

Eastern Illinois University
Revised Course Proposal
HIS 2091G, History of the United States Since 1877, Honors

1. Catalogue Description

- a) HIS 2091G
- b) History of the United States Since 1877, Honors
- c) 3-0-3
- d) On demand
- e) U.S. since 1877
- f) The new industrial society; agrarian movement; the United States as a world power through two world wars, depression and after. WI
- g) Admission to the Honor's College.
- h) Fall 2006

2. Learning Objectives and Evaluation

- a) Student Learning Objectives and General Education Criteria.

HIS 2090 contributes to the goals of EIU's General Education program. 1) The course helps enhance literacy and oral communication by requiring in-class discussion of primary source documents and important issues in modern U.S. history. 2) It encourages critical and reflective thinking by emphasizing the analysis of primary source documents, which encourages students to think critically about important debates in U.S. history, to recognize arguments, and to evaluate evidence. It also provides "sources and methods for reflection upon human experience in its historical, literary, philosophical, and religious dimensions." 3) The course helps promote responsible global citizenship by teaching students to "comprehend world-shaping forces and events," and the role of the United States in those events. It also teaches students to appreciate the diverse experiences and perspectives that shape human culture (emphasizing the contributions of Europeans, Africans, Native Americans, and Asians to American society), and to understand historical events (many of which involve the United States) that have shaped world cultures.¹

Students will...

- (1) identify the major developments in United States history since 1877.
- (2) analyze primary source texts and place those texts within a historical context, demonstrating the ability to think critically and reflectively.
- (3) describe important debates regarding the industrialization and global involvement of the U.S. since 1877 within a world context.
- (4) articulate concepts and arguments verbally in class discussions.
- (5) develop written communication abilities through primary source analysis papers and in-class written exams.
- (6) identify world-shaping forces and events.
- (7) describe the diverse experiences and perspectives that shape human culture.

¹ Council on Academic Affairs, EIU, *General Education Assessment & Refinement Report*, [online]; available from <http://www.eiu.edu/~eiucaa/GenEdFINAL.pdf>; Internet; accessed September 14, 2005.

- (8) identify historical events that have shaped world cultures.
- (9) conduct individual research and produce a research paper, in accordance with the requirements of the Honor's College

b) Methods of Evaluation

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) (30%, 15% each)	Primary source analyses (15%)	Weekly essay quizzes or quick-writes (20%)	Class participation (15%)	Honors Research Paper (20%)
identify major developments	X			X	X
describe debates	X		X	X	
analyze/contextualize primary texts (GE)		X	X	X	
articulate concepts and arguments verbally (GE)				X	X
develop written communication abilities (GE)	X	X	X		X
identify world-shaping forces and events (GE)	X	X	X	X	
describe the diverse experiences and perspectives that shape human culture (GE)	X	X	X	X	
identify historical events that have shaped world cultures (GE)	X	X	X	X	

c) This course is not currently technology delivered.

d) N/A

e) 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.

3. Outline of the Course

a) The course will be taught in 15 weeks, made up of three 50-minute class meetings each week.

Weekly schedule

Week 1: Introduction and Reconstruction

Introduction

Presidential Reconstruction

Congressional Reconstruction and the New South

Week 2: Industrialism and the Rise of Segregation

The Growth of Industry

Dubois, B.T. Washington, and the Color Line: A Discussion

Week 3: Expansion and Immigration

The Winning/Conquest of the West

Immigration/Urbanization

The Immigrant Experience

Week 4: Populism and Imperialism

Agrarian Revolt and the Tumultuous 1890s

Quest for an Empire: America as World Power?

Ideology or Self-Interest in American Expansion

Week 5: Progressivism

The Emergence of Progressivism

Progressivism in Full Flower

Week 6: World War I

Progressivism Goes to War

Discussion: Chicago Race Riot

1919 America's Worst Year

Week 7: The Roaring Twenties and the Great Depression

The Roaring Twenties

The Great Depression

Week 8: FDR and the 1930s

The First New Deal

The Second New Deal

The Road to War

Week 9: World War II, Part 1

Isolationism versus Internationalism

Midterm Exam

Week 10: World War II, Part 2

The War Abroad and at Home

Cold War

Domestic Expansion

Week 11: The 1960s

The Quest for Civil Rights

The Road to Vietnam

The Quagmire

Week 12: Vietnam

1968: America's Worst Year

Cultural Revolutions

Week 13: The 1970s

The Women's Movement

1970s: Living with Limits

Nixon and Carter

Week 14: The 1980s

Hostages in Iran

The Rise of Reagan

The End of the Cold War

Week 15: The 1990s

Illinois in the 20th Century

Clinton and the 1990s

Review

4. Rationale

- a) HIS 2091G is being added to General Education curriculum under the Humanities designation for the following reasons: 1) Most other universities in Illinois count introductory U.S. history for the Gen Ed curriculum, and it is designated as such in the Illinois Articulation Initiative. Most other U.S. universities count this course as Gen Ed. Not allowing EIU students to count HIS 2091G as Gen Ed puts our native students at a disadvantage and waivers have been difficult to come by. 2) Many majors and minors (including History, History with Teacher Certification, Social Science with Teacher Certification, Elementary Education, and the Pre-Law Minor) require HIS 2091G. Allowing students to count the course for General Education and toward their major/minor will reduce by 3 credits the number of credit hours students need to complete toward these majors. Because education majors in particular already require so many courses, a reduction in the number of courses required would be beneficial. 3) HIS 2091G is being designated as a Humanities course because history is a Humanities discipline (the department is located in the College of Arts and Humanities). In addition, advisors have been requesting greater number of 1000 and 2000 level Humanities Gen Ed courses (especially those not requiring prerequisites) to meet student needs. 4) HIS 2091G is designated Writing Intensive. Many students already use papers from HIS 2091 for their Writing Portfolios.
- b) HIS 2091G is an introductory survey of United States History. It is intended to follow HIS 1500, 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.
- c) HIS 2091G is not similar to other courses.
- d) See 4a above.

5. Implementation

- a) Debra Reid, Mark Voss-Hubbard, Ed Wehrle, Terry Barnhart, Jon Coit, Martin Hardeman, Nora Pat Small, Lynn Curry
- b) No additional cost is associated with the adoption of this course.
- c) Sample texts:
Henretta, *America's History, Vol. II*
Marcus and Burner, *America Firsthand*

W.E.B. Dubois, *The Souls of Black Folks*
Tuttle, *Race Riot*
Moody, *Coming of Age in Mississippi*

6. Community College Transfer

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

7. Date Approved by Department of History Curriculum Committee

_____ 4-15-05 _____

8. Date Approved by College of Arts and Humanities Curriculum Committee

_____ 10-12-05 _____

9a. Date Approved by CAA

_____ 12-1-05 _____