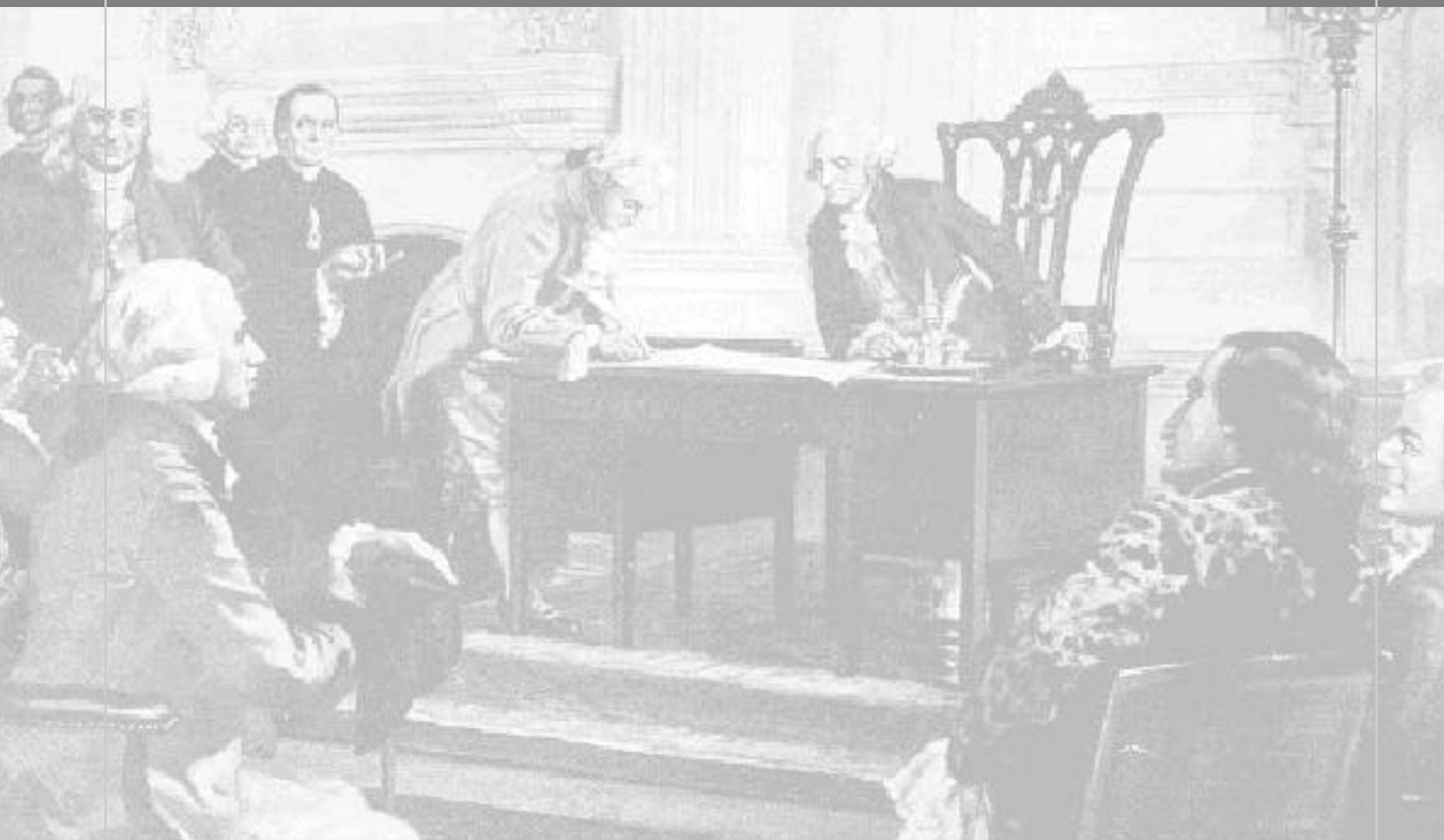


Restoring America's **LEGACY**



A Report by the American Council of Trustees and Alumni

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September 2002

Acknowledgments

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The American Council of Trustees and Alumni is a non-profit organization based in Washington, D.C., dedicated to academic freedom, quality and accountability. ACTA has also published *Educating Teachers: The Best Minds Speak Out* (2002); *The Basics of Responsible Trusteeship* (2002); *Losing America's Memory: Historical Illiteracy in the 21st Century* (2000); *The Shakespeare File: What English Majors Are Really Studying* (1996); and *The Intelligent Donor's Guide to College Giving* (1996).

In 2002, ACTA launched the Defense of Civilization Fund to be used to support and defend the study of American history and civics and Western civilization. This is a project of the Fund.

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September 16, 2002

RESTORING AMERICA'S LEGACY

The Challenge of Historical Literacy in the 21st Century

Issued for Constitution Day, released September 16, 2002

On September 17, 1787, delegates to the Constitutional Convention convened in Independence Hall. After nearly five months of hard work and frequently heated debate, the delegates came together to sign the Constitution of the United States, a groundbreaking document which set forth a unique new government — dedicated to the ideals of liberty, justice and equality — and based on informed self-governance. You have “a Republic,” Benjamin Franklin said, “if you can keep it.”

Now, over two hundred years later, Franklin’s admonition has disturbing relevance. The future of the Republic depends on the educated public’s understanding and commitment to our shared past and the principles on which the Republic was founded. And knowledge of our democracy’s origins, and of the documents on which free government stands, is central to informed and active participation in the body politic. Indeed, after September 11, it is particularly urgent that we know what we are fighting for, not just whom we are fighting against.

Yet study after study suggests that we lack that understanding and suffer from a severe historical illiteracy that bodes ill for the future of our Republic. In February 2000, the American Council of Trustees and Alumni issued a Roper survey and report entitled *Losing America’s Memory: Historical Illiteracy in the 21st Century*. The survey (Appendix A) revealed that seniors from America’s elite colleges and universities were graduating with an alarming ignorance of their heritage and a profound historical illiteracy:

- College seniors could not identify Valley Forge, words from the Gettysburg Address, or even the basic principles of the U.S. Constitution.
- Given high-school level questions, 81% of the seniors would have received a D or F.
- Despite this lack of knowledge, ACTA found that students could graduate from 100% of the top colleges without taking a single course in American history.
- At 78% of the institutions, students were not required to take any history at all.

Alarmed by these results, the U.S. Congress unanimously adopted a concurrent resolution in July 2000, calling on trustees, state administrators, and citizens across the

country to address America’s historical illiteracy. The bipartisan resolution (Appendix B) was introduced by Sen. Joe Lieberman (D-CT), Sen. Slade Gorton (R-WA), Rep. Tom Petri (R-WI) and Rep. George Miller (D-CA). Prominent historians — including David McCullough, Gordon Wood, and Oscar Handlin — endorsed the effort. Shortly thereafter, the National Park Service Advisory Board, chaired by John Hope Franklin, asked for ACTA’s help as it examined the troubling implications of historical illiteracy for historic sites maintained by the service.

Despite this outcry and growing public concern, ACTA’s 2002 study reveals that colleges and universities have utterly ignored the call for action:

- Not a single one of the top 50 national and liberal arts colleges as defined by *U.S. News & World Report* in 2002, requires a course in American history.
- And, only 10% require any history at all, a drop from 22% just two years ago. See Appendix C.

This failure would be disturbing — but not necessarily tragic — if students could receive a firm grounding in American history at some point in their education. But recent assessments of knowledge in U.S. history and civics reveal a similar ignorance at both the primary and secondary school levels. Although the results offered a mixed picture, the 2001 National Assessment of Educational Progress U.S. History Report Card showed that a majority of high school seniors — 57% — fell below even “basic” understanding of U.S. history, an achievement level that denotes only partial mastery of significant historical knowledge and analytical skills. “Since the seniors are very close to voting age or already have reached it, one can only feel alarm that they know so little about their nation’s history and express so little capacity to reflect on its meaning,” said Diane Ravitch, a member of the NAEP Governing Board at the time of the report’s release.

In 1998, the NAEP Civics Report Card showed similarly poor results. Over a quarter of the fourth grade, eighth grade and 12th grade students were unable to show even a “basic” level of civics understanding.

Yet another report issued this summer by former Secretary of Education William J. Bennett and Empower America found that students were remarkably ignorant about world figures and deeply ambivalent about America and its values. College students were more likely to identify Yasser Arafat correctly than any other major player (including our own Cabinet) in the war on terrorism and — like many of their professors — rejected any notion that the U.S. represents values and ideals superior to other forms of government. Indeed, a clear majority of college students (60%) believed that “developing a better understanding of the values and history of other cultures and nations that dislike us” was better for preventing terrorism than investing in strong military and defense capabilities at home and abroad.

Given the circumstances, many colleges and universities *claim* they require history. But, in fact, such requirements may often be satisfied by courses in fields other than history, including English, psychology, education, and music. For example, at the University of California-Berkeley, “Alternative Sexual Identities and Communities” fulfills the American Cultures requirement. At Dartmouth, “Music of Southeast Asia” and “From Hand to Mouth: Writing, Eating and the Construction of Gender” both meet the World Culture requirements. At Washington University in St. Louis, “Race and Ethnicity on American Television” and “American Feminism and the Theatre” are classified as “Textual and Historical Studies” courses.

Instead of broad courses on the full sweep of American history, many universities require a narrow focus on racism and inequality. At the University of Michigan, for example, students are required to fulfill a “Race & Ethnicity Requirement” from a list of approved courses that cover “issues relating to race & ethnicity, racial and ethnic intolerance, and inequality.” Wellesley’s “Multicultural Requirement” requires one unit of coursework that focuses on “African, Asian, Caribbean, Latin American, Native American, or Pacific Island peoples, cultures or societies; and/or a minority American culture, such as those defined by race, religion, ethnicity, sexual orientation, or physical disability; and/or the processes of racism, social or ethnic discrimination, or cross-cultural interaction.” Again, qualifying courses need not be history and can in fact be found in any number of fields. And while knowledge of these topics is surely commendable, it is woefully incomplete when most students bring to the classroom a virtual ignorance of America’s history and its contributions to freedom and democracy.

Benjamin Franklin was typically frank when he underscored a fundamental truth: a democratic republic is not self-sustaining. It requires the understanding, commitment, and support of its citizens for its long-term health and survival. It requires its citizens, generation-after-generation, to receive an adequate grounding in the history of America’s free institutions, particularly its founding documents and other great documents. It requires a fundamental realization that we, as citizens, are the beneficiaries of a long struggle to secure and defend a free society and that we, as citizens, are responsible for maintaining that society since it is neither guaranteed nor inevitable.

Citizens, parents, families and policymakers must demand a renewed exploration of our history and commitment to historical literacy. If we are to preserve our Republic and keep faith with those who established it, each of us must understand our rights and responsibilities — literally, we must restore America’s legacy.

As we prepare to commemorate the signing of the U.S. Constitution, it is time for us to take Franklin at his word. We have a Republic; it is up to us to “keep it.”

ELITE COLLEGE HISTORY SURVEY

Conducted for
**The American Council of
Trustees and Alumni**

by



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INTRODUCTION

The American Council of Trustees and Alumni commissioned the Center for Survey Research and Analysis (CSRA) at the University of Connecticut to conduct a survey of college seniors at elite colleges and universities in America. For the purposes of the survey, “elite” was defined as the Top 25 National Universities and Top 25 National Liberal Arts Colleges as defined by U.S. News and World Report. Results are based on 556 telephone interviews with seniors at those elite colleges and universities that were conducted between December 2, 1999 and December 20, 1999.

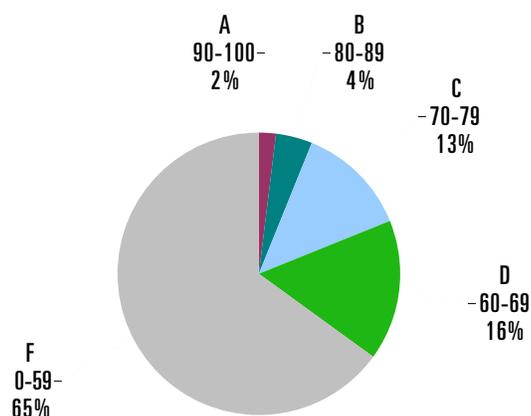
The survey consisted of 34 total questions designed to measure college seniors’ knowledge of American history, government, popular culture, and famous quotations. All students were read each question and a number of possible answer choices. Students were then asked to select the answer they thought was correct. They also had the opportunity to volunteer a “Don’t know” response.

SUMMARY OF OVERALL PERFORMANCE

Only one student answered all (100%) questions correctly. The lowest score was six percent (two in total) of all questions correctly answered, which was obtained by two students. The average student score as measured by mean and median, was fifty-three percent (53%) correct.

If this survey were a test given to a college class, four out of five (81%) students would receive a grade of either a D (16%) or a failing grade (65%), while only nineteen percent (19%) would receive a grade of C or higher. Of those that would pass, only two percent (2%) would receive an A, four percent (4%) would receive a B, and eleven percent (11%) would receive a C.

Figure 1. Percent Correct per Letter Grade



SUMMARY OF KEY FINDINGS

Judging by the percent correct, the easiest questions for students to answer were those about popular culture. The question which asked students to identify Beavis and Butthead, and the question which asked students to identify Snoop Doggy Dogg, were the easiest for students to answer, with ninety-nine (99%) and ninety-eight (98%) of the students giving the correct response.

Among the hardest questions for students to answer correctly were those concerning early American history.

- The question that asked students the source of the phrase, “Government of the people, by the people, and for the people” had only twenty-two percent (22%) of the students answering correctly that it was from the Gettysburg Address.
- Only thirty-eight percent (38%) of students asked to identify the lowest point in American fortunes in the Revolutionary War correctly answered Valley Forge while nearly one-quarter (24%) incorrectly responded with Bunker Hill, fourteen percent (14%) responded with Saratoga, seven percent (7%) answered Fort Ticonderoga, and seventeen percent (17%) either did not know the answer or refused to answer.
- The question that asked students who the “Father of the Constitution” was had only twenty three percent (23%) of the students answering correctly while a majority of students (54%) identified Thomas Jefferson rather than James Madison.

When students were asked to identify the European who traveled through the U.S. and detailed his observations in *Democracy in America*, just under one half (49%) correctly identified (Alexis de) Tocqueville, while a significant minority (32%) thought that person was Lafayette. Similarly, when students were asked the purpose of the Missouri Compromise, just over half (52%) responded correctly, while approximately one quarter (26%) incorrectly responded that it settled the boundary dispute between Missouri and Kansas.

A summary of the percentage of students correctly answering all questions asked is presented in figure 2. The following items summarize some of the more interesting patterns in the following figure.

Virtually all college seniors can identify popular culture items.

- Ninety-nine percent of all college students surveyed identified Beavis and Butthead as television cartoon characters. A very small minority (1%) thought that the cartoon characters were a musical group.
- Similarly, ninety-eight percent of college students can identify Snoop Doggy Dogg as a rap singer while only one percent thought the rap singer was a cartoon by Charles Schulz.

Some questions on American history were answered correctly by a majority of students.

- Nearly nine in ten (89%) college seniors know that Sputnik was the first man-made satellite while small minorities felt that Sputnik was either the first animal to travel into space (7%), a telecommunications system (1%), or a hydrogen bomb (1%).

- Just under three quarters (73%) of college seniors recognize that John Adams was the second President of the United States. Twenty-five percent (25%) incorrectly identified other choices Thomas Jefferson (15%), James Madison (8%), and Benjamin Franklin (2%).
- Similarly, seventy-two percent of college seniors know that Joseph Stalin was the leader of the Soviet Union when the U.S. entered the Second World War. Just under one fifth (18%) thought Nikita Khrushchev was the leader of the Soviet Union at the time.

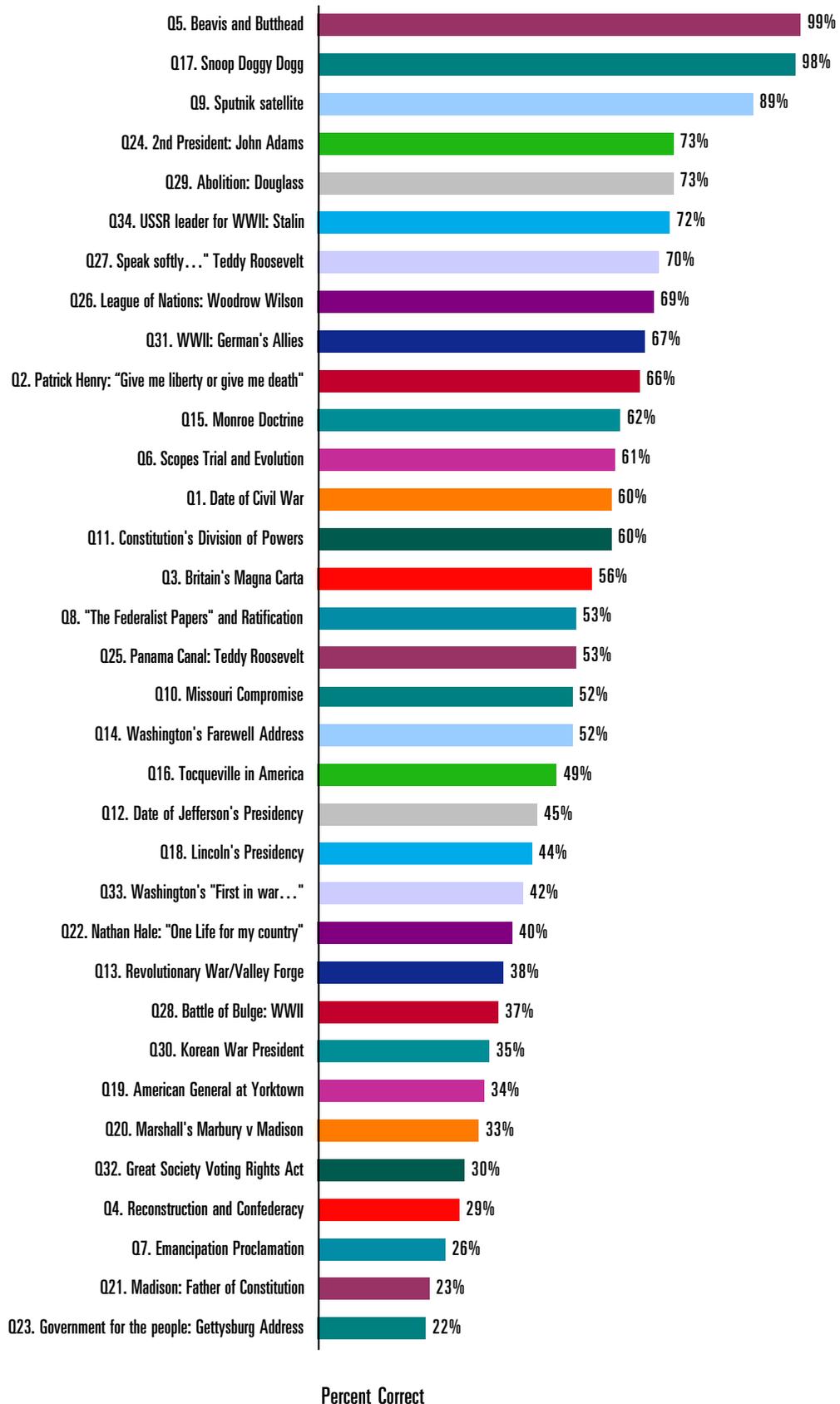
Little more than half of college seniors know general information about American Democracy and the Constitution.

- Just over half (53%) of the seniors correctly identified the purpose of the Federalist Papers as an attempt to gain ratification of the Constitution, with slightly less than one fifth saying that their purpose was to win foreign approval for the Revolutionary War (17%) or to establish a strong, free press in the colonies (16%).
- Sixty percent recognized the Constitution as the document that established the division of powers between the states and the federal government. Interestingly, just under one third (26%) thought that the Articles of Confederation granted the division of powers.
- Similarly, fifty-six percent recognize that the Magna Carta is the foundation of the British Parliamentary system. However, nearly one quarter (24%) of those surveyed thought the Magna Carta was the charter signed by the Pilgrims on the Mayflower.
- Interestingly, although more than half of college seniors understand questions about the fundamental concepts of American Democracy and the Constitution, less than one quarter (23%) correctly identified James Madison as the “Father of the Constitution.”

In general, College seniors do not know the specifics about major wars the U.S. participated in.

- Approximately one-third of elite college seniors (34%) correctly identified George Washington as the American general at Yorktown; 37 percent thought that Ulysses S. Grant was the general at that battle.
- Thirty-five percent (35%) of college seniors know that Harry Truman was president during the Korean War, compared to nearly half (47%) who thought that Dwight Eisenhower was President at that time.
- Fewer than four in ten seniors (37%) correctly identified the Battle of the Bulge as being fought during World War II, while just under one third of the respondents (29%) thought the battle was fought during World War I.
- The one exception to this pattern is that sixty seven percent of college seniors recognize that Italy and Japan were the two nations allied with Germany when the U.S. entered World War II, while small minorities misidentified Italy and Russia (15%), Russia and Japan (10%), and Italy and Poland (7%) as Germany’s allies.
- There is virtually no difference between the responses of history or social science majors and students of other majors. There was also very little variation among subgroups.

Figure 2. Summary of Correct Responses to Questions



SAMPLE DESIGN

A total of 556 randomly selected Seniors from the top 25 National Universities and top 25 National Liberal Arts Colleges, as defined by U.S. News and World Report¹, were interviewed for this survey (See Table 3.) Because of ties in the rankings, a total of 26 National Universities and 29 National Liberal Arts Colleges were included in the sample.

Table 3. Top Schools as Defined By U.S. News and World Report

NATIONAL UNIVERSITIES		NATIONAL LIBERAL ARTS COLLEGES	
Rank	School	Rank	School
1	California Institute of Technology	1	Swarthmore College (PA)
2	Harvard University (MA)	2	Amherst College (MA)
3	Massachusetts Inst. of Technology	3	Williams College (MA)
4	Princeton University (NJ)	4	Wellesley College (MA)
4	Yale University (CT)	5	Haverford College (PA)
6	Stanford University (CA)	5	Middlebury College (VT)
7	Duke University (NC)	7	Pomona College (CA)
7	Johns Hopkins University (MD)	8	Carleton College (MN)
7	University of Pennsylvania	9	Bowdoin College (ME)
10	Columbia University (NY)	10	Wesleyan University (CT)
11	Cornell University (NY)	11	Davidson College (NC)
11	Dartmouth College (NH)	11	Grinnell College (IA)
13	University of Chicago	13	Smith College (MA)
14	Brown University (RI)	14	Claremont McKenna College (CA)
14	Northwestern University (IL)	14	Washington and Lee University (VA)
14	Rice University (TX)	16	Mount Holyoke College (MA)
17	Washington University (MO)	17	Vassar College (NY)
18	Emory University (GA)	18	Bryn Mawr College (PA)
19	University of Notre Dame (IN)	18	Colby College (ME)
20	University of California-Berkeley	18	Colgate University (NY)
20	Vanderbilt University (TN)	18	Hamilton College (NY)
22	University of Virginia	22	Trinity College (CT)
23	Carnegie Mellon University (PA)	23	Bates College (ME)
23	Georgetown University (DC)	24	Macalester College (MN)
25	University of California-Los Angeles	25	Barnard College (NY)
25	University of Michigan-Ann Arbor	25	Colorado College
		25	Connecticut College
		25	Oberlin College (OH)
		25	University of the South (TN)

¹Ranking as published for 1999-2000 in *America's Best Colleges*; U.S. News and World Report. Available online at <http://www.usnews.com/usnews/edu/college/cohome.htm>.

All interviews were conducted by telephone. Students were randomly selected from these colleges and universities using three distinct methods designed to include all colleges and universities in the sample frame. Published directories were used for schools where available. Electronic directories were available from Survey Sampling, Inc., for 30 schools comprising 56% of the total students in Top 50 schools. Students were randomly selected from these directories. For schools where student telephone numbers were not available but student e-mail addresses were available, student names were randomly selected to receive e-mail letters requesting survey participation. These surveys were completed by telephone with responding students. In cases where no directory of student names was available, CSRA obtained dormitory telephone exchanges and generated random telephone numbers to reach students. Survey interviewers screened for school and class (senior, junior, and so forth) in all cases, and interviewed only currently enrolled seniors at appropriate colleges and universities.

The final results were weighted to reflect population percentages, according to total undergraduate students, for type of school. Schools were divided into three categories for these weights: National Universities with 10,000 or fewer undergraduate students, National Universities with more than 10,000 students, and liberal arts colleges.

The sample error associated with a survey of this size is $\pm 4\%$, meaning that there is less than one chance in twenty that the results of a survey of this size would differ by more than 4% in either direction from the results which would be obtained if all students at the selected colleges had been interviewed. The sample error is larger for sub-groups. CSRA also attempted to minimize other possible sources of error in this survey.

Table 4. Summary of Population Estimates and Completed Interviews By Stratum

Stratum	Number of Institutions	Total Students	Percent of Total	Number of Students Interviewed	Weight
National Universities 10,000 or Less	21	119,322	44.0%	228	1.07
National Universities More Than 10,000	5	97,190	35.8%	132	1.51
National Liberal Arts Colleges	29	54,781	20.2%	196	0.57
Total in Sample Frame	55	271,293	100%	556	

ABOUT CSRA

The Center for Survey Research and Analysis (CSRA), formerly the polling unit of The Roper Center for Public Opinion Research, is a non-partisan, non-profit organization dedicated to the study of public opinion. CSRA is nationally and internationally recognized as a leader in the field of public opinion research. The scope of CSRA projects ranges from national and international studies of public opinion and public policy to local community-based surveys. From the Director to the interviewers, all staff members are committed to producing the highest quality data. CSRA is dedicated to forming partnerships with our clients. Project managers work directly with clients to create effective research designs and data collection methods to achieve clients' specific goals. Clients are consulted and informed through every step of the project.

CSRA strictly adheres to the code of ethics published by the American Association for Public Opinion Research. This rigorous code requires that we fully divulge our research methods, treat all respondents with respect and honesty, and take steps to insure that our results are not presented in a distorted or misleading manner.

Elite College History Survey

*Based on Interviews with 556 Students at
Elite Colleges and Universities in the United States*

Final Weighted Results

Hello my name is _____ and I am calling from the Center for Survey Research and Analysis at the University of Connecticut. We are conducting a survey of college seniors. May I please speak to the college senior with the next birthday?

This survey contains several questions that you may or may not know the answers to, but it is important that we get everyone's answers.

Q1. When was the Civil War?

a. 1750-1800	10%
b. 1800-1850	26%
c. 1850-1900	60%
d. 1900-1950	1%
e. after 1950	0%
DK/Ref	2%

Q2. Who said "Give me liberty or give me death?"

a. John Hancock	7%
b. James Madison	9%
c. Patrick Henry	66%
d. Samuel Adams	10%
DK/Ref	7%

Q3. What is the Magna Carta?

a. The foundation of the British parliamentary system	56%
b. The Great Seal of the monarchs of England	5%
c. The French Declaration of the Rights of Man	9%
d. The charter signed by the Pilgrims on the Mayflower	25%
DK/Ref	5%

Q4. The term “Reconstruction” refers to:

- | | |
|--|------------|
| a. Payment of European countries’ debts to the United States after the First World War | 8% |
| b. Repairing of the physical damage caused by the Civil War | 59% |
| c. Readmission of the Confederate states and the protection of the rights of Black citizens | 29% |
| d. Rebuilding of the transcontinental railroad and the canal system | 2% |
| DK/Ref | 3% |

Q5. Are Beavis and Butthead...

- | | |
|---|------------|
| a. A radio show | 0% |
| b. Television cartoon characters | 99% |
| c. A musical group | 1% |
| d. Fictional soldiers | 0% |
| DK/Ref - | 0% |

Q6. The Scopes Trial was about:

- | | |
|---|------------|
| a. Freedom of the press | 7% |
| b. Teaching evolution in the schools | 61% |
| c. Prayer in the schools | 14% |
| d. Education in private schools | 5% |
| DK/Ref | 14% |

Q7. The Emancipation Proclamation issued by Lincoln stated that:

- | | |
|---|------------|
| a. Slaves were free in areas of the Confederate states not held by the Union | 26% |
| b. The slave trade was illegal | 8% |
| c. Slaves who fled to Canada would be protected | 1% |
| d. Slavery was abolished in the Union | 63% |
| DK/Ref | 1% |

Q8. The purpose of the authors of “The Federalists” papers was to:

- | | |
|--|------------|
| a. Establish a strong, free press in the colonies | 16% |
| b. Confirm George Washington’s election as the first president | 4% |
| c. Win foreign approval for the Revolutionary War | 17% |
| d. Gain ratification of the U.S. Constitution | 53% |
| DK/Ref | 9% |

Q9. Sputnik was the name given to the first:

- | | |
|--------------------------------|------------|
| a. Telecommunications system | 1% |
| b. Animal to travel into space | 7% |
| c. Hydrogen bomb | 2% |
| d. Man-made satellite | 89% |
| DK/Ref | 2% |

Q10. The Missouri Compromise was the act that:

- | | |
|---|------------|
| a. Funded the Lewis and Clark expedition on the upper Missouri River | 7% |
| b. Granted statehood to Missouri but denied the admission of any other states | 8% |
| c. Settled the boundary dispute between Missouri and Kansas | 26% |
| d. Admitted Maine into the Union as a free state and Missouri as a slave state | 52% |
| DK/Ref | 8% |

Q11. Which document established the division of powers between the states and the federal government?

- | | |
|------------------------------------|------------|
| a. The Marshall Plan | 8% |
| b. The Constitution | 60% |
| c. The Declaration of Independence | 2% |
| d. The Articles of Confederation | 26% |
| DK/Ref | 4% |

Q12. When was Thomas Jefferson president?

- | | |
|---------------------|------------|
| a. 1780-1800 | 33% |
| b. 1800-1820 | 45% |
| c. 1820-1840 | 9% |
| d. 1840-1860 | 5% |
| e. 1860-1880 | 2% |
| DK/Ref | 6% |

Q13. What was the lowest point in American fortunes in the Revolutionary War?

- | | |
|------------------------|------------|
| a. Saratoga | 14% |
| b. Bunker Hill | 24% |
| c. Valley Forge | 38% |
| d. Fort Ticonderoga | 7% |
| DK/Ref | 17% |

Q14. In his Farewell Address, President George Washington warned against the danger of:

- | | |
|--|------------|
| a. Expanding into territories beyond the Appalachian Mountains | 11% |
| b. Having war with Spain over Mexico | 8% |
| c. Entering into permanent alliances with foreign governments | 52% |
| d. Building a standing army and strong navy | 19% |
| DK/Ref | 9% |

Q15. The Monroe Doctrine declared that:

- | | |
|---|------------|
| a. The American blockade of Cuba was in accord with international law | 10% |
| b. Europe should not acquire new territories in the Western Hemisphere | 62% |
| c. Trade with China should be open to all Western nations | 9% |
| d. The annexation of the Philippines was legitimate | 9% |
| DK/Ref | 10% |

Q16. Who was the European who traveled in the United States and wrote down perceptive comments about what he saw in Democracy in America?

- | | |
|------------------------------------|------------|
| a. Lafayette | 32% |
| b. Tocqueville (TOKE-ville) | 49% |
| c. Crevecoeur (cre-VA-see-aire) | 7% |
| d. Napoleon | 3% |
| DK/Ref | 9% |

Q17. Identify Snoop Doggy Dog.

- | | |
|------------------------------|------------|
| a. A rap singer | 98% |
| b. Cartoon by Charles Schulz | 1% |
| c. A mystery series | 0% |
| d. A jazz pianist | 0% |
| DK/Ref | 2% |

Q18. Abraham Lincoln was president between:

- | | |
|---------------------|------------|
| a. 1780-1800 | 5% |
| b. 1800-1820 | 7% |
| c. 1820-1840 | 12% |
| d. 1840-1860 | 29% |
| e. 1860-1880 | 44% |
| DK/Ref | 3% |

Q19. Who was the American general at Yorktown?

- | | |
|-----------------------------|------------|
| a. William T. Sherman | 11% |
| b. Ulysses S. Grant | 37% |
| c. Douglas MacArthur | 6% |
| d. George Washington | 34% |
| DK/Ref | 12% |

Q20. John Marshall was the author of:

- | | |
|---------------------------------|------------|
| a. Roe vs. Wade | 9% |
| b. Dred Scott vs. Kansas | 15% |
| c. Marbury vs. Madison | 33% |
| d. Brown vs. Board of Education | 28% |
| DK/Ref | 15% |

Q21. Who was the “Father of the Constitution”?

- | | |
|-------------------------|------------|
| a. George Washington | 8% |
| b. Thomas Jefferson | 53% |
| c. Benjamin Franklin | 13% |
| d. James Madison | 23% |
| DK/Ref | 2% |

Q22. Who said, “I regret that I have only one life to give for my country”?

- | | |
|-----------------------|------------|
| a. John F. Kennedy | 23% |
| b. Benedict Arnold | 17% |
| c. John Brown | 8% |
| d. Nathan Hale | 40% |
| DK/Ref | 13% |

Q23. What was the source of the following phrase:
“Government of the people, by the people, for the people”?

- | | |
|---------------------------------|------------|
| a. The speech: “I have a Dream” | 1% |
| b. Declaration of Independence | 43% |
| c. U.S. Constitution | 31% |
| d. Gettysburg Address | 22% |
| DK/Ref | 2% |

Q24. Who was the second president of the U.S.?

- | | |
|----------------------|------------|
| a. Thomas Jefferson | 15% |
| b. James Madison | 8% |
| c. John Adams | 73% |
| d. Benjamin Franklin | 2% |
| DK/Ref | 3% |

Q25. Who was president when the U.S. purchased the Panama Canal?

- | | |
|------------------------------|------------|
| a. Theodore Roosevelt | 53% |
| b. Jimmy Carter | 9% |
| c. Franklin D. Roosevelt | 15% |
| d. Woodrow Wilson | 14% |
| DK/Ref | 9% |

Q26. Who was the leading advocate for the U.S. entry into the League of Nations?

- | | |
|--------------------------|------------|
| a. George C. Marshall | 7% |
| b. Woodrow Wilson | 69% |
| c. Henry Cabot Lodge | 3% |
| d. Eleanor Roosevelt | 10% |
| DK/Ref | 12% |

Q27. Who said, “Speak softly but carry a big stick”?

- | | |
|------------------------------|------------|
| a. William T. Sherman | 3% |
| b. Sitting Bull | 13% |
| c. John D. Rockefeller | 8% |
| d. Theodore Roosevelt | 70% |
| DK/Ref | 7% |

Q28. The Battle of the Bulge occurred during:

- | | |
|------------------------|------------|
| a. The Vietnam War | 3% |
| b. World War II | 37% |
| c. World War I | 29% |
| d. The Civil War | 22% |
| DK/Ref | 9% |

Q29. Which of the following was a prominent leader of the Abolitionist Movement?

- | | |
|------------------------------|------------|
| a. Malcolm X | 2% |
| b. Martin Luther King Jr. | 5% |
| c. W.E.B. Du Bois | 15% |
| d. Frederick Douglass | 73% |
| DK/Ref | 5% |

Q30. Who was the president of the United States at the beginning of the Korean War?

- a. John F. Kennedy 7%
- b. Franklin D. Roosevelt 4%
- c. Dwight Eisenhower 47%
- d. Harry Truman 35%**
- DK/Ref 7%

Q31. When the United States entered World War II, which two major nations were allied with Germany?

- a. Italy and Japan 67%**
- b. Italy and Poland 7%
- c. Italy and Russia 15%
- d. Russia and Japan 10%
- DK/Ref 2%

Q32. Social legislation passed under President Lyndon B. Johnson's Great Society Program included:

- a. The Sherman Antitrust Act 16%
- b. The Voting Rights Act 30%**
- c. The Tennessee Valley Authority 19%
- d. The Civilian Conservation Corps 22%
- DK/Ref 14%

Q33. Who was "First in war, first in peace, first in the hearts of his countrymen"?

- a. George Washington 42%**
- b. Woodrow Wilson 8%
- c. Dwight Eisenhower 22%
- d. Abraham Lincoln 15%
- DK/Ref 14%

Q34. Who was the leader of the Soviet Union when the United States entered the Second World War?

- a. Peter Ustinov (YOU-stin-off) 3%
- b. Nikita Khrushchev (CRUZ-chev) 18%
- c. Marshal Tito 1%
- d. Joseph Stalin 72%**
- DK/Ref 7%

106TH CONGRESS
2D SESSION

S. CON. RES. 129

Expressing the sense of Congress regarding the importance and value of education in United States history.

*(Passed unanimously by the Senate on June 30, 2000.
Passed unanimously by the House of Representatives on July 10, 2000.)*

IN THE SENATE OF THE UNITED STATES

JUNE 30, 2000

Mr. LIEBERMAN (for himself, Mr. GORTON, Mr. SMITH of Oregon, Mr. CLELAND, Mr. BYRD, Mr. CONRAD, Mr. BENNETT, and Mr. GRAMS) submitted the following concurrent resolution; which was considered and agreed to

CONCURRENT RESOLUTION

Expressing the sense of Congress regarding the importance and value of education in United States history.

Whereas basic knowledge of United States history is essential to full and informed participation in civic life and to the larger vibrancy of the American experiment in self-government;

Whereas basic knowledge of the past serves as a civic glue, binding together a diverse people into a single Nation with a common purpose;

Whereas citizens who lack knowledge of United States history will also lack an understanding and appreciation of the democratic principles that define and sustain the Nation as a free people, such as liberty, justice, tolerance, government by the consent of the governed, and equality under the law;

Whereas a recent Roper survey done for the American Council of Trustees and

Alumni reveals that the next generation of American leaders and citizens is in danger of losing America's civic memory;

Whereas the Roper survey found that 81 percent of seniors at elite colleges and universities could not answer basic high school level questions concerning United States history, that scarcely more than half knew general information about American democracy and the Constitution, and that only 22 percent could identify the source of the most famous line of the Gettysburg Address;

Whereas many of the Nation's colleges and universities no longer require United States history as a prerequisite to graduation, including 100 percent of the top institutions of higher education;

Whereas 78 percent of the Nation's top colleges and universities no longer require the study of any form of history;

Whereas America's colleges and universities are leading bellwethers of national priorities and values, setting standards for the whole of the United States' education system and sending signals to students, teachers, parents, and public schools about what every educated citizen in a democracy must know;

Whereas many of America's most distinguished historians and intellectuals have expressed alarm about the growing historical illiteracy of college and university graduates and the consequences for the Nation; and

Whereas the distinguished historians and intellectuals fear that without a common civic memory and a common understanding of the remarkable individuals, events, and ideals that have shaped the Nation, people in the United States risk losing much of what it means to be an American, as well as the ability to fulfill the fundamental responsibilities of citizens in a democracy: Now, therefore, be it

Resolved by the Senate (the House of Representatives concurring), That it is the sense of Congress that—

(1) the historical illiteracy of America's college and university graduates is a serious problem that should be addressed by the Nation's higher education community;

(2) boards of trustees and administrators at institutions of higher education in the United States should review their curricula and add requirements in United States history;

(3) State officials responsible for higher education should review public college and university curricula in their States and promote requirements in United States history;

(4) parents should encourage their children to select institutions of higher education with substantial history requirements and students should take courses in United States history whether required or not; and

(5) history teachers and educators at all levels should redouble their efforts to bolster the knowledge of United States history among students of all ages and to restore the vitality of America's civic memory.

Appendix C

Of the “top 50” colleges and universities, absolutely *none* requires its students to take a course in American history before they graduate. For purposes of this study, colleges and universities have been given the benefit of the doubt. Any required college course in American history — no matter how narrow — will qualify as an American history requirement. To rule out courses such as “The History of Recreation” offered in a Physical Education Department, a history course is defined as a course taught in the History Department. The findings are based on a review of the most recent available undergraduate course catalogs or Internet course listings.

Of the top 50 colleges and universities, only 10% require their students to take a course in history at all. This is a substantial drop from only two years ago when 22% of the top 50 colleges — a universe of 55 colleges — required some history of their graduates. Again, this result is reached using a very generous definition of a history requirement. Institutions are classified as requiring history even if the history “requirement” can be satisfied by a very narrow history course or can be waived by attaining a certain level on an Advanced Placement exam. Social science requirements that might be satisfied by history courses but are not required to be, do not qualify as history requirements.

Amherst College— American history — no.
History — no.

Bates College— American history — no.
History — no.

Bowdoin College— American history — no.
History — no.

Students must take two courses that focus on a “non-Eurocentric culture or society.” Because this requirement may be satisfied by non-history courses, however, it does not count as a history requirement.

Brown University— American history — no.
History — no.

Bryn Mawr College— American history — no.
History — no.

**University of California
at Berkeley**— American history — no.
History — no.

The University requires all graduates to fulfill an American History and Institutions requirement, a mandate set by the State of California. A student may be exempted from this “requirement” by fulfilling state high school history requirements with a grade of C or better. Accordingly, this is not counted as a college-level requirement.

Students must also satisfy the American Cultures Breadth Requirement by taking an American cultures course, with a grade no lower than C- or P. “American Cultures” can be satisfied by a variety of courses in non-history fields such as “Experiences of ‘Race’ and ‘Ethnicity’ and the Construction of Subjectivity”(offered by the English department), “Alternative Sexual Identities and Communities in Contemporary American Society,” “Poetry for the People,” “Gender, Culture and Ethnicity in American Dance” and “Outsiders and Imposters.” Because this requirement can be satisfied by non-history courses, it is not counted as a history requirement.

California Institute of Technology —	American history — no. History — no.
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The “Freshman Humanities” requirement includes history as a prominent option, but may be satisfied by taking literature, philosophy, and a course in art, music, or language. It is, therefore, not counted as a history requirement.

Carleton College —	American history — no. History — no.
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Before graduating, students must fulfill a “Recognition and Affirmation of Difference” requirement. The Academic Catalog states that the “requirement recognizes the traditional liberal arts goal of expanding students’ intellectual horizons by exposing all students both to a diversity of cultures and to an analysis of the experience of being different. The word ‘Difference’ in the name of the requirement reminds us that differences do exist, and if we are to create a community that embraces diversity, we must expose ourselves to perspectives that have developed outside of, in opposition to, or in ways only dimly visible to the dominant culture in which most of us have grown up and been educated.” Because this requirement may be met by courses in a variety of academic disciplines, it is not counted as a history requirement.

Carnegie Mellon University —	American history — no. History — yes.
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There is a World Cultures requirement designed to help the student “recognize cultures that have shaped and continue to shape the human experience and analyze materials that provide clues as to how these cultures work.” “Introduction to World History,” a course in the history department, fulfills the requirement. Accordingly, this is counted as a history requirement.

University of Chicago— American history — no.
History — no.

The University has a “Civilization Studies” requirement which can be satisfied by a course in history. One qualifying history course, History of Western Civilization, is being eliminated and courses in music or religion can also meet the requirement. Accordingly, it is not counted as a history requirement.

Claremont McKenna College— American history — no.
History — no.

All students are required to take a foundational course “Questions of Civilization.” According to the course catalog, this course is an “examination of philosophical, social, aesthetic, and scientific questions fundamental to individuals in their relationship to society and the world. Using both classical texts and contemporary sources, as well as Western and Eastern writers, this course cultivates an informed understanding of how the various prevailing answers to such questions relate to major historical traditions and to our current civilization.” Topics, readings and other course material may vary by section. And while the course may delve into historical issues, it is taught by faculty from several departments. Accordingly, it is not counted as a history requirement.

Students must also fulfill a Social Sciences requirement of courses from three of four fields: economics, government, history and psychology. Because history is not required of all students, this is not counted as a history requirement.

Colby College— American history — no.
History — no.

Students are required to take a three or four credit hour course in Historical Studies — “[c]ourses that investigate human experience by focusing on the development of cultures and societies as they evolve through time.” They are also required to meet a “Diversity” requirement: “one course centrally concerned with how diversities among people have contributed to the richness of human experience.” Both requirements, however, may be satisfied by courses in departments as diverse as philosophy, science, technology, and society, music and sociology. Accordingly, they are not counted as history requirements.

Colgate University— American history — no.
History — no.

Colgate’s general education program includes two aspects: the distribution requirement and the liberal arts core curriculum. Students must take a total of six courses distributed among three different departments, one of which is the “Social Sciences Division.” Courses ranging from economics, and educational studies to sociology and anthropology can be used to meet

this requirement. Accordingly, the distribution requirement is not counted as a history requirement.

The liberal arts core curriculum requires students to take “Western Traditions,” “The Challenge of Modernity,” “Scientific Perspectives,” and one “Cultures of Africa, Asia, and the Americas” course designed to look at cultures “distinct from Western traditions.” The courses require readings from the Old Testament, Plato, Darwin and Nietzsche and emphasize historical perspectives but they are taught by faculty from various departments. Accordingly, the core requirement is not counted as a history requirement.

Columbia University— American history — no.
History — no.

The core course, “Introduction to Contemporary Civilization,” is primarily a “great books” course focused on “European and American traditions developed from biblical and classical sources.” It emphasizes the “historical influence” of the texts and is designed to “introduce students to a set of ideas and arguments that have played a formative role in the political and cultural history of our time....” Core courses are taught by faculty from a variety of departments. Accordingly, the core requirement is not counted as a history requirement.

Cornell University— American history — no.
History — no.

Students must include at least one course that focuses “on an area or a people other than those of the United States, Canada, or Europe, and one course that focuses on an historical period before the twentieth century.” Courses that satisfy this requirement include non-history classes in archaeology, anthropology, linguistics, and English. Accordingly, these do not count as history requirements.

Dartmouth College— American history — no.
History — no.

There is a World Culture requirement: “Each student must take at least one course which has as its subject matter the culture, ideas, and/or the institutions of societies in each of the following cultural areas: 1) Europe, including the classical civilizations of the Mediterranean; 2) the United States and Canada; 3) non-Western societies.” These requirements may be satisfied by taking courses in non-history fields such as “Music of Southeast Asia” in the music department, “Perspectives on Race & Racism” in the psychology department, “Sex, Gender and Sports” in the women’s studies department, and “From Hand to Mouth: Writing, Eating and the Construction of Gender” in the comparative literature department. Accordingly, this is not counted as an American history or general history requirement.

Davidson College— American history — no.
History — yes.

Duke University— American history — no.
History — no.

Students are required to complete three courses each in four areas including “Civilizations” and “Social Sciences.” However, these requirements can be met by classes in philosophy, education, religion, anthropology, gay & lesbian studies, and other non-history departments such as “Gender Politics and Higher Education,” “Modern Chinese Cinema,” “Gender and Culture” and “Global Sexualities.” Accordingly, they are not counted as history requirements.

Emory University— American history — no.

Every student must take one course on “the history of politics, society, or culture in the United States providing a perspective on American diversity.” In 2002, one could satisfy these requirements by taking courses in economics, linguistics, education, religion, or sociology. Accordingly, it is not counted as an American history requirement.

History — no.

Every student must take one course covering “a significant historical span of Western history and culture other than the United States.” Students must also take at least one course concerning a non-western culture or comparative and international studies. These requirements may be satisfied by non-history courses in anthropology, education, film studies, literature, music, political science, and philosophy. Accordingly, they are not counted as history requirements.

Georgetown University— American history — no.
History — yes.

Students must complete two history courses from among the following surveys: European Civilization, History of the Atlantic World, the Pacific World, or World History. It is possible to be exempted from this requirement by receiving a certain score on Advanced Placement exams.

Grinnell College— American history — no.
History — no.

Hamilton College— American history — no.
History — no.

For the classes of 2005 and after, Hamilton has eliminated distribution requirements altogether and replaced them with “a series of recommended goals.” Classes of 2003 and 2004 must still fulfill distribution requirements, including two courses in “historical studies and social sciences.” These may be satisfied by courses in public policy, economics, government, and sociology, among others. Because the loose requirement permits a student to avoid history altogether, this is not counted as a history requirement.

Harvard University— American history — no.
History — yes.

Under the Core program, students are required to take two courses in “Historical Study” to “develop students’ comprehension of history as a form of inquiry and understanding.” Courses such as “Medicine and Society in America,” “The Modern World Economy, 1873-2000,” “The Cuban Revolution, 1956-1971: A Self Debate,” and “Pursuits of Happiness: Ordinary Lives in Revolutionary America” can satisfy this requirement.

Harvey Mudd College— American history – no.
History – no.

All students are required to take Humanities 1 and 2, plus two additional courses in the humanities or social sciences. The Humanities courses are described as an “introduction to college level studies in the humanities and social sciences focusing on development of essential reading, critical thinking and research and writing skills.” Their reading lists combine fiction and non-fiction. Because the broad description may permit a student to avoid history altogether, it is not counted as a history requirement.

Haverford College— American history — no.
History — no.

Haverford has a “Social Justice Requirement.” However, this requirement may be met by courses outside the history department. Accordingly, it is not counted as a history requirement.

Johns Hopkins University— American history — no.
History — no.

Macalester College— American history — no.
History — no.

Massachusetts Institute of Technology— American history — no.
History — no.

MIT requires a “historical studies” or “cultural and social studies” course. However, this requirement may be satisfied by non-history courses such as “Environmental Politics and Policy” and “Humanistic Perspectives on Medicine” and is not counted as a history requirement.

University of Michigan— American history — no.
History — no.

Students are required to fulfill a “Race & Ethnicity Requirement” from a “list of approved courses that cover issues relating to race & ethnicity, racial and ethnic intolerance, and inequality.” According to the University, “[b]ecause racial and ethnic intolerance has fundamentally affected the development of contemporary American society and because its effects will continue to be felt well into the future, the College’s faculty feels that all students should take at least one course that deals on a fairly sophisticated level with topics such as the historical development of racism, and the social, political and economics (sic) effects of racism, and other types of discrimination.” Because this requirement may be met by non-history courses such as “Literature and Social Change” in the English department, “Environmental Justice: Domestic and International” in the environmental studies department, “Empowering Families and Communities” in the psychology department, and “Introduction to Anthropology” in the anthropology department, it is not counted as a history requirement.

Middlebury College— American history — no.
History — no.

Beginning with the class of 2007, all students are required to complete a four-course cultures and civilizations requirement: one course focusing on “some aspect of the cultures and civilizations of northern America (United States and Canada),” one course focusing on “some aspect of European cultures and civilizations,” one course focusing on “some aspect of the cultures and civilizations of Africa, Asia, Latin America, and the Caribbean,” and one course that focuses on “the process of comparison between and among cultures, and civilizations, or ... on the identity and experience of separable groups within cultures and civilizations.” These requirements can be satisfied by history courses such as “Introduction to Environmental History” or non-history courses in philosophy, sociology, theater, history of art and religion. Accordingly, these do not count as American history or general history requirements.

Mount Holyoke College— American history — no.
History — no.

Students are required to satisfy a “Multicultural Perspectives” course: “a four-credit course that is devoted primarily to the study of some aspect of Africa, Asia, Latin America, the Middle East, or the nonwhite peoples of North America and that incorporates a diversity of perspectives.” However, it may be met by such courses as “Visualizing Cultures” in anthropology, “Women’s Issues in Arab Women Novelists’ Works” in Asian studies, and “White-

ness and the Construction of Identity” in the education department. Accordingly, it does not count as a history requirement.

Northwestern University— American history — no.
History — no.

Students must take at least two quarter courses in “Historical Studies.” However, courses in non-history fields such as “Cultural Origins” in anthropology, and “Polish Culture in the 20th Century” in Slavic languages and literatures will satisfy the requirement. Accordingly, this does not count as a history requirement.

Notre Dame University— American history — no.
History — yes.

Oberlin College— American history — no.
History — no.

University of Pennsylvania— American history — no.
History — no.

Students must take two courses in the “History and Tradition” sector. This requirement can be satisfied, however, by such courses as “The Barbarian Image” and “Introduction to Linguistics.” The University also gives general education credit for advanced placement courses “when departments certify that they are equivalent to specific courses at Penn.” Because the loose requirement permits students to avoid courses in history altogether, this does not count as a history requirement.

In the fall of 2000, the University announced its commitment to “conducting an educational experiment to explore certain carefully defined alternatives to the current [general education] curriculum, the Pilot Curriculum.” The Pilot Curriculum makes no explicit mention of history and is, instead, divided into five categories: “Structure and Value in Human Societies,” “Toward Science Literacy,” “Science, Culture and Society,” “Earth, Space, and Life,” and “Imagination, Representation and Society.” In the fall of 2002, these requirements could be met by such courses as “Race and Society,” “Representations of the Holocaust,” and “Humans and Their Environment.” Accordingly, the Pilot Curriculum is not counted as a history requirement.

Pomona College— American history — no.
History — no.

Students must fulfill a General Education program known as the “Perception, Analysis and Communications” requirement, which requires them to choose courses from each of 10 categories described as instilling a number of skills including the ability to “explore and

understand an historical culture.” However, at Pomona, there is “no specific course or department — with the exception of Critical Inquiry prescribed for graduation.” Accordingly, this is not counted as a history requirement.

Princeton University— American history — no.
History —no.

All students must take a course in “Historical Analysis.” However, 52 courses satisfy the requirement including such courses as the “History of Anthropological Theory” in the anthropology department, “The Historical Development of Urban Form” in the architecture department, the “History of Psychology” in the psychology department, and “Communication and the Arts: Journalism and Culture” in the communications department. Accordingly, this is not counted as a history requirement.

Rice University— American history — no.
History — no.

Smith College— American history — no.
History — no.

Stanford University— American history — no.
History — no.

Students are required to fulfill a General Education requirement in four areas including “Introduction to the Humanities,” “Humanities and Social Sciences” and “World Cultures, American Cultures, and Gender Studies.” These requirements may be satisfied by courses such as “Desire and Its Discontents” and “Reason, Passion and Reality,” as well as courses in linguistics, Spanish and sociology. Accordingly, they are not counted as American history or history requirements.

Swarthmore College— American history — no.
History — no.

Trinity College— American history — no.
History — no.

Vanderbilt University— American history — no.

Students are required to take 9 to 12 hours in History and Culture. Vanderbilt states that this requirement demands “a sustained consideration of the American national experience and a grasp of the thoughts, language, or experiences that have contributed to the formation of at least one other cultural or national tradition.” The six-hour American component requirement may be satisfied, however, by non-history courses in African American studies, com-

munications studies, fine arts, music, political science, sociology, theater, and women's studies. Accordingly, it is not counted as an American history requirement.

History — no.

Students are required to take 9 to 12 hours in History and Culture. The six-hour American component may be satisfied by non-history courses. The three to six-hour International Component may be satisfied by 1) courses in a foreign language plus a course in the literature, culture or history of that foreign area or culture; 2) study abroad; or 3) two survey courses taught in English and dealing with a single major cultural area or tradition significantly different from that of the United States. Those surveys may be satisfied by courses in anthropology, political science, sociology and music. Because the history and culture “requirement” may be satisfied by non-history courses, it is not counted as a history requirement.

Vassar College—

American history — no.

History — no.

University of Virginia—

American history — no.

History — no.

Students are required to pass at least one three-or-more credit course in “Historical Studies” and “Non-Western Perspectives.” The history requirement must be met by a course in the Department of History or another department whose courses are determined by faculty “to be substantially historical” including anthropology, economics, and religious studies. The “Non-Western Perspectives” requirement may be met by courses in a number of disciplines including anthropology, art history, English, government and foreign affairs, and music. Accordingly, they are not counted as history requirements.

**Washington and
Lee University—**

American history — no.

History — no.

**Washington University in
St. Louis—**

American history — no.

History — no.

Starting with the Class of 2005, students must take at least one course “fostering an understanding of cultural diversity” and one course “examining such structures of social differentiation as race, class, gender, and ethnicity.” Students must also take nine units of course work in four distribution areas including “Textual and Historical Studies.” The “Cultural Diversity” requirement may be met by courses in anthropology, Arabic, archaeology, art history, comparative literature, dance, and drama. The “Social Differentiation” requirement may be met by courses in international studies, legal studies, Hebrew, Japanese, and linguistics. Textual and Historical Studies may be satisfied by such courses as “Race and Ethnicity

on American Television” in the African and Afro-American Studies department, “Kate Chopin’s *The Awakening: From Page to Stage*” in the comparative literature department, and “American Feminism and the Theatre” in the drama department. Because it is possible to avoid history courses altogether, however, these do not count as history requirements.

Wellesley College— American history — no.
History — no.

Students must fulfill a “Multicultural Requirement”: “one unit of coursework that focuses on (1) African, Asian, Caribbean, Latin American, Native American, or Pacific Island peoples, cultures or societies; and/or (2) a minority American culture, such as those defined by race, religion, ethnicity, sexual orientation, or physical disability; and/or (3) the processes of racism, social or ethnic discrimination, or cross-cultural interaction.” However, it is up to each student to pick a course which satisfies this requirement and to submit a written statement justifying her choice and signed by an advisor. Given the latitude of this requirement, it is not counted as a history requirement.

Wesleyan University— American history — no.
History — no.

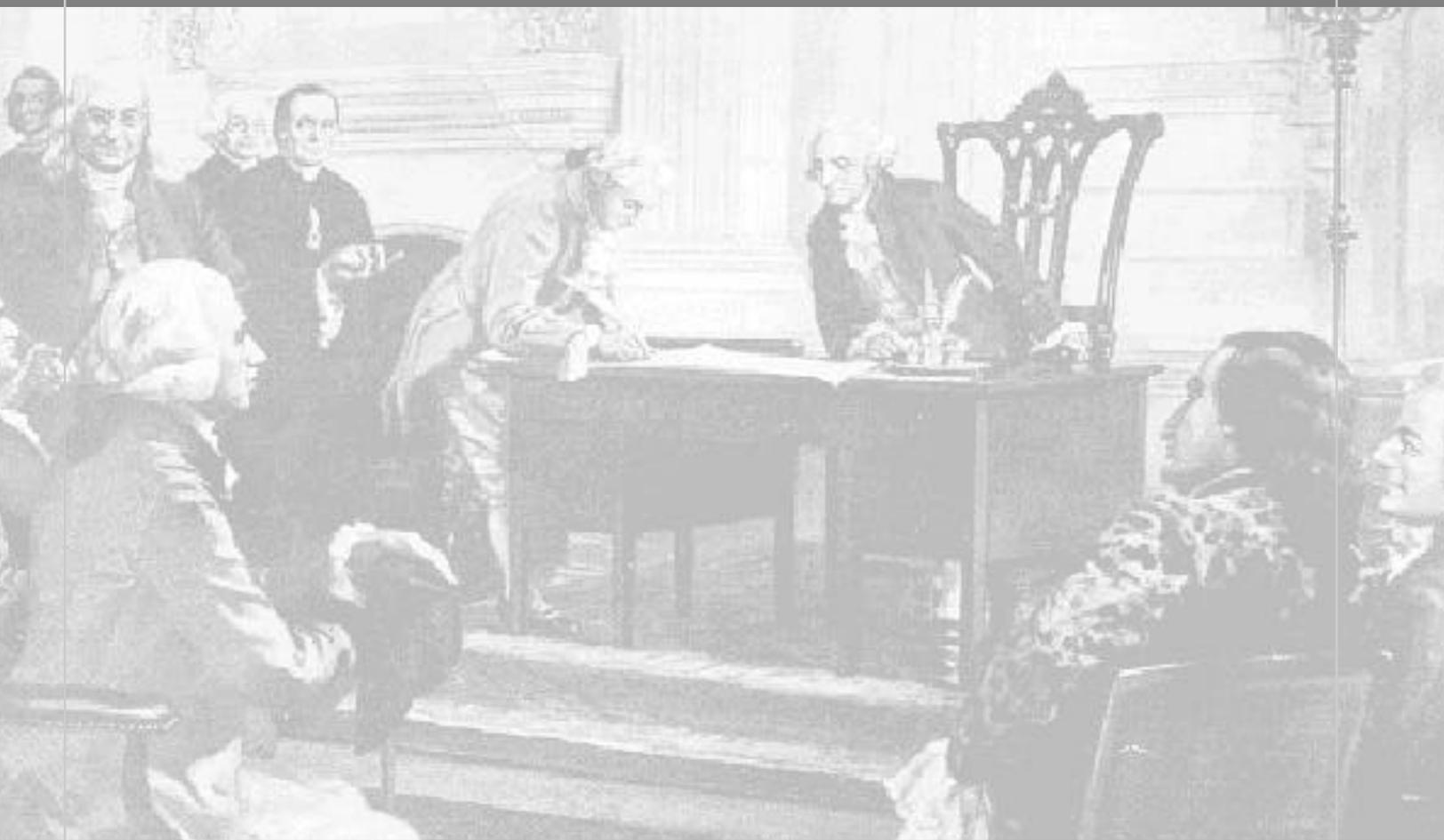
Williams College— American history — no.
History — no.

There is a requirement in Peoples and Cultures. Each student must complete one graded semester course primarily concerned with “(a) the peoples and cultures of North America that trace their origins to Africa, Asia, Latin America, Oceania, or the Caribbean; Native American peoples and cultures; or (b) the peoples and cultures of Africa, Asia, Latin America, Oceania, or the Caribbean.” However, this requirement can be satisfied by non-history courses such as “Health and Illness in Cross-Cultural Perspective,” “Afro-American Music,” “The Tropics: Biology and Social Issues,” “Witchcraft, Sorcery and Magic,” “Theorizing Whiteness” and “Emotions and the Self.” Accordingly, it does not count as an American history or general history requirement.

Yale University— American history — no.
History — no.

Top 50 Schools Surveyed as Defined by *U.S. News and World Report* (2002)

NATIONAL UNIVERSITIES	NATIONAL LIBERAL ARTS COLLEGES
<p>Rank School</p> <p>1 Princeton University</p> <p>2 Harvard University</p> <p>2 Yale University</p> <p>4 California Institute of Technology</p> <p>5 Massachusetts Institute of Technology</p> <p>5 Stanford University</p> <p>5 University of Pennsylvania</p> <p>8 Duke University</p> <p>9 Columbia University</p> <p>9 Dartmouth College</p> <p>9 University of Chicago</p> <p>12 Northwestern University</p> <p>12 Rice University</p> <p>14 Cornell University</p> <p>14 Washington University (MO)</p> <p>16 Brown University</p> <p>16 Johns Hopkins University</p> <p>18 Emory University</p> <p>19 University of Notre Dame</p> <p>20 University of California–Berkeley</p> <p>21 University of Virginia</p> <p>21 Vanderbilt University</p> <p>23 Carnegie Mellon University</p> <p>23 Georgetown University</p> <p>25 University of Michigan at Ann Arbor</p>	<p>Rank School</p> <p>1 Amherst College</p> <p>1 Swarthmore College</p> <p>3 Williams College</p> <p>4 Wellesley College</p> <p>5 Bowdoin College</p> <p>5 Carleton College</p> <p>5 Haverford College</p> <p>5 Pomona College</p> <p>9 Middlebury College</p> <p>10 Davidson College</p> <p>11 Grinnell College</p> <p>11 Wesleyan University</p> <p>13 Washington and Lee University</p> <p>14 Harvey Mudd College</p> <p>14 Smith College</p> <p>14 Vassar College</p> <p>17 Bryn Mawr College</p> <p>17 Claremont McKenna College</p> <p>17 Colgate University</p> <p>20 Colby College</p> <p>20 Hamilton College</p> <p>22 Bates College</p> <p>22 Oberlin College</p> <p>24 Mount Holyoke College</p> <p>24 Trinity College</p>



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