

CURRICULUM PROPOSAL FORM 2001-2002

NON-GENERAL EDUCATION PROCESS A

\*DEADLINES: Deadline dates for 2001/2002 submissions: Regular proposals: October 19, 2001 to be implemented in Fall 2002; Short-Term proposals: December 7, 2001 to be implemented in Fall, 2002; Regular proposals February 15, 2002 to be implemented in Spring, 2003; March 22, 2002 for short-term courses to be implemented in Spring 2003.

PROPOSAL TITLE: Prop to add degree requirement for History 205-433

SPONSOR(S): Dr. William (Chris) ... Dept. of History

DEPARTMENT: History

COLLEGE: LAS

IF LAS CHECK ONE:  History/Humanities  Math/Sciences  Social/Behavioral Sciences

Check one:  Undergraduate  Graduate

THE ATTACHED **NON-GEN-ED** PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED.

New non-gen-ed course

Short-term non-gen-ed course

Minor curricular changes (fewer than three) to:

- existing non-gen-ed course
- non-gen-ed degree requirements
- major
- minor, specialization, concentration, track, certificate program

**DEPARTMENT**  
(Signature indicates approval)

Joy Zherenberg 10/17/01

Dept. Curriculum Chair / Date

William ... 10/17/01

Dept. Chairperson / Date

**ADEMIC DEAN**

Approved  Not Approved  Comments:

Dean's Signature/Date Joy Zherenberg 10/20/01

**COLLEGE CURRICULUM COMMITTEE**

Date of open hearing (if necessary) 5/1/02 Approved  Not Approved \_\_\_\_\_  
Comments:

Signature of College Chair/Date: Barbara Petrick  
LH

**UNIVERSITY CURRICULUM COMMITTEE**

Date Received/Processed \_\_\_\_\_  
Comments:

Curriculum Chair Signature Juanita Rivers Date Announced At Senate 6/8/02

**EXECUTIVE VICE PRESIDENT/PROVOST**

Approved  Not Approved \_\_\_\_\_ If no, reasons are as follows:

Student Credit Hours \_\_\_\_\_ Faculty Load Hours \_\_\_\_\_ Equalized Credit Hours \_\_\_\_\_

Official Copy & Approval Sheet Filed (Date): \_\_\_\_\_ Executive VP/Provost Signature/Date [Signature]

**REGISTRAR**

Date Approved Course Description Received \_\_\_\_\_ Hegis Taxonomy & Course Number Assigned \_\_\_\_\_

Registrar Signature/Date Echinn C. Eggen 7/10/02

**NOTIFICATION FORWARD**

Senate Curriculum Committee Chairperson

Academic Dean(s)

Department Chairpersons

Registrar

\_\_\_\_ Sponsor(s)

CAP  
IRP  
7/23/02 (rew)

COURSE TITLE: The Gilded Age and Progressive Era, 1877-1914

SPONSOR: Melissa Klapper, History Department  
And the Faculty of the History Department

CREDIT HOURS: 3

COURSE LEVEL: Undergraduate, 400-level

CURRICULAR EFFECT:

This is a proposal for a new upper level history elective course entitled “The Gilded Age and Progressive Era, 1877-1914.” The course will replace the history department’s previously offered course “The Gilded Age, 1877-1900,” which has not been offered for some time and will no longer exist. From both a historical and a pedagogical perspective, the period of United States history between the end of Reconstruction and the beginning of World War I should be taught as a unit. This new course will reflect an important shift in scholarship, as exemplified by the establishment of the Society for the History of the Gilded Age and Progressive Era, that has led to the study of the Gilded Age and Progressive Era as a thematically integrated period of American history. The course will enhance the offerings available to History majors by covering in depth the last decades of the nineteenth century and first decades of the twentieth century.

PREREQUISITES:

One (1) 100-level history course (U.S. History Since 1865 – 2205.151)

SUGGESTED TIME AND SCALE OF IMPLEMENTATION:

One section to be offered biennially beginning in fall of 2002-2003.

ADEQUACY OF PRESENT RESOURCES:

No additional staff or resources required.

RATIONALE:

The Gilded Age and Progressive Era formed a period of dramatic change in the social structure, cultural life, intellectual temper, economic shape, and world influence of the United States. To examine the pivotal decades between the end of Reconstruction in 1877 through American entry into World War I, decades marked deeply by innovation and conflict, a separate course is necessary. The course will allow students interested in modern American history the opportunity to examine the ways in which contemporary American society and culture are rooted in the profound transformations that occurred at the last turn of the century.

ESSENCE OF THE COURSE:

- a. Description of the course:

During the Gilded Age and Progressive Era, the United States made a critical transition from a nation that was largely agrarian, rural, and relatively ethnically homogenous to one that was industrial, urban, and ethnically diverse. The students will study the changing class structure,

the shifting role of government, the creation of modern culture, the diversification of society, and the transformation of relations between sexes and among races. A central focus of the course is the impact of broad social patterns on the nature of daily life, including work, family, education, and leisure. Students will also analyze the fierce resistance to massive social and cultural change and discuss the bitter disputes over the future of the United States that characterized this exciting turn-of-the-century period of optimism and frustration.

b. Topical Outline of the Course:

Reconstruction  
Race and the New South  
Western Expansion  
Native American Dispossession  
The Impact of Industrialization on Capital and Labor  
The Economic and Political Crises of the 1890s  
Third-Party Politics and Popular Protest  
The Expansion of the American Women's Movement  
Immigration  
Urbanization  
The Evolution of the American Class System  
The Spanish-American War  
American Imperialism  
The Progressive Visions of Reform  
Progressivism and Gender  
The Origins of Civil Rights and Black Nationalism  
International Power and Diplomatic Relations  
American Entry into World War I

c. Students will be evaluated and graded based on both written work and class participation. Means of assessing student learning may include written examinations, student projects, formal written papers, oral reports, and class participation.

d. Students will be asked to complete the History Department's course evaluation form. The department will also evaluate the course as part of its regular curriculum reviews.

RESULTS OF CONSULTATION:

No other departments offer courses with similar content or titles.

Description for Catalogue:

History  
2205.433

The Gilded Age and Progressive Era, 1877-1914  
(U.S. History Since 1865 – 2205.151)

During the Gilded Age and Progressive Era, the United States made a critical transition from a nation that was largely agrarian, rural, and relatively ethnically homogenous to one that was industrial, urban, and ethnically diverse. Students will apply a variety of historical methods to examine the United States's late nineteenth and early twentieth century transformation into a modern society characterized by dynamic politics and fluid cultural forms. This course may not be offered annually.

(Note: The new course title and content will replace the History Department's previous offering under this HEGIS number.)