

**UNDERGRADUATE CURRICULUM COMMITTEE
NEW COURSE PROPOSAL FORM**

Does this proposal affect Liberal Learning requirements? Yes x No

1. Title of Course: **The American Presidency**

Proposed Course Number (cleared with Registrar):
HIST 230

Prerequisite Courses: **None**

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

History 230 (3-3-0)

An historical overview of the development and evolution of the American presidency through an analysis of selected major presidents such as George Washington, Thomas Jefferson, Andrew Jackson, Abraham Lincoln, Woodrow Wilson and Franklin Delano Roosevelt.

Is the course cross-listed? If so, what is the number of the other course? **No.**

****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 an Area of Inquiry course aimed at non-history majors, with the express purpose of exposing students to the development and evolution of a major American political institution. This also allows the History Department to offer a course under the

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 is not required for graduation,

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

No.

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?

Yes, it has been offered as HIST. 330/430, but has not been taught since Fall 2002. The course content remains roughly the same, although the writing requirement will now be tailored for a 200 level class. The old course will no longer be offered.

6. What is the anticipated enrollment per offering for the next three years?
We will cap enrollment at 19 students per section, but anticipate offering two to three sections a semester

During which term will this course first be offered?

Fall 2007

During which semesters will this course regularly be offered?

Fall 2007, 2008, etc.

7. How will the course be staffed?
The course initially will be taught by Dr. Nigel Sellars, who has previously taught this course at the 330/430 level.
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 , it is not repeatable.**
10. If this course is for an Area of Inquiry

a. Identify the Area of Inquiry **Identity. Institutions and Society**

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

By examining the Presidency historically, students will see how the institution of American government evolved and developed over time and how the role and power of the Presidency has altered to reflect both the character of the men who held that office and the demands of American electorate in different periods.

This course was approved by:

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

Concur

Do Not

Concur**

Department(s): (1)	_____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
(2)	_____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
College Curriculum Committee:	_____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
Dean:	_____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
Dean:	_____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
Undergraduate Curriculum Committee:	_____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>

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

Faculty Senate President:	_____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
Provost	_____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>

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.**

Department HIST

Course Number 230

Course Name: **The American Presidency**

Check box for Honors course consideration ☐

Submission Checklist

Proposal _____

Syllabus _____

UCC Proposal for new course _____

AREA OF INQUIRY

IDENTITY, INSTITUTIONS AND SOCIETIES

This form must be submitted to the Liberal Learning Council as part of the submission process.

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

DEADLINE FOR PROPOSALS: 1 October 2006

Please answer the following questions:

Check Only One:

X 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 of the curriculum point person for the department administrating this course.

Dr. Andrew Falk (falk@cnu.edu)

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

Two to three

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

This course is an Area of Inquiry course aimed at non-history majors, with the express purpose of exposing students to the development and evolution of a major American political institution.

4. Check the learner 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.

X a) Identify concepts, patterns, and issues that affect the organization of societies, shape individual thought, or shape social mores (**required**)

◇ b.) Compare and contrast the effects of these concepts, patterns and issues on individuals, cultural institutions, or societies

X c.) Identify an institutional or societal structure (or structures) and its (or their) influence on individuals

X d) Explain the fluid role of the individual within society (reflecting the multiple and sometimes contradictory roles of individuals within society)

◇ e.) Recognize the influence of societal or cultural context on self and others as individuals

◇ f.) Objectively and critically evaluate concepts of self and individuality

5. Briefly explain how this class addresses each objective checked in #4. Be sure to indicate the objective by its letter. A course may cover more than three objectives.

Objective a:

The class will examine the role of the Presidency as a collective leadership figure as how that figure shapes and manipulates public attitudes and opinions and, conversely, how the public shapes and molds the roles and expectations it expects of the President. The readings, written assignments, and in-class discussions will be oriented toward that objective.

Objective c:

Thematically, the class will focus on the Presidency as a reflection of the public's attitudes toward government in general and to the prevailing political , social, and cultural mores of the periods under examination.

Objective d:

The course will exam how Presidents have dealt with the various' crises in their administrations, especially such issues as wars (the Civil War and World War I in particular) , social unrest, and economic disasters such as the Great Depression. This will be contrasted with each individual President's personality and personal beliefs; for example, contrasting Woodrow Wilson's personal pacificism with his decision to have the United States enter the First World War.

4. Course Assessment: **Check below how this course will accomplish the objectives in #5 (choose at least one).**

X Participating in class discussion and debate

◇ Engaging in teamwork and other collaborative exercises

X 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

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

8. Explain how this course connects to Vision 2010 – the CNU Strategic Plan
(<http://www.cnu.edu/Vision2010> The links are down the left side of the page.)

- **The course will provide an intellectually challenging and dynamic liberal learning curriculum, by challenging students to analyze and critically examine an aspect of their culture. As a result, the course should spur students to develop a genuine interest and curiosity about the political and social institutions that shape the idea of human freedom their world. By exposing students a wide array of ideas, the course should encourage students to look beyond limited ways of thinking and make those students literate in diverse areas of knowledge, which should encourage them to purpose knowledge across several disciplines. Such students will then see all aspects of life as logical and noble areas of inquiry to last beyond their own lifetimes, which should be enriched and honorable as a result.**

**Sample Syllabi for
HISTORY 230 THE AMERICAN PRESIDENCY –
Christopher Newport University
Instructor: Nigel Sellars**

PURPOSE: The intent of this course is to examine the origins, the development, and evolution of the American Presidency from the creation of the Constitution to the 21st century. The course will focus on the intellectual, political, and social roots of the executive branch and its development and evolution across several periods of American history. Students will read material on several periods and figures who may be said to have produced significant changes in the idea of the Presidency.

BOOKS AND READINGS:

Saunders, *Power, the Preamble, and the Presidency*;
Morgan, *The Genius of George Washington*;
Remini, *Andrew Jackson and the Bank War*;
McPherson, *Abraham Lincoln and the Second American Revolution*;
Blum, *The Republican Roosevelt*;
Conkin, *The New Deal*;
Burner, *John F. Kennedy and a New Generation*

REQUIREMENTS: The student's final grade will depend on his or her performance on three examinations, a short written paper three in-class writing assignments and ten short reading quizzes. Students must also complete a 1500 word minimum (no maximum) paper on a topic involving the American Presidency. You may choose any topic, but the instructor must first approve it. I do this only to insure no duplication as we have limited resources to work with in our library. Extensive instructions on the paper are included with the syllabus. For the total values of these assignments, see GRADING section below.

EXAMS: The exams each cover one-third of the course. Tests will be given roughly every six to seven days and will consist of two to three essay questions from which the student must answer one major essay, one minor essay, and a set of 25 fill-in the blank identifications. The final exam is not a comprehensive exam, but will be more heavily weighted. All tests are closed book and no class notes or other study aids may be used. Grades are based on a scale of 0 to 100, with 'A' as the highest grade and 'F' as the lowest.

Regarding Make-Up Exams: Make-up examinations are only given with a written excuse absence and must be taken from 4 to 6 p.m. on April 28 in McMurran 202. You must make arrangements with me to take a make-up. Students may be excused only for required attendance at a college-sponsored event, illness or accident, a death or emergency in your immediate family, or similar situations. Do not ask me to excuse you because the test interferes with your skiing, auto racing, Orioles or Redskins game, and etc. trip. Students must provide written proof such as a doctor's note and give it the instructor. Students who fail to bring an excuse for a missed exam will receive a grade of Zero for that test. If you would rather not take a make-up exam, you may choose to have your other test grade or your paper grade, whichever is lower, count twice.

WRITING ASSIGNMENT: The ability to express oneself in concise standard English is both an important component of this class and a necessary requirement for success in life. Developing critical thinking and the ability to express oneself clearly both orally and in writing are also primary objectives of the course.

You will write a short paper of a minimum of 1500 words regarding a topic regarding the historical American Presidency. The papers are research pieces to make you think about the concept of history. For example, you may wish to argue why some person or event was, or was not, important and explain why.

The focus of the paper is to discuss, analyze, and draw conclusions on the historical topic you have selected. These papers must be original to this class. You must use at least six outside sources. Only one source may be an Internet source unless it is a primary source document or originally appeared in a print version. Electronic databases such as JSTOR do not count as Internet sources, nor do electronic versions of newspapers, e-Books or online scholarly journals. Personal web pages, blogs, and the like, however, **do** count as Internet sources, although images captured from those sites can serve as primary sources. **Do not** use images in the paper except in an attached appendix.

These must be annotated using *footnotes* or *endnotes* as described in Turabian's or Hacker's handbooks on writing papers in the Chicago Manual of Style. **Do not use MLA or APA style citation** [the ones using parentheses like this (Source, page number)].

You may **not** submit a paper you have submitted for another class, nor may you simply rewrite such a paper. Should the instructor learn this is not original to this class, you will receive a zero grade for the assignment. Similarly, plagiarized [or purchased papers such as are available on the Internet] will result in an immediate score of "Zero" for the assignment, and an F for the class, and possible further disciplinary action including suspension or expulsion from CNU. Please see section on Cheating below.

Rough drafts are not mandatory, but do help. If you would like me to review a rough draft, you must give me a copy by the deadline date in the schedule. I will not examine rough drafts after that date because of time constraints.

Papers will be graded for content and for technical correctness (grammar, punctuation, syntax, etc.), so proofread please.

I will not accept late papers unless you have made prior arrangements with me! If you can't make the deadline, let me know ahead of time as we can then make arrangements.

QUIZZES: Quizzes will be given roughly once a week and are multiple choice. Only seven quizzes will count toward the final grade. You cannot, repeat, cannot, make up quizzes until the make-up date and then only if you do not have seven quiz scores to begin with (i.e., if you have only six quiz scores, you may make up one quiz, etc. Which quiz you may make up is my choice.)

IN-CLASS WRITING ASSIGNMENTS: You will also have three in-class "free writing" assignments in which you will discuss a question posed by the professor. These assignments are designed to make you think about a topic as historical and will be graded on a scale of "Poor"[10 points or less] to "Excellent"[20 points], with a possible 60 points total, or 5 percent of your final grade. You cannot make up a writing assignment except during the final make-up session

GRADING: The course grade will be based on the following:

Three Tests – (Scored 0 to 100 points each; 50 basement score on first test only)

Test 1 & Test 2: each 20 percent of grade.

Final: 30 percent of grade

Writing Assignment – maximum of 100 points, 20 percent of grade

In-class writing - maximum of 60 points, 5 percent of grade

Seven Quizzes – maximum of 70 points total, 5 percent of grade

GRADING SCALE

97-100: A (Excellent)	78-81: C (Average)
93-96: A-	75-77: C-
90-92: B+	72-74: D+
87-89: B (Very Good)	69-71: D (Serious problems)
85-88: B-	65-68: D-
82-84: C+	0-64: F (Failing)

CHEATING: Cheating will not be tolerated. Students caught looking at the exams of others will have their bluebooks taken up and they will receive a grade of Zero for that test. Students who use premeditated cheating techniques, such as prepared bluebooks or who plagiarize sections of the textbook or other books will face charges before an academic misconduct board and could be suspended or expelled from the college. Plagiarism on your term paper will result in a zero for the paper and an immediate F for the course, in addition to academic misconduct charges. For your information, plagiarism is the wide scale use of word-for-word sections of the textbook or another work without saying where that material came from and which the student attempts to pass off as his or her own work. If you must quote from the text or another work, clearly note that the material comes from the textbook. Otherwise, learn to say the same things in your own words.

ABSENCES: Attendance will be taken. Because tests are drawn both from the lectures and the textbook and because 10 percent of your grade comes from in-class assignments, it is advisable to attend class on a regular basis. If absenteeism becomes a chronic problem, it will affect your grade accordingly. Chronic absenteeism will lower your grade by at least one letter grade.

CLASSROOM BEHAVIOR: In recent years, classroom behavior at CNU has deteriorated. In response to this problem, the University has added the following statement to the University Handbook: "Students are expected to behave in a manner consistent with the decorum necessary for successful teaching and respect for the rights of others. Disruptive behavior, late arrival and early departure, profanity, disrespect for others and conversation unrelated to the class are unacceptable. The professor in the class will remove students from the class for that period who act in this manner. Recurring problems may be referred to the President or the President's designate for an Interim Suspension" (Section VI.F.3.). Each of you owes your classmates the full courtesy and respect that is his or her due. Each of you has a responsibility to your classmates to see to it that there is maximum opportunity for learning.

Class Decorum: The following may not be brought into this class: recording devices, beepers, radios, all food and drink, chewing gum, and any lighted cigars, cigarettes, or pipes. Cell phones *must be turned off inside* the classroom. Additionally, no hats or other head coverings may be worn in class, unless the hats or head coverings are worn either for a religious purpose or for medical reasons. *If, for some unavoidable reason, students either arrive late for class or have to leave early, they are asked to do so with as little disruption to the class as possible.*

DISABLED AND SPECIAL NEEDS STUDENTS: Christopher Newport University complies with Section 504 of Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need accommodations should make requests with the Academic Advising Center, located in the McMurran Annex, Ph. 594-8763. Your request must be on record with the center to receive special accommodations.

The CNU Writing Center

The CNU Writing Center, located in Ratcliffe Hall 110, is a University office with consultants who can assist students at any stage of the writing process, from formulating ideas, to development of ideas, to improving a final draft. The Center is not a proof reading service, but its consultants can help students to recognize and correct grammar and punctuation errors in their work. The telephone number of the Writing Center is University phone line 4-7684 (594-7684). Its email address is wcenter@cnu.edu. Students may make appointments at the Writing Center and visit its website <http://www.cnu.edu/wcenter/index.htm>. From time to time the Writing Center offers workshops on writing, which students may find helpful. Students are advised to check directly with the Writing Center for its fall operating schedule.

The CNU Captain John Smith Library is an important resource that all students are encouraged to use on a regular basis.

TOPICS

WEEK	TOPIC	READING FOR SECTION	WRITING ASSIGNMENT
Week of 8/26-8/30	English Intellectual & Legal Roots	Saunders, Ch. 1; Morgan, all	8/30 -Best President?
9/02 to 9/06	Colonial Roots		
9/09 to 9/13	Creating the Presidency		
9/16 to 9/20	Genius of George Washington		
9/23 to 9-27	First Exam		
9/30 to 10/4	From Jefferson to J. Q. Adams	Saunders, Ch. 2	
10/7 to 10/11	The Jacksonians	Saunders, Ch. 3,	Rough drafts due.
10/16 to 10/18	Lincoln and the Civil War	MacPherson, All; Saund. Ch.4	10/18 Lincoln? Jackson?
10/21 to 10/25	The Age of Mediocrity/ 2 nd Exam		
10/28 to 11/1	The Progressives	Blum, all; Saunders, Ch. 5	
11/4 to 11/8	Crisis of "Normalcy"/New Deal	Conkin all; Saunders, Ch. 6	
11/10 to 11/25	Harry, Ike, John and Lyndon	Burner, all; Saunders, Ch. 7	11/ 25 paper, reviews due
12/2 to 12/6	The Decline of the Presidency?	Saunders, Epilogue	
December 11	Final Exam, 8-10:30 am		

HOW TO DO YOUR PAPER FOR History 230

Your paper constitutes 20 percent of your grade, so it is a good idea to spend a great deal of time with it.

Grammar and spelling are important to your paper, so be sure to proofread carefully.

All of the papers must be from eight to twelve pages (longer is okay, so don't worry about cutting), typed on eight and half by eleven inch paper, white bond with black ink. Do not use a cover page. Do not put in a binder or folder. Staple or paper clip the papers. Put your name, the class name, and my name single-spaced in the upper left-hand corner. Start your paper one-third of the way down the first page with the title in caps and in the same font as the body text. Twelve-point courier type is *mandatory*. The paper must be double-spaced with the following margins:

Top margin: one and a quarter inches
Left and right margins: one and a quarter inches
Bottom margin: one and a half inches

Do not skip a line between the paragraphs. All pages, except the first page, must be numbered in a header. Failure to following these directions will drop your paper a letter grade.

HOW TO DO FOOTNOTES AND ENDNOTES

For this class, you will need to provide notes and citations for any sources you will use, as well as a bibliography. The bibliography, by the way, does not count as a page of the paper, nor does a separate page containing your citations. While there are many ways to do citations, I would prefer that you use footnotes or endnotes as described in Kate Turabian's book on writing research papers or on the *Chicago Manual of Style*. 4th or 5th editions.

While you may cite every individual source, you may also simply use a collective citation for an entire paragraph, placing the material in the order in which it appears in the paragraph. Whenever you are citing material, either directly through a quotation or indirectly through the material you have found, you will need to place a superscripted number at the end of the sentence or paragraph, such as:

.....end of paragraph.¹

If your computer or word processor cannot do superscript, you should place the number in parentheses: **(1)**. All of your citations must be numbered consecutively, that is, the first citation is **1**, the second is **2**, and so on. In the actual endnotes or footnotes, you should cite the sources this way:

For a book, tab in five spaces, then write: Number of footnote, author of book (first name first, last name last), title of book (underlined or italicized), city of publication: publisher, copyright date, page number. For example:

1. William T. Author, *Stranger Than Truth*, New York: Odd Books, 1995, 101-2.

You do the same for articles, except the title is in quotes, the magazine or journal name is underlined or italicized, and the volume and issue numbers and the date of publication are given, along with the pages where you found the information:

2. Joan B. Writer, "Fiction and Fact," *Gullible* 4 (July 1995), 65-70, 81-3.

If the article appeared in a book, you write, after the article title, book title, and the editor's name with **ed.** after it, and then complete it as you would for a book:

3. Oral Scrivener, "Lies and Damn Lies," in *The Book of Dumb Things*, Lucifer Jones, ed., Boston: Pants Press, 1995, 14-24.

When you cite a film, cite the film's title in quotes, then the director and screenwriter, then the production company and the year it was released:

4. "Big Deal in Little Italy," director: Antonio Spumoni, screenplay by Angel Hare Pasta, Foccacio Films, 1995.

Because many of you have access to the Internet and the World Wide Web, you will need to cite any information you obtain this way. Simply put, you give the name of the website or the newsgroup, then give its URL, or Universal Resource Locator, address:

5. Web Page Owner, "My Website," [http:www.myweb.com/]. If the site has no author, use the title alone.

Once you have cited a work, you don't need to write out the full citation again. On the second reference, you can use several short methods. First, if the next note were from the same source and page numbers, you would write:

6. Ibid.

If the source is the same, but the page numbers are different, you would write:

7. Ibid, 35-6.

If another source appears between the first source and the second time you cite it, you would write the author's last name and the page numbers or *ibid* if the pages are the same:

8. Writer, 67-9 or Writer, *ibid*.

If you are using two works by the same writer, simply place the title of the work between the author's name and the pages.

Scrivener, "Lies and Damn Lies," 38-9.

As you've probably noticed, you do not have necessarily have to use the abbreviation "p." or "pp." for the pages, nor do you have to give out the full page numbers. Simply the first page, then a dash and the last digit of the last page cited or last two digits if it jumps from, say, 65 to 74 are enough.

For your bibliography, use the citation method for the books and articles, only this time place the author's last name first and place the pieces in alphabetical order. Movies and anonymous articles are cited by the first word in the title that isn't **a**, **an**, or **the**. For example:

Author, William T., *Stranger Than Truth*, New York: Odd Books, 1995, (no page #'s for books, all the pages for an article)

"Lousy Movie, A," written and directed by Charles Cooty, Entomology Pictures, 1989.

"Trouble with Youth, The," *The Codger*, 36 (2), July 1994, 85-91.

FACULTY COUNCIL ON LIBERAL LEARNING: AREA OF INQUIRY COURSE APPROVAL FORM

PART A:

Course Number and Title: HIST 230 The American Presidency

Department: History

Date of Faculty Council Vote:

PART B:

Area of Inquiry: Check One

- ☐ Western Traditions
- ☐ Global and Multicultural Perspectives
- ☐ Formal and Informal Reasoning
- ☐ Investigating the Natural World
- ☐ Creative Expressions
- ☒ Identity, Institutions and Societies

PART C:

If course is Not Approved, additional comments may be added on the reverse side. Proposal is then to be returned to the Department that submitted it.

PART D:

Organization	Signature	Date	Approve	Do Not Approve*
Liberal Learning Council				
CLAS Curr. Comm				
SofB Curr. Comm				
CLAS Dean				
SofB Dean				
UCC Chair				
Faculty Senate Pres.				

*If "Do Not Approve", please explain why.