

CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

LSC Use Only  
Number \_\_\_\_\_  
Action \_\_\_\_\_  
Date \_\_\_\_\_

UWUCC Use Only  
Number 49  
Action \_\_\_\_\_  
Date \_\_\_\_\_

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE Proposed Secondary History Education

DEPARTMENT History Department

CONTACT PERSON Dr. Jack Lerner

II. THIS COURSE IS BEING PROPOSED FOR:

\_\_\_\_\_ Course Approval Only

XXX Course Approval and Liberal Studies Approval

\_\_\_\_\_ Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Mule Rife  
Department Curriculum Committee

Approved by College Chairs 1/30/91  
College Curriculum Committee

\_\_\_\_\_  
Director of Liberal Studies  
(where applicable)

Heit Helman (phi)  
Department Chairperson

[Signature] 1/31/91  
College Dean\*  
[Signature] 3/11/91

\_\_\_\_\_  
Provost  
(where applicable)

\*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted  
to LSC \_\_\_\_\_  
to UWUCC \_\_\_\_\_

Semester/Year to be  
implemented \_\_\_\_\_

Date to be published  
in Catalog \_\_\_\_\_

Revised 5/88

[Attach remaining parts of  
proposal to this form.]

## HISTORY EDUCATION AT IUP: A PROPOSAL

The following document outlines varied aspects of a proposal to strengthen secondary history-social studies teacher certification requirements in accord with the urgings of IUP's Spring Hill Commission.

The document is apportioned among these sections:

1. Basis -- What are the reasons, nationally state-wide and within the IUP community that indicate that a history-social studies education program should be enhanced?
2. In Overview -- Generally, in terms of major IUP degree components, what is the drift of the proposal?
3. In Detail -- What are the gory specifics of the proposal? In other words, what are the descriptions of new courses included in the new history major program? What will the social science distribution package include? What specific Pennsylvania Department of Education and NCATE (National Council for the Social Studies) mandates dictate this social science distribution? How will "borrowing" from Liberal Studies help IUP students meet the social science distribution without bursting beyond 124 semester hours?
4. In Brief -- What will an IUP catalogue description of this proposal include?
5. Pennsylvania Department of Education Accreditation -- Meet the PDE requirements head on. See how the existing program fares; see how the proposal matches what PDE prescribes! Current and proposed programs shown in same sheets.
6. NCATE -- The All-Powerful Accreditor -- See how the existing IUP program fails NCATE; see how the proposed program should pass with colors! PS. National Council for the Social Studies sets NCATE accreditation standards in the history-social science field. NOTE: Current and proposed programs are indicated on separate sheets.
7. History Menu -- Since students under the proposed program have options within the history course requirements, the whole history chimichanga is included!

Basis:

Two prior reviews of the following history education program by both the Department of History and the Curriculum Committee of the IUP Teacher Education Coordinating Council have been helpful in formulating this edition of the proposal. Factors addressed by this History Education Program revision include:

1. History has been, by far, the dominant subject of secondary social studies instruction in schools throughout the nation during the past century. History, as a carrier of civics and geography, continually has been asked to fulfill public education's primary missions: acculturation, socialization, and citizenship education. Nothing has changed. IUP teacher certification candidates in secondary social studies must be well versed in history and its teaching methodology.
2. Three national commissions have pronounced strongly in favor of the strengthening history's traditional and central place in the secondary social studies programs of this country. By the way, a recent royal commission in Britain did likewise. Also, recent conversations with Japanese and Dutch secondary social studies educators indicate similar strengthening of history in the curricula of those nations.
3. California, one of the nation's flagship education states, recently instituted a profoundly history-based statewide K-12 social studies program. As publishers revise their offerings and wend their ways to the lucrative California market, the influence of the Golden State's initiatives on behalf of history will be felt nationally. Earlier, in another significant social studies curriculum overhaul, New York state strengthened and enriched the central position of history in its schools.
4. Texas, long a dominant influence in the school text trade, has never veered, swerved, nor varied from a traditional emphasis upon history in the secondary social studies program. This centrality of history in the Texas schools has a permeating impact on textbooks throughout the United States.
5. In Pennsylvania, the 1949 school law is clear: there will be between grades seven and twelve four semesters of United States and Pennsylvania history and government. Beyond that, it is up to the State Board of Education. The Board's regulations are less than explicit, driving us to common practice in order to get any idea of what actually happens in secondary social studies. The latest Pennsylvania Department of Education tally on what supposedly takes place in the Commonwealth's secondary social studies program, gathered in 1984-85 in a manner that insiders say would make the Gallup organization blush, reveals something like the following pattern of history courses among the 501 school districts:

Seventh Grade	--	World history	247
		World geography	93
		U.S. history	32
		General social science	2
Eighth Grade		U.S. history	283
		World history	48
		PA history/geography	45
		PA history	30
		West. civ./geography	24
Ninth Grade	--	U.S. history	256
		World history	84
		PA history	70
		West. civ./geography	10
Tenth Grade	--	U.S. history	260
		World history	23
		PA history	2
Eleventh Grade	--	U.S. history	280
		World history	209
Twelfth Grade	--	No history reported	

Other secondary social studies offerings include, in descending order of occurrence.

Civics and Problems of Democracy	348
Economics	235
Sociology	130
Psychology	103
History electives	97
Geography	20
Anthropology	18

Granted that the figures are dated and may be faulted owing to research method; nonetheless, it is clear that history is by far the most evident subject in secondary social studies in Pennsylvania's secondary schools. Clearly, there is a need to provide thorough and proper training in history education to those who seek social studies certification in the Commonwealth.

6. While PDE personnel admit that the data above tell little about district-based secondary social studies scope and sequence, they nonetheless feel that -- to the extent that there are social studies job opportunities -- they will require background and ability to teach history. It should be noted that government/POD, sociology, economics, anthropology, and, to a large extent, geography are staffed by senior faculty with next in seniority usually perched to descend upon these courses as retirements occur. Therefore, the chance for a newly minted certificate holder to teach these subjects may be minimized. But they will teach history!

7. It is, therefore, not surprising that the composers of the National Teacher Examination take all the foregoing into account. Exit interviews with IUP's takers of the NTE social studies test since the 1989-1990 academic year reveal the important position history items occupy. Please, this would not pass muster with the Gallup organization! It is an informal survey.

	<u>Fall 1989</u>	<u>Spring 1990</u>	<u>Fall 1990</u>
AN	8%	10%	3%
EC	4%	10%	4%
GE	8%	6%	10%
HI	72%	34%	60%
PC	0%	3%	0%
PS	0%	15%	10%
SO	8%	10%	3%
Methods	0%	12%	10%
TOTAL	100%	100%	100%

Loathe though we are to "teach to test," nonetheless, we bear some responsibility to help ensure that our graduates become certified. Certainly, it would seem, strong preparation in history should enhance a student's chances for success on the NTE. In this connection, it should be pointed out that IUP graduates concentrating in non-history areas, but with QPAs 3.5 and above, have had to take the social studies test as many as three times to pass! That ought not be. Recent discussion with a member of an NTS committee charged to "revise" the NTE social studies test indicates that it has been largely determined that roughly 60% of future editions of this exam will remain history.

8. IUP's Spring Hill Commission strongly urges formation of teacher education programs centering upon academic majors.
9. The secondary-level history education proposal meets all standards of the Pennsylvania Department of Education and the National Council for the Social Studies guidelines used by NCATE. Please see attached statements of these guidelines and standards. There are two sets of each, one evaluating the current program and the other assessing this proposed program.
10. National tradition, current reform trends, long-standing practice in Pennsylvania, NTE social studies item distribution, and our own university's special commission urgings all militate in the direction of instituting a strong history education program. That's where the jobs will be, if the projected retirements begin to occur, the positions are continued, and the lines of "permanent subs" are not too long. IUP history education graduates of the proposed program will be among the best prepared in the United States and, possibly, the very best prepared in Pennsylvania.

## The Plan in Overview:

Liberal Studies	51 sh	41%
(Note: The Liberal Studies Committee currently is considering a History Department petition to exempt history majors from HI 195, a requirement met by all IUP students. Therefore, the 54 sh Liberal Studies quantum may be reduced to 51 sh.)		
History Major	27 sh	22%
Social Science Distribution	12 sh	10%
(Note: Owing to carry-over or "double-dipping" from the Social Science and Electives portions of the Liberal Studies Program, 18 sh are borrowed and applied to the social science distribution. Therefore, this component actually becomes 30 sh!)		
Professional Education	30 sh	24%
(Note: This could increase to 33 sh were a student to meet the special education requirement via EX 300.)		
Electives	4 sh	3%
(Note: This could diminish to 1 sh were a student to meet the special education requirement via EX 300. It is indeed unfortunate that a 124 semester hour program in secondary social studies education allows no more than such minimal play with electives. However, the explicit and stringent accreditation requirements set by NCATE (NCSS) and PDE allow for nothing more.)		

## The Plan in Detail:

History Major		27 sh
Required Courses of All History Majors:		
HI 200:	Introduction to History	3 sh
This course investigates historical methods, important schools of historical interpretation, and philosophies of history.		
HI 201:	Western Civilization Before 1600	3 sh
This course surveys the origins and development of major political, social, economic, and religious-intellectual institutions of Western Civilization from antiquity into the early modern period. Presently listed as HI 101, this course is being renumbered.		
HI 202:	Western Civilization Since 1600	3 sh
This course explores the development of Western Civilization from the expansion of Europe to the present and includes consideration of political, diplomatic-military, economic, social, and cultural themes. The course, presently offered, is being renumbered from HI 102 to HI 202.		

HI 203: United States History for Historians

3 sh

The course introduces students to methodological and philosophical issues of United States history since 1763, the end of the great War for Empire, and the beginning of the intensification of issues leading to the independence movement. A broadly thematic course, this offering uses the familiar content of United States history to immerse students in questions and issues initially approached in HI 200. This is a new course currently moving through the IUP approval process.

HI 480: Senior Seminar in History

3 sh

This course will be offered in two sections; one for certification candidates and one for other history majors. The teacher certification section of this seminar will be devoted to analysis of historical data with a view to identifying central and transcending concepts that would constitute solid and workable unit and lesson goals and objectives. Consideration also would be given to incorporation of social science concepts as they are illustrated by historical data and developments. This course would be a pre-requisite to the history education section of ED 455, Teaching of History and Social Science in the Secondary Schools. This course currently is moving through the IUP approval process.

**Other Requirements for History Education Majors:**

One course from the fields of Latin America, Middle East, Africa, or Asia at the 300-level or higher.

3 sh

The menu for satisfying this requirement includes:

HI 330 History of the Islamic Civilization

HI 331 Modern Middle East

HI 350 History of Latin America: Colonial Period, 1450-1820

HI 351 History of Latin America: National Period 1820-pres.

And Far Eastern history if a current hiring effort meets success.

Three history courses all at the 300-level or higher; one to be from United States history. Consult IUP catalog; the list is extensive. Catalogue descriptions are attached.

9 sh

Social Science Distribution Rationale

30 sh

LSSS	PC 101	--	Required for EP 302 and PC 330.
LSE	PC 330	--	PDE expressly mandates social psychology.
LSE	GE 230	--	Cultural geography which will meet standards of both agencies.
	GE	--	A 300-level or higher course.
LSSS	PS 111	--	American government; meets standards of both agencies.
	PS 280	or	Meets PDE expressed standard of comparative government; PS 280 is west and PS 285 is non-west.
	PS 285		
LSSS	EC 121	--	Required for EC 350.
	EC 350	--	PDE expressly mandates comparative economic systems.
LSSS	AN 110	--	Required by both.
LSE	SO 332	or	Would help meet inter-cultural requirements of both agencies: SO 332 is race and ethnicity;
LSSS	SO 231	or	
LSE	SO 237		SO 231 is contemporary social problems; SO 237 is world cultures.

LSSS: Course borrowed from Liberal Studies Social Science List.

LSE: Course borrowed from Liberal Studies Elective List.

The Plan in Brief:

I. Liberal Studies	51 sh
II. History Major	27 sh

Required:

HI 200 Introduction to History	3 sh
HI 201 Western Civilization Before 1600	3 sh
HI 202 Western Civilization Since 1600	3 sh
HI 203 United States History for Historians	3 sh
HI 480 Senior Seminar in History	3 sh

Controlled Elective:

One course from the fields of Middle East, Africa, Asia, or Latin American at the 300-Level or higher.	3 sh
--------------------------------------------------------------------------------------------------------	------

Electives:

Three history courses at the 300-level or higher; one to be from United States history.	9 sh
-----------------------------------------------------------------------------------------	------



III. Social Science Distribution

12 sh (30 sh)

Remember 12 sh is a lie; with required borrowing from Liberal Studies Social Science (LSSS) and Liberal Studies Electives (LSE) a distribution of 30 sh will be obtained.

	AN 110	Contemporary Anthropology (LSSS)	3 sh
	EC 121	Principles of Economics I (LSSS)	3 sh
	EC 350	Comparative Economic Systems	3 sh
	GE 230	Cultural Geography (LSE)	3 sh
	GE	A 300-level-course or higher.	3 sh
	PC 101	General Psychology (LSSS)	3 sh
	PC 330	Social Psychology (LSE)	3 sh
	PS 111	American Politics (LSSS)	3 sh
	PS 280	Comparative Government I: West. Political Systems	3 sh
OR	PS 285	Comparative Government II: West. Political Systems	3 sh
OR	SO 231	Contemporary Social Problems (LSSS)	3 sh
OR	SO 332	Racial and Ethnic Minorities (LSE)	3 sh
	SO 237	World Cultures (LSE)	3 sh

IV. Professional Education

30 sh

V. Electives

4 sh

TOTAL 124 sh

#1 IS CURRENT PROGRAM

#2 IS PROPOSED PROGRAM

PENNSYLVANIA STANDARDS FOR PROGRAM APPROVAL  
AND TEACHER CERTIFICATION:

Social Studies

G.L. 7-12

Scope: CSPG 34

Standard I

The program shall require studies in history, economics, comparative economic systems, government, political science, comparative political systems, geography, anthropology, sociology, and social psychology.

1. Present program fails to address: comparative economic systems, comparative political systems, and social psychology.
2. Proposed program meets this standard:

HI 27 sh  
EC 121  
EC 350, Comparative Economic Systems  
PS 111  
PS 280 or PS 285, Comparative Political Systems  
GE 6 sh  
AN 110  
SO Options  
PC 330, Social Psychology

Standard II

The program shall require concentrated studies in one of the social studies areas.

1. Present program requires only a 15 sh concentration which can be met with five courses at 100-200 levels in four of six concentrations.
2. Proposed program meets this standard: HI -- 27 sh.

Standard III

The program shall require studies of cross-cultural and global perspectives of concepts in several areas of social studies.

1. May occur in present program; however, loose structure allows avoidance of these issues.
2. Proposed program meets this standard:

HI 201, HI 202, HI (third world course), HI 480  
AN 110  
SO Options  
PS 280 or PS 285  
EC 350  
GE 230

Standard IV

The program shall require studies of and experience in historical and social science research methods.

1. Most unlikely this standard is met by current program owing to courses at 100-level used almost exclusively to meet requirements.
2. Proposed program meets this standard:

HI 200, HI 203, HI 480  
All 300-level or higher courses  
HI -- 12 sh  
PC 330  
EC 350  
GE 230

#### Standard V

The program shall require studies that promote the examination of the values of a democratic society and the comparison of these values to those of divergent societies.

1. May occur in current program, but can be avoided due to flacidity of requirements.
2. Proposed program meets this standard:

PS 111 and PS 280 or PS 285  
EC 121 and EC 350  
GE 230  
AN 100  
SO Options  
AN 110

#### Standard VI

The program shall require studies which integrate knowledge from history and the social sciences to identify individual rights and responsibilities as citizens of the local, state, national, and world communities.

1. Unmet by current program.
2. Proposed program meets this standard:

HI 480

#### Standard VII

The program shall require studies of human rights in a multi-ethnic, plural world and the role of race, nation, gender, and age in society.

1. May be met by current program, but can be avoided owing to loose structure.
2. Proposed program meets this standard:

PS 111 and PS 280 or PS 285  
SO Options  
PC 330  
HI 203  
HI 480  
GE 230  
AN 110

**Standard VIII**

The program shall require studies of contemporary domestic and foreign affairs, including controversial issues.

1. May be met, but could be avoided due to loose structure of current program.
2. Proposed program meets this standard:

EC 121 and EC 350  
PS 111 and PS 280 or PS 285  
GE 230  
HI 202  
HI 203  
HI 480  
AN 110

**Standard IX**

The program shall require studies of the social studies curriculum regulations and of contemporary social studies trends.

1. This standard is met by current program.
2. Proposed program meets this standard:

HI 480  
ED 455

**Standard X**

The program shall require professional studies distributed over the areas defined in General Standard XIV. The student teaching experience should require the candidate to demonstrate competency in these areas.

1. This standard is met by current program.
2. Proposed program effects no change in current program.

PROPOSED PROGRAM

Guidelines and Matrix

BASIC PROGRAMS IN TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL

Social studies teachers must have experienced meaningful collegiate instruction that enables them to develop to the maximum potential both as generally well-educated human beings and as fully competent professionals. Therefore, institutions that recommend the certification of their graduates as social studies teachers should provide them with intellectually stimulating and practically appropriate instruction at the basic level in the following areas: general education, history, social sciences, and professional education.

Guidelines	Courses and/or experiences that fulfill the guideline
1 History and the Social Sciences  Some coursework is completed in each of the following fields:  1.1 United States history.  1.2 Western Civilization, world history, and non-Western history.	HI -- 27 sh  HI 203, HI 3 sh of US HI 201, HI 203, HI 3 sh of third world/ non-western
1.3 United States government and political science.	PS 111  PS 280 or PS 285
1.4 Economics.	EC 121  EC 350
1.5 Geography, world geography, and cultures.	GE 230 cultural geography GE at 300-level or higher
1.6 The behavioral sciences: anthropology, psychology, and sociology.	AN 110 PC 101, PC 330 SO 231, 237, or 332
2 Courses that include cross-cultural perspectives; gender studies are strongly recommended.	AN 110 SO 231, 237, or 232 GE 230 EC 350
3 Course or courses that focus on methodology of the discipline.	HI 200 HI 203 HI 480 EC 121  PC 101 AN 110 GE 230
4 Courses that include problem solving, critical thinking, and application skills.	HI 200 HI 201 HI 202 HI 203 HI 480  ED 455

Guidelines	Courses and/or experiences that fulfill the guideline
<p>5 Professional Education</p> <p>Quality instruction is provided in each of the following areas of professional study:</p> <p>5.1 Social studies methods course that prepares teacher candidates to select, integrate, and translate knowledge and methodology from history and social science disciplines appropriate to the school level; includes experiences in curriculum design for different settings; and addresses the multicultural aspects of social studies teaching.</p>	<p>ED 455</p>
<p>5.2 Coursework in communication skills required in social studies: reading, writing, and speaking.</p>	<p>HI 200 HI 203 HI 480 ED 455</p>
<p>5.3 Early systematic school experiences in a range of school settings and with a variety of students of varying cultural, socioeconomic, racial and ethnic backgrounds, including students with special needs.</p>	<p>ED 242 ED 342</p>
<p>5.4 Full-time student teaching experience for a minimum of ten weeks in social studies, history, or a social science discipline at the grade level(s) for which licensure is sought; supervised by university or college personnel with successful experience and advanced training in the teaching of social studies or a social science discipline.</p>	<p>ED 441</p>

d1004b.typ  
September 1, 1989

## CURRENT PROGRAM

### Guidelines and Matrix BASIC PROGRAMS IN TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL

Social studies teachers must have experienced meaningful collegiate instruction that enables them to develop to the maximum potential both as generally well-educated human beings and as fully competent professionals. Therefore, institutions that recommend the certification of their graduates as social studies teachers should provide them with intellectually stimulating and practically appropriate instruction at the basic level in the following areas: general education, history, social sciences, and professional education.

Guidelines	Courses and/or experiences that fulfill the guideline
<p>1 History and the Social Sciences</p> <p>Some coursework is completed in each of the following fields:</p> <p>1.1 United States history.</p> <p>1.2 Western Civilization, world history, and non-Western history.</p>	<p>Will not pass. History concentrates (15 sh) have no fields specified; nor do concentrates in social sciences who take 6 sh of history.</p>
<p>1.3 United States government and political science.</p>	<p>Political Science concentrates meet this guideline; however, current requirements do not assure that other concentrates meet them. No pass.</p>
<p>1.4 Economics.</p>	<p>Pass. Usually, EC 212 and EC 122 are taken. 6 sh of EC are required.</p>
<p>1.5 Geography, world geography, and cultures.</p>	<p>Questionable, since cultural geography is not required of concentrates and non-concentrates are unrestricted.</p>
<p>1.6 The behavioral sciences: anthropology, psychology, and sociology.</p>	<p>Pass.</p>
<p>2 Courses that include cross-cultural perspectives; gender studies are strongly recommended.</p>	<p>Might not pass, because there is no assurance students will select courses developing the themes, except AN.</p>
<p>3 Course or courses that focus on methodology of the discipline.</p>	<p>Would not pass; four of six concentrations can be met with 100 and 200-level courses; all distributions met with 100-level courses. Item is not interpreted to mean teaching methods.</p>
<p>4 Courses that include problem solving, critical thinking, and application skills.</p>	<p>Response to #3 applies equally here. Other than instructor discretion, there is no assurance, given the excessive number of 100 and 200-level courses, that current program would pass.</p>



Guidelines	Courses and/or experiences that fulfill the guideline
<p>5 Professional Education</p> <p>Quality instruction is provided in each of the following areas of professional study:</p> <p>5.1 Social studies methods course that prepares teacher candidates to select, integrate, and translate knowledge and methodology from history and social science disciplines appropriate to the school level; includes experiences in curriculum design for different settings; and addresses the multicultural aspects of social studies teaching.</p>	<p>It would be difficult to convince an NCATE site team that ED 455 properly and fully dispatches these topics. To do this well in ED 455 means that guideline #5.2 is seriously short-changed.</p>
<p>5.2 Coursework in communication skills required in social studies: reading, writing, and speaking.</p>	<p>CM 301, plus writing-intensive research and planning activities in ED 455 help here. Speaking is not addressed, and we should not pass.</p>
<p>5.3 Early systematic school experiences in a range of school settings and with a variety of students of varying cultural, socioeconomic, racial and ethnic backgrounds, including students with special needs.</p>	<p>ED 242 and ED 342 attempt to provide these experiences. We should pass.</p>
<p>5.4 Full-time student teaching experience for a minimum of ten weeks in social studies, history, or a social science discipline at the grade level(s) for which licensure is sought; supervised by university or college personnel with successful experience and advanced training in the teaching of social studies or a social science discipline.</p>	<p>We are clean on this one -- pass.</p>

d1004b.typ  
September 1, 1989

**HI: History**  
**Department of History**  
**College of Humanities and Social Sciences**

- HI 101 History of Civilization I** 3c-0l-3sh  
 Survey course, presenting in various forms the origin and development of Western man's major political, social, economic, religious, and intellectual institutions to approximately 1600 A.D.
- HI 102 History of Civilization II** 3c-0l-3sh  
 Survey of man's development from 1600 A.D. to present, in which economic, political, social, and intellectual trends are discussed.
- HI 103 History of the United States and Pennsylvania I** 3c-0l-3sh  
 Survey of American history from colonization to 1865, with attention to Pennsylvania, colonial foundations, emergence of Federal Union, political and social reform, and controversy over sectionalism and slavery.
- HI 104 History of the United States and Pennsylvania II** 3c-0l-3sh  
 Survey of history of the United States and Pennsylvania since 1865, with emphasis on major economic, political, and social trends and development of American culture. Also considered is the role of America in world affairs.
- HI 112 History Satellites** 1c-0l-1sh  
 A variety of topics from Civilization which, when combined with a two-credit History of Civilization II (HI102), will fulfill a requirement in the Social Science package in General Education. Additional HI112 credits may be used as electives.
- HI 195 History: The Modern Era** 3c-0l-3sh  
 This course interprets the development of two centers of civilization, Europe and America, within a global context and extends from at least the Age of the Enlightenment through the present.
- HI 200 Introduction to History** 1/3c-0l-1/3sh  
 For history majors and concentrators. Topics include philosophy of history, important schools of history and historians, and methods of historical research. Student is encouraged to become a better historian and to identify with historical profession.
- HI 210 Ancient Civilization: The Middle East and the Eastern Mediterranean** 3c-0l-3sh  
 An examination of the development and the spread of ancient civilization in ancient Middle East and the Eastern Mediterranean. Topics of study will include the characteristics of civilization and the development of political, social, economic, and cultural institutions in the river valley centers and the outflow to the fringe areas.
- HI 212 Ancient and Medieval Europe** 3c-0l-3sh  
 An examination of the development of civilization in Europe during the ancient and medieval periods. The course will focus on the Ancient Greek and Roman civilizations and the medieval European civilization. The characteristics and institutions of civilization will be stressed as well as the political history.
- HI 301 History of Greece** 3c-0l-3sh  
 Will analyze major political, social, and economic developments in ancient Greek civilization from Bronze Age to death of Alexander.
- HI 302 History of Rome** 3c-0l-3sh  
 Will trace Roman history from early Republic down to fall of Empire. Roman political theory will be particularly emphasized.
- HI 303 Medieval Europe I, 400-1000** 3c-0l-3sh  
 History of early Medieval Europe, from decline of Rome to beginnings of High Middle Ages; emphasis on political, social, economic, religious, and intellectual developments.
- HI 304 Medieval Europe II, 1000-1300** 3c-0l-3sh  
 History of late Medieval Europe, from High Middle Ages to Renaissance period; emphasis on political, social, economic, religious, and intellectual developments.
- HI 305 Renaissance and Reformation** 3c-0l-3sh  
 History of Europe from c. 1250; rise of commercial city, kings, and pressures on Christian Church to 1600. Some consideration of technology and voyages.
- HI 306 Early Modern Europe** 3c-0l-3sh  
 Greatness of France under Louis XIV; Sweden; Thirty Years' War. Emergence of modern society; French Revolution.
- HI 307 History of Europe: 1815-1914** 3c-0l-3sh  
 Study of Europe in 19th century, with emphasis on the emergence of major thought patterns, Romanticism, Nationalism, Socialism, and Positivism.
- HI 308 Twentieth-Century Europe** 3c-0l-3sh  
 Political, economic, and diplomatic trends in Europe since 1900, with major emphasis on causes and results of war and search for security.
- HI 311 Rise and Fall of Hitler's Empire** 3c-0l-3sh  
 In-depth study of Hitler and the Nazi Order; offers an analysis of 19th-century origins of Nazi ideology and intensively analyzes domestic and foreign totalitarian policy (1920-1945) including Holocaust, Resistance, and the postwar Nuremberg Trials.
- HI 320 History of England to 1688** 3c-0l-3sh  
 Survey of the growth of the English nation, with emphasis on political, social, and economic developments leading to 17th-century conflict between Crown and Parliament.
- HI 321 History of England 1688 to Present** 3c-0l-3sh  
 Survey of the growth of England as a democratic constitutional monarchy. Attention directed to industrial revolution and to imperial expansion and England's role in 20th-century world. Attention given to social and cultural history.
- HI 322 French Revolution and Napoleon** 3c-0l-3sh  
 Brief sketch of Old Regime, concentration on Revolution and Empire, with emphasis on politics, social structure, diplomacy, and economics.
- HI 324 History of Germany to 1848** 3c-0l-3sh  
 Study of the development of Germany politically and culturally from ancient times, emphasizing medieval and early modern periods to 1849.
- HI 325 History of Germany: 1849 to the Present** 3c-0l-3sh  
 Study of the political and cultural development of modern Germany from the Revolution of 1848, including imperial, republican, and totalitarian phases, to post-World War II East and West Germany.
- HI 326 History of Russia** 3c-0l-3sh  
 General survey of Russian history, culture, and institutions. Special consideration given to study of historical forces formative of Revolution of 1917.
- HI 327 History of Soviet Russia** 3c-0l-3sh  
 General survey of contemporary Soviet history, culture, and institutions. Special consideration is given to the study of communist theory and its place in current Russian historiography.
- HI 330 History of the Islamic Civilization** 3c-0l-3sh  
 An approach to learning about a non-Western culture: Muhammad, Arabs, and Muslims as creators of a great civilization from rise of Islam to 1800; emphasis on cultural institutions of Islam and their interrelationships within Middle East.
- HI 331 Modern Middle East** 3c-0l-3sh  
 Survey of changes that have taken place in Middle East and in Islam since 18th century and of contemporary problems in that region.
- HI 340 Colonial America** 3c-0l-3sh  
 Survey of original thirteen states from their inception as colonies within the British empire to 1763, the eve of Independence. Attention is given to their political development; economic position within the empire; relations with Indians; and evolution of social, educational, and religious life.
- HI 341 American Revolution** 3c-0l-3sh  
 An examination of Whig-Tory participants of American Revolution. Examines events from 1763 to 1783. Changing interpretations of the causes and effects of the revolution will be discussed.
- HI 342 The Early Republic** 3c-0l-3sh  
 Survey of United States history from 1783 to 1850, with special attention on constitutional, political, economic, and social trends.

- HI 343 Civil War and Reconstruction** 3c-0l-3sh  
Study of the failure of American democracy to cope with issues of mid-19th century, followed by political, economic, military, and social development during War and reconciliation of North and South.
- HI 345 The Age of Ragtime: American History, 1900-1929** 3c-0l-3sh  
Using the nation's cultural development as its thematic foundation, this course analyzes the transitional character of the Progressive Era, World War I, and the 1920s.
- HI 346 Recent United States History** 3c-0l-3sh  
Study of political, economic, and cultural changes in American life since 1929; examines roots of social problems facing us today. Some recent foreign policy trends also studied.
- HI 350 History of Latin America Colonial Period, 1490-1820** 3c-0l-3sh  
Study of life of people, Indian cultures, conquest by Spaniards and Portuguese, government during Colonial Period, and Wars of Independence.
- HI 351 History of Latin America: National Period 1820-Present** 3c-0l-3sh  
Study of the history of nations which have emerged since independence; emphasis on economic, political, cultural, and social developments of these nations, as well as relationships of these nations to others in the hemisphere.
- HI 360 History of Pennsylvania** 3c-0l-3sh  
Emphasizes the cultural, economic, political, and social development of our state in its various periods from colonial to today. Special attention given to diversity of Pennsylvania's people, their institutions and problems.
- HI 361 History of American Diplomacy, 1775-1900** 3c-0l-3sh  
Traces foreign relations of the United States from Independence to emergence as a world power. Topics concentrate on themes of commercial relations, political isolation, expansion, and debate over imperialism.
- HI 362 History of American Diplomacy, 1900-present** 3c-0l-3sh  
Treats primarily our 20th-century involvement in world affairs and domestic debate over that involvement. Special emphasis will be placed on the role of interest groups and increasing power of Executive Department over foreign affairs.
- HI 363 Thought and Culture in Early America** 3c-0l-3sh  
Selected topics in early American intellectual and cultural growth, with emphasis on Puritanism, Enlightenment, cultural nationalism, and Romantic movement.
- HI 364 Thought and Culture in Modern America** 3c-0l-3sh  
Selected treatment of historical development of modern American movements in social and political thought, religion, philosophy, fine arts, and literature.
- HI 365 History of Black America Since Emancipation** 3c-0l-3sh  
Description and analysis of the role of blacks in the history of the United States since the Civil War; emphasis on key leaders, major organizations, leading movements, and crucial ideologies of blacks in modern America.
- HI 369 Women in America** 3c-0l-3sh  
A study of the activities of women from the colonial era to the modern era — evaluating cultural, societal, religious, economic, and political frameworks. It will review women's involvement in movements for feminism, social reform, unionism, and the abolition of slavery.
- HI 370 Religion in America** 3c-0l-3sh  
A history of religious belief and practice in the United States from the colonial period to the present, with an emphasis on the last one hundred years.
- HI 372 History of the Early American Working Class** 3c-0l-3sh  
Description and analysis of the nature and significance of the working class of the United States in the 18th and 19th centuries. The work settings and communities of workers will be examined as well as unions such as the National Labor Union and the Knights of Labor.
- HI 373 History of the Modern American Working Class** 3c-0l-3sh  
Description and analysis of the nature and significance of the working class of the United States in the 20th century. Work settings and strikes will be examined and analyzed as well as unions such as the United Mine Workers and the United Auto Workers and labor leaders including Samuel Gompers, John L. Lewis, and George Meany.
- HI 374 History of Organized Crime** 3c-0l-3sh  
This course studies the relationship between urban, entrepreneurial crime, and the evolution of industrial America.
- HI 390 History of Women—World Cultures** 3c-0l-3sh  
Explores religious, legal, political, economic, and mythic dimensions of women in society from ancient to modern times, including Western and non-Western experiences.
- HI 391 Film as History** 3c-0l-3sh  
Particularly concerned with probing the relationship between cinema and society. History of film is explored and student is given some background in film interpretation and cinematography, the western, science fiction, police films, and great foreign and American detective films.
- HI 392 Crimes and Punishments in History** 3c-0l-3sh  
Explores how historical methodology is applied to crimes; how the historical settings have influenced the commission of crimes; the nature and extent of punishment for crimes on individual, societal, and governmental levels.
- HI 481 Special Studies in History** var-1 to 3sh  
Each semester, courses are offered in interest areas that are not part of the regular program. Some examples of courses of this type are the Victorian Age, the History of Love, World War II, the Great Depression, the Adams Chronicles, and the History of New York City. Students may schedule as many of these courses as desired, but two per semester is the usual limit.
- HI 482 Independent Study** var-3 to 6sh  
Prerequisites: 12sh in history; a 3.0 history average; permission of a faculty member. Involves directed reading or research for qualified students. We encourage experimental projects and personalized learning. Honors sections are provided for qualified students.
- HI 483 Independent Study** 3c-0l-3sh  
An honors program within the independent study format. Minimum qualifications are a 3.0 QPA, 15sh of history, and a 3.2 average in history classes. Satisfactory honors work is rewarded by formal recognition at graduation.
- HI 493 Internship** var-3 to 12sh  
With departmental approval, students are attached to local or national government or private agencies doing directive, bibliographical, archival, or museum work. Advising professor meets with intern regularly and determines what papers or reports will be required.