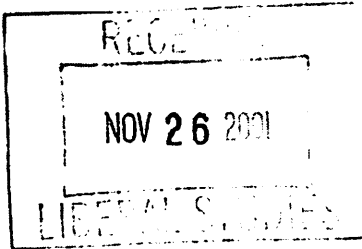


LSC Use Only  
Number: \_\_\_\_\_  
Submission Date: \_\_\_\_\_  
Action-Date: \_\_\_\_\_



UWUCC USE Only  
Number: 01-40e  
Submission Date: \_\_\_\_\_  
Action-Date: UWUCC App 3/26/02  
Senate App 5/7/02

**CURRICULUM PROPOSAL COVER SHEET**  
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Persons Alan Banner / Xi Wang Phone 357-2284  
Department History

II. PROPOSAL TYPE (Check All Appropriate Lines)

       COURSE \_\_\_\_\_  
Suggested 20 character title

  X   New Course\* HIST 205 U.S. History Since 1877  
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)

[Signature] 10/23/01 [Signature] 10/3/01  
Department Curriculum Committee Department Chair

[Signature] 10-17-01 [Signature] 10/17/2001  
College Curriculum Committee College Dean

+ Director of Liberal Studies (where applicable) \*Provost (where applicable)

RECEIVED  
APR - 1 2002  
LIBERAL STUDIES

## SYLLABUS OF RECORD

### I. CATALOG DESCRIPTION

#### **HIST 205 United States History Since 1877**

3 class hours  
0 lab hours  
3 semester hours  
(3c-01-3sh)

**Prerequisites:** history major, history-prelaw major, social studies with a history concentration  
An introduction to United States history 1877 to the present covering such main currents as industrialization, Progressivism, World War I, the Great Depression and New Deal, World War II and the Cold War, the 1960s, the Vietnam War, and post-Vietnam political, social, and economic developments.

### II. COURSE OBJECTIVES

Students will:

- 1) obtain a clear and coherent understanding of the major issues, trends, and historical interpretations of United States history, with references to Pennsylvania history wherever appropriate, from Reconstruction to the present.
- 2) develop reading, writing, and thinking skills as working historians.
- 3) gain a systematic exposure to the major features of the narrative of our national history.
- 4) learn how historical communities function and how historical knowledge is generated.

### III. DETAILED COURSE OUTLINE

#### **Week 1 - The Legacies of the Civil War and Reconstruction and the Conquest of the West**

**Main subjects:** A summary of the Civil War and Reconstruction; the ending of Reconstruction; origins and evolution of Jim Crow; the changing of the western economy

**Reading:**        Unfinished Nation, Chapters 15-16  
                      Nothing but Freedom, all chapters

#### **Week 2 - The Industrial Revolution and the Responses of the Organized Labor**

**Main subjects:** The causes, process, and impact of industrialization; social Darwinism in America; the concepts of "robber baron" and "industrial democracy"; the development of organized labor in the Gilded Age; urban crises; the coming of consumer culture

Reading: Unfinished Nation, Chapters 17-18  
Taking Sides, Issues 1 and 4 (pp. 2-23, 74-95)

**Week 3 - The Populist Revolt in the Age of Imperialism**

Main subjects: Women, family and industrialism; the rise of the Populist Movement; outlawing the spoils system; economic panics in the late 19th century, formation of the agrarian revolt; the coming of the American imperial republic (the Spanish-American War and the Philippine War)

Reading: Unfinished Nation, Chapters 19-20  
Taking Sides, Issues 2, 3, 5 (pp. 24-51, 52-73, 96-118)

**Week 4 - Progressivism and the National Reform**

Main subjects: The Setting of the Progressive era; the Social Gospel; settlement house movement; the evolution of restricted immigration; T. Roosevelt and W. Wilson compared; African Americans' struggle for political and social equality; Jim Crow and black disenfranchisement

Reading: Unfinished Nation, Chapters 21-22  
Taking Sides, Issues 7-8 (pp. 146-193)

**\*Week 5 - The United States and World War I**

Main subjects: America's entry into the war; wartime mobilizations and regulations; the Fourteen Points; Paris Peace Conference; the Red Scare; the women's suffrage movement and the ratification of the 19th Amendment

Reading: Unfinished Nation, Chapter 23  
Taking Sides, Issue 9 (pp. 194-215)

\*First exam

**Week 6 - The 1920s and the Coming of the Great Depression**

Main subjects: Culture and economy of the 1920s; Nativism and the Klan; Prohibition; causes of the Great Depression; the election of FDR

Reading: Unfinished Nation, Chapters 23-25  
Behind the Mask of Chivalry, all chapters

**Week 7 - The New Deal**

Main subjects: Launching the New Deal; Crisis of the New Deal; the "Second" New Deal; 1936 "Referendum"; packing of the Court; African Americans and the New Deal

Reading: Unfinished Nation, Chapter 26  
Taking Sides, Issue 10 (pp. 216-237)

**Week 8 - The United States and the World War II**

**Main subjects:** The origins of World War II; wartime diplomacy; the debate over the isolationism and internationalism; war on two fronts (Europe and the Pacific); race and gender in the wartime America; the defeat of the Axis powers and Japan

Reading: Unfinished Nation, Chapters 27-28  
Taking Sides, Issue 11 (pp. 238-264)  
Dower, War Without Mercy, Parts I and II

**Week 9 - The Cold War**

**Main subjects:** Sources of the Soviet-United States tension; "Who Lost China" debate; The Marshall Plan; the Truman Doctrine; formation of NATO and the Warsaw Pact; the occupation of Japan; the Korean War; McCarthyism

Reading: Unfinished Nation, Chapter 29  
Taking Sides, Issue 12 (pp. 266-287)  
Dower, War Without Mercy, Parts III

**\*Week 10 - The Affluent Society in the Postwar Period**

**Main subjects:** Postwar economic miracle; explosion of science and technology; suburbanization; the rise of the Civil Rights Movement (wartime protests; Brown v. Board of Education)

Reading: Unfinished Nation, Chapter 30  
Taking Sides, Issue 13 (pp. 288-311)

\*Second exam

**Week 11 - The 1960s**

**Main subjects:** The Civil Rights Movement (Montgomery bus boycott, formation of SCLC and SNCC King's leadership; important civil rights legislation); Voters' Registration; Kennedy and Johnson administrations and the civil rights movement; Johnson's Great Society and War on Poverty programs; domestic politics and the Cold War

Reading: Unfinished Nation, Chapter 31  
Taking Sides, Issues 13 (pp. 288-311)

**Week 12 - Challenges to Authority**

**Main subjects:** The New Left; the new feminism; the antiwar movement; the Watergate scandal and the ending of the Vietnam War

Reading: Unfinished Nation, Chapters 32-33  
Taking Sides, Issues 14 (pp. 312-333)

### **Week 13 - The "Age of Limits"**

**Main subjects:** The Reagan Revolution; the end of the Cold War; the emergence of the New Right; Religious revivalism; "supply-side" economics; human rights and national interests

Reading: Unfinished Nation, Chapter 33  
Taking Sides, Issue 15-16 (pp. 334-349, 350-373)

### **Week 14 - The Age of Globalization**

**Main subjects:** the fall of the Soviet Union; the Fading of the Reagan Revolution; the Election 1988; the Gulf War; the Clinton triumphs and tragedies; new patterns of immigration; renewed battles over feminism, abortion and environmentalism; the "culture wars"

Reading: Unfinished Nation, Chapter 34  
Taking Sides, Issue 17 (pp. 374-401)

### **\*Week 15 - Final Exam**

## **IV. EVALUATION METHODS**

Evaluation of class will be based on the students' performance in three areas: exams, in- and out-class exercises, and participation.

- There shall be three exams, each counting 20% of the final grade. The exams consist of identifications (not excluding multiple choice questions), short answers, and essay questions.
- The exercise assignments include a number of assignments that aim at encouraging the students' critical thinking and developing basic reading, writing, analytic and research skills as working historians. Assignments include book reviews, analysis and interpretation of primary sources or documents, library research, online research, and reactions to historical events. Completion of the assignments in this category counts 30% of the final grade.
- Class participation counts 10% of the final grade. Class participation includes constructive engagement in classroom activities, preparation and informed participation in debates and discussion, participation in other types of individual or collaborative learning activities, and, finally, regular attendance. Failure to attend more than 3 classes without an approved excuse will result in a 2% reduction in score for each occurrence.

Summary of the class evaluations:

- 60% = Exams (3 @ 20%)
- 30% = Exercise Assignments
- 10% = Class Participation

**Grade scales:**

- A = 90% and over
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- F = below 60%

**V. TEXTBOOK AND OTHER REQUIRED READINGS**

There shall be one major textbook and three to five other required readings, which include at least one monograph representing the current historiography of the field.

**Textbook:**

- Alan Brinkley, The Unfinished Nation: A Concise History of the American People, Volume II: From 1865, 3rd ed. (Boston, McGraw Hill, 2000) (cited as Unfinished Nation)

**Other Required Reading:**

- Larry Madaras and James M. SoRelle, eds., Taking Sides: Clashing Views on Controversial Issues in American History, Volume II: Reconstruction to the Present, 9th ed. (Guiford, Conn.: McGraw-Hill/Dushkin, 2001). A collection of paired essays (excerpts from the monographs of working historians) that provides opposing views on controversial issues. (cited as Taking Sides)
- Eric Foner, Nothing But Freedom: Emancipation and Its Legacy (1983). A collection of three essays respectively discussing the Freedmen's pursuit of economic independence during the post-emancipation period and comparing emancipations in the southern United States and the Caribbean.
- Nancy MacLean, Behind the Mask of Chivalry: The Making of the Second Ku Klux Klan (1992). An in-depth study on the origins, organizations, ideology and activities of the rise of second KKK movement in the 1910s and 1920s.
- John W. Dower, War Without Mercy: Race & Power in the Pacific War (1986). A study that examines the cultural and ideological roots of the Pacific War between the United States and Japan during the WWII.

**VI. SPECIAL RESOURCES REQUIREMENTS**

None.

## **COURSE ANALYSIS QUESTIONNAIRE**

### **SECTION A: DETAILS OF THE COURSE**

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

This course is a requirement for history majors and social science education majors

Following the national practice, the History Department will require all history B.A. majors to take 5 foundation courses, which consist of: HIST-200 (Introduction to History), HIST 201-Western Civilization Before 1600 (existing), HIST 202-Western Civilization Since 1600 (existing), HIST 204-United States History To 1877 (proposed course), and HIST 205-United States History Since 1877 (proposed course).

HIST 204 and HIST 205 are part of the program revision for the majors that will be forthcoming from the History Department. The revision is necessary because both the National Council for Accreditation for Teacher Education (NCATE) and Pennsylvania Department of Education require teacher certification candidates, who make up two-thirds of the majors in the History Department, to complete sufficient courses in the history of the United States. (For the requirements documentations from the NCATE and Pennsylvania Department of Education, please see **Appendix 1**).

In our current program for majors, we require HIST 203-U.S. History for Historians, which is a one-semester introductory U.S. history course that emphasizes issues instead of providing a comprehensive survey. HIST 204 and HIST 205 will meet our majors' needs for strong survey courses while retaining our past emphasis "on issues, methods, and problems that currently concern professional historians" as described in the original catalog description of HIST 203.

**A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.**

Under the current program, the majors are required to take HIST 203. As stated in the answer to A1, HIST 204 and HIST 205 are part of the program revision that is forthcoming from the History Department and these two new courses, once approved, will replace the existing HIST 203 (which will be deleted after fall 2002). All incoming majors will take either/both HIST 204 and HIST 205 to fulfill the requirements for the foundation courses. The Department will provide adequate guidance, advisement and support to accommodate the needs of those students who entered the major program before HIST 204 and HIST 205 are in place.

The History Department has informed the Geography and Economics Departments about the replacement of HIST 203 with HIST 204 and 205. These Departments, which require their Social Science Education majors to take HIST 203 to fulfill the major's requirement, will be sending a letter of support for this change.

**A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic). If so, explain the details of the offering.**

A similar course existed in the program before 1990. No such course has been offered since 1990.

**A4 Is this course to be a dual-level course? If so, what is the approval status at the graduate level?**

No.

**A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?**

N/A.

**A6 Do other higher education institutions currently offer this course? If so, please list examples.**

Yes. Examples are selected from the on-line catalogs of the following universities and colleges (For the details of their course descriptions and websites sources, please see Appendix 2):

1. University of Oklahoma
2. St. Louis University
3. University of New Mexico
4. University of Northern Iowa
5. University of West Virginia
6. Bloomsburg University
7. University of Pennsylvania
8. Indiana University at Bloomington

**A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation. Explain why this content or these skills cannot be incorporated into an existing course.**

Yes. The American Historical Association (AHA) in its official report of 1990, titled "Liberal Learning and the History Major," makes a number of recommendations regarding foundation courses for a history major. First, typically 30-33 semester hours in



history courses, "not including six hours in foundation surveys," should be required to complete a four-year degree in a history major. Second, the history major's foundation course should be "well-designed," "ideally taught in small classes with diverse methods," center "on historiographical or thematic topics," and require use essay exams instead of multiple choice exams. Third, course offerings in every field (including the foundation course) should give "open and honest attention to questions of race, gender, class, ethnicity, and worldwide interdependence." (For the citations from AHA Report, pp. 15-6, please see Appendix 3.)

As stated in the answer to A1, U.S. history survey courses are the foundation courses that are taught universally throughout the United States and provide the knowledge and skills a history major needs to pursue the study of upper-level courses. The proposed HIST 204 and HIST 205 will replace HIST 203 as the foundation course requirement for our majors.

### **SECTION B: INTERDISCIPLINARY IMPLICATIONS**

- B1 Will this course be taught by one instructor or will there be team teaching? If latter, explain the teaching plan and its rationale**

The course will be taught by one instructor per section.

- B2 What is the relationship between the content of this course and the content of the courses offered by other departments? Summarize your discussions (with other Departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments which clarify their attitudes toward the proposed change(s).**

This course is strongly discipline-based and will not overlap with courses offered by any other department.

The Geography and Economics Departments require their Social Science Education majors to take HIST 203 to fulfill the major's requirement. The History Department is in touch with these Departments for letters of support.

- B3 Will seats in this course be made available to students in the School of Continuing Education?**

Yes, if they meet the prerequisites of the course.

### **SECTION C: IMPLEMENTATION**

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedules of current faculty. What will be taught less frequently or in fewer sections to make this possible?**

This program revision will make it no more difficult to staff these two courses than it is to staff the existing single course. Because majors will have more 200-level courses from which to choose, these will be put into a regular rotation; total number of 200-level courses offered should not change from current practice.

**C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:**

- \*Space**
- \*Equipment**
- \*Laboratory Supplies and other Consumable Goods**
- \*Library Materials**
- \*Travel Funds**

The offering of these two courses does not require resources other than those that have been used in other U.S. history courses currently offered by the department.

**C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired (Attach letters of support from Dean, Provost, etc.)**  
No.

**C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?**  
We expect to offer this course every other semester, but we may offer it every semester if there is sufficient demand.

**C5 How many sections of this course do you anticipate offering in any single semester?**  
We anticipate offering two sections of the course in a single semester.

**C6 How many students do you plan to accommodate in a section of this course? Is this planned number limited by the availability of any resources? Explain.**  
Following the recommendations and our past practice in offering foundation courses for majors, we plan to accommodate 25 students in a section of this course.

**C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.**  
No.

#### **SECTION D: MISCELLANEOUS**

Include any additional information valuable to those reviewing this new course proposal.

No additional information is needed.

**Appendix 1:**  
**The National Council for Accreditation for Teacher Education (NCATE) Guideline; National Teaching Certification Exam Sheet; Pennsylvania Department of Education Recommendations for Citizenship Education (see the attached)**

# REVIEW PROCEDURES

## Review of Institutional Programs

The National Council for the Social Studies Program Review process at the national level for institutions consists of the following steps:

- Institutions seeking NCSS approval of their social studies programs apply for NCATE accreditation according to NCATE guidelines.
- As an early step in that national accrediting process, the institution indicates its intention to seek NCSS program approval of one or more of the six social studies licensing areas covered by these guidelines (as itemized on the cover of this document). A form to be used to declare this intention is available from either NCSS or NCATE.
- Using these guidelines, the institution conducts a thorough self-study of each of its social studies programs and responds to each standard, using the matrices that make up this document and providing supporting documentation when appropriate.
- The institution submits four copies of its completed matrices and its accompanying documentation to the NCSS Program Review Coordinator at least twelve months prior to when an NCATE Board of Examiners team is expected to visit its campus for reaccreditation and eighteen months for initial accreditation.
- NCSS reviews the completed matrices and makes program approval judgments twice each year, in November and April. That review process is as follows:
  - Three assigned NCSS program reviewers, working as a team, assess each institution's completed matrices and documentation, program-by-program and standard-by-standard, with the intention of reaching a consensus on compliance for each program on each standard.
  - After each program has been reviewed by the assigned team of reviewers on all standards, votes are taken by the review team to determine whether each program of the institution is judged to be in compliance with NCSS standards.
  - The results of the review are submitted to the NCSS Program Review Coordinator, who writes a Program Review Report and sends it to NCATE, which transmits it to the institution and to the state office responsible for state-level program approval of teacher education programs (in the state in which the institution is located).

## Review of State Standards and Procedures

The National Council for the Social Studies process for reviewing state standards and procedures for approving social studies teacher preparation programs consists of the following steps:

- States seeking NCSS approval of their standards and procedures for approving social studies teacher preparation programs apply for NCATE State Partnership status according to NCATE guidelines.
- As an early step in this process of becoming an NCATE Partnership State, the state indicates its intention to seek NCSS state-partnership approval of one or more of the six social studies licensing areas covered by these guidelines (as itemized on the cover of this document).
- Using these guidelines, the state conducts a thorough self-study of its standards and procedures for approving each of its social studies programs.
- The state contacts the NCSS Program Review Coordinator for advice and assistance in formatting the reports to be submitted to NCSS/NCATE. (The report items are

### Matrix Item 3.1

## Programmatic Standard One: SUBSTANTIAL INSTRUCTION IN ACADEMIC AREAS WITHIN THE SOCIAL STUDIES FIELD

*Institutions preparing social studies teachers should provide and expect prospective social studies teachers to complete subject matter content courses (history/social science) that include United States history, world history (including both western and non-western civilizations), political science (including U.S. Government), economics, geography, and behavioral sciences.*

### Indicators

The social studies subject matter course work for those licensed to teach either *social studies as a broad field or a single discipline of history or a social science* at the middle or secondary school level should include courses in each of the content areas specified in this standard.

The social studies subject matter course work for those licensed to teach *social studies as a broad field* should include:

- At the secondary school level, no less than 40 percent of a total four-year or extended-preparation program, with an area of concentration of at least 18 semester hours (24 quarter hours) in one academic discipline;
- At the middle school level, no less than 30 percent of a total four-year or extended-preparation program, with an area of concentration of at least 18 semester hours (24 quarter hours) in one academic discipline.

The subject matter content course work for those licensed to teach *a single discipline of history or a social science* at the secondary or middle school level should include both:

- A discipline major of no less than 30 percent of a total four-year or extended-preparation program; and
- Additional course work outside of the major selected from each of the content fields specified in this standard in order to assure that the key concepts from history and the social science disciplines closely related to the major are studied and integrated with the major.

# Social Studies: Content Knowledge (0081)

THE PRAX  
S E R I E

## Test at a Glance

Test Name	Social Studies: Content Knowledge		
Test Code	0081		
Time	2 hours		
Number of Questions	130		
Format	Multiple-choice questions		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. United States History	29	22%
	II. World History	29	22%
	III. Government/Civics/Political Science	21	16%
	IV. Geography	19	15%
	V. Economics	19	15%
	VI. Behavioral Sciences	13	10%

## About this test

The Social Studies: Content Knowledge test is designed to determine whether an examinee has the knowledge and skills necessary for a beginning teacher of social studies in a secondary school. The test requires the examinee to understand and apply social studies knowledge, concepts, methodologies, and skills across the fields of United States history; world history; government/civics/political science; geography; economics; and the behavioral science fields of sociology, anthropology, and psychology.

A number of the questions are interdisciplinary, reflecting the complex relationships among the social studies fields. Answering the questions correctly requires knowing, interpreting, and integrating history and social science facts and concepts.

The 130 equally weighted multiple-choice questions consist of no more than 60 percent knowledge, recall, and/or recognition questions and no less than 40 percent

# Citizenship Education

## I. Knowing the Content

The professional education program provides evidence that each Citizenship Education certification candidate completes a program the same as the academic content area courses and required electives of a major in a bachelor's degree in history, geography, civics and government or economics with significant collateral course work in the three remaining content areas. The program shall require each certification candidate to complete sufficient course work in the behavioral sciences necessary for required teacher examinations. This program shall require the candidates to demonstrate the competencies necessary to teach Pennsylvania Academic Standards grades 7-12 for history, geography, civics and government, and economics and successfully execute required teacher examinations.

*4 sections  
1 section US history*

### I.A. History that shall include:

- the study of human experiences including important events,
- interactions of culture, race and ideas, and the nature of prejudice,
- change and continuity in political systems,
- effects of technology,
- importance of global-international perspectives,
- the integration of geography, economics, and civics studies on major developments in the history of the Commonwealth, the United States, and the world

### I.B. Geography that shall include:

- the study of relationships among people, places and environments,
- geographic tools and methods,
- characteristics of places,
- concept of region and physical processes

### I.C. Civics and Government that shall include:

- the study of the United States constitutional democracy,
- the values and principles that support our republican form of government,
- the study of the Constitution of the United States and the Commonwealth including the study of principles, operations, and documents of government, rights and responsibilities of citizenship,
- how governments work and international relations

### I.D. Economics that shall include:

- economic concepts and systems,
- individual and societal use of resources to produce, distribute and consume goods and services,
- local, state and national commerce,
- international trade and global economies

January 2001

## **Appendix 2:**

### **U. S. History Survey Course Samples from Other U.S. Institutions of Higher Education**

**Note:** The following are the course descriptions of U.S. history survey courses as offered at eight U.S. universities and colleges. The websites listed below each institution or immediately before a course description are the official websites of these institutions. The original formats of the web materials are retained to preserve the authenticities.

#### **1. UNIVERSITY OF OKLAHOMA [<http://www.ou.edu/cas/history/bacourse.htm>]**

History 1483-001,002,003, 010\*\*\*, 003–US 1492 To 1865: A general survey of United States history from its colonial origins to the end of the Civil War, with emphasis upon national political, diplomatic, economic, constitutional, social and intellectual developments. (\*\*\*)Must enroll in one of the Discussion Groups–011, 012, 013, 014, 015, 016, 017, 018) (Williams, Furr, Gilje, Anderson, \*\*\*Gilje)

History 1493-001\*,002,003, 004, 900, 901, 950\*\*–US 1865 To Present: A general survey of United States from the Civil War to the present day, with emphasis upon national political, diplomatic, economic, constitutional, social, and intellectual developments. (\*Honors,\*\*Telecourse) (\*Keppel, Anderson, Reese, Griswold, Eppler, \*\*Savage)

#### **2. ST. LOUIS UNIVERSITY [<http://www.slu.edu/departments/history/courses.htm#Lower>]**

##### **HS A260: History of the U.S. to 1865**

This course explores the development of the American nation from the first European settlement of the New World through the Civil War. Topics covered include territorial expansion, the concept of democracy, the American Revolution, the Market Revolution, slavery, and sectionalism, and the American Civil War, the diverse American experience, among others.

##### **Section:**

01     Dr. Thomas Curran     MWF     12-12:50

##### **HS A261: History of the U.S. since 1865**



Through a series of thirty lectures and the reading of eleven books (including a textbook), students will gain a broad knowledge of American history since 1865 to the present. Among the topics that will be covered in this course are the rise of industrial America; social protest in the late 19<sup>th</sup> C.; racial and ethnic relations; immigration; the Spanish American War; Progressivism; the rise of the regulatory state; the First World War; consumer culture in the 1920s; the Great Depression; the Second World War; the early Cold War; racial relations in postwar America; liberalism in the 1960s and 1970s; the civil rights movement; the Vietnam War; the conservative backlash and the election of Ronald Reagan; and political, social and cultural changes in contemporary America.

Readings: Required readings include the following books: Samuel Livesay, Andrew Carnegie and the Rise of Big Business; Edward Bellamy, Looking Backwards; John Blum, Woodrow Wilson and the Politics of Morality; Robert Zieger, The Great War; Alan Brinkley, Voices of Protest; Steven F. Lawson, Running for Freedom: Civil Rights and Black Politics in America since 1941; David Frum, How We Got Here; Critchlow, Intended Consequences.

Grading: Their will ten quizzes; five written book reviews of three pages each; and three major exams (essay and matching), including a final, non- accumulative exam.

Format: Monday and Wednesdays will be devoted to lectures; Fridays will be reserved for class discussion, quizzes, and exams.

Section:

01      Dr. Donald T. Critchlow              MWF 1:10-2:00

**3. UNIVERSITY OF NEW MEXICO**

[<http://www.unm.edu/~hist/Summer2001%20Courses.htm>]

**History 161-350 History of the U.S. 1600-1877**

Instructor: Pugach

MTWRF 8:10-9:30; June 4-July 14

This survey course serves as an introduction to American history through the Civil War and Reconstruction. It covers the major themes with emphasis on political, economic, social and diplomatic developments on a more sophisticated and deeper level than the typical high school survey. Some of the topics covered are: the factors behind successful colonization of British North America, the reasons for the American Revolution, the problems of the new government, the meaning and significance of Jacksonian Democracy, the economic and territorial expansion of the New Nation, the problem of sectionalism and slavery, and the causes and results of the Civil War. The course is organized around formal lectures, though students will have an opportunity to ask questions in class. Required readings include a basic text and several supplemental books. There are three required exams, including a final, and opportunities for optional papers.

**History 162-350 History of the U.S. Since 1877**

Instructor: Pugach

MTWRF 10:30-11:50; June 04-July 14

How was the United States in the 21st century shaped by the past? This course tries to provide an understanding by surveying and examining the major developments and issues in American history from 1877 to the present era. It focuses on the development of the modern industrial system and the problems it created, and then examines the Populist and Progressive reform movements which tried to cope with the new conditions in American life. The second third of the course deals largely with modern overseas expansion and United States involvement in World War I and the Versailles Peace Settlement. The last part concentrates on the Great Depression, New Deal reform and its extensions, United States entry into World War II and the Origins of the Cold War. Required reading consists of a text and several paperbacks. There are two semester exams and a final.

#### **4. UNIVERSITY OF NORTHERN IOWA**

[<http://fp.uni.edu/history/Academics/descriptions.html>]

##### **960:014. United States History to 1877 -- 3 hours.**

Events, factors, and personalities which shaped social, economic, and political development of the United States from settlement to end of Reconstruction.

##### **960:015. United States History since 1877 -- 3 hours.**

End of Reconstruction period to present, including economic, diplomatic, intellectual, political, and social factors.

#### **5. HISTORY DEPARTMENT, UNIVERSITY OF WEST VIRGINIA**

[<http://www.as.wvu.edu/history/ugcourses.htm>]

**52. *Growth of the American Nation to 1865.*** 3 hr. (HIST 52 does not have to precede HIST 53.) Examines the basic political, economic, and social forces in formation and development of United States before 1865. Emphasis on national development from independence through Civil War.

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**53. *Making of Modern America, 1865 to the Present.*** 3 hr. (HIST 53 may precede HIST 52.)

Continues the examination of basic political, economic, and social forces in the development of the United States since the Civil War.

#### **6. BLOOMSBURG UNIVERSITY**

[<http://www.bloomu.edu/academic/courses/42000.shtml>]

42.121 United States History Survey: Colonial Period to 1877 (3) - Presents a chronological history to 1877 with emphasis on foreign affairs and the evolution of politics, economics, society and culture.

42.122 United States History Survey: 1877 to the Present (3) - Presents political, social, cultural, intellectual, economic and foreign affairs developments of the United States from Reconstruction to the present.

## 7. UNIVERSITY OF PENNSYLVANIA

[<http://www.history.upenn.edu/f01/ugrad-descriptions.html>]

### **HIST-020 HISTORY OF THE U.S. TO 1865**

**R. Beeman** ---- TR 10:30-11:30

The introductory survey of American history through the Civil War will seek to examine the process by which European, Indian and African cultures came to meet in the New World. It will trace the emergence of distinctly "American" habits of thought, behavior, and political institutions over the course of the 17th, 18th and early 19th centuries and, finally, will analyze the contradictions within the national fabric that led to the temporary breakup of the union. Registration for Lecture and Recitation Required.

[<http://www.history.upenn.edu/sp01/ugrad-descriptions.html>]

### **021-001 HISTORY OF THE U.S. - 1865 to the PRESENT**

**Walter Licht** ---- TR 12-1:30

This course covers the social, political, and economic history of the nation from the Civil War to the present. Topics to be discussed include the causes and course of the Civil War, Reconstruction, politics in the Gilded Age, late nineteenth-century urbanization and immigration, Populism, Progressivism, the sociology and politics of the twenties, the New Deal, post-World War II America, the turbulence of the sixties, and contemporary affairs. *Registration for Lecture AND Recitation is required.*

## 8. INDIANA UNIVERSITY AT BLOOMINGTON

[<http://www.indiana.edu/~histweb/pages/courses/index.htm>]

### **History | AMERICAN HISTORY I**

**H105 | 2881 | Grossberg**

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1:00-2:15P TR BH013

Above section open to all students

This course examines the history of what would become the United States from initial European colonization to the Civil War. It is

designed to introduce students to the study of American history. The course will be divided into three eras: colonial, revolutionary, and antebellum. In each era, students will examine the interrelationship of social, political, economic, and cultural change. They will explore such persistent issues in American history as individualism, republicanism, and capitalism, and the human motivations, external forces, and generational influences that affected their development. Students will also examine the craft of history as a way of understanding human experience by reading various kinds of historical texts such as a biography, fiction, documents, and articles on history as a form of detective work.

**Reading list:**

James W. Davidson, et.al., Nation of Nations

James W. Davidson and Mark H. Lytle, After the Fact, The Art of Historical Detection

Charles Akers, Abigail Adams

Paul Finkleman, Dred Scott v. Sanford: A Brief History with Documents

A variety of articles and short stores.

**Assignments:**

Students will be expected to attend the twice-weekly class sessions and to participate in periodic class and group discussions. There will be two examinations, each worth 35% of the final grade. Exams will include essay and short-answer identifications. In addition, students will write a few short essays and take occasional quizzes. The essays, quizzes, and class participation will account for 30% of the final grade.

**History | AMERICAN HISTORY II**  
**H106 | 2904 | Stephan**

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4:00-5:15P TR SW119

Above section open to all students

In this course we will trace the transformation of the United States

from a predominantly rural society to one of the world's most powerful industrial and political nations. Industrialization created a complicated web of changes that importantly reshaped American institutional, social, and political life. It lured immigrants, helped create large cities, transformed the workplace, and created great wealth. But it also generated new forms of poverty, fueled political corruption, and introduced a host of problems to American life. We will pay close attention to the differing ways that Americans reacted to these profound changes and to their ongoing debates over the proper shape of American society.

The course will also focus on efforts to make the United States abide by the promises of freedom and equality enshrined in the Declaration of Independence and the Constitution. In 1865, American women, African Americans, and others remained excluded from full participation as citizens in the promise of American life. Much of the drama of the nation's history over the past century has come from efforts by these groups to expand their civil and political rights. Finally, we will trace the development of the United States into a world power over the course of the twentieth century. In particular, we will focus on the long and bitter rivalry between the United States and the Soviet Union after World War II and the myriad ways in which this Cold War shaped American life.

In addition to attending class and completing the required reading, students will also be required to take two in-class exams (midterm and final), write a 5 page paper on one of the required books, and complete eight brief in-class assignments. These assignments will include both announced quizzes over the reading and unannounced, in-class writing exercises.

**Required Texts:**

Alan Brinkley, *The Unfinished Nation*, vol. 2

Upton Sinclair, *The Jungle*

Robert S. McElvaine, *Down and Out in the Great Depression: Letters from The "Forgotten Man"*

Anne Moody, *Coming of Age in Mississippi*

**Appendix 3:**

American Historical Association, "Liberal Learning and the History Major," from Perspectives (The Official Newsletter of the American Historical Association), May/June 1990 (see the attached)

by Page Putnam Miller, Director of the National Coordinating Committee for the Promotion of History

## Resolution on Integrity of the *Foreign Relations of United States* Documentary History Volumes

**Copyright Legislation Introduced.** On March 14 Representative Robert Kastenmeier (D-WI) introduced H.R. 4263, a bill to amend the copyright law to clarify that the principle of fair use established for published copyrighted works also applies to unpublished copyrighted materials. "This issue arises," Kastenmeier explained "because of a series of cases decided by the U.S. Supreme Court and the U.S. Court of Appeals for the Second Circuit." Considerable confusion concerning the legality of quoting limited amounts of unpublished letters and diaries has resulted from the Supreme Court's recent decision not to review the case of *New Era Publications v. Henry Holt*. This case involved the use of unpublished letters and diaries in a critical biography of the late founder of the Church of Scientology, L. Ron Hubbard. The decision of the second U.S. Circuit Court of Appeals in New York stated that unpublished primary source materials "normally enjoy complete protection" from any fair use quotations and that the "copying of 'more than minimal amounts' of unpublished expressive materials calls for an injunction" forbidding publication. "Whether or not the laws have been correctly interpreted," Kastenmeier noted "the chilling effect of the *New Era* decision is obvious and it is real." In introducing a brief bill which would insert in the copyright law "whether published or unpublished," after "fair use of copyrighted work," Kastenmeier has placed the issue before the Congress and plans to hold hearings soon.

Senator Paul Simon (D-IL) introduced a parallel bill, S.2370 in the Senate on March 29. "The issue in a nutshell," Simon explained is "how do we balance the interest of accurate scholarship or journalism against the right of authors to control the publication of their own unpublished work?" Simon sees this essential balance being lost as "some federal courts have adopted a rule that would tip the scales against critical historical analysis."

**National Archives FY'91 Appropriation Hearing.** On April 2, John Fleckner, President of the Society of American Archivists, testified on behalf of the National Coordinating Committee before the House Subcommittee on Treasury, Postal Service, and General Government regarding the 1991 budget for the National Historical Publications and Records Commission and the National Archives. Fleckner observed that while many Eastern Europeans have taken great risks to have access to their historical records, Americans take their history for granted. "The day-to-day threat to our historical record," he asserted "is not tyranny but neglect." Fleckner enumerated the effects a decade of frugal budgets have had on the National Archives. Today the National Archives is left "with approximately the same number of employees it had fifteen years ago; with more than one-third of its records inadequately accounted for; with vast backlogs of older records in agencies lacking proper evaluation for potential historical content; with growing quantities of electronic records requiring specialized equipment and technical staff; with sharply reduced capacity to provide reference services despite escalating public demand; and with insufficient funds for the grants program of the National Historical Publications and Records Commission." To begin to meet some of these essential needs, Fleckner urged an FY'91 appropriation for the National Archives of \$150 million

- Whereas, the *Foreign Relations of the United States*, has been published by the Department of State since 1861 and serves as a record of American foreign relations, as faithful as possible, given legitimate security concerns; and
- Whereas, this highly respected and prestigious documentary series, now numbering over 300 volumes, has been a cornerstone of scholarly research and writing in American foreign relations; and
- Whereas, until recently the scholarly community has expressed strong confidence in the editorial integrity of the series which provided both detailed coverage of major issues and guidance for locating unpublished State Department documents; and
- Whereas, the integrity of the *Foreign Relations of the United States* series is now threatened by changes during the last decade in the editorial review process for handling sensitive material; and
- Whereas, recent volumes of the *Foreign Relations of the United States*, published more than thirty years following the historical events described, contain an appalling increase in the amount of incomplete and deleted documents, which the State Department's Historical Documents Review Division and other government agencies have excised from the volumes; and
- Whereas, recent *Foreign Relations* volumes with significant increases in deletions and omissions create an incompleteness that in itself is a distortion; and
- Whereas, the Department of State itself in carrying out the foreign policy of the United States needs a full and accurate record of its past programs and decisions on which its own offices can rely; and
- Whereas, our democratic government rests on informed public debate and deliberations by policymakers based on access to the fullest possible records of the past and on an accurate presentation of our history; and

- Whereas, various agencies of the United States government are urging foreign governments to open their archival records, it is essential that the United States follow a standard worthy of emulation, and
  - Whereas, the role of the State Department's Advisory Committee on Historical Diplomatic Documentation, made up of representatives of the American Historical Association, the Organization of American Historians, the American Political Science Association, the American Society of International Law, and the Society for Historians of American Foreign Relations, is now threatened as they are no longer informed participants in the review process and are no longer in a position to attest to the integrity of the series;
- Resolved, the National Coordinating Committee for the Promotion of History urges Secretary of State James Baker to take necessary steps to restore the integrity of the *Foreign Relations of the United States* by establishing a procedure by which the Advisory Committee members, who have "secret" clearances, may review the necessary material in order to make informed judgments on the integrity of the series; and
- Resolved, the National Coordinating Committee for the Promotion of History send copies of this resolution to the President of the Senate, Speaker of the House of Representatives, and the Chairperson and ranking minority member of the appropriate Congressional committees.

Adopted by the Executive Board of the Organization of American Historians and the Council of the Society for Historians of American Foreign Relations on March 22, 1990, by the Policy Board of the National Coordinating Committee for the Promotion of History on March 23, 1990, and by the Research Division of the American Historical Association on March 30, 1990.

which would include \$8 million for the National Historical Publications and Records Commission's grants program. The \$150 million amount is an increase of \$22 million over the administration's request.

**National Park Service Urged to Review Its Thematic Framework of American History.** During the Organization of American Historians meeting in Washington in March, the NCC, and the National Parks and Conservation Association convened a group of American historians to discuss with leaders of the National Park Service the thematic framework, a comprehensive outline of American history. National Park Service staff use the thematic framework in making judgments about the designations of new National Parks and National Historic Landmarks and in preparing and implementing general management plans for park units. It has been some years since the National Park Service last undertook a

major reevaluation of the thematic framework. Participants at the March meeting noted the variety of ways in which the current framework does not adequately reflect the breadth of contemporary historical scholarship. They pointed out that the current framework relies too heavily on political, military, and architectural history and fails to highlight many other aspects of the American experience. A consensus emerged at the conclusion of the meeting. The group recommended that the National Park Service convene a symposium which would include leading scholars of American history to undertake a thorough reexamination and revision of the thematic framework. Both the Organization of American Historians Executive Board and the Professional Division of the American Historical Association have passed resolutions calling for a revision of the National Park Service's thematic framework and seeking the necessary funding for such an endeavor.

# Liberal Learning and the History Major

## A Report by the American Historical Association Taskforce in the Association of American Colleges' Project on Liberal Learning, Study in Depth, and the Arts and Sciences Major

*This report was completed in cooperation with a national review of arts and sciences majors initiated by the Association of American Colleges as part of its continuing commitment to advance and strengthen undergraduate liberal learning. The AHA was one of twelve learned societies contributing to this review. Each participating learned society convened a taskforce charged to address a common set of questions about purposes and practices in liberal arts majors; individual taskforces further explored issues important in their particular fields. Reprints of the report on the history major are available through the AHA.*

*In 1991, the Association of American Colleges will publish a single-volume edition of all twelve learned society reports with a companion volume containing a separate report on Liberal Learning and Arts and Sciences Majors. Inquiries about these two publications may be sent to Reports on the Arts and Sciences Major, Box R, Association of American Colleges, 1818 R St., NW, Washington, DC 20009.*

*Generous funding for the project and dissemination of the reports was provided by the Fund for the Improvement of Postsecondary Education (FIPSE) and the Ford Foundation.*

Historians of the 1990s will carry the past into the twenty-first century. Now is the time for us to rethink our purposes and practices, to seek and accept new commitments, to give the past a vigorous future.

We face a formidable challenge, for contemporary society, with its emphasis on new products and new fashions, ignores the past or reduces it to banalities for popular consumption or political manipulation. The mass media portray disconnected historical figures and disjointed events, providing few opportunities for explanation and analysis.

Schools, colleges, and universities, too, have devalued the past by compromising the place of history in their curricula. Moreover, the history taught in classrooms and presented in books and articles too often lacks energy and imagination. As a consequence, many students not only fail to gain a sense of history, they come to dislike it.

As educational institutions share responsibility for devaluing the past, so also do they have it in their power to restore its value by educating those in their charge to think historically and to use knowledge and understanding of the past to challenge the present and the future. This report is a call to action.

History is an encompassing discipline. Its essence is in the connectedness of historical events and human experiences. By examining the causes, contexts, and chronologies of events, one gains an understanding of the nature of continuity and change in human experiences. Contemporary issues, ideas, and relationships take on new meaning when they are explored from historical perspectives.

History therefore plays an integrative role in the quest for liberal learning and, accordingly, in a college's offerings. While acknowledging that our discipline does not have all the answers and that vigorous and longstanding disagreements exist among us, we nonetheless share the conviction that knowledge, abilities, and perspectives gained through the study of history are applicable also in other disciplines. We are compelled, therefore, to claim a central place for the study of history in our institutions' programs.

The time is right for us to make such a claim. Many in the general public can be counted upon to support it, for they appreciate the importance of historical knowledge and display considerable interest in the past. They read books on historical topics and figures, visit historical museums, watch documentary films, and are active in local historical societies and projects. Many of them observe the status of history in schools and colleges and wonder why it does not enjoy more respect. Although they might concede that some of their fellow citizens regard history as irrelevant to contemporary life, they care about the place of history in the curricula of schools and colleges. They want to see its place strengthened and its influence enlarged.

This report presents recommendations reflecting ideals essential to the study of history. Its purpose is to assist college and university history faculties in their efforts to offer students a coherent curriculum and to strengthen their claims for a central place for history in their institutions' programs. A brief summary of existing conditions and practices sets the context for the recommendations, and the recommendations, in turn, prompt strategic questions for history faculties to address as we lay plans for the future.

While focusing on the history major, the report also considers the larger role that history plays in college curricula and in the lives of those pursuing studies in other fields, suggesting ways to enhance the contribution of history to the education of all students. Because it recognizes that the fate of history in colleges and universities is inseparable from its well-being in elementary and secondary schools, it proposes measures to be taken in common with those who teach history there.

The report is addressed to a number of audiences, with specific purposes:

- Individual historians, to help all of us recognize that we must meet our responsibilities to strengthen the history major and improve the quality of history education.
- History faculties in colleges and universities—including those in two-year colleges, who provide the introductory courses for many students pursuing history majors later and who often feel a profound sense of isolation—to provide reasons for revising our programs and practices.

- Secondary and elementary school teachers and curriculum planners, to provide support for casting history in a central curricular role and coordinating history curricula between schools and colleges.
- Students majoring in history, to enable them to participate constructively in rethinking the major in their institutions.
- The American Historical Association, to prompt it to increase its support for efforts to improve the teaching of history at all educational levels.
- College and university administrators, to suggest guidelines for assessing the design and quality of history majors in their institutions and to strengthen the case for providing resources essential to sound programs.
- The Association of American Colleges, to contribute to the larger effort to help colleges and universities strengthen all liberal-arts majors.
- The higher education community, to affirm the centrality of history as a liberal discipline with potential for enriching students' lives and to demonstrate the commitment of historians to strengthening history's role in colleges and universities.

## History and Liberal Learning

The study of history incorporates the essential elements of liberal learning, namely, acquisition of knowledge and understanding, cultivation of perspective, and development of communication and critical-thinking skills; it reflects concern for human values and appreciation of contexts and traditions.

History, in Carl Becker's phrase, is the "memory of things said and done." To establish historical memory requires the reconstruction of human actions and events, ordered chronologically or topically. This reconstruction depends upon the acquisition of knowledge that is both broad and deep, incorporating facts, principles, theories, ideas, practices, and methods. Historical inquiry in pursuit of knowledge goes beyond explanations of what happened, and how, to investigation of the "why" from multiple perspectives. Students of history analyze written, oral, visual, and material evidence. Their analyses yield generalizations and interpretations, properly qualified and placed in contexts that reveal the process of change over time. Understanding is the extension of knowledge. Analysis and synthesis contribute to historical understanding and lead to judgments and interpretations. As one's understanding deepens, one moves from the concrete to the abstract, from particular issues or events to well-reasoned generalizations. Historical understanding is enhanced further by connecting it with studies in other liberal disciplines—the natural sciences as well as the humanities and social sciences.

An essential ingredient in knowledge and understanding is perspective, cultivated through sensitivity to cultural and geographical differences and awareness of conflicting interpretations of the same occurrences. Perspective is accompanied by a sense of sequence, that is, of the chronological ordering of events, and a sense of simultaneity—of understanding relationships of diverse events at a given moment.

History as a discipline requires that one engage one's mind with the facts, ideas, and interpretations conveyed or suggested by historical evidence, to give contexts to discrete pieces of evidence, and to devise plausible explanations and judgments based on the



evidence. Such engagement compels one to sift, sort, and arrange what one sees in ways that help one make sense of it. It equips one to extend facts, ideas, and interpretations into new realms. One must weigh the validity of arguments, assess the soundness of historical judgments, and otherwise practice the art of critical thinking characteristic of discerning minds.

Engagement with evidence—written texts as well as such things as photographs, films, audio- and videotapes, and artifacts—does not end there. Typically, those who examine evidence do not know what they think about it until they see what it leads them to say. In other words, written and oral discourse is essential in gaining historical insights and forming interpretations and conclusions.

In coming to know the past, one becomes aware of contrasts between peoples of different times and places and within one's own time and place. These contrasts reflect differing value systems translated into action. Similarly, one becomes sensitive to the artistic interests and expressions of various peoples, demonstrated through their efforts to create and cultivate beauty in forms that help to define them as a people. In a different vein, for centuries, but at an accelerated pace in recent decades, science and technology have played important roles in the story of humankind. Through appreciation of the aesthetic, scientific, and technological forces of the past, one gains a fuller understanding of the complexity of human history.

Through engagement with the past in a well-designed major, students come to understand and appreciate how historians gather and weigh evidence, shape and test hypotheses, and advance conclusions. They recognize the continuing need to rethink the past, reinterpreting it in the light of new evidence and new concerns and using new tools of analysis and interpretation. If rethinking history is a continuing theme in undergraduate studies, as it should be, students will carry their abilities to inquire, analyze, and interpret into their studies in other fields and into all aspects of their lives and work. They will be equipped to approach knowledgeably, sensitively, and critically whatever careers they choose.

In sum, history is at the heart of liberal learning, as it equips students to:

- Participate knowledgeably in the affairs of the world around them, drawing upon understandings shaped through reading, writing, discussions, and lectures concerning the past.
- See themselves and their society from different times and places, displaying a sense of informed perspective and a mature view of human nature.
- Read and think critically, write and speak clearly and persuasively, and conduct research effectively.
- Exhibit sensitivities to human values in their own and other cultural traditions and, in turn, establish values of their own.
- Appreciate their natural and cultural environments.
- Respect scientific and technological developments and recognize their impact on humankind.
- Understand the connections between history and life.

It cannot be presumed that all of the purposes for studying history outlined here will be clear to students in college classrooms, particularly to beginning students. History faculties strengthen course offerings and majors by engaging their students in discussions concerning these purposes and leading them to understand how the content and structure of the courses and majors they pursue relate to them.

## Existing Conditions and Practices

A sampling of the policies and practices of history faculties has led the task force to conclude that the design and requirements of history majors in colleges and universities differ on many points. The most notable points of difference include: the purposes of the major, the number of hours or courses required for a degree, specific courses required and the sequence (if any) in which they are to be taken, the balance of lower- and upper-division courses, the fields included, and the concern, or lack of it, for historical method and historiography.

The programs the task force examined reflect the variety of institutions in which they are offered. Even among institutions of a given type—liberal arts colleges, for example, or major research universities—policies and practices vary widely. Majors in history generally seem to be determined by the mission and traditions of each institution; the size, special interests, and competencies of the faculties offering them; and the demands of students. The majors also reflect the convictions, whims, and prejudices of those who establish and maintain them and, in many instances, retrenchments or reductions in resources beyond the faculty's control. A tacit purpose of this report is to provide a basis for validating a history faculty's requests for support for strengthening its offerings.

We recognize that the history majors in some institutions are very good, but we also believe that they are not as sound in many as they must be if they are to meet the challenges facing the faculties that offer them. The recommendations that follow reflect our judgment that most history programs would benefit from a thorough review of requirements, offerings, and practices, and that no institution offers a major that should be regarded as sacred. Each recommendation addresses specific aspects of the major that the task force believes should be the subject of concern in history faculties.

## Recommendations:

1. The content of the history major should be consistent with the purposes of studying history, and it should include these specific components:

- a strong foundation course (which may be waived for those with extraordinarily strong backgrounds in history);
- a course expressly designed to acquaint students with the diversity of the global setting in which they live;
- a course in historical methods;
- a research seminar with a writing requirement;
- an integrating or synthesizing course.

History, in contrast to many other fields of study, is a discipline in which there is no standard content, no prescribed sequence of courses. The coherence of a history major therefore depends upon the success that students and teachers, working together, achieve in developing clear organizing principles for their work. Each recommended component of the major contributes to the development of such principles.

A history major should include a well-designed foundation course, ideally taught in small classes with diverse methods, to establish the bases for helping students understand the historian's approach to the past. This course—whether in American history, world history, or Western civilization—should use a syllabus

with principles and practices agreed upon by all who teach it, and if possible by the entire department. Building on the precollegiate experiences of the entering college students, the foundation course should eschew the "one damn fact after another" approach to history, centering rather on historiographical or thematic topics. The problems pursued should be amenable to essay-writing requirements. Essay exams, rather than multiple choice questions, should be required in these courses throughout the term.

The diversity of American society and rapidly evolving global interdependence compel history faculties to move their students beyond the history of the United States and Western civilization and engage them in the study of other cultures. As a matter of highest priority, the course offerings in every field must address this diversity, giving open and honest attention to questions of race, gender, class, ethnicity, and worldwide interdependence.

It is not enough, of course, simply to establish separate courses to achieve diversity or topical completeness in the major. Subjects that merit treatment in separate, specialized courses should be integrated into more comprehensive courses, as well. Similarly, if a particular approach to history is warranted in a separate course, that approach should also be incorporated into the more general courses.

Instruction in historical methods and historiography is at the heart of efforts to develop organizing principles for a major. As the past grows larger and more formidable, more and more of its content lies beyond the reach of even the most dedicated and competent historians. No one will ever know more than just a slice of the past, and only a slice of that slice can be known during a student's college years. History faculties are therefore obliged to equip their students to go beyond the content treated in their courses by introducing them to historical methods and historiography, enabling them to understand the value and limitations of various kinds of historical writing.

Consideration of conflicting historical interpretations provides a natural starting point for studying historians' methods. (For examples of controversies that might be examined, see the AHR Forum on "The Old History and the New," *American Historical Review*, June 1989, pp. 654-698, and "A Round Table: What Has Changed and Not Changed in American Historical Practice?," *The Journal of American History*, September 1989, pp. 393-474.) It may also be useful to explore with students the evolution of history as an academic discipline. This can be done by tracing it from the days, more than a century ago, when it was introduced in colleges and universities as a "scientific" field of study, or by examining an idea that has been at the center of many debates over the nature and purpose of studying history, such as historicism.

While offering specific courses devoted exclusively to the study of historical method, history faculties should insist that all courses include instruction in historical method and give attention to historiographical questions, for developing the habit of an inquiring mind requires the habit of maintaining an open mind and, legitimately, of accepting the tentativeness of historical explanations and the necessity for on-going revisions—the essence of the historian's craft.

The goal of the senior seminar in a history major should be to "turn students loose" on a research project culminating in a senior essay of some distinction. All history majors, not just honors students, should be required to take the senior seminar.

The other required senior course—a synthesizing, or integrating, or reflective, or capstone course—has a contrasting purpose: to give students the opportunity to seek new insights by drawing together what they have

*Taskforce report continued on page 16*

learned in earlier experiences. It is in such a course, typically built around a broad theme, that students are challenged to relate what they have learned in history to their studies in other fields. This course, reaching all the way back to the foundation courses, demonstrating sensitivity to global concerns, applying historical methods, and using writing skills that are given their finishing touches in the senior seminar, holds promise of being the most exciting one in the entire major.

A history major, in sum, is more than a string of courses covering specified time periods, geographic areas, or topical fields designed simply to transmit knowledge. It is more than a set of requirements for a degree. A sound major is built on a commitment to helping students understand more fully the purposes, principles, and methodologies involved in the study of history and grasp essential particulars and universals of societies past and present. By actively engaging students with the content of their courses and with each other, it also explores questions of judgment and interpretation, of good and bad, of right and wrong, leading to a mature view of humankind.

The size and areas of competence of the faculty offering the major obviously affect the major's content. Small institutions, with faculties of fewer than seven or eight, probably find it impossible to "cover" all of the standard fields in which their larger counterparts offer specializations. Such faculties have several options. One is to capitalize on their strengths by concentrating their offerings in their fields of competence. In these offerings, the faculty stress the development of research and writing skills that enable students to move knowledgeably by independent study into the fields that are necessarily left uncovered by the faculty. This cannot typically be done in large classes, but it can be done in colloquia that have it as a specific purpose accomplished through directed reading and writing assignments.

Another option is to devote resources to the continual retraining of the faculty, enabling them through released time and support for advanced study to move beyond the fields in which they have concentrated their studies into new ones that serve local needs. While this risks extending the faculty too far, leading to superficial treatment of fields in which it lacks expertise, it enables it to offer more comprehensive programs. It also raises important questions, however, concerning the effects of such retraining over a long career. The effects will be more beneficial if the retraining is elected by the faculty member rather than imposed by the institution and if it is not expected to happen repeatedly.

Regardless of the size of the faculty, every care should be taken to ensure that the student-faculty "fit" is productive. A small department risks the danger of creating too close a discipleship, and departments of all sizes face the possibility of encouraging anonymity and overspecialized work.

2. The structure and requirements of the history major should reflect the faculty's understanding of the purposes of studying history.

The structure and requirements of a history major should demonstrate first of all a faculty's awareness of its ideals and its limits. The major should concentrate its offerings in areas which make the most of the faculty's strengths. Although the major may of necessity neglect certain areas, it can assist students in developing skills they need for independent study in these areas. If a history faculty cannot influence its college to incorporate into its general education or distribution requirements what it regards as essential contributors to a liberal education—or to a professional education, for that matter—it can build these requirements into its own major and its offerings for the non-major. In all that it does, a history faculty should recog-

nize that its goal must be a comprehensive, well-balanced major. If it is unable to offer such a major it must seek resources for doing so.

In designing its major, in addition to considering questions that local circumstances prompt, a history faculty should address the following questions, to which we suggest answers:

a) *What are the purposes of the history major?*

The purposes are both general and specific. The general purposes are stated implicitly in the section on "History and Liberal Learning." In more specific terms, the major prepares students for graduate work in history; for studies in law, business, medicine, and other professions; and for careers demanding the knowledge, understanding, perspective, skills, and sensitivities one gains through studying history. The sound major is designed to accommodate the needs of all.

b) *How many hours should be required?*

The major should require about one-fourth of the total hours needed to complete a four-year degree (typically 30-33 semester hours or 45-50 quarter hours, probably not including six hours in foundation surveys). In addition, to acquaint students with other forms of inquiry, it should require another six to twelve carefully selected hours in related humanities or social sciences fields. Indeed, because contemporary historical scholarship draws so heavily upon other disciplines, the undergraduate major is strengthened and enriched through a coherent interdisciplinary approach.

c) *What should be the relationships and balance between lower- and upper-division courses?*

Because learning in history is not necessarily cumulative and does not need to be chronological, the content of lower- and upper-division courses cannot be prescribed, as it can in some disciplines. Nor are there approaches that are appropriate at one level and inappropriate at another. The principal distinction between courses at the various levels of study lies in the sophistication of the knowledge and understanding they reflect and the abilities they require of those enrolled in them.

More than half of the credits toward a history major should be earned in upper-division courses. Typically, the foundation courses, carrying the lowest numbers, are followed by those with greater depth, and then by the senior-level seminars and colloquia that provide for studying specific topics in depth. While a history major rarely requires specific courses to be taken in sequence by all students, it can convey a sense of coherence, and implicitly of sequence, by ensuring that courses at each level make increasingly more rigorous demands.

In some departments, it may be possible to offer a course with two different numbers, with requirements more demanding for history majors and less demanding for non-majors, who, although not equipped to do more rigorous work, may find the classroom and reading experiences worthwhile. If this is done, however, the distinctive experiences that each student has a right to expect must not be compromised. The same principles apply to undergraduate courses offered for optional graduate credit.

d) *Should there be concentrations within the history major?*

Fostering depth of knowledge and understanding in one area within the major is desirable. A concentration aimed at developing such depth typically requires at least four courses. Ideally, courses taken in other dis-

ciplines should also relate to the concentration. At the same time, to foster breadth of knowledge and understanding there should be limits to the concentrations, with no more than half of the courses credited toward the major taken in a single field.

Concentrations within history majors may be by theme, period, geographical region, or some combination of these options. Whatever the integrating element, it should be clearly understood by both students and teachers. Since the concentration is more likely to be designed by students and their advisors than those teaching the courses in which they enroll, faculty members should seek to discover how their courses relate to each student's particular concentration.

e) *What are the implications of offering an honors option for history majors?*

A history faculty offering an honors option must determine such things as admission requirements, the nature and extent of special courses offered to honors students, mentoring relationships, thesis or major paper requirements, and comprehensive exams.

f) *What matters most in the design and offering of a major?*

How the courses in a major are taught is more important than its stated requirements. The best designed history major, in other words, is of little value if those who teach the courses in it fail to bring it to life. It is of even less value if the way it is taught reflects a lack of commitment to excellence in teaching by the faculty offering it. Striking a new balance between commitments to teaching and the demands of research may be necessary in some institutions. Conversely, of course, students suffer if all of a faculty member's time and energies are devoted to teaching, at the expense of scholarly work.

Assuming excellent teaching, here are some additional points to be considered:

- Historians and students of history find meaning in the past through discovering the connectedness of things. The most effective majors are those that equip students to discover connections, thereby both satisfying and stimulating curiosity. Discovery of connections may be the most important element in the shaping of a coherent major for each student.
- The search for connectedness does not begin and end with history courses. Ideally, it continues across the disciplines in the programs of study of all students. A purpose of history courses is to help them learn how to search for it.
- The courses in the major, while not necessarily taken in sequence, should cultivate in students a sense of historical chronology, perhaps by consciously relating each course in the major to others and by concentrating on chronology within each course.
- Every course should require students to engage in research and writing at a level appropriate to the course's place in the major.
- Some of the courses in the major should provide special opportunities for oral presentations that go beyond classroom discussion.
- The requirements of the major must be flexible enough to allow faculties to address specific student interests. This is particularly true as adult students increasingly populate college classrooms. Acknowledging this, however, and recognizing that adult students enrolling in college after years away from classroom experiences may require spe-

cial assistance in developing study practices, the task force asserts that significant distinctions should not be drawn between the programs of these students and the ones who have traditionally pursued undergraduate studies.

- The core requirements for the history major should be satisfied by all students, including those who might be pursuing a separate track (such as public or applied history).
- The history major should have coherence, integrity, rigor, focus, and imagination. Coherence is evident in majors that fit together conceptually and practically. A major with integrity is one with principles and practices that cannot be compromised. Testimony to rigor lies in the significance of the demands the major places on those who offer it as well as those who pursue it. A major with a focus is one with a specific, readily defined purpose. Imagination in a major means that it is designed to capture images of the past, to make new images of the past, to play with the past as well as to work with it.

g) *What are the implications of the structure of the major for the students pursuing it?*

Just as the major offered to all students must be carefully designed, so also must be each student's course of study. Careful advising should clarify the requirements of the major and lead to an understanding of the rationale for the sequence of courses, both within and beyond the major, in which each student will enroll.

3. The pedagogical methods and instructional materials used to accomplish the purposes of the major should be appropriate to those purposes.

The following issues, among others, must be addressed:

a) *Who should teach the foundation courses?*

The purposes of foundation courses are to excite as well as to inform, to engage the minds and imagination of those who may be indifferent to history or even antagonistic to it. It takes an excellent teacher to accomplish these purposes. Obviously, then, only the best teachers should teach foundation courses. If they happen to be senior professors in a department, who better to teach them? If teaching these courses falls to graduate students and part-time faculty, some of whom may be excellent teachers, care should be taken that high standards are always observed.

b) *How should the organizing principle of a course be conveyed?*

Students need to know why the period under study was framed as it was, why the theme of a course makes sense, why certain content is included and other not, why the scope of the coverage is as broad or as narrow as it is. The organizing principle will dictate perhaps the most important decisions in developing a course, those that determine how the content is selected to fit into the instructional time available for treating it.

c) *How can classroom time be utilized most effectively?*

So vast a subject as this defies a brief answer, but a summary response is possible. Lectures may appear to be efficient, but they do not necessarily accomplish what we like to think they do. Indeed, they are efficient only in the sense that they make it possible for a teacher to deal handily with large numbers of students at the same time. Lectures create the impression that the voice of authority is there to dispense the unchallenged

truth. Unless there is time for interaction between teacher and student and among students, and, particularly in smaller classes, opportunity for conversations that continue beyond the classroom, lectures simply encourage passivity and contribute little to learning. Besides, listening to one voice, uninterrupted for stretches of 50 minutes and longer, too often prompts one-word critiques by students: "boring." The use of audio and visual materials may serve good purposes provided they are seen as genuine instructional tools, and not simply as ways of breaking the routine.

If lectures must be used to accommodate larger classes, history faculties must balance them with smaller classes that employ other methods of teaching. These may be seminars and colloquia that give students opportunities for oral presentations and discussions based on their research and writing.

d) *What are some possible learning opportunities beyond the classroom?*

Courses in a history major should include substantial writing requirements related to textual analysis. Starting with the foundation course, students should be required to identify a position in a text and deal with it critically, marshalling the evidence found there to support conclusions they present in writing. This will require extensive use of the library. Traditional library resources and new technologies for use in research provide students with experiences that go far beyond their immediate application in history courses. Library research of this nature, along with the requirements of extensive writing, takes for granted student competence in using computers and word processors. If such competence is lacking, history faculties are obliged to offer opportunities to develop it.

In addition to coupling library activities with writing assignments, the history major can create opportunities for field research, typically as part of guided research projects. Through research in archives and museums and the use of other community resources, students learn that traces of the past are found in a wide variety of forms.

Advising plays an important part in the teaching of history majors, not only in guiding students through program requirements but also in answering questions about related matters, for example, the importance of studying foreign languages and statistics. Central to the advising relationship, however, is the common task of designing a sequence of courses directed toward the achievement of well-conceived goals. Advisors of history majors need also to help students see how the knowledge and skills gained through studying history apply to a wide variety of careers.

e) *What are the principal considerations regarding instructional materials and the history major?*

Textbooks are the old standby, of course, and they may well be essential in some courses. Their use should be limited, however, to reinforcing a framework for the course established by the professor; serving as a handy reference for topics dealt with in class; giving a course continuity and sequence that its in- and out-of-class treatment might not provide; and presenting maps, graphs, tables and pictures.

Other materials, particularly primary documents, play a vital role, as do monographs, journal articles, book reviews, and maps. Oral histories recorded on tape or film or accurately transcribed, along with photographs, slides, motion pictures, artifacts, and audio- and videotapes serve as good sources for analysis. (A two-hour video compilation, "Image as Artifact," available from the American Historical Association, shows how film and television may be used effectively.) Drawing upon a variety of resources is as

important as using a mix of teaching methods in sustaining interest in history among today's students.

4. The place of history in the programs of studies of non-majors should be clear and pursued appropriately.

Students not majoring in history, particularly those in such professional fields as business and engineering, may seem to be only tourists in the foreign country called the past. That does not diminish the value of historical study in their academic programs, however, for a grasp of history will be of value to them no matter the careers they pursue. To demonstrate that probable value is an opportunity history faculties should welcome.

Most of what has been said so far about the study of history for the history major is applicable also to the non-major. In addition, imaginative history professors find ways to relate the study of the past to specific interests of the non-majors, enticing them to see relationships between their narrower outlooks and the broader dimensions of the past. The graphic design major, for example, might study the history of advertising in a given period. The engineering student might explore technical matters as contemporary as nuclear power or as traditional as architectural masterpieces of the ages. Students majoring in pharmacy or nursing might explore the history of health care. The business major might study the history of business in America or of international business. For all students, the history of women's experiences and of ethnic and race relations provide contexts for understanding the changing nature of gender roles and issues of race and ethnicity.

5. History faculties should know and address important concerns regarding the training and retraining of teachers and the condition of history in the schools.

Their commitment to history compels college history faculties to:

- provide the best possible history courses for prospective teachers;
- teach the courses in exemplary ways, since teachers tend to teach in the manner of their most influential teachers;
- attempt to ensure that prospective teachers major in history rather than education;
- collaborate with the education professors who teach instructional methods courses, seeking to make the purposes of these courses consistent with those offered in history and drawing upon the extensive research into the effectiveness of various instructional approaches.

The following practices all contribute to the general well-being of history as an academic discipline:

- forming alliances with the schools to improve history education;
- through these alliances, determining and publicizing what high school students should learn prior to their enrollment in college;
- inviting history teachers from the schools to participate in departmental colloquia or seminars—always ensuring that relationships that develop are collegial rather than patronizing;
- offering continuing education and in-service opportunities for teachers (possibly including late afternoon courses to suit teachers' schedules), en-

*Taskforce continued on page 18*

bling the teachers to remain current with new developments in history;

- serving as guest teachers in the schools on special occasions;
- participating in such activities as local history fairs and National History Day.

Simply showing interest in the work of elementary and high school teachers and students may be the most important contribution college teachers can make to the larger cause of history education.

If collaboration is to occur, someone, probably a member of the college or university faculty, must take the initiative, and collaborating institutions must provide incentives for those who participate in the jointly offered activities.

History faculties should also participate in writing state curriculum documents for elementary and secondary school social studies curricula. They must be alert to legislative issues relating to the study of history and to policies implemented by state departments of education, for curriculum requirements imposed by legislatures may be treated lightly by state officials responsible for enforcing them.

Teacher certification standards are of special concern to history faculties, for the longstanding inclination to increase requirements for education courses while minimizing the importance of studies in the teaching field always threatens to populate precollegiate history classrooms with people who are not equipped to teach their young charges. Where trends seem to be in the opposite direction at the moment, history faculties should encourage them. They might, for example, support efforts to require that all social studies teachers should have a minor in history regardless of their social studies specialties.

Should legislatures, responding to efforts to strengthen the place of history in social studies curricula, mandate new history courses or proficiency exams for students, they should also provide support for educating teachers to teach them.

## 6. The needs and abilities of students should be taken into account in designing and offering a history major.

Most of the needs of students have been addressed in the points made so far. Additionally, though, a history faculty may help its cause by building a sense of community among students majoring in history. This might take the form of a history club or an honor society such as Phi Alpha Theta. A student organization might sponsor activities that bring majors together in common endeavors. If interaction outside the classroom contributes to interaction within it, this would serve very good purposes. Along the same lines, special efforts to provide a supportive environment for minorities and non-traditional students should be encouraged.

A further need relates to the value of a history major in careers and professions. History faculties should address this need in their advising of students and their department's publications, showing that undergraduate studies in history lay a solid foundation for careers in business, law, and government. Opportunities for rewarding careers as teachers in elementary and secondary schools are increasing, and students should be encouraged to consider them, too.

Faculties should advise students interested in pursuing advanced studies in history on how to select and gain admission to graduate programs and about career options in college teaching (with prospects for good positions improving), museums, archives, historical societies, publishing firms, historic-preservation organizations, and public service.

Because historians are not always well enough informed on career opportunities to be able to give students current information, they should work closely with the college's career planning center. This entails not only directing students to the center for information and advice, but helping the center establish the contacts that will enable it to have the latest information available. Professional associations in history should be prepared to provide career planning centers with timely information.

Concerning the cognitive abilities of students of college age that equip them to learn history, our knowledge is meager. The task force urges that research on this topic be undertaken. The findings would contribute much to the rethinking of the history major and the manner in which history courses are taught.

## 7. The purpose, structure, and content of the history major should be reviewed regularly, along with the effectiveness of those who teach it and the achievements of students pursuing it.

The majors offered by history faculties are in fact evaluated regularly by both the faculty and the students they are designed to serve, but typically these evaluations are informal and off-the-record. The faculty are not well-informed on the students' judgments, and students are in the dark on the faculty's thinking. Ideally, formal evaluations, addressing mutual concerns of students and faculty, should also occur regularly and for the record.

Evaluation of majors in colleges and universities, often called program review, usually focuses on the purposes, structure, quality, and place of the majors under review—paying attention also, of course, to the resources they require, the demand for them, and their cost. Evaluation also seeks to assess the performance of both teachers and students—the quality of the teaching and the nature and extent of the learning that occurs in college classrooms and beyond. This compels history faculties to identify their criteria for good teaching, to address in specific terms their plans for evaluating the effectiveness of the teaching in their departments, and to measure their students' learning.

Excellent teaching requires, first of all, expertise in the discipline. Beyond this, it requires abilities to define instructional objectives, organize materials and activities for accomplishing these objectives, present materials clearly, and conduct classroom activities purposefully. It also engages students' minds, develops their skills consistent with course objectives, motivates them to perform to the best of their ability, and evaluates their achievement.

Faculties that take these requirements of good teaching seriously are obliged to establish criteria for measuring the extent to which each of them is satisfied. They must ask, for example, how their abilities to define objectives and organize materials are measured. By review of course syllabi? If so, what criteria are applied in reviewing them? Is there a model with which compliance is expected? Should there be? Are reviewers from other institutions invited to participate in the assessment of syllabi, reflecting the practice of reviewing scholarly work?

What do the faculties expect of classroom activities? How do they assess presentation of instructional materials? Do members of the faculty exchange classroom visits? If so, by what criteria do they evaluate what they observe? How is information from students concerning the presentation of materials gained? Does the faculty use a standard instrument for student evaluation of teaching or are multiple instruments used? Who designs them? How has the validity of the instruments been established? If graduate students teach, are they adequately trained and supervised?

Concerning practices for measuring student achievement—reflecting engagement of minds, development of skills, and motivation—does the faculty review course examinations for clarity, purpose, and effectiveness? If so, is this done before they are administered or after they are graded? Who does the reviewing? Against what criteria are they reviewed?

Beyond administering periodic and final exams; oral and written, does the faculty administer comprehensive essay examinations to seniors, testing their knowledge of history and their organizational, analytical, and writing abilities as well as their insights and perspectives? Does it require senior research papers in which students are expected to demonstrate these abilities? Does it conduct oral interviews, with the same objectives in mind? Does it make use of portfolios, in which the seniors' work during the course of their studies is reviewed? How does it keep track of its graduates and their success in graduate schools and careers?

Some of these questions might make history faculties uneasy—perhaps all the more reason for not ignoring them. To review majors honestly requires that such questions be addressed.

## 8. History faculties should promote the history major effectively within the institution and beyond it.

Historians have a story to tell, a discipline to represent. History is an attractive discipline that needs better descriptions of its character and purpose for prospective students. What matters most in promoting a history major, of course, is the quality of its content, structure, and teaching, but the packaging of the major matters too.

The purposes and requirements of history majors are typically described blandly in college catalogs, conveying little of the excitement that the study of history holds. Accordingly, catalog rewriting is often a first step in improving the presentation of the major. The publication of brochures that describe the purposes, content, structure, requirements, methodology, and pedagogy of the major is also desirable. So too are clear statements regarding career and professional options open to individuals with degrees in history. Although there may be reluctance by the faculty to "market" the history major, if marketing is necessary to advance it, such reluctance must be set aside. Professional associations in history should be prepared to provide assistance to institutions as they seek to improve their publications.

## 9. To improve and advance their offerings and the place they claim in their institutions, history faculties should identify and address questions of strategy.

The task force suggests that history faculties consider the following strategic questions as they rethink and redesign their majors and courses in their institutions:

- How can a faculty foster commitments to excellence in teaching when scholarly research is necessarily a high priority? How can it help its members establish connections between their research and their work in the classroom?
- What changes in the reward structure are needed to encourage more attention to the improvement of teaching?
- What are internal and external forces affecting what faculties can and should do? How should they be addressed?
- How can the history major be made to reflect most clearly the purposes of the field and the commitments of the faculty?

- How can larger departments best address the problems associated with the major? Through committees on teaching? By establishing clearinghouses of information? By sponsoring informal gatherings on aspects of teaching?
- How can history faculties foster interdisciplinary experiences, creating productive ties with other humanities and social sciences disciplines?
- How can history faculties gain allies outside the classroom to support such things as requiring writing in all courses and using writing assignments more effectively?
- What role should historians play in reshaping an institution's general education requirements?
- How do historians address different constituencies differently?
- How do historians deal with questions of citizenship—their own and their students'—in their courses? What is the "civic role" of history courses? What are the distinctions between citizenship and patriotism?
- How do historians establish history more clearly as an integrating discipline?
- How are history majors treated differently from non-majors?
- How can history have an impact beyond the discipline itself?

## Conclusion

As noted at the beginning of this report, the historians of the 1990s will carry the past into the twenty-first century. This report provides a rationale, encouragement, and recommendations for carrying it well—that is to say, for looking closely at the condition of history in college and university programs and working swiftly toward improving it. The report, then, is but the first step in what the members of the task force hope will be a vigorous and imaginative nationwide effort by history faculties to rethink, redefine, and redesign the history major and the courses we offer to our students.

This report represents the judgments and recommendations of the Task Force on the History Major in the AAC Project on Study-in-Depth. It is not an official statement of the American Historical Association. Members of the Task Force are: Edward Gosselin, California State University, Long Beach; Myron Marty (Chair), Drake University; Colin Palmer, University of North Carolina at Chapel Hill; Lynda Shaffer, Tufts University; and Joanna Zangrando, Skidmore College. James Gardner, Deputy Executive Director of the American Historical Association served as liaison with the AHA. Carol Schneider, executive vice president of the Association of American Colleges, provided many helpful suggestions.

At the request of the AHA, the following served as readers of this report and offered helpful comments: Al Camarillo, Stanford University; Nadine I. Hata, El Camino Community College District; and Clara Sue Kidwell, University of California, Berkeley. Written comments on earlier drafts were also provided by: J. Sherman Barker, the Hotchkiss School; Peter Filene, Miles Fletcher, Lloyd Kramer, and Don Reid, University of North Carolina; David Kyvig, University of Akron; Marilyn Rubchak, Valparaiso University; and James J. Ward, Cedar Crest College. Joanne Brown, Drake University, provided editorial assistance.

## Report on Training in Women's History Available

*Graduate Training in U.S. Women's History: A Conference Report* by Gerder Lerner and Kathryn Kish Sklar describes the 1988 conference. It also contains a list of 125 dissertations in women's history completed between 1974 and 1988 and lists seventy-two dissertation titles currently in progress. To obtain your copy please send \$3.00 to AHA Publications Sales, 400 A St., SE, Washington, DC 20003.

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## 8. History faculties should promote the history major effectively within the institution and beyond it.

Historians have a story to tell, a discipline to represent. History is an attractive discipline that needs better descriptions of its character and purpose for prospective students. What matters most in promoting a history major, of course, is the quality of its content, structure, and teaching, but the packaging of the major matters too.

The purposes and requirements of history majors are typically described blandly in college catalogs, conveying little of the excitement that the study of history holds. Accordingly, catalog rewriting is often a first step in improving the presentation of the major. The publication of brochures that describe the purposes, content, structure, requirements, methodology, and pedagogy of the major is also desirable. So too are clear statements regarding career and professional options open to individuals with degrees in history. Although there may be reluctance by the faculty to "market" the history major, if marketing is necessary to advance it, such reluctance must be set aside. Professional associations in history should be prepared to provide assistance to institutions as they seek to improve their publications.

## 9. To improve and advance their offerings and the place they claim in their institutions, history faculties should identify and address questions of strategy.

The task force suggests that history faculties consider the following strategic questions as they rethink and redesign their majors and courses in their institutions:

- How can a faculty foster commitments to excellence in teaching when scholarly research is necessarily a high priority? How can it help its members establish connections between their research and their work in the classroom?
- What changes in the reward structure are needed to encourage more attention to the improvement of teaching?
- What are internal and external forces affecting what faculties can and should do? How should they be addressed?
- How can the history major be made to reflect most clearly the purposes of the field and the commitments of the faculty?

- How can larger departments best address the problems associated with the major? Through committees on teaching? By establishing clearinghouses of information? By sponsoring informal gatherings on aspects of teaching?
- How can history faculties foster interdisciplinary experiences, creating productive ties with other humanities and social sciences disciplines?
- How can history faculties gain allies outside the classroom to support such things as requiring writing in all courses and using writing assignments more effectively?
- What role should historians play in reshaping an institution's general education requirements?
- How do historians address different constituencies differently?
- How do historians deal with questions of citizenship—their own and their students'—in their courses? What is the "civic role" of history courses? What are the distinctions between citizenship and patriotism?
- How do historians establish history more clearly as an integrating discipline?
- How are history majors treated differently from non-majors?
- How can history have an impact beyond the discipline itself?

## Conclusion

As noted at the beginning of this report, the historians of the 1990s will carry the past into the twenty-first century. This report provides a rationale, encouragement, and recommendations for carrying it well—that is to say, for looking closely at the condition of history in college and university programs and working swiftly toward improving it. The report, then, is but the first step in what the members of the task force hope will be a vigorous and imaginative nationwide effort by history faculties to rethink, redefine, and redesign the history major and the courses we offer to our students.

This report represents the judgments and recommendations of the Task Force on the History Major in the AAC Project on Study-in-Depth. It is not an official statement of the American Historical Association. Members of the Task Force are: Edward Gosselin, California State University, Long Beach; Myron Marty (Chair), Drake University; Colin Palmer, University of North Carolina at Chapel Hill; Lynda Shaffer, Tufts University; and Joanna Zangrando, Skidmore College. James Gardner, Deputy Executive Director of the American Historical Association served as liaison with the AHA. Carol Schneider, executive vice president of the Association of American Colleges, provided many helpful suggestions.

At the request of the AHA, the following served as readers of this report and offered helpful comments: Al Camarillo, Stanford University; Nadine I. Hata, El Camino Community College District; and Clara Sue Kidwell, University of California, Berkeley. Written comments on earlier drafts were also provided by: J. Sherman Barker, the Hotchkiss School; Peter Filene, Miles Fletcher, Lloyd Kramer, and Don Reid, University of North Carolina; David Kyvig, University of Akron; Marilyn Rubchak, Valparaiso University; and James J. Ward, Cedar Crest College. Joanne Brown, Drake University, provided editorial assistance.

## Report on Training in Women's History Available

*Graduate Training in U.S. Women's History: A Conference Report* by Gerder Lerner and Kathryn Kish Sklar describes the 1988 conference. It also contains a list of 125 dissertations in women's history completed between 1974 and 1988 and lists seventy-two dissertation titles currently in progress. To obtain your copy please send \$3.00 to AHA Publications Sales, 400 A St., SE, Washington, DC 20003.

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