

**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: 19-04  
Effective Summer 2019

**Banner/Catalog Information (Coversheet)**

1. ☐ New Course or ☒ Revision of Existing Course

2. Course prefix and number: HIS 5340

3. Short title: Nineteenth-Century America

4. Long title: The Long Nineteenth Century in America

5. Hours per week: 3 Class 0 Lab 3 Credit

6. Terms: ☐ Fall ☐ Spring ☐ Summer ☒ On demand

7. Initial term: ☐ Fall ☐ Spring ☒ Summer Year: 2019

**8. Catalog course description:**

Advanced graduate seminar spanning the long nineteenth century in American culture, politics, labor, social history, and life. Works read will span the Revolution through the end of WWI, and students will be exposed to multiple historical and historiographical perspectives as well as to the diverse tools that historians use to conduct research. Special emphasis will be given to social and cultural 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): N/A

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

13. Prerequisite(s): N/A

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

b. Minimum grade required for the prerequisite course(s)? \_\_\_\_

c. Use Banner coding to enforce prerequisite course(s)? \_\_\_\_ Yes \_\_\_\_ No

d. Who may waive prerequisite(s)?

\_\_\_\_ No one \_\_\_\_ Chair \_\_\_\_ Instructor \_\_\_\_ Advisor \_\_\_\_ Other (specify)

14. Co-requisite(s): N/A

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: students in MA in History; MA in History-Online Option for Teachers

b. Degrees, colleges, majors, levels, classes which may not take the course: all others

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: N/A

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

19. Special grading provisions:

\_\_\_\_ 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. \_\_\_\_ Course is required for the major(s) of \_\_\_\_  
\_\_\_\_ Course is required for the minor(s) of \_\_\_\_  
\_\_\_\_ Course is required for the certificate program(s) of \_\_\_\_  
X Course is used as an elective: students in MA in History; MA in History-Online Option for Teachers

2. **Rationale for proposal:** This is an update of a course that has been on the books but not offered for a long time. The revised course will expand our offerings in U.S. history and is aligned with current social and cultural historical works and practices.

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. HIS 5390 covers the Civil War era but this course covers a much broader time span, from 1790-1920.

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: This course is only suitable for students enrolled in the MA in History or the MA in History-Online Option for Teachers.

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 will be a summer offering and/or a requirement of the online History MA for Teachers option.

Instruction: This course will be offered through EIU's online learning management system (currently D2L/Brightspace) and will be supplemented as needed by other online learning technology. Faculty members will complete the OCDI training. Instructional materials, readings, activities, and assessments will work together in support of specified learning objectives and the learning goals of the Graduate School.

Integrity: As in the face-to-face version of this course, students will produce significant amount of writing and reflection via online discussion boards, book review, discussion facilitation, and a final project, and all work requires critical analysis and synthesis of historiographical and historical sources. Because assignments demand analysis of specific readings and sources, plagiarism is usually easily detected, and anti-plagiarism software will also be used.

Interaction: Students interact with each other and the professor through frequent discussions, via email, and in other ways via Padlet and other technologies for online collaboration and communication. Students receive feedback on assignments and discussion posts and are given rubrics outlining expectations for participation in rigorous, robust, and respectful online discussion.

## **Model Syllabus (Part II)**

Please include the following information:

**1. Course number and title** HIS 5340: HIS 5340 - The Long Nineteenth Century in America

**2. Catalog description**

Advanced graduate seminar spanning the long nineteenth century in American culture, politics, labor, social history, and life. Works read will span the Revolution through the end of WWI, and students will be exposed to multiple historical and historiographical perspectives as well as to the diverse tools that historians use to conduct research. Special emphasis will be given to social and cultural history.

**3. Learning objectives.**

At the end of this course, students will be able to

1. speak and write coherently about the broad scholarly treatment of social and cultural history in the long nineteenth century in the United States. (G1,2,3)
2. use critical reading and writing skills to analyze and engage critically with secondary sources. (G1,2,3)
3. write clear and concise book reviews that both synthesize and analyze critical secondary works. (G1,2,3)
4. systematically search for primary and secondary sources relating to a historical topic. (G2,4)
5. undertake historical research and produce evidence-based arguments well situated within historiography (G1,2,4)

**Graduate School Learning Goals:** (1) a depth of content knowledge; (2) critical thinking and problem solving skills; (3) effective oral and written communication skills; and (4) evidence of advanced scholarship through research and/or creative activity

**4. Course materials.**

Monographs Assigned (through textbook rental or otherwise)

David Waldstreicher, *In the Midst of Perpetual Fetes: The Making of American Nationalism, 1776-1820* (Chapel Hill: UNC Press, 1997)

Pekka Hämäläinen, *The Comanche Empire* (Yale University Press, 2009)

Amy S. Greenberg, *Manifest Manhood and the Antebellum American Empire* (Cambridge University Press, 2005)

Martha S. Jones, *Birthright Citizens: A History of Race and Rights in Antebellum America* (Cambridge University Press, 2018)

Tera Hunter, *Bound in Wedlock: Slave and Free Black Marriage in the Nineteenth Century* (Harvard University Press, 2017)

Laurel Thatcher Ulrich, *A House Full of Females: Plural Marriage and Women's Rights in Early Mormonism* (Knopf, 2017)

Peggy Pascoe, *What Comes Naturally: Miscegenation Law and the Making of Race in America* (Oxford University Press, 2009)

Caroline Janney, Prologue, *Remembering the Civil War: Reunion and the Limits of Reconciliation* (UNC, 2013)

Karine V. Walther, *Sacred Interests: The United States and the Islamic World, 1821-1921* (University of North Carolina Press, 2015)

Jackson Lears, *Rebirth of a Nation: The Making of Modern America* (Harper Perennial, 2010)

Other readings available on D2L and through I-SHARE/reserve at Booth Library

5. Weekly outline of content.

(This is based on a f2f version of this course offered in fall or spring semester; appropriate modifications would be made for an 8 week or online version.)

Week	Topic	Readings/Assignments
1	Course Introduction What is the long nineteenth century?	Robert Cassanello, "The Right to Vote and the Long Nineteenth Century in Florida," <i>Florida Historical Quarterly</i> 95, no. 2 (Fall 2016): 194–220 Jill Lepore, <i>These Truths: A History of the United States</i> (New York: W. W. Norton and Co., 2018), excerpts John Nerone, "Representing Public Opinion: US Newspapers and the News System in the Long Nineteenth Century," <i>History Compass</i> 9, no. 9 (September 2011): 743–59
2	Cultural Approaches to the Nineteenth Century	Carol Lasser, "Voyeuristic Abolitionism: Sex, Gender, and the Transformation of Antislavery Rhetoric," <i>Journal of the Early Republic</i> 28 (no. 1, 2008), 83–114 Kate Masur, "'A Rare Phenomenon of Philological Vegetation': The Word 'Contraband' and the Meanings of Emancipation in the United States," <i>Journal of American History</i> 93 (March 2007), 1050–1084 Elaine Frantz Parsons, "Midnight Rangers: Costume and Performance in the Reconstruction Era Ku Klux Klan," <i>Journal of American History</i> 92 (Dec. 2005), 811–836 Martha N. Gardner, "Risk, Pleasure, and Change: Using the Cigarette to Teach U.S. Cultural History," <i>History Teacher</i> 47, no. 1 (November 2013): 9–24
3	Revolution and National Identity	David Waldstreicher, <i>In the Midst of Perpetual Fetes: The Making of American Nationalism, 1776–1820</i> (Chapel Hill: UNC Press, 1997)
4	Native American History	Pekka Hämäläinen, <i>The Comanche Empire</i> (Yale University Press, 2009) <b>Newspaper Representations Report due</b>
5	Expansion and Manhood	Amy S. Greenberg, <i>Manifest Manhood and the Antebellum American Empire</i> (Cambridge University Press, 2005)
6	Citizenship	Martha S. Jones, <i>Birthright Citizens: A History of Race and Rights in Antebellum America</i> (Cambridge University Press, 2018)

7	Marriage and the Family	Tera Hunter, <i>Bound in Wedlock: Slave and Free Black Marriage in the Nineteenth Century</i> (Harvard University Press, 2017)
8	Religion and Women's Rights	Laurel Thatcher Ulrich, <i>A House Full of Females: Plural Marriage and Women's Rights in Early Mormonism</i> (Knopf, 2017) <b>Social History Project due</b>
9	Race	Peggy Pascoe, <i>What Comes Naturally: Miscegenation Law and the Making of Race in America</i> (Oxford University Press, 2009) Ibram Kendi, <i>Stamped from the Beginning: The Definitive History of Racist Ideas in America</i> (Nation Books, 2017), preface <b>Preliminary Final Project Proposal due</b>
10	Civil War Memory	David Blight, Prologue, <i>Race and Reunion: The Civil War in American Memory</i> (Harvard, 2001), 1-5 Brian Jordan, "Living Moments: Union Veteran Amputees and the Embodied Memory of the Civil War," <i>Civil War History</i> (June 2011), 121-152 Caroline Janney, Prologue, <i>Remembering the Civil War: Reunion and the Limits of Reconciliation</i> (UNC, 2013)
11	Transnational Approaches to the Long Nineteenth Century	Karine V. Walther, <i>Sacred Interests: The United States and the Islamic World, 1821–1921</i> (University of North Carolina Press, 2015)
12	Synthesis, 1877-1920	Jackson Lears, <i>Rebirth of a Nation: The Making of Modern America</i> (Harper Perennial, 2010) <b>Final Project Proposal Due</b>
13	Research Project Meetings	
14	Research Project Meetings	
15	Presentations on Final Project	
16	Final Exam: Research Project due	

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

**Weekly Discussion** (20%): All students should participate actively in the weekly discussion boards: this means thoughtfully considering the material at hand, asking pertinent questions, participating enthusiastically, actively listening and responding to others, and doing your share to contribute to and even shape class discussion.

**Discussion Facilitation** (10%): Students will be assigned to lead discussion during one week. You will first lead a discussion of the book, asking questions and engaging other students in discussion the thesis/argument, evidence, and significance as well as what we learn about the past. You will then shift to the other readings, fleshing out the week's theme and adding to our

historical knowledge as well as assessment of the pieces as scholarly writing. You may bring in a link to two to a related primary document if you would like.

**Book Reviews (20%):** Writing a concise and thoughtful book review is an **essential** skill for historians, and we will work on developing your review-writing skill throughout the course. Book reviews should be between 750 and 1000 words, with 1000 words as the maximum allowable length (no exceptions). I will provide samples and instructions via D2L. Book reviews will be graded on a scale of 1-10, and they will be returned with feedback each week. At the end of the semester your top **FOUR** scores will be counted towards your grade for the course, meaning that you can submit only four reviews or work to improve your early scores. See the longer description posted on D2L and the informational presentation in the Book Review module for more information.

**Newspaper Representations Report (10%):** You will work on a short research project that introduces you to newspaper databases such as American Nineteenth Century Newspapers and showcases how cultural historians make use of newspaper sources.

**Social History Project (10%):** As a class, we will research and create biographical entries for suffragists from the late nineteenth century. Much more information and guidance will be provided via d2l. Students will work in pairs/trios for the research segment, and we will do writing/editing/revising as a group. Points will be awarded for both the research effort and final written product. Our final written products will be published on the website *Women and Social Movements in United States History, 1600-2000* (Alexander Street Press).

**Final Research Project (30%):** In consultation with the instructor students will produce a 15-25 page original research paper that includes both secondary historiographical development and primary-source based research.

7. Grading scale.

100%-90% A  
89.5%-80% B  
79.5%-70% C  
69.5%-60% D  
below 60% F

8. Correlation of learning objectives to assignments and evaluation.

	Discussion Participation (20%)	Discussion Facilitation (10%)	Book Reviews (20%)	NAWSA Project (10%)	Newspapers Report (10%)	Final Project (30%)
speak and write coherently about the broad scholarly treatment of social and cultural history in the long nineteenth century in the United States. (G1,2,3)	X	X				X
use critical reading and writing skills to analyze and engage critically with	X		X			X

secondary sources. (G1,2,3)						
write clear and concise book reviews that both synthesize and analyze critical secondary works. (G1,2,3)			X			
systematically search for primary and secondary sources relating to a historical topic. (G2,4)				X		X
undertake historical research to produce evidence-based arguments well situated within historiography (G1,2,4)				X		X

**Date approved by the department or school:** 11-29-18

**Date approved by the college curriculum committee:** 1-16-19

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

**Date approved by CAA:** CGS: