

CURRICULUM PROPOSAL FORM

University-Wide Undergraduate Curriculum Committee

UWUCC USE ONLY

Number	<u>92 / 7</u>
Action	<u>App</u>
Date	<u>12/7/92</u>
<u>Senate App 2/2/93</u>	

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE NATIVE AMERICAN HISTORY - HI 367

DEPARTMENT History

CONTACT PERSON Dr. John W. Larner (x2285)

II. APPROVALS

Merle Rife
Department - Curriculum Committee

John F. Kalkbrenner
Department Chairperson

Rachel Boyer
College Curriculum Committee

Rachel Boyer
College Dean *

Director of Liberal Studies
(where applicable)

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.

III. TIMETABLE

Date Submitted to UWUCC _____	Semester/Year to be Implemented _____	Date to be published in Catalog _____
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IV. DESCRIPTION OF CURRICULUM CHANGE

(Attach remaining parts of proposal to this form).

NEW COURSE PROPOSAL

Department of History

Contact for Information:	Dr. John W. Larner Ext. 2284/2285
Desired Effective Date:	Fall Semester, 1993
Course Number and Title:	HI 376, Native American History

COURSE ANALYSIS QUESTIONNAIRE

Section A: Details on the Course

A1 What academic need does this course fulfill? IUP does not have a course in Native American history, although this course has been offered under the special topics rubric HI 481/581 (See A4 below). Taught each spring, this special topics course attracts more than forty students, usually ten percent of them graduate students. These enrollment numbers alone attest to the need for a course at IUP in Native American history. It is important to note that a variety of undergraduate and graduate majors are represented among those customarily enrolled in HI 481/581 Native American History. Apparently the need for this course is felt by students across a range of IUP programs.

Academic need for a course in Native American history includes substantive elements as well as the quantitative ones evidenced above. The study of Native American history compels the examination of the superficially familiar from an unfamiliar set of perspectives over significant periods of time. From the other side of the frontier, the American story presents, at the very least, compelling ironies that, once grasped, permit breadth and depth of historical understanding otherwise not as readily accomplished.

American historiography has undergone many demi-revolutions in the past two decades as we seek to understand the histories of all peoples comprising the United States. "The new Indian history," based upon hitherto neglected Native American sources and often composed by Native Americans trained as professional historians, has taught us that "standard" accounts of the Native experience, drawn from Euro-American sources and focusing upon Euro-American actions, are insufficient.

HI 367 will encourage students to place themselves on the "other side of the frontier" through careful examinations of writings and audio-visual materials generated by Native American historians and others using Native American documents, as well as through limited first-hand encounters with Native American documentary material related to the Indian revival movement of the early twentieth century. Stress, of course, will be upon development of a realistic yet sensitive understanding of the interfacing of Native American and non-Native cultures and aspirations over time.

For what clientele is the course designed? Native American history is for everyone. While offered as HI 481/581, as indicated above, the course drew an impressive array of majors. It is hoped that it will continue to do so. The instructor holds Liberal Studies writing intensive approval and, therefore, Native American history would have a "/W/" designation. In fact, though not so designated heretofore, the course has been a writing intensive offering. Moreover, it would seem that a course in Native American history which is grounded in Native documents, accounts, and perspectives would qualify as a Liberal Studies non-western offering and, therefore, such a request is part of this proposal.

- A2 Does this course require changes in content of existing courses? No.
- A3 Does this course follow the traditional type of offering by the department...? In general, this course is typical of courses offered by the Department of History at the 300 or 300 plus level. If in any way unique, Native American history offers fresh perspectives essentially based upon recently uncovered documentary sources and accounts by Native historians. Nonetheless, the established modes of historical thought and practice are carried out; simply, newly found sources or recently generated accounts are deployed in an otherwise standard canon of historical investigation, study, and communication.
- A4 Has this course ever been offered at IUP...? Yes, it has. Please see comment in A1 above. This course has been offered as a special topics HI 481/581 course.
- A5 Is this course to be a dual-level course? No.
- A6 Variable credit? No.
- A7 Do other higher education institutions currently offer this course? Yes. Native American history is a thriving field of historical enquiry and is widely offered. Additionally, there are academic journals in this field, and the two national historical learned societies routinely publish reviews of Native American history studies in their journals. See examples in Appendix A.
- A8 Content or skills required by professional society, etc.? Not express, but clearly useful in teaching, where NCATE standards require study of other cultures beyond the Euro-American traditions.

Section B: Interdisciplinary Implications

- B1 Will this course be taught by one instructor...? Yes.
- B2 Are additional or corollary courses needed with this course...? No.
- B3 What is the relationship between the content of this course and the content of courses offered by other departments? IUP has an inter-disciplinary Native American Studies Committee chaired by Professor T. Smith of the Department of Philosophy and Religious Studies. I participate in that committee's deliberations as much as other obligations (Coordinator of Secondary Social Studies) will permit. It has been a long-standing agreement within that

group that Native American history is an important components in our overall scope of Native American study on this campus. Essentially, we all hold that our Native American offerings in the various disciplines demonstrate for students the critical value of Native American materials and perspectives no matter what the academic discipline. Therefore, while in some ways briefly overlapping (How can we approach the first Wounded Knee without understanding Ghost Dance?) in certain aspects of content, the totality of purpose is significantly differentiated from discipline to discipline. As a committee, we see our various Native American courses as richly complementary and reinforcing. See letter in Appendix B.

B4 Seats for Continuing Education students? Yes. I am quite willing to hold class at times best suited for these persons.

Section C: Implementation

- C1 Resources? All are currently available and sufficient based on the HI 481/581 special topics experience.
- C2 Resources for this course funded by a grant? No.
- C3 Frequency of and restrictions on offering the course? Once a year, probably spring semester, the course will be offered; however, as demand warrants, the course might be more frequently available.
- C4 Number of sections? One per each semester offered.
- C5 Number of students per section? If writing intensive, twenty-five; if not, forty students.
- C6 Enrollment limits by professional society? None.
- C7 Will this course be a curriculum requirement? No, save that if listed among Liberal Studies Non-Western Options, it may assume a "para-requiremental" status. No impact on 124 sh programs.

SYLLABUS

I. CATALOGUE DESCRIPTION

HI 367: Native American History

3 sh

An unfamiliar perspective on a familiar tale, this course presents the "new Indian History" -- North America from Native American materials and points of view. Identification, analysis, and syntheses of Indian realities and options over time are at the heart of this course.

Prerequisite: None

II. STUDENT OBJECTIVES

A. Content:

...Will be able to list and describe varied and specific ways that Native Americans individually and collectively have perceived their worlds.

...Will be able to identify and explain different and specific ways that Native Americans have related to non-Indian conditions.

...Will be able to state and support reasoned opinions about actions and reactions stemming from ways the Native population has interacted with the non-Native environment.

B. Skills:

...Will be able to list, describe, and use reference, monographic, and secondary works providing Native historical sources and perspectives.

...Will be able to abstract briefly, in writing, recent essays employing "new Indian history" sources and perspectives.

...Will be able to craft an original research paper employing Native sources and utilizing both Native and non-Native perspectives.

III. DETAILED COURSE OUTLINE

THE NATIVE PEOPLE BEFORE AND AFTER 1492

Week

1

The New Indian History: Priorities and Pitfalls.

Read: (AI) Chapters 1 and 2

(IAH) Alfonso Ortiz, "Indian-White Relations: A View from the Other Side of the 'Frontier'."

Precis #1

Week

- 2 "Since Forever:" Native-American Lives and Values.
Read: (AI) Chapters 3 AND 4
(IAH) James A. Brown, "America Before Columbus."
Precis #2
- 3 Indians and the Spanish, French, Dutch, and Russian Empires
Read: (AI) Chapters 5 and 6
(IAH) Henry F. Dobyns, "Indians in the Colonial Spanish
Borderlands."
Precis #3
- 4 Indians and British North America.
Read: (AI) Chapter 9
(IAH) James Axtell, "Colonial America Without the
Indians: A Counterfactual Scenario."
Precis #4

Examination #1

NATIVES AND AMERICANS

- 5 Indians in a World of Changing Allegiances.
Read: (AI) Chapter 10
(IAH) Kenneth M. Morrison, "Native Americans and the
American Revolution: Historic Stories and Shifting Frontier
Conflict."
Precis #5
- 6 "... Excluding Indians not Taxed:" The Native People and the American Polity.
Read: (AI) Chapters 11 and 12
(IAH) Charles F. Wilkinson, "Indian Tribes and the
American Constitution."
Precis #6
- 7 Removal.
Read: (AI) Chapter 13
(IAH) Theda Perdue, "Indians in Southern History."
Precis #7
- 8 Manifest Destiny at Any Cost?
Read: (AI) Chapters 14 and 15
(IAH) R. David Edmonds, "National Expansion from the
Indian Perspective."
Precis #8

Week

9

The Peace Policy?

Read: (AI) Chapters 16 and 17

(IAH) William T. Hagen, "How the West Was Lost."

Precis #9

Examination #2

NATIVE AMERICAN REVIVALS

10

Indian Lawyers, Doctors, and Chiefs.

Read: (AI) Chapters 18 and 19

(IAH) Frederick E. Hoxie, "The Curious Story of Reformers and the American Indians."

Precis #10

11

Using Native American Sources

12

Carlos Montezuma and the Society of American Indians.

Read: (AI) Chapter 20

Selected documents from The Papers of Carlos Montezuma and The Papers of the Society of American Indians.

13

"National Self-Determination of Subject Peoples?"

Read: (IAH) Walter L. Williams, "American Imperialism and the Indians."

Precis #11

Paper: Review of Drafts

14

Termination?

Read: (AI) Chapter 21

(IAH) Alvin M. Josephy, "Modern America and the Indian."

Precis #12

Paper: Revision of Drafts

15

"We Talk, You Listen!"

Read: (AI) Chapter 22

(IAH) W. Richard West and Kevin Gover, "The Struggle for Indian Civil Rights."

Precis #13

Paper: Due

Final Exam

IV. EVALUATION METHODS

Precis Assignments:

Students will be required to submit thirteen precis, one for each of the articles composing chapters in Indians in American History. These articulate and tightly argued pieces are especially well suited to this type of writing assignment. It is expected that student comprehension of these essays will be enhanced considerably by these brief writing exercises.

Precis writing will be done in class. Initially,, and until a sufficient plateau of student comfort is achieved, this will be a team activity for production of drafts, coupled with critiques of drafts by other student teams. Afterwards, students individually will compose final drafts for submission. Eventually, all precis work will be accomplished on an individual basis in class.

Collectively, these exercises will be worth twenty percent of the course grade; however, each will be accepted simply on a pass/fail basis with opportunities for re-writes. All thirteen are required.

Essay Assignment:

Students will be required to research and compose a five-page, typed essay based on a problem identified in these two collections of late-nineteenth and early-twentieth-century documents: The Papers of Carlos Montezuma and The Papers of the Society of American Indians. Receiving intensive instruction about Carlos Montezuma (c. 1867-1923), a famed Yavapai assimilationist leader, and the SAI (1907-1927), the nation's premier inter-tribal secular native organization, students will be led to a series of questions addressed by documents in these collections. Orientation to the finding aids to these source materials will equip students with skills requisite to research with success.

Document copies in hand, student teams will identify specific problem-topics and, continuing in teams, will draft and critique essays. Upon satisfactory completion of these tasks, students will prepare final copy for submission. This assignment, worth twenty percent of the course grade, takes students to the heart of the course: Native American aspirations and accomplishments.

Essay Exams:

Students will be required to write two essay exams and a final essay exam. Each of these activities will include items drawn from collateral reading, along with broad questions addressing themes generally pursued in the course. Exams are worth twenty percent each.

V. REQUIRED TEXTBOOKS, SUPPLEMENT BOOKS, AND READINGS

Required Reading:

Arrell M. Gibson. The American Indian (noted as AI on syllabus)

Frederick Hoxie, ed. Indians in American History (noted as IAH on syllabus)

Ojibwe Tribal Education Council and Minnesota Historical Society. The Ojibwe (a multi-media kit available to instructor.)

VI. SPECIAL RESOURCE REQUIREMENTS

None

VII. BIBLIOGRAPHY

Robert F. Berkhofer, The White Man's Indian: Images of the American Indian from Columbus to the Present.

Richard Drinnon, Facing West: The Metaphysics of Indian-Hating and Empire-Building.

H.C. Porter, The Inconstant Savage: England and the North American Indian, 1500-1660.

David A. Nichols, Lincoln and the Indians: Civil War Policy and Politics.

H. Craig Miner, The Corporation and the Indian: Tribal Sovereignty and Industrial Civilization in Indian Territory, 1865-1907.

Leonard A. Carlson, Indians, Bureaucrats, and Land: The Dawes Act and the Decline of Indian Farming.

Paul Stuart, The Indian Office: Growth and Development of an American Institution, 1865-1900.

Francis Paul Prucha, Indian Policy in the United States: Historical Essays, American Indian Policy in Crisis: Christian Reformers and the Indian, 1865-1900, and The Churches and the Indian Schools.

Kenneth R. Philp, John Collier's Crusade for Indian Reform, 1920-1954.

Graham D. Taylor, The New Deal and American Indian Tribalism: The Administration of the Indian Reorganization Act, 1934-1954.

Edmund Jefferson Danziger, The Chippewas of Lake Superior.

Patricia K. Ourada, The Menominee Indians: A History.

Theda Perdue, Slavery and the Evolution of Cherokee Society, 1540-1866.

Duane H. King, ed., The Cherokee Indian Nation: A Troubled History.

Donald E. Worcester, The Apaches: Eagles of the Southwest.

J. Leitch Wright, Jr., The Only Land They Knew: The Tragic Story of the American Indians in the Old South.

R. David Edmunds, ed., American Indian Leaders: Studies in Diversity.

Gary E. Moulton, John Ross: Cherokee Chief.

Kenny A. Frank, Stand Watie and the Agony of the Cherokee Nation.

Hugh A. Dempsey, Red Crow, Warrior Chief.

Jennifer Brown, Strangers in Blood: Fur Trade Company Families in Indian Country.

Cornelius J. Jaenen, Friend and Foe: Aspects of French-Amerindian Cultural Contact in the Sixteenth and Seventeenth Centuries.

Calvin Martin, Keepers of the Game: Indian-Animal Relationships and the Fur Trade.

Robert H. Heizer and Albert B. Elsasser, The Natural World of the California Indians.

Christopher Vecsey and Robert W. Venables, eds., American Indian Environments: Ecological Issues in Native American History.

APPENDIX A

Undergraduate catalogue descriptions of courses in Native American History offered by Departments of History at:

1. State University of New York College at Fredonia.
2. University of Wisconsin at LaCrosse.
3. North Texas State University.
4. The College of William and Mary.

Rationale for Selection: Numbers 1-3 are institutions similar to IUP, former teachers' colleges which have expanded to include a range of programs/majors. This same group of institutions find themselves adjacent to Native communities, albeit not large ones. Item 4 is a "prestige" institution located some distance from any Native community of appreciable size. Note that colleges and universities in the Native American heartland are not used, as invariably there are full-scale Native studies programs at them--including courses in Native American history.

110 STATE UNIVERSITY OF NEW YORK COLLEGE AT FREDONIA

HY 322. French Revolution and Napoleon

Both a descriptive review and an interpretive critique of a major turning point in the ideological, social, and constitutional evolution of the modern West. A study of far-reaching change during a decade of revolutionary turmoil is followed by an examination of the "dazzling career" of Napoleon, who introduced the ideas and institutions of the Revolution to Europe and at the same time provided the substance of modern tyranny.

3 hours credit

HY 323. British Age of Empire

England at her zenith. Rivalry and compromise between old regime of the landed interest and new urban middle class receives particular note. Also discussed is growth of industrial working class and response of changing institutions. Concludes with look at "the Empire on which the sun never sets."

3 hours credit

HY 324. Europe in World War II

Classroom simulations used to examine the international power struggle between European nations which culminated in World War II.

3 hours credit

For further offerings in European history see advanced courses.

UNITED STATES HISTORY

HY 326. American Revolution

Analytical examination of the American Republic's birth. Primary focus on interaction between England and America. Social, economic, and constitutional topics receive particular attention.

3 hours credit

HY 330. The Populist-Progressive Era, 1890-1920

Imperialism, industrialism, reform movements, World War I, and the peace.

3 hours credit

HY 331. The Inter-War Years, 1919-1945

Examination of domestic scene in America from end of World War I to end of World War II, including discussion of business-dominated 1920s, economic crisis and the New Deal of the 1930s, second World War, and other major trends, events, and figures.

3 hours credit

HY 332. U.S. History, 1945 to the Present

Examination and analysis of major cultural, economic, and political developments since World War II, including the Cold War, McCarthyism, Civil

Rights movement, Great Society, etc.

3 hours credit

HY 335. Constitutional Era

Emergence of second American Party system, beginnings of the modern presidency, economic and cultural development, reform movements, and problems of territorial expansion from the presidential election of 1824 through compromise of 1850.

3 hours credit

HY 337. The American Indian

History of the American Indian; special attention to evolution of government policy on Indian affairs.

3 hours credit

HY 338-339. Intellectual and Cultural History of the United States

American thought and culture; emphasis on prevailing religious, political, and economic views. Second semester begins with end of Civil War.

3 hours credit each semester

HY 340. The American Frontier

History of the American frontier with special attention to land policy and political and social development.

3 hours credit

HY 342. 20th Century U.S. Foreign Relations

America's rise to globalism has fascinated numerous historians and policymakers. This course explores policies and events which brought the United States into World Affairs. The class will examine selected topics in American foreign policy beginning with World War I, private capital investments of the 1920s, World War II, the Cold War and development of NATO, Korea, the Suez Crisis, and Vietnam.

3 credit hours

HY 343. New York State History

The Dutch and English influences and the political, social, and economic evolution that made New York the Empire State.

3 hours credit

HY 344-345. U.S. Economic and Business History

Developments in agriculture, labor, industry, and commerce. First semester extends from the colonial period to 1865 with emphasis on growth of markets and sources of invention and innovation. Second semester emphasizes causes and consequences of big business and its relationship to government.

3 hours credit each semester

HY 346. Modern Urban History

Two centuries of city living, concentrating on Europe and North America. Con-

temporary city development, examining history of today's urban-based civilization, including: Barcelona, Paris, London, Boston, New York, Los Angeles, and Toronto. See also HY 321.

3 hours credit

HY 348. U.S. Labor History

Survey of American labor since colonial times, emphasizing late 19th and 20th centuries. Focus is on the impact of industrialization on work, management efforts at labor force control, rise of trade and industrial unions, and labor-management confrontations.

3 hours credit

ASIA

HY 360. Asian Religions

Survey of the major religions of India, China, Japan, and Southeast Asia. Wherever appropriate, comparison will be probed in both East-West and intra-Asian contexts.

3 hours credit

HY 365. Early History of China

Covers the emergence, full development, periodical decline and resurgence of Chinese civilization. Whatever strengths and shortcomings of the traditional Chinese society will be explored.

3 hours credit

HY 366. Modern East Asia

A study of modern history of China, Japan, Korea, and Vietnam: their domestic development, mutual relations, Western involvements, and their standing in the contemporary global geopolitics.

3 hours credit

HY 367. Twentieth Century China

Survey of the manifold social-political transformations at home as well as the repercussions of its foreign relations in this century.

3 hours credit

HY 368. History of Japan

A review of Japanese history from antiquity to the present, with emphasis on both cultural and economic political developments.

3 hours credit

LATIN AMERICA

HY 380-381. History of Mexico

First semester, survey of geography and political, economic, and social development from pre-Columbian times to beginnings of independence in 1800. Emphasis in second semester on social and economic history of Mexico's Revolution, 1910-1940. Mexican-U.S. relations stressed along with theme of revolutionary nationalism in contemporary Mexico.

3 hours credit

History (HST)

Professors: Birchler, Helliesen, Jenson, Mouser, B. Parker, Pemberton, Snyder (Chairperson), Vettes, Zanger; **Associate Professors:** Kang, Kuhn; **Assistant Professors:** Lee, Paul, Potts, Zeisler-Vralstad.

History Major (Arts, Letters and Sciences, Health and Human Services, Health Education, Physical Education, Recreation, and Secondary Education). 34 credits in addition to the required Basic Studies survey courses: HST 151-152. Required courses are: HST 395 and area distribution courses as follows: 6 credits in courses numbered HST 330-359, and 494; 6 credits in courses numbered HST 260-289, 360-389, and 495; and 12 credits (which must include HST 241-242) in courses numbered HST 229-242, 301-329, and 493; plus electives. HST 300 may apply to the above area distributions as appropriate.

History Minor (Arts, Letters and Sciences, Health and Human Services, Health Education, Physical Education, Recreation, and Secondary Education). 24 credits in addition to the required Basic Studies survey courses: HST 151-152. Required courses: HST 395 and area distributions as follows: 3 credits in courses numbered HST 330-359, and 494; 3 credits in courses numbered HST 260-289, 360-389, and 495; and 6 credits in HST 229, 301-329, and 493; plus electives. HST 300 may apply to the above area distributions as appropriate.

Elementary Education: The elementary student may choose either a major or minor in History.

Social Studies Major (Secondary Education). See description of the broad field major on p. 168.

Other Requirements: for students in Education and Physical Education—GEO 200, SEC 200 and SEC 381 are statutory/administrative code requirements for the History/Social Studies majors and minors in addition to the history requirements.

Public History Emphasis: A program offered by the History Department which includes courses from other departments: English, Economics, Anthropology, Management, Political Science, and Mathematics. The Public History Emphasis is an advanced undergraduate curriculum which prepares students to practice history outside of the academy, in non-teaching capacities, in the service of select public needs. It includes required introductory courses and an internship as well as a range of elective courses. A total of 24 credits are required. HST 320, 390 and 450 (Internship) are required. Remaining credits will be selected from: ENG 307, 308; POL 211; ANT 310, 333, 343; ART 332; ECO 304; MTH 205; and MGT 316.

Prerequisites for all History Courses: the History Department has no course prerequisites except for HST 317, 395, 450, 493, 494 and 495. Courses numbered HST 100-229 are primarily for freshmen and sophomores, those numbered HST 300-399 are open to sophomores, juniors, seniors, and to those freshmen who have appropriate Basic Studies background.

Advance Placement—is available for Advance Placement Examinations in American History or European History as developed and administered by the Educational Testing Services (ETS), Princeton, New Jersey. Information is available from the department chairperson.

HST 151 World History To 1500 Cr.3

This course focuses on the diversity of the human community from earliest times to 1500 while recognizing that no civilization or nation developed in isolation or survived without coming to terms with its neighbors. Moreover, the course explores historical processes in the formation of the human community before 1500 without which modern humans cannot understand or explore contemporary issues.

152 World History Since 1500 Cr.3

This course continues the history of the human community from 1500 to the present. The principal focus of this course is the evolution of economic, political, social and military systems in the 'western' world and the interaction of these systems with those of the non-western world.

229 History of Wisconsin Cr.3

A survey of Wisconsin history from the French Regime to the present, with primary focus on the territorial and statehood periods. Special emphasis on the territory-state's transition to a modern, diversified industrial/agricultural society.

261 United States History I. Cr.3

Survey of the development of the nation from the time of the expansion of Europe to the mid-nineteenth century.

262 United States History II. Cr.3

Survey of the development of the nation since the mid-nineteenth century. (May be taken before HST 201.)

300 Topics in History Cr.1-3

Topics selected by the individual instructor or by the students and instructor together. Special interests of both the bases of current world crises or areas of historical concern not covered in formal course work, may be the vehicles for this offering. Credits generated in this course apply for United States History, Western, or Non-Western requirements in the History major and History minor as determined by the department. (Repeatable for credit—maximum 6.)

301 History of Black America Cr.3

A study of the role and impact of Afro-Americans on the history and development of the U.S. from colonial times to the present. Particular emphasis will be placed on the theories of slavery, and on the themes of racism and the struggle for human rights.

302 Native American History Cr.3

A survey of Indian history in North America from European contact to the present, with primary emphasis upon the nineteenth and twentieth centuries. A major theme to be explored will be Indian patterns of resistance to white-imposed policies.

- 4290. Intellectual and Cultural History of Medieval and Early Modern Europe.** 3 hours. From the rise of Christianity through the Enlightenment; early Christian church; monasticism; rise of schools and universities; medieval philosophy; revival of Roman and Canon law; medieval religious dissent and emergence of Protestantism; rise of national, secularistic political ideas; birth of modern science; the Enlightenment.
- 4300. The French Revolution and Napoleon.** Study of Revolutionary and Napoleonic Periods to 1815.
- 4310. Europe in the Age of Imperialism, 1871-1914.** 3 hours. European politics, imperialism, intellectual movements, diplomacy, 1871-1914; attention to origins of World War I.
- 4350. Europe in the Age of the Dictators, 1914-1945.** 3 hours. Europe in the 20th century; emphasizes rise of dictators and the second World War.
- 4360. Europe since World War II.** 3 hours. The post-war world; cold war and trends in international affairs.
- 4370. Intellectual and Cultural History of Modern Europe.** 3 hours. From the French Revolution of 1789; romanticism, revolution, reform movements, realism and the intellectual currents of the 20th century.
- 4390. The United States and the Far East.** 3 hours. American diplomacy in Eastern Asia.
- 4400. Social and Cultural History of the United States to 1865.** 3 hours. Intellectual ideas and culture through the Civil War.
- 4410. Social and Cultural History of the United States since 1865.** 3 hours. Intellectual ideas and culture since the Civil War.
- 4420. History of American Constitutional Development, 1783-Present.** 3 hours. Development from the Articles of Confederation to the present; role of the Supreme Court; changing nature of constitutional doctrines.
- 4430. History of American Political Parties, 1783-Present.** 3 hours. Growth and development of the two-party system; role in the political development of American governmental institutions and their operations.
- 4440. Afro-American History and Culture to 1900.** 3 hours. Social, cultural and political position of Afro-Americans in the United States.
- 4450. Afro-American History and Culture since 1900.** 3 hours. Social, cultural and political position of Afro-Americans in the United States; development of segregation; civil rights movement.
- 4460. Women in United States History.** 3 hours. Women's contributions from establishment of colonies to contemporary movements of women's liberation.
- 4500. American Colonial History.** 3 hours. Foundation and growth of the colonies; political, social and economic developments.
- 4510. The American Revolution.** 3 hours. The Revolution and beginning of the United States as a sovereign nation.
- 4550. Traditional China.** 3 hours. Chinese civilization to the end of the Ming dynasty (1644); political and cultural history; development of traditional political institutions, art, literature, religion, philosophy.
- 4560. Modern China.** 3 hours. Chinese history since establishment of the Ch'ing dynasty; emphasizes period since 1839; internal developments, China's response to the West, its acceptance of communism.
- 4570. Japanese History.** 3 hours. From mythological origins to the present; political history; also development of philosophy, art, literature.
- 4680. The American City in the Nineteenth and Twentieth Centuries.** 3 hours. Issues and problems surrounding the American city from the rise of the eastern seaports to the development of metropolitan areas nationwide.
- 4700. History of Texas.** 3 hours. People and events in the development of Texas from a frontier to an urban state.
- 4750. The Early American Frontier.** 3 hours. Frontier as region and process from the Atlantic seaboard to the Mississippi Valley.
- 4760. The Trans-Mississippi West in American History.** 3 hours. Political, economic and social institutions of the American West; their influence on national development.
- 4780. Indian Policy in American History.** 3 hours. An examination of American Indian policy from the colonial period to the present.
- 4790. Diplomatic History of the United States since 1945.** 3 hours. Diplomatic problems since 1945.
- 4800. The Relations between the United States and Latin American Countries.** 3 hours. Latin American policies of the United States; diplomatic, economic, cultural relations between the United States and Latin American republics.
- 4810. Age of Hamilton and Jefferson.** 3 hours. Foundations of the nation under the Constitution, 1789-1828.
- 4820. The Age of Jackson.** 3 hours. Political, economic and social reforms, 1828-1850.
- 4830. The Old South.** 3 hours. Social, economic and political development.
- 4890. The Rise of Modern America.** 3 hours. The United States in the age of industrialization, reform and war, 1877-1919.
- 4900-4910. Special Problems.** 1-3 hours each. Prerequisite(s): consent of department.
- 4920. Cooperative Education in History.** 1-3 hours. Supervised work in a job directly related to the student's major professional field of study or career objective. Prerequisite(s): 12 hours credit in history; student must meet employer's requirements and have consent of the department chair. May be repeated for credit.
- 4930. The New South.** 3 hours. History of the South since 1877.
- 4940. The Age of Franklin D. Roosevelt.** 3 hours. An intensive study of America during the 1920s, Great Depression, New Deal and World War II.
- 4960. Cold War America.** 3 hours. An intensive study of American domestic and foreign policy since 1945.
- 4970. The Civil War and Reconstruction.** 3 hours. The slavery controversy, secession and the appeal to arms, reconstruction.

484C. Modern Chinese History.

(S) Spring (3) Mr. Canning.

A history of China from 1644 to the present focusing on China's imperial system, the experiment with republican government, and China under communist rule.

485. The Environmental History of the United States.

(S) Fall (3) Mr. Tate.

A study of the relationship of Americans to the natural environment from both a technological and an intellectual approach. Emphasis is on the historical background and origins of the current ecological crisis.

487C. Indian and White in America.

(S) Fall (3) Mr. Axtell. (Not offered 1990-91).

An introduction to the cultural and political relations between native Americans and Euro-Americans, 1492 to the present, from the perspective of ethnohistory.

490C, 491C: Seminar in History.

(S) Fall and Spring (3, 3) Staff.

Topics for Fall, 1990: Section 1 - Women in the Middle Ages. Mr. Brink.

An examination of the lives of Medieval women, using primary sources wherever possible. Special attention is given to women's roles within the family, as participants in rural and urban economies, in politics, and as contributors to intellectual and religious life.

Section 2 - The Supreme Court and Individual Rights. Mr. Urofaky, James Pinckney Harrison Professor of History, 1990-92.

An examination of the Supreme Court and individual rights since 1945.

Topics for Spring, 1991: To be announced.

493C. Studies in Historiography.

(S) Fall (3) Ms. Ewell. (Not offered 1990-91).

Study of the development of historical methods and philosophies from the ancient Greeks to the present. Enrollment limited to juniors and seniors. Prerequisite: 12 hours in history or consent of the instructor (where a qualified candidate lacks 12 hours credit in history.)

495, 496. Honors.

Fall and Spring (3, 3) Staff.

Students admitted to Honors Study in History will be enrolled in this course during both semesters of their senior year. Each candidate will be responsible for (a) reading and discussion of a selected list of books in some specific area of historical literature; (b) a scholarly essay by April 15; (c) a comprehensive oral examination. Admission by consent of the department chairman. For college provisions governing the admission to honors, see page 50.

The James Pinckney Harrison Chair of History

The generosity of Mrs. James Pinckney Harrison and her son, Mr. James Pinckney Harrison, Jr., has enabled the College to establish an endowed chair in History in honor of James Pinckney Harrison, Sr. The purposes of this endowment are explained by the donors as follows: "The James Pinckney Harrison Chair of History is established to encourage the study of history as a guide for the future, as a field of absorbing interest and pleasure, and as a source of wisdom, charm and gentility exemplified by James Pinckney Harrison. Born in Danville in 1896, he spent much of his life until his death in 1968 in Charles City County, not far from "Berkeley," his ancestral home. Far-ranging travels for business and country led him to an appreciation of many cultures of the world, but also strengthened his love and commitment to Virginia. As Chairman of the Board of Universal Leaf Tobacco Company of Richmond for many years, James Pinckney Harrison served in many civic, philanthropic and business affairs, ever enriching the life of those around him.

APPENDIX B

Department of Philosophy & Religious Studies
Indiana University of Pennsylvania
451 Sutton Hall
Indiana, Pennsylvania 15705-1087

(412) 357-2310



September 16, 1992

To Whom It May Concern:

I write regarding the formal institutionalization of History of Native Americans in the IUP catalogue under its own number. Dr. Jack Larner has, for some time, offered the course as HI 481 - a special topics course. This course has proven popular and valuable - both within the History Department and as one of several courses in Native American Studies currently offered at IUP. As chair of the Native American Studies Committee I speak for all our members when I urge the retention of the course and its institutionalization as a permanent offering. Without a course offering in Native American History our students will be given only a partial understanding of the history of this continent and our growing interdisciplinary program in Native Studies will suffer a great setback.

Thank you for your consideration.

A handwritten signature in cursive script, appearing to read 'Theresa Smith'.

Theresa Smith
Chair, Native American Studies Committee

TS/pbm

#3 14-OCT-1992 13:55:46.19

From: GROVE::BLCARTER "Brenda Carter"
To: HILDA_RICHARDS
CC: BRENDA_CARTER, NEIL_LEHMAN, JOHN_BUTZOW
Subj: HI 376, Native American History

I have reviewed this course proposal and confirm that it will require no new resources. Dr. Jack Lerner may not be able to offer this course in spring, 1993, given his duties related to the Social Studies Education program. Since it is published in the spring schedule of classes, the enrollment will be held at zero. It may be able to be offered in fall, 1993. Happy to discuss.
Thanks.