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FACULTY SENATE

CURRICULUM COMMITTEE

Approval Form

Department HISTORY

Title [illegible]

Sponsor(s) [illegible] No. of Credits [illegible]

COURSE ✓ SPECIALIZATION ___ CONCENTRATION ___ CERTIFICATION ___ MAJOR PROGRAM ___

Approved by the department ✓ Graduate ( )

Not recommended by the department Undergraduate ( )

Information copies forwarded: Academic Dean; Chairperson, Curriculum Committee

[illegible] Date [illegible]

Signature: Department Chairperson

DIVISION

Consultation on proposal has been held

Comments:

[illegible] Date 12/2/77

Signature: Academic Dean and/or Divisional Committee

CURRICULUM COMMITTEE

Proposal received 12-5-77

Open Hearing held 2-16-78

Returned to the department for the following reason(s): [illegible]

Approved by the Curriculum Committee

Presented to Executive Committee of the Faculty Senate as information

Notifications forwarded: Vice President for Academic Affairs

[illegible] Date 3-23-78

Signature: Chairperson, Curriculum Committee

Academic Dean

I have reviewed the final documents as approved and concur with same. Budget, faculty, library allocations and Academic Support Services are adequate for immediate implementation.

I have reviewed the final documents as approved and concur with same. Budget, faculty, library allocations and Academic Support Services for the current academic year are inadequate for immediate implementation or implementation in the next fiscal year. The earliest that the proposal might be implemented would be

_____

HEGIS Taxonomy Number: _____

_____ Date _____

Signature: Academic Dean

Copies forwarded: Chairperson, Curriculum Committee, Department Chairperson, Registrar

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REGISTRAR

Approved course description received

_____ Date _____

Signature: Registrar

Vice President for Academic Affairs

Official copy and approval sheet filed

_____ Date _____

Signature: Vice President for Academic Affairs

Note 1) Course proposal format is attached

2) A copy of this approval form should accompany each proposal

3) A copy of a proposed catalogue description of the course must accompany the proposal as a separate page.

[illegible]

[illegible]

[illegible]

[illegible] of the war.

1. Informal Day-Time

Upon the course in [illegible], the student should demonstrate his ability to do the following:

1. To show in verbal and written and in writing the record of American accomplishment under extreme stress.

2. To evaluate the problems ongoing change in American life as noted by the popular phrase "Since the war. . . ."

3. To analyze the social and economic [illegible] underlying post-World War II political and military events of World War II such as the [illegible] of [illegible], the [illegible] of Iran as [illegible], [illegible], rapid demobilization and the diplomatic [illegible] to revolts.

4. To state, qualify one or more, several examples of a social revolution which was not caused by a mass movement, yet featured full employment, new large groups of government beneficiaries, the lowering of historical barriers to social and economic equality, access by the masses to higher education, and the emergence of the modern civil rights movement.

C. This course will be offered for a letter grade as well as for Pass/No Credit. The students will be evaluated according to their ability to perform as outlined under General and Behavioral Objectives. Progress will be determined through individual student interviews as well as oral and written reports and examinations.

V. Topical Outline of the Course

1. The Shock of Pearl Harbor
2. Manpower and the Draft
3. The War This Economy
4. Pressing Concerns such as Housing
5. The War This Family
6. Women and the War
7. Black Americans
8. Other Minorities
9. Youth as War
10. [illegible]

[illegible]

VI. Rationale

The years before, during World War and Pre-War experienced the greatest collective social upheaval in American History. The events on the Home Front represented a vast social revolution of the manners and morals of average Americans which are still evidenced in various degrees by many top military leaders who served in those years. For the Year Nineteen Hundred and Forty, the war was the central experience of their lives. About 90% of the American people never saw a battle - they felt and lived on the Home Front. Since the military manifestations of the war confused, shaken and divided, emerged vital, valid and continual it is a period worthy of study by the participating Americans themselves as well as their children. The human issues and events from 1941-45 left a permanent imprint on our heritage.

VII. Consultation

This course has been prepared after consultation with various members of the History Department as well as other departments. Professor Ben Nitchman, Director of Old World Studies Program and member of the Political Science/Economics Department was a special consultant, as well as Professor Morris Livingston of the History Department, who gave this course particular encouragement. The History Department discussed this course on November 18, 1977 and unanimously approved it at that time.

VIII. Catalogue Description

U.S. Home Front 1941-1945

An exploration of the lives of ordinary people under the strains of war. Social and economic factors which underguided the military and political decisions of World War II form the basis for this study.

Instructor

IX. Additional Information

It is anticipated that since this study will have a broad, popular appeal, it will serve as a means to introduce the non-traditional student to the study of social history. It will be initiated on a trial basis, Fall, 1978, in the evening.