**WINONA STATE UNIVERSITY**

**GENERAL EDUCATION PROGRAM APPROVAL FORM**

Routing form for General Education Program Course approval.

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<th>Department Approval</th>
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<tr>
<td>Matthew Lindeke</td>
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<td><a href="mailto:matlindeke@winona.edu">matlindeke@winona.edu</a></td>
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<th>Dean's Recommendation</th>
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*If the dean does not approve the proposal, a written rationale shall be provided to the General Education Program Subcommittee.

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<th>General Education Program Director</th>
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<th>A2C2 Recommendation</th>
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Please forward to Registrar.

Please notify department chair via e-mail that curricular change has been recorded.

[Revised 7-13-11]
This checklist enables A2C2 representatives to endorse that their departments have accurately followed the Process for Accomplishing Curricular Change. For each course or program proposal submitted to A2C2, this checklist must be completed, signed by the submitting department's A2C2 representative, and included with the proposal when forwarded for approval. Peer review of proposals is also strongly advised, e.g., departments should discuss and vote on the proposals as submitted to A2C2, rather than on just the ideas proposed or drafts of proposals.

If a proposal fails to follow or complete any aspect of the process, the Course and Program Proposal Subcommittee will postpone consideration of the proposal and return it to the department's A2C2 representative for completion and resubmission. Resubmitted proposals have the same status as newly submitted proposals.

Note: This form need not be completed for notifications.

1. The appropriate forms and the “Approval Form” have been completed in full for this proposal. All necessary or relevant descriptions, rationales, and notifications have been provided.
   Completed X NA

2a. The “Financial and Staffing Data Sheet” has been completed and is enclosed in this proposal, if applicable.
   Completed X NA

2b. For departments that have claimed that “existing staff” would be teaching the course proposed, an explanation has been enclosed in this proposal as to how existing staff will do this, e.g., what enrollment limits can be accommodated by existing staff. If no such explanation is enclosed, the department's representative is prepared to address A2C2's questions on this matter.
   Completed X NA

3. Arrangements have been made so that a department representative knowledgeable of this proposal will be attending both the Course and Program Proposal Subcommittee meeting and the full A2C2 meeting at which this proposal is considered.
   Completed X NA

   Name and office phone number of proposal's representative: Greg Schmidt X 5408

4. Reasonable attempts have been made to notify and reach agreements with all university units affected by this proposal. Units still opposing a proposal must submit their objections in writing before or during the Course and Program Proposal Subcommittee meeting at which this proposal is considered.
   Completed X NA

5. The course name and number is listed for each prerequisite involved in this proposal.
   Completed X NA

6. In this proposal for a new or revised program (major, minor, concentration, etc.), the list of prerequisites provided includes all the prerequisites of any proposed prerequisites. All such prerequisites of prerequisites are included in the total credit hour calculations.
   Completed X NA

7. In this proposal for a new or revised program, the following information for each required or elective course is provided:
   a. The course name and number.
   b. A brief course description.
   c. A brief statement explaining why the program should include the course.
   Completed X NA

8. This course or program revision proposal:
   a. Clearly identifies each proposed change.
   b. Displays the current requirements next to the proposed new requirements, for clear, easy comparison.
   Completed X NA

9. This course proposal provides publication dates for all works listed as course textbooks or references using a standard form of citation. Accessibility of the cited publications for use in this proposed course has been confirmed.
   Completed X NA

Department's A2C2 Representative or Alternate: Greg Schmidt
Date: 2/20/12
(Revised 9-05)
GEP Goal Area(s):*

CORE GOAL AREAS

Goal 1: Communication
Goal 3: Natural Science
Goal 4: Mathematics/Logical Reasoning
Goal 5: History and the Social and Behavioral Sciences
Goal 6: The Humanities and Fine Arts

* Courses may be submitted for up to two Goal Areas.

THEME GOAL AREAS

Goal 7: Human Diversity
Goal 8: Global Perspective
Goal 9: Ethical and Civic Responsibility
Goal 10: People and the Environment

Additional Requirement Categories:

___ Intensive:

1. Writing
2. Oral Communication
3. a. Mathematics/Statistics
   b. Critical Analysis

___ Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a General Education Program Approval Form.

Department Contact Person for this Proposal:

COLETTE HYMAN
Name (please print)

Phone

[Revised 9-6-11]
HISTORY 151: U.S. History since 1865

COURSE OUTLINE

1. America after the Civil War: Reconstruction Dilemmas
   a. Rebuilding the South
   b. Conquering the West
   c. The Question of Women’s Suffrage

2. The Rise of Industrial America
   a. Technology and Corporate Growth
   b. Immigration and Urbanization
   c. Labor Upheaval
   d. Populist Politics and Promise

3. American Imperial Ambitions & Consequences
   a. The Dawes Act and Indian Reform
   b. The Spanish-American War
   c. U.S. Empire in the Caribbean
   d. U.S. Empire in the Pacific

4. The Progressive Era
   a. Defining Progressivism
   b. Gender and Reform
   c. The Role of the State
   d. Radical Politics

5. World War I and the 1920s
   a. The U.S. as a World Power
   b. The Rise of the Consumer Economy
   c. Cultural Conflict and the First Red Scare
   d. Economic Collapse

6. The Emergence of the Modern State
   a. The New Deal
   b. The Rise of Nazism and Fascism
   c. War on the Home Front
   d. Wartime Diplomacy

7. Cold War America
   a. The Atom Bomb and the beginning of Cold War
   b. Global Containment of Communism
   c. The Second Red Scare
   d. The Rise of the Military-Industrial Complex

8. The Age of Affluence
   a. The New Deal Consensus
   b. Urban Decline and Suburban Sprawl
   c. Mass Media and Mass Consumption
   d. “The Other America”

9. “The Sixties” and Backlash
   a. The Civil Rights Movements
   b. The Vietnam War
   c. Economic Restructuring
   d. The Rise of the Right

10. Politics and Society in the Electronic Age
    a. Migrations and Immigration
    b. Globalized Economies
    c. Terrorism and Civil Liberties
    d. Culture Wars and Rising Inequalities
GOAL 7 OUTCOMES

Goal: To increase students' understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

Students will be able to:

• Understand the development of and the changing meanings of group identities in the United States' history and culture.

Learning opportunity:
This class is founded on the multi-cultural reality of U.S. history. Starting with the post-Civil Reconstruction of the South, the conquest of Native peoples' lands, industrialization, and the changing nature of women's roles, and following into contemporary debates over globalization and immigration, the “culture wars” over LGBT rights and reproductive freedom, and the election of the U.S.'s first African American president, History 151 addresses fundamental questions about diversity and the emergence of political movements founded on group identities.

Assessment and evaluation:
Students will demonstrate their understanding of these issues through quizzes, papers, and take-home exams.

• Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.

Learning opportunity:
Course materials have been selected around these themes, in particular the primary source reader, Going to the Source, as well as Packinghouse Daughter, the common Book for 2011-2012 which addresses issues of class and unionism, and The Painted Drum, which is a fictional exploration of the on-going after-effects of the dispossession on Native peoples.

Assessment and evaluation:
Students will be discussing chapters in class from Going to the Source, and will be writing papers on Packing House Daughter and The Painted Drum.

• Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.

Learning opportunity:
Course readings include numerous accounts of experiences with bigotry and oppression of all sorts. These provide students opportunities to explore their responses to these experiences, and to the conditions described in the readings.

Assessment and evaluation:
Class participation counts for 20% of final grade. Discussions ask students to analyze the attitudes, behaviors, concepts, and beliefs of others, and to compare them with their own.

• Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.

Learning opportunity:
The course textbook, America: A Concise History, develops its analysis around the diverse experiences of different groups of Americans and the ways in which historical developments affect different groups differently.
The textbook also features excerpts of first-hand accounts, many of them by individuals who have suffered from
discrimination and exclusion because of their race, gender, or class.

**Assessment and evaluation:**
Quizzes on each chapter, as well as midterm and final essays, based on the textbook and other course materials,
will provide students the opportunity to describe and discuss the experiences and contributions of the different
groups who shape American society and culture.

- *Demonstrate communication skills necessary for living and working effectively in a society with great
  population diversity.*

Learning opportunity:
In presenting first-hand accounts representing a wide range of Americans, students are exposed not only to the
experiences of these Americans, but to their ways of communicating, among themselves, and with other groups.

Assessment and evaluation:
In their own writing and class discussion, students will develop their skills for communicating with diverse
audiences.