

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item: 16-59
Effective Summer 2018

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** HIS 5800
3. **Short title:** ☐ Proseminar in American History
4. **Long title:** ☐ Proseminar in American History
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On Demand
7. **Initial term:** ☐ Fall ☒ Spring ☐ Summer Year: 2018
8. **Catalog course description:** Introduction to major problems and historiographical debates in American history through analytical reading, critical analysis, and expository writing. The course offers broad preparation for the MA comprehensive examination in the field of American History.

9. Course attributes:

General education component: ☐ N/A _____

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active

10. Instructional delivery

Type of Course:

☐ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☒ Other, specify: Seminar

Mode(s) of Delivery:

☒ Face to Face ☒ Online ☐ Study Abroad

☐ Hybrid, specify approximate amount of on-line and face-to-face instruction _____

- 11. Course(s) to be deleted from the catalog once this course is approved.** N/A _____

12. Equivalent course(s): None

a. **Are students allowed to take equivalent course(s) for credit?** ☐ Yes ☐ No

- 13. Prerequisite(s):** Admission to the M.A. in History program.

b. Can prerequisite be taken concurrently? ☐ Yes ☐ No

c. Minimum grade required for the prerequisite course(s)? N/A

d. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No

e. Who may waive prerequisite(s)?

☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☒ Other (specify) History MA Graduate Coordinator

14. Co-requisite(s): None

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: M.A. in History

f. Degrees, colleges, majors, levels, classes which may not take the course: all other students

16. Repeat status: X May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: None

18. Grading methods: X Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions: None

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software N/A _____

Course Fee X No ☐ Yes, Explain if yes _____

21. Community college transfer:

☐ A community college course may be judged equivalent.

X A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. X Course is required for the major(s) MA in History Online Option for Teachers.

___ Course is required for the minor(s) of _____

___ Course is required for the certificate program(s) of _____

___ Course is used as an elective

2. **Rationale for proposal:** This course will be required of students seeking the History MA online option for teachers. It is also intended for eventual inclusion in the “face to face” option of the MA in History Program, pending curriculum revisions. The online option is being proposed alongside this course proposal. The course is designed as a broad introduction to major historiographical problems and interpretations in the field of American History. As such, it will provide broad preparation for the comprehensive examinations in that field.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: HIS 51601 and HIS 51602: Seminar in American History are special topics courses that are taught around specific themes in US history, rather than broad introductions to major problems in the field.

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: This course is only suitable for students in the MA in History program.

Writing active, intensive, centered: N/A

4. **General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: The online version of this course will be a requirement of the online History MA for Teachers option.

Instruction: The online version of this course will be offered through the University’s online learning management system, supplemented as needed by other online learning technologies

(for example, email or Illuminate.) Faculty teaching the online version will have completed the Online Course Development Institute or other training recognized by EIU as equivalent. The instructional materials and assessments in the online course will be used to support student achievement of the specified learning objectives.

Integrity: As in the face-to-face course, students in the online course will be expected to produce a significant amount of original writing in the form of response papers, discussion posts, and research papers. Assignments will require analysis of specific sources and integration of those sources into individual written papers, which will make plagiarism difficult and obvious. Anti-plagiarism software can also be used by faculty to assure the integrity of submissions. Evaluation of students in the online offering will be open book (exams, papers, etc.) but based on questions that require critical analysis and synthesis of historiographical sources.

Interaction: Students will interact with instructor and each other through regular, frequent discussions and through email. Students will also receive feedback on assignments from instructor. Online discussions will take place via discussion boards, through which faculty will facilitate rigorous interactive engagement of the course material. Through this platform, students will discuss course material with the instructor and with each other. Faculty will establish guidelines and expectations for student contributions to online discussions.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: HIS 5800; Proseminar in American History.
2. Catalog description: Introduction to major problems and historiographical debates in American history through analytical reading, critical analysis, and expository writing. The course offers broad preparation for the MA comprehensive examination in the field of American History.
3. Learning objectives:
 - L1. Students will acquire a depth of content knowledge in American history through analytical reading, critical analysis, and expository writing. (Graduate Learning Goal 1: Depth of Content Knowledge)
 - L2: Students will read scholarly literature in American History in order to identify, compare, and contrast historiographical arguments. (Graduate Learning Goal 2: Critical Thinking and Problem Solving Skills).
 - L3: Students will write analytical essays in which they identify, compare, and contrast

historiographical arguments. (Graduate Learning Goal 3: Effective Written Communication Skills; Evidence of Advanced Scholarship).

L4: Students will facilitate and participate in weekly class discussions, relating specific evidence from the texts under consideration to broad themes and historiographical trends in American History (Graduate Learning Goal 4: Effective Oral Communication Skills, Critical Thinking).

These learning objectives correspond to the following graduate learning goals at EIU:

G1. A depth of content knowledge

G2. Critical thinking and problem solving skills

G3. Effective oral and communication skills

G4. Evidence of advanced scholarship through research and/or creative activity

4. Course materials.

Eric Foner, ed., *The New American History*, Revised edition (Temple, 1997)

Eric Foner et al., ed., *American History Now* (Temple, 2011)

James Banner Jr., ed., *A Century of American Historiography* (Bedford, 2009)

Other readings on course reserve at Booth Library and available electronically through the course management system (D2L Brightspace)

5. Weekly outline of content.

Week	Topic	Readings/Assignments***
1	Introduction to course	Foner, <i>New American History</i> , Introduction Foner, <i>American History Now</i> , Introduction
HISTORICAL ERAS		
2	Colonial/Revolutionary America	Murrin, "Beneficiaries of Catastrophe: The English Colonies in America," <i>The New American History</i> Kerber, "The Revolutionary Generation," <i>The New American History</i>
3	Early National/Jacksonian	Wilentz, "Society, Politics, and the Market Revolution," <i>The New American History</i>
4	Antebellum/Civil War/Reconstruction	Foner, "Slavery, the Civil War, and Reconstruction," <i>The New American History</i>
5	Gilded/Progressive	McCormick, "Public Life in Industrial America," <i>The New American History</i>
6	Great Depression/WWII	Brinkley, "Prosperity, Depression, and War," <i>The New American History</i>
7	Post WWII	Lizabeth Cohen, <i>A Consumer's Republic</i>
MAJOR THEMES IN AMERICAN HISTORY		
8	Political History	Wiebe, <i>A Search for Order</i>
9	Social History	James Henretta, "Social History as Lived and Written," <i>American Historical Review</i> 84

		(1979): 1293-1323 and Paul E. Johnson, "Reflections: Looking Back at Social History," <i>Reviews in American History</i> Volume 39, Number 2, June 2011.
10	Cultural/Intellectual	Bender, "Intellectual and Cultural History," <i>The New American History</i> Glickman, "The Cultural Turn," <i>American History Now</i>
11	Industrialization/Labor	Fink, "American Labor History," <i>The New American History</i> Beckert, "History of American Capitalism," <i>American History Now</i>
12	Slavery/Race/Immigration/Ethnicity	Johnson, <i>Soul by Soul</i> , excerpts Glymph, <i>Out of the House of Bondage</i> , excerpts Ngai, "Immigration and Ethnic History," <i>American History Now</i> Historiographical Essay Due
13	Diplomatic History	Manela, "The United States in the World," <i>American History Now</i>
14	Women/Gender/Sexuality	Carol Smith-Rosenberg, "Female World of Love and Ritual," <i>Signs</i> 1975 Toby Ditz, "The New Men's History and the Peculiar Absence of Gendered Power: Some Remedies from Early American Gender History," <i>Gender and History</i> (April 2004) Edwards, "Women and Gender History," <i>American History Now</i>
15	Environmental/West/Borderlands	White, "Western History," <i>The New American History</i> Textbook Analysis Due
16	Final Exam	

*** The professors who will teach this proseminar worked together to compose a broad bibliography from which readings will be drawn. In addition, students will be assigned two anthologies of useful essays on historiographical trends. The full bibliography will be housed on the History Department OneDrive shared documents.

6. Assignments and evaluation, including weights for final course grade.

Comparative Textbook Assignment (10%): Students will choose a topic and make comparisons of how four textbooks (spaced over time) have discussed it, pointing out historiographical distinctions and developments among treatments. Students will write a three-page analytical paper and briefly present findings to the class.

Discussion Leadership (10%): Each student will lead discussion during one class period. Discussion leadership will consist of two elements: (1) engagement with and facilitation of key

historiographical ideas/themes/questions; and (2) engagement with and facilitation of discussion of the book/readings for the class.

Active Participation in Weekly Discussions (20%): This class is a group effort and seminar. As such, a successful course relies on participation by each student. All students should attend each class fully prepared, thoughtfully considering the material at hand, asking pertinent questions, participating enthusiastically, actively listening to others, avoiding distractions, and doing their share to contribute to class discussions.

Historiographical Essay (30%): Students will explore a topic of their choice and write an 8-12 page historiographical essay.

Final Exam (30%): The final exam is intended to serve as preparation for the MA comprehensive exam. To do so, the exam will either consist of a series of short answer questions relating to historiographical topics covered throughout the semester and/or a short oral exam.

7. Grading scale.

- 100-90% A
- 89%-80% B
- 79%-70% C
- 69%-60% D
- below 60% F

Correlation of learning objectives to assignments and evaluation.

	Comp. Textbk Analysis (10%)	Discuss. Leader. (10%)	Participation (20%)	Historiog. Essay (30%)	Final Exam (30%)
1. Students will acquire a depth of content knowledge in American history through analytical reading, critical analysis, and expository writing. (Graduate Learning Goal: Depth of Content Knowledge)			X		X
2. Students will read scholarly literature in American History in order to identify, compare, and contrast historiographical arguments. (Graduate Learning Goal: Critical Thinking and Problem Solving Skills)	X	X	X	X	
3. Students will write analytical essays in which they identify,	X			X	

compare, and contrast historiographical arguments. (Graduate Learning Goals: Effective Written Communication Skills; Evidence of Advanced Scholarship)					
4. Students will facilitate and participate in weekly class discussions, relating specific evidence from the texts under consideration to broad themes and historiographical trends in American History. (Graduate Learning Goals: Effective Oral Communication Skills; Critical Thinking)		X	X		

Date approved by the department or school: 9/23/16

Date approved by the college curriculum committee: 10/19/16

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS: