

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM AREA **HISTORY**

1. Catalog Description of the Course. *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ___ units); time distribution (Lecture ___ hours, laboratory ___ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

HIST 403 THE AMERICAN INTELLECTUAL TRADITION (3 Units)

This course explores American thought from Puritanism, transcendentalism, and pragmatism to contemporary trends represented in thinkers from Richard Mather, Jonathan Edwards, Ralph Emerson, William James, and John Dewey to Reinhold Hiebuhr. It also addresses those dissenting voices resonantly expressed in American life from Ann Hutchinson, Roger Williams, Henry David Thoreau, Frederick Douglass, Susan B. Anthony, and W. E. B. Du Bois to Martin Luther King, Jr.

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment
Lecture	___3.0___	___1___	___30___
Seminar	_____	_____	_____
Laboratory	_____	_____	_____
Activity	_____	_____	_____

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

This is the only course in the History curriculum that gives students an opportunity to learn about those major religious, intellectual, social, and philosophical ideas, ideals, and expressions that have played important roles in shaping American society. It examines the diverse sources of the American intellectual tradition, traces many sorts of aspirations, and explores contested values and dissenting voices. In doing so, the course helps students understand the richness of American thought founded not in its linear simplicity but in the complexity of its ever-evolving and multifaceted manifestations.

The learning objectives:

Students who successfully complete this course will be able to

- describe the major stages of intellectual tradition in American history.
- write analyses of individual thinkers, ideas, and the interactions between ideas and society.
- write comparisons of conflicting values and ideas and develop explanations of shifting ideological emphases.

4. Is this a General Education Course YES NO

If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	
D (Social Perspectives)	
E (Human Psychological and Physiological Perspectives)	

5. Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

Course content:

- 1: Faith, religion, and colonial society
Puritanism and Puritan political ideas. Congregationalism.
Presbyterianism. Episcopalianism. Quakerism. The issue of religious tolerance.
- 2: The colonial experience and the concept of self-government
Religion, law, and government.
- 3: Enlightenment and science in colonial America
Freedom of speech and the printing press in the colonies.
- 4: The First Great Awakening
Jonathan Edwards. George Whitefield. William Tennent. Charles Chauncy.
- 5: Ideology and American Independence
Constitutionalism. The Bill of Rights.
- 6: Republicanism and the common folk: wealth, equality, and the role of a just government
The Second Great Awakening.
- 7: Transcendentalism and the transcendentalists
The missionary and evangelical impulse in America.
- 8: Slavery and freedom: the “peculiar institution” and the abolition crusade
Emancipation and civil rights. The intellectual dilemma of the Civil War.
- 9: Moralism and social progress
Seneca Falls Convention. Women and domesticity. Temperance and moral reform movements.
- 10: Industrialization and Social Darwinism
Race, ethnicity, and Americanization. Immigration and nativism.
- 11: Pragmatism
American imperialism and exceptionalism.
- 12: The Red Scare
Capitalism in the era of the Great Depression and the New Deal. Conservative realism.
- 13: The Cold War and McCarthyism
Ideology, foreign policy, and civil liberty.
- 14: Social protests and social justice
The Civil Rights Movement and civil liberties. Women and gender in modern America.
- 15: The structures of scientific revolutions
Ethics in the age of modern science and technology.
Diversity and identity: What does it mean to be an American in the 21st century?

6. References. *[Provide 3 - 5 references on which this course is based and/or support it.]*

- Alexis de Tocqueville, ed. J. P. Mayer, *Democracy in America* (Anchor Books, 1969).
Perry Miller, *The New-England Mind: The Seventeenth Century* (1939; Harvard University Press, 1982).
Richard Hofstadter, *Anti-Intellectualism in American Life* (Vintage Books, 1963).
Michael Kammen, ed., *Contested Values: Democracy and Diversity in American Culture* (St. Martin's Press, 1995).
David A. Hollinger and Charles Capper, eds., *The American Intellectual Tradition* (Oxford University Press, 1997), 2v.

7. List Faculty Qualified to Teach This Course.

Dr. Nian-Sheng Huang

8. Frequency.

a. Projected semesters to be offered: Fall _____ Spring X Summer _____

9. New Resources Required. NONE

- a. Computer (data processing), audio visual, broadcasting needs, other equipment
- b. Library needs
- c. Facility/space needs

10. Consultation.

Attach consultation sheet from all program areas, Library, and others (if necessary)

11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

History/Nian-Sheng Huang

11-7-02

Proposer of Course

Date