Eastern Illinois University
New Course Proposal
HIS 4350, The Dr. Herbert Lasky Seminar in the Early National History of the US

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies. (See http://www.eiu.edu/~eiucaa/Directions.pdf for directions on completing this form.)

Please check one:  ☑ New course  ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  HIS 4350
2. Title (may not exceed 30 characters, including spaces):  Lasky Seminar in Early US
3. Long title, if any (may not exceed 100 characters, including spaces):  The Dr. Herbert Lasky Seminar in the Early National History of the US
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):  The Early National era (1787-1815) saw Americans write their Constitution, fight their first major war, and engage in intense political and cultural battles over the meaning of their Revolutionary heritage. In this rigorous seminar, students will explore in depth the history of America’s diverse founding generation. Prerequisites: Restricted to Junior and Senior History majors.
8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). There are no Honors equivalents.
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. Restricted to History Majors with Junior or Senior class standing.
   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):  None.
   e. Repeat status:  ☑ Course may not be repeated.
      ☐ Course may be repeated to a maximum of ______ hours or ______ times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: Restricted to History Majors with Junior or Senior class standing.
   g. Degree, college, major(s), level, or class to be excluded from the course, if any: Any student with a major other than History is excluded from this course.
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] 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 ☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other

---

**PART II: ASSURANCE OF STUDENT LEARNING**

1. **List the student learning objectives of this course:** Students will:

1. identify major developments in US history from 1787 to 1815.
2. describe important historiographical debates regarding the Early National era’s political, social, economic, and cultural history.
3. analyze significant scholarly works on the Early National era.
4. implement accepted methods of historical research during their own research.
5. communicate the results of research and analysis both orally and in written format.

   a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
   - EIU graduates will write and speak effectively.
   - EIU graduates will think critically.
   - EIU graduates will function as responsible citizens.

   b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
   - Depth of content knowledge
   - Effective critical thinking and problem solving
   - Effective oral and written communication
   - Advanced scholarship through research or creative activity

Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

The following assignments/activities are expected of all students, and used by the instructor to both achieve the learning objectives outlined above, and to measure how well the course has fulfilled those learning objectives:

   a) Intensive weekly reading and discussion. Students shall complete on average approximately 200 pages of readings per week, and be prepared to discuss said readings with the seminar.
   
   b) Students shall write 5 short (2 page) reaction papers to analytical questions raised by the weekly readings.
   
   c) Students shall take one cumulative, final exam (a combination of short identifications and longer essay questions).
d) Students shall write one longer (15-20 page) historiographical essay that evaluates methodological and interpretive debates on a critical topic in the history of the Early National period. Students shall be given wide latitude to select a topic that suits their particular research interests, though students must receive instructor’s approval for their topic. At a minimum, the student will incorporate four additional books (not already assigned for the course) into their essay.

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

   Quality of discussion participation = 25%.
   Reaction Papers = 20%
   Final Exam = 25%
   Historiographical Paper = 30%

3. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
   b. Describe how the integrity of student work will be assured:
   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

4. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

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 *.)

   HIS 4350 is a writing-intensive course. Fifty percent of the students’ final grade will consist of graded papers of varying lengths, written over the course of the entire semester. Instructor will provide students with the opportunity to revise drafts of their papers.

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.

Sample Outline

Week 1: Introduction

Week 2: Hamilton, Jefferson, & the Elusive Republic
Week 3: The Madisonian Moment: The Making of the Constitution
Week 4: Anti-Federalism
Week 5: The Radical Courts? The Transformation of American Law
Week 6: Was There a Party System in the Age of Jefferson?
Week 7: Remembering the Ladies: Gender and Politics in the Early National US
Week 8: A Hamiltonian State in a Jeffersonian World?
Week 9: The Market Revolution
Week 10: Slavery and the South
Week 11: Race in Early National Period
Week 12: When Worlds Collide: Indian-Settler Conflict in the New Nation
Week 13: Gender, Sexuality & Family
Week 14: Religion and Reform
Week 15: What Hath the Founders Wrought?

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.

The History Department views an advanced seminar in the history of the Early National period as crucial to its goal of offering its majors the fullest opportunity possible to expand their knowledge of the history of North America. Currently, the Early National period, encompassing the nation’s founding through the War of 1812, is a subject of much scholarship and debate. Yet the Department does not offer a course devoted to this crucial founding era in the nation’s history. The Department maintains advanced courses on Colonial America (HIS 4303), The American Revolution (HIS 4304) and the Early Republic (HIS 4940). The latter’s primary emphasis is the social, economic, political and cultural history of the Age of Jackson (1815-1848). Students in HIS 4350 will devote an entire semester to intensive study of the nation’s Founding generation, an exploration not possible in courses currently offered. Further, HIS 4350 is structured as an advanced seminar (not unlike the graduate courses now offered in the History Department), and thus provides our undergraduate majors a unique learning experience, one which privileges lively discussion and intellectual exchange over the conventional undergraduate lecture format. Indeed, in terms of format and structure, there is no undergraduate history course like HIS 4350 currently on the books.
a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.

b. If the course or some sections of the course may be technology delivered, explain why.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

The History Department, as well as the donors who are funding the purchase of the students’ books and readings, envision HIS 4350 as a rigorous and lively seminar designed to both enlarge students’ knowledge of the Early National era and expose them to critical interpretive issues in the field. The reading load, and the level of analysis (in both oral and written forms) expected of students in this class is quite high. Therefore, the Department and the donors feel it is necessary to cap enrollment at 10; and to limit enrollment to declared History Majors (including History with Teacher Certification) with Junior or Senior class standing.

3. If the course is similar to an existing course or courses, justify its development and offering.

This course is not similar to any other course currently offered by the History Department.

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.

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.

Impact on Program(s):

HIS 4350 will serve as an approved elective for students with a Major in History or History with Teacher Certification.

c. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.

d. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Barnhart, Foy, Small, Voss-Hubbard.

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:** None.

   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):**

   **Sample Texts:**

   Catherine Allgor, *Parlor Politics: In Which the Ladies of Washington Help Build a City and a Government* (University of Virginia Press, 2002)

   Christopher Clark, *The Roots of Rural Capitalism* (Cornell University Press, 1990)


   Laurel Ulrich, *A Midwife’s Tale: The Life of Martha Ballard, Based on her Diary, 1785-1812* (Vintage, 1991)

   **Sample Supplementary Materials:**


PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." 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.

PART VII: APPROVALS

Date approved by the department or school: 10/1/2008

Date approved by the college curriculum committee: 10/29/08

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

Date approved by CAA: 11/20/08

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).