

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		03-156	Apr 2/24/04	Apr 4/27/04

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person Dr. Veronica Watson	Email Address maat@iup.edu
Proposing Department/Unit College of Humanities and Social Sciences	Phone 7-2280

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

**1. Course Proposals (check all that apply)**

New Course                       Course Prefix Change                       Course Deletion  
 Course Revision                       Course Number and/or Title Change                       Catalog Description Change

<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>
	CHSS 489 Honors Colloquium

**2. Additional Course Designations: check if appropriate**

This course is also proposed as a Liberal Studies Course.                       Other: (e.g., Women's Studies, Pan-African)  
 This course is also proposed as an Honors College Course.

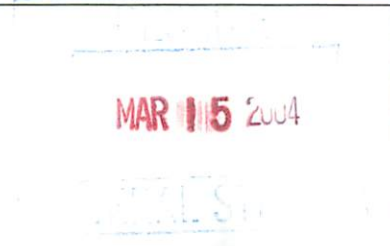
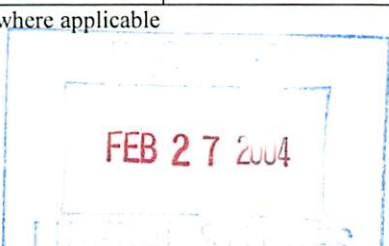
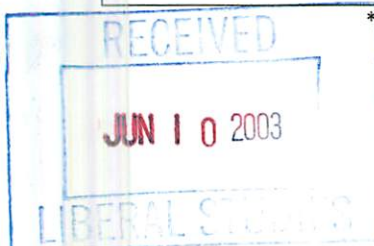
**3. Program Proposals**

New Degree Program                       Program Title Change                       Other  
 New Minor Program                       New Track                       Program Revision

<i>Current program name</i>	<i>Proposed program name, if changing</i>

4. Approvals		Date
Department Curriculum Committee Chair(s)		
Department Chair(s)	V. Watson Deans Associate, CHSS	6/10/03
College Curriculum Committee Chair	M. Lee	6/10/03
College Dean	[Signature]	6/10/03
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Sedquist	2-24-04

\* where applicable



## CHSS 489 HONORS COLLOQUIUM

### I. *Catalog Description.*

<b>CHSS 489 Honors Colloquium</b>	3 lecture hours
	0 lab hours
	3 credits
	(3c-0l-3cr)

**Prerequisites:** Admission to a Departmental Honors Program in the College of Humanities and Social Sciences, HNRC 201, or permission of the instructor.

A multi-disciplinary colloquium emphasizing problem-solving, discussion, reading and writing on a topic or theme that will vary from semester to semester according to the expertise of the faculty member(s) teaching the course. The course could focus on an issue that would be explored from a number of multi-disciplinary perspectives, or bring related disciplines together to cover issues that spring from a common methodological technique. Open to all students who have been admitted to the Departmental Honors Program in their major, Robert E. Cook Honors College students who have completed HNRC 201 and, with instructor permission, to other juniors or seniors who have an overall QPA of at least a 3.5.

### II. *Course Objectives.*

By the end of the semester students will be able to:

1. Apply qualitative and quantitative analyses in the humanities or social sciences.
2. Explore in depth a significant topic or theme in the humanities or social sciences.
3. Evaluate different interpretations, identify underlying assumptions, detect fallacies in reasoning, and use evidence appropriately.
4. Analyze problems related to the theme of the course and develop a stronger appreciation of collaborative work.
5. Demonstrate the ability to write in the language commonly used by social scientists or humanists.
6. Summarize the ethical implications of, and evaluate the conflicts emerging from the themes under consideration.

### III. *Detailed Course Outline.*

This course is a colloquium or "reading-discussion" course based on a topic or theme that will vary from semester to semester depending on the expertise of the faculty member teaching the course. As would be the case with research seminars or other similar courses with varying topics, an all-purpose detailed course outline cannot be supplied. This generic syllabus is nevertheless important to the college as a record of course policies for instructors. Individual semester syllabi will be reviewed by the CHSS Curriculum Committee for consistency with the Syllabus of Record.

Examples of themes or topics that might be offered are:

American Reform Movements, 1830-1860 (HIST, ENGL, JRNL, PLSC)  
 Civil Rights/Women's Rights--Two American Movements (ENGL, HIST, JRNL, PHIL, PLSC, SOC, WMST)  
 Comparative Cultures (ANTH, Asian Studies, ENGL, FRNC, GRMN, LAS, PNAF, RLST, SPAN)  
 Comparative Studies in the History of Slavery (Asian Studies, ENGL, HIST, LAS, PHIL, PNAF)  
 Coping with Hunger (Asian Studies, ECON, GEOG, LAS, PHIL, PLSC, PNAF, SOC)  
 Dilemmas of Modernization in Asia (ANTH, Asian Studies, ECON, HIST, PLSC)  
 Eastern Civilizations (ANTH, Asian Studies, HIST, PHIL, RLST, SOC)  
 Economic, Cultural and Political Effects of Immigration (ECON, JRNL, PLSC)  
 Human Rights in Post-Colonial Africa (ANTH, CRIM, ENGL, HIST, PLSC, PNAF, RLST)  
 Emergence of Working-Class Consciousness in 19th Century U.S. (ECON, HIST, PHIL, PLSC, SOC)  
 Export of Revolution--America, France, and Russia (ENGL, HIST, JRNL, PHIL, PLSC, RLST, SOC)  
 Impact of Catholicism in France and Spain (FRNC, HIST, LAS, PHIL, RLST, SPAN)  
 Industrialization and De-industrialization in Western Pennsylvania (ECON, GEOG, HIST, SOC)  
 Managing the Environment (ANTH, CRIM, ECON, ENGL, GEOG, SOC)  
 Puritanism in England and New England (ENGL, HIST, RLST)  
 Quantitative Approaches to the Social Sciences (ANTH, CRIM, ECON, GEOG, PLSC, SOC)  
 Representation of Race, Class and Gender (Asian Studies, ENGL, HIST, LAS, PNAF, SOC, WMST)  
 Research Methods in Social Sciences (ANTH, CRIM, ECON, GEOG, PLSC, SOC)  
 Trans-Atlantic Migration--Europe, Africa, and the Americas (ANTH, ECON, ENGL, HIST, LAS, PLSC, PNAF, SOC)  
 Witchcraft and Gender in Early Modern Europe (CRIM, ENGL, RLST, WMST)  
 Women's Autobiography (ANTH, Asian Studies, ENGL, HIST, LAS, PNAF, SPAN, WMST)

Although the topics will vary, there are common pedagogical assumptions underlying the course. Indeed for social scientists and humanists, the term "colloquium" itself suggests an interactive pedagogy, and this is what is expected in this course. The course will emphasize reading, discussion, and writing. Lecture may be used occasionally as an efficient means of providing background, introducing different interpretations, modeling a disciplinary method, or building a bridge to the next sub-topic, but it is not to be the primary form of instruction. Students will be expected to take an active part in discussions and, where appropriate, participate in setting directions and exercising leadership. Professors will not drive the course to a predetermined conclusion, but will act as facilitators. Professors are expected to use their greater experience and wider knowledge of the field to insure that as many aspects or issues as possible are noticed and discussed, and that as little time as possible is wasted pursuing dead ends. But students will be expected to draw their own conclusions from the readings and projects assigned to them.

Each course syllabus will also have a clearly articulated attendance policy.

For the benefit of the UWUCC, a "sample" Detailed Course Outline follows for one topic--"*American Reform Movements, 1830-1860*"--as an example of how policies would be implemented:

*Detailed Course Outline for Sample Topic.*

*Week 1. Overview*

Reading: Mintz, *Moralists and Modernizers*  
 Commager, "Introduction," *The Era of Reform*, pp. 7-17

*Week 2. Motivation: The Transcendentalist Impulse*

Reading: Ahlstrom, *Religious History*, pp. 597-614  
 Document: Emerson, "Man the Reformer (1841)"  
 Document: Thoreau, "Civil Disobedience (1849)"

*Week 3. Motivation: The Evangelical Impulse*

Reading: Ahlstrom, *Religious History*, pp. 415-28, 455-61, 637-47  
 [more]  
 Smith, "The Evangelical Origins of Social Christianity" from  
*Revivalism and Social Reform* (1957)  
 Document: Finney, "What a Revival of Religion Is (1835)"  
 Document: Finney, "What Regeneration Implies (1846)"

*Weeks 4-5. Historical Issue: Humanitarianism vs. Social Control*

Reading: Kohl, "Concept of Social Control..."  
 Banner, "Religious Benevolence as Social Control: A Critique"  
 Ginzberg, *Women and the Work of Benevolence*

*Weeks 6-7. Historical Issue: The Roles of Class and Gender*

Reading: Johnson, *Shopkeepers' Millennium*  
 Ryan, *Cradle of the Middle Class*  
 Smith-Rosenberg, "Beauty, the Beast and the Militant Woman" from  
*Disorderly Conduct*, pp. 109-128  
 Document: "Seneca Falls Declaration (1848)"

*Week 8. Preparation of First Historical Essay*

Students each prepare 8-10 pp. thesis papers based on the reading and issues explored so far; class time is used for writing instruction, peer editing and individual student-faculty conferences.

*Weeks 9-11. Case Study: Anti-slavery*

Reading: Cain, ed., *William Lloyd Garrison*  
 Greenberg, ed., *The Confessions of Nat Turner*  
 Abzug, *Passionate Liberator: Theodore Dwight Weld*  
 Document: Walker, "Appeal to the Colored Citizens... (1829)"

*Weeks 12-13. The Utopian Impulse*

Students divide into groups to collaboratively study materials on Brook Farm, Oneida Community, New Harmony, and the various Shaker communities. Each group will be responsible for investigating one of the communities and reporting its findings to the entire class. Information is available in Stapleton Library (see course bibliography) and at the web sites of existing historical sites. Class time used for group work and reports.

*Week 14. Preparation of Second Historical Essay*

Students each prepare 8-10 pp. thesis papers based on the reading and issues explored so far; class time is used for writing instruction, peer editing and individual student-faculty conferences.]

*Week 15 Culminating Activity*

Oral Report

**IV. Evaluation Methods.**

Evaluation methods may vary, subject to the following limits:

At least 50% Substantial interpretive or analytical paper(s)

Up to 50% Other writing, projects, presentations, class participation, culminating activity, and other collaborative activities

For the benefit of the UWUCC, a detailed, "sample" Evaluation Methods follows for one topic--"*American Reform Movements, 1830-1860*"--as an example of how policies would be implemented:

*Evaluation Methods for Sample Topic.*

50% Two 8-10 pp. Historical Essays  
20% Reading Journal (one entry per assignment)  
20% Class Participation  
10% Final-Oral Report on utopian community

Grading Scale: 90-100% A, 80-89% B, 70-79% C, 60-69% D, 59% or less F]

V. *Required Textbooks, Supplemental Books and Readings.*

Required Texts will vary by semester according to announced topic or theme. For the benefit of the UWUCC, a "sample" list follows for one topic--"*American Reform Movements, 1830-1860*"--as an example of how policies would be implemented:

*Required Textbooks, Supplemental Books and Readings for Sample Topic.*

Abzug, Robert. *Passionate Liberator: Theodore Dwight Weld and the Dilemma of Reform*. New York: Oxford University Press, 1980.

Cain, William E., ed., *William Lloyd Garrison and the Fight against Slavery*. Boston: Bedford Books, 1995.

Ginzberg, Lori. *Women and the Work of Benevolence: Morality, Politics, and Class in the 19th-Century United States*. New Haven: Yale University Press, 1990.

Greenberg, Kenneth, ed. *The Confessions of Nat Turner, and Related Documents*. Boston: Bedford Books, 1996.

Johnson, Paul E. *The Shopkeeper's Millennium: Society and Revivals in Rochester, New York, 1815-1837*. New York: Hill and Wang, 1978.

Mintz, Steven. *Moralists and Modernizers: America's Pre-Civil War Reformers*. Baltimore: Johns Hopkins University Press, 1995.

Ryan, Mary. *Cradle of the Middle Class: The Family in Oneida County, New York, 1790-1865*. New York: Cambridge University Press, 1981.

Library Reserve and/or Photocopy Packet:

Ahlstrom, Sydney. *A Religious History of the American People*. New Haven: Yale University Press, 1972. Pp. 415-28, 455-61, 597-614, 637-47.

Banner, Lois. "Religious Benevolence as Social Control: A Critique of an Interpretation," *Journal of American History*, 60 (June 1973): 23-41.

Commager, Henry Steele. "Introduction," *American Reform, 1830-1860*. Princeton, New Jersey: Van Nostand, 1960. Pp. 7-17.

Kohl, Lawrence Frederick. "The Concept of Social Control and Jacksonian America," *Journal of the Early Republic*, 5 (1985): 21-34.

Smith, Timothy L. "The Evangelical Origins of Social Christianity," *Revivalism and Social Reform*. New York: Harper, 1957. Pp. 135-62.

Smith-Rosenberg, Carroll. "Beauty, the Beast and the Militant Woman," *Disorderly Conduct: Visions of Gender in Victorian America*. New York: Oxford University Press, 1985. Pp. 109-128.

Documents:

Emerson, Ralph Waldo. "Man the Reformer (1841)"

Finney, Charles. "What a Revival of Religion Is (1835)"

\_\_\_\_\_. "What Regeneration Implies (1846)"

Thoreau, Henry David. "Civil Disobedience (1849)"

"Seneca Falls Declaration (1848)"

Walker, David. "An Appeal to the Colored Citizens of the World (1829)"]

VI. *Special Resource Requirements.*

None.

VII. *Bibliography.*

No single bibliography is applicable because of variable content course.

## COURSE ANALYSIS QUESTIONNAIRE

### **A. Details of the Course.**

- A1. The course will be open to all students who have been admitted to the Departmental Honors Program in their major, Robert E. Cook Honors College students who have completed HNRC 201 and, with instructor permission, to other juniors or seniors who have an overall QPA of at least 3.5. The latter group must have demonstrated comparable abilities and commitment to interactive learning. Majors in the college may count the course toward their required hours in their departmental honors; R.E. Cook Honors students may count the course toward their total of honors hours. This course will be a useful vehicle for departments with small numbers of majors who would not otherwise have the critical mass of students necessary to sustain Honors courses in their department.
- A2. This course does not require changes or revisions in any existing courses offered by departments in the College of Humanities and Social Sciences.
- A3. This course has been offered, on a trial basis, as FRNC/SPAN 481 Impact of Catholicism in France and Spain (F'02). The History Department offers a similar course on readings-based colloquia. In addition, a number of departments in the college have considerable experience in offering variable content courses as Special Topics (481) courses, and in teaching honors students through their participation in the Honors College core courses or in H-designated courses.
- A4. This is not a dual-level course. However, the Cook Honors College has indicated its intention to seek Liberal Studies Committee approval to allow Cook College students who take this course to count it toward their Senior Synthesis requirement.
- A5. This course may not be taken for variable credit; students may receive credit for the course more than once if they select sections with different topics.
- A6. Topical honors colloquia or readings courses, either single discipline or cross-disciplinary, exist at a number of institutions including Nebraska, Penn State, California-Berkeley, Washington University in St. Louis, the University of Kansas, and SUNY-Stony Brook.
- A7. This specific course is not required by any disciplinary association in the humanities or social sciences.

### **B. Interdisciplinary Implications.**

- B1. This course may be taught by one instructor, or may be team-taught by faculty from more than one department.
- B2. This course does not duplicate or affect courses offered by other departments. In fact, it increases opportunities for Robert E. Cook Honors College students. Additionally, if the Cook Honors College secures Liberal Studies Committee approval to count it as a possible substitute for HNRC 499, this course would attract more students, thereby ensuring it is offered regularly. And since this course will likely bring together Honors students from a number of disciplines, we anticipate sustainable enrollments.

Finally, departments in the College of Humanities and Social Sciences have been encouraged by the President and the Provost to develop the Departmental Honors Tracks, for which this course is an important element.

B3. This course is not appropriate for Continuing Education students.

**C. *Implementation.***

C1. The departments in the College of Humanities and Social Sciences can work this course into the rotations of their upper-level and special topics courses.

C2. No additional space, equipment, or supplies are needed.

C3. None of the resources for this course are based on a grant.

C4. and C5. The course will be offered as needed by participating departments. Students who have been formally admitted to department Honors tracks will be eligible to take this course.

C6. Twenty students is the maximum established by the University Senate's Honors College guidelines.

C7. Maximum enrollments for this type of course are not recommended by any related disciplinary association.

**D. *Miscellaneous.***

No additional information is being supplied.