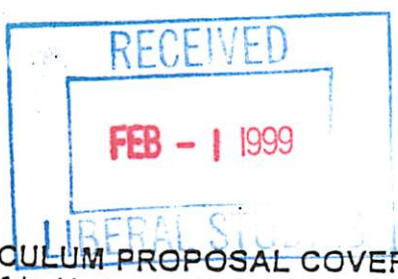


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Number: 98-36  
Submission Date: \_\_\_\_\_  
Action-Date: 2-23-99  
*Senate approval: 4/6/99*

CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person NEIL LEHMAN Phone 357-2284  
Department HISTORY

II. PROPOSAL TYPE (Check All Appropriate Lines)

HI 487 COURSE HONORS COLLOQUIUM  
Suggested 20 character title

New Course\* HI 487 HONORS COLLOQUIUM IN HISTORY  
Course Number and Full Title

Course Revision \_\_\_\_\_  
Course Number and Full Title

Liberal Studies Approval + \_\_\_\_\_  
for new or existing course Course Number and Full Title

Course Deletion \_\_\_\_\_  
Course Number and Full Title

Number and/or Title Change \_\_\_\_\_  
Old Number and/or Full Old Title

\_\_\_\_\_ New Number and/or Full New Title

Course or Catalog Description Change \_\_\_\_\_  
Course Number and Full Title

PROGRAM:  Major  Minor  Track

New Program\* \_\_\_\_\_  
Program Name

Program Revision\* \_\_\_\_\_  
Program Name

Program Deletion\* \_\_\_\_\_  
Program Name

Title Change \_\_\_\_\_  
Old Program Name

III. Approvals (signatures and date) 9/30/98  
W. Wayne Smith, PhD Department Curriculum Committee  
[Signature] Department Chair  
[Signature] 9/30/98 College Curriculum Committee  
[Signature] 9/30/98 College Dean

+ Director of Liberal Studies (where applicable) \*Provost (where applicable)

HI 487 HONORS COLLOQUIUM IN HISTORY

I. *Catalog Description.* HI 487 Honors Colloquium in History 3c-01-3sh

Readings on an announced theme or topic in history. Open to all Honors College students who have completed HC201 and, with instructor permission, to junior and senior history, history/pre-law, and social science education majors who have at least a 3.5 QPA in history classes.

II. *Course Objectives.*

1. Honors College students and superior junior and senior history majors will have an opportunity to do advanced historical study and to benefit from the interaction with each other.
2. Students will explore a significant historical topic or theme in depth in an interactive class setting.
3. Students will work with a variety of primary and secondary sources and understand them in the context of a specific historical situation.
4. Students will strengthen or learn critical thinking skills such as the ability to evaluate different interpretations, identify underlying assumptions, detect fallacies in reasoning, use evidence appropriately, and come individually or as a group to decisions on historical issues.
5. Students will strengthen their abilities to write forms of prose commonly used by historians; among these genres might be historical narratives, interpretive essays, book reviews, or historiographical essays.
6. Students will strengthen their oral skills in discussion and, as appropriate, other forms of speech.
7. Students will explore the ethical issues that emerge from the sources under consideration.

III. *Detailed Course Outline.*

This course is a colloquium or "reading-discussion" course based on an announced topic or theme that will vary from semester to semester depending on the expertise of the faculty member teaching the course. As would be the case with research seminars or other similar courses with varying topics, an all-purpose detailed course outline cannot be supplied. This generic syllabus is nevertheless important to the department as a record of course policies for instructors. Individual semester syllabi will be reviewed by the History Department's Honors Committee for consistency with the Syllabus of Record.

Examples of themes or topics that might be offered are:

American Reform Movements, 1830-1860  
 Trans-Atlantic Migration--Europe, Africa, and the Americas  
 Triumph and Tragedy of the Chinese Revolution  
 Dilemmas of Modernization in Asia  
 Human Rights in Post-Colonial Africa  
 Witchcraft and Gender in Early Modern Europe  
 World War I  
 Emergence of Working-Class Consciousness in 19th Century U.S.  
 Export of Revolution--America, France, and Russia  
 Industrialization and Deindustrialization in Western Pennsylvania  
 Puritanism in England and New England  
 Comparative Studies in the History of Slavery  
 Cold War--Causes and Legacies  
 Civil Rights/Women's Rights--Two American Movements  
 Gender and Class in Victorian Britain

Although the topics will vary, there are common pedagogical assumptions underlying the course. Indeed for historians, the term "colloquium" itself suggests an interactive pedagogy, and this is what is expected in this course. The course will emphasize reading, discussion, and writing. Lecture may be used occasionally as an efficient means of providing background, introducing different interpretations, modeling the historical method, or building a bridge to the next sub-topic, but it is not to be the primary form of instruction. Students will be expected to take an active part in discussions and, where appropriate, participate in setting directions and exercising leadership. Professors will not drive the course to a predetermined conclusion, but will act as facilitators. Professors are expected to use their greater experience and wider knowledge of the field to insure that as many aspects or issues as possible are noticed and discussed, and that as little time as possible is wasted pursuing dead ends. But students will be expected to draw their own conclusions from the readings before them.

For the benefit of the UWUCC, a "sample" Detailed Course Outline follows for one topic--*"American Reform Movements, 1830-1860"*--as an example of how policies would be implemented:

[III. *Detailed Course Outline for Sample Topic.*

*Week 1. Overview*

Reading: Mintz, *Moralists and Modernizers*  
 Commager, "Introduction," *The Era of Reform*, pp.  
 7-17

*Week 2. Motivation: The Transcendentalist Impulse*

Reading: Ahlstrom, *Religious History*, pp. 597-614  
 Document: Emerson, "Man the Reformer (1841)"  
 Document: Thoreau, "Civil Disobedience (1849)"

*Week 3. Motivation: The Evangelical Impulse*

Reading: Ahlstrom, *Religious History*, pp. 415-28, 455-61,  
 637-47  
 [more]

Smith, "The Evangelical Origins of Social Christianity" from *Revivalism and Social Reform* (1957)

Document: Finney, "What a Revival of Religion Is (1835)"

Document: Finney, "What Regeneration Implies (1846)"

**Weeks 4-5.** Historical Issue: Humanitarianism vs. Social Control

Reading: Kohl, "Concept of Social Control..."  
Banner, "Religious Benevolence as Social Control: A Critique"  
Ginzberg, *Women and the Work of Benevolence*

**Weeks 6-7.** Historical Issue: The Roles of Class and Gender

Reading: Johnson, *Shopkeepers' Millennium*  
Ryan, *Cradle of the Middle Class*  
Smith-Rosenberg, "Beauty, the Beast and the Militant Woman" from *Disorderly Conduct*, pp. 109-128  
Document: "Seneca Falls Declaration (1848)"

**Week 8.** Preparation of First Historical Essay

Students each prepare 8-10 pp. thesis papers based on the reading and issues explored so far; class time is used for writing instruction, peer editing and individual student-faculty conferences.

**Weeks 9-11.** Case Study: Anti-slavery

Reading: Cain, ed., *William Lloyd Garrison*  
Greenberg, ed., *The Confessions of Nat Turner*  
Abzug, *Passionate Liberator: Theodore Dwight Weld*  
Document: Walker, "Appeal to the Colored Citizens... (1829)"

**Weeks 12-13.** The Utopian Impulse

Students divide into groups to collaboratively study materials on Brook Farm, Oneida Community, New Harmony, and the various Shaker communities. Each group will be responsible for investigating one of the communities and reporting its findings to the entire class. Information is available in Stapleton Library (see course bibliography) and at the web sites of existing historical sites. Class time used for group work and reports.

**Week 14.** Preparation of Second Historical Essay

Students each prepare 8-10 pp. thesis papers based on the reading and issues explored so far; class time is used for writing instruction, peer editing and individual student-faculty conferences.]

IV. *Evaluation Methods.*

Evaluation methods may vary, subject to the following limits:

- |              |   |
|--------------|---|
| At least 50% | Substantial interpretive or analytical paper(s)                                 |
| Up to 50%    | Other writing, projects, presentations, quizzes, tests, and class participation |

For the benefit of the UWUCC, a detailed, "sample" Evaluation Methods follows for one topic--"*American Reform Movements, 1830-1860*"--as an example of how policies would be implemented:

[IV. *Evaluation Methods for Sample Topic.*

- 50% Two 8-10 pp. Historical Essays
- 20% Reading Journal (one entry per assignment)
- 10% Peer Editing of historical essays
- 10% Class Participation
- 10% Oral Report on utopian community

Grading Scale: 90-100% A, 80-89% B, 70-79% C, 60-69% D, 59% or less F]

V. *Required Textbooks, Supplemental Books and Readings.*

Required Texts will vary by semester according to announced topic or theme. For the benefit of the UWUCC, a "sample" list follows for one topic--"*American Reform Movements, 1830-1860*"--as an example of how policies would be implemented:

[V. *Required Textbooks, Supplemental Books and Readings for Sample Topic.*

Abzug, Robert. *Passionate Liberator: Theodore Dwight Weld and the Dilemma of Reform.* New York: Oxford University Press, 1980.

Cain, William E., ed., *William Lloyd Garrison and the Fight against Slavery.* Boston: Bedford Books, 1995.

Ginzberg, Lori. *Women and the Work of Benevolence: Morality, Politics, and Class in the 19th-Century United States.* New Haven: Yale University Press, 1990.

Greenberg, Kenneth, ed. *The Confessions of Nat Turner, and Related Documents* Boston: Bedford Books, 1996.

Johnson, Paul E. *The Shopkeeper's Millennium: Society and Revivals in Rochester, New York, 1815-1837*. New York: Hill and Wang, 1978.

Mintz, Steven. *Moralists and Modernizers: America's Pre-Civil War Reformers*. Baltimore: Johns Hopkins University Press, 1995.

Ryan, Mary. *Cradle of the Middle Class: The Family in Oneida County, New York, 1790-1865*. New York: Cambridge University Press, 1981.

Library Reserve and/or Photocopy Packet:

Ahlstrom, Sydney. *A Religious History of the American People*. New Haven: Yale University Press, 1972. Pp. 415-28, 455-61, 597-614, 637-47.

Banner, Lois. "Religious Benevolence as Social Control: A Critique of an Interpretation," *Journal of American History*, 60 (June 1973): 23-41.

Commager, Henry Steele. "Introduction," *American Reform, 1830-1860*. Princeton, New Jersey: Van Nostand, 1960. Pp. 7-17.

Kohl, Lawrence Frederick. "The Concept of Social Control and Jacksonian America," *Journal of the Early Republic*, 5 (1985): 21-34.

Smith, Timothy L. "The Evangelical Origins of Social Christianity," *Revivalism and Social Reform*. New York: Harper, 1957. Pp. 135-62.

Smith-Rosenberg, Carroll. "Beauty, the Beast and the Militant Woman," *Disorderly Conduct: Visions of Gender in Victorian America*. New York: Oxford University Press, 1985. Pp. 109-128.

Documents:

Emerson, Ralph Waldo. "Man the Reformer (1841)"

Finney, Charles. "What a Revival of Religion Is (1835)"

\_\_\_\_\_. "What Regeneration Implies (1846)"

Thoreau, Henry David. "Civil Disobedience (1849)"

"Seneca Falls Declaration (1848)"

Walker, David. "An Appeal to the Colored Citizens of the World (1829)"]

VI. *Special Resource Requirements.*

None.

VII. *Bibliography.*

No single bibliography is applicable because of variable content course. [As requested, a single copy of a bibliography for a sample topic-- "American Reform, 1830-1860"--has been supplied to the UWUCC.]

**COURSE ANALYSIS QUESTIONNAIRE**

A. *Details of the Course.*

- A1. The course will be open to all Honors College students who have completed HC201 and, with instructor permission, to junior and senior history, history/pre-law, and social science education majors who have at least a 3.5 QPA in history classes. We expect to attract Honors College history majors and other Honors College students who are strongly interested in history and/or the announced topic. Non-Honors College history majors who are admitted with instructor permission must have demonstrated comparable abilities and commitment to interactive learning. Majors may count the course toward their required hours in history; honors students may count the course toward their total of honors hours.
- A2. This course does not require changes or revisions in any existing history department courses.
- A3. This course has not been offered on a trial basis, although the history department has considerable experience in offering readings-based colloquia at the graduate level, in offering variable content courses under the 481 number, and in teaching honors students through its participation in the Honors College core course.
- A4. This is not a dual-level course.
- A5. This course may not be taken for variable credit; students may receive credit for the course more than once if they select sections with different topics. [See attached note from Registrar's Office.]
- A6. Topical honors colloquia or readings courses, either single discipline or cross-disciplinary, exist at a number of institutions including Nebraska, Penn State, California-Berkeley, and SUNY-Stony Brook.
- A7. This specific course is not required by the American Historical Association.

B. *Interdisciplinary Implications.*

- B1. This course will be taught by one instructor.
- B2. This course does not duplicate or affect courses offered by other departments. It does increase opportunities for Honors College students, and the history department has been encouraged by the Honors College to develop this course.
- B3. This course is not appropriate to Continuing Education students.

C. *Implementation.*

- C1. The department can work this course into its rotation of upper-level history and special topics courses.
- C2. No additional space, equipment, or supplies are needed.
- C3. None of the resources for this course are based on a grant.
- C4. and C5. We expect to offer one section per year.
- C6. Twenty students is the maximum established by the Senate's Honors College guidelines.
- C7. The American Historical Association does not recommend maximum enrollments for this type of course.

D. *Miscellaneous.*

No additional information is being supplied.



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NEWMAIL

From: GROVE::RJSIMON "Bob Simon"  
To: CASHDOLR  
CC: ME  
Subj: Proposed HI 487

As a follow-up to our phone discussion on the proposed HI 487 course, once you have the proper approvals and the course has been added to the system, the registration system can allow the course to be taken for credit more than once.

MAIL>