

FEB 13 1990

10-10

1. Department: Law
 2. Course Number: 800
 3. Course Title: Business Law
 4. Department Chair: _____
 5. Course Chair: _____

6. Department Chair Signature: _____
 7. Course Chair Signature: _____
 8. Proposed for this W-course (see instructions below)

Professor(s) Charles D. Cashdollar
D. E. Miller

Writing Sample: One of two pages. This sample should describe the characteristics of the content or students which would help the faculty understand your proposal. See attached list

Other comments: _____

WRITING SUMMARY -- HI 363 Thought and Culture in Early America

HI 363 Thought and Culture in Early America is proposed for identification as a "W" course. The course, taught during the Fall semester, demonstrates the

5. NOTE-TAKING. Because there is no standard textbook for this course, much of the content is presented in lectures. Students are encouraged to take their notes in a double-entry format--that is, one side of a page for recording the lecture and the opposite for making later notations about implications, questions, and insights that the student sees. This encourages students to see history as interpretation and to engage in interpretation

themselves. Notebooks are not collected or graded.

THOUGHT AND CULTURE IN EARLY AMERICA

Fall Semester 1989

Dr. Charles Cashdollar

I. COURSE OBJECTIVES

A. Framing Historical Argument--Reading, Writing, and

important questions, what they consider good evidence, and how they organize their thoughts to convince others. You should be able to recognize this when you read or listen to others, and you should be able to do it yourself when you write or discuss.

B. Cultural Literacy and Appreciation. You should be familiar with the people, terms, examples of material culture, and events that enable you to see the world around you with

Cultural Nationalism and American Literature
Cultural Nationalism and American Science

The Romantic World--Early Nineteenth-Century America

Romanticism Defined and Transported
The American Wilderness through Romantic Eyes
Discussion: Cooper, Deerslayer
The Romantic Spirit in American Art
The Romantic Spirit in American Music
Andrew Jackson: Man of Nature

Escape and Reform: The Two Faces of Jacksonian America
Emerson: From Unitarianism to Transcendentalism
Discussion: Miller, ed., American Transcendentalism
Religion & Medieval Heritage: High Church Religion

Charles Finney and American Revivalism
Ante-Bellum Reform: Theories and Interpretations
Abolition, Class, Catholicism, Revivalism

Slavery and the South's Peculiar Romanticism
The Utopian Impulse: A City Upon a Hill Revisited

D. Demonstrate Your Ability to Write Historical Essays. You will write four 3-5 page essays during the semester; these will help you with Course Objectives A and C. Questions for

each are attached. You must revise the first essay and resubmit it for a possible higher grade; you may revise and resubmit essays 2 and 3; the last essay, which is turned in at the final examination, may not be revised. [60% of your course grade.]

(Graduate students: for Essay # 3, your topic and length

are different; see assignment sheet.)

E. Demonstrate Your Knowledge of Important People, Terms, Artifacts, and Events. Three tests (two during the semester and one in the final examination period) will evaluate

your progress with Course Objectives B and C. The tests, each of which will be cumulative, will include a variety of questions requiring responses of a paragraph or less. [25% of your course grade.]

IV. SUMMARY OF COURSE GRADING

Four Take-Home Historical Essays	60%
Three In-Class Tests	25%
5x8 Cards and Short Papers on Books	15%

"WHAT'S IN THE BOOK CARD"

**One of the keys to being a good reader is to realize that you read
different kinds of books differently.**

[The remainder of the page is obscured by heavy horizontal black bars, likely representing redacted content or a scanning artifact.]

(Sample Questions)

HISTORICAL ESSAYS

QUESTION CHOICES FOR ESSAY # 1. Do only one.

1. One important aspect of this course is its attempt to understand how and why ideas and value systems change. During these first weeks we have studied various transformations of

are the most important causal factors for changes of ideas?

You may define "change" on a smaller scale (like modifications within Puritan thought) or on a larger scale (like from Puritanism to the Enlightenment) or both--whatever you think best. The important thing is that you have some good ideas and provide

examples to back them up. Enumerating various factors is good; if you can assign relative importance to them, that is better. If you can link factors into a reasonably coherent theory of intellectual change, that would be great.

2. You are preparing a lecture entitled "The Roots of Modern America." You intend to indicate those elements from the pre-1800

QUESTION FOR ESSAY # 3.

Read at least two books from the course bibliography and then write an essay based on the reading. Do not simply summarize the reading. One of the points of this essay is to see what you can do on your own. This time you have to find a significant historical question, pose it clearly, consider what its subsidiary parts are, and then set out your answer to it.

Graduate Students please note: Because graduate students are expected to master the subject with a thoroughness not usually expected of undergraduates, your third essay will be more

Instead, you should choose a topic from the course and write an historiographic essay which provides an overview and

~~evaluation of historical writing on this topic. Sample~~

historiographic essays are available from the professor. Length should be approximately 12-15 pages.

CHECK LIST FOR HISTORICAL ESSAYS
(mark and attach to front of your essay)

_____ #3, did you choose a historically appropriate question for yourself?]

_____ Does your paper take a clear position on the question? That is, does it have a thesis? Would any reasonable reader be able to tell easily what it is?

_____ Have you supported your position well?

_____ Have you included the sub-theses (sub-points) that you need to develop your main point?

_____ Have you backed them up with evidence? Does your evidence fit the argument; that is, does it prove what you say it does?

_____ Have you given credit to other historians when you used their ideas? (although you do not have to have formal footnotes or citations, the reader must be able to tell which ideas are originally yours and which are not.)

_____ Are your points arranged in the most convincing