1. Please explain how the course SLOs align with the diversification area’s hallmarks.

1. The hallmarks for a Humanities Diversification course are:

DH.1 uses the terminology of historical, philosophical, language or religious studies;

American Studies 201 is a survey course addressing early historical and cultural developments in American society. This inter-disciplinary class enables students to understand American society based on insights from history, literature and social sciences. The course is intended to give students the understanding of key historical concepts and theories, in addition to insights gained from the fields of social science and literary works from the era addressed. Students learn about developments over time during the earlier centuries of American development, focusing on key events and formative eras in the American historical experience. These historical eras are linked
to literary classics that epitomize these ages. They also learn about the interplay between different forces (e.g. experience of the frontier, changes in the institution of the family) which have contributed to the development of America’s diverse culture and evolving society.

The SLOs for this class (made up of stated course objectives and goals as indicated on the syllabus) are that students will:

# 1. Be introduced to the interdisciplinary study of American society through the synthesis of theories, concepts, and insights from history, social science, and literature
# 2. Have a sense of history and shared experience through an analysis of key American novels in their time settings
# 3. Be able to define key cultural concepts drawn from the social sciences: Sociology, History, Economics, Political Science and the Humanities and Literature
# 4. Explain the basic outline of American historical periods: the events, process and individuals who participated in and influenced these eras.

Am Studies 201 SLO’s which address DH 1:

# 1. Be introduced to the interdisciplinary study of American society through the synthesis of theories, concepts, and insights from history, social science, and literature
# 3. Be able to define key cultural concepts drawn from the social sciences: Sociology, History, Economics, Political Science and the Humanities and Literature
# 4. Explain the basic outline of American historical periods: the events, process and individuals who participated in and influenced these eras.

DH.2 involves texts, artifacts, concepts, processes, theories or issues of concern in these studies;

Am Studies 201 requires students to read from novels related to the time periods addressed, as well as learn from lectures and films. The emphasis is on student mastery of a substantive list of cultural concepts and historical events and influences. Some of the concepts students learn about are: ‘Jacksonian democracy and the common man, deTocqueville’s concept of ‘tyranny of the majority’, the concept of Manifest Destiny). Students demonstrate their understanding of these concepts and events in the form of three formal essays, and two written exams.

Am Studies 201 SLO’s which address DH 2:

1. Be introduced to the interdisciplinary study of American society through the synthesis of theories, concepts, and insights from history, social science, and literature
# 3. Be able to define key cultural concepts drawn from the social sciences: Sociology, History, Economics, Political Science and the Humanities and Literature
# 4. Explain the basic outline of American historical periods: the events, process and individuals who participated in and influenced these eras.

DH.3 demonstrates inquiry that involves the methods of study, reflection, evidence-gathering, and argumentation that are employed in these studies

Am Studies 201 requires students demonstrate an awareness of chronology and causal relations. They also must communicate their understanding of important ideologies, cultural concepts and
belief systems which have helped frame American society. There is a focus on students using writing to develop and communicate this awareness of the influential events and concepts which have significantly impacted evolution of American politics and culture. They are required to integrate appreciation for different kinds of sources including secondary information presented via lectures, primary and secondary information imparted via films and music, and cultural reflections in the form of classic novels.

Am Studies 201 SLO’s which address DH 3:

1. Be introduced to the interdisciplinary study of American society through the synthesis of theories, concepts, and insights from history, social science, and literature
2. Have a sense of history and shared experience through an analysis of key American novels in their time settings
3. Be able to define key cultural concepts drawn from the social sciences: Sociology, History, Economics, Political Science and the Humanities and Literature

Explanatory notes. The hallmarks (three for each designation) are posted on the HCC Intranet. In the text-box below, (a) re-state the hallmarks for the diversification designation you are seeking; (b) for each hallmark provide the course SLO(s) that meet each hallmark (statement of the SLOs and their numbers, e.g., SLO#1, should match what is given in the curriculum action form or course syllabus; and (c) explain how the SLO(s) meet each hallmark.

2. Explain assessment strategies you plan to use (or have used, in the case of recertification) to measure the degree to which students exit the course with the expected SLOs. If there are multiple sections of the course, please discuss how assessment will be carried through all sections.

American Studies 201 is always offered as a WI course therefore students write extensively in the form of formal essays analyzing the novels assigned, integrating insights gained from literary depictions with knowledge of historical context gained from primary and secondary historical materials presented in class.

SLO’s # 1 and # 2 are addressed through the novel analysis essays. These formal essays require students to understand the context of these documents, interpret their meaning and insights, and evaluate what qualifications there are in using this kind of source. They also cultivate a sense of different voices and perspectives in historical recounting and interpretation. Since there are required conferences and revisions of drafts, students must justify their reasoning in discussions with the instructor.

The midterm and final exams require explanation of key historical terms and concepts, as well as outlining of knowledge of cause and effect historical relations. These identify student achievement of SLO’s: #1, # 3, and # 4.

Since American Studies is always offered as a WI course, student formal writing enables the instructor to evaluate mastery and knowledge of particular topics, as well as reflection on framing essay questions and assignments. Preliminary drafts and conferences are part of the process, therefore student performance can be gauged regarding their knowledge of critical concepts, their ability to relate specific events to larger influences on American society as well as an ability to summarize key historical causes, effects and comparisons.
Writing samples: Since this course has always and will always be offered as a Writing Intensive course, student work is periodically submitted to be part of the WI assessment process. Students participate in WI end of the semester surveys.

Explanatory notes. For this question, provide a clear connection between the course SLOs (e.g., understand research methodology) with assessment strategies (e.g., quizzes, final project). For multiple sections of the same course, provide a plan for coordinating and assessing these SLOs across sections.

3. How have you used the assessment findings to modify or improve this course?

Readings and guiding questions reflect adjustments based on performance of students in understanding these materials and discussion points.

Writing Intensive writing samples are discussed in periodic meetings of all WI faculty where we discuss strategies to deal with common problems, different methodologies in cultivating needed writing skills, as well as other topics such as how to hone citation and research skills. Since ability to write about historical arguments and support these theses effectively is critical in an American Studies course, the skills assessment and analysis is crucial to helping students be better historians.

Students take an end of the year course evaluation which provides feedback on the learning taking place.

Explanatory notes. If this is a new course, enter “N/A” as an answer. Courses being re-certified should include a summary of how assessment strategies and measures (Question #2) were used to modify or improve the course. Again, if multiple sections of the course are offered, provide an explanation for review of assessment across sections.

Reminder: If this is an application for an EXISTING or MODIFIED course, please attach a copy of your course syllabus that includes information described in the instruction part of this form. If this is a new course proposal, please attach a copy of the Curriculum Action Proposal for a new course.

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**DIVERSIFICATION BOARD DECISION:**

- [x] Approved
- [ ] Not approved

Re-Certification Due: Fall 2016

If not approved, reasons for disapproval:

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COURSE OUTLINE FOR AMERICAN STUDIES 201
"The American Experience"

Instructor: Rick Ziegler
Office: Bldg. 7, Rm. 618
Phone: 845-9253
Email rickzieg@hcc.hawaii.edu

Course Credits: 3
Contact Hrs: 45
Prerequisite: English 100
Humanities/Writing Intensive

Course Description

American Studies 201 offers an introduction to the American experience, with a particular emphasis on its significant values and institutions. The course examines the influence of political, economic, social, and environmental factors, as it explores ideas of individualism, success, and national character. We analyze representative figures from different historical periods to understand dominant values, beliefs, and myths over time. This class will seek to

1. introduce the student to the interdisciplinary study of American society through the synthesis of theories, concepts, and insights from history, social science, and literature

2. give the student a sense of history and shared experience through an analysis of key American novels in their time settings

Goal Statements

The student will, to the instructor’s satisfaction

1. define key cultural concepts drawn from the social sciences - sociology, history, economics, political science, and the humanities and literature (See “American Cultural Literacy/Cultural Concepts”)

2. explain the basic outline of American historical periods - events, processes, and individuals in the
   a) Discovery and Colonial Period
   b) American Revolution and Constitutional Period
   c) Westward Expansion & Settlement Period
   d) Civil War & Reconstruction Period
   e) Industrialization & Urbanization Period
   f) Rise to World Power Period
   g) Political & Social Reform Period
   h) Post-War & Cold War Period
   (see Lecture handouts #1-8)

3. write three 4-5 page papers, with a draft, conference, and re-write to final paper, based on assigned novels, with a synthesis and analysis utilizing cultural concepts and insights from American history
   a) Paper #1 on "The Last of the Mohicans" by James Fenimore Cooper (text)
   b) Paper #2 on "The Adventures of Huckleberry Finn" by Mark Twain (text)
   c) Paper #3 on "Babbitt" by Sinclair Lewis (text)
Evaluation

Grades in this course are based upon the following:

1. PAPERS
   There will be three papers, each five typed pages minimum, analyzing the themes of individualism and conformity in the American Character in the 18th, 19th, and 20th Centuries. These papers will be based on the three novels and related historical and theoretical material, focusing on the major figures of Hawk-eye, Huck Finn, and George Babbitt. Guidelines on the papers will be forthcoming. Since this is a Writing Intensive (WI) course, these papers are a major element in determining the grade for the course. Each paper will require a preliminary draft which will be reviewed and revised by the student and instructor together before the completion of the final project. Each paper will be worth 20% of the final grade, and the three papers together constitute 60% of the course grade.

2. EXAMS
   There will be two exams, one at midterm and one in finals week, covering the related course materials - concepts of cultural literacy and the history lectures which provide the historical and institutional structure for interpreting and analyzing the novels. These two exams make up 30% of the grade, each worth 15%. Attendance and participation in class make up the remaining 10% of evaluation.

Themes and Approaches for American Studies 201

American Studies 201 centers on the American Experience and Character. We will examine the forces which have shaped American Civilization - the ideas, ideals, and values; the experience of the frontier, town, and city; the institutions of the family, work, and business; and the people, leaders, and representative figures of different historical eras.

We will develop the historical, institutional, and social framework in the American Experience through the colonial, national, and modern eras as a background for the Cooper, Twain, and Lewis novels. We will examine how the real historical conditions, values, and experiences are reflected in the novels. We will examine the perspectives taken by the authors in dealing with the major issues of their times. Students will have the opportunity to reflect on the connections between history and culture, art and politics, and technology and values in the writing of their papers.

Course Reading Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Novel</th>
<th>Lectures &amp; Films</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 5</td>
<td>The Last of the Mohicans</td>
<td></td>
</tr>
<tr>
<td>6 - 10</td>
<td>Huckleberry Finn</td>
<td></td>
</tr>
<tr>
<td>11 - 15</td>
<td>Babbitt</td>
<td></td>
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</tbody>
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PERFORMANCE OBJECTIVES FOR AMERICAN STUDIES 201 & 202

THE STUDENT WILL, IN SHORT ANSWER EXAMS AND PAPERS, INTERPRET/DEFINE/DESCRIBE, AND/OR APPLY AND UTILIZE THE FOLLOWING CULTURAL CONCEPTS AND HISTORICAL SUBJECTS FROM AMERICAN HISTORY.

Cultural Concepts

1) UTOPIA & CITY UPON A HILL
2) ROUSSEAU’S STATE OF NATURE
3) LIBERALISM
4) THE MYTH OF THE FRONTIER
5) HAMILTONIAN & JEFFERSONIAN VISIONS
6) THE AGRARIAN MYTH & YOEMAN FARMER
7) MADISON’S CONSTITUTION – LIBERTY & POWER
8) FRANKLIN’S YANKEE/PURITAN WORK ETHIC
9) JACKSONIAN DEMOCRACY & THE COMMON MAN
10) TOCQUEVILLE’S TYRANNY OF THE MAJORITY
11) THOREAU’S WALDEN & CIVIL DISOBEDIENCE
12) THE ANGLO-SAXON MANIFEST DESTINY
13) THE 3/5THS PERSON & INVISIBLE MAN
14) THE ‘GONE WITH THE WIND’ MYTH OF THE OLD SOUTH
15) THE LINCOLN EMANCIPATION & MYTH
16) CONWELL’S ACRES OF DIAMONDS
17) HORATIO ALGER’S RAGS TO RICHES
18) TWAIN’S GILDED AGE & GREAT BARBEQUE
19) CAPTAINS OF INDUSTRY VRS THE ROBBER BARONS
20) VELEBEN’S CONSPICUOUS CONSUMPTION
21) SPENCER & SUMNER’S SOCIAL DARWINISM
22) TURNER’S FRONTIER THESIS
23) THE WHITE MAN’S BURDEN
24) THE CHRISTIAN SOCIAL GOSPEL
25) UNIONISM & CONCEPT OF SOLIDARITY
26) FORD’S ASSEMBLY LINE REVOLUTION
27) TAYLOR’S PRINCIPLES OF SCIENTIFIC MANAGEMENT
28) THE ‘WALTON’ FAMILY VRS THE NUCLEAR FAMILY
29) THE ‘MELTING POT’ VIEW OF IMMIGRANTS
30) THE AMERICAN RADICAL TRADITION
31) WILSONIAN IDEALISM
32) FDR’S NEW DEAL – THE WELFARE & WARFARE STATE
33) SCOTT’S MODEL OF ADVERTISING
34) CONSUMERISM & THE AFFLUENT SOCIETY
35) POTTER’S ‘PEOPLE OF PLENTY’
36) CULTURAL PLURALISM & DIVERSITY
37) REISMAN’S INNER & OTHER-DIRECTED INDIVIDUALS
38) HOFSTADTER’S PARANOID STYLE OF AM. POLITICS
39) C. WRIGHT MILLS’ POWER ELITE & IKE’S ‘MIC’
40) THE FEMININE MYSTIQUE VRS FEMINISM
41) BABY BOOM & GENERATION
42) YANKEE-COWBOY/CONFEDERATE CONFLICT
43) JFK’S NEW FRONTIER & LBJ’S GREAT SOCIETY
44) CONCEPT OF ECOLOGY
45) PERMANENT UNDERCLASS & NEW FEUDALISM

Historical subjects

1) GEOGRAPHY OF THE UNITED STATES
2) EUROPEAN COLONIES IN AMERICA
3) THE EUROPEAN STRUGGLE FOR EMPIRE
4) THE SEVEN YEARS (FRENCH & INDIAN) WAR
5) THE BRITISH COLONIES IN AMERICA
6) THE NEW AMERICAN ENVIRONMENT
7) STEPS TO REVOLUTION
8) THE SHOT HEARD ROUND THE WORLD
9) THE CONSTITUTION OF 1787
10) THE AMERICAN ADVANTAGE
11) AMERICA – A CLEAN SLATE
12) THE WAR OF 1812
13) THE ERA OF GOOD FEELINGS
14) THE FRONTIER WEST
15) KING COTTON & SOUTHERN WAY OF LIFE
16) AMERICAN SECTIONALISM
17) STEPS TO THE CIVIL WAR
18) THE CRISIS OF THE 1850’S
19) 1860 ELECTION & SOUTHERN SECESSION
20) THE CIVIL WAR (1861-65)
21) THE COURSE OF THE CIVIL WAR
22) LINCOLN THE WAR PRESIDENT
23) SURRENDER & RECONSTRUCTION
24) WHITE BACKLASH & END OF RECONSTRUCTION
25) PRECONDITIONS FOR INDUSTRIAL TAKE-OFF
26) THE CORPORATION
27) CONSEQUENCES FOR AMERICANS
28) AMERICA – 1800 TO 1900
29) THE RISE OF THE WEST (& US RESTRAINT)
30) CLOSING FRONTIER & OVERSEAS EXPANSION
31) THE SPOILS OF (SPANISH-AMERICAN) WAR
32) 20TH CENTURY WORLD WARS/AMERICAN ROLE
33) AMERICAN ISOLATION/ALLIED PEACEKEEPING
34) RETHINKING LIBERALISM
35) THE POPULIST MOVEMENT
36) THE PROGRESSIVE MOVEMENT
37) THE 1920’S – THE FIRST MODERN DECADE
38) ECONOMIC WEAKNESSES & GREAT DEPRESSION
39) FRANKLIN ROOSEVELT & NEW DEAL REFORMS
40) POST-WAR HOPES & REALITIES
41) AMERICAN VIEWS/RESPONSES TO COMMUNISM
42) CRISIS, CONFLICTS & LIMITED WARS
43) CONSEQUENCES OF THE COLD WAR
44) CYCLES OF AMERICAN HISTORY (1920’S-1990’S)
45) THE 50’S, 60’S, 70’S, 80’S & 90’S