

Eastern Illinois University
Revised Course Proposal
HIS 3600G, The U.S. Constitution and the Nation

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** HIS 3600G
2. **Title (may not exceed 30 characters, including spaces):** U.S. Constitution and Nation
3. **Long title, if any (may not exceed 100 characters, including spaces):** The U.S. Constitution and the Nation
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:** 2013
7. **Course description:** A survey of the origin and development of the Constitution and its impact on the history of the United States. On campus students are excluded from on-line versions of this course. WI
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
HIS 3690G: The U.S. Constitution and the Nation (Honors)
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. Yes No
 - b. **Prerequisite(s)**
 - **Identify the 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
 - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). Yes No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
 - c. **Who can waive the prerequisite(s)?**
 No one Chair Instructor Advisor Other (Please specify) N/A
 - 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 once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:

On campus students are excluded from on-line versions of this course.

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]

general education (social and behavioral sciences component), writing intensive

10. **Grading methods** (check all that apply): Standard letter CR/NC Audit ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

The grade for this course will not count in a student's grade point average.

The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

lecture lab lecture/lab combined independent study/research
 internship performance practicum or clinical study abroad
 Internet hybrid other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

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

- a. identify and describe social, constitutional, and legal factors shaping the meaning of American citizenship
- b. analyze the impact of historical events on the meaning of American citizenship
- c. analyze and evaluate Constitutional documents in discussions, group projects, and writing assignments

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.** c: written exams, response papers, essays, discussions, and group projects will help students improve their writing skills.

- **EIU graduates will think critically.** a, b, c: tracing the influence of social, constitutional, and legal factors and historical events on the meaning of citizenship will improve critical thinking skills. Analysis and evaluation of primary sources will improve critical thinking skills.
- **EIU graduates will function as responsible citizens.** a, b, c: tracing the influence of social, constitutional, and legal factors, and historical events, on the meaning of citizenship will enhance the students' ability to 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**

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

Learning Objectives	Written Examinations (45%; Midterm, 20%, Final, 25%)	Response Papers Quizzes (20%)	Course Paper (20%)	Group Projects (15%)
A	X		X	X
B		X	X	
C		X	X	X

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

Written Examinations (45%; Midterm, 20%, Final, 25%)
 Response Papers/Quizzes (20%)
 Paper (20%)
 Group Projects (15%)

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 3600G will be delivered via EIU's learning management system. The course site will include student learning objectives, brief lectures (recorded or synchronously delivered) illustrated with PowerPoints, reading assignments and/or links to supplemental readings. Each unit will include group projects which will require students to interact to solve problems, as well as discussion prompts for required and evaluated asynchronous discussion. These last two activities will provide the means by which students will develop a community of scholarship.

The integrity of student work will be assured by the creation of questions that require analysis of specific sources and integration of those sources into written responses. This should make plagiarism difficult and obvious.

Examinations will be open book, but based on questions that require critical analysis and synthesis of primary and secondary sources. Written papers will be evaluated for plagiarism with a plagiarism detection software.

Hybrid delivery of the course will combine some aspects of on-line delivery, discussion, and group work, with face-to-face meetings.

Faculty teaching the course entirely on-line or as a hybrid with significant on-line components will be required to complete EIU's OCDI training or its equivalent.

For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

- d. course objectives;**
- e. projects that require application and analysis of the course content; and**
- f. separate methods of evaluation for undergraduate and graduate students.**

- 5. 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: writing assignments make up over 35% of the course grade. At least one writing assignment will be revised by the student after it has been read and commented on by the instructor.

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:

1. Introduction: Principle Themes and Terms
English Origins of U.S. Constitutional Principles
2. The Colonial Experience
The American Revolution
3. The "Critical Period" (1781-1787)
Writing the 1787 Constitution
4. The Early Republic: The Bank of the US; Sedition Law and Free Speech
5. The Marshall Court: The Supreme Court's Emerging Role; Centralized Control of the Economy
6. Jacksonian Democracy: New Democratic Meanings for Citizenship; Development of Political Parties
7. Slavery: The Impact of States Rights and Racism on the Constitution; The Sectional Crisis
8. The Civil War: Constitutional Crisis; Emancipation and the Meaning of Freedom
9. Race and Citizenship after the Civil War: the 14th Amendment
10. State Action and Civil Rights: the Reassertion of States' Rights; the Decline of National Citizenship
11. The Age of Laissez-Faire
Police Power and the Corporation
12. The Rise of Reform and Individual Rights: The Progressive Era
The Emergence of Liberal Constitutionalism

13. Constitutional Revolution: Franklin D. Roosevelt and the General Welfare
A National Bill of Rights
14. The Warren Court: National Power and Civil Rights
Gender, Privacy and Citizenship
15. Presidential Power: Vietnam and Watergate
Conservative Constitutionalism

PART IV: PURPOSE AND NEED

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

HIS 3600G and 3690G are currently taught on-campus as part of the general education curriculum. It is listed as an option to meet the “Social and Behavioral Sciences” requirement. 3600G is also a required course for majors in History, History with Teacher Certification, and History with International Studies, as well as students seeking a Pre-Law Minor. This proposal seeks approval to teach HIS 3600G on-line in order to expand the general education offerings in History available to the off-campus student population through the School of Continuing Education.

- 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.**

See above.

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

See above.

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

HIS 3600G has significant reading, writing, and analytical requirements suitable for an upper-division course. It does not require a pre-existing exposure to the subject at the college level, and as such it is suitable for the general education curriculum.

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

- 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.**

HIS 3600 is not similar to any other course offered at EIU. While the U.S. Constitution is central to both HIS 3600G and PLS 1153G, the former is an upper-division course that focuses on changes to the constitution over time through the tests of Supreme Court cases, while the latter is a lower-division course that focuses on political institutions, parties, and functions in American government. The two courses have co-existed in EIU’s curriculum for many years serving different needs and populations.

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.** HIS 3600G is currently required for all History majors.

- b. 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:** Terry Barnhart, Jonathan Coit, Lynne Curry, Martin Hardeman, Debra Reid, and other qualified History faculty.

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:

Waldrep, et. al., *The U.S. Constitution and the Nation*, 2nd ed. (documents reader), 2004.

Les Benedict, Michael, *The Blessings of Liberty*, 2nd ed. (textbook), 2005.

Full text of Supreme Court decisions, transcripts of oral arguments, and other source materials for history of the Supreme Court at the following websites: <http://supreme.justia.com/>;
<http://www.oyez.org/>; and <http://www.supremecourthistory.org/>

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: November 9, 2012

Date approved by the college curriculum committee: November 14, 2012

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

Date approved by CAA: December 6, 2012

Eastern Illinois University Course Proposal Format

*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).

Student Success Center

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

581-6696



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

581-3413

Career Services

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

581-2412

Disability Services

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

581-6583