



Course Syllabus

COURSE NUMBER: SOCS 5750.01	COURSE TITLE: Decade of the Fifties	TERM: SP2
SITE: WGHS	INSTRUCTOR CONTACT INFORMATION: Lary Baker – larybaker@sbcglobal.net	CREDIT HOURS: 3

1. COURSE DESCRIPTION: “The Fifties” will examine the major events and personalities that gave the decade of the fifties its unique identity. The events studied will include: The rise of the post war consumer culture, The Cold War, The McCarthy hearings, the Civil Rights Movement, the rise of youth culture including Rock and Roll Music, The Art and other cultural styles of the decade, e.g. movies, clothing and architecture.

2. LEARNING OUTCOMES:

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
1. Learn the major historical events of the decade of the fifties.	Based on inquiry and scholarship, demonstrate advanced knowledge of the specialty areas in the Social Sciences and their development as a member of a diverse community.	MoSTEP Standards: 1, 2, 3, 4, 5, 6 MoSTEP Benchmarks: 1a, 1b, 1c, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 6a, 6b, 6c, 6d
2. Be able to identify the most important personalities of the decade.	Based on content, current events, best practices, research, and theory, engage in continuous reflection of learning, content areas, and instructional strategies that are responsive to Students’ thinking, prior experience, and interactions in our world	
3. Be familiar with important literary works of the fifties.	Through collaboration with colleagues, parents, counselors, and community resources, reflect on the roles that educators take as leaders of change and how the social sciences impact these interrelationships to foster community action	

Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Week 1: Halberstam, chapters 1-6

Week II: Text, chapters 7-14

- Handout, *An Introduction to McDonaldization* (Excerpt from *The McDonaldization of Society*).

Week III: Text, chapters 15-21

- Handout, *The Fifties: Another View*

Week IV: Text, chapters 22-27

- Mid-Term Exam

Week V: Text, chapters 28-31 The Korean War

Week VI: Text, chapters 32-40

- Discussion of the Civil Rights Movement

Week VII: Video, *Art of the Fifties*

Week VIII: Final Exam

3. RESOURCES:

Required Text(s):

The Fifties, David Halberstam

- Class handouts and videos based upon the Halberstam book.

American Heritage, Boomer Century - How the Baby Boom Generation Changed Everything

"*Devils in America*," Harvey Klehr, New Republic

"*What Other People Say May Change What You See*," N.Y. Times

"*50's Best Movies*," Post-Dispatch

"*Conquering Polio*," Jeffrey Klugen, Smithsonian (April, 2005).

"*Schoolings in Equality - What Brown Did and Did Not Accomplish*," New Republic (July, 2004).

Videos:

"The Fifties," David Halberstam

"The American Century" - The Fifties

"Senator Joseph McCarthy"

4. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Percentage of Grade
Class Participation	All outcomes	20%
Mid-Term	Demonstrate an understanding of major historical events	40%
Final Exam	Demonstrate knowledge of major cultural ideas and themes of 1960's	40%

6. GRADING SCALE: A = 90%+ | B = 80%-89% | C = 79% or below [Attendance will be included in class participation].

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

5. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

6. ACCESSIBILITY/ACCOMODATIONS POLICY:

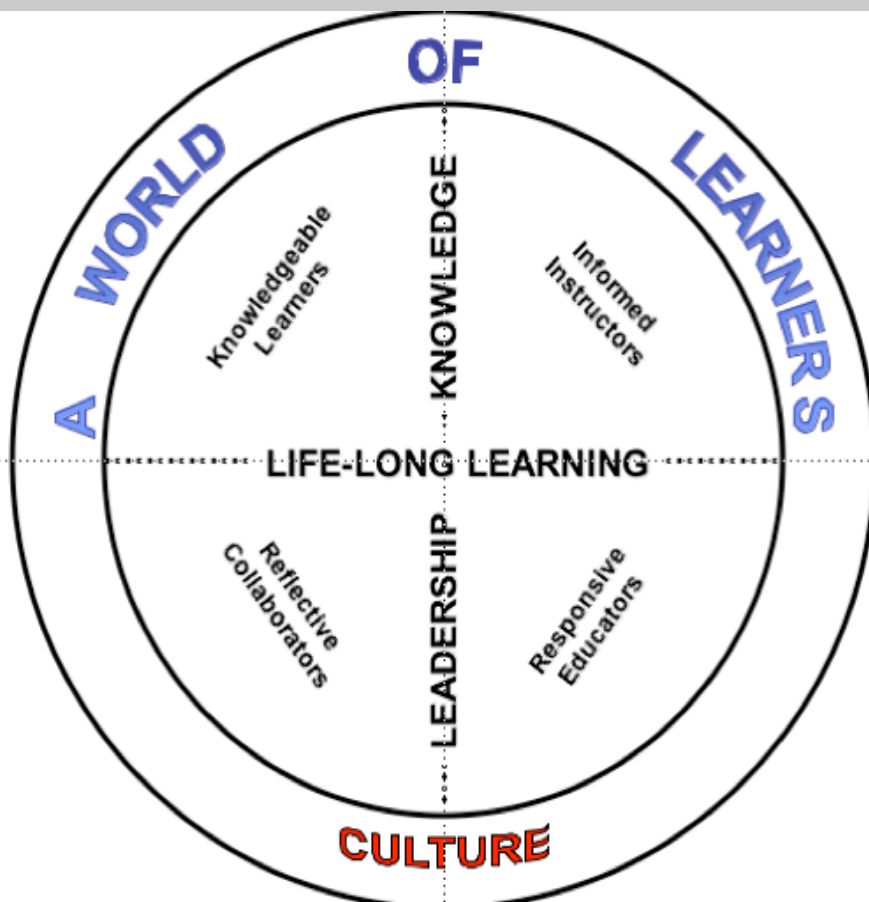
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: " . . . We all must work to make this world worthy of its children." (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self

- 1.1 Understands and respects that s (he) may be different from others
- 1.2 Embraces an openness to change (adaptability, flexibility)
- 1.3 Exhibits curiosity
- 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).