DRAFT

Statement on Competencies and Preparation

in

Social Sciences - History

May 1988

BRING TO
CONFERENCE

The members of the Intersegmental Committee who participated in the development of this document are:

Keith Boyum, California State University, Fullerton

Diane Brooks, California State Department of Education

Ed Costantini, University of California, Davis

Gilbert Geis, University of California, Irvine

Michael Johnson, University of California, Irvine

John McFarland, Sierra College

Tom McKnight, University of California, Los Angeles

Joseph Munoz, Feather River College

Peter Shattuck, California State University, Sacramento

Ruth Shen, San Francisco State University (Chair)

Charles Varni, Allan Hancock College

David Vigilante, Gompers Secondary School, San Diego

Table of Contents

Chapter One

Introduction: Goals and Relation to the Framework

This competency statement specifies the minimum knowledge and skills in history and social science expected of students entering California colleges and universities. It was written by representatives of the four segments of public education in California. Intended to be a guide and resource for teachers, administrators, and curriculum specialists who plan and implement instruction for college-bound students. In addition it will aid students and their parents in choosing courses and selecting relevant reading material.

The competencies discussed here are essential for all college-bound students, not just those who intend to major in history and the social sciences. Without them, it will be difficult for students to understand college level assignments and to be intelligently informed about what is happening in the world. These competencies also provide the basis for values that should guide students' actions as responsible citizens and decision makers.

The History-Social Science Framework Framework for California Public Schools, Kindergarten Through Grade Twelve, published by the State Department of Education describes overall curriculum goals and specifies the knowledge and skills that students whould acquire at each grade level. It is important for educators to understand how this social science-history competency statement relates to the history-social science framework.

The Framework sets the guidelines for history and social science

curriuclum and instruction in the schools. It emphasizes that history is the integrative discipline in this field and that the studies should be: (1)chronological--providing insight into time, place and geographic setting; (2)integrated--demonstrating the relationships among disciplines; (3) in depth, giving important periods and events sufficient time for study to ensure student understanding; (4) designed to emphasize an understanding of democracy, an ability to compare it with other political systems, as well as the rights and responsibilites of citizens in a democracy; (5) cognizant of the importance of religion in history, and (6) reflective of the need for concern for ethics and human rights.

Throughout, the Framework stresses using literature to enrich history-social science studies, developing critical thinking skills as part ofa the content studies, and addressing the importance of studying the controversial issues within their historical or contemporary context.

While this competency statement is consistent with the Framework, it goes beyond it in the sense of specifying competencies in history and social sciences that all entering college students should have. It is not intended to design lessons, or particular activities, or methods of achieving success. These concerns are the province of the classroom teachers who know best how to reach the learning goals set out here. Mindful of the challenges faced daily by elementary and secondary teachers, we intend this statement to help our colleagues prepare their students for college or university work.

Chapter Two

Nature of History and Social Sciences

Learning about history and social science is an exciting and critically important endeavor. Knowledge in these fields is vital for self awareness, clear thinking, responsible citizenship, human progress, and interpersonal and international understanding.

Historians and social scientists share these basic assumptions:

-- human beings and their societies comprise the subject matter of the disciplines of history and the social sciences;

--societies are created, maintained and changed by people;

-- people--both individuals and groups--are fundamentally influenced by their society;

--an enormous variety of human beings and societies exists across time and space.

Given the diversity of human beings and societies both past and present, a fundamental question that interests historians and social scientists is: "Why this, rather than something else?" Historians and social scientists assume that answers to this question must identify the many influences that bring about a specific moment in the life of a society, a person, or a group. The search for answers must observe the rules of logic and evidence that comprise the scientific method. This process involves framing hypotheses, collecting the pertinent data, and reaching conclusions which provide explanations that respect the complexity of human experience. Further, historians and social scientists believe that knowledge gained by their disciplines is useful and valuable

for understanding:

--the diversity and distinctiveness of human experience;

--how people make history;

--what happened and why;

--ourselves and our society;

--the range of alternatives for action in the present;

--the privileges and responsibilities of citizenship;

--and the thrill of inquiry, the joy of discovery and the satisfaction of learning.

Chapter Three

General Expectations in History and Social Sciences

A. Facts, Relationships and Meanings

Command of factual information specified in the History-Social Science Framework is essential as students examine a historical period. They must know the key participants, the major events, where and when these events took place, and their general significance. They should be aware of the economic, social, and political institutions and the dominant ideas of the era. Students also need information about the contemporary world and its institutions. This command of facts is essential for understanding the material they will confront in college .

Incoming college students should have a firm basis in both American and world history. Students need knowledge of major political, economic, social, cultural, and intellectual developments in world history. Students must be aware of the impact of social movements described in world history on the development of American institutions and should understand that the history of a nation does not develop in isolation. Comprehension of the United States Consitution and its development over 200 years is a basic requirement. Students should appreciate judicial history and the impact of landmark Supreme Court decisions on American life. Prospective college students need the knowledge and ability to compare and contrast the fundamentals of American government with parliamentary democracies and autocratic regimes.

However, students need more than a knowledge of facts; they need a

firm grasp of the relationships among facts. This is accomplished by studying topics in-depth, reading literature related to these topics, and perceiving the chronological, geographical and causal relationships among facts. Understanding relationships among facts will enable students in college classrooms to answer a fundamental question common to all social sciences: "Why do people do what they do?

For example, students cannot be expected to evaluate the importance of the North Atlantic Treaty Organization or the Warsaw Pact without information about the history of the cold war, the geography of the western world, and the economics and politics of Europe. Or again, the state structure of today's Africa is inexplicable without an understanding of the continent's geography and the African peoples' varied experiences with tribal structures, religions, and under colonial rule.

Finally, entering college students are expected to have an understanding of the validity and significance of their knowledge. They should be able to assess the validity of what they believe and the impact of political and social values in the study of history and the social sciences.

B. Critical Thinking

The social sciences, including history, are committed to an empirical based rational understanding of social life through the use of systematic and objective observations. Beginning college students need a general familiarity with the social scientific perspective as well as an ability to utilize critical thinking skills for the analysis and evaluation of what they see, hear and read.

1. Social Scientific Perspectives. Entering college students need to understand that:

a. Social scientists strive for the ideal of objectivity. Attainment of this objectivity involves fairness, thoroughness, intellectual integrity and control of bias.

b. There is a tension between values and objectivity in social sciences. Prevailing values, beliefs and problems strongly influence the selection of topics for study, while the taken-for-granted assumptions of the culture are sources of bias in social sciences research.

c.. The social sciences assume that there are explanations for human events. Therefore they presume that cause-effect reasoning can describe and explain social behavior.

d. The adequacy of cause-effect reasoning and explanation is based on evidence concerning the phenomenon under study. Social scientists are skeptical of explanations based on faith, authority, or tradition.

e. The basic research methods of social sciences include surveys, experiments, participant observation, content analysis, case studies and analysis of historical evidence. Each of these methods includes procedures which seek to maximize the factual quality of information and minimize bias or distortion.

f. Social scientists rarely investigate all known or existing instances of a phenomenon but typically rely on a sample or selected number of instances. The method by which cases are selected is of central importance to the researcher's ability to generalize findings

2. Thinking in the Social Sciences. Critical thinking in the social

sciences is largely concerned with issues related to the logical and empirical adequacy of claims about social reality and causation. Entering college students should be able, in an elementary fashion, to practice the following critical thinking skills:

a.Identify and determine the logic and adequacy of the definition of a problem or topic of inquiry.

b. Identify value assertions and assumptions, both explicit and implicit and distinguish factual from evaluative statements.

c. Formulate hypotheses, test them against evidence, and modify them when necessary.

d. Identify and determine the validity of cause-effect explanations.

e. Analyze the adequacy of proposed solutions, which include assessing their logical relationship to statements of the problem, and evaluating their plausibility given the evidence presented.

f. Identify and determine the logical adequacy of the author's or speaker's line of reasoning.

Critical thinking in history and the social sciences for the entering college student involves an understanding of the social sciences as a mode of inquiry; the ability to apply that comprehension to the analysis of statements about social reality; and the ability to critically assess these statements for empirical and logical adequacy.

C. Basic Skills

The student beginning the study of social sciences and history at the college level must know how to read, write, calculate and study. Reading must go beyond the mere comprehension of words. Students must be able to understand the relationships within sentences, the structure of

paragraphs, and the connections among chapters. Students should know that authors advance arguments and support them with evidence. They should be able to differentiate between significant interpretive statements and minor supporting details. They need to know the difference between a novel and a textbook, between fact and fiction, between narrative and analysis.

Incoming college students must understand how to write effective sentences, to construct coherent paragraphs, and to combine paragraphs into a comprehensive and well-structured essay. They should be able to write in a variety of modes, including narrative, comparison, and persuasion.

Incoming students must be familiar with basic calculating concepts and elementary algebra, though they will not need advanced mathematical skills in introductory social sciences and history courses. Students must understand averages, and percentages and be able accurately to interpret graphs and charts. They should be able to perform basic map interpretation by understanding map symbols, locating places, comprehending directions, and measuring distances. They should have a sense of the basic elements of statistical analysis.

In addition, students entering college need to have a clear idea of what it means to study. Learning demands effort. They ought to know how to read a textbook. They should understand the purpose of a table of contents, of introductions and prefaces, of chapter headings and paragraph summaries, and other devices that authors use to indicate what is significant and what is not. Incoming college students need to know how to listen, to take notes effectively from readings and lectures, and how to participate effectively in small-group discussions. Basic library skills

as well as the ability to use dictionaries, atlases and other aids to competent communication should be among the intellectural abilities students bring to college work.

Finally, students should be capable of articulating their thoughts, feelings, ideas, and beliefs in the classroom. They should be able to actively participate in discussions and respect the beliefs and ideas of others. The ability to share and receive criticism appropriately is important as is the capacity to resolve conflicts and negotiate differences. Equipped with these skills, plus a solid grasp of critical thinking and a positive attitude toward learning, a student will succeed in college social sciences and history courses.

D. Attitudinal Competencies and Participatory Skills

While competency in history and the social sciences is largely a matter of skills and knowlege, students should also bring certain attitudes and "habits of mind" to their studies.

1) Tolerance for Ambiguity. Competency in history and social sciences embraces an appreciation of the importance of precision, of the techniques of hypothesis testing and, generally, allegiance to the truth-seeking methods associated with science. However, the social sciences are typically confronted with problems to which there are no certain solutions, questions with no perfect answers, phenomena which will always remain only partially understood, and human behaviors which defy classificatory neatness or full explanation. Accordingly, social science competency involves an ability to confront and tolerate complexity, uncertainty, and ambiguity.

2)Sense of Civic Responsibility. Students should be prepared to assume the obligations and seize the opportunities associated with democratic citizenship. They should recognize that while society can never be perfected, it can always be improved, and they should be enthusiastic about using their developing knowledge to contribute to the betterment of the larger community.

3)Appreciation of the Limits of Factual Knowledge. Facts are but the building blocks to understanding. Social science competency also requires an alertness to the importance of values in human behavior and to the difference between what is and what ought to be. Students should be in a position to understand the role of values in their own thinking and that of others, and to discern the derivation and implications of those values.
00

4) Objectivity and Open-mindedness. Social science competency includes an ability to set aside one's biases and preconceptions when observing social phenomena, and a willingness to jettison or alter those biases and preconceptions when confronted with contrary evidence. It involves an ability to distinguish between fact and opinion, between hypotheses and conclusions, between good evidence and bad, between sound and unsound logic. It involves an appreciation of the fact that reasonable people may differ on important issues confronting society, and that social progress depends on the free expression of those differences, respect for competing points of view, and a willingness to learn from the opinions and intelligence of others.

Chapter Four

Specific Disciplines: Descriptions and Sample Questions

This section describes the character and scope of the disciplines of history, geography, anthropology, economics, political science, psychology and sociology. History is considered first because it is the major integrative discipline of the social sciences and because it is featured in the State Framework and is prominent in California high school curricula. Geography follows next because it also is prominent in the high school curriculum in California.The other disciplines are presented in alphabetical order.

The descriptions suggest the options that may be available to students as they proceed to college and specify what we regard as the basic content of each discipline. Each description is followed by essay questions students might be expected to confront when entering college. Students may not have had specific preparation In the fields of anthropology, psychology, and sociology in high school. We urge college-bound students to take advantage of elective courses offered in these areas.

Each individual question is followed by a review of the points than an answer might include. These reviews are meant to illustrate how students can use their factual knowledge and analytical skills to answer essay questions in history and the social sciences. The questions for each discipline are not meant to provide a balanced or comprehensive treatment of that discipline nor are they meant to be questions which high school

teachers are expected to pose to their students.

A. History: A Description of the Discipline

The discipline of history seeks to answer the inquiry, "What happened and why?" Historians believe those questions must be answered fully, accurately, and sensitively if we are to understand ourselves and our contemporary society.

History is the collective memory of human society. Without history, societies would be as disoriented as victims of amnesia. Like people, societies do not have perfect memory. Some things that happened are forgotten, others only half remembered, and still others distorted, often intentionally. In addition, both individuals and societies are often ignorant of what is happening to them. Virtually always there is disagreement about why things are happening. Thus memories differ profoundly. Historians have the job of discovering what really did happen, of trying to explain why it happened, and of communicating their discoveries and explanations to the public. Thus, historians not only preserve the conflicting memories of people and societies; they also evaluate these memories and ultimately revise them. Historians are both the custodians and the architects of collective memory.

The subject matter of history encompasses the entire range of human experience from mythology to economics, from Pharaohs to criminals, from nations to psyches, from wars to divorces. Historians believe that in all human experience the present is both different from the past and continuous with it. Therefore, the present continually demands explanation: How is it different from the past? What caused the difference? How does the past influence the present and condition the

future?

At one time historians answered such questions by relying almost exclusively on written evidence from the past, prizing most those documents written closest to the events under study. More recently, however, historians have supplemented the written record with evidence from many other sources. Murals from Pharaonic tombs, bricks used in Roman frontier fortresses, Renaissance paintings of banquets, archaeological digs in the 19th-century slave quarters and factory sites, the lyrics of popular songs and the plots of motion pictures have all done service as historical documents. Moreover, historians now recruit to their own purposes the methods, concepts, and theories of other disciplines. History has become interdisciplinary, integrative, and synthetic. These new tools and methods can tell us what happened and why, not merely in answer to such traditional questions as: "What caused the Civil War?" They also open up the possibility of exploring everyday life, of writing the history of diet, of childbirth, of voting behavior, of land use. These are, after all, appropriate topics for the discipline that seeks to complete a record of the human past.

At its best, history tells the truth about what happened and why in fresh, powerful, and memorable language. At its best it portrays the rich, unpredictable possibilities of human life. In the end, our only guide to the future is the past.

Questions in History

1. Some American historians maintain that the colonial Americans were unjustified in rebelling against the British. Describe the relationship of Britain with America from 1660 to 1776 from London's vantage point and

explain what fault England found with colonial behavior and attitudes.

AN ADEQUATE ANSWER would give Britain's side of the American Revolution. Probably a chronological narrative would do this best. It would begin by introducing the mercantilist theories and laws by which England sought to define the colonial place within the British Empire. The means by which the British intended to institutionalize mercantilism thereafter needs description, but just as important would be analysis of the changes that London attempted in the colonial structure during this period and why it thought them essential to both Britain and colonial interests. Such an answer, then, would find Britain to be a rational participant in an intra-empire dispute rather than simply a stock villain bent on tyrannical designs.

2. In 1950 Republican Senator Robert A. Taft told the U.S. Senate: "The United States is in danger of becoming an imperialistic nation. The line between imperialism and idealism becomes very confused in the minds of those who operate the system." Examine U.S. foreign policy from 1946 to 1975 and evaluate the validity of Senator Taft's assessment.

AN ADEQUATE ANSWER to this question should reveal an understanding that an "imperialistic nation" is one that dominates at least some important policies of another people. Thus, it would examine the means used by the United States in achieving its foreign policy in Europe, Asia and the Caribbean region during the thirty years beginning in 1946. Such an examination would determine whether the United States, in the exercise of its power, so overwhelmed indigenous governments that the effect was to place them partly or wholly under U.S. control. Because the question distinguishes between idealism and imperialism it would be an

astute strategy to mention official U.S. rhetoric about American intentions and determine whether American diplomatic activity served those purposes.

3. Alexander Hamilton made this observation of France in 1793: " The prominent original feature of her revolution is the spirit of proselytism, or the desire of new modeling (i.e., of altering) the political institutions of the rest of the world according to her standards." Test the accuracy of Hamilton's observation by examining the development of the French Revolution from 1789 to 1815.

AN ADEQUATE ANSWER would critically discuss Hamilton's observation using information about French foreign policy during the Revolution and subsequent Napoleonic regime. It would show how French foreign policy during this period changed from one that was exporting its revolution to one that was strongly imperialistic. The answer should illustrate what events caused that change in policy and note that, as domestic consensus supporting the French Revolution declined, France's political leaders became increasingly interested in finding ways of uniting the nation. Warfare in defense of the Revolution seemed to be one means to that end. But soon, simple defense was supplanted with a more attractive goal: spreading the Revolution by capturing territories and reconstructing their social and political institutions according to revolutionary principles. Such an answer might find that behind this proselytism lay other factors such as an increasing intolerance of diversity and an imperialism whose booty made the Napoleonic empire a fiscal success.

4. In describing the relationship of people to their governments, distinctions are made between "subjects" and "citizens". Describe the civil life of classical Athens, the Hellenistic Monarchies and the Roman Empire. Determine the degree to which residents in each could be considered subjects or citizens.

AN ADEQUATE ANSWER would begin with definitions of the terms "subjects" and "citizens". What should follow would be three sections, each a combined description of a regime (Athens, the typical Hellenistic monarchy, the Roman Republic) and analysis of its relation to the people governed. A student might observe that citizenship was so restricted in Athens and Rome that large groups in each state were, in reality, subjects; further, that the subjects of the Hellenistic regimes who lived in cities often exercised limited but significant powers of self government.

5. Revolutions have shaken human society in many times and at many places. While each revolution is unique, all revolutions share some common aspects. Write an essay in which you: 1)Define and describe the concept of revolution, and 2) narrate the course of a specific revolution in a society with which you are most familiar.

AN ADEQUATE ANSWER for the first part of the question should demonstrate the student's familiarity with the concept of class structure, the ways in which the ruled become dissatisfied with their rulers, the function of ideology and ideological leaders, the place of violence and the possibilities of counter-revolution. The second part should illustrate with a narrative of a specific revolution. Possible choices could include the English civil wars of the seventeenth century, the American and French

revolutions in the eighteenth century, or the Mexican, Russian, and Chinese revolutions of the twentieth century.

6. Some historians see colonial people as victims, finding that as a result of imperlialism, their culture is shattered and their economy relegated to a permanent state of "underdevelopment". Others have depicted colonial peoples as beneficiaries, pointing to the imperial introduction of legal equality, the development of industry, and advances made in public health and education. Using historical information from South America, Africa, Asia or Southeast Asia (including the Philippines), defend one of the above positions.

AN ADEQUATE ANSWER would affirm one or another position, though it might be wise to do so in a qualified way. For instance, one could demonstrate that some "advances" (education, bureaucratized government) do indeed destroy local culture, that others (like public health) produce population increases the society cannot accommodate, and that industrial growth has been accompanied by the exploitation of irreplaceable natural resources. Such an answer would have to charge benefits against social costs and reach a measured conclusion.

B. Geography: Description of the Discipline

The basic tasks of geography are to locate places, and to describe and explain their physical (natural) and cultural (human) characteristics. Geographic inquiry explores the relationships that develop as people respond to and shape their physical and cultural environments. Attention is also paid to the continual movement of people, goods, information, and ideas by the complex transportation and communication networks of an

interdependent world. Such knowledge helps us plan the management of resources and analyze other significant issues in terms of their spatial relationships and interactions. This permits us to comprehend, compare, and contrast the regions of the world and their various features and patterns. Geographic analysis may focus on regions at the local, national, or global level. With such regional knowledge, geographers enhance comprehension of cultural and environmental diversity and gain significant perspectives on human activity.

Competence in geography enables people to understand global relationships, appreciate the world's natural resources, and live in ways designed to foster harmony with the environment and among differing societies. The comprehension of geographical content and the acquisition of geographical skills are significant to the successful study of history and the social sciences, as well as geology, environmental science, and ecology.

Geographers use a variety of tools, many of which are also utilized in other social, physical, and biological sciences. However, geographers have special expertise in making, using, and analyzing maps, which are fundamental in portraying locations and distributions, and meaningful in showing relationships. Geographic inquiry also requires the use and understanding of primary data from censuses, field observations, questionnaires and interviews, aerial photographs, and remotely sensed images.

Questions in Geography

1. Briefly explain the difference between latitude and longitude. Which has a greater effect on climate, and why?

AN ADEQUATE ANSWER could include the following points: Latitude is distance measured north or south from the Equator. Longitude is distance measured east or west of the Prime Meridian. Latitude has a greater effect on climate because the amount and intensity of sunlight on a daily and annual basis varies significantly from north to south, but not from east to west.

2. Describe the physical (natural) environment and the cultural (human) characteristics of your home town or city.

AN ADEQUATE ANSWER could include a discussion of major environmental components (climate, landforms, soil, natural vegetation), prominent natural features (e.g. river, lake, mountain), and such cultural aspects as population numbers and characteristics, transportation patterns, architectural styles, and economic structure.

3. Choose any major crop of any important country; discuss where it is grown and why it is grown there.

AN ADEQUATE ANSWER could include a discussion of the crop's physical requirements (temperature, moisture, soil conditions), the agricultural technology involved (irrigation, drainage, tillage, mechanization), uses to which the crop is put, marketing arrangements (subsistence vs. commercial, export vs. domestic use), and supply and demand factors.

4. Fairly early in the history of the United States, New York City became the nation's dominant port. It is still the leading port, but in recent years its relative importance has diminished considerably. Explain why it

became dominant in the early years and why this dominance has declined.

AN ADEQUATE ANSWER could include the following points: New York outcompeted its East Coast rivals (Boston, Philadelphia, Baltimore, Charleston, Halifax, Montreal) to dominate the North Atlantic trade route because it had an excellent harbor site, but particularly because it had the only "easy" route connection (the Hudson-Mohawk lowland) to the expanding Midwestern heartland of the continent. Its dominance has diminished because of the changing nature of intercontinental passenger traffic (demise of passenger cruises to Europe), the changing patterns of international trade (relative decline of Atlantic compared with Pacific trade), changing transportation technology including huge vessels, containerization, intermodal transportation, and the development of shipping through other ports, such as the St. Lawrence Seaway, Gulf ports, and Mississippi waterway.

5. The Great Plains is often considered to be a region that is distinctive from those around it. What are the characteristics that give it a regional "identity" or "personality"?

AN ADEQUATE ANSWER could include a discussion of flattish terrain, dramatic weather, sparse precipitation, grassy vegetation, a dynamic and distinctive human history, moderate to sparse population density, dominance of rural settlements and values. It would mention the notable high-quality agricultural production of staple commodities (including wheat, cotton, sorghums, sugar beets, cattle, sheep), and major recurring problems in land use and resource development. The answer could also highlight the broad similarity in transportation patterns which contributes to the distinctive character of the Great Plains.

C. Anthropology: A Description of the Discipline

Anthropologists study the present diversity of human behavior, culture, and biology and the development of this diversity during the long historical, prehistorical, and evolutionary periods preceding our contemporary world. The major subdisciplines of anthropology document and compare somewhat different aspects of this diversity, and of necessity utilize different research technologies. Valid and powerful explanations of human physical, cultural, and behavioral diversity must freely utlize concepts, principles, and discoveries made by ecologists, geographers, psychologists, historians, linguists, economists, demographers and others.

Anthropology is divided into a number of specialties. Physical anthropology, a major subdivisions of anthropology, emphasizes documentation of the fossil record, tracing changes in anatomy and inferred behavior in humans, human ancestors, and those mammals, the primates, most closely related to mankind. Another concern of physical anthropology is morphological and physiological differences between human populations residing in or migrating from disparate geographical regions.

Archaeology reconstructs the behavior, culture, and history of human groups from the remains of their material lifestyles--for example, their tools, shelters, clothes, ornaments, garbage, and farming sites. Archaeology provides partial historical reconstruction when written records are absent, which is the case for most human culture of the past. It supplements oral tradition and written records where they exist.

The subdiscipline of cultural anthropology emphasizes first-hand data

collection by researchers participating in the life of the people being studied, supplemented with both intensive and extensive interviewing. Initially anthropologists concentrated on groups with small populations, who utilize modes of production and /or subsistence far less complex than the contemporary industrialized nation-states. However, the anthropological techniques of "participant observation" and intensive interviews have increasingly been extended to the study of groups at all levels of technological complexity, including Western urban cultures.

A valuable part of anthropology for college-bound students is detailed study of a society very different from the contemporary industrialized ones. Comparisons of significantly different political, social, and economic beliefs and practices should be emphasized. An important example is the study of cultures with which the United States has had significant historical interactions, both of a positive and negative nature, over a protracted period of time. Several Native American cultures would provide excellent material.

Anthropology provides knowledge and understanding of the total range of potential adaptive social responses to universal human problems, the interconnectedness of human behavior, beliefs and institutions and a sensitivity to the predicament and points of view of people with different backgrounds, history, and traditions.

Questions in Anthropology

1.Describe some of the major variations of family types and kinships relationships discovered by anthropology. What general organizing principles, functions, and types of rules underlie these variations?

AN ADEQUATE ANSWER would include descriptions of at least some of

the following types of families: nuclear families, extended families, polygamous and polyandrous families, perhaps conjugal and consensual families. The descriptions should demonstrate an understanding that the categories of family types are at least partly the consequence of customs of residency, rules of marriage and sexual access, division of labor and child rearing responsibilities and practices.

Discussion of the major variations in kinship relationships would inlcude the different genealogies or lineages which result from reckoning kin either through the male (patrilineal) female (matrilineal) or both (bilateral) lines. Groups formed on these bases might differ in functions, context, or stability; they might be influenced in different ways by relationships such as those between daughters, mothers, and "uncles" or byu rules like those governing inheritance and gift exchanges.

2. How important or unimportant do you think a study of kinship relationships and family is to understanding the workings of contemporary American society? Defend your assessment with comparative cultural materials drawn from classroom readings and discussions as well as personal experience.

AN ADEQUATE ANSWER could take many forms. An adequate defense of the "unimportant" position could mention a variety of impersonal institutions like common schooling and media have assumed formative and socializing roles once assigned to families; further, that occupation, residency and impersonal profit have also replaced kinship influence in structuring social, economic, or recreational activity.

An adequate defense of the "important" position could note that even in our society where many functions of family and kin groups seem to have

been superceded by other institutions, the family remains foremost in providing for the basic security, emotional needs, and early socialization of infants and children. The family is often the source of values about punctuality, civility, respect for social hierarchies or democratic procedures. Family and kin groups may be more directly important than we generally acknowledge in areas such as occupation choices, marriages preferences, and social position.

3. The physical differences among human races have led some to speculate that biology may explain cultural differences. What arguments have been advanced in support of these speculations and what evidence has been marshalled against them?

AN ADEQUATE ANSWER would note that some social theorizing is conducted without reference to (or knowledge of) scientific information; further, that potent racial mythologies both distort reality and dissuade people from seeking information from more objective sources.

The answer will also mention at least some of the following refutations that have been developed in recent years: (a) The fact that many cultural traits and practicies have spread throughout the world and, in some instances, now approach universality. These prevalent intercultural borrowings indicate that there are no permanent impenetrable barriers to culture exchange. (b) Fundamental cultural traits have originated in all areas of the globe. No one region or race has a monopoly on innovations. (c) All people have proved capable of learning occupations, skills, languages or religious beliefs that were developed elsewhere.

The answer to the second part of the question could include

explanations probing the potential or powerful myths and racist practices which may prevent groups and individuals from learning or pursuing certain cultural activites. An adequate answer would also explore the lack of familiarity and exposure to information currently available on the wide-spread origins of everybody's cultural heritage.

D. Economics: A Description of the Discipline

Economics is the study of how decisions are made regarding which goods and services are produced and how they are produced and how they are distributed. Economic analysis involves consideration of the economic institutions of our nation and the world. Economists also study how systems of production and distribution can be improved and thus how the level of material well being can be raised in both developed and developing nations. International trade and international finance are important subjects of economic inquiry. A basic objective of economic education is to prepare people for effective decision-making as participants in an economy and as voters on economic issues.

Good economic thinking requires:

-- mastering basic economic concepts, including an understanding of such terms as scarcity, opportunity costs, markets, supply, demand, resources, capital, and investment.

-- understanding how the basic concepts in economics relate to one another and to the complex events of the real world economy.

--comprehending the major economic issues faced by our and other economies and using a reasoned approach in analyzing these issues.These issues include: the distribution of income and wealth, and the role of the government in the economy.

--using the basic tools of economic analysis including marginal analysis, graphs, charts, equations and statistics.

Mastering this thinking requires knowledge of the structure and institutions of our economy, of the world economic system, and of some alternative economic systems. Knowledge of the structure of our economic system includes an understanding of the decision-making of individual firms and households and the operations of markets. It also includes an understanding of macroeconomics, the functioning of our economy as a whole. It requires comprehension of the role of the government in our mixed economy and other types of economies including planned economies and those described as market socialism. Finally, it requires a comprehension of international economic concepts and the institutions of international trade and the challenges the United States faces as an open economy.

Eonomics is also an applied discipline. Economists advise business firms and governments and politicians on proposed courses of actions and work in the private and public sector forecasting economic trends and predicting the impact of economic events on sales and profits of private firms and on the level of national output and the welfare of various groups in the population.

Questions in Economics

1. What are the basic questions which any economic system must answer? How are these questions answered in a market system?

AN ADEQUATE ANSWER would include a description of the three basic questions each society must answer: (1) What final goods and services to produce with the limited resources available? (2) How these goods should

be produced? and, (3) For whom to produce the goods and services or, how should the final output of the economy be distributed?

In a market economy a system of prices, determined in markets and acting as incentives, influences what, how and for whom products are produced. Firms produce goods and services that earn them the highest profits thus determining what to produce. They produce these goods combining factors in the least costly manner determining how to produce; while the consumption of goods by households depends on their decisions on how to spend the income they earn either from wages or property, and thus the decision for whom to produce is made. This income is in turn dependent on the demand for the resources owned by households.

2. What are the functions government usually assumes in a market economy? Discuss some of the controversies associated with these functions?

AN ADEQUATE ANSWER would begin by explaining the role of government in establishing the environment in which business operates in a market economy, including the establishment of property rights. It would go on to explain that markets may fail in several ways and that the government may intervene to improve efficiency. For example, if too few firms are the only producers of a good or service, they may produce too little and price it too high. There may be pollution from production, the cost of which is not born by the producer or consumer of the product. Finally, certain goods called public goods would not be produced at all without government. This includes defense or maintaining law and order. Public goods may be produced in too small a quantity because much of the benefits of these goods are received by people who do not directly

consume them. Government intervention to improve efficiency can take the form of regulation or taxation of private business or government production. For example, the government regulates monopoly through anti-trust laws or through setting utility prices and the government produces defense or police services.

A market system is prone to periods of unemployment or inflation and the government, with stabilization policy, may intervene. Stabilization policy includes both fiscal and monetary policy. Fiscal policy includes government programs for purchasing goods and services or spending on transfer payments on the one hand, or government tax policy on the other. It seeks to facilitate full employment, stable prices, and adequate growth. Monetary policy is policy conducted by the Federal Reserve, our central bank, to stabilize the economy by influencing the amount of money in circulation. Finally, a market system may result in a very unequal distribution of income. Government functions in the United States include redistribution of market income, through taxes and government expenditure and transfers to those whose share of income allocated through the market process is thought too small.

A discussion of the controversies would indicate that some dispute the efficacy of government policy in stabilizing economic activity. Another controversy centers around the role of the government in influencing the distribution of income. The answer could expand on this controversy and discuss the purpose of government, the issue of distributional justice and the equity/efficiency trade-off.

3. What is the Federal Reserve Bank? Why was it established? What are its functions in our economy? How have these functions changed over

time?

AN ADEQUATE ANSWER would begin by explaining that the Federal Reserve is the central bank of the United States and discussing its function. It might explain that the final impetus to the establishment of the Federal Reserve was the bank panics of 1907. The central bank of the United States was to act as a lender of last resort to banks and thus prevent future bank failures. However, bank failures were not prevented by the Federal Reserve and, in fact, the period from 1929 to the bank holiday of 1933 was characterized by numerous bank closings. Ameliorating the devastating impacts of bank failures was achieved with the establishment of the F.D.I.C. and the F.S.L.I.C. The major current function of the Federal Reserve is to set monetary policy, controlling the supply of bank reserves and thus the economy's supply of money and credit. The goal of this monetary policy is high employment, stable prices, and adequate economic growth. The Federal Reserve also has several less important functions. It operates as the bank for the United States government, does help to supervise the banking system and manages official exchange rate operations.

4. How is the value of the dollar determined in international markets?

AN ADEQUATE ANSWER would begin by explaining that the value of the dollar is determined by the supply and the demand for this currency. Americans supply this currency when they want to buy foreign products. Foreign nationals demand this currency in order to buy American made goods and services. If the dollar is "too expensive", foreign demand for this currency will fall and the value of the dollar will drop. Americans also supply dollars when they want to invest abroad and foreigners

demand dollars in order for them to invest here. The amount of supply and demand for this purpose depends on the relative return to investment in these countries. One important factor is the difference in interest rates between the United States and its trading partners. This system of exchange rates is called flexible or floating exchange rates. Finally, central banks sometimes influence the value of currency by buying or selling. If the central bank intervenes, the system is called managed floating system or "dirty" float.

E. Political Science: A Description of the Discipline

Political Science focuses upon the theory and practice of politics, government, and administration. Its roots can be traced back more than 2,000 years, and it has excited the interest of both scholars and men and women of affairs ever since. The scope of the discipline's broad embrace is indicated by such terms as public policy, authority, the state, law, war, revolution, bureaucracy, elections, influence, power, and by the variety of perspectives students of political science bring to their work. Among these perspectives are the following:

--The analysis of the structure and functioning of the governmental and political institutions of our own society at the local, state and national levels.

--The comparative study of governmental, legal and political institutions as they are found in other societies.

--The investigation of relationships among nations, including the causes, conditions and consequences of international conflict and cooperation.

--The study of the history, and the analysis of ideas and theories

about government and politics, ideas such as citizenship, justice, equality, liberty, and political legitimacy.

--The analysis of the American legal system and of interpretations and applications of the Constitution.

--The study of the formulation and implementation of public policies, including how these policies are adminestered, by whom and with what consequences.

--The analysis of the political behavior of citizens, including how and why they believe and act the way they do in the political world, and of the institutions available for the collective action of those citizens, such as political parties and interest groups.

--The study and refinement of the methods most useful for the study of political phenomena, including survey research and techniques of data analysis.

Political science shares with other social science disciplines a commitment to the development of theoretical understandings of human behavior, and an unbiased use of the scientific method as a basis for those understandings. It is also committed to the proposition that such understandings will contribute to the effectiveness with which individuals and society in general confront the realities of the contemporary world.

Questions in Political Science

1. "The central feature of the governmental system established by the framers of the American Constitution was not that 'we the people' would govern. Rather it was that governmental power would be so divided and dispersed that 'we the people' would be unable to govern". To what extent

and in what ways do you agree with this statement? How and why did the framers provide for "divided and dispersed" government?

AN ADEQUATE ANSWER should include references to: federalism, or the division of powers between the national and state governments; the separation of powers at the national level among the three branches of government; the system of checks and balances associated with those three branches; and, bicameralism or our two-house national legislature. The different terms of office and different methods of selection associated with the House of Representatives, Senate, President and Supreme Court could be additional points included in an answer. It should indicate that the framers believed that a government of divided and dispersed power would be the most effective way of preventing tyranny, including such tyranny as may arise from oppressive majorities. At the same time, the answer should note how the framers believed in the notion of government based on consent of the governed and in individual liberty even if they did not directly provide for the right to vote in the original document.

2. To what extent have American electoral politics been dominated by the two-party system and what have been the consequences of such domination? What have been some of the more prominent deviations from a two-party model? What factors explain why a two-party system has been the typical American experience (as opposed to the multi-party experience of many other nations)?

AN ADEQUATE ANSWER would note that, while a two party system has been a common American experience, prominent deviations from it include: the system of nonpartisan elections at the local level found in California

and elsewhere; the role that third or minor parties have played in American politics; the essentially one-party character of many election districts and, most prominently, of the American South during much of our history; the important role played at the voter level by "independents." A discussion of the reasons for two-party dominance might include references to: the fact that we have a single, independently elected chief executive; the effects of the Electoral College; the single-member district system; certain historical developments that set in motion a two-party approach to political matters. The consequences of having a basically two-party system which might be discussed include: simplifying election issues and election choices; reducing the ideological character of election contests as each party attempts to build absolute majorities among so diverse a population; allowing the parts of government such as Congress, to organize efficiently. Consequences that some observers consider unwelcome might include the inability of ordinary citizens to make clear policy choices by voting for a party and the failure of some points of view to be heard.

3. Governments that are regarded as democratic may be structured quite differently. Set out some of the major differences in form and structure, and show how democratic processes can flourish within different forms and structures.

AN ADEQUATE ANSWER would emphasize that governments may be classified in many ways. Among the major structural options found in governments we generally classify as democratic are: parliamentary versus presidential systems; and, the choice of federal versus confederal, or unitary systems. Governments may also feature: bicameral or

unicameral legislatures; multi-member or single-member legislative districts; coalition government or government organized by a majority political party; written constitutions enforced by an independent judicial branch or government in which enforcement of the constitution is left to the legislative branch. Regardless of the classificatory scheme(s) presented, a good answer would reveal an appreciation of the wide range of governmental arrangements that can be democratic as well as an ability to explain differences among political systems in an orderly and systematic way.

4. What are the fundamental differences between democracies and dictatorships of both the right and the left? Comment on the nature of democracy and of right wing and left wing dictatorships, and also on social and economic conditions that some observers associate with democracies.

AN ADEQUATE ANSWER would distinguish between democracy and dictatorship on the basis of the ability of ordinary citizens to influence government policy, through means such as fair and open elections, freedom of speech and the press, and freedom from official retaliation when the government is criticized. Philosophic underpinnings vary, particularly as between the value placed on the individual (typically lower in dictatorship of the right than in either dictatorships of the left or democracies), and the importance of individual participation in governance (highest in democratic theory). It may be noted that pure examples of any of the three are rare or non-existent; that most governments incorporate elements of different and even contradictory philosophies; and that government appears to change over time, sometimes evolving towards

more democratic forms. Where evolution towards democratic forms takes place, relative social and economic equality, and relatively high standards of living appear to be associated with the change.

5. In defending the Constitution as it emerged from the Philadelphia Convention, the Federalist Papers stressed its practical usefulness in designing a central government. Some recent commentators have observed that, were the Federalist to be written today, it would necessarily invoke different criteria than were used in 1787. Their point is that the 26 amendments add a more democratic purpose to the original document. Examine the Constitution we have today and determine whether these commentators are correct.

AN ADEQUATE ANSWER would necessarily include a definition of democratic principles, one that could be used to test the statements in the question. The testing of the statement would examine the intent of the original Constitution and contrast it with the purposes served by the amendments. In the process it would find whether an idea implicit in the question--that the document of 1787 was deficient in democratic sentiment--is correct. The answer would show how some amendments extended democratic principles and further identify those amendments which did not see to make the federal government more democratic but simply to make it more workable.

6. Compose an essay on Machiavelli's conception of power as outlined in The Prince. Concentrate on the nature of man and the exercise of power. Include references to Machiavelli's use of the terms goodness and virtue as related to politics.

AN ADEQUATE ANSWER should assert that to Machiavelli mankind is base and not guided by religious, ethical, or legal ideals. A student must then show why political authority, according to Machiavelli, cannot be maintained by claims of noble blood or birth, divine right, or spiritual nobility, but only by power politics. A sophisticated answer will refer to previous schools of thought for comparison, like those of Plato or Augustine. A good answer should also go beyond Machiavelli's warning against traditional legitimacy arguments to his "theory of the state" which describes successful or virtuous princes as those who maximize their own power with good deeds on occasion and brutality whenever necessary.

F. Psychology: Description of the Discipline

Psychology is the study of how and why people behave and think the way they do. Psychologists are intersted in a wide range of behaviors. They are interested in how we learn, remember, and forget things; what changes happen to us as we progress through the life cycle; how we develop social bonds of friendship and love; how others influence us in groups and through the media; what determines individual differences in personality and intelligence; how we perceive the world around us; why we sometimes cannot cope with stress; and, why we sometimes act and think in disturbing and frightening ways.

Psychologists use a number of perspectives to examine behavior. These perspectives include cognition--how people perceive, process, and think about things that happen to them; biology--how the nervous system operates to affect our perceptions and behaviors, the roles of hormones and neurotransmitters, the influence of heredity; reinforcement and

conditioning--past learning experiences and current reinforcement systems that continually affect us, including important human needs for self-esteem, belongingness, and love. Psychology has developed a rich literature of theories and scientific investigations that address questions about human behavior from such perspectives.

Psychology is also an applied discipline. The most common application of psychology is in the treatment of psychological disorders that accompany fears, high levels of stress, or self-destructive habits. Psychologists who specialize in treatment are called clinical psycholgists. In addition, there are many other applied areas of psychology. These include educational, industrial, organizational, health, environmental, and legal psychology. Psychologists apply their knowledge of behavior in a wide range of settings. Also, psychological research is important in determining public policy, including legislation affecting the mentally ill, school desegregation, or the depiction of violence in the media.

Psychology addresses a diversity of questions and uses a variety of theoretical perspectives. Psychological principles are based upon scientific research, and it is necessary to differentiate such claims from those that are based upon speculation or dubious theories. The study of psychological concepts and methods enhances: self understanding, the understanding of others, and the ability to interpret and critically analyze claims about human behavior.

Questions in Psychology

1. "Nature vs. Nurture" is a classical controversy in psychology: To what extent are heredity and biological influences responsible for our behavior

as opposed to the environment and learning? Consider one of the following: aggression, intelligence, severe depression or obesity. Discuss it in terms of whether "nature" or "nurture" (if either) is most important.

AN ADEQUATE ANSWER could reasonably defend either position for the behaviors in question. Using intelligence as an example, one can refer to the similarities of identical twins reared apart and fraternal twins reared together to support genetic factors, or home intellectual stimulation, nutrition, and data from Head Start to support environmental factors. The answer could argue that both biological and environmental factors operating together must be considered to fully understand the behavior in question.

2. Psychologist B.F. Skinner has suggested that behavior can be best explained in terms of reinforcement in the environment: people engage in behaviors that are followed by reinforcement. Reinforcement is given and received in many ways in many different situations. Discuss ways that reinforcement influences our behavior.

AN ADEQUATE ANSWER to this question could be framed in a number of ways. It would show understanding of the ways that reinforcement occurs in the family, work environment, and groups to which one belongs. It would discuss the variety of reinforcers that are important, such as food, money, and approval. The answer could demonstrate how reinforcement contingencies in different situations cause people to act differently in each situation; also, it might show understanding of the problems that arise when reinforcement is not effectively used, as in some classrooms or during interactions between managers and employees.

3. Accidents attributable to "human error" have occurred in many industrial settings. For example, people push the wrong button or fail to respond correctly to warnings. Suppose you are a psychologist and have been asked by a company to recommend ways to reduce the likelihood of such accidents. What would you tell the company?

AN ADEQUATE ANSWER would focus on various psychological treatments for employees; for example, recommending employee assistance programs to help employees experiencing substance abuse or other problems; or instituting a fitness and exercise program to help alleviate the effects of stress. The answer could examine ways of applying principles of perception, memory, and cognition. For example, designing control panels and other equipment so that fewer errors are made when reading instruments or activating controls, and writing instructions to maximize clarity and long-term memory.

G. Sociology: Description of the Discipline

Sociology is concerned with the scientific study of social life and fundamental to it is the belief that who we are as persons--our values, beliefs, rules and life chances--is largely the result of the time, place, and groups in which we are raised. The prevailing values and norms in a society are strongly influenced by such major institutions as the economy, government, education, religion and mass media. In short, we are profoundly shaped by our social-historical environment. Conversely, culture and society are created and maintained through social interaction. It is this great and complex dialectic of human social existence, in all its richness, which is the subject matter of sociology.

Micro level sociology is concerned with small groups and what is

called symbolic interaction. Micro level sociologists might, for instance, investigate how people present themselves to others, what words they choose, what clothes they wear on different occasions, what impression they try to create, and how they are perceived by others in face-to-face interactions.

Macro level sociology is concerned with the larger groups and structures of society, including institutions, groupings based on gender, race, or economic standing, and such major issues as social order and social change. On this level sociologists are interested in the ways various elements of society fit together in order to accomplish shared goals and the ways some groups benefit from these arrangements at other groups' expense.

There are many spcialized areas of study within sociology, beginning with such major social institutions as the family, religion, mass media, education, economy, and politics. The topics of conformity and rule-breaking are central to the study of criminal behavior and social deviance which occurs in all groups. The structure, maintenance, and transformation of social and economic inequalities, as they exist within and between nations, is significant to contemporary sociologists as they seek to understand poverty and wealth, war and peace, conflict and coopration. The relationships among various social groupings on the basis of age, gender, race, and income are of special interest to many. Environmental sociology is concerned with the relationships between humans, their political economy, and the natural environment, with emphasis on issues of resource allocation and pollution. Areas of study and interest are as varied as the human experience.

Sociology, like other scientific disciplines, strives to be objectives,

systematic, and empirical in its quest to understand the synamic forces of social stability, social change, and social interation.

Questions in Sociology:

1. You--a sociologist--have been assigned to a team of scholars charged with investigating the use of drugs in a nearby high school. The psychologist on the team says that she will administer personality tests to the student body and seek to learn what traits distinguish those who use drugs from those who do not. The medical doctor indicates that she will examine drug users to try to determine what physiological impact the drugs have had on their health. The economist notes that he will chart the cost of drugs in the area as it affects the level of use. As a sociologist, what particular task might you take on?

AN ADEQUATE ANSWER would provide some sense that the student understands the kinds of work that sociology entails. Among other factors he or she might consider investigating the relationship between parental traits and usage patterns, the different usage patterns of males and females, the longitudinal relationship between drug use and grades, the patterning of friendships--that is, with whom do the drug users associate.

2. As more women take full-time work, pressures mount on husbands to share more equally in child rearing and household chores. What social changes do you believe have produced this situation, and how do you believe it will be resolved, if at all?

AN ADEQUATE ANSWER would include explanations that lie in the women's movement, the triumph of materialism, and in more general

expectations about the whole push toward individual rights (e.g., blacks, homosexuals). Pragmatic answers will posit particular helpful things: child care, faster foods than present fast foods, and so forth. Other solutions might focus on fundamental structural alterations in attitudes, behavior, and the adjustment of major institutions to the changes.

3. Different groups form in a high school, so that the best students tend to hang around with other good students, cheerleaders with athletes, students in trouble with others like themselves. At the same time, there are striking exceptions to this general rule. Each of these groups tends to have its own way of acting, its own slang, its own power structure, with particular leaders and obvious followers. Describe from your own experience and observations how one such group might form and what shape it takes.

AN ADEQUATE ANSWER could begin with students focusing on the group to which they belong. Focus should be on shared backgrounds, on the development of norms from continuing interaction, on the use of slang to provide identification and status. If in an out-group, a student's answer might try to establish the function such a group serves for somebody not getting rewarded in the mainstream.

Chapter Five

Book List

Students entering college classes in history and the social sciences should be familiar with major classics as well as significant current professional and popular works in the field. This list will supply an entering freshman with both the appropriate cultural background and the analytical skills necessary for higher levels of learning.

Titles that an entering freshman should be able to read would include such classics as:

The Bible

Plato, Republic

Niccolo Machiavelli, The Prince

Adam Smith, Wealth of Nations

The Federalist Papers

The Constitution of the United States

Alexis de Tocqueville, Democracy in America

Karl Marx and Frederick Engels, Communist Manifesto

John Stuart Mill, "On Liberty"

The social sciences could be introduced to students through works of literature such as:

Homer, The Iliad and The Odyssey

Such plays by Willian Shakespeare as Julius Caeser, Macbeth, and Richard II

Voltaire, Candide

Ivan Turgenev, Fathers and Sons

W. H. Dana, Two Years Before the Mast

Upton Sinclair, The Jungle

Jack London, Call of the Wild

Pearl Buck, The Good Earth

John Steinbeck, The Grapes of Wrath

Alan Paton, Cry, the Beloved Country

Chinua Achebe, Things Fall Apart

In addition, recent works directed to the well educated general reader are commonly assigned. A student might encounter works like: The Autobiography Of Malcolm X, or Hunger of Memory: The Education of Richard Rodriguez. He or she might also read works by scholars such as the following:

Dee Brown, Bury My Heart at Wounded Knee

Archibald Cox, The Courts and the Constitution

Carl Degler, Out of our Past

Milton Friedman, Capitalism and Freedom

John Galbraith, The Affluent Society

Marvin Harris, Cannibals and Kings: The Origins of Culture.

Robert Heilbroner, The Worldly Philosopher

Martin Luther King, Why We Can't Wait

Oscar Lewis, Five Families

John McPhee, Basin and Range

C. Wright Mills, The Power Elites

Alan Moorehead, The Blue Nile

Lester Thurow, Zero Sum Economy

Barbara Tuchman, The Guns of August

Edmund Wilson, To the Finland Station

Students are also referred to newspapers such as the New York Times, The Wall Street Journal, The Washington Post, and The Los Angeles Times and to collections of essays and speeches, debates, and to documentary histories.

Acknowledgements

The drafting committee of this competency statement acknowledges with gratitude the assistance of many individuals who affirmed the importance of our endeavor and assisted us in carrying it out. These include: Hon. Bill Honig, Superintendent of Public Instruction in California, who took the time to meet with the committee and discuss the overall objectives and content of social science education in the high school; Nicholas "Perk" Hardeman, Professor of History emeritus of California State University, Long Beach, who chaired an earlier committee to draft a history- social science competency statement, and the members of his committee--their report provided much of the material for our report and helped us to understand the scope of our task; Ray Geigle, Chair of the Acaemic Senate of The California State University who attended several of our meetings and gave us his advice, suggestions and support; P. Chris Cozbey, Professor of Psychology, California State Univerity, Fullerton, who drafted the psychology section with questions and suggested answers; Rita Kizziah, the secretary of the Department of Economics at San Francisco State University who provided hours of administrative and clerical assistance; Lewis Klein who drafted the section on anthropology and provided the questions and answers in that discipline; Jim Smith and the staff of the California State Department of Education who provided useful suggestions and comments on a preliminary draft of this document; all the members of the Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California whose names are listed below,

who gave us time on their agenda to clarify the functions of this document, to suggest the best way to fulfill them and then took the time to comment on an early draft of this document; Charlotte Crabtree, Mark Edelstein, Tomas Lopez, Spence Oland, and Maria Ortez Trejo who attended a meeting of the committee and contributed to the final product.