

HIST 196 Explorations in U.S. History-CrsRvs-2017-10-24

UNIVERSITY-WIDE CURRICULUM COMMITTEE

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- ***If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

- ***DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- ***Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word **DRAFT** is in yellow at the top of the proposal

Fourth Step: Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	Scott Moore	Proposer Email*	rsmoore@iup.edu
Contact Person*	Scott Moore	Contact Email*	rsmoore@iup.edu
Proposing Department/Unit*	History	Contact Phone*	7-2284

Course Level*	undergraduate-level
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Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

<p>Category A:</p>	<p>Category B:</p> <p>course_revision liberal-studies</p> <p>* Teacher Education: Please complete the Teacher Education section of this form (below)</p> <p>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</p> <p>* Distance Education: Please complete the Distance Education section of this form (below)</p>
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Rationale for Proposed Changes (All Categories)

<p>(A) Why is the course being revised/deleted:*</p>	<p>We are revising our History 196/197/198 courses to bring them into closer alignment with IUP's Expected Student Learning Outcomes and to improve our assessment of these courses.</p>
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(B) University Senate Summary of Rationale*	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>We are revising our History 196/197/198 courses to bring them into closer alignment with IUP's Expected Student Learning Outcomes and to improve our assessment of these courses.</p>
(C) Implications of the change on the program, other programs and the Students:*	None.

Current Course Information*

Category A	
(D) Current Prefix*	
Proposed Prefix	
(E) Current Number*	
Proposed Number	
(F) Current Course Title*	
Proposed Course Title	
(G) Prerequisite(s)	
Proposed Prerequisite(s)	
(H) Current Catalog Description	
Proposed Catalog Description	

If changing Category A, no further action required.

Category B (if no change, leave blank)

(I) Repeatable Course <i>This is for a course that can be repeated</i> <i>Multiple times e.g. Internship</i>	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
Proposed Repeatable Course	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Number of Credits	Class Hours per week: Lab Hours: Credits:
Proposed Number of Credits	Class Hours:Lab Hours:Credits:

(K) Current Course Student

Learning Outcomes (SLOs)

1) Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of the nation's past.

2) Identify important themes in U.S. history.

3) Explain conflicting interpretations of U.S. history.

4) Integrate analyses of race, ethnicity, class, and gender into the historical narrative about the United States.

5) Place historical developments in the United States within a larger global context.

6) Read and analyze historical texts.

7) Develop skills in chronological thinking and historical analysis.

(L) Proposed Course Student

Learning Outcomes (SLOs)

For each outcome, describe how

the outcome will be achieved

Note that the text box in the table expands

SLO #	Outcome	How outcome is assessed
1	Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of the nation's past, including contradictory historical interpretations.	Tests – Student performance in tests that include both objective and open-ended questions will provide evidence for demonstrating knowledge of the cultural, economic, social, and political elements that make up the history of the nation's past.
2	Analyze primary sources and historical documents to illustrate the thinking of men and women of different eras.	Primary Source Analysis Assignment – Student performance on a primary source analysis assignment (graded using a common rubric) will provide evidence for their ability to analyze primary sources and historical documents.
3	Develop skills in chronological thinking and historical analysis using the methods of inquiry and vocabulary commonly used in the discipline.	Tests or Primary Source Analysis Assignment – Student performance on tests that include both objective and open-ended questions and/or on a primary source analysis assignment (graded using a common rubric) will provide evidence for developing skills in chronological thinking and historical analysis.

(M) Previous Brief Course Outline

(It is acceptable to copy

from old syllabus)

As outlined by the federal definition of a "credit hour", the following should be a consideration

regarding student work - For every one hour of classroom or direct faculty instruction,

there should be a minimum of two hours of out of class student work.

Course Outline

All courses should cover significant epochs and developments in U.S. history. These can be presented in a chronological survey (e.g.: 20th century U.S. History) OR based on a significant development/ theme (e.g.: The Frontier in U.S. History). All courses will provide opportunities for students to develop skills in chronological thinking and historical analysis (cause and effect, complex causation, corroboration, interconnections, etc.).

1. A Maturing Industrial Society, 1877-1900

Innovations in Technology, Business, and Culture, 1877-1900

- Innovations in Business
- National Urban Culture Consumer Culture
- New Industrial Order

The American West, 1877-1890

- Indians of the Great Plains Farmers' Woes
- Mining Frontier
- Hispanics, Chinese, and Anglos

Political and Cultural Conflict in the 1890s

- Racial Categories
- Class Conflict Demise of Populists
- Obstacles to Workers' Political Movement Challenges to Gender Roles
- Debate over U.S. Imperialism

EXAM I

2. Reform at Home, Revolution Abroad, 1900-1929

- Progressive Reform Movement, 1900-1912
- Immigration
- Work, Science and Leisure
- Reformers and Radicals
- Theodore Roosevelt, Woodrow Wilson and the Expansion of Federal Power

War and Revolution

- World in Upheaval
- From Neutrality to War
- Struggle to win the Peace

State and Society in the 1920s

- Politics of "Normalcy"
- Government-Business Partnership
- Model T, Consumer Dreams, and a Consumer Society
- Nativism, Legislating Values, and Redefining American Identity

EXAM 2

3. From Depression to War to World Power, 1929-1945

State and Society in Hard Economic Times Causes of the Crisis

- Surviving Hard Times
- FDR, the New Deal and its Impact on Society

Global Conflict

- Mobilizing for War
- Pearl Harbor
- The Home Front Race and War

Cold War and Hot War, 1945-1960

- Truman and the Policy of Containment
- Containment in the Postcolonial World
- National Security State

EXAM 3

4. The Age of Cold War Liberalism, 1945-1980

Cold War

- America Politics of Fear
- Living with the Bomb

The Age of Affluence, 1945-1960

- Engines of Economic Growth
- The Suburban Ideal versus Reality
- Consumer Culture
- Contradictions in Women's Lives
- Cultural Dissenters
- The Other America

Changing the Status Quo and Breaking Boundaries

- LBJ, JFK, and the Politics of Liberalism
- Modern Civil Rights Movement
- Student Activism, Women's Rights, Latino(a) Rights, Gay Rights
- 1968: Coming Apart

The War in Vietnam, 1965-1973

- Escalation
- Public Opinion
- Antiwar Movement

A Different World in the 1970s

- Nixon and Detente
- Lean Years
- Continuing Battle for Civil Rights
- Politics in the Wake of Watergate

5. A Divided Nation in a Disordered World, 1980-2008

The Reagan Revolution and the Triumph of Conservatism

- Rise of Conservatism
- Ronald Reagan and the New Right
- Reaganomics and its Implications
- The End of the Cold War

A Dynamic Economy, A Divided People, 1980-2000

- The Clinton Presidency, 1993-2001
- The New Social Pyramid Science and Technology
- America in the Global Economy and Society
- Conflicting Values and Culture Wars

Presentations

Into the 21st Century

- Challenges to U.S. Hegemony

What kind of America?

- What kind of World?

Final Exam

(N) Brief Course Outline

(Give sufficient detail to communicate the content to faculty across campus.

It is not necessary to include specific readings, calendar or assignments)

As outlined by the federal definition of a "credit hour", the following should be a consideration

regarding student work - For every one hour of classroom or direct faculty instruction,

there should be a minimum of two hours of out of class student work.

Course Outline

All courses should cover significant epochs and developments in U.S. history. These can be presented in a chronological survey (e.g.: 20th century U.S. History) OR based on a significant development/ theme (e.g.: The Frontier in U.S. History). All courses will provide opportunities for students to develop skills in chronological thinking and historical analysis (cause and effect, complex causation, corroboration, interconnections, etc.).

A Maturing Industrial Society, 1877-1900

- Innovations in Technology, Business, and Culture, 1877-1900
- The American West, 1877-1890
- Political and Cultural Conflict in the 1890s

Reform at Home, Revolution Abroad, 1900-1929

- War and Revolution
- State and Society in the 1920s

From Depression to War to World Power, 1929-1945

- State and Society in Hard Economic Times Causes of the Crisis
- Global Conflict
- Cold War and Hot War, 1945-1960

The Age of Cold War Liberalism, 1945-1980

- Cold War
- The Age of Affluence, 1945-1960
- Changing the Status Quo and Breaking Boundaries
- The War in Vietnam, 1965-1973
- A Different World in the 1970s

A Divided Nation in a Disordered World, 1980-2008

- The Reagan Revolution and the Triumph of Conservatism
- A Dynamic Economy, A Divided People, 1980-2000
- Into the 21st Century
- What kind of America?

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course has previously been approved for Distance Education</p>
<p>Course Prefix/Number</p>	
<p>Course Title</p>	

Type of Proposal	See CBA, Art. 42.D.1 for Definition
Brief Course Outline	<p>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</p> <p>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or</p> <p>direct faculty instruction, there should be a minimum of two hours of out of class student work.</p>

Rationale for Proposal (Required Questions from CBA)

How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	<p>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</p> <p>liberal-studies</p>
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	history

Liberal Studies Elective

Please mark the designation(s) that apply - must meet at least one

Expected Undergraduate Student

Learning Outcomes
(EUSLOs)

Map each course outcome to as many of the characteristics of the EUSLOs that apply. Fill in the course outcome number

Map the Course Outcome to the
ESULO's

See <https://www.iup.edu/liberal/faculty-and-staff/euslos/> for additional information regarding mapping EUSLOs

Informed Learners demonstrate:	Course SLO #
<ul style="list-style-type: none">the ways of modeling the natural, social and technical worlds	
<ul style="list-style-type: none">The aesthetic facets of human experience	
<ul style="list-style-type: none">the past and present from historical, philosophical and social perspectives	1
<ul style="list-style-type: none">the human imagination, expression and traditions of many cultures	
<ul style="list-style-type: none">the interrelationships within and across cultures & global communities	1
<ul style="list-style-type: none">the interrelationships within and across disciplines	
Empowered Learners demonstrate:	Course SLO #
<ul style="list-style-type: none">effective oral and written communication abilities	

<ul style="list-style-type: none"> • ease with textual, visual and electronically-mediated literacies 	2
<ul style="list-style-type: none"> • problem solving skills using a variety of methods and tools 	
<ul style="list-style-type: none"> • information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 	2
<ul style="list-style-type: none"> • the ability to transform information into knowledge and knowledge into judgement and action 	
<ul style="list-style-type: none"> • the ability to work within complex systems and with diverse groups 	
<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 	3
<ul style="list-style-type: none"> • reflective thinking and the ability to synthesize information and ideas 	3
Responsible Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"> • intellectual honesty 	
<ul style="list-style-type: none"> • concern for social justice 	
<ul style="list-style-type: none"> • civic engagement 	

	<ul style="list-style-type: none"> an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world 	
	<ul style="list-style-type: none"> an understanding of themselves and a respect for the identities, histories and cultures of others 	1

How will each outcome be measured
(note should mirror (L) Student Learning Outcomes* (SLO) from the course proposal

Narrative on how the course will address the Selected Category Content

Course SLO #	Assessment Tool to be used to measure the outcome
1	Tests – Student performance in tests that include both objective and open-ended questions will provide evidence for demonstrating knowledge of the cultural, economic, social, and political elements that make up the history of the nation’s past.
2	Primary Source Analysis Assignment – Student performance on a primary source analysis assignment (graded using a common rubric) will provide evidence for their ability to analyze primary sources and historical documents.
3	Tests or Primary Source Analysis Assignment – Student performance on tests that include both objective and open-ended questions and/or on a primary source analysis assignment (graded using a common rubric) will provide evidence for developing skills in chronological thinking and historical analysis.







All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

<p>Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.</p>	<p>All sections offered under the rubric of the proposed HIST 196 will include the perspectives, experiences, and contributions of women as well as racial and ethnic minorities. History courses, by focusing on the totality of the period, by necessity include the contribution of all people living in the chronological period being studied.</p>
<p>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</p>	<p>The reading and use by students of at least one or more substantial works of fiction or nonfiction in addition to a text is a requirement for all history courses.</p>

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p>				
<p>Course Designations:</p>					
<p>Key Assessments</p>					
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <table border="1" data-bbox="797 1333 1468 1480"> <thead> <tr> <th data-bbox="797 1333 1291 1375">File</th> <th data-bbox="1291 1333 1468 1375">Modified </th> </tr> </thead> <tbody> <tr> <td data-bbox="797 1375 1291 1480">  11-60c HIST 196 Explorations in US History.pdf </td> <td data-bbox="1291 1375 1468 1480"> Oct 30, 2017 by Dr. Robert Scott Moore </td> </tr> </tbody> </table>	File	Modified 	 11-60c HIST 196 Explorations in US History.pdf	Oct 30, 2017 by Dr. Robert Scott Moore
File	Modified 				
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<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>				