of peasants in sustaining Shang political centers
- C. Zhou Dynasty
  - 1. Imperial rule
  - 2. Mandate of Heaven
  - 3. Confucius and Confucianism
  - 4. Taoism
- D. Qin Dynasty
  - 1. Shi Huangdi

2. Unified imperial rule
  3. Great Wall
- E. Han Dynasty
1. Wu-ti
    - a. Expansion
    - b. Civil service examination system
  2. "Great Silk Road"
  3. Buddhism

# Anthropology

## Course Title:

Anthropology:

## Course Description:

Anthropology is a study of humankind around the world and throughout time to seek understanding of human diversity. Students in this course will explore how the environment, culture, history, and technology affect human development. Did you know old bones and artifacts can unlock the mystery of humankind?

Sample topics in anthropology include:

- Fieldwork and its methodology
- Early civilizations and societies
- Famous anthropologists and their discoveries
- Cultures past and present and how they compare

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## Course Goals

Through this course students will:

- Examine the sub disciplines of anthropology and the perspectives, methods, and techniques associated with each.
- Understand and practice the field methods used in anthropology.
- Examine the emergence of modern humans and the biological and genetic diversity in human populations.
- Examine the development of human culture and civilization through the study of material remains (the archaeological record).
- Examine the similarities and differences between cultures around the world and discuss cultural universals and generalizations about cultures.

## Course Objectives

The student will:

- Identify and describe the sub disciplines of anthropology and the perspectives, methods, and techniques associated with each one. (cultural, physical [biological], linguistic, archaeological, and applied anthropology).
- Identify and participate in the field methods used in anthropology.
- Identify and discuss problems facing anthropologists in the field.
- Examine and compare the methods and techniques used by ethnographers, archaeologists, and other anthropologists.
- Describe the emergence of modern humans as evidenced in the archaeological record, (e.g., Australopithecus, Homo Erectus, Neanderthal, and Homo Sapiens)
- Explain the influence of the following on the emergence of modern humans: language, culture, technology, art, anatomical differentiation, and changes in the environment.
- Identify and describe the development of technologies used by hominids through time.
- Trace the origin and spread of food production and its impact on the development of culture and civilization.
- Explain the origins, development, and spread of early civilizations throughout the world.
- Define and describe culture, ethnicity, social stratification, and mechanisms of cultural change around the world.
- Explain adaptive strategies and economic systems. (e.g., foraging, cultivation, pastoralism, modes of production, distribution and exchange)
- Describe the development of social and political systems. (e.g., bands, tribes, chiefdoms, and states)
- Describe and define kinship and descent, marriage, gender roles, religion, personality and world view.

## Course Outline

- I. The Scope of Anthropology
  - A. General anthropology: adaptation, variation, and change
  - B. The sub disciplines of anthropology
    1. Cultural: the study of society and culture around the world
    2. Archaeological: the reconstruction, description, and interpretation of human behavior and cultural patterns through material remains.
    3. Physical (biological): the study of human biological diversity in time and space, as well as human genetics and human growth and development.
    4. Linguistic: the study of language in its social and cultural context in space and through time.
    5. Applied: the application of anthropological knowledge and/or techniques to identify, assess, and solve contemporary social problems.
  - C. Field Methods Used in Anthropology
    1. Ethnography
      - a. Observation/participant observation, informants, interviewing, genealogical methods, life histories, and research strategies
    2. Archaeology
      - a. Sites: distribution and duration, tools, stratigraphy, excavation, dating techniques, recording and note taking, analysis and interpretation.
    3. Primatology
      - a. Observation with no contact: Jane Goodall and the Gombe Reserve
      - b. Observation with contact: Dian Fossey
  - D. Culture
    1. Culture is: learned, symbolic, shared, patterned, all-encompassing, general/specific, adaptive/maladaptive.
    2. Universality, particularity, and generality
    3. Mechanisms of cultural change
  - E. Evolution, Genetics, and Biological Adaptation
    1. Creationism, catastrophism, and evolution
    2. Genetics: the basis of biological variation
    3. Population genetics and mechanisms of genetic evolution
    4. Diversity through adaptation
  - F. Human Biological Diversity and the Race Concept
    1. Social race: hypodescent, "not us," phenotype and fluidity
    2. Biological race: a discredited concept
  - G. The Primates
    1. Taxonomy and the primate order

2. Primate tendencies, trends and hominoids
  3. Similarities and differences between humans and other primates
- H. Early Hominids and the Emergence of Modern Humans
1. Dating the past
  2. The australopithecines: gracile and robust
  3. Paleolithic tools
  4. Homo erectus: adaptive strategies, evolution and expansion
  5. archaic homo sapiens: Neanderthals
  6. Evolution in technology, glacial retreat, and the broad-spectrum economy
  7. Cave art and the Mesolithic
- I. The Origin and Spread of Food Production
1. The origin of food production in the Middle East and the Old World
  2. The first American farmers
  3. Costs and benefits of food production
- J. Adaptive Strategies and Economic Systems
1. Adaptive strategies
  2. Foraging
  3. Cultivation
  4. Pastoralism
  5. Modes of Production
  6. Distribution and exchange
- K. Political Systems
1. Bands
  2. Tribes
  3. Villages and pan-tribal structures
  4. Pastoralists
  5. Chiefdoms
  6. States
- L. Universals and Cultural Generalizations
1. Kinship and Descent
  2. Marriage
  3. Gender: roles and issues
  4. Religion
  5. Personality and World view
- M. Language and Communication
1. The structure of language
  2. Language, thought, and culture
  3. Sociolinguistics
  4. Historical linguistics
- N. Applied Anthropology
1. Anthropology and education
  2. Urban anthropology
  3. Medical anthropology

# Comparative World Religions

## Course Title:

Comparative World Religions

## Course Description:

Comparative World Religions is a study of religions as an integral part of daily life. Students will investigate the history and beliefs of selected world religions. The emphasis will be on the practices and principles and how they affect human behavior. How can people of different cultures cooperate if they do not understand each others underlying belief systems?

Sample topics in Comparative World Religions include:

- World religions and their belief structures
- Traditions, customs, and behaviors
- Key historical events and people
- The roles of religion and philosophy in our contemporary world
- The impact of religion and philosophy on economic, political, and social decisions

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## Course Goals:

Through this course students will:

- Acquire understanding of the beliefs, customs, traditions and values among the various religions and compare similarities and differences.
- Develop an historical and geographical awareness (when, who, how and where) of each religion.
- Develop understanding of the economic, political and social positions of major religious groups and the issues that may separate or bind them.
- Gain understanding of the relationship between religion and government in countries across the globe and how conflict among religious groups can cause political and cultural change to a region and the world.

## **Course Objectives:**

The student will:

- Develop maps and graphs to show the spatial relationships of religions across the globe and within continents and/or countries.
- Explain and compare beliefs, customs, traditions and values of world religions.
- Describe the historical and geographical backgrounds of world religions.
- Illustrate how religious conflict or expansion can cause political and cultural change in a region.
- Identify the cause of disputes between religious groups.

## **Course Outline**

- I. Overview and comparison of each religion.
  - A. Origins
  - B. Founders life and teachings
  - C. Doctrine, institutions and practice
  - D. Early development and expansion
  - E. Conflict and new groupings (sects)
  - F. Worship
  - G. The religion today
- II. Contemporary world religious views
  - A. Explore current issues/problems concerning world religions
  - B. Presentations by guest professional speakers illustrating world religious views.

# The Constitution and the Bill of Rights

## Course Title:

The Constitution and the Bill of Rights

## Course Description:

The Constitution and Bill of Rights is a study of the founding principles and ideas underlying the U.S. political system. Students will examine how these important principles and ideas have worked throughout history and in the United States today.

The Constitution and Bill of Rights will explore the following questions:

- What are your Constitutional rights and responsibilities?
- What are the philosophical and historical foundations of the U.S. political system?
- How did the framers create the Constitution?
- How did the values and principles embodied in the Constitution shape American institutions and practices?
- How have the protections of the Bill of Rights been developed and expanded?
- What rights does the Bill of Rights protect?
- What are the roles of the citizen in U.S. democracy?

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## Course Goals:

Through this course students will:

- Gain the foundation of a civic education
- Learn the relevance of the past for an understanding of the American constitutional system in the present
- Learn specific information and be able to recall and apply it to new situations and/or future conflicts
- Analyze component parts of the content, identify the relationship among the parts and synthesize to arrive at new theses or conclusions

- Evaluate the content--use as a process for choosing between competing values or principles

### **Course Objectives:**

The student will:

- Understand the natural rights philosophy and the social contract
- Be able to identify the major ideas of republican government and constitutional government
- Be able to explain the evolution of individual rights through history, and the influence of British history on the Framers of the Constitution
- Identify the weaknesses of the Articles of Confederation and subsequent problems
- Explain the plan the Framers used to create the Constitution and how they provided for a limited national government and protection of the rights of the people
- Evaluate the differences between the Anti-Federalists and the Federalists and take and defend positions on those differences
- Describe the principles and rights embodied in the Constitution, and explain why the Bill of Rights was drafted
- Describe the development of the first American two-party political system
- Describe the Supreme Court's power of judicial review and explain how the court exercises that power over the state
- Evaluate and defend different opinions on how the Constitution divides power between the national and state governments
- Describe the historical application of the Bill of Rights, and defend different positions on the Fourteenth Amendment, and incorporation as related to the expansion of individual rights
- Explain the purposes and importance of the rights protected in the Bill of Rights
- Understand the obligations and responsibilities of citizenship in a constitutional democracy

- Identify the constitutional rights issues raised by changes in American society

## Course Outline

- I. The Philosophical and Historical Foundations of the American Political System
  - A. Political Philosophies
    1. Natural rights philosophers, e.g., Locke
    2. Representative democracy
    3. Constitutional democracy
  - B. Historical foundations
    1. Classical periods--Greece and Rome
    2. Renaissance & Reformation
  - C. Development of rights in England
    1. Magna Carta
    2. Petition of Right
    3. English Bill of Rights
  - D. American Revolutionary ideology and experience
  
- II. The Framers and the Creation of the Constitution
  - A. Articles of Confederation--advantages and weaknesses
  - B. The Philadelphia Convention
    1. Virginia and New Jersey Plans and compromise
    2. Politics and compromises between the North and the South
    3. Creation of the executive and judicial branches
  - C. Ratification of the Constitution by the people of the states
    1. Federalists vs. Anti-Federalists
    2. Bill of Rights
  
- III. Values and Principles Embodied in the Constitution Shape American Institutions and Practices
  - A. The executive and judicial branches
  - B. The Bill of Rights and other protected rights in the Constitution
  - C. Conflicting ideas about the power of the national government and the rise of the first two-party political system
    1. Federalists
    2. Republicans
  - D. The Supreme Court and judicial review (Marbury v. Madison)
  - E. The system of federalism (McCulloch v. Maryland)
  
- IV. Developments and Expansion of the Protections of the Bill of Rights
  - A. The Constitution, the Civil War and the crisis of union
    1. The institution of slavery

- 2. Dred Scott decision
  - B. The Civil War Amendments
    - 1. Congress and the 14th and 15th Amendments
    - 2. Executive branch and the Supreme Court and civil rights
  - C. The Fourteenth Amendment
    - 1. Definition of citizenship
    - 2. Due process of law
    - 3. Equal protection clause
  - D. The Civil Rights Act and Affirmative Action
- V. Rights Protected by the Bill of Rights
- A. First Amendment
    - 1. The establishment clause
    - 2. The free exercise clause
    - 3. Free expression
    - 4. Freedom of petition, assembly and association
  - B. Fourth, Fifth, Sixth and Eighth Amendments
    - 1. Procedural due process
    - 2. Rights of the accused
- VI. The Roles of the Citizen in American Democracy
- A. Citizenship in the United States
    - 1. Citizens
    - 2. Resident aliens
  - B. Rights and responsibilities of citizenship
    - 1. Effective citizenship
    - 2. Participation in a representative democracy
  - C. Impact of contemporary trends and developments
    - 1. Increasing diversity
    - 2. Technological advancements
    - 3. Globalization of world economies
  - D. Influence of the American democracy on other nations
  - E. Balancing the interests of society with the interests of the individual citizen

# Criminology

**Course Title:**

Criminology

**Course Description:**

Criminology is a study of the nature and causes of crime, its control, and related punishment issues. Students will explore why people become criminals, how do we control criminals, and how crime affects young people.

Sample questions in Criminology include:

- What are common crimes?
- How do juvenile crime patterns compare with adult?
- What are the different types of crimes?
- How do we police?
- What is organized crime?
- How does a citizen become a part of the solution?
- How are property crime patterns different from violent crime patterns?

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**Course Goals:**

Through this course students will:

- Understand the impact and nature of crime on the United States, Alaska, and Anchorage.
- Examine the differences between capital, felony, and misdemeanor crimes and status offenses.
- Explore the viewpoints whether criminals are born or made.
- Identify criminal characteristics and thinking patterns.
- Examine the different types of crime: vice, violent, property, organized, and white collar.

- Explore prevention techniques to avoid victimization from various types of crimes.
- Become aware of the four levels of police jurisdictions and how each functions.
- Explore the four modes of punishment, determining what makes punishment effective and examining the related problems in creating a just system of punishment.

**Course Objectives:**

The student will:

- Examine the social and economic cost of crime.
- Identify the three most common groups who are victimized by crime.
- Compare the frequency of felony to misdemeanor crime.
- Identify the patterns for gender, age, area, weapons, drugs and alcohol, race, family, biology, and crime.
- Become aware of the two ways the United States measures crime.
- Identify the ten most common crimes.
- Examine the seven violent and property crimes that make up the F.B.I. index and the nature of each.
- Explore passive and active resistance techniques to avoid violent crime.
- Explore psychological and physical ways to prevent burglary and other property crimes.
- Examine the function of the ten major federal police forces.
- Compare and contrast the role of state police and county sheriffs.
- Examine the function of patrol, investigation, and services, of the APD.
- Examine his/ her own fingerprints and other forensic evidence to discover the nature of criminalistics in criminology.

- Compare and contrast the negative impact of organized and white collar crime on society.
- Examine the regional and local nature of gangs and their role in crime.
- Identify the role of probation, parole, jails, prisons, capital punishment, presumptive and indeterminate sentencing, good time, half- way houses, and age levels in our justice system.
- Write a presentence report and punish a fictitious criminal in order to understand the judicial process of punishment.

### Course Outline

- I. Basic crime.
  - A. What is crime? Criminology?
  - B. Present national, state, and local trends.
  - C. How do we measure crime?
  - D. Levels of crime:
    1. Capital
    2. Felony
    3. Misdemeanor
  - E. What is the relationship of status offenses, citations, and violations to crime?
  - F. Compare and contrast violent, property, and vice crimes.
  
- II. Causation.
  - A. General factors and their influence:
    1. Age
    2. Race
    3. Gender
    4. Demographics
  - B. Environmental factors:
    1. Family imprinting
    2. Premature autonomy
    3. Living area
      - a. Inner city, etc.
    4. School
  - C. Role of alcohol and drugs
  - D. Other major factors
    1. Guns and the legal and illegal use of deadly force in crime
    2. Media
    3. Biology

- III. Index crime.
  - A. Violent crime:
    - 1. Homicide
    - 2. Robbery
    - 3. Sexual Assault
    - 4. Aggravated Assault
  - B. Property crime:
    - 1. Larceny
    - 2. Burglary
    - 3. Motor vehicle theft
    - 4. Arson
  
- IV. Crime prevention
  - A. Home security
    - 1. Psychological
    - 2. Physical
    - 3. Electronic
    - 4. The four components of a proper inventory
    - 5. How to set up a neighborhood watch program
  
- V. Police.
  - A. Federal police:
    - 1. Role of all 10 forces
  - B. State police:
    - 1. Jurisdiction and priorities of the Alaska State Troopers
  - C. The county sheriff
  - D. City police:
    - 1. Jurisdiction and priorities
    - 2. Three divisions and programs
    - 3. Role of community policing in Anchorage
    - 4. Lawful arrest and role in justice system
  - E. Forensics:
    - 1. Typical crime scene investigation
    - 2. Role of fingerprints, ballistics, hair and fiber evidence in solving crimes
  
- VI. Organized and white collar crime.
  - A. History
  - B. Present impact.
  - C. Gangs in Anchorage.
  
- VII. Punishment.
  - A. Four major punishment modes and a history of each
  - B. Justice system and punishment:
    - 1. Presentence reporting.

- C. Role of prisons and jails:
  - 1. Hard time in USA and Alaska
  - 2. Soft time in USA and Alaska
- D. Role of probation and parole
- E. Presumptive, determinate (flat time) and indeterminate sentences
- F. Other current issues in corrections
  - 1. Curfew
  - 2. Good time
  - 3. Half-way houses;
  - 4. Death penalty
  - 5. Privatization of prisons and jails.

## Dignity in Diversity

### Course Title:

Dignity in Diversity

### Course Description:

The course for high school, which the committee has developed, is centered around four primary concepts to inspire students toward and prepare them for a democratic society. These concepts include democracy/equity, cross-cultural understanding, interdependence, and socio-cultural change. The course is similar in design and philosophy to the Project R.E.A.C.H. program proposed for junior high/middle school. It is a spiral curriculum as well.

The course title and description have been approved by the Anchorage School Board. This course outline is meant to serve as an example of one possibility for organizing this class. It does not represent the only way the course may be organized. Each course outline has been written by a different teacher so there will be differences in the approach used from one course to another.

### Course Goals

Through this course students will:

- Increase self-awareness, build self-confidence, and raise the self-esteem of each student in an atmosphere where everyone feels safe to share opinions and beliefs.
- Identify and appreciate diverse cultural backgrounds within the school and community.
- Recognize, clarify, and define the existence of stereotypes, prejudices, and racism.
- Encourage students to build effective coalitions within the between schools and community.
- Understand that respect for diverse values, traditions, and behaviors are essential if we are to fully realize our nation's democratic ideals of equity and justice.

- Develop understanding and empathy for human differences which will encourage students to become committed to the elimination of prejudice and discrimination.

### **Course Objectives:**

- Introduce the importance of individual respect, rights, and self-worth.
- Explore personal culture and needs including ethnic identity.
- Develop interpersonal communication and coping skills.
- Acquire and practice conflict resolution skills for combating stereotyping, prejudice, and racism.
- Foster community involvement in the process by developing personal and group contacts with multiple cultures.
- View and evaluate events from various cultural perspectives and points of view.
- Recognize cultural bias in historical perceptions.
- Acknowledge the role of historical context on cultural perceptions.
- Clarify and define meaning and origins of prejudicial and derogatory terms.
- Develop an awareness of the cost and consequences of prejudice and discrimination.
- Recognize society's responsibility in protecting individuals and groups from discriminatory acts and attitudes.
- Build awareness and recognition of the importance of personal involvement in the community.
- Promote awareness and recognition of the importance of action at the local, state, and federal levels to insure that governmental policy plans an active role in ending discrimination.
- Empower students to become active contestants against prejudice and discrimination.

## **Outcomes:**

The proposed course is student-centered in scope. As a result of taking this course students are expected to reach these outcomes:

- Self-Esteem as a learner and a person - Students will develop a positive self-esteem. Students will understand and respect their own cultural background as a means of developing self-esteem.
- Process skills, problem-solving, goal setting, accountability, and communication - Students will learn to live in a pluralistic society with mutual respect and appreciation for others.
- Self-directed learner -Students will make personal choices that reduce discrimination, isolation, and prejudice. They will be able to communicate and work effectively with people regardless of their race, gender, religion, ethnicity.
- Concern for others -Students will respect the numerous contributions made by all people to American life. They will develop strategies for dealing with inequities, prejudice, discrimination, and abusive use of power.

## **Key Concepts of Course:**

- Prejudice
- Stereotyping
- Sexism
- Exceptionalities
- Self-Esteem
- Decision making
- Ethnocentrism
- Cooperative learning
- Racism
- Ethics
- Ageism
- Lifestyle differences
- Social action skills
- Commitment to human dignity

## **Assessment:**

Pre and Post Attitude Assessment Tests in the following areas.

### Reading:

- Recognizing different perspectives
- Vocabulary/jargon, i.e., prejudice, culture, bigotry, empathy, discrimination, stereotyping, racism, ethnocentrism
- Critical thinking, i.e., cause/effect, sequencing

### Writing:

- Sentence structure, paragraphs, essays, research

### Listening

- Lectures
- Small groups

### Speaking

- Small group
- Debate
- Role playing

## History/Social Studies (ESL)

### **Course Title:**

History/Social Sciences (ESL)

### **Course Description:**

The ESL History/Social Sciences course is designed for the bilingual student learning English as a second language at the beginning and intermediate levels. It introduces the student to the vocabulary, concepts, and processes of the social sciences and history and relates them to the student, the student's school, community, and current events.

The core areas to be investigated in ESL History/Social Sciences include:

- Anthropology
- Economics
- Geography
- History
- Political Science
- Psychology
- Sociology

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### **Course Goals:**

Through this course students will:

- Develop and increase social studies vocabulary, concepts, processes, and skills in preparation for application in other social studies courses.
- Develop and improve oral communication skills, reading comprehension, and written expression.
- Increase higher level thinking skills (application, synthesis, analysis, evaluation).
- Develop an understanding of multiple perspectives in and the interrelationship of the social sciences.

## **Course Objectives:**

The student will:

- Participate in a variety of classroom activities (discussion, cooperative learning groups, partnering, individual, hands-on, field trips, guest speakers, etc.) to learn more about the social sciences.
- Discuss and interact with classmates regarding social science topics.
- Improve reading comprehension in the social science fields using a variety of sources (periodicals, texts, the Internet, etc.).
- Use, apply and increase social studies vocabulary and concepts.
- Keep a daily/weekly learning log of vocabulary and material covered.
- View and listen to a variety of social studies presentations.
- Share a social studies activity orally, in writing, and/or using illustrations, pictures or other visuals with classmates.
- Compare, contrast and show similarities with the student's country of origin and the area being studied.
- Develop a project/activity including the vocabulary and concepts of one of the social sciences, which illustrates the student's understanding of that particular social science and its relationship with two or more other social sciences.

## **Course Outline:**

The emphases in this course will be geography and history with introductions to the other social sciences. The teacher will have flexibility in determining how in-depth the other areas will be covered, based upon the students' English language proficiency.

- I. Geography
  - A. Location - Absolute and Relative
  - B. Place - Physical and Human Characteristics
  - C. Human/Environment Interactions and Relationships
  - D. Movement - Mobility of people, goods and ideas
  - E. Regions - Formation and change

- II. History
  - A. Definition and Themes
  - C. Interpretation and Impact
  - D. Historical Evidence and Legacies
  - E. Characteristics and Development of Civilizations
  
- III. Political Science
  - A. Definition and Purpose of Government, Politics, Citizenship
  - B. Citizens' Rights and Responsibilities
  - C. Governments' Responsibilities and Power
  - D. Types of Governments and Constitutions (local, state, national)
  
- IV. Anthropology
  - A. Definition, Disciplines and Development
  - B. Culture, Language, and Society
  - C. Development of Technology
  
- V. Psychology
  - A. Definition and Purpose
  - B. Perception, Personality, and Environment
  - C. Interpersonal Relationships
  
- VI. Sociology
  - A. Definition and Purpose
  - B. Basic Institutions and the Nature of Groups
  - C. Social Issues, Values and Society
  - D. Diversity - Culture, Experience, Perception, World View
  
- VII. Economics
  - A. Definition
  - B. Concepts (scarcity, choice, supply and demand, etc.)
  - B. Economic Systems - Types and Characteristics
  - C. Issues - Local, State, National and International
  
- VIII. Interrelationship/Integration of the Social Sciences

NOTE: Refer to ASD 8th Grade Social Studies Framework for specific listing of Core Questions/Objectives.

# The Holocaust and Human Behavior

## Course Title:

The Holocaust and Human Behavior

## Course Description:

This course allows students to explore in-depth one of the most fascinating yet tragic events of the twentieth century: The Holocaust. Students will examine the root causes which led to the rise of the Nazi party and the reaction of Germans--and the world--to Hitler and his plans of genocide. This course is best suited for individuals willing to reflect upon their own views of human behavior and consider the lessons of history.

Questions which will be addressed in the Holocaust and Human Behavior include:

- What happens when prejudice and hatred are left unchecked?
- Can a democratic country produce a dictator?
- What did the Nazis believe, and did anyone oppose them?
- How did the Nazis make Germans obey orders?
- Have there been any other genocides like the Holocaust?
- Can individuals make a difference in the outcome of historic events?

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## Course Goals:

Through this course students will:

- Students will appreciate that historical understanding excludes simple solutions to complex problems.
- Students will appreciate the diversity of beliefs and people who contribute to our world.
- Students will understand that historical events are more than the decisions made by leaders and warriors; every day decisions by average individuals play an important role in history.

- Students will appreciate democratic characteristics and safeguards against tyranny.
- Students will comprehend that different cultures and governments grapple with conflict in diverse ways.
- Students will consider how choices they make regarding loyalty, trust and responsibility within a group influence their lives.

**Course Objectives:**

Students will:

- Compare and contrast the basic elements of a totalitarian dictatorship and democratic government.
- Trace the fundamental causes of the Holocaust, including the history of anti-Semitism, German reaction to World War I and the Treaty of Versailles, and the social and economic climate of Germany prior to the rise of Nazism.
- Explain how a dictator was able to rise to power through democratic means.
- Discuss the role of propaganda and intimidation used by the Nazis to demand conformity and obedience from many Germans.
- Identify the major events which led to an escalation of violence in Germany.
- Explain the failure of the policy of appeasement taken by world leaders in dealing with Hitler
- Evaluate the consequences of individual's and nation's decisions to be perpetrators, bystanders, resisters and rescuers during times of upheaval and violence.
- Analyze Nazi philosophy and how it set the stage for the Holocaust.
- Discuss the moral issues of victors rendering justice to crimes against humanity.
- Respectfully communicate with classmates on controversial topics.
- Define and cite other examples of genocide.

## Course Outline:

- I. Individual and Society
  - A. How society shapes personal identity
  - B. How the individual affects society
- II. Nationalism, Racism and Anti-Semitism
  - A. Historical roots of hatred & anti-Semitism
  - B. Formation of a national identity
- III. Post World War I Germany
  - A. Treaty of Versailles
  - B. Social, political and economic unrest of the 1920s and 1930s
- IV. Nazis Rise to Power
  - A. Examination of Weimar Republic's political structure: fascist vs. democratic states
  - B. Nazi philosophy and policy
- V. The Holocaust
  - A. Escalation of violence culminating in death camps and genocide of minority groups
  - B. Action/inaction of various individuals and nations
- VI. Judgment
  - A. Nuremberg Trials and ability of victors to render justice in large scale tragedies

## Humanities of Western Civilization

### Course Title:

Humanities of Western Civilization

### Course Description:

Humanities of Western Civilizations will explore the roots of western society from the rise of Greece through the formation of modern Europe. In this course, students will examine western history, philosophy, arts, and theology. The contributions of Western culture in the international arena and the effects of these interactions will also be examined.

Students will investigate the following topics in Humanities of Western Civilizations:

- Contributions of the ancient classical civilizations in Greece and Rome
- The role of Western culture in creating democratic traditions
- Scientific and artistic advancements that made up the Renaissance
- The roles that Judaism and Christianity have played in shaping the Western world and beyond

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### Course Goals:

Through this course students will:

- Understand the importance of the contributions of the ancient classical civilizations in Greece and Rome and the role that they have played in shaping the legalistic and philosophical underpinnings of the modern world.
- Recognize the role of Western culture in creating the gradual evolution of democratic traditions as they are presently being practiced both in individual nation states and in the international arena.
- Appreciate the scientific and artistic advancements that made up the Renaissance and the importance of these achievements in creating the environment in which knowledge in a vast number of disciplines was able to progress so rapidly in following years.

- Develop an understanding of the role Judaism and Christianity have played in shaping the institutions, moral fiber, and basic norms of culture in the Western world and beyond.

### **Course Objectives:**

The student will:

- Describe the contributions of the Greeks in the area of philosophy with particular attention to the area of democracy.
- Explain the importance of Alexander the Great in spreading Greek culture during the Hellenistic Age.
- Compare and contrast the arts (visual arts, literature, and theater) in Greece and Rome.
- Trace the roots of religion from Judaism to Christianity.
- Analyze the political transformation of Rome from a republic to an empire, and describe the factors that lead to the fall of the Empire
- Summarize the major events that transpired in Europe with the fall of the Roman Empire.
- Chart the reactions of medieval Europe to the lack of a centralized government paying particular attention to feudalism.
- Explain the role of the Byzantine Empire in preserving Western culture during the Dark Ages.
- Examine the evolution of democratic systems in England starting with the Magna Carta and ending with the creation of Parliament.
- Describe European interactions with the Islam world.
- Summarize the cultural and philosophical underpinnings of the Renaissance, and its effects on Europe during the late Middle Ages.
- Describe the evolution of Christianity that took place during the Reformation, and why it strengthened the role of secular government.
- Analyze the political and economic conditions that lead to world wide colonialism by the Europeans.

- Summarize the contributions of the Enlightenment to science and contemporary thought.
- Compare and contrast the American and French revolutions and their long term effects.
- Describe the role of industrialization on the evolving economic systems in the post 18th century world with particular emphasis on Marxism and capitalism.
- Explain the background for the conflicting political systems of liberalism, democracy, absolutism, and totalitarianism.
- Summarize the motivations for imperialism and drives toward world power in the 19th century.
- Describe the nature of the evolving relationships between colonizers and colonies as the colonial system weakened.
- Explain the causes and effects of the formation of the political alliances that developed in the late 19th century in Europe.
- Analyze the effects of the two world wars on the changing political atmosphere of the West.
- Summarize the major long term effects of the great depression on the European political and economic systems.
- Describe the movements for political unity in Europe that have transpired during the second half of the 20th century.

### Course Outline

- I. Rise of Greece
  - A. Contributions to civilization
    1. Visual arts
    2. Literature
    3. Theater
    4. Philosophy
  
- II. The Hellenistic world
  - A. Rise of Alexander the Great
  - B. Effects of his empire
    1. Interactions and effects on conquered civilizations
    2. Administrative and political systems

- III. Rise of Rome
  - A. Etruscan influences
  - B. Expansion of territory
  - C. Military and governmental adaptations
  - D. Contributions to civilization
    - 1. Engineering and construction
    - 2. Visual and performing arts
    - 3. Literature and linguistics
  - E. Influence on religion
  - F. Fall of the empire and long term effects of the fall
  
- IV. Rise of feudalism as an alternative to centralized government
  - A. France
  - B. Germany
  - C. England
  - D. Role of the Roman Catholic Church in medieval governments
  
- V. Expansion of the Eastern sector of the Roman Empire as the Byzantine E.
  - A. Preservation of the heritage of Greece and Rome.
  - B. Rise of Russia
  
- VI. Expansion of civil liberties under the English monarchy
  - A. Drafting of the Magna Carta
  - B. The Glorious Revolution
  - C. Development of a constitutional monarchy
  
- VII. The Renaissance
  - A. Literature and the arts
  - B. Science and medicine
  - C. Revival of classical studies and humanism
  
- VIII. The Reformation
  - A. Rise of protestantism
  - B. Change and reform within the Roman Catholic Church
  - C. Effect on nationalism
  
- IX. The Age of exploration
  - A. Technological advances the expanded the scope of exploration
  - B. Creation of colonial networks through the world
  - C. Effects of expansion of trade
  
- X. The enlightenment
  - A. Major contributors to the expansion of thought
  - B. Advances in science and technology

- XI. The age of revolutions
  - A. American revolution
  - B. French revolution
  
- XII. The industrial revolution starts in Europe
  - A. Changes in economic thought
    - 1. Capitalism
    - 2. Marxism
  - B. Effects on colonialism
  
- XIII. Expansion in the realm of political philosophy
  - A. Liberalism and democracy
  - B. Absolutism and totalitarianism
  
- XIV. Rise and decline of the imperial powers
  - A. Evolution of colonialism into global trade
  
- XV. Formation of the major political alliances in Europe
  - A. Effects on arms production and military preparedness
  - B. Destabilization of the balance of power
  
- XVI. Effects of the two world wars
  - A. The lost generation
    - 1. Growth in literature, theater, and the arts
    - 2. B. Attempts at the formation of a global organizations
  - C. Political reorganization in Europe
  
- XVII. Movements for unification in Europe
  - A. Common Market
    - 1. restructuring of tariffs
  - B. European Economic Community

## Law Studies

### **Course Title:**

Law Studies

### **Course Description:**

Law Studies is the place to discover how the legal system works. This course aids students in applying legal principles and procedures through active participation in civil, criminal, and constitutional mock trials.

Sample questions that will be examined in Law Studies include:

- What rights do you think you have?
- What are the major types of law?
- Why do we have an adversarial system?
- How well will you do in court?
- How do we make justice happen?
- How is justice carried out in Alaska?

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### **Course Goals:**

Through this course students will:

- Develop a practical understanding of law and the legal system that will be of use to students in their everyday lives.

### **Course Objectives:**

The student will:

- Understand the roles that law, lawyers, law enforcement officers, and the legal system play in our society.
- Understand the fundamental principles and values underlying our Constitution, laws, and legal system.

- Explain the concept of justice and the differences between distributive, corrective, and procedural justice.
- Develop a greater sense of justice, tolerance, and fairness.
- Explain and evaluate the implications of specific laws and/or court decisions on individual rights and responsibilities.
- Understand the need for effective citizen participation in our legal system.
- Become aware of current issues and controversies relating to law and the legal system.
- Improve critical thinking, reasoning, communication, observation, and problem solving skills through participation in mock trials.

### **Course Outline**

#### I. Introduction to Law and the Legal System

##### A. What is Law?

1. Law and Values
2. Limits of the Law
3. Rights and Responsibilities

##### B. Kinds of Laws.

##### C. Lawmaking

##### D. Courts

1. Criminal Court
2. Civil Court
3. Small Claims Court

##### E. Settling Disputes out of Court

##### F. The Adversary System

##### G. The Jury

##### H. Lawyers

#### II. Civil Law

##### A. Torts

1. Intentional Torts
2. Negligence
3. Strict Liability

##### B. Consumer Law

1. How laws protect the consumer
2. Protecting consumer rights

##### C. Contracts

##### D. Family Law

- III. Criminal Law
  - A. Crimes Against the Person
  - B. Crimes Against Property
  - C. Substance Abuse
  - D. Criminal Justice Process
  - E. Search and Seizure
  - F. Juvenile Justice
  
- IV. Constitutional Law
  - A. Freedom of Speech
  - B. Freedom of the Press
  - C. Freedom of Religion
  - D. The Right to Privacy
  - E. Due Process
  
- V. The Trial
  - A. Right to Trial by Jury
  - B. Right to a Speedy and Public Trial
  - C. Right to Confront Witnesses
  - D. Freedom from Self-Incrimination
  - E. Right to an Attorney

## Minority Groups and Ethnic Cultures

### Course Title:

Minority Groups and Ethnic Cultures

### Course Description:

Minority Groups and Ethnic Cultures is a study of the social, political, cultural, and economic forces that affect minorities and ethnic cultures in the United States. What questions do you have about minority groups? Explore the customs, behaviors, issues and legacies of America's diversity.

Sample questions that will be addressed in Minority Groups and Ethnic Cultures include:

- Who are the indigenous peoples of the United States?
- Who are the minority groups and ethnic cultures of the United States?
- What are the important issues facing minority groups and ethnic cultures in the U.S. today?
- What has been the progression of civil liberties for minorities in the U.S?
- What has been and is the political/legal status of minority groups and cultures in the United States?

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### Course Goals:

Through this course students will:

- Acquire understanding of the beliefs, customs, traditions, values and issues among the various minority groups and compare similarities and differences.
- Develop an historical and geographical awareness (when, who, how and where) of specific minorities and ethnic cultures.
- Develop understanding of the economic, political and social positions of minority groups and the issues that may separate or bind them from the majority.
- Gain understanding of the status of minority groups across the globe.

- Acquire understanding of how conflict between the majority and minority groups can cause political, economic and cultural change to a region and the country.
- Develop understanding of the relationship between the government and minority groups in the United States.

### **Course Objectives:**

The Student will:

- Develop charts, graphs and maps to show the demographic characteristics of minority groups within the United States.
- Explain and compare beliefs, customs, traditions, values and issues of minority groups in U.S.
- Read and reflect about life experiences of minority person(s).
- Interpret how minority people express their feelings and experiences through letters, essays, novels, poems, films, dance or songs.
- Describe the historical and geographical backgrounds of the minority groups in the United States.
- Illustrate how minority group conflict or expansion can cause political and cultural change in a region and a nation.
- Identify the cause of disputes between ethnic, racial and religious groups in the U.S.
- Identify contemporary issues of various minority groups and propose solutions.
- Collect, and comment on current event articles concerning minority issues.

### **Course Outline**

- I. Overview of each minority group listed in introduction.
  - A. Origins and movement
  - B. Culture
  - C. Government doctrine, institutions and practice concerning minorities
  - D. Social and political issues, conflict and change

- II. Explore current issues raised by students or the press concerning minority groups
- III. Develop questions concerning issues/problems
- IV. Acquire, organize, and analyze information relevant to issue/problems.
- V. Develop answers to questions

# Philosophy

## Course Title:

Philosophy

## Course Description:

Philosophy is the study of systematic inquiry into basic questions, thoughts, and beliefs regarding the human condition. Students will use logic and speculative reasoning to explore for answers and express their understanding of their thoughts and beliefs.

In Philosophy the following questions will be examined:

- Who are the great philosophers and what were their beliefs?
- How does one's philosophy shape their view of the world around them?
- What is the inherent nature of humankind and knowledge?
- What is the relationship between philosophy, religion, and the supernatural?
- What are your beliefs about life and living?
- How is philosophy passed down through time?
- What is ideal behavior?
- How does Eastern philosophy differ from Western philosophy?

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## Course Goals

Through this course students will:

- Examine the five fields of philosophy and the basic question posed by each.
- Examine the major schools of philosophical thought.
- Be provided with the opportunity to think critically and rationally about major philosophical questions.
- Examine the differences among science, religion and philosophy.
- Be afforded the opportunity to discuss current moral and ethical questions using basic philosophical concepts.

- Examine the teachings of great Western and Eastern philosophers.

### **Course Objectives:-**

- Examine the five fields of philosophy and the basic questions posed by each. The student will discuss and evaluate the following as fields of philosophy: reality, knowledge, God/theology, ethics, and society.
- Examine the major schools of philosophical thought. The student will discuss and think critically about the following as major schools of philosophical thought: idealism, realism, rationalism, pragmatism, and existentialism.
- Be provided with the opportunity to think critically and rationally about major philosophical questions. The student will be able to define and apply to problems the idea of a “philosophical question”. The student will be able to discuss and think critically about the following philosophical questions: existence; the nature of being human; reality; good and evil; beauty; freedom and choice; and the supernatural.
- Examine the differences among science, religion and philosophy. The student will examine and think critically about differences among philosophy, religion and science as they apply to the following: reason, belief, the supernatural, experimentation and testing, and philosophical questions.
- Be afforded the opportunity to discuss current moral and ethical questions using basic philosophical concepts. The student will understand and be able to distinguish the differences among the concepts of immoral, unethical, and criminal behavior as applied to human actions. The student will, through general class discussion, be afforded the opportunity to discuss rationally and critically such current questions as: the treatment of animals; war; the distribution of wealth; and other issues as can be discussed rationally and philosophically.
- Examine the teachings of great Western and Eastern philosophers. Students will be afforded the opportunity to think rationally about and discuss critically the thoughts of the great Eastern and Western philosophers including (but not limited to): Plato, Aristotle, Diogenes, Hegel, Kant, James, Kierkegaard, Buddha, Confucius, Lao-Tse, Camus, and Sartre.

### **Course Outline:**

- I. Introduction:
  - A. What is philosophy? What is a philosophical question?
  - B. Fields of philosophy:

1. Reality
  2. Knowledge
  3. God/Theology
  4. Ethics
  5. Society
- C. Differences among science, religion and philosophy:
1. The role of reason, belief, the supernatural, experimentation and testing and philosophical questions among the three.
- D. Socrates: The wisest man? What is wisdom?
- II. Idealism: The World of Ideas
- A. The philosophical dialogue
    1. Plato: The Republic: A Philosopher-King
  - B. Ethics and Aesthetics of idealism
  - C. Kant: Critique of Pure Reason and Critique of Practical Reason
    1. The categorical imperative
  - D. In Western religious thought: St. Augustine
  - E. Hegel: The dialectic
- III. Realism: The Material World
- A. Logic and scientific analysis
    1. Aristotle: "The Philosopher"
      - a. The Ethics
  - B. Ethics and aesthetics of realism
  - C. In Western religious thought: St. Thomas Aquinas
- IV. Rationalism: The Great Skeptics
- A. Grew out of the Enlightenment and scientific advancement
  - B. The mind and the senses:
    1. Descartes: Method
  - C. Spinoza and Leibnitz
- V. Pragmatism: Truth Happens to be an Idea
- A. An American philosophy of the late 19th/ early 20th century
    1. Charles Peirce: "How to Make Ideas Clear"
    2. William James: Pragmatism
  - B. What makes ideas real?
  - C. The ethics and aesthetics of pragmatism
- VI. Existentialism: Humans, Time and The Moment
- A. Existentialism grew as a reaction to the industrialism of the late 19th and early 20th centuries.
  - B. Christian existentialists: Soren Kierkegaard
  - C. Atheist existentialists: Albert Camus and Jean Paul Sartre

- VII. Eastern Philosophies: The Search for Inner Peace
- A. Buddha: "The one who awakened" / the turning of the wheel
  - B. Confucius: "See the world and knowledge grows"
  - C. Taoism (Lao-Tse): Simplicity and selflessness.
- VIII. Philosophical Questions:
- Note: Philosophical questions may be "plugged in" at any point in the course. They include (but are not limited to) questions about the basic nature of: existence; reality; good and evil; freedom and choice; beauty; and the supernatural.

# Psychology I

**Course Title:**

Psychology I

**Course Description:**

Psychology is the scientific study of human behavior from early childhood through old age. Students will explore how an organism's physical state, mental, state, and external environment affect behavior and the mental processes.

Sample topics in Psychology include:

- How people learn, think, feel, and behave.
- Important developmental stages are important in the human life cycle.
- How self concept is developed through: relationships with parents, peers, and culture.
- How brain functions are affected by environmental conditions.

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**Course Goals:**

Through this course students will:

- Distinguish scientifically supported psychology from the popularized psychology that is represented as “fact” in the world.
- Gain an understanding and practice the ethical principles for research.
- Develop an appreciation for the diversity of the human experience; especially as it relates to interpreting psychological problems and finding their solutions.
- Apply the psychology they learn in class in a practical way in their own lives.

**Course Objectives:**

The student will:

- List and explain the goals of psychology.

- Describe how a psychologist would define a problem and provide a solution for the problem based on any of the perspectives of psychology.
- Explain the various methods psychologists use to obtain data and use those methods in class activities/experiments.
- Differentiate between a correlation and a cause-and-effect relationship and how to determine causality through the experiment.
- Discuss and debate the ethical concerns and practices of psychological research.
- Describe the brain and its functions and explain how these functions relate to right/left brain, gender, language, behavioral abnormalities, and drug interactions.
- Explain the various biological rhythms and describe how these rhythms affect everyday life. (Specifically: the sleep cycle, dreams and dream theories, jet lag, and seasonal affective disorder)
- Compare and contrast the evidence presented on the usefulness of hypnosis as a tool.
- Explain how the body's senses integrate to provide information about the reality of the world. Then, describe how that reality is organized for perception to occur.
- Examine various sensory illusions and describe how these illusions help to illustrate how the brain perceives the world.
- Explain and diagram how classical conditioning occurs and relate it to how advertising uses these principles to "sell" products and services.
- Describe the effects of consequences on behavior and use these operant conditioning techniques to shape behavior in themselves and others, recognizing the significance of reinforcement.
- Use and apply information about how memory works to improve their own memory.

### **Course Outline:**

- I. Definition of psychology
  - A. Goals

- B. Early psychology
  - C. Perspectives
    - 1. Behavioral
    - 2. Psychoanalytic
    - 3. Cognitive
    - 4. Physiological
    - 5. Sociocultural
- II. How psychologists know what they know
- A. Descriptive studies
    - 1. Case histories
    - 2. Observation
    - 3. Surveys
    - 4. Tests
  - B. Correlational studies
  - C. The Experiment
  - D. Statistics
  - E. Ethical concerns
- III. The Brain
- A. Structure of the nervous system
  - B. How neurons work
  - C. Brain “parts”
    - 1. Hindbrain
    - 2. Midbrain
    - 3. Forebrain
  - D. The Two Hemispheres
  - E. Gender Differences
- IV. States of Consciousness
- A. Biological Rhythms
  - B. Sleep Cycle
  - C. Dream Theories
  - D. Consciousness-altering Drugs
  - E. Hypnosis
- V. Sensation/Perception
- A. Sensation
    - 1. Absolute Threshold
    - 2. Difference Threshold
    - 3. Subliminals
    - 4. Sensory Adaptation
    - 5. Our Senses
  - B. Perception
    - 1. Gestalt principles

- 2. Figure/ground
  - 3. Constancies
  - 4. Illusions
  - C. Extrasensory Perception
- VI. Learning
- A. Classical Conditioning
    - 1. Pavlov's Experiments
    - 2. Application to real world
  - B. Operant Conditioning
    - 1. Skinner's Experiments
    - 2. Reinforcement & Punishment
      - a. Types of reinforcement
      - b. Schedules of reinforcement
      - c. Intrinsic vs. Extrinsic
    - 3. Behavioral Modification
  - C. Observational Learning
- VII. Memory
- A. Sensory memory
    - 1. Sperling's experiment
    - 2. Deja Vu
  - B. Short-Term Memory
    - 1. Limited capacity
    - 2. Limited retention interval
  - C. Long-Term Memory
    - 1. Tip-of-the-tongue phenomenon
    - 2. 3 Types of long-term memory
      - a. Procedural
      - b. Semantic
      - c. Episodic
  - D. Related topics
    - 1. Eyewitnesses
    - 2. Retention Strategies
  - E. Forgetting - and what it tells us
    - 1. Interference
    - 2. Motivated
    - 3. Cue-dependent

## Psychology - Advanced Placement

### Course Title:

A.P. Psychology

### Course Description

A.P. Psychology is a year long course designed to introduce the highly motivated student to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are introduced to the psychological facts, principals, and phenomenon associated with each of the major sub fields within psychology. They also learn about the methods psychologists use in their science and practice.

Topics in Advanced Placement Psychology include:

- The history of psychology.
- Contemporary approaches to behavior.
- How to understand one's own behavior.
- Strategies for dealing with life experiences
- How to apply psychological principles to society

The course title and description have been approved by the Anchorage School Board. This course outline is meant to serve as an example of one possibility for organizing this class. It does not represent the only way the course may be organized. Each course outline has been written by a different teacher so there will be differences in the approach used from one course to another.

### Course Goals

Through this course students will:

- Develop an understanding of the vocabulary of psychology.
- Understand the history of psychology.
- Understand contemporary approaches to behavior.
- Appreciate the diversity of the human experience.
- Develop an understanding of their own behavior.
- Understand strategies for dealing with their own life experiences, both good and bad.

- Apply psychological principles learned to the society in general that surrounds them.

## **Course Objectives**

The student will:

- Identify the major historical trends in psychology
- Apply major research techniques to solve problems in psychology.
- Compare and contrast the different methods used in psychological research.
- Compare and contrast the major approaches to psychology taken when viewing behavior.
- Differentiate between behaviorists and cognitive psychologists when it comes to learning.
- Differentiate between psychological and physiological motivational factors.
- Identify and describe the three major explanations pertaining to human emotion.
- Compare and contrast the major ideas concerning human personality.
- Identify abnormal human behavior, classify it, and relate therapies that can be utilized by psychologists to help people overcome these problems.
- Identify and describe the biological aspects that pertain to human behavior.
- Identify and apply solutions to the everyday stresses that they and their peers will encounter.
- Critically analyze material and express their ideas in a written manner that is clear and concise.

## **Course Outline**

- I. Introduction to Psychology
  - A. The nature of psychology
  - B. The history of psychology
  - C. Sub fields of psychology
  - D. Different psychological perspectives of behavior

1. Psychoanalytical
  2. Humanistic
  3. Gestalt
  4. Cognitive
  5. Biological
- E. Methods used by psychologists to study behavior
1. Naturalistic observation
  2. Survey method
  3. Experimental method
  4. Case study method
  5. Correlational method
  6. Ethics in research
- II. The biology of psychology
- A. The structure of the neuron
  - B. The synapse and neurotransmitters
  - C. The organization of the central nervous system
  - D. The organization of the peripheral nervous system
  - E. The endocrine system
  - F. Genetics and behavior
  - G. The brain, split brain research, methods of studying the brain
- III. Sensation and perception
- A. The nature of sensation and perception
  - B. Vision-the structure and function of the eye
  - C. Theories of color vision
  - D. Depth perception
  - E. Principles of perceptual organization
  - F. Visual illusions
  - G. Hearing-the ear and theories associated with hearing
  - H. Smell and taste-the nose and tongue-how these chemical senses work together
  - I. Touch and pain
  - J. Kinesthetic and vestibular sense
  - K. ESP
- IV. States of consciousness
- A. The nature of consciousness
  - B. Sleep and the stages of sleep
  - C. Dreams and the interpretation of dreams
  - D. Sleep disorders
  - E. Hypnosis and meditation
  - F. Drugs and alcohol

- V. Motivation and emotion
  - A. Why motivation and emotion linked together
  - B. Primary or biological motives
  - C. Thirst and hunger (obesity and eating disorders)
  - D. Theories of motivation
  - E. Social motives
  - F. Define emotion
  - G. Theories of emotion
  - H. Romantic love
  
- VI. Memory and learning
  - A. Psychological definition of learning
  - B. Classical conditioning-Pavlov, Watson
  - C. Operant conditioning-Thorndike, Skinner
  - D. Observational and social learning-Bandura
  - E. Cognitive theories-latent, insight, and concept
  - F. Memory-processes and stages
  - G. Sensory, STM, and LTM
  - H. Factors that effect learning and memory
  - I. The biology of learning and memory
  
- VII. Developmental Psychology
  - A. Statement of theories of development
  - B. Prenatal
  - C. Infancy and childhood
  - D. Adolescence
  - E. Piaget and Kohlberg (cognitive and moral development)
  - F. Adult (early, middle, late)
  
- VIII. Language, thought, and intelligence
  - A. Other species and language
  - B. Basics of language
  - C. Language development
  - D. Theories of language development
  - E. Concepts and words
  - F. Problem solving
  - G. Intelligence (testing, environment, genetics, race)
  
- IX. Abnormal Behavior
  - A. What is abnormal?
  - B. Historical perspectives
  - C. Classification of abnormal behaviors
    - 1. Anxiety disorders
    - 2. Schizophrenia
    - 3. Dissociative disorders

4. Somatoform disorders
  5. Affective disorders
  6. Personality disorders
  7. Psycho sexual disorders
  8. Suicide
- X. Psychotherapy
- A. Historical perspectives
  - B. Insight therapies
    1. Psychoanalysis
    2. Client centered therapy
    3. Gestalt
    4. Transactional analysis
    5. Cognitive approaches
  - C. Behavioral
    1. Systematic desensitization
    2. Aversive conditioning
    3. Operant conditioning
    4. Assertiveness training
    5. Group therapy
  - D. Biological therapies
  - E. Evaluation of therapy and its effectiveness
- XI. Personality: Theories and measurement
- A. Theories
    1. Psychoanalytic
    2. Neopsychoanalytic
    3. Trait theories
    4. Social learning theory
    5. Humanistic theory
  - B. Measurement of personality
    1. Reliability, validity
    2. Objective and projective tests
- XII. Social Psychology
- A. Attitudes
  - B. Social perception
  - C. Attraction
  - D. Obedience
  - E. Conformity
  - F. Group behavior
  - G. Environmental psychology

- XIII. Stress
  - A. Frustration
  - B. Conflicts and conflict resolution
  - C. Type A behavior
  - D. Effects of chronic stress
  - E. Defense mechanisms
  - F. Active coping mechanisms

# Sociology

**Course Title:**

Sociology

**Course Description:**

Sociology is the study of how human behavior is shaped by the groups to which we belong. Students will examine patterns of social life, make predictions about behavior and investigate other cultures. Have you ever thought how your peer group shapes your behavior?

Sample questions in Sociology include:

- What roles do families play?
- What role does money play in creating groups in society?
- How do schools and other social institutions shape human behavior?
- Why do people join gangs?

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**Course Goals:**

Through this course students will:

- Understand the premises of fundamental sociological perspectives.
- Interpret the distinguishing principles of culture and society.
- Interpret and analyze social structures.
- Recognize socialization processes and how the sense of self emerges.
- Distinguish and be able to identify the key social institutions in society.
- Comprehend the sociological theories that have been developed to explain crime and social deviance, as well as social control.
- Examine social stratification in the American, and other, class systems.

- Investigate racial and ethnic relations within society.
- Analyze gender and age inequality change.
- Access the strategies of demography in understanding urbanization in society.
- Experience the basic sociological methods of inquiry.

### **Course Objectives:**

The student will:

#### **1. SOCIOLOGICAL PERSPECTIVES**

- Define Sociology
- Explain why a particular way of knowing (empiricism) is the defining characteristic of any science
- Explain why Sociology is a social science
- Illustrate the “sociological imagination”
- Recognize how Sociology’s focus differs from and is similar to the focus of the other social sciences
- Identify the factors that led to the emergence of Sociology as a distinct discipline
- Explain the basic principles of the functional perspective
- Explain the basic principles of the conflict perspective
- Explain the basic principles of the symbolic interaction perspective
- Define “theory” and explain its role in science
- Compare and contrast the perspectives and contributions of Auguste Comte, Emile Durkheim, Karl Marx, Max Weber, W.E. B. DuBois, and George Herbert Mead

#### **2. CULTURE and SOCIETY**

- Define culture and differentiate between material and non-material culture

- Recognize how a sociologist distinguishes between the terms culture and society
- Give examples of ideal culture and real culture
- Identify the characteristics and functions of symbols in society
- Write a coherent and intelligible essay on the elements of cultural unity
- Write a coherent and intelligible essay on cultural diversity or multiculturalism
- Define and illustrate ethnocentrism
- Differentiate between and recognize examples of “subculture,” “microculture,” and “counterculture”
- Define values and norms and explain why they exist
- Contrast and illustrate the concepts of folkways, mores, and laws
- Define cultural universals and explain why they exist
- List at least eight core values of American society
- Recognize the difference between conflict, functional, and symbolic interaction approaches to the study of culture

### **3. SOCIAL STRUCTURE (Groups and Organizations)**

- Define social structure
- Define social institutions
- Distinguish, illustrate the difference, and explain the relationship between a status and a role
- Illustrate the difference between a role conflict and a role strain
- Define and distinguish a primary group, a secondary group, a peer group, and a reference group
- Define formal organization and bureaucracies and identify their characteristics (Max Weber)

- Distinguish between a formal and informal structure in an organization
- Explain common functions and dysfunctions of complex organizations
- Explain why the “rationalization” of society was important in transforming the modern world
- Write a coherent and well developed essay to illustrate rationalization of society in his/her everyday life
- Recognize the difference between a closed society and an open society
- Explain alienation in organizations
- Recognize the difference between conflict, functional, and symbolic interaction approaches to the study of social structure

#### **4. SOCIALIZATION and the SENSE OF SELF**

- Define personality and explain the controversy regarding its development
- Evaluate the influences of heredity and environment on the development of personality
- Define socialization
- Describe how our sense of self emerges
- Describe the importance and function of role-taking in the development of "self"
- Describe the various stages of cognitive and moral development
- Identify the most important agents of socialization in the United States
- Explain and illustrate the social construction of reality
- Identify how technology influences the socialization process
- Write a coherent and intelligible essay on how the socialization process changes throughout the life course

- Explain the difference between conflict, functional, and symbolic interaction approaches to socialization

## **5. SOCIAL INSTITUTIONS**

- Define social institutions
- Identify the key institutions in a society
- Identify secondary institutions which are essential for complex industrial and post-industrial societies
- Identify which basic societal needs are satisfied by the family institution
- Analyze ways in which family life can be disrupted
- Identify the major changes that have taken place in the American family in this century
- Explain how preindustrial and industrial societies viewed the individual and groups
- Analyze the functions of at least one major institution
- Explain the relationship of institutions to stability; clarify the change-resistant characteristic of institutions
- Write a coherent and intelligible essay on the relationship of at least one institution to reproduction of social inequality (racial, sexual, or socioeconomic.)
- Compare and contrast the conflict, functionalist, and symbolic interaction perspectives on institutions.

## **6. DEVIANCE, CRIME, AND SOCIAL CONTROL**

- Define deviance
- Explain in detail the theories that have been developed to explain crime
- Identify five general categories of crime
- Define social control

- Describe the characteristics of the American criminal justice system
- Explain the difference between conflict, functional, and symbolic interaction approaches to the study of deviance

## **7. SOCIAL STRATIFICATION**

- Define social stratification and social inequality
- Identify the characteristics of the American class system
- Define socioeconomic status
- Identify the major causes of poverty
- Distinguish wealth, prestige, and power and recognize the relationship between them
- Explain types of social mobility
- Explain variables which facilitate or restrain social mobility
- Explain the difference between conflict, functional, and symbolic interaction approaches to stratification

## **8 & 9. RACE, GENDER AND AGE INEQUALITY**

- Distinguish between prejudice and discrimination
- Distinguish between racism and ethnocentrism
- Identify an example of symbolic racism
- Explain the difference between assimilation and multiculturalism
- Explain the social construction of race
- Explain the sources of prejudice and discrimination, and especially the resource-conflict theory
- Describe the five most common patterns of minority group treatment (assimilation, pluralism, subjugation, population transfer, genocide)
- Explain how institutional racism works in American society

- Write a coherent and intelligible essay comparing and contrasting the experiences of at least two ethnic groups in American society.
- Distinguish between sex, gender, and gender role
- Illustrate the invisible ceiling
- Define and illustrate homophobia
- Define and illustrate ageism
- Explain how the life experiences of age cohorts may differ within society
- Explain how institutional sexism and ageism work in American society
- Explain the differences between conflict, functional, and symbolic interaction approaches to racism, sexism, and ageism

## **10. SOCIAL CHANGE**

- Discuss the theories that have developed to explain collective behavior
- Distinguish between the various social movements
- Identify the preconditions that guide the outcomes of collective behavior
- Discuss the theories that have developed to explain social movements
- Explain how population shifts can cause change
- Evaluate the positive and negative consequences of modernization on social life
- Identify the major population shifts that have taken place in the United States
- Define nationalism, colonialism, and “globalization” or “world system”
- Explain how globalization influences change
- Explain how modernization theory and world systems theory differ in their analysis of globalization

- Write a coherent and intelligible essay applying the theories of social change and social movements to a social movement in the United States
- Explain the difference between conflict, functional, and symbolic interaction approaches to social change

## **11. DEMOGRAPHY and URBANIZATION**

- Describe the study of demography and define the basic demographic concepts of fertility, mortality, and migration, and explain their effects on population change
- Differentiate between population growth and population density
- Analyze population composition using age-sex population pyramids
- Delineate the push-pull factors that affect immigration and emigration
- Explain why people in poor nations have so many children and note the implications of rapid population growth
- Define and illustrate zero population growth
- Critique the Malthusian perspective on population growth
- Evaluate the merits of the Demographic Transition Theory and explain why this theory may not apply to population growth in all societies
- Define urbanization, metropolis, and megalopolis and list their characteristics
- Differentiate between *Gemeinschaft* and *Gesellschaft*
- Explain and illustrate the urban ecology theories as they evolved over time
- Identify the factors that affect the size and structure of populations and explain how sociologists measure these factors
- Compare the theories that have been developed to explain population change
- Describe the programs that have been instituted to control population growth
- Discuss the historical evolution of cities, and explain why urbanization is such a recent phenomenon

- Write a coherent and intelligible essay on the causes and consequences of population growth
- Describe the types of urban dwellers and discuss whether they are likely to experience alienation or community
- Discuss the major reasons for the decline of the city, the impact of this decline, and suggestions for how to slow or reverse this process
- Explain the difference between conflict, functional, and symbolic interaction approaches to the structure of cities as well as to city life

## 12. SOCIOLOGICAL METHODS OF INQUIRY

- Distinguish subjective and objective ways of knowing
- Explain why a particular way of knowing (empiricism) is the defining characteristic of any science
- Identify and explain the steps of the scientific method
- Identify and explain norms of scientific inquiry (impartiality, sharing of findings, altruism, and organized skepticism)
- Explain and apply basic concepts in social science research: the classical experiment, independent, dependent, and intervening variables, hypothesis construction, and the descriptive survey vs. the explanatory survey
- Prepare, organize, interpret, and evaluate data and simple descriptive statistics in table form (cross tabulation)
- Design and conduct original research, followed by an analysis of the results
- Describe and compare the following research methods in Sociology: the classical experiment, the survey, naturalistic observation, content analysis, and historical analysis
- Explain and describe ethical issues and conduct in research

### Course Outline: Sociology (18-week Semester)

- I. Present an overview of Sociology's subject matter, early history, and current theoretical approaches; outline the components of culture; discuss cultural diversity, including subcultures and countercultures. Begin incorporation of research methods into each unit plan.

- II. Discuss internalization of norms, sanctions, components of social structure, types of groups and societies, and bureaucracies.
- III. Examine the theories and agents of socialization, characteristics and problems of adolescence, and the world of work.
- IV. Examine the theories of social deviance, crime, and social control.
- V. Discuss types of stratification systems, social classes in the United States, social mobility, race and ethnicity, discrimination and prejudice, and the social inequality faced by certain target groups.
- VI. Discuss the nature of social institutions. Discuss types of social movements, measures of population change, the evolution of the city, theories of city life, and the effects of modernization.

## Twentieth Century American Eras

### Course Title:

Twentieth Century American Eras

### Course Description:

Twentieth Century American Eras is an in-depth study of specific time periods and themes in U.S. History over this past century. A major goal of this course is to understand how life today is related to previous life experiences. What was so roaring about the 1920's? Why do your grandparents save everything? Have you ever wondered about the fads in the United States like dance, clothing, music, and language?

Sample topics in Twentieth Century American Eras include:

- The Cold War
- The Sixties
- The Roaring Twenties
- The Depression
- The Civil Rights Era

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### Course Goals:

This is a comprehensive list from the Twentieth Century. The specific objectives used would be determined by the era chosen for study.

Through this course students will:

- Identify the significant elements of the evolution of civil rights in 20th century America
- Be able to summarize and assess key changes in American culture throughout the 20th century.
- Examine military, social, economic, and political events of the 20th century.
- Examine the role of America in the global community in the 20th century

## Course Objectives:

The following is a comprehensive list of objectives from the entire Twentieth Century. Specific objectives may be selected based on the particular era chosen for study.

The student will:

- Define the term manifest destiny and apply it to US foreign policy of the late 1800's
- Explain how the US acquired Alaska, Hawaii, and the Philippines
- Explain journalism's role in the Spanish American war
- Describe the growth of cities in the US and the problems that came with them
- Define progressivism and identify the types of people who became progressives
- Identify examples of how T. Roosevelt expanded the power of the presidency
- Compare and contrast Roosevelt and Taft as presidents
- Identify examples of how Wilson expanded the power of the presidency
- Compare and contrast Booker T. Washington and W.E.B. Du Bois
- Summarize the growth of US political and economic involvement in the Caribbean, Latin America, East Asia, the Pacific, and Europe
- Summarize the events that caused the Great War
- Describe the US struggle to remain neutral and explain the decision to abandon neutrality and enter W.W.I
- Discuss the negative effect the war had on civil liberties
- Summarize Wilson's 14 points and explain why the Senate rejected the Treaty of Versailles.
- Describe the events in Russian and explain their effect on other nations
- Identify factors that led to the red scare

- Explain causes and effects of the Great Migration
- Explain how the policies of Harding, Coolidge, and Hoover supported big business
- Explain the reasons for US economic and military involvement in Latin America (1920's)
- Explain the reasons for prosperity in the 1920's
- Explain how corporate policies of the 20's reduced the appeal of unions
- Describe the effects of the auto on the economy and culture of the 20's
- Identify leisure activities and describe musical and literary contributions of the 1920's
- Identify reasons for and effects of the widespread disregard for Prohibition
- Describe the resurgence of the KKK in the 1920's
- Describe the stock market crash of October 1929 and explain why it happened
- Discuss Hoover's response to the Depression
- Tell how the Depression affected farm families and people living in the cities
- Describe movements in the arts, including literature, theater and photography that highlighted social problems and presented solutions
- Explain FDR's alphabet soup legislation
- Explain how government began to take the role of ensuring people's welfare
- Explain the rise of totalitarianism in Europe and militarism in Japan
- Describe Hitler's conquest of Europe and how America entered W.W.II
- Explain the role of minorities and women in the war
- Discuss the military strategies of the Allies in Europe and the Pacific
- Describe the home front war effort

- Discuss the civil liberties violations of the Japanese Americans
- Explain how the US and the USSR viewed each other at the war's end
- Discuss the major foreign policy actions of the Truman administration following the war
- Describe the events in the Korean War
- Discuss the major foreign policy actions of the Eisenhower administration
- Explain the effects of Sputnik on the American psyche
- Describe US involvement in the Cuban Missile crisis
- Explain the impact of the baby boom on society in America
- Describe the values of Americans in the 1950's
- Show an understanding of the hardships experienced by the poor and various minority groups in the 50's
- Describe McCarthyism
- Explain the growing role of television in politics
- Describe the events that led to the Supreme Court decision in Brown V Board of Education
- Describe the strategies used by the SCLC and SNCC in the civil rights movement
- Identify the key leaders and players in the civil rights movement
- Describe the successes of the civil rights movement during the Johnson administration
- Explain some of the major reform programs of the 60's
- Describe economic, political, and social issues involving women
- Describe contributions of Hispanics and Native Americans

- Describe the values of the counterculture movement of the 60's
- Understand the roots of the conflict in Vietnam
- Understand the reasons for US involvement in Vietnam
- Explain how events in 1968 brought on the downfall of Johnson and the rise of Nixon
- Understand the growth of the antiwar movement and its implications on US involvement
- Describe Nixon's policy of détente
- Understand the abuses of power that led to Nixon's downfall in Watergate
- Describe the changes in US - Latin American relations since W.W.II
- Evaluate the relationship between the US and Canada, and the US and Mexico
- Explain the economic policies of the Ford administration
- Explain the economic policies of the Carter administration and his foreign policy failures
- Explain the rise of Reagan
- Understand how Reaganomics affected the economy
- Describe how Reagan went from arms buildup to stabilizing Soviet-American relations
- Explain the Reagan administration's involvement in Latin America
- Understand the goals of perestroika and glasnost and their effects on the USSR and the U.S.
- Summarize events in eastern Europe in 1989 and their effects on the US
- Describe key changes to the American family during the 70's-90's
- Summarize the US involvement in the Persian Gulf War
- Analyze the election of 1992 and its outcome

- Describe the position of the US in today's global economy
- Identify key national and international problems / potential solutions

**Course Outline:**

- I. Becoming a World Power
  - A. Imperialism and manifest destiny
  - B. Spanish-American War
  - C. Panama Canal
  - D. Open Door Policy
  
- II. The Progressive Era
  - A. Roosevelt administration
  - B. Taft administration
  - C. Wilson administration
  
- III. The Great War
  - A. Events in Europe
  - B. America's decision for war
  - C. The home front
  - D. America's response to the treaty
  
- IV. The 1920's
  - A. Postwar transition
  - B. Republican ascendancy
  - C. Era of prosperity
  - D. Rise of the KKK
  - E. The jazz age
  - F. Stock market crash
  
- V. The Great Depression
  - A. Coping with the Depression
  - B. Election of 1932
  - C. The first New Deal - alphabet soup
  - D. Second New Deal
  
- VI World War II
  - A. Isolationism
  - B. Good neighbor policy
  - C. Threat of totalitarianism
  - D. The road to war
  - E. American mobilization
  - F. Women and minorities

- G. War against the AXIS
  - H. War against Japan
- VII. Truman and the Cold War
- A. Truman's domestic policies
  - B. Truman's foreign policies - the end of allied unity
  - C. Korean War
  - D. McCarthyism
- VIII. Eisenhower - The Politics of Moderation
- A. Domestic issues
  - B. Foreign issues - massive retaliation, brinkmanship, CIA, U-2
  - C. Little Rock High School / Civil Rights movement
- IX. America in the 1960's
- A. The Kennedy years - The New Frontier
  - B. Domestic issues - civil rights movement, the space race
  - C. Foreign issues - Cuban missile crisis, Peace Corps, Vietnam, Berlin Wall
  - D. Johnson's presidency
  - E. Domestic issues - civil rights, student protests, Great Society, War on Poverty
  - F. Foreign issues - Vietnam
  - G. 1968 - election, assassinations, riots, violent protest
- X. Nixon's Years
- A. Domestic issues - inflation
  - B. Foreign issues - Cambodia, end of war, détente, SALT 1, China
  - C. Watergate - the abuse of power
- XI. Ford's succession
- A. Domestic issues - the pardon, WIN, bicentennial
  - B. Foreign issues - South Vietnam collapses, killing fields in Cambodia, Détente
- XII. The Carter Years
- A. Domestic issues - stagflation, energy crisis, ERA debate,
  - B. Foreign issues - Iran and the hostages, human rights, Panama Canal, Camp David Summit
- XIII. The Reagan Years
- A. Domestic issues - Reaganomics, moral majority
  - B. Foreign issues - arms build up, Iran-contra, INF treaty, Glasnost
- XIV. The Bush Years

- A. Domestic issues - recession and unemployment
- B. Foreign issues - Persian Gulf War
- C. 1992 election - Ross Perot, George Bush and Bill Clinton

XV. The Clinton Years

- A. Domestic issues - economy shaky in the beginning, Republicans gain in Congress, scandals, the Special Prosecutor and a lack of integrity
- B. Foreign issues - Haiti, Bosnia, Iraq

## U. S. Military History

### Course Title:

U. S. Military History

### Course Description:

U.S. Military History will examine the origin and growth of U.S. Military forces. What are the foreign and military policies of the United States? How have they changed. What have been the causes and results of U.S. wars and conflicts?

Sample topics in U.S. Military History include:

- Leaders and strategies
- Successes and failures
- Allies and enemies
- Women and minorities
- Air, sea, and ground forces

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### Course Goals:

Through this course students will:

- Examine the historical causes of war, the idea of civilian control of the military, and the “citizen soldier”.
- Discuss critically the causes, effects, leadership and the arms and equipment of American wars from the pre-colonial to the pre-civil war periods.
- Discuss the causes, effects, leadership and arms and equipment of the American Civil War.
- Discuss critically the causes, effects, leadership and the arms and equipment of late 19th century wars and the First World War.
- Discuss critically the causes, effects, leadership and arms and equipment of the Second World War.

- Discuss critically the causes, effects, leadership and arms and equipment of the Cold War period (1947-1991).

**Course Objectives:**

The student will:

- Examine the historical causes of war, the idea of civilian control of the military and the citizen soldier
- Discuss and think critically about the historical causes of war.
- Examine critically the American idea of civilian control of the military from the earliest days of the Republic to the era of nuclear warfare.
- Discuss and think critically about the American idea of the “citizen soldier” from the earliest militias to the 20th century draftee.
- Discuss the causes, effects, leadership and the arms and equipment of American wars from the Pre-colonial to the pre-Civil War periods.
- Discuss and critically analyze the Native American warrior and their society from the earliest times to the era of conflict with the U. S Government.
- Analyze the leadership, equipment and tactics of the armies and navies of the Colonial and Revolutionary periods as applied to the American Continent.
- Analyze and describe the great war leaders of this period.
- Discuss the causes, effects, leadership and arms and equipment of the American Civil War.
- Discuss and analyze the causes of the American Civil War.
- Analyze the effects of Napoleonic battle tactics in the light of the technological advancements in weaponry.
- Analyze the effects of iron-plated warships.
- Evaluate and describe the major campaigns of the Civil War.
- Identify, analyze and describe the leaders of the Civil War from both the North and the South.

- Discuss the causes, effects, leadership and the arms and equipment of late 19th century wars and the First World War.
- Analyze and describe the campaigns of the American wars of expansion from 1870-1898.
- Identify and analyze the leaders of this period.
- Analyze the causes of the First World War.
- Enumerate and evaluate the reasons the U. S. entered the First World War.
- Examine the tactics and weapons used from 1914-1918.
- Discuss the causes, effects, leadership and the arms and equipment of late 19<sup>th</sup> century wars and the First World War.
- Analyze the rise of dictatorships in Europe from 1920-1939.
- Examine and describe the political and economic causes of the Second World War.
- Examine and describe the path of the U. S. which eventually led it into war.
- Analyze and comment critically on the major theatres and campaigns of the war.
- Describe the tactics and weapons used during this period.
- Examine the role of the “citizen soldier” and the “home front” in the war.
- Analyze and describe the roles of the war leaders.
- Discuss the causes, effects, leadership and arms and equipment of the Cold War period (1947-1991).
- Analyze the political, economic, and military circumstances which brought about the “Cold War.”
- Discuss and comment critically on the causes, leaders, and campaigns of the Korean War.
- Discuss the concept of a “nuclear balance of terror” and the effects it had on this period.

- Identify, discuss and describe the causes, leaders, campaigns and effects of the Vietnam War on the U.S.
- Discuss and describe the role of the American land, air, and naval forces in the post-Vietnam era.
- Discuss and analyze the U. S. military in possible future roles or wars.
- Discuss leadership, arms and equipment of the Post-Cold War Era.

## Course Outline

- I. Introduction:
  - A. Historical Causes of war:
    1. Population pressures
    2. Scarce resources
    3. Religious/ethnic/racial differences
    4. Colonialism
    5. Political dictatorships.
  - B. U. S. Military Traditions:
    1. U. S. Constitution: civilian control of the military.
    2. The citizen soldier: militias/ first draft in 1863.
  - C. Pre-Civil War Period
    1. Native American societies as warrior societies
      - a. Ambush/ mobility/ the warrior class.
    2. The musket as a weapon.
      - a. Dictated tactics: "line of battle".
    3. Wooden ships/sail/ cannon; dictated naval tactics.
    4. Leaders: Washington, Tecumseh, Santa Anna, Winfield Scott, John Paul Jones/ Preble/ Lord Nelson.
  - D. The Civil War Period:
    1. Causes: slavery/ state's rights/western expansion/economic issues/secession.
    2. Technological advances: Minie bullet/ rifled musket
    3. Campaigns: Bull Run (1861); Fredericksburg and 2nd Manasas (1862); Shiloh (1862); Chancellorsville (1863); Gettysburg (1863); Vicksburg (1863); Atlanta (1864); The march to Richmond (1864-65).
    4. The Union Blockade: "Anaconda"
      - a. Effect on the South
      - b. Blockade Runners
      - c. Monitor v. Virginia (1862)

- d. Confederate Commerce Raiders: Alabama; Shenandoah; Florida.
  - 5. Leaders: Lincoln; Grant; Lee; Sherman; Farragut; Jefferson Davis; Johnston.
- E. World War I Period
  - 1. U. S. Cavalry and the Native American tactics in the West
    - a. Leaders: Crazy Horse; Sitting Bull; Chief Joseph; Geronimo; Crook; Custer; Terry; Sherman.
  - 2. Spanish-American War (1898): causes and results.
  - 3. World War I:
    - a. Causes: Imperialism; Colonialism; Militarism; Arms Races.
    - b. US reasons for entering the war: U-Boat warfare; Allied propaganda; Zimmerman note; commercial reasons.
    - c. Tactics and weapons: trench warfare; heavy artillery, U-boats; true battleships; aircraft; poison gas.
- F. World War II Period:
  - 1. Rise of Hitler; Mussolini; Japanese Militarism.
  - 2. Political/economic causes
  - 3. US neutrality/pacifism
  - 4. Rise of air power:
    - a. At sea: the aircraft carrier
    - b. Strategic bombing
    - c. German Blitzkreig
    - d. Development of the atomic bomb
  - 5. Concept of "total warfare"
    - a. The "home front"
    - b. U.S. citizen, soldier and sailor
  - 6. Results of the War: devastation of Europe and Asia/ the Holocaust/ rise of US power/ the atomic bomb
  - 7. Leaders: Hitler; Mussolini; Japanese Military Leaders; FDR; Churchill; Stalin
    - a. Generals and admirals.
- G. The Cold War Period:
  - 1. "The Iron Curtain" and the rise of Communism.
  - 2. The Policy of Containment
  - 3. The Korean War
  - 4. Cuban Missile Crisis and the Vietnam War
  - 5. "Balance of Nuclear Terror"
  - 6. Fall of Communism
  - 7. The Gulf War
- H. Post Cold War

## Westward Movement

### Course Title:

Westward Movement

### Course Description:

Westward Movement is a course that studies the frontier history and geography of the United States as a young nation expands from coast to coast. Sample topics in Westward Movement include:

- Native American cultures and histories
- Life on the Kentucky frontier (e.g. Daniel Boone, splitting wood, and salt pork)
- Men and women of the frontier
- Native American and settlers views of each other
- Treatment of Native Americans
- Louisiana Purchase and explorers of the territory
- Texas independence, annexation, and the Alamo
- Cultural diversity in the West
- Gold rushes, cowboys/girls, cattle drives, and cowtowns

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### Course Goals:

Through this course students will:

- Understand the economic, social and political reasons (forces) behind the western expansion of the United States.
- Explore the social/governmental consequences of the westward expansion.
- Understand the physical and political geography of the western lands.
- Discern the nature of U.S. society during the Western Movement by examining the architecture, arts, literature, music, and language of the time.
- Understand the role of technological improvements in the development of the West.

- Understand the westward movements effects on the social, political, and economic relations among different social groups.

### Course Objectives:

The Student will:

- Explain how the Northwest Ordinance provided for growth in the West.
- Explain why Americans moved west in the early 1800's.
- Explain how transportation improved in the United States in the Early 1800's.
- Explain how the beliefs and ideas of Americans led to westward expansion.
- Describe industrial development in the U.S and explain why cities grew rapidly.
- Explore and describe how the Industrial Revolution influenced the westward movement.
- Describe the international background and consequences of the Louisiana Purchase, War of 1812, and the Monroe Doctrine.
- Illustrate how the United States doubled in size with the Louisiana Purchase, and describe the Western explorations of the newly acquired land.
- Examine conflict between Native Americans and settlers.
- Examine why rivalries between sections of the country increased during the westward expansion of the United States.
- Discuss how the Monroe Doctrine affected American foreign policy and the westward movement.
- Discuss the impacts of the 1828 Presidential election.
- Describe how Native Americans lost their ancestral lands in the southeast and moved west.
- Explain how the debate over tariffs created a crisis for the Union.
- Identify the nations that had conflicting claims to the Oregon Country. Interpret how people felt about their experiences through letters, essays, novels, poems, films or songs.

- Discuss how traders and trappers paved the way for western expansion.
- Explain how the conflict developed between Mexico and settlers in Texas and describe how Texas won its independence from Mexico and latter annexed into the United States.
- Examine how the U.S. obtained New Mexico and California.
- Investigate why the Mormons settled in what is now Utah.
- Explain how California's population boomed in 1849.
- Explain why individuals and families migrated to the West and how they shaped political events.
- Describe life on the Oregon Trail between 1840 and 1860.
- Discuss how American writers and artists created a mythical west.
- Explain the economic, political, racial, and religious roots of the Manifest Destiny and analyze how the concept influences westward expansion.
- Describe the cultural and social changes of the United States during the westward movement.
- Examine how railroads greatly influenced the opening of the last American frontier.
- Describe how life for Native Americans changes in the late 1800's.
- Describe how miners and ranchers influenced the settlement of the West.
- Explain how the transportation and market revolutions shaped the patterns of economic development in the West.
- Explain the lure of the West while comparing the illusions of migrants with the reality of the frontier.
- Assess the degree to which political democracy was a characteristic of the West, and evaluate the factors influencing political and social conditions on the frontier.

- Describe the political and economic background for the purchase of Alaska by the U.S. from Russia.
- Explain the roots and development of American expansionism and the causes and outcomes of the Spanish-American War.
- Describe the events that lead to the United States' annexation of Hawaii.

## Course Outline

- I. Early Westward Movement
  - A. Frontier-- from the very beginning of colonialization people settle new areas west of established settlements.
  - B. Proclamation of 1763--the British attempt at barring settlement west of the Appalachian mountains.
  - C. Early explorers and settlers prior to Independence (i.e.; Daniel Boon and the Wilderness Road)
  - D. Treaty of Paris-- United States receives title to all British lands east of the Mississippi and west of the Appalachian mountains.
  - E. Land Ordinances of 1785 and 1787
  
- II. The Nation Expands
  - A. Jefferson takes office
  - B. Louisiana Purchase
  - C. Exploring the Louisiana Territory--Lewis and Clark and Pike
  - D. Transportation improves
  - E. War of 1812 and control of Northwest Territory
  - F. Settlements of the Prairie Plains and the Lake Plains
  - G. Native American culture and resistance
  - H. The growing tensions over slavery as the western territories became states.
  - I. Missouri compromise
  - J. Music, literature and art
  - K. Immigration and the Western Movement
  - L. Transportation improves: steamboats, canals and the National Road
  - M. Sectionalism and the Election of 1824
  
- III. Americans Move Beyond the Boundaries of the United States
  - A. Manifest Destiny and nationalism
  - B. Indian policy, Indian wars, Indian Removal Act, and Trail of Tears
  - C. Fur trading and Mountain Men
  - D. Oregon Country become part of the U.S.
  - E. The Texas Revolution and Annexation
  - F. The Mexican War and Cession of lands, Gadsden Purchase

- G. Disruption to the way of life of Native Americans and Mexicans living in these areas
  - H. Routes to the West
  - I. The Rush to California and resulting mining boom
- IV. The West During the Civil War
- A. Regionalism: North, South, and West
  - B. Dispute over slavery in the West
  - C. Compromise of 1850
  - D. Kansas-Nebraska Act, 1854
  - E. The Union controls the West
- V. The West after the Civil War
- A. Settling of the Great Plains, the Southwest, and the Far West.
  - B. Governments offers of free land and the promise of profits from ranching, farming, lumbering, and mining.
  - C. Western Native American tribes: territory, customs and rituals
  - D. Western Farmers
  - E. The Cattle Boom and the cowboy
  - F. Music, literature and art of the time
  - G. The gunman and the lawman
  - H. Conflict, treaty negotiations and broken promises with American Indians
  - I. Agriculture in the Middle West and the Granger and Greenback movements
  - J. Populism
- VI. Expansion into the Pacific Ocean
- A. The Spanish-American War
  - B. Filipino call for independence
  - C. U.S. annexation of Hawaii

# Women's History

## Course Title:

Women's History

## Course Description:

Women's History is a course where students explore current issues of women, their major achievements, and the historical impact women have had on humanity. Have you ever wondered if there is there a history of women? What is the role of men in women's history?

Sample topics in Women's History are:

- The changing roles of women and their social, marital, economic, and legal-political status
- The roles of men
- The agendas and accomplishments of selected women leaders
- Issues that affect women (e.g. violence, poverty, education, equal opportunity)
- Challenges and legacies of women throughout history

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## Course Goals:

Through this course students will:

- Explain major changes in history which have affected women.
- Recognize why traditionally women's roles have been limited to the domestic sphere.
- Identify key historical figures and explain their accomplishments.
- Identify various roles women have played throughout history and in current day society.
- Communicate in both written and oral form an understanding of women's contributions in history.

- Analyze opposing viewpoints in regards to issues which affect women.
- Identify and describe the advancements women have made in the areas of law and equal rights.

**Course Objectives:**

The student will:

- Explain the relationship between women as property and the historic limitations put on women as a result of this legal issue.
- Identify and describe the vast contributions that women have made throughout history.
- Identify and describe the contributions of women during early national development.
- Read and interpret historic documents, poetry, and literature relating to women in history.
- Explain the impact of the Industrial Revolution on the lives and roles of women.
- Identify and describe the contributions of women related to development of their nation (e.g. the United States, including exploring the Westward Movement)
- Identify and describe both the causes and results of the first Women’s Rights Convention in Seneca Falls, New York.
- Explain the history of the Suffrage Movement.
- Analyze and describe changes in women’s roles as they gained the right to vote.
- Identify and describe the issues women addressed as part of the Women’s Right’s Movement in the 1960’s and 1970’s.
- Explain the impact of violence against women, rape, and domestic violence on women, families, and society.
- Identify and explore current issues which affect women such as women’s roles in society, the family, the workplace, or the military.

- Investigate a variety of topics of interests such as, but not limited to; women in sports, women in entertainment, women in the media, in politics, in the arts, in science, and in the military.

## Course Outline

- I. Overview of Women in History
  - A. Definitions
    1. Patriarchy, matriarchy, matrilineal, matrilineal, equalitarian, feminine, masculine, traditional male and female roles
  - B. Concepts
    1. Women as property
    2. Women as individuals
  - C. Limitations/ oppression
  
- II. Significant Historical Figures
  - A. Women as rulers
  - B. Women as change Agents/ Activists/Reformers
  - C. Women as Politicians
  
- III. Women and Society
  - A. Women's Roles- Past and Present
  - B. Images of Women (Positive and Negative Images of women in the media and society)
  
- IV. Women and Work
  - A. "Women's Work"- Contributions throughout history
  - B. Industrial Revolution - Effects on women
  - C. "Women's Firsts" expansion into traditional male careers
  - D. Social change as a result of an increase of women in the work force
  
- V. Women and Revolution
  - A. Major movements in history, women's
  - B. Contributions and experiences, social reform ,i.e., Abolition, Temperance, Suffrage, Equality
  
- VI. Women and Law
  - A. Legal issues in History
  - B. Suffrage Movement
    1. England
    2. USA
    3. World
  - C. Women's Rights
    1. Equal opportunity
    2. Equal pay for equal work

3. Access to all realms of society

- VII. Issues that affect women
  - A. Violence against women
  - B. Education
  - C. Poverty
  - D. Children/ Child care
  - E. Health issues
  
- VIII. Special Interests (Possibilities may include but not limited to)
  - A. Women in specific cultures and/or countries
  - B. Women in sports
  - C. Women in Literature
  - D. Women in entertainment
  - E. Women in the military
  - F. Women during a certain time period , i.e. women in the 1950's