PROPOSAL FOR A JUNIOR-SENIOR CLUSTER COURSE

(title sheet)

Please type:

Title of proposed course: Oregon History

When will this course be offered?:

Title of cluster: Art Studies

Name of cluster proposal coordinator: D. Nelson

Please address the following matters in your narrative, keying your text to the corresponding item below:

A. COURSE DESCRIPTION (100 words or less).

B. COURSE DEVELOPMENT. Please indicate whether the course is based on an existing course (and if so, specify), or is a new course in development. If the course is a revision of an existing course, please explain what form the revision will take (this may be addressed under item C).

C. GENERAL EDUCATION GOALS. Please describe how your pedagogical goals for the course promote the goals of General Education as adopted by the Faculty Senate. Please review the relevant sections of the General Education Working Group Report, or the September 16, 1994, report of the General Education Committee (both documents are available in the Office of University Studies, 445 NH). Applicants are reminded that the junior-senior cluster courses are expected to focus on program goals related to Human Experience and to Ethical Issues and Social Responsibility, while continuing to build on Inquiry and Communication program goals. Course instructors should use active learning strategies and challenge students to display increasingly sophisticated research and communication abilities. Examples of strategies for each of the General Education program goals are listed in the General Education Working Group Report and in the General Education Committee report (also, please be advised that faculty development events bearing on these strategies will take place in the Winter and Spring, 1995 terms). Attention should also be given to how this course functions in tandem with other courses in the cluster in working toward curricular integration within the cluster.

D. COURSE OUTLINE. Please provide a detailed outline of the proposed course. This need not be a completed syllabus, but should include an outline of topics, a preliminary reading list, and the name(s) or instructor(s) committed to teaching the course during its first year.
PROPOSAL FOR A JUNIOR/SENIOR CLUSTER COURSE
For the American Studies Cluster

By Gordon B. Dodds

For History 338 (Oregon History)

A. Course Description. This course is a history of Oregon from the time of the Native peoples to the present. It deals with all facets of life: cultural, economic, political, and social. Wherever possible a biographical approach will be taken. A variety of sources and a range of literary genres are used: biographies, historical novels, monographs, movies, original documents, and textbooks. Writing is emphasized, with instructor critiques of drafts and finished take-home exams, papers and book reviews.

B. Course Development. This course is a revision of an existing course. The major changes are the addition of materials on Native Americans in the "pre-contact" period; the bringing of the course in greater depth to the present; and the addition of materials (due to recent scholarship) on women and ethnic groups. Much of this new material is derived from the work of graduate students in PSU's History Department.

C. General Education Goals.

Goal 1. The course attempts to give the students experience in inquiry and critical thinking by focusing upon its organizing principle: the question "How does Oregon get the way it is"? The instructor is not interested in getting class agreement upon the answer to this question, but rather in helping the students winnow a great mass of data to provide some answers that are rational and coherent. In order to do so, the students must have an understanding of the past, as in any history course, but must also have a least a rudimentary knowledge of the society around them. To do this job properly, the students must invest a good deal of effort in testing, discarding, and refining--at the major stages of Oregon's development--tentative hypotheses of how the State reached that particular stage of its historical progression.

Goal 2. At several stages in this course the students will enhance their communication skills by outlining, drafting, and completing written projects. Some of these projects may require the use of visual materials such as graphs, charts, and maps. Where appropriate quantitative material will be utilized.

Goal 3. The goals of fostering an enhanced grasp of the human experience is achieved in this course through its multicultural approach. The major dimensions of the major
ethnic and religious groups in the State will be studied, frequently in their own words through such media as the Oregon Literature Series. Historic photographs available at the Oregon Historical Society will make a further contribution. Field trips to museums, galleries, and historic sites will complement the literary and visual records of the human experience. The cultures of work and politics will be examined through these same strategies.

Goal 4. The goal of increasing appreciation of ethical issues and social responsibility will be examined historically. Students will be encouraged to judge these issues by the standards of the eras they are examining. The past's struggles with the issues of religious and philosophical morality in the lives of representative individuals and groups will be studied, and comparisons drawn with the present. As new issues arise over time, such as a concern for the natural environment or racial justice, the causes and results of these concerns will be scrutinized.

This course fits into the emphasis of the American Studies Cluster by having students discover the manifold "voices" of Oregon and how they have combined to form a "voice" of Oregon, a culture with distinctive emphases and characteristics developed over time.