

Appendix A

One version of a civic core: Key topics and starting points

The following is but one illustrative model among many that could expand upon Part One's question "What is a civic core and what should be in it?" From vast numbers of items that could be taught in the social studies, it selects basic topics for student understanding of civics, geography, economics, and political history and ideas, both Western and non-Western.¹ Under each, it offers a few specifics from which teachers may start to design lessons and assignments. The main topics focus on the adventures of democracy from ancient times, including ideas and ideals from all world civilizations that speak for decency and justice. Suggested content here is followed by Appendix B, which offers suggestions on the use of instructional time to convey this material well, yet still leaving room for the exploration of other themes and topics as well as for reviews of essentials studied in prior grades—such as the making and amending of the Constitution in U.S. history and the teachings and ethical systems of major religions in an introductory world history course.

Teachers should be able to deal with all of these civic core topics, including several in depth, and add other topics of their own choosing. This is especially doable where state standards and frameworks satisfy three conditions: First, when history, civics, geography, and economics are presented together in a chronological narrative, so that each subject enlivens the others. Second, when the narrative is segmented by era and articulated across the grades, leaving time to revisit earlier topics when needed and to make engaging connections to current issues of interest to students. And third, when testing systems leave schools and teachers free to choose which topics to present in depth, and which to cover more briefly or leave to monitored student reading—thus ensuring that all required topics are touched upon to some extent.

In short, it is imperative that schools navigate a middle way between an inch-deep rush across all of history and half-term-long dalliances with favorite topics. States and districts must also take a middle way, between inflexible, standardized tests that are often misaligned with standards and curriculum, and a system that holds schools unaccountable for what they offer to which students and how well it is taught. This is possible when statewide tests use

¹ Sources for the selection of topics are listed in the bibliography at the end of this appendix.

multiple choice items to measure the breadth of student learning, while also encouraging depth through the use of extended-response or essay questions. It is a balance that is found in many teacher-prepared tests in schools and colleges across the country, as well as in the best national exams that are used abroad.

The topics here, especially for U.S. and world history/geography, may be arranged in several different patterns across the grades. But in all cases, they should be followed up by a commonly-required twelfth-grade capstone course in civics and government, including international affairs. This course is most engaging when significant questions about democracy's principles and necessities—such as those recommended in the Center for Civic Education's National Standards for Civics and Government—are repeatedly revisited across the middle and high school years in relation to different eras of U.S. and world history.

I. Origins of democratic ideas and institutions to 1800

A. The world to 1800

1. Ancient Asian civilizations Spiritual and moral teachings of Hinduism and Buddhism in India; the spread of Buddhism to Southeast Asia, China, and Korea; ethical, social, and political teachings of Confucianism; the complementary ideas of Taoism; Buddhism and Confucianism spread to Japan.

2. Ancient Israel. The importance to Western civilization of small, turbulent, and vulnerable peoples: ancient Jews and Greeks both reject fatalism, mystery, and individual helplessness; the moral teachings of Judaism; the Commandments; the Prophets; individual responsibility to God and neighbor; duty to ameliorate human life on earth.

3. Ancient Greece. The Persian and Peloponnesian Wars as context for Greek political thought; Athenian democracy, its extent and limits; Plato's "philosopher king;" Aristotle's six forms of government, self-rule as needing moderate "middle classes" between plutocrats and the poor; Athens "golden age" ended by its own imperialism; the lessons of hubris.

4. The Roman Republic The constitution; checks and balances; citizens' duty and broad participation, but rising class and factional hatreds let demagogues vilify moderate leaders; as empire spreads, the military dominates politics, the republic falls to autocracy.

5. Decline and fall of the Roman Empire. Cautionary tales for the American founders; study of multiple causes/forces from several spheres of life; internal: ideas and morale, religion, ruin of independent farmers, urban poverty, class hatreds, brutal amusements, corruption, militarism, palace revolts, succession of weak emperors; external: migration and invasion, loss of trade and revenue, provincial disorder, military decline, Empire divided between East and West.

6. Christianity. Judaic teachings spread to Gentiles; all souls spiritually equal and dignified; free will and individual responsibility to God; the Sermon on the Mount; Christian duties to neighbor and to society; the humble are blessed, as are the disturbers of the peace who advance justice.

7. Byzantine Empire. Constantine's shift of Rome's capital to the East; legacy of Roman law and Justinian's code; Eastern Orthodox Church under secular rulers, caesaropapism vs. relative independence of the Western church; Byzantine preservation of ancient learning.

8. Islam and Muslim civilization. Relations to Judaism and Christianity; Muhammad the Prophet in the line of Moses and Jesus; the Qur'an, beliefs and teachings, personal morality, social justice; factors in spread of Muslim power; transmittal of Greek and Indian works to

Christian Europe.

9. Medieval feudalism, root of constitutions. Magna Carta of 1215 a feudal contract, reflecting a balance of armed power among king, nobles, and clergy; leads to representative government by its most critical clause, which limits the king's "power of the purse" lest he finance a larger army to upset the balance; the Model Parliament of 1295.

10. Renaissance Humanism Revival of Greek and Roman ideas and arts coupled with innovation; the high potential of individual creativity; political and papal leaders support artists and scholars; Machiavelli's *The Prince* and Discourses as reformist pleas for leaders' competence, grounded in their historical study and concern for ordinary citizens; perils of flattery, factions, and demagogues.

11. Protestant Revolution. Again, study of multiple forces; long- and short-term causes of revolt against the Roman church's economic and political power; religious principles and practices of Lutherans and Calvinists; economic, social, and political motivations of their secular supporters.

12. The English Revolution. Stuart kings vs. Parliament, advantages and disadvantages of each side (effects of geography, economics, class rivalries, tradition, personalities); Glorious Revolution of 1688 and Bill of Rights 1689; similar conditions in the Dutch Republic and American colonies (inner balances of power preserve limited governments); contrast to French absolutism.

13. The Enlightenment. Effects of the Scientific Revolution; faith in reason, science, and "laws of nature" that some saw applicable to economic, social, and political life, even envisioning a perfectible human nature; a "Newtonian" future as peaceful, predictable; but varied views of human nature and "laws" in Hobbes, Locke, Montesquieu, Rousseau, Smith, Malthus.

14. The American Revolution. British defeat of France in 1763 frees Americans from threat; protests of British rule invoke "rights of Englishmen" in Magna Carta, Bill of Rights; French monarchy ready for revenge on England; French liberals find models in England and America.

15. The French Revolution, origins and stages. Forces and ideas at work, both traditional and "enlightened;" weak monarchy, economic depression, class and religious conflict, role of chance and personalities; moderate constitutional monarchy fails; Jacobin republic, the Terror, war, civil war; Napoleon's Empire; 1815 return to constitutional monarchy.

16. Advent of modern politics. Contrasting conditions of the American and French Revolutions; both launch the worldwide "triple revolution" for nationhood, self-government, social justice; the transformation of political vocabulary; Napoleon as the first modern dictator, using "correct" words and constitutional facade for military/police state without balances of power.

B. The United States to 1800

1. Exploration, conquest, colonization. Native North Americans and significant geographical, economic, social, and cultural contrasts across the continent; differing treatment of nature and neighbors; the geography, economics, and rival politics of European explorers and settlers.

2. Politics of the colonial period: The 13 colonies and their diverse economies, classes, religions; rising differences from England and each other, in views of social mobility, the place of women, family structures, local provision for town and colonial assemblies, for voter qualification, levels of education provided, and the extent and conditions of slavery.

3. American Revolution, origins and stages. Colonists protest British taxes and prohibition of

The Essential Characteristics of Democracy

Based on the concept of democracy and its implications along with the attributes shared by individual- and community-centered theories, there are certain indicators that may be used to determine the degree to which a political system is democratic. In any democratic system, these indicators may be evident to a greater or lesser degree and some may be more salient than others. Additional indicators may be used to determine the degree to which a political system emphasizes liberal or non-liberal traits.

Democratic indices. In its way of life and institutions, democracy embodies certain fundamental values and principles. These include:

- 1. Popular sovereignty:** all legitimate power ultimately resides in the people and the consent of the people is necessary for powers of government to be just. Thus, authority flows upward from people to rulers, not downward from a deity or monarch to the people.
- 2. The common good:** the promotion of what is good for the polity as a whole and not the interests of a portion of the polity to the exclusion and at the expense of the rest of society.
- 3. Constitutionalism:** the empowerment and limitation of government by an enforceable written or unwritten constitution. Constitutionalism includes the idea of the rule of law. Many constitutional governments respect the principle that laws are void if they are in conflict with the constitution.
- 4. Equality:** the right to be treated equally to every other person in society as embodied in such rights as equal justice and the equality of individuals under law notwithstanding their gender, ethnicity, race, religion.
- 5. Majority rule/minority rights:** the right of the majority to rule, constrained by the right of individuals in the minority to enjoy the same benefits and share the same burdens as the majority; the majority must live by the same laws as the minority. Nor may a majority strip a minority of its political rights.
- 6. Justice and fairness:** governmental decisions about burdens and benefits should be based on impartial criteria, derived through procedures that reflect “fair play,” or basic ideas of fairness.
- 7. Political rights for citizens:** the power of participation and control of government embodied in certain political rights, for example, freedom of speech and the press and the right to vote in open, free, fair, regular elections.
- 8. Independent judiciary and juries:** the judicial system (including juries) makes decisions on an impartial basis in accordance with the law as the supreme criterion of judgment. As such, the judicial system must operate independently of any other agency of government, social organization, or corrupting influence.
- 9. Civilian control of the military and police:** the military and police should be subject to the control of civilian authority and the military’s supreme commander should be a civilian because military commanders are not elected by the people and must therefore be under the control of those who are.
- 10. Supremacy of secular over religious authority:** purely secular law and authority, which are subject to the consent of the people, take precedence in secular matters over religious law and authority, which are not subject to popular decision-making and revision.
- 11. Education of the public.** A widespread system of common education including schools and other avenues of instruction that prepare citizens to exercise their rights and fulfill their responsibilities.

—Excerpted from *An International Framework for Education in Democracy*,
Center for Civic Education, Calabasas CA,
January 10, 2003 (Draft)

trans-Appalachian settlement; rising colonial cohesion; 1775 first battles and Continental army; 1776 Declaration of Independence; Washington's strategy and personal example; factors in British defeat: geography, mediocre political and military leaders; French money, troops and fleet.

4. Anglo-American political heritage. Judaic-Christian views of human nature and equality; moral duty to neighbors, society, and posterity; lessons from the fall of Athens, Rome's republic and empire, Magna Carta, parliamentary tradition, common law, the English Revolution and Bill of Rights; colonial political practices, 17th and 18th century ideas; Hobbes, Locke, Montesquieu.

5. Founding documents, debates. State constitutions with separation of powers, bills of rights; Articles of Confederation; the Northwest Ordinance, banning slavery in the territories; U.S. Constitution from Philadelphia, 1787; the Federalist and anti-Federalist arguments; U.S. Bill of Rights, 1791, based on models from England, France and the states.

6. The Constitution. Balances of power among the states drive the compromises of 1787; separation of powers, bicameral legislature; federalism allocates state and national powers and functions; three-fifths of slave population counted for seats in the House of Representatives; direct taxation; historical change and continuity in amending and interpreting the Constitution.

7. The early republic. Washington's stature; his cabinet as a balance of factions; two parties rise, Federalist and Republican; Hamilton vs. Jefferson on the government's role in the economy; Washington's Farewell Address decries factionalism and foreign entanglements; John Adams loses to Jefferson in a bitter 1800 election campaign, but the transition is peaceful.

II. Democracy's advances and setbacks, 1800 to 1945

A. The United States, 1800 to 1945

Expansion, Reform and Sectionalism, 1800-1861

1. Early Industrial Revolution. Expanding, diverging economies of North and South raise new political interests, divisive sectional quarrels, as does westward movement and advent of new states; southern slave labor and northern factory/mine labor contribute greatly to national wealth.

2. Jacksonian democracy as modern politics. Egalitarian appeals to the "common man" include the spoils system, Indian expulsion, verbal attacks on "elites;" Jackson defends the Union vs. states' rights but weakens federal initiatives for national economic growth.

3. Pre-Civil War social reforms: how they prefigure reform campaigns to the present; leave memories of reformers to emulate and causes to pursue; religion inspires activists to improve life in hospitals, asylums, prisons, poorhouses, orphanages, utopian communities; to broaden public schooling, and to win economic and political rights for women and labor.

4. New immigration. European sources: famine in Ireland; unrest in central and southern Europe; violent nativist responses; immigrants double the free labor force for mines, factories, railroads, and docks; first labor movement divided, weakened by race, ethnicity, religion and between "natives" and newcomers.

5. Life in slavery: work, family, religion, and resistance Plantation labor, docks and fisheries, skilled crafts; sources of cohesion in kinship networks, churches, oral tradition; rising instances of passive resistance and revolt; retaliatory state laws prefigure tactics after the Civil War.

6. Abolitionism and its leaders. Other reformist causes overshadowed by each failure of

compromise between free and slave states; events stir fear and hatreds pressing Americans to war on each other; the Fugitive Slave Act, Kansas-Nebraska Act, Dred Scott decision; the fury of both sides over the actions and fate of John Brown.

The Civil War and Reconstruction, 1860-1877

7. Abraham Lincoln. The importance of character and self-education; views of slavery; the election of 1860; plea for peace in Lincoln's First Inaugural Address; secession and the outbreak of war; the Gettysburg Address; historians on his presidency; his view of U.S. democracy as the "last, best hope of earth."

8. Civil War stages and turning-points 620,000 dead (equivalent of over 5 million as a percentage of today's population); early victories mislead Confederates; Gettysburg and Vicksburg; factors in Union victory: geography, trade, resources, production, manpower, morale, civilian and military leaders.

9. Slavery formally ended The Emancipation Proclamation, its significance and limits; the 13th, 14th, and 15th Amendments to the Constitution; the legacy of moral and political messages in Lincoln's Second Inaugural Address; his assassination leaves Reconstruction leaderless.

10. Reconstruction's failure. The Federal government's narrow and conflicting aims (contrast to Czarist emancipation of Russia's serfs in 1861); Congressional and Northern promises of economic and political help to ex-slaves are abandoned; the disputed election of 1876; prewar southern political powers return; a lawful Union fails to emerge from war's sacrifice.

11. Unfinished emancipation Black farming limited and precarious; sharecropping grows (akin to Russian serfdom); black schools and voting blocked by force; emergence of the Klan; segregation of "Jim Crow" laws legitimized by Supreme Court in *Plessy v. Ferguson* 1896; lynch law spreads.

The advent of modern America, 1865-1920

12. A "developing" country industrializes. America enjoys broad resources, low labor costs; growing internal market; secure borders; low military expense; tariffs, tax breaks, limits on labor union action, open immigration laws, sale of public lands and federal/state subsidies to railroads and business, heavy foreign investments; compare and contrast to developing nations today.

13. The new world of business. The modern corporation, stock exchange; monopolies and combinations; investment banking; "Wall Street" alliances with press and both major parties; selective laissez-faire; the Gilded Age; the Gospel of Wealth and philanthropy.

14. Labor struggles to organize Low wages, long hours, and unsafe working conditions in mines, factories, railroads; worker vulnerability to illness, accident, and old age; labor organizers blocked by employer lockouts, blacklists, and retaliation; the press, courts, police, and office-holders usually allied with employers; strikes and violence on both sides.

15. Immigration, migration, urbanization. Absorption of 24 million immigrants between 1865 and 1914; heavy inner migration, farms to towns; African-Americans from the South blacks migrate to North and Midwest; growth of big cities; ethnic political bosses and political machines help "their own" and some of the poor.

16. Farm crises and populism Mechanized farming raises production and costs; low prices drain farm income; farmers lack power against banks, railroads, processors, commodity speculators; Populists demand income tax, people's banks, government rails and utilities; party split

by racism and ethnicity, lack of support from eastern industrial labor.

17. U.S. begins its rise to world power. Victory in Spanish-American War; dominance of the Caribbean region; Americans crush Philippine revolt for independence; Congressional and public debate on imperialism: democratic ideals and American “exceptionalism” (relative to British/European imperialists) vs. desire for expanding trade and a larger share of world power.

18. Progressive reform movement. Religious motives plus faith in science, reason, and education; the “muckrakers” on business crime, city squalor, unsafe food, political corruption; aims and accomplishments under Roosevelt, Taft, and Wilson; conservation, government regulations, income tax; labor laws; race issues divide the Progressives.

The United States and World Wars I & II, 1914-1945

19. World War I. Causes and human toll; reasons for American entry; the economic, military, and political role of the United States; Wilson’s “Fourteen Points”; divided Allies at the Paris Peace Conference of 1919; Congressional rejection of the Versailles Treaty and League of Nations; Wilson’s promised treaty of alliance with France and Britain not honored.

20. The war’s effects on 20th-century America. The United States goes from debtor to creditor nation, war suppliers prosper; war’s slaughter and chaos open way for communists in Russia, fascists in Italy, Nazis in Germany; aftereffects of war as partial cause of the Great Depression, disarray of Western democracies during the 1930s, roots of World War II and cold war.

21. Women’s suffrage. The 19th Amendment, ratified in 1920, a culmination of the campaign to secure women’s right to vote dating back to the 1848 Seneca Falls Declaration; women’s national voting rights follow upon prior successes in several recently admitted Western states.

22. “Roaring” Twenties. Jazz Age culture of the prosperous; mass production and consumption; the automobile industry a new economic/political power; the social, cultural, and political effects of Prohibition, radio, movies, mass spectator sports, and a society on wheels.

23. Underside of the Twenties: Black migrants to the north left to ghettos, segregated schools; urban race conflicts; the Klan prospers and extends its threat to immigrants, Catholics, Jews, labor organizers; fall of farm prices; rural poverty and foreclosures are first signs of Depression.

24. The Great Depression and its causes. Effects of World War I; foreign trade shrinks, low farmer and urban worker incomes limit purchasing power; unregulated speculation sends stock prices beyond value of firms over-producing; 1929 stock market crash ruins investors, large and small.

25. American democracy in crisis, 1930-1933. By 1932, 10 million are jobless; savings, homes, and farms are lost; stricken families destabilized; vagrancy, homelessness, malnutrition; religious and private charities overwhelmed; business demands government rescue; Left and Right demagogues declare the death of democracy and predict a triumphal future for communism or fascism.

26. New Deal. New Democratic coalition of labor, farmers, urban ethnics, African-Americans, and the elderly; new domestic programs, including Social Security, public works, bank and stock exchange regulation, labor rights, and farm supports; New Deal attacked by Left and Right, but confidence in democracy revives.

27. Origins of World War II. WWI allies fail to use League of Nations; Nazi aggression in

Europe; British/French appeasement; American neutrality strained by Japanese atrocities in China, Nazi terrorism; Japanese attack on Pearl Harbor ends American isolationism, 1941.

28. World War II. Vast arms production; women and blacks in industry; West coast hysteria, Japanese-Americans interned; Atlantic Charter and Churchill-Roosevelt partnership; Roosevelt's "Four Freedoms;" U.S. military in the Pacific, North Africa, and Europe; atom bombing of Japan.

B. The world, 1800-1945

1. Latin-American revolutions. Sequels to the American and French Revolutions; nationalism triumphs over colonialism in South America, but dominant military, church, and landed elites block democracy and social reform; abiding class and race inequality, poverty, and autocratic rule.

2. Industrial Revolution. Social, geographical, and political factors in England's early lead; sources of capital; changes in family life and work; factories, mines, new cities, and towns; new groups emerge, including industrialists, bankers, merchants, and the mass of urban workers.

3. Western ideologies of the 19th century. Eighteenth-century expectations upset by effects of industry; emergence of the "isms" still debated today, including liberalism and conservatism (now reversed in meaning), radical republicanism, social democracy, socialism, Marxism, trade unionism; all based on differing views of human nature and needs, of human potential, and of the future.

4. Drives to political and social democracy. Europe moves to universal male suffrage, free primary schools; elected assemblies limit the power of executive rule; limits on work hours and child labor; legalized unions and strikes; social insurance in Germany, England, and Scandinavia.

5. Western nationalism and imperialism. Unification of Italy and Germany; nationalist agitation in the Balkans; forces for New Imperialism; concept of a "Darwinian" world view; progress at home contrasts with Europe's ultimately self-destructive adventures abroad (as with earlier Athenian and Roman empires); imperialism's effects on the colonized abroad and the colonizers at home.

6. Chinese resistance and revolution. Humiliation of Opium War; anti-foreign Taiping Rebellion; Western interventions discredit Manchu dynasty; Chinese army routed by Japanese in 1895; Sun Yat-sen's campaign for democracy, economic/social reform; 1911 Nationalist revolution; republican government is unable to unite China against the warlords.

7. Japan's rise to world power. Shock of Perry's expedition helps patriotic modernizers; Meiji "Restoration"; constitution in autocratic German style, army and navy based on European models; Japanese drive to industrialize and urbanize; government/business corporatism.

8. Nationalism and resistance in India and Africa. British law, civil service, schools, railroads result in partial unification of India; demands of the Indian National Congress; African rebellions weakened by tribalism; dominance of European military, except for Ethiopian defeat of Italian invaders in 1896.

9. 1900: Dawn of a new century. Advances in medicine, longevity, living standards, science, medicine, technology, and public education stir feelings of optimism in Western nations; expectations of further social/political reforms and peace initiatives; at the same time, there are many reasons for pessimism, including abiding poverty, class strife, terrorism, arms races, new weapons of war, national and imperial rivalries, and mutual fears.

10. 1914-18: Origins and outbreak of World War I. Historians debate causes and "inevitabili-

Civics Framework Components, 1998

National Assessment of Educational Progress

According to the authors of the 1998 NAEP Civics Framework, the extreme importance of effective civic education for the well-being of our constitutional democracy makes it imperative that we have adequate information about what students know and are able to do with regard to civics and government. Thus, the aim of the assessment was to indicate generally the essential knowledge and skills students have learned about democratic citizenship and government.

The framework comprised three interrelated components: knowledge, intellectual skills, and civic dispositions. Of these, the knowledge component was the core of the framework.

Knowledge

The knowledge component is embodied in the form of five significant and enduring questions: (1) What are civic life, politics, and government? (2) What are the foundations of the American political system? (3) How does the government established by the Constitution embody the purposes, values, and principles of American democracy? (4) What is the relationship of the United States to other nations and to world affairs? (5) What are the roles of citizens in American democracy?

Intellectual and Participatory Skills

The intellectual and participatory skills component involves the use of knowledge to think and act effectively in a constitutional democracy. Intellectual skills enable students to learn and apply civic knowledge in the many and varied roles of citizens. These skills help citizens identify, describe, explain, and analyze information and arguments as well as evaluate, take, and defend positions on public policies. Participatory skills enable citizens to monitor and influence public and civic life by working with others, clearly articulating ideas and interests, building coalitions, seeking consensus, negotiating compromise, and managing conflict.

Civic Dispositions

Civics dispositions refer to the inclination or “habits of the heart,” as de Tocqueville called them, that pervade all aspects of citizenship. In a constitutional democracy, these dispositions pertain to the rights and responsibilities of individuals in society and to the advancement of possibilities of individuals in society and to the ideals of the polity. They include the dispositions to become an independent member of society; respect individual worth and responsibilities of a citizen; abide by the “rules of the game,” such as accepting the legitimate decisions of the majority while protecting the rights of the minority; participate in civic affairs in an informed, thoughtful, and effective manner; and promote the healthy functioning of American constitutional democracy.

—From The NAEP 1998 Technical Report.

U.S. Department of Education, National Center for Education Statistics.
Allen, Donoghue & Schoeps (2001) Washington, DC: NCES

ty;" ethnic and national pride and resentments; alliances, economic rivalries, military technology and plans; decay of Russian, Ottoman, and Austro-Hungarian empires; the Sarajevo assassination; civilian leaders fail to overcome public and military pressure for war in July-August 1914.

11. 1914-18: The war and the shaping of the century. Failure of grandiose military plans; stalemate, trench warfare, vast slaughter; assaults on civilians; trauma and rising desperation on home fronts; the demoralizing conditions that feed revolution in Russia; emergence of circumstances that presage the Great Depression, Nazism, World War II, and the cold war.

12. The Russian Revolution. Russian defeats in 1914-17, great military and civilian loss of life, economic chaos discredit Czarism; the democratic, reformist Provisional Government attacked by Czarist and Communist extremists on Right and Left, falls to armed Bolsheviks; freely elected assembly is dispersed by force; Communist dictatorship and system of terror established.

13. 1919: Paris Peace Conference. Allies divided in aims, views of the future; French seek border security; British seek high reparations from Germany; Wilson stresses League of Nations; U.S. Congress rejects both Versailles Treaty and League membership; Americans and British repudiate treaty of alliance signed with the French at Paris.

14. Global Depression: War's drain on European economies; shrunken consumption and trade; world farm crisis, industrial strife, and lost jobs; varied responses, including America's New Deal, French Popular Front, British retrenchment, and the Scandinavian "Third Way" of a mixed economy.

15. Totalitarian communism, between the wars. Based in Leninist-Stalinist, single-party Soviet Union; middle class plundered; labor unions crushed, industry seized, peasant landowners exterminated in collectivization of agriculture; restricted information flows, forced relocations, arbitrary arrest, widespread imprisonment, summary executions, and regional starvation as means of political control; in Europe and America, Communist parties and cells divide and weaken labor unions and social democratic parties.

16. Totalitarian fascism. Rises from Depression, nationalism, anti-communism, weak-center regimes; German inflation, depression undermine Weimar Republic; Hitler promises a "new Germany," revenge for Versailles, blames Jews and liberals for defeat and cultural decay; Nazism and Stalinism compared: opposing ideologies but very similar practices.

17. Liberal democracy in peril. Faith in democracy shaken in 1930s, as British and French leaders seem less capable than dictatorships at ending the Depression; British and French drift apart, see the United States as aloof, disengaged; many middle and working class Europeans, journalists, and public figures turn to communism or fascism, resigning themselves to the "lesser evil."

18. Aggression and appeasement. British and French fail to use the League of Nations; Japan seizes Manchuria, Italy conquers Ethiopia; Hitler's treaty violations and advances unimpeded; the Munich crisis of 1938; the multiple interests, memories, fears, popular notions, and wishful thinking behind Anglo-French appeasement, slow rearmament, and American isolationism.

19. World War II. Phase of Axis victories; turning points, including the battles of Britain and the Atlantic, Stalingrad, and Midway; Normandy invaded as Russians march westward; use of atom bomb on Hiroshima, Nagasaki; advantages and disadvantages of each side, in terms of geography, resources, technology, and leaders' choices of their use; the Holocaust, a crime beyond war.

III. Contemporary History

A. The United States since 1945

1. Reversal of post-World War I isolationism. European ruin and Soviet aggression spur the Truman Doctrine and Marshall Plan, NATO guarantees for French and Western Europe, support for the European Union, armed readiness, the United Nations as a new League of Nations.

2. Reversal of post-World War I domestic policies. New Deal reforms against laissez-faire of the 1920's kept in place; government regulations continued; public works, the GI Bill, government support for home ownership; Marshall Plan support of export industries.

3. Cold war effects on American politics. High defense expenditures in "peacetime;" secret government; Eisenhower's warning about the distortion of American priorities by the "military industrial complex;" debate on foreign policy constricted by war atmosphere and "red scares."

4. Cuban missile crisis of 1962. Ends in compromise between United States and Soviet Union and raises three crucial matters for democratic citizens in the contemporary world: nightmare of nuclear war; importance of presidential leadership; and civilian authority over the military.

5. Wars in Korea and Vietnam. High American casualties in both; Chinese intervention forces stalemate and divided Korea; the "domino" theory of containment; in Vietnam, the first war lost by the U.S., divides the nation and raises doubt over government honesty and competence.

6. Civil Rights Movement and its background. Review of American slavery; the fateful compromise in 1787 Philadelphia; the Civil War's 620,000 dead; Reconstruction's failure; an added century of injustice; 20th-century African-American leaders; racial confrontations of the 1950s and 1960s; Civil Rights and Voting Rights Acts; unfinished business to the present.

7. Effects of television on democratic politics. Civil Rights violence and the Vietnam War enter American living rooms; polls show effects on public opinion and political leaders; the costs of television to election campaigns and resulting power of money over candidates; shrinking coverage of political and world events; the distractions of non-stop entertainment.

8. The American nation in a global technocracy. Questions debated: How shall free societies sort out good and bad effects of technology? How are nations affected by supranational economic power, sheltered from taxes and regulation and free of organized labor's influence on wages and working conditions? How is national unity preserved in the face of widening income gaps and the balkanization of groups? As new as such matters seem, they have much in common with earlier changes and challenges. Students who know history will see recurring issues, and look back at what was done or not done in the past, and what resulted.

B. The world since 1945

1. The Soviet Union seizes Eastern Europe. Political power at the end of World War II, as always, follows the lines of occupying armies; the American "containment" policies, including the Truman Doctrine to guard Greece and Turkey; NATO formed to protect Western Europe, where postwar communist parties threaten destabilization of democratic governments.

2. The Marshall Plan. Economic aid for the social stability of European democracies, which are shaken and impoverished by war's destructiveness; use as stimulant for world trade



and American exports; first steps to the European Union, an economic power now interdependent with the United States.

3. Japan adopts a democratic constitution and demilitarization. American occupation forces and advisers support fundamental political change and contribute to rebuilding Japan's economy.

4. New nations arise in former British and European colonies. War's defeats drain European status and authority in Africa, Asia, and the Middle East; some new nations gain independence by agreement with former rulers (e.g., India, Pakistan); others by armed revolt (e.g., Algeria, Vietnam). Colonial rule replaced by dictatorial rule in many newly independent nations.

5. Chinese communists take power in 1949. Maoist regime imposes state terror and massive loss of life, comparable to Stalinist Russia between the wars; future of Chinese politics remains unclear; Chinese economic and military potential poses a challenge to the region and world.

6. Worldwide open and covert duels between East and West. In Africa, Asia, Central and South America, moderate/center parties are frequently weakened or overwhelmed by leftwing or rightwing extremists; players on all sides appeal major powers for support.

7. Collapse of the Soviet Union. Multiple forces working against the regime from within and without; liberation of East European "satellite" nations; the future of Russia's politics remains unclear as it suffers from deep economic and managerial weakness, plutocracy and corruption.

8. Post-cold war threats A "new" world disorder full of old tribal, ethnic, religious, and ideological conflicts that were masked by the cold war and revived at its end (the Balkans, Central Africa, South Asia, Indonesia, the Middle East); rise of terrorism; proliferation of chemical, biological, and nuclear weapons of mass destruction.

9. Ongoing struggles for political democracy. Struggle for democracy inextricably mixed and sometimes distracted, as ever, by the other two aspects of the triple revolution since 1800: patriotic fervor and demands for economic and social justice; important and differing ideas, forces, and leaders in Eastern Europe, the former Soviet republics, India and Pakistan, South Africa, and Latin America.

10. Democracies of Western Europe. Economic, social, cultural, and educational achievements of U.S. allies in advanced democratic societies—rarely described in textbooks or the media, but useful to examine for better-informed discussion of our own domestic policy issues.

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The preceding sample of a civic core, adaptable for courses in grade five to twelve, is a distillation of topics and recommendations appearing in the following publications:

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