

Department History

Course Number 374/474

Course Name: **Americans Meet the World**

## **AREAS OF INQUIRY**

### **GLOBAL AND MULTICULTURAL PERSPECTIVES**

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This form must be submitted to the Faculty Council on Liberal Learning and Academic Life as part of the submission process.

Please attach a proposed syllabus for this course and the Undergraduate Curriculum Course Proposal Form.

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DEADLINE FOR PROPOSALS: **September 16, 2005**

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Please answer the following questions:

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**Check Only One:**

- ◇ This course is an existing course (in the current curriculum) that we are now proposing for this Area of Inquiry.
- ◆ This is a new course that we are now proposing for this Area of Inquiry.

1. Name and contact information for the department chair administrating this course.

Dr. Shumet Sishagne, Chair of the History Department

594-7118

sishagne@cnu.edu

2. In any given semester, how many sections of this course is your department willing to offer?

1 section (possibly in spring, followed by a summer travel component)

3. Why is this course being offered/what is it designed to achieve (Course purpose/goal) ?

This course seeks to introduce upper-division students – especially those who aspire to travel and/or study abroad while attending CNU – to an exciting new area of scholarship in American foreign relations and international relations. Students will examine the many ways Americans in the past have encountered the world, its inhabitants and cultures, and situate Americans in an international context. Broadly speaking, this class will look at the concepts of *globalization* and *multiculturalism* from the historical laboratory of the 20<sup>th</sup> century. We will see how average Americans have interacted with the world in a variety of settings – as tourists, businessmen, Christian missionaries, and in the comfort of their neighborhood movie theater. What forms did those encounters take? Why and in what context did contact take place? What impact did this interaction have on the people and nations involved? As one diplomatic historian has written, “Along with bringing a new cast of characters to center stage, this more expansive interpretation of the field has enlivened the foreign relations plot.” This seminar will provide students with a better understanding of historical methods, including an emphasis on primary source analysis and research, writing, and communication skills. This course is three credit hours and meets the requirements of the Global and Multicultural Perspectives portion of Areas of Inquiry.

4. Check the objectives below that the course will address. The first objective is required and every proposal must include at least two more objectives from the list below.

- ◆ Examine the interactions and interrelationships among cultures, especially the relationship of marginalized to mainstream cultures (**required**)
- ◇ Compare communication styles among cultures
- ◆ Assess how culture impacts and informs the development of creative expression/movements, politics, economics, or philosophy
- ◆ Analyze how concepts of “self” and individuals in various cultures differ and/or intersect
- ◇ Articulate how culture influences languages, societies, and institutions

5. Briefly explain how this class addresses the above objectives. A course may cover more than three objectives.

a.) This course seeks to explore cross-cultural interactions by looking through the eyes of common Americans, at how they have encountered people from different backgrounds. Also, as a course in American foreign relations, this class will see how people outside traditional institutions of power (non-policy makers) have, nonetheless, sought to represent the nation abroad and influence the direction of foreign policy.

b.) This course will demonstrate how cross-cultural interactions forced Americans to confront and challenge existing ethnic, gender, and racial stereotypes. Through historical examples, the class will understand how changing impressions of foreign “Others” translated into political activities, policy decisions, reform movements, and business opportunities.

c.) This course will encourage students to see the variety of connections between the local and the global. Ultimately, students should see themselves as the modern-day counterparts to the people we study in the past, as representatives of the nation on the global stage. Beyond consumers, travelers, and tourists, students should recognize themselves as citizens of the world and situate themselves in an international setting.

6. Course Assessment: Identify how this course will accomplish the above objectives (choose at least one):

- ◆ Participating in class discussion and debate
- ◆ Engaging in teamwork and other collaborative exercises
- ◆ Writing analytical or evaluative papers, perhaps incorporating original research
- ◆ Making oral presentations
- ◇ Creating an artistic product or a performance
- ◆ Participating in fieldwork
- ◇ Other means – please identify

As the syllabus shows, this course will encourage students to use primary sources, read critically, share ideas with their colleagues, work in small group settings, and present research papers. Research projects are to be completed in manageable portions, under the direction of the instructor. This course would also encourage students to participate in fieldwork by adding a faculty-led travel component during the following summer.

7. Attach a proposed syllabus, which includes a statement of purpose, course objectives, and how these objectives will be accomplished.

8. If this course contributes to any of the foundations for liberal learning given below, please explain how.

◆ Oral Communication Literacy:

While there will be some lecture, the course is driven primarily by discussion of primary sources and other first-hand accounts. Active participation in small groups and as a larger class comprise a portion of the student's grade.

◆ Information Literacy and

◆ Writing Literacy:

Students will complete a guided research project that promotes information literacy and writing literacy. Students will engage multiple sources to develop skills at defining terms, interpreting information, and critiquing sources. Students will consider a case example where an individual or group of individuals (private citizens) encounter the world. What set them apart: race and ethnicity, gender, religion, national boundaries? How did they negotiate their differences: resistance, assimilation, adaptation? Finally, what impact might this encounter have on the way Americans at that moment in time viewed those specific cultures or the world in general? Students will use the library and online resources to build a bibliography. Students will be directed toward primary sources (oral history interview, letter, diary, news account, etc.) they will analyze. They will organize their information and present their conclusions in written form (approximately 12-page term paper).

9. Explain how this course connects to Vision 2010 – the CNU Strategic Plan ([www.cnu.edu/Vision2010](http://www.cnu.edu/Vision2010)).

This course would complement CNU's continuing effort to encourage students to travel abroad. I have spoken with Connie Gianulis (CNU's Director of International Initiatives and Fellowships) about students using this course as a "springboard" to summer travel overseas. She agreed to coordinate such a group trip and suggested that the optimal time to offer the course would be in the spring semester for interested Sophomores and Juniors. While internationalizing CNU's programs, such a course would also extend the class beyond the walls for our students, promote lifelong learning and a personal sense of mission.

Submission Checklist:

By the deadline, submit a packet with the following documents to the Assistant Dean for Liberal Learning. Please submit in electronic and hard copy form.

\_\_\_\_\_ Area of Inquiry Course Proposal Form

\_\_\_\_\_ Syllabus for the Course

If needed:

\_\_\_\_\_ Undergraduate Curriculum Committee New Course Proposal Form

\_\_\_\_\_ Undergraduate Curriculum Committee Change to Existing Course Form

**HIST 3xx/4xx: Americans Meet the World**  
**Christopher Newport University**  
**Spring 2007**

<b>Instructor</b>	<b>Office Hours</b>	<b>Class Meetings</b>	<b>Course Information</b>
Dr. Andrew J. Falk Commonwealth Hall 20 falk@cnu.edu 757-594-8431	MWF 2:00-4:00 and by appointment		www.andrewfalk.pageout.net

This course seeks to introduce upper-division students – especially those who aspire to travel and/or study abroad while attending CNU – to an exciting new area of scholarship in American foreign relations and international relations. Students will examine the many ways Americans in the past have encountered the world, its inhabitants and cultures, and situate Americans in an international context. Broadly speaking, this class will look at the concepts of *globalization* and *multiculturalism* from the historical laboratory of the 20<sup>th</sup> century. We will see how average Americans have interacted with the world in a variety of settings – as tourists, businessmen, Christian missionaries, and in the comfort of their neighborhood movie theater. What forms did those encounters take? Why and in what context did contact take place? What impact did this interaction have on the people and nations involved? As one diplomatic historian has written, “Along with bringing a new cast of characters to center stage, this more expansive interpretation of the field has enlivened the foreign relations plot.” This seminar will provide students with a better understanding of historical methods, including an emphasis on primary source analysis and research, writing, and communication skills. This course is three credit hours and meets the requirements of the Global and Multicultural Perspectives portion of Areas of Inquiry.

**Readings**

All readings are available at the University Bookstore. They will also be on reserve at the Smith Library.

1. primary source packet of firsthand accounts and related documents
2. Matthew Frye Jacobson, *Barbarian Virtues : The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917*
3. Emily Rosenberg, *Spreading the American Dream* (1917-1945)
4. Richard Pells, *Not Like Us: How Europeans Have Loved, Hated and Transformed American Culture Since World War II*
5. Christopher Endy, *Cold War Holidays: American Tourism in France*

**Honor Code**

Academic dishonesty will not be tolerated. All students are responsible for knowing the University's policy on academic honesty. All academic work submitted in this course must be your own unless you have received permission to collaborate and have properly acknowledged receiving assistance. It is my responsibility to uphold the University's academic honesty policy and report my suspicions of dishonesty to the University Judicial System. For more information, please see the handbooks at [www.cnu.edu/admin/provost/handbooks](http://www.cnu.edu/admin/provost/handbooks).

## **Policies Regarding Attendance, Special Accommodations, Deadlines, and Disruptions**

Regular attendance and substantive participation are expected; habitual absences will affect your final grade regardless of grades on written work because we have lost valuable contributions to our learning community. Attendance is taken periodically, especially on dates of significant participation and group work. You are allowed two excused absences during the semester without penalty. If a student finishes the semester with those two days unused and “in the bank,” the student is entitled to add a point to the final average for each day. If a student is marked absent for 3 or more days, the professor reserves the right to penalize a student’s final course average by one point per absence. Please make an appointment to meet with me about the need for any chronic absences (eg. family, medical, emergency situations) as early in the semester as possible. Students with disabilities: If you believe that you have a disability, you should make an appointment with me to discuss your needs. In order to receive an accommodation, your disability must be on record in Disability Services located in the Academic Advising Center, Room 125, Administration Building (Telephone: 594-8763). Please do not offer excuses for past absences, after-the-fact, late in the semester. Students are responsible for all information conveyed in class. University policies and deadlines relating to withdrawals will be strictly followed. Students are responsible for making sure they fulfill all requirements. Make-up assignments require documentation and may contain limited or no choices granted to students taking the original assignment. Papers turned in after class on due dates will be penalized 5 points on that day and 10 points for each day thereafter. Please turn off all cell phones and refrain from disruptive activities during class. Thanks in advance!

## **Requirements, Assignments, and Grades**

### ***Participation*** (10% of course grade)

**The success of this course depends on your attendance and active participation. Therefore, you will receive a participation grade based on attendance, quality of discussion, and periodic reading comprehension questions. We will examine primary source documents in the reading packet, which will complement the required books. You are expected to read these assigned readings prior to class and to participate in class discussion. Please bring the readings to class on those days we discuss them.**

### ***Reading Responses*** (10% each, totaling 40% of course grade)

The first half of the semester will be devoted to periodic written responses to the required readings. What is the author’s main point or thesis? What are 5 facts the one must understand in order to “know” this book? Who are the three most important characters or concepts one must address? Bring your clear, concise responses (2 pages typed, double-spaced) to class and those will serve as the basis for small group discussions.

### ***Research Paper*** (totaling 50% of course grade)

During the second half of the semester, we will turn our attention to your research paper. You will explore a case example where an individual or group of individuals (private citizens) encounter the world. What set them apart: race and ethnicity, gender, religion, national boundaries? How did they negotiate their differences: resistance, assimilation, adaptation? Finally, what impact might this encounter have on the way Americans at that moment in time viewed those specific cultures or the world in general?

First, select a topic that interests you and build a **bibliography** (10%). Try to consider the themes and questions you should address in your paper. Think broadly and find books and articles that will help you understand the United States at that moment in time, the region where the encounter took place, etc. I will make comments and suggest additions to your bibliography. Then you will complete a **secondary source “dig”** (10%) which will pull one of the monographs listed on your revised bibliography. Find at least two critical book reviews using JSTOR. Read the introduction of the book and glance at the rest for now. I will provide a detailed handout for this short assignment, as for the **primary source “dig”** (10%). Here you’ll locate one document (oral history interview, letter, diary, news account, etc.) that you will analyze. Read between the lines and look for signs of cultural difference and/or negotiation taking place. Finally, you will organize your paper into an outline and meet with me to go over it. Please set up an individual appointment and set aside about 30 minutes for us to brainstorm and discuss your thoughts before writing your **final draft** (20%).

### **Class Meetings, Reading Assignments, and Deadlines**

Please keep in mind that the course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Tuesday The Historian’s Craft

Thursday            Globalization in the Historical Context  
“Though not an easy term to pin down, globalization can be understood broadly as the economic, cultural, technological, political, social, environmental, and other developments that have connected people, nations, and regions in distant parts of the world.... All too often, the story of globalization is told as an almost contemporary tale, as a late twentieth-century event closely intertwined with Americanization. Yet well before late twentieth-century commentators labeled and popularized the phenomenon, empires, commerce, and population flows had laid the groundwork for globalizing....”

Tuesday American Immigrants View the Spanish-American War  
Document and Discussion: editorial cartoon, letter from the *Bintel Brief*

Thursday            Women in the World: Missionaries to China  
Document and Discussion: Hattie Yates Cady’s letter from China

Tuesday Jane Addams on the Grand Tour: Bringing Back Reform  
Document and Discussion: excerpt from *Twenty Years at Hull House*  
**Bibliography due**

Thursday            The World Comes Home: Importing the American Dream  
Document and Discussion: Tourism Club pamphlets

Tuesday “Making the World Safe for Democracy”  
Document and Discussion: excerpt from speech by Woodrow Wilson

Thursday            Over There: “Yanks” Meet the World at War  
Document and Discussion: letter from a “Doughboy”

Tuesday America “Infected” by the Great War (1919-1921)

Document and Discussion: excerpts from “the Lost Generation” writers

Thursday

Open Doors, Closed Doors: The China Craze and Immigration Restrictions in the 1920s

**Jacobson Reading Response due**

Tuesday Traditionalism and Modernism: Exoticism on the Silent Screen in the 1920s-1930s

We will view portions of silent screen classics – the most popular shows that millions of Americans watched with delight. What do they tell us about how Americans viewed different groups in the world? What does the popularity of these motion pictures say about ourselves?

Thursday

Zoot Suit Riots: The Seduction and Threat of a Borderland Labor Force

Document and Discussion: Cesar Chavez remembers

Tuesday Hollywood’s War: Allies and Enemies

We will view excerpts of wartime media from official propaganda to private information campaigns. How did Americans identify the “Other” – both friend and foe? How did images change over time?

Thursday

**Mid-Semester**

**Rosenberg Reading Response due**

Tuesday Allied Occupation: Westernizing Japan or making an Asiatic-America?

Thursday

Allied Occupation: Youth Culture in Germany

Special Lecture: Dr. Brian Puaca of the CNU History Department

**Secondary Source “Dig” due**

Tuesday Coca-Colonization?: Feeding the Free World and the Kitchen (Debate)

Document and Discussion: Kitchen Debate transcript

Thursday

The Peace Corps and the Cold War Mission

Document and Discussion: Kennedy’s speech; a Peace Corps Volunteer remembers

Tuesday Jambassadors: Satchmo Blows Up the World and the Beatles Invade America

We will listen to the political impact of musicians who go abroad. Louis Armstrong on a Goodwill Tour to Africa and John Lennon during the Vietnam War protests.

**Endy Reading Response due**

Thursday

Meeting of the Minds: Rhodes, Fulbright, and Academic Exchanges

Tuesday Imagining Vietnam

Document and Discussion: photographs of downtown Hanoi

Thursday A “New Wave” Hits America  
We will view clips from the foreign films of Kurosawa, Truffault, Fellini, and Bergman and compare and contrast them with clips from the films of Coppola, Scorsese, Spielberg, and Lucas. Which film is “American”? What does a “foreign film” really mean?  
**Primary Source “Dig” due**

Tuesday Unwilling Ambassadors: American Hostages and International Terrorism

Thursday Miracles and Boycotts: Politics and International Sport in the 1980s

Tuesday The Fight for EuroDisney  
**Pells Reading Response due**

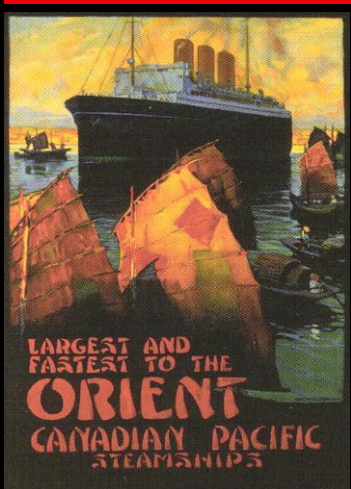
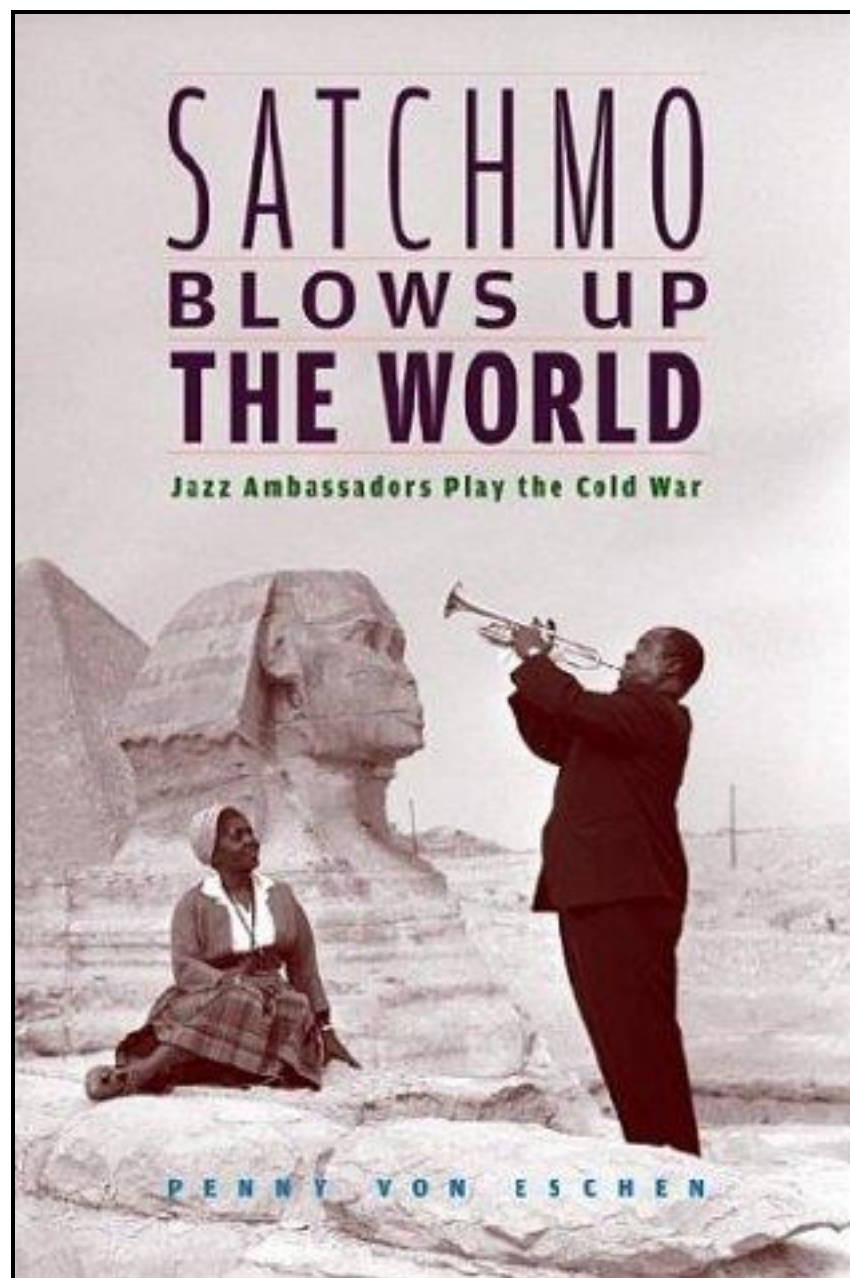
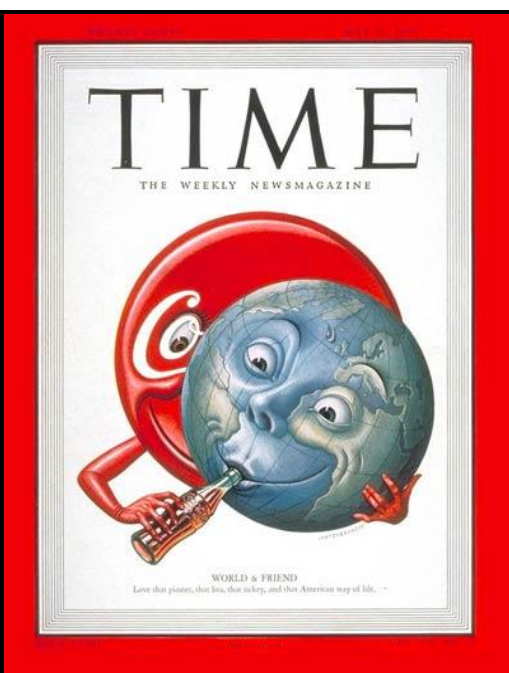
Thursday Michael Jordan, Nike, and the American Dream

MTW **Individual Meetings**

Friday **Final Paper Due**







**UNDERGRADUATE CURRICULUM COMMITTEE  
NEW COURSE PROPOSAL FORM**

Does this proposal affect Liberal Learning requirements? Yes   x   No           

1. **Title of Course:** Americans Meet the World

**Proposed Course Number** (cleared with Registrar): History 374/474

**Prerequisite Courses:** History 201 or History 202 or Junior Status  
(if you require a minimum acceptable grade greater than the default of D- , please indicate the grade you require)           

**Catalogue Description (including credits, lecture, and lab hours):**

This course blends the history of American foreign relations with social and cultural history by examining the concepts of globalization and multiculturalism throughout the 20<sup>th</sup> century. Students will explore the intersection where “the local” meets “the global” and see how average Americans have interacted with the world in a variety of settings – as tourists, study abroad participants, Peace Corps volunteers, businessmen, missionaries, and political activists.

**Is the course cross-listed? If so, what is the number of the other course?**

This course is not cross-listed.

**\*\*A proposed syllabus, including complete text and/or reference information, as well as any relevant information to this decision, must be appended.**

**NOTE:** All affected department chairs must sign approval on last page.

2. **For whom is the course primarily intended? Explain why it should be added to the curriculum.**

This course is designed for upper-class history majors and those in related majors, especially those who have completed the American history surveys (History 201 and/or 202). It is also intended for students considering travel or study abroad and may serve as a “springboard” for a faculty-led trip in the following summer. The course should be added to the curriculum as a complement to CNU’s international study initiatives. It is another way to move the class beyond the walls of the classroom and encourage students to undertake experiences similar to those studied in this class. Also, the History Department offers few courses in the area of American foreign relations, and this would broaden students’ understanding of what “diplomatic history” means.

3. **If this course is required, append a description of how the course fits into the curriculum. Indicate how it affects hours required for graduation.**

The course will not be required.

4. **Has this course been offered previously as a special topics course? If so, when? What course number was used?**

This course has not been offered previously.

5. **Has this course, or one closely related to it, been offered at CNU previously? If so, is that course currently being offered? How does the proposed course differ? When is the last term the old course will be offered?**

This course has not been offered previously.

6. **What is the anticipated enrollment per offering for the next three years?** 19 students

**During which term will this course first be offered?**

This course may first be offered in Spring 2007.

**During which semesters will this course regularly be offered?**

Beginning in 2008, this course may be offered in either Fall or Spring semesters every two years.

**Print in the 2006-07 (academic year) Undergraduate Catalog.**

7. **How will the course be staffed?**

Dr. Andrew J. Falk of the History Department will offer it, most often on a two-year cycle.

8. **Does the course involve a particular classroom, special equipment, or costs beyond those usually associated with a course at CNU? If so, please explain.**

No

9. **Is the course repeatable for additional credit? If so, is there a limit to the number of times the course can be repeated? (e.g., applied music courses)**

No

10. **If this course is for an Area of Inquiry**

a. **Identify the Area of Inquiry** Global and Multicultural Perspectives

b. **Demonstrate how your course will meet the objectives of this Area of Inquiry**

First, this course seeks to explore cross-cultural interactions by looking through the eyes of common Americans, at how they have encountered people from different backgrounds. Also, as a course in American foreign relations, this class will see how people outside traditional institutions of power (non-policymakers) have, nonetheless, sought to represent the nation abroad and influence the direction of foreign policy. Second, this course will demonstrate how cross-cultural interactions forced Americans to confront and challenge existing ethnic, gender, and racial stereotypes. Through historical examples, the class will understand how changing impressions of foreign "Others" translated into political activities, policy decisions, reform movements, and business opportunities. Third, this course will encourage students to see the variety of connections between the local and the global. Ultimately, students should see themselves as the modern-day counterparts to the people we study in the past, as representatives of the nation on the global stage. Beyond consumers, travelers, and tourists, students should recognize themselves as citizens of the world and situate themselves in an international setting.

This course was approved by:

**(Liberal learning core courses must be reviewed by BOTH academic Deans.)**

**Concur**

**Do Not**

**Concur\*\***

Department(s): (1) \_\_\_\_\_ Date: \_\_\_\_\_

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(2) \_\_\_\_\_ Date: \_\_\_\_\_

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College Curriculum  
Committee: \_\_\_\_\_ Date: \_\_\_\_\_

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Dean: \_\_\_\_\_ Date: \_\_\_\_\_

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Dean: \_\_\_\_\_ Date: \_\_\_\_\_

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Undergraduate Curriculum  
Committee: \_\_\_\_\_ Date: \_\_\_\_\_

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***Changes to the Liberal Learning requirements must be reviewed by the Faculty Senate.***

Faculty Senate President: \_\_\_\_\_ Date: \_\_\_\_\_

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Provost \_\_\_\_\_ Date: \_\_\_\_\_

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Distribution by Provost Office following approval:

Department Chair(s), UCC Chair, Deans, Registrar

**\*\* If “Do Not Concur” is checked, please attach a statement of explanation.**