

OCT 15 1993

94-13

JAN 19 1994

LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____

UWUCC USE Only
Number: 93-70
Submission Date: App-11/18/94
Action-Date: senate App-2/7/95

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Larry Miller Phone X1237
Department History Department

II. PROPOSAL TYPE (Check All Appropriate Lines)

- COURSE** Age of Big Business 1877-1917
Suggested 20 character title
- New Course*** HI 344 Age of Big Business in America: 1877-1917
Course Number and Full Title
- Course Revision** _____
Course Number and Full Title
- Liberal Studies Approval+** _____
for new or existing course Course Number and Full Title
- Course Deletion** _____
Course Number and Full Title
- Number and/or Title Change** _____
Old Number and/or Full Old Title

New Number and/or Full New Title
- Course or Catalog Description Change** _____
Course Number and Full Title
- PROGRAM:** Major Minor Track
- New Program*** _____
Program Name
- Program Revision*** _____
Program Name
- Program Deletion*** _____
Program Name
- Title Change** _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

W. Wayne Smith
Austin M. Marcilio
Department Curriculum Committee

Paul B. Bell 10/13/93
Department Chair

[Signature] 10/20/95
College Curriculum Committee

[Signature] 10/24/95
College Dean No New Lessons
Heard

+ Director of Liberal Studies (where applicable)

*Provost (where applicable)

HI 344 Age of Big Business in America, 1877-1917

3c-01-sh

This course examines how big business developed in America, how the economic change reshaped society, and how the reshaped society responded politically.

Age of Big Business, 1877-1917

Section A: Details of the Course

A1: How does this course fit into the program of the department? For what students is the program designed?

This course completes the replacement of two chronological courses, one on the late 19th century and one on the early 20th century, with two topical courses, one on cultural and social history in both eras and one on political and economic history in both eras. The social and cultural course, The Age of Ragtime (Hi 345), has already been approved. Approval of this course will complete the transition. Without approval of this course there is a considerable gap in the department's treatment of the political and economic history of the United States. The course should be of interest to history majors and to non-majors with a special interest in the development of industrial society. It will count toward the 36 credit history major. It has no special relevance to liberal studies.

A2: This course requires no change in the content of any other course. Neither does it require any catalogue changes.

A3: This course has never been offered on a trial basis although elements of the course were previously taught in the old chronological courses (see A1). The course will be offered as a "special studies" in the Spring of 1994.

A4: This is to be a dual level course. A new graduate course proposal is in process.

A5: This course may not be taken for variable credit.

A6: Virtually every major college and university (including Penn State and Pitt) offers a course or courses which cover the material in this course. The American Historical Association pamphlet series for teachers of history treats the period 1877-1917 as one of the basic chronological subdivisions of United States History. See Richard L McCormick, Public Life in Industrial America, 1877-1917 (Washington. D.C.: American Historical Association, 1990).

A7: The content and skills of the proposed course are not specifically required or recommended by any professional association except in so far as the American Historical Association series mentioned in A6 implies a recommendation.

Section B: Interdisciplinary Implications

B1: This course will be taught by one instructor.

B3: This course is substantially unrelated to any specific offering of any other department.

B4: This course is not intended specifically for continuing education students but there is no reason why they could not take it as space permits.

Section C: Implementation

C1: Faculty resources for the course are adequate. This course replaces a course which the same instructor previously taught. The instructor can offer his other 300 level course less frequently.

C2: Current resources are adequate for this course. Library materials will have to be kept up to date, but as most elements of the course were previously taught in a different format, library needs should be no greater than for other courses.

C3: This course is not supported by any grant.

C4: This course will be given annually. It may be given in either semester as departmental obligations and student demand dictate.

C5: Due to the pressure of the department's liberal studies obligation, no more than one section will be offered in any semester.

C6: The usual maximum enrollment for 300 level courses with essay exams is 25 to 30 students.

C7: No professional society recommends limitations on enrollment for this particular course.

Section D: Miscellaneous

Reminder: this course effectively completes the transition from two chronological course to two more topical courses, each of which includes elements of the old chronological courses. We believe students are better served by the larger chronological division. As indicated in A6, the American Historical Association encourages the larger time unit.

Syllabus of Record

I Catalogue Description:

This course examines how big business developed in America, how the economic change reshaped society, and how the reshaped society responded politically.

II Course objectives:

Students will learn how and why the American economy first came to be dominated by big business.

Students will learn how the development of big business changed social relationships in the United States.

Students will learn how the development of big business changed politics in the United States.

Course Outline

A Age of Big Business (5 weeks)

- 1 Entrepreneurial capitalism
- 2 Bureaucratic capitalism
- 3 Finance capitalism

B Segmented society (4 weeks)

- 1 Sections
- 2 Ethnic groups
- 3 The Old classes
- 4 The new classes

C Politics (5 weeks)

- 1 The new order
 - a Public opinion
 - b Political structure
- 2 Revolt against the new order
 - a Public opinion
 - b Political action
- 3 Conservative reform
 - a Organization
 - b Action

IV Evaluation:

The course grade will be based on two essay exams and a research paper. Each of these three written exercises counts 33%.

V Required Textbooks:

- Robert Wiebe, The Search for Order;
 Glenn Porter, The Rise of Big Business;
 Michael McGerr, The Decline of Popular Politics;
 Francis Couvares, The Remaking of Pittsburgh.

VI Bibliography

See the attached Bibliography.

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