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ABSTRACT

Minicourses, one of the most popular educational developments to appear in a long time, are the subject of this working paper. It is designed to illustrate the impact of and to provide information about short courses or mini-courses, in the Pennsylvania secondary social studies curriculum. An attempt is made to answer questions that are frequently asked by social studies teachers and department chairmen interested in this curriculum approach. What a minicourse is, the advantages and disadvantages of minicourses, how to initiate a short-course program into the curriculum, and the outlook for mini-courses in the curriculum are discussed. There are lists of mini-courses offered, with descriptions and grade levels, from four school districts in Pennsylvania.
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SHORT COURSES
IN THE
SOCIAL STUDIES

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December 1972

SHORT COURSES IN THE SOCIAL STUDIES

Minicourses are one of the most popular educational developments to appear in a long time. While not a panacea for all of education's ills, they seem to provide a means of achieving more flexibility in curriculum and teaching.

When the Bellefonte Area Schools started their minicourse program for secondary social studies during the 1970-71 school year they probably had little idea of the impact that that effort would have on other school districts. This paper is designed to illustrate that impact and to provide information about short or minicourses in the secondary social studies offered by school districts in the Commonwealth. Hopefully it will answer questions frequently asked by social studies teachers and department chairmen interested in this curriculum approach, as well as identify districts using such courses.

The programs described here represent a diversity of viewpoints regarding the development, implementation, length and role of short courses in the high school curriculum. This is one of the strengths of the minicourse, the fact that the program can be tailored to individual school district needs.

What are Minicourses?

Minicourses are courses usually ranging in length from six weeks to a semester, frequently coinciding with the school's marking period. Too often they consist of a traditional course divided into smaller segments. At best they are new variations on a theme, embodying new techniques, or depth studies on subjects of interest to both students and teachers.

They are most often offered in an elective set-up or one in which students are given some choice within specified limitations. In any case, options should be arranged so that the state curriculum requirements of two units each of American Culture and World Cultures in grades 7-12 are met.

Teachers launching a minicourse program can either strike out on their own and write courses from scratch or borrow from districts that have already done this. If the former, it should be established early in the process that the administration is willing to provide the necessary time and resources to enable the staff to write the curriculum, an activity which is costly, both in time and money.

Involvement of students in setting up a program is a critical factor. They should be surveyed as to their interest in the program and the kinds of courses to be offered. Ultimately, they might even become involved in the writing process.

At some point the community should be informed of the intent of the proposed curriculum change. The degree of community involvement can probably best be determined by the local district, but it has been found that when informed the community usually responds favorably. The key to the whole initiatory process is one of communication - the lack of which decreases the chances of success.

Advantages

What are some of the advantages of short-term course?

Such a program provides students with a voice in their education and a choice of studying what most interests them.

The six- or nine-week courses, especially, provide students with a chance to change teachers periodically thereby lessening the duration of possible personality conflicts and also exposes them to a greater variety of individuals and teaching styles.

The programs which employ heterogeneous grouping give students an opportunity to work with others of greater and lesser ability, creating a more realistic learning situation which leads to a better preparation for life after graduation. A major concern for the teachers in this regard is the fact that they must always be aware of the differences in student abilities. Used carefully, this approach can lead to greater student involvement and responsibility, two vital elements of social studies education.

Because teachers are faced with the problem of presenting a given quantity of material in a short space of time, shorter courses encourage a conceptual approach with courses written in terms of performance objectives. Conceptualization offers a practical way out of the dilemma of presenting the most relevant content in a short space of time.

This curriculum approach also opens the way to the use of more varied materials, de-emphasizing reliance on a single text. Greater emphasis on individual needs and reading abilities and the opportunity to employ the latest materials to keep the course up-to-date are two additional results.

Teachers tend to benefit personally. Their satisfaction is heightened because they usually teach courses in which they have an interest and they know they will come in contact with more students in the short-term courses. The teacher tends to be more alert to educational innovation because time limitations encourage him to consider more efficient instructional methods.

Expanded course offerings, characteristic of this program, make it possible to include areas not usually covered in traditional curricula, e.g., Eastern cultures, sociology-oriented courses, in-depth studies, etc., thereby providing a broader curriculum base for meeting the increasing interests of today's students.

Problems

As previously mentioned, problems are sometimes encountered in initiating a short-course program. One concerns staffing, classroom space and class size. All three seem inextricably tied together by the mere design of this curriculum approach. Teachers and courses must be matched so as to achieve both a wide enough variety of offerings and the happy state where teachers' strengths are being utilized. Since this approach emphasizes individualization, the reduced class sizes called for sometimes present a problem.

Another problem involves scheduling. Although a number of schools use computer-assisted scheduling, this is a persistent problem that one must learn to live with.

The lack of sufficient materials depends for solution more on the availability of funds than on the identification of the materials themselves.

Student selection of courses has presented a problem, primarily because of the attempt to afford them a variety of choices. However, a system of 1st, 2nd and 3rd choices helps alleviate the situation.

If short courses are merely a segmenting of larger courses or utilized to teach broad areas of a single discipline, more might be lost than gained; continuity and historical perspective might be destroyed with little redeeming gains. Teachers must be careful that, in an endeavor to cover a topic, they do not place the students in too passive a role by utilizing a teacher-dominated instructional approach.

Initiating a Program

One school district using the short-course program has offered these steps for curriculum development:

1. Curriculum Director informs the Superintendent of the need for research and study of the minicourse concept.
2. The Social Studies Department is informed of the need and value of the study and procedures are discussed, including:
 - a. Contacting the State Department of Education for advice on curriculum regulations and suggested school districts which have a short-course program.
 - b. Contacting schools which use short-term courses, and making arrangements to visit them or reviewing concepts with them.
 - c. Reading and discussing articles on short-term courses.
 - d. Surveying students to determine their interests and desires.
3. From results of the study, the type of program and course offerings are determined.
4. The social studies staff writes overviews of the courses.
5. The information is presented to the entire faculty and to the Board of School Directors for adoption.
6. The social studies staff writes the courses of study or the teacher might use the overview and develop the complete course of study as he teaches the course.
7. The community is kept informed of the development of the program.

Outlook for the Future

At this time it is still too early to predict the full impact of short courses on school curricula. Districts we have contacted report considerable interest and enthusiasm on the part of both staff and students. Many say that improved instructional techniques have resulted. Perhaps the most valuable effect is that it forces the social studies staff to review its existing program in light of the "new social studies". We are not aware of any school district trying a short-course program and then dropping it, although a few districts which initiated quarter courses did later lengthen them to semester offerings.

As staffs develop minicourses they are constantly forced to ask themselves, "What is important to teach and why?" Although it is suggested that students have input into the content base, i.e., into alternatives offered, the professional educator cannot abandon his role of establishing the important concepts and processes that should become goals in the curriculum and in developing instructional strategies of a varied nature. Out of this effort should come a revitalized, relevant social studies curriculum for the school.

Please feel free to contact the Division of Social Studies for additional information about short courses or help in getting a program started in your district.

SCHOOLS WITH SHORT-COURSE PROGRAMS

<u>School District</u>	<u>Contact Person</u>	<u>Length & Grade Level</u>
Allentown (Lehigh Co.)	John W. Monaghan Supv. of Social Studies Allentown City SD 31 S. Penn St. Allentown 18105	3-week Pilot Project gr. 12
Bellefonte (Centre Co.)	James Harsanyi Dept. Chairman Bellefonte SHS Bellefonte 16823	6-weeks gr. 10-12
Freedom (Beaver Co.)	Gregory Guinto Dept. Chairman Freedom Area SHS Eighth Ave. Freedom 15042	Semester gr. 10-12
Gettysburg (Adams Co.)	Mrs. Mary E. Smith Curriculum Coordinator Gettysburg SD Box 310 Gettysburg 17325	9-weeks gr. 12
Greenville (Mercer Co.)	Carl A. Scott Principal Greenville HS Donation Road Greenville 16126	Semester gr. 11-12
Jersey Shore (Lycoming Co.)	John Anderson Social Studies Tchr Jersey Shore SHS Thompson St. Jersey Shore 17740	9-weeks gr. 9-12
Keystone Oaks (Allegheny Co.)	Dr. Philip Evans Asst. Supt. for Instr. Keystone Oaks SD 1000 Kelton Ave. Pittsburgh 15216	9-weeks gr. 11-12
Lakeview (Mercer Co.)	Mrs. Jean L. Mowry Dept. Chairman Lakeview HS Stoneboro 16153	Semester gr. 10-12
Lower Dauphin (Dauphin Co.)	Thomas Campbell Dept. Chairman Lower Dauphin HS Hummelstown 17036	Semester gr. 10-12

<u>School District</u>	<u>Contact Person</u>	<u>Length & Grade Level</u>
Lower Moreland (Montgomery Co.)	Samuel Clay Dept. Chairman Lower Moreland HS 555 Red Lion Rd. Huntingdon Valley 19006	Semester gr. 11-12
Manheim Central (Lancaster Co.)	Harry B. Earhart Dept. Chairman Manheim Central HS Adele Ave. & Hershey Dr. Manheim 17545	9-weeks gr. 10-12
Millcreek Township (Erie Co.)	C. E. LeMasters Principal McDowell SHS 3580 W. 38th St. Erie 16506	9-weeks gr. 10-12
Northern (York Co.)	Terry L. Stoudnour Asst. Principal Northern HS Dillsburg 17019	9-weeks gr. 10-12
Notre Dame (Monroe Co.)	Sr. Margot Worfolk Dept. Chairman Notre Dame HS 60 Spangenberg Ave. E. Stroudsburg 18301	9-weeks gr. 11-12
Penns Valley (Centre Co.)	Joseph Hammaker Dept. Chairman Penns Valley HS R. D. 1 Spring Mills 16875	9-weeks gr. 10-12
South Side Area (Beaver Co.)	Edwin Bulat Dept. Chairman South Side Area HS R. D. #1, Box 410 Hookstown 15050	6-weeks gr. 9-12
Southern York (York Co.)	Nelson Alpaugh Dept. Chairman Susquehannock HS R. D. #3 Glen Rock 17327	9-weeks gr. 9-12
Swissvale (Allegheny Co.)	Richard Kost Asst. to Supt. Swissvale Area SD 1800 Monongahela Ave. Pittsburgh 15218	6-weeks gr. 10-12
West Middlesex (Mercer Co.)	Ronald Walker Dir. of Curriculum West Middlesex SD Main Street West Middlesex 16159	Semester gr. 12

COURSE DESCRIPTIONS

The following minicourse titles and descriptions have been adapted from course catalogs used by students in choosing their social studies program. They indicate not only the range of offerings but also the scope of content. Since districts add or drop courses at the suggestion of both teachers and students, the courses offered by a district may vary from year-to-year or semester-to-semester.

Listed are four representative programs: a three-week pilot effort; a six-week program; a nine-week program and a semester program. At the end of this section is listed other course titles from school districts not included among the four representative programs.

ALLENTOWN SCHOOL DISTRICT (Three-week Pilot Program)

The Social Studies Department of William Allen High School established a pilot study to evaluate the role of minicourses in the social studies curriculum. Nineteen three-week courses were offered to seniors only during the 1971-72 school year and are being offered again to seniors during 1972-73. Initial evaluation has been positive and tentative plans call for the adoption of a minicourse program for senior high social studies students in 1973-74. The courses offered were:

American Urban Studies

An interpretive course which attempts to understand the phenomenon of the American city. The rise of the city, its impact on American society and the processes of urbanization are major areas of concern. In order that a perspective can be achieved, the American city will be compared with European cities.

The Black Americans

This course deals with being Black in America, the Negro's struggle for human dignity, the mode of action and the reaction. The participants will seek historical perspective by studying selected biographical accounts.

The Evolution of Rock

The history of rock music as it reflects the American character through its stages of change from post-World War II to the present. The major artists and musical art forms (including modern dances) that characterized this era are the objects of study.

Revolution: American Style

An investigation into new revolutionary thought in the United States. This course will consider the trends currently evident in the American social, economic and political scene as they are being used to propound theories of revolution.

United States Armed Services: Then and Now

An informal class dealing with enlistment, Selective Service and the lottery; initiation into the armed forces; education, jobs and training in the armed services; changing life in the armed services; and the armed services of the future.

Themes in Oriental Philosophies

This seminar will deal with the current infusion of oriental thought into contemporary western culture, particularly among certain youth groups. Students will analyze samples of oriental philosophies and seek explanations for this trend.

Dissent

Under our Constitution the question is not "May I dissent?" or "May I oppose a law or the government?" since these rights are safeguarded, but "How may I do so?" This course will explore means and alternatives.

Comparative Economic Theory

A discussion class dealing with the philosophic origins of communism and socialism. Treats Marxism in historical perspective, the development of liberal socialism and contemporary collectivism. The relevance of these theories in modern states will be considered.

Buy It Right!

What are you paying for what you buy? How good are these products? This course will explore consumer problems and set usable guides for buying commodities from automobiles to food and clothing. A Nader-like approach makes this an extremely practical course.

So You Want to be a Capitalist!

Group discussion and simulations concerning the history of securities markets, operation of the New York and American Stock Exchanges, over-the-counter stocks, interpretation of financial news, commodities buying and the development of an investment program. Students will simulate the management of an investment portfolio.

Patterns and Trends in World Population

Uses a problems approach in studying the implication of an ever-increasing population. The complex ecological problems and possible solutions to the population crisis will form the basis of class activity.

Problems in Urban America: Urban Geography and Its Role in Urban Development

This course will be a study of the purpose, historical development and current trends of the American city. It will be problem oriented emphasizing the immensity of those problems requiring solutions within the next decade.

Criminology

This course will consider crime as a social problem including the history and theory of punishment, police, courts, penal institutions, and probation and parole; juvenile delinquency including current methods of treatment, organization and function of agencies dealing with delinquent children; and drugs: types, causes and effect, legal aspects and their relevance to today's problems.

The Pursuit of Happiness

A survey of the development and current status of contemporary American subcultures; e.g., Haight-Ashbury, Western communes, etc. This seminar will deal with life styles, philosophies and organizations of subcultures as they function in an Establishment-operated world.

Death

All forms of media - including fiction, drama and movies - treat of death; however, we generally fail to consider this topic until it is personally upon us. In our daily lives and in our culture generally, death is hidden and made painless. Let us unearth it and inquire about the issues involved on a social and personal level.

Love: American Style

This course is an attempt to examine the nature and variety of love forms that constitute human relationships. Familiar love forms, group love, heterosexual love, and love of fellow man are the basic forms examined.

Minority Groups

An analysis of minority-group relations in the United States with emphasis on the sources of prejudice, discrimination, assimilation, accommodation and cooperation. The class will use relevant civil rights and Supreme Court cases.

The School: Problems and Solutions

Informal "rap" sessions with emphasis on school structure and problems faced by administrators, teachers and students in the school community.

Urbanization: Issues and Answers

The changing city - slums, renewal, sanitation, taxation, etc. This seminar will place special emphasis on the environmental crisis in clean water, air, land use and food-processing. Projections for cities of the future and general urban planning will be included.

BELLEFONTE AREA SCHOOL DISTRICT (Six-week Courses)

Three courses are required in grade 10 (marked [*] below); six courses are required of each student each year. A total of 18 courses must be passed in grades 10-12 in order to graduate.

* Cultural Anthropology

Ever wonder how man got to where he is today? Is today's mechanized society worth it, or would we be better off back in the wooden wheel stage? Here's the place to find out why we live as we do, and how other peoples of the world differ from us in life style and customs.

Immigration

Unless your ancestors were American Indians, someone on your family tree was an immigrant to this country. Find out why people left their homes to begin a new life in a new world. This course will also deal with assimilation into American society, the difficulties in trying to maintain ethnic identity, prejudice, national immigration policy and naturalization.

Black America

Some of us have it nice; we aren't black, don't live in ramshackle housing, hold jobs, live in whole families, are highly educated, don't have a degrading background. The Negro, like few whites, faces the problem of self-identity. Do you understand your American brother? Fear generates fear; understanding creates love.

American Culture

Now's your chance to examine your own world and study America's pre-occupation with youth, the relations between the generations, the role of traditional values in American life and how the temper of the times is reflected in movies, books, popular songs and drama. Here's the place to debate whether we've let the poor down or whether they've let themselves down, whether mass culture is a social problem or social asset, or why it's so difficult to attain consensus on major issues.

Physical Anthropology

Here's your chance to get the low-down on those dinosaurs you see on "Creature Features" or to decide if evolution means one of your ancestors swung from the trees with one hand. Maybe you can find the missing link!

Western Religions

If you think all Catholics are alike, or the same for Protestants and Jews, you need this course. Discover the differences between Roman and Greek Catholics, Orthodox and Reform Jews, Unitarians and Baptists. Here's your chance to follow the Mormon's dramatic migration to Utah or the rise of the Black Muslims, or to debate the ability of religion to satisfy human needs.

Eastern Religions

What is it like to be an untouchable? Where is nature worshipped? Did you ever wonder who the Buddha was or what Confucius really said? Here you'll study Buddhism, Hinduism, Shinto, Zen and the Chinese philosophical systems of Taoism and Confucianism and how they affect the daily life and behavior of their participants.

Geographical Environment: Influence Upon Man

This course will deal essentially with the basic concepts of geography as a science. Emphasis will be placed upon how man has adapted himself to his environment and how he has adapted his environment to suit himself. Extensive map work will be included as well as special research projects pertaining to geographical surveys of selected areas of

Soviet Union

Should we know about communism or be kept in the dark? Is ignorance truly bliss or is the proper understanding of communism what we need to face this challenge? If communism is public enemy #1, let's take a good look at the face of communism, and the way a country operates under its influence. You may even uncover the answers to questions such as: Do teenagers in the Soviet Union really like rock music, or are the only "rolling stones" those that have been thrown at dirty capitalists?

China

Should we recognize Red China as a de jure nation or should we follow our current policy of non-recognition? Should we attempt to build bridges of peace to China or anti-missile systems to protect us from this possible aggressor? Have fun studying about this unjolly giant who has finally stood on its own two feet and now is looking for a place to walk in world affairs.

India and Japan

This is a real study in contrast. Having extremely dense populations and not too plentiful resources, both have met the challenge of the 20th century . . . but in different ways. Study the peoples . . . the answer may be found here to explain why one is progressive while the other lay dormant.

Middle East

Is the contemporary story of the Middle East the heroic struggle of the Jews to establish a national homeland or the valiant effort of the Arabs to regain an area that is rightfully theirs? Does the United States, with its hope of appeasing the American Jewish population and its interest in the Middle East's "black gold", find itself on the horns of a dilemma? Analyze these questions and others as you study this fascinating "crossroad" of the world.

Africa

So you're hung up in the vines with Tarzan and Jane and you're dying of thirst in the deserts? Well, keep a stiff upper lip, kid, because Africa is not that bad. The only spear chuckers are javelin throwers. Africa is advancing; it has much to offer. Learn what the true Africa is all about.

Latin America

Did you know that while much of Latin America's heritage is Spanish, it is as much of a "melting pot" as the United States? The essence of Latin America is contrast - poverty, depression and violence on the one hand and prosperity, grandeur and gaiety on the other. This course will look into social and cultural distinctions, rigid class systems, life styles of major groups from primitive Indians to sophisticated urbanites and the cultural influence of selected countries.

European History I (1500 to 1815)

Do you have a budding interest in the Middle Ages or are Joan of Arc, Marie Antoinette and Napoleon more to your liking? Here you can learn of the artistic and scientific explosion of the Renaissance, the turmoil and disruption caused by the small act of a man named Martin Luther, and the development of institutions in England that have had a deep effect on America.

European History II (1815 to present)

Here you can go back in time and investigate the mass strikes and rebellions of the mid-19th century, see how the Bolsheviks deposed the Czar and determine how men like Mussolini and Hitler could climb to the positions of power that they reached.

The American Indian

When you think of Indians, do you think of the "noble savage" or of an oppressed minority seeking equal rights in today's society? Here you'll get to study both sides of the story - the various tribes and their customs, their wars with the settlers, and modern developments like the occupation of Alcatraz and the songs of Buffy Sainte-Marie.

Centre County History

Here's the place to learn about your community - how Bellefonte got its name, why it is called "The Town of Governors," how Centre County contributed to the beginnings of the Commonwealth of Pennsylvania and the significant role this area played in the Civil War.

The Constitution and Individual Rights

Do you know what is meant by taking the "fifth?" So you want your constitutional rights? O.K. This course will be directed toward the study and interpretation of the Constitution and how it protects the individual.

Politics in the United States

Examine the political process in the United States and evaluate the party system in terms of its ability to fulfill dreams and aspirations of the electorate and the elected. See how you as an individual can have a say, and whether there are ways other than violence to turn the wheels of change.

Reform Movements in the United States

Beginning with a brief survey of reform movements prior to the Civil War, the emphasis will be on the Progressive Era involving an examination of the Populist Movement, the New Nationalism, the New Freedom and the New Deal.

Labor Movement in the United States

Who has the right to work? Under what conditions should he work? Should he do his own bargaining? Why did men unite in common and allied jobs? This is the class to take to find out all about unions.

Causes and Effects of War

Why do countries go to war? Are causes of war similar or is each war unique? What are the social, economic and political effects of war? Let's find out through this course!

The Cold War

How is a "cold war" different from a hot one? How did the United States go from a policy of isolation to one of involvement? Should we trust opposing nations or engage in a policy of "brinkmanship?" Can you think of a way to thaw the cold war?

Civil Rights Movement

What rights do people of the United States have? Where did they get these rights? Are they given by the Federal government, the State government or assumed to come from the people? Are they the same for men and women, minority groups? This course focuses on the various rights movements and the changes they brought.

State and Local Government

Begins with a survey of the various types of local government, evaluating the scope of responsibility and pointing out the problems they face. The students will get practical experience by seeing how government is carried out in this local area. An examination of the relationship between State and local governments will be included.

Revolutions

"Ask not what your country can do for you, but what can you do for your country." The right to dissent is a decent one when used properly. Revolutions occur each day. Will you be part of one? If so, will you know what you are doing and why you are doing it?

Conservatism vs. Liberalism

Do you know your "left" from your "right?" Do you think the John Birch Society is a new "rock" group? Do you believe that S.D.S. is a dangerous drug? This course will put your mind at ease with these questions and also attempt to explain why our society seems so torn and divided.

The American Presidency

What qualities should a President possess? How does he manage to do all that's required of him? Learn the responsibilities of the President, how he carries them out, the problems he faces and how the Presidency has changed from Washington to Nixon.

The National Judiciary

This is the study of the court system of the United States with an emphasis on the Supreme Court and important decisions that affect you.

The National Legislature

In this course you will learn the responsibilities of Congress and decide if it's effectively fulfilling them. You'll see how the individual can work through the system to get a law passed, how groups with special interests bring pressure on Congressmen and you'll determine whether a Congressman should vote according to his conscience or according to what his constituents want.

* Approaching Controversial Issues

When you are asked for an opinion, do you have trouble explaining yourself? If so, this course is for you and it will help you in other social studies courses. You will learn how to defend your point of view logically and how to question the logic of other views; it will help you develop and clarify your ideas.

Advanced Controversial Issues

Takes up where the previous course left off in turning you into a sparkling conversationalist. Here you'll further develop your ability to speak factually, logically and convincingly about controversial topics that really matter to you and to today's society. (Prerequisite: Approaching Controversial Issues)

Social Organization and Institutions

Want to know the difference between a crowd and a mob? Or what effect your family or gang at school have on the development of your personality? Take Sociology and learn about the various groups into which society is organized and how they affect you.

Crime in America

What happens to a 19-year-old boy who is arrested for the third time for auto theft? Is he sent to prison for 10 years? Can he be helped in prison? Are charges of police brutality true or not? Take this course and see what you think.

Population Problems

By the year 2000 will it be necessary for our government to dictate how many children will be allowed to each family? Will the rest of the world continue to allow the U.S. to consume more than its share of resources? If world population continues to grow at its current rate, we will all face the possibility of a less comfortable life. What is being done about this situation? Take this course and find out.

Youth in Modern Society

Did you know you are part of an age group that makes up over half our population? What part do adolescents and young people play in our society? Why are many turning to drugs? Is there really a generation gap? Are kids today less moral than they have ever been? These are some of the questions you will explore in this course which focuses especially on you and your age group.

* Market Economy of the United States

In this course you will examine the basic make-up of our economy, discovering how it is decided what, how much, and for whom goods and services are produced.

Capitalism, Communism, Socialism

This course is a comparative examination of major economic systems - Capitalism, Socialism, Communism, and "right-wing" dictatorships. Each system will be studied in its various forms as practiced by different countries.

Poor America

Although it is generally believed that Americans live at a higher standard of living than most of the rest of the world, 30-40 million Americans are considered poor or near poor. What is the cause of this situation? How can a nation afford to send spaceships to the moon when it has poverty in its own backyard? What can be done to alleviate poverty? These are some of the questions that will be explored in this course.

Banking, Credit and Securities

Find out where your money goes when you deposit it in your savings account, what the Federal Reserve and FDIC do, and how, when and why banks and other institutions grant credit. You'll also learn how the stock market works, how "bear" and "bull" markets affect the economy and how securities can be a source of income. (Prerequisite: Market Economy of the United States.)

Personal Money Management

Swinging a deal on your first car? Can't decide which stereo to buy? Making out an income tax return? Then this is the course for you! It will teach you, the consumer, how to deal intelligently with the economic world around you including personal budgeting, loans, taxes, credit and skills necessary for the wise buyer.

SOUTHERN YORK COUNTY SCHOOL DISTRICT (Nine-week Courses)

Minicourses are being phased into the curriculum at Susquehannock High School, a grade level per year, beginning 1972-73. The 9th grade program is the same for all students while students in grades 10 through 12 will be free to select their courses from the list of offerings.

9th GRADE COURSES:

Introduction to the Social Studies

Required of all 9th-grade students before they take any other social studies course. Covers the fundamental skills used in social studies, including map reading, graph and chart reading, notetaking skills and proper forms for reports and papers.

Nature of the Western World

Science, logic, energy, technology and the individual are but a few of the ideas that make up the heritage of Western man. In Europe and America men acted out the drama that has brought us to this point in time. What exactly is that heritage? That is the subject matter of the Nature of the Western World.

Nature of the Non-Western World

Bangladesh, Toyota, Chairman Mao, Bali, Yoga, Mekong, Haji and Uhruh. Confused? The non-Western world of Asia and Africa often seems strange, unusual or even stupid. But is it really? The Nature of the Non-Western World is designed to go past the unpronounceable words and the strange ways of the Orient to discover what these people are really like. What do they believe in? How do they live? Why do they do the things they do? What does this mean for us?

American Experience

What makes an American? What it means to be an American is the beginning point of this course in which you will have the opportunity to discover and examine the happenings and experiences that have combined to create the American way of life. Emphasis will be placed on American life today and how it got to be the way it is.

GRADES 10 THROUGH 12:

Psychology I

Personality. "What am I really like?" This is a question you have probably asked yourself many times and one you may have answered differently every time. What you are and how you react to your total environment is called personality. In this course you will study and discuss the various factors that make up and shape a person's personality.

Psychology II

Perception and learning. What are E.S.P., optical illusion, motivation and learning factors? How do they operate and are they for real? Take this course and find out. E.S.P. tests and experiments are given to prove or disprove your beliefs.

American Life Styles Since 1900

Gangsters, bread lines, ration stamps, Model T Fords, materialism are all examples of American culture in the 20th century. This course is aimed at investigating the living styles and events which have shaped your life during the past 70 years.

York County and Pennsylvania History

Glen Rock, New Freedom, Railroad and Shrewsbury as active and bustling communities; the City of York as the capital of the United States; Harrisburg as the last stop before the American frontier. Your local area is filled with a colorful past that shapes your day-to-day living. This course is designed to investigate that past.

Advanced Study

The purpose of this course is to enable a student to investigate some specific problem, event, individual or movement in the field of social studies. Available only upon approval of the Social Studies Department.

American Government - Legislative and Executive Branches of the Federal Government

Students will investigate the powers and responsibilities of the legislative and executive branches of government as listed in the Constitution. However, emphasis will be on the day-to-day activities of these branches in giving our nation direction.

American Government - Social Problems

Here's an opportunity to take an in-depth look at some of the major social problems facing the country today such as welfare, education, health, social security, poverty, crime and civil liberties. Emphasis will be placed on the situations which have created these problems and some suggestions advanced to solve them.

American Government - Court Structure and Procedures

A study of the organization of our court systems, both federal and state, with major emphasis placed on court procedures and terminology. Role playing will be used to demonstrate this procedure with students writing and acting out a case.

American Government - Financing Government

As citizens' demands for increased government services grow, so does the tax responsibility of the nation's citizens. Two aspects of the tax system, voluntary compliance with the law and self-assessment of tax, make it important for you to understand your rights and responsibilities as a taxpayer. This course will explain how to fill out the tax returns you will be required to file. (Recommended for 3rd marking period.)

American Government - Political Parties

The course stresses the development of the major political parties from the days of Hamilton and Jefferson to the present. Some emphasis will be placed on minor parties insofar as they affect the decisions of the major parties. Upon completion of this course each student should be able to decide which political party will best meet his needs.

American Government - America Votes/Electing Our Leaders

How well do you know the methods and procedures used to elect public officials? Voter eligibility, voting procedure, political conventions, political campaigns and elections will be studied. The 1972 presidential election will be used as a case study. (Recommended for 1st marking period.)

America's Position in World Affairs

Vietnam, Arms Limitation, Berlin, Cold War, NATO. Recognize any of these or wonder how they can affect your life? If so, this course may interest you. It evaluates America's role in foreign affairs in the past, present and future.

Change and Stability or Learning to Face the Future

What will life be like in two, five, ten years from now? What will I need to know? Can you prepare for the future? Change and Stability does not answer these questions, but it does give you the chance to explore the future and make educated guesses. Such books as Future Shock, Greening of America and The Order of Change will be discussed.

Youth Culture

Are parents, teachers and people over 30 a constant hassle? Are people of your age-group really different? Have you grown up in a world significantly different from your parents'? Is there a youth culture? These questions are the beginning of an exploration of your world to help you better understand both yourself and the older generation.

Controversial Issues

Controversial Issues begins with the assumption that in a democracy all issues ought to be discussed and every variety of opinion exchanged. The class will in large part determine what issues will be discussed. The purpose is to create an awareness both of your own opinions and those of others.

Civil Rights - A Case History of the Evolution of an American Idea

There are certain rights which the government must not violate. This course explores how this ideal originated and grew and how it has been secured in practice. It includes an examination of individual rights such as privacy, trial by jury, self-incrimination, and the pursuit of happiness, as well as freedom of speech, press and religion.

World Religions

For thousands of years men have been curious about the spiritual. Hinduism, Judaism, Christianity, Shintoism, Buddhism and Islam are but a few of the religions that have been formed from this search. World Religions will discuss the ideas that make up these various beliefs.

Modern History

Ever wonder how the world and its people got into the position we are in today? Ever been curious about the forces and happenings that have shaped our world? Modern History will single out the big events and trends of the past 200 years and attempt to put them in some kind of understandable order. Major themes of human development and thinking will be explored.

Evolution of Political Thought

A course devoted to the study of selected political theorists from Plato to Nixon. The course will study their ideas and proposals with reference to their validity for their respective times, plus their applicability to our present political and social environment.

American Biographies

If you have ever wondered what some of the people you have studied about in history were really like, this course may be for you. It will explore the lives and contributions of a number of notable Americans who will be selected by the Students with the guidance of the instructor.

Minority Groups

This course is designed to help students appreciate the contributions of minority groups to American life. One of the basic features of American democracy proclaims "majority rule, minority rights." Students will have an opportunity to discover the success or failure of this principle by studying minorities such as the Negro, Indian and Jew.

Protest and Reform

How does the citizen change something within society that does not appeal to him? This is one of the major questions that will be discussed in an attempt to relate the study of American history to problems we face today.

Rise of Industrialism

Why is the United States the leading industrial state in the world today? How did we get there? Who were the individuals who stimulated the growth of business and industry? These and other questions will be explained as we follow America's growth as an industrial nation.

GRADES 11 AND 12 ONLY:

Consumer Economics

The primary purpose of Consumer Economics is to help the student develop his capacity to think clearly, objectively and with a reasonable amount of sophistication about economic problems. Not intended as a course in economic theory. We will stress such things as money and banking, saving, borrowing, credit, insurance and purchasing a home.

LOWER DAUPHIN SCHOOL DISTRICT (Semester Courses)

One unit (year) of World Cultures required in grade 10 and one unit (year) of United States Studies required during grades 11 and 12 for graduation, but students may select their courses, within limitations, from the list of course offerings.

World Cultures Laboratory I
World Cultures Laboratory II (Grade 10)

Who in the world are you? As we look at other people in the world, we will find that this is not an easy question to answer. Why don't they live and think like we do? Why do they live that way? This course will create more questions than answers for the thinking student. Covers the United States, the Soviet Union, China, Southeast Asia, India, the Middle East, Africa and Western Europe.

Youth in Government (Grades 10, 11, 12)

A study of youth's role in government today. Using actual problems of the day, students will be confronted with decision making. Recommended for student leaders, club officers, and student council members.

AVTEC: Social Studies (Grades 10, 11, 12)

Do you have hidden talent? Like gadgets? Photography? Tape recorders? Movies? Like models built from scratch? The course will be practical, that is you will be working on ways to express ideas through the use of the above and other media. Interest is more important than experience. (Prerequisite: Approval of Department Chairman.)

A New History of the United States I (Grades 11, 12)

To feel the meaning of the United States, it is not enough to know its history. It is not enough to know why its history happened. Instead one must reenact the choices which confronted our ancestors. The ability to read, think and challenge are essential tools for this course.

The United States: A Chronology (1865 to Present) (Grades 10, 11, 12)

In order to have a better world in which to live, can we learn from our past accomplishments and errors? Using traditional approaches, this course presents the political, economic, social and cultural contributions Americans have made here and abroad since the Civil War.

United States Historical Problems (Grades 10, 11, 12)

A study of problems and conflicts that have made the American scene questionable. Students will use logic and creative ideas to determine personal viewpoints.

The United States - Trends in Politics and Creativity (Grades 11, 12)

Politics in the United States! What type of person might become President? Do we need political parties? -Who should vote? How might you get involved in politics? How have music, painting, sculpture and drama aided us? Research, group activity and discussions will be used to evaluate the course.

The United States: A General Introduction to Historical Problems (Grades 11, 12)

Loyalty, prejudice, law and order, earning a living, social concerns have been problems throughout our history. A study of the effects of these issues through the years will be developed. Visual aids and discussion will aim toward improving reading skills.

The United States: Independent Studies (Grades 11, 12)

Independent Studies permit the serious student of the United States to develop his own program of study under the guidance of an advisor. The student will not be assigned to a class but will work independently. The emphasis of the work should be in understanding the period from 1865 to the present.

A New History of the United States II (Grades 11, 12)

The second semester of a two-semester course. By this time you should be receiving recruiting letters from Princeton University. (Prerequisite: A New History of the United States I)

Current United States Problems -- Home and Abroad (Grades 10, 11, 12)

Problems confronting us now! Students will discover their own world. Questions of standards, order, revolution and change will be discussed. Students will be asked to suggest ways of determining United States policy. Evaluation will result from research, group activity and discussion.

Minorities in the United States (Grades 10, 11, 12)

Are you prejudiced? What is the place of minorities in our society? Negroes, American Indians, Jews, Orientals, Youth Movements! Let us determine their contributions to society as well as their needs.

The History of Arts and Crafts in America (Grades 10, 11, 12)

Does an old house, quaint costumes, a spinning wheel, a Conestoga wagon or a Kentucky (Pennsylvania) rifle fascinate you? If so, this course is for you as it traces the development and use of the practical and decorative arts and mechanical crafts in America from colonial times to the present. There will be special emphasis on the contributions of the Pennsylvania Germans and the Scotch-Irish. Field trips to local museums and guest speakers will supplement the program.

United States: Foreign Relations (Grades 11, 12)

How do you feel toward our ~~foreign neighbors~~ - Cuba, Russia, China, Vietnam? Students will have the opportunity to gain knowledge of the hatreds, prejudices and attitudes that cause conflicts between the United States and foreign powers. How can we lessen these prejudices?

How to Prepare for the Working World (Grades 11, 12)

Not everybody goes to college, but everybody has to live. What are unions? Does a strike pay? Who's your boss? Could you be a leader? This course will tell how you too can be successful in the working world after graduation. It is expected that students will be working part time in order to put what they have learned into effect.

Education. Why? (Grades 10, 11, 12)

Interested in teaching? Then why not find out what Socrates and others have said about educating mankind? What has happened since you have been in school? Where is education going? Activities will include research, discussion and field work. Evaluation will be determined by the group.

Psychology (Grades 11, 12)

Are you curious as to why human beings and lower animals behave the way they do? What can we do better to cope with frustration and conflict? By studying the reactions of other human beings and animals, we can learn to guide our own behavior in a more socially desirable and rewarding manner.

Introduction to the Behavioral Sciences (Grades 11, 12)

If man were always alone, he could be explained by psychology. If he always stayed in groups, he could be explained through sociology. If his needs were always satisfied, economics could easily identify him. A man doesn't always respond to political guidelines either, so political science cannot tell the whole story. Man is just too complex to be shaped by one group of forces. This course will try to help you understand him a little better.

Consumer Finance (Grades 11, 12)

Have you ever gone out on a date only to find it's "dutch treat" because he is out of money? Or do you find that she always picks the meal on the bottom of the menu . . . and at \$5.90 yet? Then tell him or her to sign up for consumer finance, a study of personal money management which includes budgeting, insurance, stocks and bonds, taxes and credit.

Introduction to Archaeology (Grades 10, 11, 12)

Do old buildings and abandoned towns turn you on? This course will study locations no longer used by man and try to reconstruct their former uses. Student participation will include research and on-site study. Old shoes and curiosity are requirements. Limited to 20 students and scheduled for a double period.

Comparative Political Systems (Grades 10, 11, 12)

Do you want to know why we need government, how we can improve it and how our system differs from other governments? This course describes and compares the governmental activities of a primitive society, the American democratic society and the dictatorial society of the Soviet Union. Using the "new" approach to the social studies by means of readings and problem identification, it should have particular appeal to the academic student.

Sociology (Grades 10, 11, 12)

Since we spend our entire lifetime as a member of a number of groups, shouldn't we learn more about them? What is culture and why is it so important? Hopefully this course should give you a base for further exploration of the critical issues that face us now and in the future.

Comparative Economic Systems (Grades 10, 11, 12)

So you have learned about our government in Comparative Political Systems or elsewhere, why not learn about how its people earn a living, distribute their wealth and produce needed goods and services? This course describes and compares the economic activities of a primitive society, the capitalistic society of the United States, and the authoritarian society of the Soviet Union.

Comparative Religions: Why Man Believes (Grades 11, 12)

Taking five major religions of the world, students will study what man believes. They will have the opportunity to evaluate themselves in the search for "Why man believes." Evaluation will be on an individual basis through oral and written projects.

Humanities in Three Cities (Grades 11, 12)

What is the good man? What is the good life? What is the good society? The course will examine your answers to these questions in contrast with answers by men of three great cities in civilization: Athens, Florence and New York. This course is as old as the past, as new as tomorrow and as alive as your involvement.

The United States: How Did We Get Where We Are? (Grades 11, 12)

In this course we will study the United States from 1860 to today. You help plan the topics we will talk about such as loyalty, law and justice, prejudice and government. Grades will come from both written and spoken activities.

The United States: Let's Look at America (Grades 11, 12)

What are the problems in the United States? As students can we solve them? Drugs, race problems and student revolutions are some of the problems we will talk about.

Social Studies Special Project (One Semester) (Grades 11, 12)

The Special Project elective enables a student to work with an advisor on a project of his own choosing. The objectives and plan of attack are the responsibility of the student, developed in consultation with and finally approved by the advisor.

ADDITIONAL COURSE POSSIBILITIES

Listed below are titles of courses extracted from the catalogs of course offerings for other school districts and not included in the previous examples.

American Public Finance
Civil War and Reconstruction
Comparative Western Art and Music
Critical Issues
Cultural Geography
Current History of Russia
Diplomatic History of the United States
Ecology
Economic Geography
Economic Power Groups
Family Finance
Great Men of the Christian Church
Home and Family Living

How To's of Social Research
International Trade and Finance
Introduction to Culture
Introduction to Philosophy
Issues and Answers at State and Local Government Level
It's All in Your Mind
Mass Media
Nazi Germany
Origin of Political Parties
Power to the People
Prejudice and Discrimination
Rise of Christianity
Rise of Western Dictatorships
Times through the Times, The
Twentieth Century Asian History
Twentieth Century Peace Movement
World Power and Leadership