

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number LS-4
Action Approved
Date 10-11-90

UWUCC Use Only
Number 25
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE HI 195 The Modern Era
DEPARTMENT History
CONTACT PERSON Merle Rife

II. THIS COURSE IS BEING PROPOSED FOR:

_____ Course Approval Only
 Course Approval and Liberal Studies Approval
_____ Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Merle Rife
Department Curriculum Committee

Paul B. Keller
Department Chairperson

Rachel
College Curriculum Committee

Judge 10/3/90
College Dean*

Chad D. Collett
Director of Liberal Studies
(where applicable)

Provost
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted
to LSC _____
to UWUCC _____

Semester/Year to be
implemented _____

Date to be published
in Catalog _____

Revised 5/88

[Attach remaining parts of
proposal to this form.]

NOTE: HI195 received "provisional approval" from the Liberal Studies Committee on January 19, 1989. This permitted the department to teach the course through the Fall semester 1990. (Senate minutes, February 1989) The course is now being submitted for regular, permanent approval.

COURSE SYLLABUS

I. Catalogue Description.

Course Title: HISTORY: THE MODERN ERA

Number of Credits: 3

Prerequisites: None

This course interprets the development of two centers of civilization, Europe and America, within a global context and extends from at least the Age of the Enlightenment through the present.

SYLLABUS -- University Wide Undergraduate Curriculum
Committee Format

II. Course Objectives:

To introduce students to the discipline of history by involving them in historical questions, problems, and theories, e.g. what is the relevance of primary sources?, what is the nature and role of historical interpretation? This objective may be achieved, for example, through the examination of "Revolution" with a comparison of the American, French, Russian and Chinese Revolutions; students may study revolution as a historical phenomenon, examine the various historical schools of thought and study the various documents of these revolutions.

To introduce students to the varieties of history--political, economic, social, cultural--through, for example, the development of Europe and America, their global context, and their global impact. Among the ways this objective may be achieved, for example, might be a study of the Age of Expansion and Colonization, investigation of the political, economic, social, and cultural roots of the European imperialistic development, comparison of the European societies with societies that their enterprises penetrated (e.g. North American, Latin American, and non-Western societies), and understanding the the reciprocal impact of this world-wide European movement on both groups of societies.

To ensure that students are aware of the rich tapestry of history by exposing them to the diversity of cultures and subcultures. This objective may be achieved by examining modern empires from the 17th through the 20th centuries focusing on the diverse groups within the imperial cultures as well as the diverse cultures within the empires (e.g. India and Africa). Contributing this examination might be a study of contrasts between European society such as that of the Hapsburg Empire with its great heterogeneous complexity, and the more unified and homogeneous American society, which includes a variety of ethnic and racial groups.

To facilitate an understanding of the techniques and skills of the historian, applying as appropriate the skills detailed in the Liberal Studies Skill Areas. This may be achieved in assessing historical materials, by distinguishing "historical" fact from "mere" fact, by building historical interpretations, by evaluating different interpretations, by reaching historical conclusions, and by substantiating historical conclusions. Students might examine the Cold War with attention to the historical background of the various parties --the American, Soviet, European, and Third World-- to the various causes of political conflict, to the evolving relationships, and to

their current status. Alternately, students could examine the contemporary world in terms of conflicting interests between the Northern and Southern hemispheres.

This course will be offered in multiple sections; and these objectives will, therefore, be achieved with differences in selection and emphasis depending upon the background, strengths, and historical interpretations of the individual professors.

III. Detailed Course Outline

Because this course has multiple instructors it is not possible to provide a detailed course outline which each instructor will follow totally. The department will encourage "the flexibility which contributes to imaginative, committed teaching and capitalizes on the strength of individual faculty." (Liberal Studies Form, p. 3) Individual section syllabi will be designed consistent with the course description and objectives, and in form; the department will be take responsibility to ensure that "basic equivalency" exists.

To be faithful to the course description, all those teaching the course will have to include material on both Europe and America, and set the development of those two centers of civilization in a global context. For instance, in dealing with the eighteenth-century political revolutions an instructor might compare the American Revolution with the French Revolution; to develop the topic still further, the instructor might also choose to study Latin American revolutions of the early nineteenth century and/or later in the semester to take up a twentieth century revolution such as the Russian or the Chinese. Each person teaching the course will begin at least as early as the Age of the Enlightenment; at the discretion of the instructor earlier material can be incorporated. For instance, Enlightenment meant, among other things, a recovery of the Greek classical tradition as well as new insights from scientific discoveries. Because this presents the possibility of different interpretations, some of those teaching the course might choose to emphasize the classical roots, others the contemporary science, and others the influence of Asian thought on the Enlightenment. Wherever the precise "starting point," all instructors will treat history so that students can see its relationship to the present. All instructors will also be obligated to cover several aspects of history. These might be traditional aspects like political, social, economic, cultural, or diplomatic; it might also be the perspectives of recent feminist scholarship or the approaches of historians of technology, environment, or medicine. The course will include not only historical information about minorities and women, but also will relate the information to more searching questions about the full range of historical components (e.g. the role

of the family, the effects of industrialism, the impact of slavery systems, the influences of a world economy) and further relate it to the broader historical developments.

However, those teaching the course agree that the following topics should be covered:

- The Enlightenment
- Competition for Empire
- Political Revolutions
- The Industrial Revolution
- Political Liberalism, Conservatism, and Socialism
- Social Reforms - Emancipation, Labor Suffrage
- Industrialism and Imperialism
- World Wars, Depression, and Revolutions Left and Right
- The Cold War
- Super Powers, Powers, and Developing Nations

IV. Evaluation Methods

Again, it must be understood that this is a multi-section and multi-instructor course offered by faculty with different approaches to evaluation.

Among the evaluation methods that might be used are inclass examinations (both essay style, and various forms of objective tests), out-of-class essays, take-home exams, book reviews, and reading essays. Currently, history classes at IUP emphasize writing by the students, and it is the department's intent that this continue.

V. Required Textbooks

The Department has established a course reading requirement of between 1000 and 1250 pages with a possible 25% deviation on this requirement depending on the complexity of the reading assignments. Included in the reading requirement must be at least one reading of book length (as distinguished from textbooks, anthologies, workbooks, or manuals) which can be either a primary or secondary historical source. There is agreement that one of the best textbooks is McKay, A History of World Societies. The following are samples of the additional readings assigned by various instructors:

- Hedrick, The Tools of Empire
- Ward, The Rich Nations and Poor Nations
- Nash, Red, White, and Black
- Orwell, 1984
- Marx and Engels Communist Manifesto
- Tocqueville, Democracy in America
- Mill, On Liberty

VI. Special Resources Requirements

None.

VII. Bibliography (omitted by prior agreement with LSC and UWUCC)

LIBERAL STUDIES COURSE APPROVAL FORM

HI 195

HISTORY: THE MODERN ERA

Course Description (the Department of History's working course description: not the Catalog Description)

The course interprets the development of two major centers of civilization, Europe and America, within their global context. It covers various aspects of history (e.g. political, economic, social, cultural), including at least the Age of the Enlightenment through the present. It concerns the ideas and experiences of men and women, various cultures and subcultures. Students should develop their historical consciousness and learn to perceive contemporary events in historical perspective. They should become aware of different scholarly interpretations and gain an appreciation of the nature of primary sources, as expressions of the diversity of thinking across different eras.

Liberal Studies Form

PART II. Which Liberal Studies goals will your course meet?

The Liberal Studies goals which our Humanities: History course will meet are:

PRIMARY

A. Intellectual Skills and Modes of Thinking:

- 1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.

To meet this goal the instructor and the student will investigate historical problems such as causation (e.g. the causes of the demise of colonial empires and/or the causes of the 20th century world wars), factual significance (e.g. discussion of common fallacies resulting from moralistic, pragmatic, and quantitative misuse), motivation (both for societies and individuals), and the development of question-framing abilities (because it is especially important to avoid searching history to prove preconceived ideas and to avoid developing false, dichotomous questions). Efforts will also be made to increase the student's ability to create historical synthesis from different developments (e.g. the understanding that the effectiveness of imperial control rests on the co-opting of the power of the previous ruling elite). These objectives might be met through specific examples in lectures, discussions, and readings; students' skills might be honed through examinations, essays, and similar exercises.

- 2. Historical Consciousness

This goal will be met as the students are shown the importance of chronological concepts, the need to be sensitive to transitional periods, the importance and lasting quality of historical memory, and the persistence of ideas and institutions. This may be done, for example, by examination of the American Revolution and its impact on the French and Latin American revolutions, its impact on subsequent ideologies and institutions, and on other processes which continue into the 20th century. This might also be done by examination of the French Revolution, its impact on the 19th century European revolutions, and on subsequent institutions and ideologies affecting 20th century Europe: A third possibility would be the gradual emergence of the "commoner"

to a more significant social, political, economic, and intellectual standing since the Age of the Enlightenment.

B. Aquiring a Body of Knowledge or Understanding Essential to an Educated Person

Our course will present, through discussion, lecture, and readings, a historical consciousness which focuses not only on those pervasive historical "echoes" of our times (e.g. democracy, the modern "isms," and the historical reflections in the arts and literature), but also on specific events, individuals, and institutions, of which a knowledge is part of modern cultural literacy.

SECONDARY

A. Intellectual Skills and Modes of Thinking

2. Literary, writing, reading, speaking, listening

The department has a tradition of student writing in its courses. This writing has consisted of essays and essay examinations, book reviews, and other writing exercises. Likewise, there has been a focus upon reading, especially reading for historical understanding. IUP history classes have traditionally emphasized lecture and discussion in which careful listening is demanded. We expect these aspects to continue in this course.

6. Values

The discipline of history is concerned not only with development of values and value systems as part of the development of civilization but also with the examination of past societies in terms of current values and value systems.

D. Certain Collateral Skills

1. Use of the Library

The department has a tradition of requiring students to use the library. The assignment of essays, term projects, reserve readings, and media is expected to continue in this course.

Part III. A. -- The strategies the department will use to assure that basic equivalency exists:

All who teach the course will provide the Departmental Curriculum Committee with statements of how they intend to meet the "General Criteria for Liberal Studies." An appropriate statement would, normally, be a course syllabus. The Departmental Curriculum Committee will make all these statements available to all department members. Once each semester there will be a formal meeting of those who are currently teaching the course to discuss the fulfillment of our commitment to the criteria. The Departmental Curriculum Committee will also encourage informal exchange of ideas.

Part III. B. -- Our acceptance of the criterion that the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter:

Students will have the opportunity to consider the ideas of both men and women; students will have the opportunity to consider various cultures and subcultures; students will have the opportunity to become aware of the thinking of men and women and of various human groupings from different historical eras.

The Department of History, acutely aware of the various new paths of historical research which have broadened the discipline and led to new fields of study not explored two generations ago (e.g. peasant studies, ethnohistory, environmental studies, demographic history, feminist history), accepts the responsibility of exposing the students to history's many dimensions. As evidence of its concern for this matter, the department will seek funding for visiting scholars to discuss with the faculty the optimum ways to achieve this goal. Additionally, we hope that future appointments will expand the department's breadth of historical investigations.

The Departmental Curriculum Committee will supervise the implementation of this responsibility.

Part III. C. -- Liberal Studies course must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals):

The Department has established a normal reading requirement for the Liberal Studies course of between 1000 and 1250 pages with a possible 25% deviation in this requirement depending on the complexity of the reading assignments and other assigned activities. We have included in the reading requirement at least one reading of book length (as distinguished from textbooks, anthologies, workbooks, or manuals) that is a primary or secondary historical source.

5) Students will be shown how historical research has broadened with the expansion of the interests of people in the various arenas of life; (e.g. the new fields of women and minority studies, the development of interest in the "underside" of history such as the development of peasant studies and the history of the working classes). They will learn the historical dictum that "each generation writes its own history" and be introduced to the concept that as current concerns and approaches to history change, so do interpretations of the past.

6) History stresses the inherent relationship that exists between the present and the past. Students will be exposed to the ideas of both continuity and change. In the realm of ideas the effects of the Age of the Enlightenment and the Scientific Revolution might be traced forward as the bases of modern thought, and/or the Industrial Revolution might be examined as a major influence on our contemporary world, both in the effects its industrial beginnings as well as in the trauma of the demise of the Industrial Age.

UNIVERSITY CURRICULUM COMMITTEE

Course Analysis Questionnaire

Section A: Details of the Course

- A1 The course is designed to fulfill the Humanities: History course in the Liberal Studies program.
- A2 This course requires no changes in content of existing courses: however, as the needs of continuing General Education students are phased out, the Department of History intends to restructure its current 100-level courses. Some may be phased out entirely, others may be redesigned or retitled and offered to students as electives. In making these decisions, the department will consider not only its own mission and resources, but also the needs expressed by other academic departments.
- A3 This course departs from the earlier patterns of course offerings of the Department of History by its emphasis on the two centers of civilization, Europe and America, and their global context.
- A4 No.
- A5 No.
- A6 It is not a variable credit course.
- A7 This course, with variations in chronological and topic coverage.
- A8 No.

Section B: Interdisciplinary Implications

- B1 The department is not considering a team-teaching approach at this time.
- B2 No.
- B3 Since it is designed to fulfill the Humanities: History requirement of the Liberal Studies program there is no anticipation of conflicts with other departments.
- B4 It has been the policy of the Department of History to make seats available in its course for students in the School of Continuing Education.

Section C: Implementation

- C1 a. Faculty -- additional faculty will be needed to help the Department of History in the transitional period when it will be offering the Liberal Studies course and fulfilling its commitment to students in the existing General Education program. The administration has tendered hopes that this problem might be eased with hiring of faculty and we understand that the appropriate faculty complement will be available for this purpose.
- b. Space -- additional course offerings during the transitional period will strain current allotted space in both offices and classrooms, but again the administration's commitment to the Liberal Studies program leads us to understand that the additional space needs of the department will be met.
- c. Equipment -- additional faculty and course needs will compound our current lack of necessary equipment (e.g. maps and a-v equipment) but the administration's commitment to the Liberal Studies program provides an understanding that additional necessary equipment will be allocated.
- d. Consumable Goods -- with increased staff in the transitional period there will be additional need of consumable goods and supplies. We expect that with the administration's commitment to the Liberal Studies program that a larger budget will be provided to allow the purchase of these needed materials.
- e. Library Materials -- currently, because of the department's concern for the library as our laboratory, the library is minimally adequate and we and the administration are committed to an upgrading of the holdings.
- f. Travel Funds -- with additional staff in the transitional period and considering the current underfunding of travel there will be a need of increased travel funds. It is understood that the administration's commitment to the Liberal Studies program will mean a commitment for additional travel funds.
- C2 No.
- C3 This course will be offered every semester, in multiple sections, and will be offered in each summer session.

- C4 The current projections call for forty-five sections in the Fall semester and forty-four sections in the Spring semesters.
- C5 Section size will be set at a maximum of forty.
- C6 No.
- C7 This course will be a Liberal Studies requirement. In reality it has the potential of reducing the number of electives available to majors, depending upon future staffing. The addition of this course requirement will not necessitate an increase in the 124-credit program of students in the Department of History.

Section D: Miscellaneous

No additional information

CHECK LIST -- HUMANITIES: HISTORY

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline, and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

History Area Criteria which the course must meet:

- Treat Western civilization including at least the Age of Enlightenment through the present.
- Treat several different kinds of history, e.g., political history, economic history, cultural history.
- Treat the two centers of Western civilization, Europe and America, and consider Western civilization in a global context.
- Consider the ideas and experiences of both men and women as well as treating dominant cultures and various subcultures.

Additional History Area Criteria which the course should meet:

- Develop students' historical consciousness, that is, an understanding of the interrelationship of various aspects of culture at a given time and an ability to explore continuity and change among historical events and movements.
- Enable students to perceive contemporary experiences in historical perspective.
- Make students aware of various and sometimes contradictory historical interpretations.
- Communicate the importance of primary sources which express the thinking of men and women of different ages.

SAMPLE INDIVIDUAL INSTRUCTOR SYLLABI

HI 195: The Modern Era
Dr. Neil Lehman
Fall, 1989

I. Assigned Reading

McKay, Hill, and Buckler, A History of World Societies,
2nd Ed., Vol. II.

Study Guide, A History of World Societies

Perrin, Noel Giving Up the Gun

Newsweek

II. Office Hours

Keith 221, Tuesday and Thursday - 10:00-11:30, Wednesday
1:00-3:00 p.m.

III. Quizzes and Examinations

Chapter quizzes of ten objective items (multiple choice) will be given on each of the starred (*) dates on the outline below and will cover material for the chapter in the text which is assigned for that day. There will be a total of 16 quizzes of which the highest 13 will be used to compute the course grade.

Major exams will be given on October 2 and November 1 (9:00 p.m. McVitty Auditorium Sprowls Hall), and during the final exam period (time and place to be announced). These exams will consist of 50-100 objective questions drawn from class notes and assigned readings in Newsweek. They will not include questions from the text and will not be cumulative in nature.

IV. Written Assignment

Students are required to write a 4-5 page typed essay on the main ideas and implications of Perrin's Giving Up the Gun. This essay should integrate appropriate material from class lectures into its analysis. The due date for submission is October 24th. The paper will be graded on the basis of 50 points and the grade will be reduced 5 points per day if the paper is submitted late.

V. Grading Scale

The total of examination, written assignment and quiz points will be calculated and the course grade scale will be as follows:

A	85-100%
B	75- 84%
C	60- 74%
D	50- 59%
F	0- 49%

VI. Miscellaneous Information

The three extra quizzes are designed to allow for periodic class absences due to illness or other conflicts. No quizzes may be made up except for cases in which the student is (A) involved in an athletic competition or (B) hospitalized. No other circumstances justify making up a quiz. NOTE: Students do NOT have the option of taking a quiz and then leaving the class. If a student chooses to do this his/her quiz will not be graded.

There will be no excused absences on days of major examinations, unless the instructor has been forewarned of such absence and has given prior approval at least one hour before the scheduled time of the major examination. Instructor can be reached at office (2162) or home (463-0058). The only excuses for failure to take exams at assigned times are illness requiring medical attention or unforeseen emergency. Students failing to take exams at assigned times (without permission) may take make-ups, but scores will be reduced by twenty percent.

VII. Outline of Assigned Readings, Quizzes, and Examinations

		Text Assignments
September	7	Introduction
	12	The Age of Reason 21
	14	The Pursuit of Happiness 22
	19	The American Revolution 25
	21	The French Revolution
	26	Reform and Romanticism 27
	28	A Century of Progress 28
October	2	EXAM NUMBER ONE: 9:00 PM MCVITTY AUDITORIUM, SPROWLS HALLS
	5	Race and Empire 30
	10	The US and Latin America 31
	12	Breakdown: World War I 32
	17	Post War Shock 34
	19	Global Depression
	24	The Rise of Japan 33
	26	Reprise: World War II 35
	31	Holocaust 35
November	1	EXAM NUMBER TWO: 9:00 PM MCVITTY AUDITORIUM, SPROWLS HALLS
	7	The War Europe Lost 36
	9	Roots of the Cold War
	14	The World of Ghandi
	16	Modern Africa 37
	21	The Chinese Revolution
	28	The 1960: Reform & Revolution 38
	30	The Legacy of M.L. King
December	5	Woman's Place 39
	7	Third World Dilemma
	12	Ending the Arms Race 40
	14	The Shape of Things to Co
EXAM NUMBER THREE: (TO BE SCHEDULED IN FINAL EXAM PERIOD)		

History 195 - The Modern Era
Fall 1989
Indiana University of Pennsylvania
Section 025, T TH 1:15-2:45
Keith Hall, Room 231

Instructor:
K. Harris
Associate Professor
Office Hours:
M F 11:30-12:30
M Th 11:30-1:00
Keith Hall, Room 213
357-2765

The course examines the development of two centers of western civilization - Europe and America - within a global context. It interprets several aspects of history, politics, economics, sociology, and culture. It covers the period of the Age of Enlightenment (1750) through the contemporary years of the 20th century. This course provides, as well, introductory information on the early modern era from 1400-1750.

This particular section of History 195 will interpret the global impact of such themes as expansion, colonization, and imperialism. It investigates the political, socio-economic, cultural roots, and values of European societies. The course compares these societies with those societies with which they came into contact in the Americas, Africa, and parts of Asia. The course considers the modern day consequences especially in Latin America and Russia (the Soviet Union).

Students will explore the reciprocal impact of various societies on developments in Europe and America. They will probe the crucial questions regarding family, modernization, industrialization, and the impact of slavery on the global economy. While the course offers analyses of themes and events, it traces the ideas and experiences of women, men, and children who helped shape the modern era.

History 195 consists of two sessions per week. Three tests will be given in class: a mid-term exam on Thursday, 19 October; an interim exam 16 Thursday November; and a final exam during 16-22 December. The date and time will be announced in class. NO make-up examinations have been scheduled and will be available only with a medical excuse signed by a physician or an official statement of a family crisis.

The exams are worth 100 points. They will have the following format: three sections - one essay; multiple choice, and short answer. The essay portion will be graded closely on content and style. Your performance on the tests (90%) and class participation (10%) will be averaged to compute your final grade. Exams are based on the readings and class lectures.

Grading for the examinations is on the following scale:
A= 100-90; B= 89-80; C= 79-70; D= 69-60; F= 59 and below

Required texts include: McKay, Hill, and Buckler, A History of World Societies, v. II since 1500; Nash, G., Red, White, and Black; Gardner, L., Wilson and Revolutions 1913-1921; Achebe, C., Things Fall Apart.

The instructor will announce in class any changes in the class schedule, assignments, or tests.

7 September	History of the Modern Era - An Introduction Skim McKay, Chapters 18, 19, 20
19 September	The Age of Enlightenment McKay, Chapters 21, 22
26 September	Exploration and Conquest McKay, Chapters 23, 24
5 October	Revolution, Politics, and Society Review McKay, Chapter 25; Nash, Read All
12 October	The Industrial Age or Unbound Prometheus and Society McKay, Chapters 26, 28
19 October	*****MIDTERM EXAMINATION*****
2 November	The Global Economy and Imperialism McKay, Chapter 30; Achebe, Read All
16 November	*****INTERIM EXAMINATION*****
21-23 November	Thanksgiving Recess
28 November	Total War, Revolution, Upheaval McKay, Chapter 31, pp. 962-976; Gardner, Read All; Review Carefully, McKay, Chapters 32-36
5 December	Powers, Superpowers, and New Nations McKay, Chapters 37-40
14 December	Last Day of Class
16-22 December	Final Examinations

HISTORY: THE MODERN ERA

Fall Semester 1990

Dr. Charles Cashdollar

I. COURSE OBJECTIVES

A. Framing Historical Argument--Reading, Writing, and Speaking. You should understand what historians think are important questions, what they consider good evidence, and how they organize their thoughts to convince others. You should be able to recognize this when you read or listen to others, and you should be able to do it yourself when you write or discuss.

B. Cultural Literacy and Appreciation. You should be familiar with the people, terms, and events that enable you to see the world around you with new eyes and greater understanding, whether you are reading a newspaper, watching the evening news, visiting a museum, or helping to shape tomorrow's world. Part of this understanding is an appreciation of the contributions of women and men from all cultures, races, and nationalities.

II. COURSE READING (Available for purchase in the Coop Store)

Georges Lefebvre, The Coming of the French Revolution

Ethel Spencer, The Spencers of Amberson Avenue

Theodore Von Laue, Why Lenin? Why Stalin?

Philip Metcalfe, 1933

Kenneth Jackson, The Crabgrass Frontier: The Suburbanization of the United States

III. LECTURE AND DISCUSSION TOPICS

Introduction -- Studying History

Enlightenment, Revolution, and Liberty

On the Shoulders of Giants: 1. Isaac Newton's Cambridge

On the Shoulders of Giants: 2. Ben Franklin's Philadelphia

Two Revolutions: 1. Britain Loses Its American Colonies

Two Revolutions: 2. Discussion of Coming of the French Revolution

Two Revolutions: 3. America and France Compared

The Contagion of Liberty: 1. Revolution Everywhere!

The Contagion of Liberty: 2. Freedom for Serfs and Slaves

The Industrial World

Technology Reshapes Life and Work

The Middle Class: Discussion of Spencers of Amberson Avenue

The Workers: The People of Homestead, Pennsylvania

First Examination -- October 1

Into the Twentieth Century

Liberals, Progressives, Social Democrats, and Socialists
 Progressive Reforms in the US and Britain
 "Victory Bought So Dear"--World War I Shatters the Old Order
 The Russian Revolution: Discussion of Why Lenin? Why Stalin?
 The Treaty of Versailles: "An Armistice for Twenty Years"
 The Revolt Against Formalism in the Arts
 Freud and the New Sexuality

Years of Depression and Crisis--The 1930s

Crash!

Franklin Roosevelt and the New Deal in America

Hitler's Germany: Discussion of 1933

The Collapse of Peace: Diplomacy during the 1930s

At War Again: The Beginning of World War II

Second Examination -- November 7

A World With Walls

An Uneasy Alliance: The West and the Russians during World War II

The Politics of Liberation: Dividing up Europe

Hiroshima and the End of the War in Asia

The Maturation of the West's Containment Policy

The Price of Containment: 1. France in Vietnam

The Price of Containment: 2. The US in Vietnam

The Suburbanization of the US: Discussion of Crabgrass Frontier

America's Era of Economic Hegemony

Martin Luther King's Dream of Justice in America

A World Without Walls

The Political Revolutions of 1989-90

The New Global Economy

Toward a Post-Modern Culture?

Conclusion--The Story Becomes Ours

Third Examination -- during Final Examination Week

IV. DUE DATES FOR READING ASSIGNMENTS AND OUT-OF-CLASS WRITING ASSIGNMENTS

September 14 -- Coming of the French Revolution

September 26 -- Spencers of Amberson Avenue

October 10 -- Why Lenin? Why Stalin?

October 31 -- 1933

November 26 -- Crabgrass Frontier

V. EVALUATION AND GRADING

- 25% -- First Examination
- 25% -- Second Examination
- 30% -- Third Examination
- 20% -- Out-of-Class Writing Assignments

The three Examinations each include brief paragraph-style identification questions (based solely on the lectures) and longer essay-style questions (based on the lectures and the reading). The first examination covers course work from the beginning of the semester; the second and third cover material since the previous examination. Make-up exams will be given only if you have made an alternate arrangement with the professor at least 48 hours prior to the date, or if you have a validated last minute illness or emergency.

There are two kinds of Out-of-Class Writing Assignments based on the books you are reading. For each book you will receive a separate assignment sheet indicating which type or types of writing you are to do. (Sometimes you will be asked for only one type, sometimes for both.) These are due on the day the book is to be discussed in class. Because these papers are considered preparation for the class discussion, they will not normally be accepted after that class hour ends.

1. **What's in the Book Cards.** These check whether you actually read the book and understood it. Refer to instruction sheet for format. Graded 0-5 points. These count for 1/2 of your Out-of-Class Writing score.
2. **What Do You Think Paper.** These 1-2 page essays help you to begin thinking and making some judgments about what you are reading. The assignment sheet for each book will tell you the topic for your paper. Graded 0-3 points. These count for 1/2 of your Out-of-Class Writing score.

VI. DR. CASHDOLLAR'S SCHEDULE

History Department: MWF 8:30-9:15
Keith Hall 211
Telephone: 357-2513

Liberal Studies Office: Daily (unless in a meeting)
Sutton Hall 352
Telephone: 357-5715