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.

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:

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

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

10: Industrialization and Social Darwinism
    Race, ethnicity, and Americanization. Immigration and nativism.

11: Pragmatism
    American imperialism and exceptionalism.

12: The Red Scare

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.]

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