PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: HIS 3801
2. Title (may not exceed 30 characters, including spaces): U.S. Rural History
3. Long title, if any (may not exceed 100 characters, including spaces): U.S. Rural History
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
5. Term(s) to be offered: Fall Spring Summer On demand
6. Initial term of offering: Fall Spring Summer Year: 2009
7. Course description (not to exceed four lines): Study of historic issues related to society, culture and agriculture in the rural United States from contact to the present. (US)
8. Registration restrictions:
   a. Identify any equivalent courses: there are no courses equivalent to HIS 3801.
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) HIS 3801 has no prerequisites.
   c. Who can waive the prerequisite(s)?
      □ No one □ Chair □ Instructor □ Advisor □ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one): N/A
   e. Repeat status: □ Course may not be repeated.
      □ Course may be repeated to a maximum of times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: NONE
   g. Degree, college, major(s), level, or class to be excluded from the course, if any: NONE
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] HIS 3801 is Writing Intensive
10. Grading methods (check all that apply): □ Standard letter □ C/NC □ Audit □ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)
11. Instructional delivery method: □ lecture □ lab □ lecture/lab combined □ independent study/research

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
   This course focuses on U.S. rural history starting with the strategies settlers used in northern and southern colonies to create viable farming communities, and the relationship of these efforts to colonization and cultural transplantation. It will compare family farms in New England, plantations in South Carolina, monoculture in the Midwest and northern Plains and agribusiness in California and Florida. It will incorporate evidence drawn from a variety of disciplines including sociology, environmental history and law among others. It will address tensions between rural and farm and urban/suburban culture, as well as the social implications of different farm approaches including organic and chemical-based and debates about scale of production, all in historic perspective. This will allow students to critique current issues
in historic context including water and soil conservation, ethanol and natural resource exploitation, and global implications of U.S. approaches, over time.

Students will:
A: Develop a working knowledge of tensions that historically reverberated in rural society and between rural and urban society, and which have evolved over time, including:
   - traditional and modern society
   - urban and rural dichotomy
   - capitalist and non- or anti-capitalist perspectives
   - generational and ethnic and immigrant experiences
   - producers and consumers
   - corporate and labor interests
   - environmental sensitivity and commodity productivity
   - monoculture/monogenetics and genetic diversity
B: Apply historical and sociological methods in data collection and analysis (research in primary and secondary sources, oral history interviews, qualitative and quantitative analysis)
C: Evaluate evidence (primary and secondary) for accuracy and relevancy to rural history.
D: Synthesize information from a variety of sources into a cohesive research paper (with revision) and presentation on a topic related to rural society and/or culture.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:
   - Primary document identification and analysis with written critiques (15%)
   - Research Paper (30%)
   - Blind Peer Review of Research Paper draft with written critique (15%)
   - Presentation (format TBD by student in consultation with faculty) (15%)
   - Exams [one midterm (10%), one final (15%) (25% total)]

3. Explain how the instructor will determine students’ grades for the course:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Evaluation Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a working knowledge of tensions that reverberated in rural society and between rural and urban society, past &amp; present</td>
<td>X</td>
</tr>
<tr>
<td>Apply historical and sociological methods in data collection</td>
<td>X</td>
</tr>
<tr>
<td>Evaluate primary and secondary evidence (including that created by peers) for accuracy and relevancy</td>
<td>X</td>
</tr>
<tr>
<td>Synthesize evidence from a variety of sources and convey it via a traditional research paper and a presentation (either oral or utilizing other relevant technology)</td>
<td>X</td>
</tr>
</tbody>
</table>

4. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix.*)
Writing Intensive – several writing assignments are required over the course of the semester. They strengthen writing skills and further course objectives related to deepening knowledge of historic tensions. The research paper is revised following initial grading by the faculty and a blind peer review by a student. Writing satisfies more than 35% of the final course grade.

**PART III: OUTLINE OF THE COURSE**

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Week 1  
Introduction – “New Rural History”  
Native society, pre contact  
European society pre contact (Danbom, ch 1)

Week 2  
Traditional or modern? Colonial North America (Danbom, ch 2)  
European Farmers and Exhaustive Methods? (excerpts Donahue)  
Slavery and Agriculture (excerpts Edelson)

Week 3  
Subsistence Agriculture or Transition to Capitalism? (Danbom, ch 3)  
Settling a New Rural Nation – Land Policy (excerpts Last of the Mohicans)  
Rural Culture; Agrarian Mentality; Farmsteads and Progress (excerpts, Small)

Week 4  
Early Republic & Rural Expansion (Danbom, ch 4)  
Planters to Texas; 49ers & Land Conflicts (excerpts Vaught; Pasani)  
Rural Life in the Antebellum Union (Danbom, ch 5); Emigration (excerpts, Burlend; Farnham)

**Primary Source Analysis due**

Week 5  
Civil War and Rural Change (Danbom, ch 6)  
Union Policy and Agricultural Expansion  
Southern Destruction

Week 6  
Rural and Industrial; Producers and Consumers (Danbom, ch 7)  
Farmers and Government (excerpts *Wizard of Oz*)  
Freedmen and Farmsteads (excerpts Holt; Tolnay; Reid)

Week 7  
Southern Crop Cultures & National Change – Tobacco, Rice (excerpts, Daniel)  
Cotton (excerpts, Daniel, cont).

**Midterm Exam**

Week 8  
Golden Age (Danbom, ch 8); Rural vs Urban Dichotomy; Great Migration  
Rural Consumerism (phone, automobile, radio) (Kline)  
Rural Images on the Silent Screen (excerpt, Barron); Rural Literature (excerpt, Ferber, *So Big*)

Week 9  
Capitalization; Rural & Farm Women (Neth)  
Mutual Dependency; Women & Economic Contributions (Neth, cont.)  
Depression (Danbom, ch 9)

Week 10  
New Deal & Rural Change (Danbom, ch10); (Kline, cont.)  
Agribusiness & Off Farm Work (Neth, cont.)  
World War II and Rural and Farm Life

**Research Paper (draft) due**

Week 11  
Productivity Revolution (Danbom, ch 11); Corporate Agriculture (excerpts, Vaught, Hamilton)
PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
   The course should appeal to EIU’s student body, both those from rural areas and those who drive through the heart of the corn belt to get to the Charleston campus. Currently this university, situated in a rural area, does not offer a course in rural history or culture. The Rural Sociology course has not been taught in years.
   It fits a niche in EIU’s effort to reach out to agricultural interests in the area, an initiative of President Perry.
   It conveys information to help students understand the majority experience from the origins of the United States to the 1920s, and then addresses the ways that a growing minority of the population, farmers, continue to exert considerable influence on local, regional, national and international economics and policy. By doing so it addresses the historic and contemporary interconnectedness between society, gender, race, culture and the environment in the U.S. and beyond.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
   The 3000 level course will provide a writing-intensive elective for students throughout the university, and an additional elective for History majors as well.

3. If the course is similar to an existing course or courses, justify its development and offering.
   It is similar to SOC 3801: Rural Sociology, but that course will be deleted, effective Fall 2008.
   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. HIS 3801 does not substantially duplicate SOC 3801.
   b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.

4. Impact on Program(s):
   The course provides another 3000 U.S. elective to History majors, and can satisfy elective requirements for students in other humanities and science departments, i.e. Sociology.
   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. NOT required
PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:
   Debra A. Reid
   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:
   N/A
   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)

3. Text and supplementary materials to be used (Include publication dates):


PART VI: COMMUNITY COLLEGE TRANSFER

A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded. N/A

PART VII: APPROVALS

Date approved by the department or school: 2/22/08

Date approved by the college curriculum committee: 4/10/08

Date approved by CAA: 9/4/08