

Eastern Illinois University
Revised Course Proposal
HIS 2010G, History of the United States to 1877

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** HIS 2010G
2. **Title (may not exceed 30 characters, including spaces):** U.S. to 1877
3. **Long title, if any (may not exceed 100 characters, including spaces):** History of the United States to 1877
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:** 2011
7. **Course description (not to exceed four lines):** The colonial period; the independence movement; framing and adoption of the Constitution; growth of American nationality; Manifest Destiny; the Civil War and Reconstruction. WI
8. **Registration restrictions:**
 - a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
NONE
 - 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.
NONE
 - c. **Who can waive the prerequisite(s)?** n/a
 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:

HIS 2010G is a general education course open to all EIU students.
The electronically delivered version of HIS 2010G was created to satisfy the general education requirement in Humanities and Fine Arts for students enrolled in on-line delivery only. No on-campus students can take the electronic version of HIS 2010G.
 - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:

Students enrolled at EIU's Charleston campus cannot take the electronically delivered version of this course.
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] General Education (Humanities and Fine Arts); 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:

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.**

1. Explain historical significance of factual information
2. Discuss historical and historiographical issues of interpretation
3. Interpret and analyze primary and secondary sources
4. Analyze origins and development of the United States history from earliest times to Reconstruction

Objectives 1 - 4 support EIU Gen Ed goals 1-3

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**

n/a

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

- Written Examinations
- Primary source analyses
- Weekly quizzes or quick writes
- Class participation

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

Student achievement of the stated objectives [including General Education (GE) objectives] will be evaluated based on the following activities and grades assigned according to the given percentages:

	Written Examinations (2) (40%/20% each)	Primary source analyses (25%)	Weekly quizzes or quick-writes (25%)	Class (or on-line) participation (10%)
Explain historical	X		X	X

significance of facts				
Discuss issues of interpretation	X	X	X	X
Interpret and analyze primary/secondary sources		X		X
Analyze origins and development of U.S.	X	X	X	X

- 4. 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.):**

The electronic version of HIS 2010G will be delivered via EIU's on-line course delivery software (WebCT or its replacement). The course site will include student learning objectives. Each week (or unit) will include goals of the week, aligned with the overall learning objectives, brief lectures illustrated with power points (recorded using Elluminate or equivalent web-based instructional technology), reading assignments and/or links to supplemental readings, discussion prompts that facilitate class response and electronic discussion. Discussion prompts will encourage students to read and respond; collective responses and group exchange will help students comprehend the material and will create a learning community.

The integrity of student work will be assured by creation of questions that require analysis of specific sources, and integration of those sources into the written responses. This should make plagiarism difficult, and obvious. Examinations will be open book, but based on questions that require crucial analysis and synthesis of primary and secondary sources. Written papers will be evaluated for plagiarism with Turnitin or other similar plagiarism detection software.

- 5. 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.**
- 6. 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 *.)**

This course is writing-intensive. The majority of grading within the course will be based upon students' written work and students will re-write at least one assignment.

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.

The course outline indicates content taught in 15 weeks, made up of three 50-minute class meetings each week.

Weekly schedule

- Week 1: Introduction/The New World
 - Introduction
 - Indigenous America before Columbus
- Week 2: The Old World
 - Africa in the Exploratory Age
 - Opening the Atlantic Slave Trade
 - Europe in the Exploratory Age
- Week 3: The First Settlements
 - Early Explorations: Spanish and French
 - The Founding of Virginia
 - Bacon's Rebellion
- Week 4: New England and the Middle Colonies
 - New England and the English Puritan Revolution
 - Indians, Witches, and Crisis
 - The Middle Colonies
- Week 5: The Eighteenth Century
 - The South and the Rise of Slavery
 - Colonial Society in a British Empire
 - Mercantilism and the Atlantic Economy
- Week 6: The Road to Revolution
 - The French and Indian War: A World War
 - The Stamp Act and the Imperial Crisis
 - The Townshend Acts and the Tea Act
- Week 7: Revolution and Crisis
 - The Revolutionary War, Part 1
 - The Revolutionary War, Part 2
 - Crisis and the Articles of Confederation
- Week 8: Creating a Constitution
- Midterm Exam
 - The Constitution

- Ratification
- Week 9: Building a Republic
 - The Politics of the New Republic
 - Society in the New Republic
 - Jeffersonian America
- Week 10: A Changing World
 - International Crisis and the War of 1812
 - The Era of Good Feeling
 - A Changing America
- Week 11: Sectionalism
 - Industrialism and the North
 - Slavery and King Cotton
 - Pro-Slavery Ideology v. Abolitionism
- Week 12: Jacksonian America
 - Jacksonian Democracy?, Part 1
 - Jacksonian Democracy?, Part 2
 - Southern Indians and the Trail of Tears
- Week 13: The Impending Crisis
 - Manifest Destiny
 - The Mexican War
 - The Search for Compromise
- Week 14: The Civil War
 - The Collapse of the National Political Parties
 - The Civil War, Part 1
 - The Civil War, Part 2
- Week 15: Reconstruction
 - Presidential Reconstruction
 - Congressional Reconstruction
 - Redemption
 - Review

PART IV: PURPOSE AND NEED

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

- 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.**

HIS 2010G is part of the General Education curriculum under the Humanities designation for the following reasons:

- 1) It corresponds to IAI
- 2) It “provides sources and methods for reflection upon human experience in its historical, literary, philosophical and religious dimensions.” It is primarily based on “interpretation and critical analysis of written texts.” It provides “foundations and methods necessary for a critical understanding of languages, cultures, and traditions, including those that are different from their own.”

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

The technologically delivered version of HIS 2010G will be delivered to fill the need Continuing Education identified for an on-line general education course that satisfies Humanities and Fine Arts requirements. The technologically delivered version follows the course format already approved by CAA and that constitute standard content in U.S. history survey courses in the Illinois Articulation Initiative. The delivery system allows exchange between the instructor on record and the students.

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

HIS 2010G is an introductory survey of United States History. It is intended to follow HIS 1500G/HIS 1510G/HIS1520G: Introductory World History, and is therefore designated as a second year course. It will provide the foundation for 3000 and 4000 United States history courses.

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

HIS 2020G is not similar to other courses.

The electronically delivered version duplicates material covered in on-campus sections of HIS 2020G.

4. Impact on Program(s):

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

This course is required for History, History with Social Science Teacher Certification, Social Science and Elementary Education majors.

PART V: IMPLEMENTATION

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

Charlie Foy, Mark Voss-Hubbard, Martin Hardeman, Nora Pat Small, Debra Reid and other qualified faculty.

2. Additional costs to students: NONE

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

Sample Texts :

James Henretta et al., *America's History*, vol. 1, 5th ed. 2000

Melvin Yazawa, ed., *Documents to Accompany America's History*, vol. 1, 5th ed., 2011

Colin Calloway, ed., *The World Turned Upside Down: Indian Voices from Early America*, 1994

Frederick Douglass, *My Bondage and Freedom*, 2003

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.

A community college course may be judged equivalent, according to the standards of the IAI.

PART VII: APPROVALS

Date approved by the department or school: 4/27/211

Date approved by the college curriculum committee: 5/2/11

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

Date approved by CAA: 5/5/2011

*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).

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<http://www.eiu.edu/~success/>

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