Course Inventory Change Request

New Course Proposal

Date Submitted: 11/03/15 8:20 am

Viewing: HSTA 315 : The Age of Jefferson and Jackson: The Early American Republic

Last edit: 11/14/15 9:52 am
Changes proposed by: g51t539

Requested Rubric: HSTA
Core Designation: (if needed)

Is this course "equivalent" to a course in the MUS System?
Yes

Department: History & Philosophy (HIST)
College: College of Letters & Science
Course Title: The Age of Jefferson and Jackson: The Early American Republic
(for Catalog)

In Workflow
1. Associate Provost
2. HIST Head
3. LS CC Chair
4. LS Dean
5. CPC Chair
6. Faculty Senate Chair
7. CCN
8. Associate Provost
9. Registrar

Approval Path
1. 11/03/15 8:43 am
   Ron Larsen: Approved for Associate Provost
2. 11/03/15 1:47 pm
   Susan Cohen:
   Approved for HIST Head
3. 11/12/15 11:18 am
   Peter Tillack: Rollback to HIST Head for LS CC Chair
4. 11/14/15 9:53 am
   Susan Cohen:
   Approved for HIST Head
5. 11/19/15 3:20 pm
   Peter Tillack: Approved for LS CC Chair
6. 11/19/15 8:10 pm
   David Cherry:
   Approved for LS Dean

https://nextcatalog.montana.edu/courseleaf/approve/?role=admin
Learning Outcomes for the Course:
To gain an in-depth understanding and appreciation of the political, social, and economic history of the United States from the inauguration of George Washington in 1789 through the end of the war with Mexico in 1848.
To examine the intense debates over the principles and policies that would influence the direction and meaning of the new nation’s republican experiment and the emergence of mass political parties and democratic politics.
To evaluate the impact national independence had in creating a distinctive American society that honored individual initiative, institutional restraint, and popular participation.
To become acquainted with the revolutionary advances in technology, especially transportation and communication, that helped to transform the American economy and to shape the character of its people.
To contend with the troubling questions associated with slavery, race, and territorial expansion, and the threat they posed to the American Union.
To provide students with an opportunity to develop critical thinking skills and to express their understanding orally and in written form.

Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no,

No

Please describe the instructor’s qualifications. PhD University of Wisconsin. Please see attached cv. McManus taught this course at the University of Wisconsin and spring 2014 at Montana State University as HSTA 491.

Instructor's Name (if known): Michael McManus
Instructor's GID (if known): 5771
(only last 4 digits required)

Attach the following documents addressing the instructor's qualifications to teach this course:

Instructor's CV:
(if not tenure-track faculty)
current cv 2.doc

Provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor’s qualifications to teach this course.

McManus letter of support HSTA 315.docx

First Semester to be Offered: Spring 2017
Semester(s) offered: Spring
(check all that apply)
Frequency of course offering: Annually
Course aligns with Yes
standard semester start and end?

Credit hours 3

Credit hours by mode of instruction:
- Lecture: 3
- Seminar: 45
- Independent Study: 3
- Recitation/Discussion: 45

Contact hours by mode of instruction:
- Lecture: 3
- Seminar: 45
- Independent Study: 3
- Recitation/Discussion: 45

Primary Mode of Delivery:
- Face-to-face

May a student enroll more than once for additional credit?
- No

**Time and Location:** Call the Registrar’s Office at x4155 to find a time and location for the course

Verification Number:

Maximum Enrollment: 20
(room capacity, or enrollment "cap")

Will there be an enrollment cap that restricts enrollment below the level of student demand?
- No

Will course be a “restricted enrollment” course?
- No

Is consent of instructor required to enroll?
- No

Prerequisites
- Any 100-level course in HSTA or HSTR

Co-Requisites
- none

Pre- and corequisites
- No automatically enforced?

Catalog Description:
*for the MSU Catalog*
HSTA 315: The Age of Jefferson and Jackson. The political, social and economic history of the United States during its formative years. Topics include the emergence of national political parties and democratic politics, westward expansion, economic and social development, slavery, Indian removal and social reform.

Grading Method:
Traditional

Course Attributes (optional):

Are any new Resources Required? No

Course Description

Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

The first several weeks will be devoted to an examination of the first three decades of the new nation’s history. The focus will be on the efforts of political leaders to create a stable, enduring national authority and union under the new constitution in the face of bitterly divisive political battles over the direction and meaning of their republican experiment, the hotly debated geographic expansion of Jefferson’s “Empire of Liberty,” deep-seated sectional allegiances, and successive foreign crises brought on by the French Revolution and the Napoleonic Wars. Together these issues nearly led to the early disintegration of the country. Students also will consider how the intense partisanship of these years led to the formation of pre-modern political parties that brought into question the prevailing notion that an opposition could do battle with and still be loyal to the government, and the first ominous signs that slavery posed a real danger to the still fragile union of states.

~ Several weeks will then be devoted to the transformation of the American economy from one that largely satisfied most local needs through barter and exchange to one that produced agricultural and manufactured goods for cash returns in the national and world marketplace, and the remarkable technological innovations in transportation and communication that made it possible. Consideration also will be given to the impact these changes and the revolutionary legacy had on the national character, focusing on the lives and experiences of real people, some famous most obscure, as they attempted to understand and take advantage of the new conditions, to reshape themselves, reform their society and even to redeem the world, showing others the way to bring about broad-based improvement by adopting the uniquely American values of freedom, democracy and opportunity.

~ The final weeks of the course will explore the many meanings of Jacksonian democracy, especially since at the time the full privileges of citizenship were restricted to adult white males. Students also will study the relationship between the intensified public involvement in politics during these years and the emergence of enduring mass political parties, the ideology, issues and serious policy disputes that divided Jackson’s Democrats from their Whig opponents, the increasingly strident divisions between the North and the South over slavery by the time the nation went to War with Mexico, and its ominous impact on national unity.
Please also refer to learning outcomes described above.

Upload Syllabus:

Provide a draft syllabus indicating:

- Course Identification [Rubric, Number, Core designation (if applicable), Title]
- Major topics with a brief description of the material to be covered under each major topic heading
- List of student learning outcomes
- List of required texts

For a Core course the syllabus should also include the lists of student learning outcomes appropriate to the Core area. (These are to appear on the syllabus of any Core course.)

HSTA 491 Spring 2014.pdf

Is this course intended to be a required part of a new degree curriculum option, major, or minor?

No

How will the success of the course be evaluated? That is, how will the instructor determine if the learning outcomes are being met, and how will the department determine if the course is fulfilling its intended purpose?

The course grade will be determined by two 8-10 page papers; one oral presentation—20-25 minutes in length—related to the week's reading assignment; one 3-5 page primary source analysis paper; class attendance and participation. The papers, class participation and oral presentation will allow for an assessment of the knowledge gained by the students and their ability to analyze effectively primary and secondary sources related to the content and themes of the course.

Level of Offering

Has the course been offered previously under X91?

Yes

When? Under what number? What was the enrollment? What level of students took the course? Spring 2015 and 2016, HSTA 491, 14 enrolled in 2015, currently registering for spring 2016. Primarily juniors and seniors

Justify the level of course offering.

The course is intended for advanced history majors and interested students from other disciples, but it does not require any prior knowledge of the period in order to successfully meet the intellectual challenges it poses. Students prepared to read and write about sophisticated topics and work hard will find the course stimulating and rewarding.

Relationship to other Courses, Curricula, and Departments

Does this course build on or interrelate with other courses in your curriculum or related curricula?
Yes

List the related courses.
HSTA 311 Early America; HSTA 316 Civil War; HSTA 318 Gilded Age; The proposed course fills in a gap in the sequence of American History offered in the department.

Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department?

No

Does this proposed course have a significant interdisciplinary component?

No

Does this course replace one or more courses that will no longer be offered?

No

Will the course be co-sponsored, taught by faculty from more than one department, or include content that overlaps multiple disciplines?

No

**Students Served**

Does the proposed course serve majors only? Non-majors only? Both majors and non-majors?

Both Majors and Non-Majors

**Course Evaluation**

How will the students evaluate the course and instructor?

Standard MSU faculty evaluation and a required personal interview with all enrollees designed to gain input from students to determine if their goals were met and how class might be made improved in the future. Instructor conducts these interviews as a matter of course.

How will the department evaluate the course and instructor?

Ongoing interest and enrollment. Student evaluations.

**Resources**

Will additional resources (e.g., additional instructional FTE, required technologies) be required to offer this course?
Are there inherent resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)?

No

Will there be an additional fee charged to students taking this course?

No

What existing information resources – print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) – provided by the MSU Library will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

none

Other Supporting Material

Include any additional information you feel is needed to support this request.

Any further considerations not listed on the form:

I have attached the HSTA 491 syllabus from spring 2015. I am in the process of updating the reading list and paper assignments and the weighting for grading purposes for class participation, etc. for spring 2016.

Course Reviewer Comments

Peter Tillack (11/12/15 11:18 am): Rollback: Please rewrite course learning outcomes for this course. They should be written in such a way that student progress toward course outcomes can be measured. It may be helpful to consult syllabi from other American history courses.