# Curriculum Proposal

## HUM 17-18 #7

<table>
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<th>Packet Contents</th>
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<td>1.1 <strong>Summary</strong></td>
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### New Course

| 1.2 HST 2799 Religion in America (3 credits) |
| Lib Ed Goal Area 6 |

### Program Modification

| 1.13 History B.A., major |
| 1.16 History B.S., major |

| 1.18 Signatures |
BSU Curriculum Forms

Form 1

Curriculum Modification Summary

College: College of Arts and Sciences
Department: Humanities
Proposer: John Ellis
Proposer’s position: Assistant Professor of Humanities

Describe the modification(s) you propose, and how it (/they) will work to students' advantage. (This description and explanation will be included in Curriculum Report packets forwarded to the Faculty Senate.):

I am proposing a new online course, Religion in America. This course will explore the history of America’s diverse religious traditions since the colonial era and their relationship to historical developments in society, politics, and culture. It will also explore the historical significance of the values, ideologies, and assumptions expressed in the writings of religious leaders, theologians, lay adherents, and secular critics of America’s diverse faith traditions.

The purpose of this course is to provide the students with an additional online Goal Area Six offering in the Liberal Education curriculum. There are relatively few online courses available in Goal Area Six. The purpose of this course is to help fill that gap.

Modifications proposed (specify number of each):
   _____ Course Modification(s) (form 2)
   ____ New Course(s) (form 3)
   ____ Course Drop(s) (form 4)
   ___ Program Modification(s) (form 5)
   ___ New Program(s) (form 6)
   ___ Program Drop(s) (form 7)

The modifications affect (check):
   ____ X Liberal Education
   ____ X Undergraduate Curriculum
   ___ Graduate Curriculum
   ____ Teacher Licensure Program(s)
Course Number: **HST 2799**
   Undergraduate: **X**
   Graduate: 

Course Title: **Religion in America**

Course Description:

*This course explores the history of America’s diverse religious traditions since the colonial era and their relationship to historical developments in society, politics, and culture. We will consider how religion has both acted as a conservative force in society by preserving the status quo AND been the motivation for radical democratic upheaval. We will investigate patterns of religious establishment, revivalism, the influence of science on religion, the rise of a national “civil religion,” changes in denominational structures and theology, secular accommodation, and cycles of denominational growth and change. While we will explore the history of American Christianity, we will also study the influence of other faith traditions. Lib Ed Goal Area 6*

Credits: 3

Prerequisite(s): **None**
   Undergraduate: 
   Graduate: 

1. **Reason(s) for creating this course:**

   *The purpose of this course is to provide the students with an additional online Goal Area Six offering in the Liberal Education curriculum. There are relatively few online courses available in Goal Area Six. The purpose of this course is to help fill that gap.*

2. **How often will this course be offered?** *Spring Semester of Even Years*

3. **What are the student learning outcomes for the course (please precede each outcome with "Students will...")?**

   *By the end of this semester, students will:*
Recognize and examine the key people, events, and themes that shaped American religious history. Students will interpret how and why America’s wide ranging religious traditions have both shaped and been shaped by their social, cultural, and political contexts.

Interpret the historical significance of the values, ideologies, and assumptions expressed in the writings of religious leaders, theologians, lay adherents, and secular critics of America’s diverse faith traditions. Students will likewise interpret the historical significance of religious rituals and visual art.

Refine their critical thinking, speaking, reading, and writing skills. Students will read several hundred pages of text, analyze and evaluate the perspectives of the authors’ of these readings, and construct their own interpretations in writing and online discussion.

Create sound historical arguments. Students will both investigate primary sources and debate historians’ clashing views in order to practice the skills that historians use to examine the past.

4. What are the major content areas for the course?

- The Great Chain of Being and its theological justifications
- Socio-cultural challenges to the Chain of Being during the early modern era
- An introduction to Reformation theology
- Puritanism and the ideal of a “covented community” in early New England
- Witchcraft and folk magic in early America
- Established churches and disestablishment in pre-Revolutionary America
- Pietism, Quakerism, Judaism, Anglicanism, Puritanism, Baptism, and the resulting religious diversity in early America
- The First Great Awakening: theology and socio-cultural ramifications
- Religion’s effects on the American Revolution and vice versa
- Classical Republicanism
- Deism, Unitarianism, and the Enlightenment
- The Separation of Church and State and its political, economic, and theological justifications
- Civil Religion in the early republic
- The Voluntary Principle in the early republic
- The Second Great Awakening
- Protestant Reform Movements in antebellum America
- The Baptists, Methodists, and marketplace of religion in the early republic
- African American religion and abolitionism in the early republic
- Feminism and religion in the early republic
- Millennialism and Utopianism
- The ideology of American Exceptionalism in antebellum America
- Anti-Catholicism and nativism
- The socio-cultural consequences of the antebellum ideologies of “conscience,” “Christian Perfection,” and “progress”
- Religion in the era of the Civil War and Reconstruction
- Urban revivalism during the Gilded Age
- The expansion of Catholicism and Judaism during the Gilded Age
- Darwinism, Higher Criticism, and Scientific Modernism
- Theosophy, Christian Science, and other “outsider” faiths
- The Gospel of Wealth vs. The Social Gospel
- The Temperance Movement and Progressivism
- The Americanist vs. Traditionalist debate within Gilded Age Catholicism
• The socio-cultural contexts and theologies of the Holiness, Pentecostal, Fundamentalist, and other “disaffected” churches
• Fundamentalism and the “cultural crisis” of the 1920s
• The Scopes Trial and its consequences
• Just War Theory during WWII
• Religious Revalism during 1950s America
• Judaism and Catholicism enter the religious mainstream
• Civil Religion during the 1950s and 60s
• The Second Vatican Council and its ramifications
• The “Cultural Wars” of the late twentieth century
• The Counterculture, New Left, and the Religious Left
• African American Christianity and the Civil Rights Movement
• Christianity, Second Wave Feminism, and the Gay Rights Movement
• New Age Religion
• The difference between evangelicalism and fundamentalism
• The difference between pentecostalism and charismatism
• The Religious Right and the Moral Majority
• The decline of religious adherence in the early twenty-first century
• Immigration, globalization, and religious diversity in the early twenty-first century

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? D2L

7. What is the projected maximum class size (cap)? 25 Students

8. What qualified faculty will be available to teach this course? John Ellis

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available? None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
   Amount per student: $ 0.00
   For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof.” Ever since the First Amendment incorporated the disestablishment clause into the Constitution, Americans have both been stirred by the promise of religious freedom and debated its meaning in a land of diversity. On the one hand, the Founders agreed that America should not have a national religious establishment, and they boldly acted to secularize the government. On the other, the disestablishment clause did not initially apply to the states, and from the beginning, Americans have disagreed on the degree to which there should be a separation of church and state. For instance, Connecticut citizens had to pay a state tax to the Presbyterian Church until the 1820s.

While research polls have demonstrated that the proportion of Americans who have no religious affiliation has steadily increased since the year 2000, it is also evident that religion continues both to shape and divide the nation. For instance, a federal court ruled in 2016 that a Kentucky theme park that created a life-sized Noah’s Ark and openly questioned evolution could get an $18 million sales tax rebate. In the same year, the North Carolina state government first passed and then repealed a law stating that transgender persons must use public restrooms that matched the sex named on their birth certificates, rather than their gender identities. Critics argued that it was unconstitutionally premised on religious principles. Just this summer, SCOTUS agreed to hear the case of a Colorado baker, who cited religious grounds to refuse to sell a wedding cake to a gay couple. Twenty-first-century Americans continue to struggle over how to make religious liberty a reality.

Course Description and Class Objectives
We will explore the history of America’s diverse religious traditions since the colonial era and their relationship to historical developments in society, politics, and culture. We will consider how religion has both acted as a conservative force in society by preserving the status quo AND been the motivation for radical democratic upheaval. We will investigate patterns of religious establishment, revivalism, the influence of science on religion, the rise of a national “civil religion,” changes in denominational structures and theology, secular accommodation, and cycles of denominational growth and change. While we will explore the history of American Christianity, we will also study the influence of other faith traditions.

By the end of this semester, students should:

- Recognize and examine the key people, events, and themes that shaped American religious history. Students will interpret how and why America’s wide ranging religious traditions have both shaped and been shaped by their social, cultural, and political contexts.
- Interpret the historical significance of the values, ideologies, and assumptions expressed in the writings of religious leaders, theologians, lay adherents, and secular critics of America’s diverse faith traditions. Students will likewise interpret the historical significance of religious rituals and visual art.
- Refine their critical thinking, speaking, reading, and writing skills. Students will read several hundred pages of text, analyze and evaluate the perspectives of the authors’ of these readings, and construct their own interpretations in writing and online discussion.
- Create sound historical arguments. Students will both investigate primary sources and debate historians’ clashing views in order to practice the skills that historians use to examine the past.
Course Reading

Required Book for Everyone:


You Will Read One of the Following. Wait to Buy Until I Assign Your Reading.


You may purchase the books either in the college bookstore or online to find better prices, but you will need the Allitt book in hand at least one week before our first discussion week.

Students must read the Allitt text for the discussion week indicated. The instructor may assign additional texts throughout the semester.

Assignments Overview
I reserve the right to alter the assignments and their point values at my discretion.

<table>
<thead>
<tr>
<th>Your assignments:</th>
<th>Points Possible:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>20</td>
<td>See Schedule</td>
</tr>
<tr>
<td>Lecture Homework</td>
<td>198 (18 x 11 Lectures)</td>
<td></td>
</tr>
<tr>
<td>Exam 1</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Exam 2</td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>Term Paper</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Discussion Wk. Participation</td>
<td>200 (40 x 5)</td>
<td></td>
</tr>
<tr>
<td>Mini-Discussions</td>
<td>135 (15 x 9)</td>
<td></td>
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</tbody>
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**Total** 1203

Grading Scale (By %):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93.0-100.0</td>
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<tr>
<td>A-</td>
<td>90.0-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.0-89.9</td>
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<tr>
<td>B</td>
<td>83.0-86.9</td>
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<tr>
<td>B-</td>
<td>80.0-82.9</td>
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<td>C+</td>
<td>77.0-79.9</td>
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<td>C</td>
<td>73.0-76.9</td>
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<td>C-</td>
<td>70.0-72.9</td>
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<td>D+</td>
<td>67.0-69.9</td>
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<td>63.0-66.9</td>
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<td>D-</td>
<td>60.0-62.9</td>
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<td>E</td>
<td>59.9 or less</td>
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Graded Assignments

Exams
The class will be broken into two large units, each covering a distinct time period. Each of the two open-book exams will consist of one essay question and two short-answer questions, all of which will cover the lectures. I will provide the essay and short-answer questions on the Friday before each “test week.” The students will then have next nine days to complete the exam and turn it in through Dropbox on D2L in Microsoft Word format by no later than the following Sunday.

Each essay will be double-spaced in Times New Roman 12-point font. Students will write each essay as a formal paper with a thesis argument, body paragraphs to support the thesis, a conclusion, and in-text citations. The first exam essay must be 3-4 double-spaced pages long (975-1300 words). The second exam’s essay must be 4-5 double-spaced pages long (1300-1625 words). The students should use the information from my lectures as evidence to defend their theses. Essays must cite the lectures at least once per body paragraph. Students may also cite the Allitt text, but they are not required to do so. Use parenthetical citations (Ellis, lecture number) or (Allittt, page number). The essays must not include exact quotes from any source. Paraphrase instead of quote.

Each short-answer question will require a one-paragraph response (75-100 words). The answers to these questions will not require citations. The lectures provide the material needed to answer them.

I will provide additional directions and grading criteria before the first exam. The second exam will not be comprehensive, but it will be worth more points to reflect the more detailed answer required.

Quiz
One short, open-book quiz will be posted on D2L at the start of the semester. It will cover topics in the syllabus and the layout of the class on D2L.

Discussion Weeks
Five times during this semester, we will have weeks devoted to discussion and debate. These debates will occur on a discussion board that I will create on D2L. This discussion board will only be open during the discussion week, and it will close afterward. One week before the discussion, each student will be assigned to one of four possible groups. Each group will consist of two or more students. In preparation for each of these discussions, all students will read one chapter in the Major Problems book covering a clashing views related to American religious history. Each chapter includes two secondary sources written by historians and several primary sources.

- The first post for each student in the first group will consist of two paragraphs: The first paragraph will defend the first historians’ perspective by describing both the author’s thesis and at least two pieces of supporting evidence used by the historian in the Major Problems text. The students in group one should defend their historians’ thesis as if it was their own. This paragraph must be five sentences long. It should be written as a self-encapsulated mini-essay.

  The second paragraph will address one or two open-ended questions that I will pose to the entire class. There will be no “right” or “wrong” answers. The students in group one should use insight from the first historian to inform their responses. This paragraph must be five to six sentences long. It should be written as a self-encapsulated mini-essay.
Each student will make his or her initial post, consisting of both paragraphs, by *no later than Tuesday* of the discussion week.

- The first post for each student in the second group will consist of two paragraphs: The first paragraph will defend the second historians’ perspective by describing both the author’s thesis and at least two pieces of supporting evidence used by the historian in the *Major Problems* text. The students in group two should defend their historians’ thesis as if it was their own. This paragraph must be five sentences long. It should be written as a self-encapsulated mini-essay.

  The second paragraph will address one or two open-ended questions that I will pose to the entire class. There will be no “right” or “wrong” answers. The students in group two should use insight from the second historian to inform their responses. This paragraph must be five to six sentences long. It should be written as a self-encapsulated mini-essay.

Each student will make his or her initial post, consisting of both paragraphs, by *no later than Tuesday* of the discussion week.

- The first post for each student in the third and fourth groups will consist of two paragraphs: The first paragraph will analyze a pre-assigned set of primary sources. This paragraph will address one or more of the following questions (I will assign each student in each group a question): Who wrote your primary sources? Who are the intended audiences? What do they argue or relate? Do they better support the thesis of the first or second historian? This paragraph must be five sentences long. It should be written as a self-encapsulated mini-essay.

  The second paragraph will address one or two open-ended questions that I will pose to the entire class. There will be no “right” or “wrong” answers. The students in groups three and four should use insight from their primary sources to inform their responses. This paragraph must be five to six sentences long. It should be written as a self-encapsulated mini-essay.

Each student will make his or her initial post, consisting of both paragraphs, by *no later than Tuesday* of the discussion week.

- *After* all of the students in groups one through four have made their initial posts, each student in these four groups must reply to another student’s response to the open-ended question. This reply should be at least three or four thoughtful sentences long, and it should either rebut or defend the other student’s response OR ask the student for further elaboration. The replies must be respectful. They may question ideas and interpretations, but they should not be demeaning. These replies must be posted by *no later than Wednesday* of discussion week. The students who receive replies should then reply to these rebuttals and/or questions. If a student receives no replies, then he or she should instead reply to a question and/or rebuttal directed to another group member. The second set of replies must be posted by *no later than Thursday*.

Each student will also complete a five-question assignment covering the *Major Problems* chapter before each discussion day. The questions’ answers are required to be paragraph-length. This homework assignment will be due by the *Tuesday* @ 9:00 PM at the start of the discussion week through Dropbox on D2L in Microsoft Word format.
The homework assignment will be worth 20 points, and the discussion board post will be worth 20 additional points. In other words, each discussion week will be worth 40 points total.

I will provide additional directions and grading criteria before the first discussion week.

Online Lectures and Weekly Lecture Homework
Every week of class I will post one three-part lecture under the “Materials” folder in D2L. The lectures will be posted the weekend before the start of each week. On the five discussion weeks, I won’t post lectures. The lectures, which are recorded in video format, will be accompanied by a PowerPoint file. Students are expected to finish taking notes on these lectures by the end of the week they are posted.

To help the students become engaged with the lectures, they will complete a homework assignment every week that will cover the lectures that are posted. I will ask six questions for each lecture that is posted. The questions will be posted at the same time as the lectures for a given week. The students’ typed answers will be due by the following Sunday (seven days after the questions are posted) through Dropbox on D2L in Microsoft Word format. Each question asked will be worth three points.

Mini-Discussions (not to be confused with discussion weeks 😊)
On the weeks during which we have neither a Major Problems debate nor an exam due, I will post one open-ended discussion question. The question for each week will relate to the lectures. The students will answer the question on a designated discussion board that I will create on D2L. The students’ initial posts should be at least five thoughtful sentences long. Each student should then reply to at least one post from another student in at least three thoughtful sentences. Since each question is open-ended, there will be no “right” or “wrong” answers, but I expect the discussion board posts to be both thoughtful and respectful. The initial posts are due on Thursday of the given week. The replies are due on Sunday. Participation in each mini-discussion is worth 15 points.

Term Paper
This six-page paper will help you to develop your analytical and writing skills. To prepare, you will first read either The Color of Christ, Religion in American Politics, Summer for the Gods, or Selling God. After reading your book, draw upon insight from it AND at least two primary sources AND two secondary sources from the discussion day readings to answer one of the following questions: How has religion shaped and/or adapted to the American values of liberty and democracy, OR how has religion shaped and/or adapted to the American value of consumerism? (Chose the question that fits your book’s focus.) In other words, what does the nation’s religious legacy say about the meaning of being American? Your paper will also address the following secondary questions: What is your book’s thesis? What evidence and methods of persuasion does the author use to support his argument to the audience? Do you find the book’s argument persuasive? Why or why not? In your conclusion, consider how you feel religion continues to shape American society today. The paper will be double-spaced in Times New Roman 12-point font. You will write the paper as an essay with a thesis argument, body paragraphs to support the thesis, a conclusion, in-text citations, and a works cited page. I will provide additional directions and grading criteria before the first exam. Please see my statement on academic integrity below.
**Late Assignments and Make-Ups**

I don’t curve the final grade. I don’t predetermine the number of As, Bs, Cs, Ds, and Fs. You hold your destiny in your own hands.

Late term papers will be accepted no more than one day after they are due and will result in a one-letter grade loss. To take a make-up exam, students must provide either a signed doctor’s excuse on letterhead or, in the case of a wedding or funeral, a printed program. Unless a student is ill or injured, students must also notify me one day in advance that they will miss an exam. I reserve the right to make exceptions for extenuating circumstances.

**Student Conduct**

Students are expected to be aware of Bemidji State University’s policies regarding classroom conduct, academic integrity, student diversity, and students with special needs.

**Online Classroom Conduct**

Students are expected to assist in creating an online environment that is conducive to learning. Incivility and disruptive behavior will not be tolerated and may result in a request to leave class.

**Academic Integrity**

BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating, and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University. If you have any questions regarding the definition of plagiarism, please discuss them with your instructor. **Your instructor defines plagiarism as directly copying four or more words without using quotes or paraphrasing someone else’s work without a citation. Plagiarized term papers will not receive credit.**

**Student Diversity**

This course is designed to accommodate students of varying abilities, skills, and backgrounds. Students are expected to be collegial with one another and accepting of their classmates’ diversity, including but not limited to differences in race, class, gender, ethnicity, national origin, religion, and political views. Disciplinary action will be taken if a student engages in sexual harassment or contributes to the creation of a hostile environment.

**Students with Special Needs**

I would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please contact me as soon as possible. It is also possible to contact Disability Services, it is your responsibility to register with the Disabilities Services Office and to inform your instructor. Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjistate.edu

**Mental Health & Counseling**

You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns.
Some Final Things
Remember I am always there and willing to help. If you need help, make sure to stop by during my office hours or schedule another time to see me. However, I can only help, if you talk to me. If you have problems, ask me as soon as they come up so we can work them out.

DAILY SCHEDULE

The Week Of:
Monday January 8- Sunday January 14
• Class Introductory Announcements and Syllabus Posted on D2L
• Lecture 1: The Unintended Religious Diversity of England’s First Colonies, 1607-1693
• Open-Book Syllabus Quiz and Lecture Homework, due Sunday @ 9:00 PM

Monday January 15-Sunday January 21
• Lecture 2: The Unintended Religious Diversity of England’s First Colonies, 1607-1693
• Lecture Homework and Mini-Discussion Post, due Sunday @ 9:00 PM

Monday January 22-Sunday January 28
• First Discussion Week; Discussion Week Homework due Tuesday @ 9:00 PM

Monday January 29-Sunday February 4
• Lecture 3: Religion During the Era of the American Revolution, 1760s-1790s
• Lecture Homework and Mini-Discussion Post, due Sunday @ 9:00 PM

Monday February 4-Sunday February 11
• Lecture 4: The Second Great Awakening, 1787-1830s
• Lecture Homework and Mini-Discussion Post, due Sunday @ 9:00 PM

Monday February 12-Sunday February 18
• Second Discussion Week; Discussion Week Homework due Tuesday @ 9:00 PM

Monday February 19-Sunday February 25
• Lecture 5: Pursuing the Millennium in Antebellum America, 1800s-1850s
• Lecture Homework and Mini-Discussion Post, due Sunday @ 9:00 PM

Monday February 26-Sunday March 4
• Third Discussion Week; Discussion Week Homework due Tuesday @ 9:00 PM

Monday March 5-Sunday March 11
• Lecture 6: Taking the Chance Out of Choice: Antebellum America’s Conscience, 1800s-1860s
• Lecture Homework and Mini-Discussion Post, due Sunday @ 9:00 PM

Monday March 12-Sunday March 18
• Lecture 7: The Bond of Religion: Cities, Immigrants, and the South in Post-Civil War America, 1860s-1890s
• Lecture Homework, due Sunday @ 9:00 PM
• First Exam, due Thursday @ 9:00 PM

Monday March 19-Sunday March 25
• Lecture 8: The New Intellectual Climate: Darwinism and Higher Criticism, 1860s-1890s
• Lecture Homework and Mini-Discussion Post, due Sunday @ 9:00 PM

Monday March 26-Sunday April 1
• Fourth Discussion Week; Discussion Week Homework due Tuesday @ 9:00 PM

Monday April 2-Sunday April 8
• Lecture 9: New Frontiers for the Churches: Industrialization, Immigration, and Urbanization, 1860-1900
• Lecture Homework and Mini-Discussion Post, due Sunday @ 9:00 PM
• Term Paper, due Sunday @ 9:00 PM

Monday April 9-Sunday April 15
• Lecture 10: The “Disaffected” Churches and the Ebbing Tide of Protestantism, 1900-1929
• Lecture Homework and Mini-Discussion Post, due Sunday @ 9:00 PM

Monday April 16-Sunday April 22
• Fifth Discussion Week; Discussion Week Homework due Tuesday @ 9:00 PM

Monday April 23-Sunday April 29
• Lecture 11: The Return to Faith and the Quest for Consensus: 1941-1963 (mini-lecture)
• Lecture 12: A Fragmented America: The New Left and Religious Right, 1960s-present
• Lecture Homework and Mini-Discussion Post, due Sunday @ 9:00 PM

Second Exam, due Tuesday, May 2nd @ 9:00 PM

All portions of this syllabus are subject to change.
BSU Curriculum Forms

Form 5

Program Modification Form

Programs to be modified: **History B.A., major**

List all proposed change(s):

1) **Add Religion in America to “III Other Required Electives” in both the History BA and History BS Majors**

Reason(s) for the change(s):

1) **This is a history class that should count toward the history major.**

Note: In order to avoid hidden prerequisites, if a course is being dropped from this program (but **not** from the entire curriculum), please check for which remaining courses may include this dropped course as a prerequisite. Course prerequisites may be found in the online catalog (http://www.bemidjistate.edu/academics/catalog/). Remedies for hidden prerequisites may be found under Curriculum Forms at (http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/).

Note: If a course from another department/program was either added to or dropped from this program, please notify the chair/coordinator of that course's department/program and indicate the following:
The course’s home department/program was notified of the addition or dropping of their course(s) on__________ (date) by_________________________ (mail, email, or phone).

Please check one of the items below:

______ No comments were received from other programs or departments within one week of the notification.

______ Comments were received within one week of the notification, and are attached.

Note: If this is a joint program, the signatures of both department chairs (and both deans, if different colleges) must be provided.

Alert: Attach a copy of the current program showing the marked changes. Please copy the current program from the online catalog (http://www.bemidjistate.edu/academics/catalog/) and paste it into Word. Then use either the Track Changes feature under Tools, or the underline and strikethrough Font feature under Format. (Please note that the Track Changes feature may be easily switched on and off by holding down the Ctrl+Shift+E keys.)
History, B.A. major

Required Credits: 40
Required GPA: 2.25

I REQUIRED COURSES

COMPLETE THREE OF THE FOLLOWING COURSES:

- HST 1114 United States History I, to 1877 (3 credits)
- HST 1115 United States History II, since 1877 (3 credits)
- HST 1304 World History I, Prehistory-1500 (3 credits)
- HST 1305 World History II, 1500-Present (3 credits)

COMPLETE ONE OF THE FOLLOWING COURSES:

- HST 2800 Reacting to the Past (3 credits)
- HOPR 1104 The Unity and Diversity of Knowledge (2 credits)

COMPLETE ONE OF THE FOLLOWING COURSES:

- HST 4600 History Portfolio (1 credit)
- HST 4783 Senior Thesis in History (3 credits)

II REQUIRED ELECTIVES

A. AMERICAN/UNITED STATES
SELECT 1 OF THE FOLLOWING COURSES:

- HST 2667 Men and Women: Gender in America (3 credits)
- HST 3117 American Revolutionary Era, 1763-1800 (3 credits)
- HST 3128 Testing Democracy: Reform in Nineteenth-Century America (3 credits)
- HST 3137 Civil War and Reconstruction, 1844-1877 (3 credits)
- HST 3159 The World at War, 1931-1945 (3 credits)
- HST 3187 American West (3 credits)

B. EUROPEAN
SELECT 1 OF THE FOLLOWING COURSES:

- HST 2218 Medieval Europe (3 credits)
- HST 2228 Renaissance and Reformation Europe (3 credits)
- HST 3208 Greece And Rome, 1500 BCE-500 CE (3 credits)
- HST 3258 The Roman Civil Law Tradition (3 credits)
- HST 3268 The Roman Revolution, 200 BCE-CE 14 (3 credits)

C. NON-WESTERN
SELECT 1 OF THE FOLLOWING COURSES:
HST 2700 The History of World Religions (3 credits)
HST 3409 Colonialism and Modernization in the Non-Western World (3 credits)
HST 3419 East Asia (3 credits)
HST 3429 South and Southeast Asia (3 credits)
HST 3449 Middle East (3 credits)
HST 3459 Latin America (3 credits)

III OTHER REQUIRED ELECTIVES

SELECT 16-19 SEMESTER CREDITS OF HISTORY COURSES NUMBERED AT THE 2000 LEVEL OR ABOVE.

(HST 2799 will fall under this section as a choice of HST electives 2000 level or above)

RELEVANT COURSES IN ALLIED DISCIPLINES LISTED BELOW MAY BE INCLUDED WITH THE CONSENT OF THE DEPARTMENT CHAIR (UP TO 6 CREDITS)

- ENGL 2340 The American Film (3 credits)
- ENGL 2350 American Literature, to 1865 (3 credits)
- ENGL 2355 American Literature, 1865 to Present (3 credits)
- ENGL 2357 British and World Drama (3 credits)
- ENGL 2358 British and World Poetry (3 credits)
- ENGL 2359 British and World Prose (3 credits)
- HUM 3107 Topics in Cultural Studies (1-4 credits)
- INST 2201 Creation to Contact (3 credits)
- INST 2202 Survivance Since Contact (3 credits)
- INST 3307 Ojibwe History (3 credits)
- PHIL 3310 Ancient and Medieval Philosophy (3 credits)
- PHIL 3320 Modern Philosophy (3 credits)
- PHIL 3330 Nineteenth Century Philosophy (3 credits)
- PHIL 3340 Twentieth-Century Philosophy (3 credits)
- POL 4200 Constitutional Law (3 credits)
- PSY 4487 History and Systems of Psychology (3 credits)
- SPAN 4418 Medieval and Golden Age Literature (3 credits)
- SPAN 4426 Latin American Culture and Civilization (3 credits)
- SPAN 4427 Spanish Culture and Civilization (3 credits)
History, B.S. major

Required Credits: 40
Required GPA: 2.25

I REQUIRED COURSES

COMPLETE THREE OF THE FOLLOWING COURSES:

- HST 1114 United States History I, to 1877 (3 credits)
- HST 1115 United States History II, since 1877 (3 credits)
- HST 1304 World History I, Prehistory-1500 (3 credits)
- HST 1305 World History II, 1500-Present (3 credits)

COMPLETE ONE OF THE FOLLOWING COURSES:

- HST 2800 Reacting to the Past (3 credits)
- HOPR 1104 The Unity and Diversity of Knowledge (2 credits)

COMPLETE ONE OF THE FOLLOWING COURSES:

- HST 4600 History Portfolio (1 credit)
- HST 4783 Senior Thesis in History (3 credits)

II REQUIRED ELECTIVES

A. AMERICAN/UNITED STATES

SELECT 1 OF THE FOLLOWING COURSES:

- HST 2667 Men and Women: Gender in America (3 credits)
- HST 3117 American Revolutionary Era, 1763-1800 (3 credits)
- HST 3128 Testing Democracy: Reform in Nineteenth-Century America (3 credits)
- HST 3137 Civil War and Reconstruction, 1844-1877 (3 credits)
- HST 3159 The World at War, 1931-1945 (3 credits)
- HST 3187 American West (3 credits)

B. EUROPEAN

SELECT 1 OF THE FOLLOWING COURSES:

- HST 2218 Medieval Europe (3 credits)
- HST 2228 Renaissance and Reformation Europe (3 credits)
- HST 3208 Greece And Rome, 1500 BCE-500 CE (3 credits)
- HST 3258 The Roman Civil Law Tradition (3 credits)
• HST 3268 *The Roman Revolution, 200 BCE-CE 14* (3 credits)

C. NON-WESTERN

SELECT 1 OF THE FOLLOWING COURSES:

• HST 2700 *The History of World Religions* (3 credits)
• HST 3409 *Colonialism and Modernization in the Non-Western World* (3 credits)
• HST 3419 *East Asia* (3 credits)
• HST 3429 *South and Southeast Asia* (3 credits)
• HST 3449 *Middle East* (3 credits)
• HST 3459 *Latin America* (3 credits)

III OTHER REQUIRED ELECTIVES

SELECT 16-19 SEMESTER CREDITS OF HISTORY COURSES NUMBERED AT THE 2000 LEVEL OR ABOVE.

*(HST 2799 will fall under this section as a choice of HST electives 2000 level or above)*

RELEVANT COURSES IN ALLIED DISCIPLINES LISTED BELOW MAY BE INCLUDED WITH THE CONSENT OF THE DEPARTMENT CHAIR (UP TO 6 CREDITS)

• ENGL 2340 *The American Film* (3 credits)
• ENGL 2350 *American Literature, to 1865* (3 credits)
• ENGL 2355 *American Literature, 1865 to Present* (3 credits)
• ENGL 2357 *British and World Drama* (3 credits)
• ENGL 2358 *British and World Poetry* (3 credits)
• ENGL 2359 *British and World Prose* (3 credits)
• HUM 3107 *Topics in Cultural Studies* (1-4 credits)
• INST 2201 *Creation to Contact* (3 credits)
• INST 2202 *Survivance Since Contact* (3 credits)
• INST 3307 *Ojibwe History* (3 credits)
• PHIL 3310 *Ancient and Medieval Philosophy* (3 credits)
• PHIL 3320 *Modern Philosophy* (3 credits)
• PHIL 3330 *Nineteenth Century Philosophy* (3 credits)
• PHIL 3340 *Twentieth-Century Philosophy* (3 credits)
• POL 4200 *Constitutional Law* (3 credits)
• PSY 4487 *History and Systems of Psychology* (3 credits)
• SPAN 4418 *Medieval and Golden Age Literature* (3 credits)
• SPAN 4426 *Latin American Culture and Civilization* (3 credits)
• SPAN 4427 *Spanish Culture and Civilization* (3 credits)
BSU Curriculum Forms
Form 8
Updated: 09.18.15
Signatures

John Ellis / Assistant Professor of Humanities / 09.11.2017
Proposer / Title / Date

Brendan McManus / Humanities Department Chair / 09.12.2017
Chair or Director / Department or Program / Date
Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the department's faculty."--IFO/MnSCU Master Agreement 2009-2011, 20.A.3 (p. 80).

At this point, packet goes to Records Office/Curriculum Coordinator to be logged in to the Curriculum Proposal Progress Grid.

Colleen Greer / Dean of College of Arts and Sciences/ 10.09.2017
Dean / College / Date

Note: If proposal is sent back to the Proposer, please notify the Curriculum Coordinator. If approved, packet goes to Academic Affairs Office.