History Department – Discussion of Course Additions, Changes and Deletions
November 22, 2010

First, an overview of the changes included in this packet:

- The History Department is removing three courses from our offerings in U.S. History (History 376, 382 and 383).
- The History Department is changing the titles and course descriptions of two courses (History 372 and 373).
- The History Department is adding three courses to our offerings in U.S. History.
- The History Department is adding a new historical methods course (to be called History 300) and increasing the number of hours within the History major from 30 to 33.

Second, a summary of discussion:

- It is necessary to update our approach to teaching U. S. History
  a. the Department has not made substantial changes to our offerings in U.S. History for at least 14 years;
  b. the Departmental approach to U.S. History had been strictly along chronological lines, which mimicked the way our U.S. survey courses were structured. This strictly chronological approach did not allow students to explore topics more in depth. We believe the thematic approach to U.S. History will be more beneficial to our students and brings our curriculum more in line with those of our peer institutions.
  c. the expertise of our new colleague (Karen Dunak) lies more in the social and cultural genres of History, as opposed to political and diplomatic. The student response to two of the courses she will offer (American Dream and Modern Youth) has already been positive, both in terms of enrollment and in terms of how she approaches these topics. In addition, at the time History 382 and 383 were created, it was standard in the historical profession to view 1929 as the divide; however, in the intervening years, 1945 has become the main divide as Modern US historians teach about the US in the 20th century and beyond.
  d. These courses, across the board (both the title/description changes and the three new courses) update our offerings and provide our students with a less-dated approach to the craft and study of History.

- We are dropping the pre-requisites for the History 372 and 373 courses to bring those in line with the other 300-level offerings within our department.

- By withdrawing History 376 from the American Experience portion of the LAE and adding the proposed course on the American Dream, the Department maintains its commitment to this category, and as one reads the course description, it is easy to see how it meshes with the learning objective of this category, namely, “students become acquainted with aspects of the history of the American nation, its institutions, customs, diversity of people and resources, and the major challenges facing contemporary American society.”
- We have discussed adding a course in Historical Methods and increasing our major from 30 to 33 hours for several years. We believe that this is essential for several reasons:

  a. Our students need better preparation in the skills of being a historian, i.e. training in reading primary sources and integrating primary and secondary sources.
  b. This change brings us in line with most other liberal arts History curricula, in comparison to our peer institutions.
  c. This change also brings us in line with our fellow social science departments, in that the others provide specific training in methodology, e.g. Sociology 360 and Political Science 341.
  d. This addition to our curriculum will be particularly valuable to those students who continue on within the field of History in graduate school, teaching in middle school or high school, and within the field of Public History.
Overview of the Proposed Structural Changes to the Major in History:
(Based on catalogue description, page 117; changes in italics)

Major (33 hours)
   **Requirements:** 111, 112, 211, 212, 300, 420, 460
   Electives: one course from each grouping
   European 310, 312, 313, 315, 317, 318, 320, 321
   Non-Western 344, 346, 347, 348, 350, 351, 353, 354, 356
   American 368, 372, 373, 374, 375, 376, 382, 383, 385
   Remainder of required hours from other departmental offerings

There are no proposed changes to the minor.

The History Department has contacted the Department of Education about the new Methods course (History 300) being an option in the licensure requirements for AYA/Social Studies, alongside Sociology 360 or Political Science 341. Both the Sociology Department and the Political Department supported this idea in divisional discussion on Tuesday, 30 November 2010.
Summary of Division Discussion

The History Department is proposing a set of changes which affect largely the United States component of their curriculum. They have a new faculty member this year (Karen Dunak) so the changes allow the curriculum to match better the interests and expertise of the two US historians. As well the chronological aspects of the curriculum are being adjusted to match current professional best practices.

A research methodology course is being added to the curriculum. This brings History in line with the other Departments in the Division; every other major offered in the Division already has such a required course.

All told this proposal strengthens the History curriculum and the Division offerings. It was unanimously approved by the Division.
Curriculum Change Proposal Form

1) Unit proposing the change: History

2) Please check all appropriate items:

<table>
<thead>
<tr>
<th>New Course:</th>
<th>Course Change:</th>
<th>Course Deletion:</th>
<th>Program Changes:</th>
<th>New Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ New Course Creation (include title, credits, description, etc.)</td>
<td>☒ Number (within level), title, description, pre-req change</td>
<td>☒ Remove a Course</td>
<td>☐ Change to Major</td>
<td>☒ New Degree</td>
</tr>
<tr>
<td>☐ Course to be Cross Listed</td>
<td>☒ Add to LAE</td>
<td>☒ Remove a course that is currently in the LAE</td>
<td>☐ Change to Minor</td>
<td>☐ New Program in principle</td>
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<tr>
<td>☐ Course to be included in LAE</td>
<td>☒ Remove from LAE</td>
<td>☒ Change to LAE (change to the LAE itself)</td>
<td>☐ New Program with curriculum</td>
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</tr>
<tr>
<td>☒ Course Included in Major/Minor Requirements</td>
<td>☒ Change in Cross-List Status</td>
<td>☐ Add a Minor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Special Course or non-credit workshop</td>
<td>☒ Change to Degree Requirements</td>
<td>☐ Delete a Major or Minor</td>
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</tr>
</tbody>
</table>

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1. Curriculum Committee receive & report to faculty
2. 30 day faculty review required
3. LAE assessment plan with assessment committee review required prior to CC consideration
4. Full faculty approval required
5. Curriculum Committee for action, approval published to faculty

3. Proposed term of initial offering or implementation date: Fall 2011

4. Please provide the following information here or attached:
   a. recommended level: FR SO JR SR
   b. credit hours: 3
   c. title: History 376: American Diplomatic History
   d. requirements it will satisfy: (major, minor, LAE, licensure): Dropping course from our offerings
   e. prerequisites or other special conditions: 
   f. description of change: The History Department is dropping HIST 376: American Diplomatic History from our offerings.
   g. proposed catalog description:

h. justification for change: HIST 376 was last taught on a regular basis by Dr. Taylor Stults, Emeritus Professor of History. Since his retirement, other members of the department have periodically offered it, but demand has been low, and it is a course outside the interests and specialization of current staff. Although it is being withdrawn from the LAE, a new course being added by a new department member will replace it, thus this will have no net effect on the number of LAE seats offered by the History Department.

i. staffing considerations:
   (1) can be taught by present staff NO
   (2) will require additional staff ___
j. anticipated frequency of offering:
   (1) every semester
   (2) once a year
   (3) alternate years

k. resources (facilities, equipment, supplies, library materials, etc.):

5. Signatures:
   Department Chair: [Signature]
   (please attach department discussion summary)
   Date: 11/22/2010
   Department Vote:
   in favor ☑ opposed ❌ abstentions ❌

   Senior Associate Dean, Muskingum Adult Program (MAP): (if applicable) ____________________________
   in favor or opposed or abstain (circle one)
   (please attach comments)
   Date: __/___/___

   Teacher Preparation Programs [Initial Licensure]: (if applicable) ____________________________
   in favor or opposed or abstain (circle one)
   (please attach comments)
   Date: __/___/___

   Division Coordinator: [Signature]
   (please attach department and division discussion summaries)
   Date: 11/30/10
   Division Vote:
   in favor 17 opposed 0 abstentions 0

   Committee Chair (VPAA): [Signature]
   Date: 1/20/11
   Curriculum Committee vote:
   in favor ☑ opposed ❌ abstentions ❌

6. Date of Resolution:
   (a) 30-day approval period ends ____________________________
   (b) date of faculty meeting for consideration ____________________________

NOTE: See APAP section 110 for more information regarding changes to curriculum.
Curriculum Change Proposal Form

( ) Unit proposing the change: History

2) Please check all appropriate items:

<table>
<thead>
<tr>
<th>New Course:</th>
<th>Course Change:</th>
<th>Course Deletion:</th>
<th>Program Changes:</th>
<th>New Programs:</th>
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<tbody>
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<td>□ Change to Major 4</td>
<td>□ New Degree 4</td>
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<tr>
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<td>□ Remove a course that is currently in the LAE 4</td>
<td>□ Change to Minor 4</td>
<td>□ New Program in principle 4</td>
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<td>□ Change to LAE (change to the LAE itself) 5</td>
<td>□ New Program with curriculum 5</td>
<td></td>
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<tr>
<td>XCourse Included in Major/Minor Requirements 5</td>
<td>□ Change in Cross-List Status 4</td>
<td>□ Add a Minor</td>
<td>□ Delete a Major or Minor 5</td>
<td></td>
</tr>
<tr>
<td>□ Special Course or non-credit workshop 4</td>
<td></td>
<td>□ Change to Degree Requirements 5</td>
<td></td>
<td></td>
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</tbody>
</table>

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2 30 day faculty review required
3 LAE assessment plan with assessment committee review required prior to CC consideration
4 Full faculty approval required
5 Curriculum Committee for action, approval published to faculty

3. Proposed term of initial offering or implementation date: Fall 2011

4. Please provide the following information here or attached:

a. recommended level: FR SO JR SR

b. credit hours: 3

c. title: The History of the American Dream

d. requirements it will satisfy: (major, minor, LAE, licensure): Major; LAE

e. prerequisites or other special conditions: ______________________

f. description of change: New course

g. proposed catalog description:
traces the evolution of the concept of the American Dream from the time of the nation’s founding to the present day. Examining elite culture and political views as well as individual perspectives, the course investigates populations who enjoyed easy access to benefits of the Dream as well as those who found the Dream elusive or unfulfilling. Establishing the Dream as a flexible ideal, interpreted and reinterpreted across generations, this course allows students to develop an argument about the Dream’s core components through the exploration of primary source evidence.

h. justification for change:

i. staffing considerations:
   (1) can be taught by present staff X
   (2) will require additional staff ___

j. anticipated frequency of offering:
   (1) every semester ___
(2) once a year
(3) alternate years \textbf{X}

k. resources (facilities, equipment, supplies, library materials, etc.): \textbf{None}

5. Signatures:
Department Chair: \textbf{Signature}

\begin{itemize}
\item (please attach department discussion summary)
\item Date: \textbf{11/21/2010}
\item Department Vote:
\begin{itemize}
\item in favor \textbf{17}
\item opposed \textbf{0}
\item abstentions \textbf{0}
\end{itemize}
\end{itemize}

Senior Associate Dean, Muskingum Adult Program (MAP): (if applicable) \textbf{Signature}

\begin{itemize}
\item (please attach comments)
\item Date: \textbf{2/1/2010}
\item in favor or opposed or abstain (circle one)
\item (circle one)
\end{itemize}

Teacher Preparation Programs [Initial Licensure]: (if applicable) \textbf{Signature}

\begin{itemize}
\item (please attach comments)
\item Date: \textbf{11/30/10}
\item in favor or opposed or abstain (circle one)
\item (circle one)
\end{itemize}

Division Coordinator: \textbf{Signature}

\begin{itemize}
\item (please attach department and division discussion summaries)
\item Date: \textbf{11/30/10}
\item Division Vote:
\begin{itemize}
\item in favor \textbf{17}
\item opposed \textbf{0}
\item abstentions \textbf{0}
\end{itemize}
\end{itemize}

Committee Chair (VPAA): \textbf{Signature}

\begin{itemize}
\item Date: \textbf{11/20/11}
\item Curriculum Committee vote:
\begin{itemize}
\item in favor \textbf{8}
\item opposed \textbf{0}
\item abstentions \textbf{0}
\end{itemize}
\end{itemize}

6. Date of Resolution:
\begin{itemize}
\item (a) 30-day approval period ends \textbf{11/21/2010}
\item (b) date of faculty meeting for consideration \textbf{2/1/2010}
\end{itemize}

\textbf{NOTE:} See APAP section 110 for more information regarding changes to curriculum.
The American Dream is "that dream of a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement. It is a difficult dream for the European upper classes to interpret adequately, and too many of us ourselves have grown weary and mistrustful of it. It is not a dream of motor cars and high wages merely, but a dream of social order in which each man and each woman shall be able to attain to the fullest stature of which they are innately capable, and be recognized by others for what they are, regardless of the fortuitous circumstances of birth or position." James Truslow Adams, *The Epic of America* (1931)

**Course Overview**

In this course, we will explore the evolution of modern America since the great Stock Market Crash of 1929. As we pursue our investigation of the important social, cultural, political, and economic changes of the era, we will consider the emergence of a modern America through the idea of "the American Dream." The concept of success and achievement through hard work and self-sacrifice had long marked American culture. The term "American Dream," however, first appeared during the 1930s, and while it borrowed from the traditional view, it also included more modern notions of how one might pave the path to success. Marked by the desire for national, economic, and emotional security, the Dream has been something to strive for, and for some, something to expect, as if it were a right of citizenship. Our job through the semester is to ask questions of the American Dream: What qualities were part of the Dream? What did it take to achieve the American Dream? Did all citizens have equal access to the Dream? Did everyone desire the same American Dream? Once achieved, did the Dream always live up to its promise, to the dreamer's expectation? Should the Dream be expected as a right of citizenship?

As we investigate this concept's development in modern American history, we will consider the many changes that shaped the United States and its population: the expanding federal government, the growing expectation of American international power, the participation in a consumer economy, and the development of mass American culture and media. Multiple factors and multiple voices contributed to the vision of the American Dream. As such, this course will blend a broad historical narrative with more specific investigations of events, people, and places that symbolized the Dream, both as a triumph as well as a disappointment.

As the course continues, you will be asked to craft your own definition and defend the components of your definition through historical evidence and analysis. You will do outside research; sources assigned for or presented in class will make up the evidence you rely on.

**Learning Objectives**

By the end of this course, you will be able to

- Evaluate how expectations of the American Dream and its definition have changed over time through primary source evaluation and assigned writing
- Identify both the opportunities and inequalities that marked modern America through source analysis
- Discuss a variety of viewpoints about modern America, based on differences in sex, class, gender, region, and race through analysis of primary source documents and assigned writing
- Understand how memory affects views of history and how historians should use memory as evidence through use of oral history as primary source
- Consider how idealized views of the past influence contemporary political debate
- Write essays that rely on historical evidence to make clear and effective arguments
- Think like a historian — know how to analyze a primary source, how to read it critically and uncover the meaning, and how to develop your own interpretation of the past
Course Expectations: The course will be divided into lecture, discussion, and classroom activities. Each of these requires concentration and preparedness. This course requires a good deal of reading and writing, some weeks more than others. Please read through the syllabus and plan your schedule accordingly. I recommend keeping the syllabus on-hand and referring to the syllabus before each class meeting. Unless otherwise announced, you are responsible for completing assignments and readings as indicated by the schedule provided on this syllabus.

What You Will Read: The following texts are on sale in the Muskingum bookstore & through a variety of online vendors; copies are also available on Course Reserve in the Muskingum University Library:

- Barbara Ehrenreich, Nickel and Dimed: On (Not) Getting By in America (2001; Holt, 2008) 978-0805088380

Additionally, a number of readings are available on our course Blackboard page under “Contents” in the “Reading Assignments” folder; they are marked (BB) on the syllabus. You might print these readings at the beginning of the semester and keep them in a folder so that you are always prepared for class. It is essential that you complete the assigned readings by the date listed on the syllabus. Likewise, be sure to bring the day’s reading to class with you. We may need to do a close reading of a source, and discussion is much improved when you are able to make specific reference to a text.

How You Will Be Evaluated

Class Participation (75 points; 15% of final grade): You are expected to come to each class prepared to discuss assigned readings and participate in class discussion. Your participation is ESSENTIAL to making this course a success. If you have questions about what strong participation entails, refer to the “Participation Rubric” posted on Blackboard.

Responses (20 points/4% of your final grade; 100 points; 20% of final grade): We will do a series of in-class reading responses, where you will spend several minutes at the beginning of class answering a prompt or question about the day’s reading assignment. The purpose of this exercise is twofold: first, it takes the place of a reading quiz and provides an incentive for students to be prepared for class each day, and second, the chance to think through your ideas about the readings prior to discussion should serve to enhance your participation and the quality of our group discussion. In-class reading responses will be unannounced and will occur over the course of the semester; there will be approximately 6 in-class reading responses that will comprise your grade. Responses will be graded on the evidence that you have completed and engaged with the reading for the day. If you have done the readings and are prepared for class, you will do fine. If you miss class or arrive too late to complete the response, you will not be allowed to complete a make-up. To allow for an emergency absence, the lowest grade on the reading responses will be dropped at semester’s end.

Paper 1, Dream Definition (50 points; 10% of final grade): You will write a 3-4 page essay about the concept of the American Dream from the time of the nation’s founding. This paper will act as a base for our evaluation of the development and evolution of the dream in modern America.

Paper 2, Film Analysis (75 points; 15% of final grade): You will write a 5-page essay that compares the American Dream presented in Mr. Smith Goes to Washington with the version of the Dream shown in The Man in the Gray Flannel Suit. This paper will require you to consider 1) how & why the Dream changed over time (from the 1930s to the 1950s); 2) how visions of the American Dream on film compared and where they diverged.

Paper 3, Studs Terkel’s American Dreams (100 points; 20% of final grade): You will write a 5-7 page essay about the vision of the American Dream presented in assigned chapters of Studs Terkel’s oral history collection. How do the subjects’ vision of the American Dream compare with the investigations conducted in class? Do their perspectives’ suggest the vision of the Dream has changed over time? How might memory have changed their views over time?
Paper 4. The Modern Dream (100 points; 20% of final grade): You will write a 7-10 page essay on the modern investigation of the American Dream. Is the Dream still viable? Is achievement of the Dream still an expected part of American life? How have visions of the dream changed? This essay will require you to rely on Barbara Ehrenreich’s Nickel and Dimed, contemporary media sources, and materials we’ve investigated in class.

Grading Scale (Percentages of Total Points): 500-450 A range/449-400 B range/ 399-350 C range/ 349-300 D range

The total number of points possible for this class is 500 points. You must complete all paper assignments in order to pass this class. Failure to do so will result in a failing grade.

Course Policies
Blackboard I will post the syllabus, pertinent announcements, and weekly readings/homework on Blackboard. It is expected that you log into Blackboard several times a week to check for announcements and to keep up with readings.

Office Hours All students are encouraged and welcome to seek help, ask questions, or further discuss class material. My office hours will be held Monday (11 am–1 pm) and Tuesdays & Wednesdays (3:30–5:00 pm). Feel free to contact me via email to ask questions or to set up an appointment to meet in person. I will respond to most emails within 48 hours.

Late Work Late essays will be penalized one full letter grade for each day late.

Additional Assistance I encourage you to make use of the Student Success Center, located in Patton Hall above the dining area. You can receive one-on-one tutoring, join study sessions, or practice study skills. The Center can be reached via email at success@muskingum.edu or via phone at 740-826-6156.

Respectful Conduct Respect is essential for fruitful discussion and interaction in classroom and academic settings. Classroom misconduct is not acceptable and will not be tolerated. This includes racial, sexual, or religious harassment, as well as any other disruptive behavior (such as cell phone use or text messaging) inferring with the learning environment.

Students with Disabilities Any student who wishes to request an accommodation is responsible to contact the Disability Education Office (DEO) to discuss his/her specific needs and the process to receive reasonable accommodation. Please contact the DEO, located in the Center for Advancement of Learning in Montgomery Hall 223 or call 740-826-8280 to arrange an appointment as soon as possible. At the appointment, the procedure to coordinate accommodations will be discussed. You can also find information about the process for accommodating on the web at http://www.muskingum.edu/home/cal/ada.html.

Avoiding Plagiarism and Academic Misconduct Any time that you use an idea or language that is not your own, you will need to cite your source. Cheating or plagiarism on any assignment can result in failure of the assignment or the course. I will respond to such acts of academic misconduct according to university policy concerning plagiarism; sanctions for plagiarism can include a grade of F for the assignment in question and/or the course and a report to the Vice President of Academic Affairs. When in doubt, CITE YOUR SOURCE!

Tips for Success Follow the syllabus (and if you lose it, download a new copy from Blackboard). Approach the class with enthusiasm. Have readings completed on time. Take notes, in class and on the readings. When you arrive to class, turn off your cell phone. Have a datebook to keep track of assignments and obligations. Follow instructions on papers and in-class exercises. Budget your time and outside commitments. Take responsibility for your own learning and progress, but ask for help when you need it.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs., 9/2</td>
<td>The Dream as American Tradition</td>
<td>Cullen, The American Dream (AD), Introduction; Assigned Early America readings (BB)</td>
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<tr>
<td>Tues., 9/7</td>
<td>America as Land of Dreams</td>
<td>Cullen, AD, Chapters 1-3</td>
<td>Bring notes on your assigned chapter; prepare for group discussion</td>
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**Part 2. Reconsidering & Reforming the Dream, 1930-1950**

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<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
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<tr>
<td>Tues., 9/14</td>
<td>The Great Depression – Faith in the Dream</td>
<td>In-Class Viewing: The Civilian Conservation Corps</td>
<td>Paper One due at beginning of class</td>
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<td>WATCH MR. SMITH GOES TO WASHINGTON; COURSE VIEWING TBA; ALSO ON RESERVE AT THE LIBRARY</td>
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<td>Tues., 9/21</td>
<td>Frank Capra’s America</td>
<td>Lawrence Levine, “Frank Capra’s America” (BB)</td>
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<td>Thurs., 9/23</td>
<td>Four Freedoms at Home &amp; Abroad</td>
<td>Franklin Roosevelt, “The Four Freedoms”; Norman Rockwell’s “Four Freedoms” (All BB)</td>
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<tr>
<td>Tues., 9/28</td>
<td>Promises of Postwar Prosperity</td>
<td>Patterson, Grand Expectations, pp. 3-60</td>
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<th>Topic</th>
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<th>Assignment</th>
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<tr>
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<td>The American Way of Life</td>
<td>Patterson, GE, pp. 61-81</td>
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<td>WATCH THE MAN IN THE GRAY FLANNEL SUIT; COURSE VIEWING TBA; ALSO ON RESERVE AT THE LIBRARY</td>
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<td>Living the Dream?: Tom Rath &amp; Betty Friedan</td>
<td>Patterson, GE, pp. 311-74</td>
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<td>Tues., 10/12</td>
<td>NO CLASS – FALL BREAK!</td>
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<td>Thurs., 10/14</td>
<td>Living the Dream?: Elvis Presley &amp; Marilyn Monroe</td>
<td>Essays on Monroe &amp; Presley (BB)</td>
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<td>Tues., 10/19</td>
<td>Promoting &amp; Protecting the Dream: Cold Warriors in Action</td>
<td>Patterson, GE, pp. 82-136; 165-206</td>
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<td>Thurs., 10/21</td>
<td>Chasing the Dream: Viva Las Vegas!</td>
<td>In-class viewing: Las Vegas: An Unconventional History; Cullen,</td>
<td>Paper Two due at beginning of class</td>
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<td>Chasing the Dream: <em>Brown v. the Board of Education</em></td>
<td>Patterson, <em>GE</em>, pp. 375-406; <em>Brown v. Board of Education</em> ruling (BB)</td>
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<td>Thurs., 10/28</td>
<td>New Frontiers</td>
<td>Patterson, <em>GE</em>, pp. 433-441; 486-517; Oral histories from <em>What You Can Do for Your Country</em> (BB)</td>
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<td>Tues., 11/2</td>
<td>Living the Dream: MLK, LBJ &amp; a Great Society</td>
<td>Patterson, <em>GE</em>, pp. 524-92; LBJ Great Society speech; MLK “I Have a Dream” speech (Both BB)</td>
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<td>Questioning the Dream</td>
<td>Patterson, <em>GE</em>, pp. 637-77</td>
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<td>Vietnam as American Nightmare</td>
<td>Patterson, <em>GE</em>, pp. 593-636; Vietnam memoir excerpts (BB)</td>
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<td>Thurs., 11/11</td>
<td>The Dream in Decline?: America in the World</td>
<td>Patterson, <em>GE</em>, pp. 710-770 You should be reading Terkel, <em>American Dreams, through Chapter 6</em></td>
<td>WATCH ROCKY; COURSE VIEWING TBA; ALSO ON RESERVE AT THE LIBRARY.</td>
</tr>
<tr>
<td>Tues., 11/16</td>
<td>The Dream in Decline?: America at Home</td>
<td>Patterson, <em>GE</em>, pp. 771-90 You should be reading Terkel, <em>American Dreams, through Chapter 6</em></td>
<td></td>
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</tbody>
</table>

**Part 5. American Dreams, Past & Present, 1980-Today**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues., 11/23</td>
<td>Looking at the Past, Questioning the Future</td>
<td>Studs Terkel, <em>American Dreams</em>, through Chapter 6</td>
<td>Paper Three due at beginning of class; be prepared to discuss your ideas in class</td>
</tr>
<tr>
<td>Thurs., 11/25</td>
<td>HAPPY THANKSGIVING!</td>
<td></td>
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<td>Tues., 11/30</td>
<td>Greed is Good</td>
<td>In-Class Viewing: <em>Family Ties</em> You should begin reading <em>Nickeled &amp; Dimed</em></td>
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<tr>
<td>Thurs., 12/2</td>
<td>Living the Dream?: Donald Trump</td>
<td>Donald Trump, <em>The Art of the Deal</em>, excerpt (BB); continue reading <em>Nickeled &amp; Dimed</em></td>
<td></td>
</tr>
<tr>
<td>Tues., 12/7</td>
<td>Investigating the Dream</td>
<td>Ehrenreich, <em>Nickeled &amp; Dimed</em>, Introduction, chapters 1-3</td>
<td></td>
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<tr>
<td>Thurs., 12/9</td>
<td>Investigating the Dream &amp; Course Conclusion</td>
<td>Ehrenreich, <em>Nickeled &amp; Dimed</em>, Evaluation; media sources (BB)</td>
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<tr>
<td>Wed., 12/15</td>
<td><em>FINAL PAPER DUE AT NOON, WED., 12/15</em></td>
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Liberal Arts Essentials Assessment Plan

Course: History 3XX: The History of the American Dream

Writing Unit: No

Instructor(s): Dunak

Methods: Writing Assignment and Course Evaluation

LAE Category: American Experience

Goal 3: Muskingum students will acquire multiple and integrative approaches to life-long learning.

Learning Objective 1: Students will demonstrate the ability to engage effectively in the lifelong learning skills of acquiring, evaluating, synthesizing, and applying knowledge.

A. Student work examined

List the tasks used to measure the objective (e.g., exams, research project/paper assignments, presentation or class assignment) and attach a copy of each along with the Departmental plan.

In this course, there are several writing assignments that ask students to engage with the concept of the American Dream in American history. Often interpreted as a fixed concept, the American Dream has undergone a series of reinterpretations and reinventions since its “invention” in 1931. Through assigned writings, students will evaluate both primary and secondary source evidence as they explore the history and origins of the American Dream and trace its evolution. These assignments will be graded in the traditional manner and in addition will be assessed using the attached rubric. This course seeks to teach all students to critically read and evaluate primary and secondary historical sources and express their ideas effectively in written assignments. These skills are directly linked to the goal of creating lifelong learners who can utilize these abilities in various professional and personal endeavors.

A second stream of evidence that will be used is the Course Evaluation Form given to students during the final week of class. This form includes a question on how well the class did in providing students the tools to acquire multiple and integrative approaches to life-long learning. Using both a self-reported measure (the faculty evaluation form) and a measure assessed by the faculty member (the assigned essays) ensures that multiple streams of data are being used to develop a sense of how well the course is meeting the goals of the LAE.
B. Scoring Criteria

Briefly explain the criteria used to evaluate student performance in relation to the learning objective (i.e., what constitutes advanced, proficient, partially proficient, not proficient, etc.) Attach copies of measurement instrument or rubric.

Effective will be defined as students being able to acquire appropriate evidence, evaluate that evidence and critically express their interpretation of that material in a well argued and clearly and cleanly presented written format.

Moderately Effective will be defined as students being able to use some evidence with less critical evaluation coupled with a vague thesis or argument. The final work may suffer from some grammatical and a few unclear or awkward expressions.

Ineffective will be defined as students being unable to adequately discern viable evidence, using incorrect or irrelevant information and wholly lacking a central thesis or argument. The final work suffers from numerous errors and is difficult to read.
## C. Attachments (Rubrics, Checklists, Pre and Post tests, other evaluation methods, etc.)

<table>
<thead>
<tr>
<th>Objective</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Applying critical reading and writing skills</td>
<td>Work demonstrates original thought, a specific thesis, and demonstrates comprehensive learning.</td>
<td>Work contains a general thesis and discernible argument, but is vague or not explicit.</td>
<td>Work contains no thesis and/or clear defensible idea.</td>
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<tr>
<td>Evaluating evidence critically</td>
<td>Work makes connections between evidence and uses persuasive reasoning to form a solid, thoughtful position.</td>
<td>Work shows some understanding of general ideas and evidence, but contains some factual errors or misinterpretation of meaning. Work tends to stray from the objective posed.</td>
<td>Work does not discuss the general topic or answer the question posed.</td>
</tr>
<tr>
<td>Acquiring apt material to produce work</td>
<td>Work provides ample, well-chosen, and factually-correct evidence that supports a thesis or position.</td>
<td>Work does not directly support the thesis or is insufficient, contains little evidence and vague or incorrect information.</td>
<td>Work contains no relevant evidence to support ideas and place work in context.</td>
</tr>
<tr>
<td>Synthesizing reading and writing seamlessly</td>
<td>Work is organized, with well-developed ideas which transition in a cohesive manner. It follows conventional rules of grammar, uses words correctly and contains few or no spelling errors.</td>
<td>Work is underdeveloped and weak with awkward and unclear ideas, several grammatical errors, incorrect spelling and/or word choice. (Work may also contain citation errors.)</td>
<td>Work lacks paragraph, topic sentences and transitions. Work contains so many grammatical and spelling errors that it is difficult to understand.</td>
</tr>
</tbody>
</table>

Score: +______/12