

LSC Use Only
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CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

Withdrawn 8/15/00

I. CONTACT

Contact Person Neil Lehman Phone 357-2284

Department _____

II. PROPOSAL TYPE (Check All Appropriate Lines)

_____ **COURSE** _____
Suggested 20 character title

_____ New Course* _____
Course Number and Full Title

x Course Revision HI 214 Themes in American History
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]
Department Curriculum Committee

[Signature]
Department Chair

[Signature]
College Curriculum Committee

[Signature]
College Dean

[Signature]
+ Director of Liberal Studies (where applicable)

[Signature]
*Provost (where applicable)

Part II. Description of Curriculum Change

1. A complete catalog description including the course name and number of credits, the prerequisites, and the new course description.

HI 214 Themes in American History 3c-01-3sh

Not open to History and Secondary Social Science Education majors. Designed to give students an appreciation of the basic themes and issues in the making of American society. Students will examine themes such as the fruition of democracy, the American dream, slavery and freedom, the tensions between liberty and order, and the role of the United States in a world setting.

2. A listing of the proposed change giving the old course or catalog description and the revised description.

Old Catalog Description

HI 214 Themes in American History 3c-01-3sh

Prerequisite: HI 195

Open only to non-History majors. Designed to give students an appreciation of the basic themes and issues in the making of American society. Students will examine themes such as the fruition of democracy, the American dream, slavery and freedom, the tensions between liberty and order, and the role of the United States in a world setting.

New Catalog Description

(See above, number one)

3. We are eliminating the prerequisite of HI 195 because the current enrollment pattern at IUP is such that many students are unable to schedule HI 195 until their junior or senior years. In many instances, we have been asked to waive the prerequisite and have done so to accommodate students wishing to take HI 214 prior to being able to schedule HI 195. Neither students nor professors indicate any problems with students taking 214 prior to the completion of HI 195.

In addition, we are seeking to clarify the classification of HI 214 as a course designed specifically for, and limited to, non-majors. Our intention is to define Secondary Social Science Education majors, as well as History majors in the college of Humanities and Social Sciences, as individuals for whom this course is inappropriate. All majors – both History and Secondary Social Science are required to take HI 203, American History for Historians, which includes substantial portions of the material contained in HI 214.



I. Catalog Description

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II. Course Objectives

1. The course will give students an appreciation for the use of history in analyzing contemporary issues.
2. The course will offer students an appreciation of the richness and diversity of American cultures.
3. The course will help students to understand the broad issues and deep problems with which Americans have had to contend in the shaping of American society.
4. The course will offer the students an opportunity to hone their analytical skills through historical inquiry and reasoning.
5. The course will enhance the students' appreciation of the variety of sources used in the creation of history.

III. Detailed Course Outline:

1. Who are the Americans? (2 weeks)
 - (a) De Crevecoeur' "What Is an American?": The Mix of the Colonial Past
 - (b) Dunghill or Land of Opportunity?: Servants, Slaves, and Prisoners
 - (c) Melting Pot or Salad Bowl?: Nativism and Ethnicity
 - (d) Immigration as a factor in contemporary America
2. Republic or Democracy? (3 weeks)
 - (a) What did the Founding Fathers want to create?
 - (b) What factors propelled America towards democracy?
 - (c) What was the impact of democracy on American life and politics?
 - (d) How has the democratic society expanded to offer more rights and liberties for women and racial minorities?

3. How have slavery and race shaped American society? (3 weeks)
- (a) Why did slavery originate and prove to be so firmly entrenched?
 - (b) Why did the system come under attack?
 - (c) How did emancipation change the life of Afro-Americans?
 - (d) Why did rigid segregation emerge as a racial pattern in American life?
 - (e) Why did an assault on segregation emerge in mid-twentieth century America?
 - (f) How has the racial patterns of American society changed in the late twentieth century?

4. How real was the American Dream? (3 weeks)
- (a) How did Ben Franklin helped to define the American Dream?
 - (b) The Horatio Alger Story: Myth or Reality?
 - (c) How did the Great Depression and the New Deal affect the concept of the American Dream?
 - (d) Was post World War II America the "happy days"?
 - (e) Why are we suffering from downward mobility today?

5. What is the role of the United States in a world setting? (3 weeks)
- (a) Isolationism or Imperialism?
 - (b) How did the Cold War affect our role in the world and our society at home?
 - (c) Vietnam: A Problem in determining national interests?
 - (d) Pax Americana or New World Order in the post Cold War Era?

IV Evaluation Methods

Students will write a brief paper on each book assigned in each segment of the course addressing the principle question of the book. Students will read do some free reading, write a short paper, and confer with the professor about their reading. Students will take a mid-semester and final exam. Both exams will be essay in nature. The written exams will account for 50% of the grade, the written paper from the free reading will account for 25% of the grade, and the brief papers on each book will account for 25% of the grade.

V Required textbooks

The course is intended to be an enrichment course. Rather than reading a tedious, single, encyclopedic textbook students will read an assortment of books. The professor will choose books that were written for the general public rather than the professional scholar. The criteria used to select books are literary merit and provocative ideas.

Examples of probable selections might include:

Bernard Bailyn, The Peopling of British North America: An Introduction, Knopf, 1985.

John Bodnar, The Transplanted: A History of Immigrants in Urban America, 1985.

Richard Hofstadter, The American Political Tradition

Sara Evans, Personal Politics: The Roots of Women's Liberation in the Civil Rights Movement and the New Left. Vintage Books, 1979.

John Blassingame, The Slave Community. Oxford University Press, 1979

Russell Baker, Growing Up, 1984.

Theodore White, In Search of History, 1982.

Besides the supplementary books, students will have an opportunity to read excerpts of fundametal testments of American history such as Federalist #10, De Tocqueville's Democracy in America, Martin Luther King's "Letter from a Birmingham Jail", and Thoreau's "Essay on Civil Disobedience."

VI No special resources are necessary.

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