

APPLICATION FOR NEW COURSE

1. Submitted by the College of Arts and Sciences Date: 1/22/2009

Department/Division proposing course: History

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number HIS 640

b. Title* Readings in American History to 1877

*If title is longer than 24 characters, offer a sensible title of 24 characters or less: Readings to 1877

c. Courses must be described by at least one of the categories below. Include number of actual contact hours per week.

CLINICAL COLLOQUIUM DISCUSSION LABORATORY LECTURE
 INDEPEND. STUDY PRACTICUM RECITATION RESEARCH RESIDENCY
 SEMINAR STUDIO OTHER – Please explain: _____

d. Please choose a grading system: Letter (A, B, C, etc.) Pass/Fail

e. Number of credit hours: 3

f. Is this course repeatable? YES NO If YES, maximum number of credit hours: _____

g. Course description:

Course will examine major scholarly debates in American history to 1877.

h. Prerequisite(s), if any:

NO

i. Will this course also be offered through Distance Learning? YES NO

If YES, please check one of the methods below that reflects how the majority of the course content will be delivered:

Internet/Web-based Interactive video Extended campus

3. Supplementary teaching component: N/A or Community-Based Experience Service Learning Both

4. To be cross-listed as: _____ / _____
Prefix and Number printed name Cross-listing Department Chair signature

5. Requested effective date (term/year): Fall 2009 / _____

6. Course to be offered (please check all that apply): Fall Spring Summer

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7. Will the course be offered every year? YES NO

If NO, please explain: _____

8. Why is this course needed?
It is a staple of History departments across the country for preparing students for qualifying exams and introducing them
graduate study.

9. a. By whom will the course be taught? It will be taught by faculty specializing in American history to 1877
- b. Are facilities for teaching the course now available? YES NO
If NO, what plans have been made for providing them?

10. What yearly enrollment may be reasonably anticipated?
10-18

11. a. Will this course serve students primarily within the department? Yes No
- b. Will it be of interest to a significant number of students outside the department? YES NO
If YES, please explain.

12. Will the course serve as a University Studies Program course[†]? YES NO
If YES, under what Area? _____

[†]AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.

13. Check the category most applicable to this course:
- traditional – offered in corresponding departments at universities elsewhere
 - relatively new – now being widely established
 - not yet to be found in many (or any) other universities

14. Is this course applicable to the requirements for at least one degree or certificate at UK? Yes No
15. Is this course part of a proposed new program? YES NO
If YES, please name: _____

16. Will adding this course change the degree requirements for ANY program on campus? YES NO
If YES[‡], list below the programs that will require this course:

[‡]In order to change the program(s), a program change form(s) must also be submitted.

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17. The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.
18. Check box if course is 400G or 500. If the course is 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)
19. Within the department, who should be contacted for further information about the proposed new course?

Name: David Hamilton Phone: 7-3104 Email: dehami01@uky.edu

20. Signatures to report approvals:

January 20, 2009		Jeremy Popkin	
DATE of Approval by Department Faculty		printed name	Reported by Department Chair
		/	signature
2/10/09		Leonidas Bechas	
DATE of Approval by College Faculty		printed name	Reported by College Dean
		/	signature
* DATE of Approval by Undergraduate Council		/	Reported by Undergraduate Council Chair
		/	signature
* DATE of Approval by Graduate Council		/	Reported by Graduate Council Chair
		/	signature
* DATE of Approval by Health Care Colleges Council (HCCC)		/	Reported by Health Care Colleges Council Chair
		/	signature
* DATE of Approval by Senate Council		Reported by Office of the Senate Council	
* DATE of Approval by University Senate		Reported by Office of the Senate Council	

rec'd
3/12/09

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

ARTS AND SCIENCES
EDUCATIONAL POLICY COMMITTEE
INVESTIGATOR REPORT

<http://www.as.uky.edu/working/collegiate-governance/education-policy-committee/proposals/default.aspx>

INVESTIGATING AREA: Humanities

COURSE MAJOR, DEGREE or PROGRAM: HIS 640

DATE FOR EPC REVIEW: Feb. 10, 2009

CATEGORY: NEW CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Leonidas Bachas Associate Dean, 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.
2. If no modifications were made, review considerations that arose during the investigation and the resolutions.
3. List contacts with program units on the proposal and the considerations discussed therein.
4. Additional information as needed.

5. A&S Area Coordinator Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Education Policy Committee Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

Anibal Biglieri

7.

Date: 2/10/09

A&S Educational Policy Committee, Humanities Area Coordinator
Anibal Biglieri, biglieri@email.uky.edu 257-4640

HIS 640 (SECTION TBD): READINGS IN AMERICAN HISTORY TO 1877

Class: day/time/place: **TBD**

Instructor: **TBA**

Office: **TBD**

Phone: **TBD**

e-mail: **TBD** (preferred)

Office hours: **TBD**

Course Description (Overview)

This course is the first of a two-semester sequence of readings (History 640 and 641) that are designed to acquaint graduate students with major historiographical debates, important interpretive works of scholarship, and new methods of historical analysis in American history. The focus of History 640 is on the period to 1877. The seminar is also intended as a crucial step in preparing doctoral students sitting for qualifying exams for the general field in American history. Professor TBD will administer the seminar, participate in all sessions, and handle all grading for the course, but other faculty specializing in the pre-1877 period will lead various weekly meetings.

Course Goals

The goal of History 640 is to introduce and acquaint entering graduate students with the major debates and scholarly controversies in U.S. history to 1877. By the end of the seminar should have a clear sense of the major issues and scholarly works involved in these debates. The course is a first step toward preparing students for the first half of the general qualifying exam.

Course Objectives

- to familiarize students with a broad range of historical topics and suggest others worthy of study
- to familiarize them with the major historiographical debates
- to prepare them to teach their own courses
- to give them a foundation for their own research
- to prepare them for their qualifying exams, should they seek the PhD

Student Learning Outcomes

Upon completion of this course, a student should be able to:

- define and describe historical topics and debates of the period
- defend the worthiness of selected historical topics and debates for study
- apply historical topics and debates of the period to research and courses the student teaches
- interpret historical topics and debates of the period for qualifying exams, should they seek the PhD

Policy on Academic Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@eamil.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies: TBD

(Attendance, Excused absences, Make-up opportunities, Verification of absences, Submissions of assignments, Academic Integrity, cheating & plagiarism, Professional preparations, Group work & student collaboration)

Requirements and Grade Assessment

Grades (all grades are letter grades): A 100-90, B < 90-80, C < 80-70, E < 70

Participation – 30 percent
Book Reviews (2) – 20 percent
Annotated Bibliographies (2) – 10 percent
Historiographical Essay – 40 percent
(No exams)

Participation – 30%

You cannot pass the class with an A if you do not contribute to the discussions.

I expect you to come prepared for each class period having read the materials closely. You will write a brief synopsis of each work that includes the author's thesis and its usefulness for your particular area of interest. Bring these synopses with you to class, along with any other notes. In your study of each book, you should do some research on it. Read reviews of it and find out about the author: How was the book received? In what historiographical debate does it engage? Is the author part of a particular school of historiography? Were there current events that might have influenced the author? What and where does s/he teach? What other works has s/he published and with what presses? You should be prepared for discussion with questions and critical observations about the text. You should also be prepared to answer questions I pose to you. Your job is to demonstrate to me that you have been critically engaged with the book. Be prepared to refer to specific passages to support your interpretation of the text.

Two Book Reviews

20% (10% each; due when your books are discussed)

Each student will write two book reviews of no more than 1000 words each, present his/her findings to the class, and lead discussion on the books. Treat this assignment as practice for writing book reviews for a scholarly journal. Model your reviews on published reviews of similar length in respected journals in the field. You will, of course, be looking at reviews of the same book you are working on. Be careful not to plagiarize! Know that I am also aware of the other reviews and expect originality from you. You may, however, draw on the reviews to explain what other historians have said about the book. Include the word count at the top of your review.

NOTE: It is expected that all of your work will be as polished as you can make it. This means that you should proof-read everything in hard copy yourself and give everything that I will see to at least two other readers for comments and edits. At the top of your reviews, along with the word count, please give the names of your two readers. If you are a reader for someone in the class, your work in editing the paper will reflect on you!

The first draft of the review will not be graded. It will be returned to you with edits and comments and ranked using the language of editors of scholarly journals:

- Accepted, no revisions
- Accepted, with revisions
- Revise and resubmit
- Rejected (*If you get a "rejected" on one of your reviews, I strongly urge you to come talk to me about how to improve your performance.*)

You will then revise the review accordingly and resubmit it for a grade.

Your presentation should be an elaboration of what is in your review with questions and issues for discussion.

Annotated Bibliography and Historiographical Essay

Draft annotated bibliography – 5% (Due at mid-term.)

Final annotated bibliography – 5% (Due with final paper.)

One historiographical essay (25-30 pp.) – 40% (Due during finals period.)

An annotated bibliography is a list of the works you will use along with a brief paragraph on the main themes and arguments of the book. These notes are for you as a way to begin organizing your thoughts for the paper. List the works chronologically by publication date.

An historiographical essay is a paper that discusses the trends and debates in a particular body of historical literature. The idea is to present a survey (usually chronological) of what the most important works (books and articles) have argued over a span of several decades. You will pick a theme of interest to you and trace its

development. There is no set number of works you should use – it is up to you to choose the most important ones and address them in proportion to the effect they had on the debate.

Choose a topic early in the semester and begin working on this paper immediately. I encourage you to come discuss your idea with me. You should include sources from the course, but also others you have discovered on your own or through class discussion. I expect a well-developed analysis, highly polished and sophisticated prose, and a substantial bibliography. Not including bibliography, your paper must be at least 25 pages and no more than 30.

At mid-term, hand in your working annotated bibliography. For the rest of the semester, continue to add to it as you work on your paper. You will hand in a final version with your paper in a separate document. This annotated bibliography is not a substitute for a regular bibliography attached to your paper.

Submit the final paper and annotated bibliography via e-mail at the end of the semester. Please include all of the components in one document saved with the following name: Your last name, 640 final, F09. I will return the paper to you with electronic edits and comments after they are graded.

Required Books

- Robert F. Abzug, *Cosmos Crumbling: American Reform and the Religious Imagination*. New York: Oxford University Press, 1994.
- Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America*. Cambridge: The Belknap Press of Harvard University, 2000.
- Ray Allen Billington, *America's Frontier Heritage*. Albuquerque: University of New Mexico Press, 1993.
- Roger H. Brown, *Republic in Peril: 1812*. New York: W. W. Norton & Co., 1971.
- Richard Bushman, *From Puritan to Yankee: Character and the Social Order in Connecticut, 1690–1765*. Cambridge: Harvard University Press, 1967.
- Eric Foner, *Reconstruction: America's Unfinished Revolution, 1863-1877*. New York: Harper Perennial Modern Classics, 2002.
- William Freehling, *Road to Disunion*, vols. 1 and 2. New York: Oxford University Press, 2008.
- Eugene D. Genovese, *Roll, Jordan, Roll: The World the Slaves Made*. New York: Pantheon Books, 1972.
- Frank Lambert, *"Inventing" the Great Awakening*. Princeton: Princeton University Press, 1999.
- Daniel Richter, *Facing East From Indian Country: A Native History of Early America*. Cambridge: Harvard University Press, 2001.
- Arthur Schlesinger, *The Age of Jackson*. Back Bay Books, 1988.
- Charles Sellers, *The Market Revolution: Jacksonian America, 1814-1846*. New York: Oxford University Press, 1994.
- Alan Tully, *Forming American Politics: Ideals, Interests, and Institutions in Colonial New York and Pennsylvania*. Baltimore: The Johns Hopkins University Press, 1994.
- Laura Thatcher Ulrich, *Good Wives: Image and Reality in the Lives of Women in Northern New England, 1650-1750*. New York: Vintage Books, 1991.
- Gordon Wood, *The Creation of the American Republic, 1776-1789*. New York: W. W. Norton and Co., 1969.

Reading Schedule (subject to change):

Each week we will read one book and a related article. The first works listed are required reading. The recommended readings reinforce, challenge, and supplement the main readings. I will expect that you will have a passing familiarity with many of them, and more so the ones related to the books you are reviewing. Most of the articles are available on JSTOR. Those required items that are not on line are available in a packet from the History Office.

First Settlement to the Constitution

Week 1 – New England

Richard Bushman, *From Puritan to Yankee*

Article: TBA

Recommended: TBA

Week 2 – Women and Family

Laura Thatcher Ulrich, *Good Wives*

Article: TBA

Recommended: TBA

Week 3 – Indians

Daniel Richter, *Facing East From Indian Country*

Article: TBA

Recommended: TBA

Week 4 – The First Great Awakening

Frank Lambert, *"Inventing" the Great Awakening*

Article: TBA

Recommended: TBA

Week 5 – Blacks and Slavery

Ira Berlin, *Many Thousands Gone*

Article: TBA

Recommended: TBA

Week 6 – The Middle Colonies

Alan Tully, *Forming American Politics*

Article: TBA

Recommended: TBA

Week 7 – The Founding

Gordon Wood, *The Creation of the American Republic*

Article: TBA

Recommended: TBA

The Constitution to the Civil War

Week 8 – Entanglements: Foreign Affairs in the Early Republic

Roger H. Brown, *Republic in Peril*

Article: TBA

Draft Annotated Bibliography Due

Recommended: TBA

Week 9 – Break

Week 10 – Frontiers

Ray Allen Billington, *America's Frontier Heritage*

Article: TBA

Recommended: TBA

Week 11 – The Rise of American Democracy

Arthur Schlesinger, *The Age of Jackson*

Article: TBA

Recommended: TBA

Week 12 – To the Market Economy

Charles Sellers, *The Market Revolution*

Article: TBA

Recommended: TBA

Week 13 – Antebellum Slavery and Its Discontents

Eugene D. Genovese, *Roll, Jordan, Roll*

Article: TBA

Recommended: TBA

Week 14 – Age of Reform

Robert F. Abzug, *Cosmos Crumbling*

Article: TBA

Recommended: TBA

Week 15 – Civil War

William Freehling, *Road to Disunion*

Article: TBA

Recommended: TBA

Week 16 – Reconstruction

Eric Foner, *Reconstruction*

Article: TBA

Final paper and annotated bibliography due

Recommended: TBA