

CAPC Minutes for April 7, 2009
11:30 – 12:30 University Center Room 268

Members present: Maria Bullen; John Burningham; Wendy Burns-Ardolino; Jennell Charles; Nikki Finlay; Becky Gmeiner; Todd Janke; Cathy Jeffrey; Samuel T. Maddox; Catherine Matos; Kelli Nipper; Zi Wan; Chris Ward; Ximena Zornosa.

Non-Members present: Ethel Callen; Jeff Chastine; Tom Eaves; Larnell Flannagan; Michelle Furlong
Anthony Giovannitti; Lila Roberts; RB Rosenburg; Tammy Wilson

Approval of Minutes

A motion to approve of the Minutes from the meeting of March 17, 2009 was made by Finlay, seconded by Charles, and approved by Council. They are posted at <http://adminservices.clayton.edu/provost/CAPC/minutesdefault.htm>

Old Business

1. B.S. in Biology, Secondary Teacher Education Track
Burningham stated that the names may be too long for Banner; they will be adjusted for Banner. Burns-Ardolino made a motion to approve the Secondary Education Track in Science, Maddox seconded, Council approved unanimously; therefore a second reading is not required. The course names that were previously approved will be administratively adjusted to match the new course titles.
 - EDUC 3200, Secondary School Curriculum and Assessment, new course
 - EDUC 3210, Classroom Methods and Management, new course
 - EDUC 4003, Secondary Level Seminar, new course
 - EDUC 4730, Secondary Level Internship, new course

New Business

2. Dual-Degree Engineering Program with Georgia Institute of Technology
Roberts gave a brief overview. Residency requirement will be evaluated on an as needed basis if students do not fulfill the 2 year requirements to graduate under current catalogs. There will be specific faculty advising these students and the burden will not fall on Natural Sciences. Natural Sciences will work closely with faculty in Information Technology. At this time Roberts did not have projections. Burns-Ardolino made a motion to approve the Dual-Degree Program with new course proposal CSCI 1371, Finlay seconded and the Council approved. A second reading is not required.
 - Computer Science/Engineering
 - Mathematics/Engineering
 - Integrative Studies/Engineering
 - CSCI 1371, new course proposal
3. B.A. in History, major program changes
Rosenburg stated the changes proposed are to help CSU meet the industry standards. There are six new faculty in place that will teach the courses so no other faculty will be hired at this time. Eaves reminded Rosenburg that this is considered a substantive change and paperwork will need to be submitted to the BOR. A motion was made by Maddox, seconded by Finlay to approve the major and minor changes to the History programs. Council approved and a second reading will not be required.
 - HIST 2500, Historical Methods; HIST 2750, Critical Trends & Issues in World History; HIST 3132, The Reconstructive Era, 1863-1877; HIST 3215, Latin-American-U.S. Relations; HIST 3245, History through Film; HIST 3250, Pre-Modern East Asian History (rename/revise); HIST 3255, Modern East Asian History; HIST 3260, Pre-Modern South Asian History (rename/revise); HIST 3265, Modern South Asian History; HIST 3270, Pre-Modern Russia History (rename/revise); HIST 3275, Modern Russian History; HIST 3450, U.S. Military History; HIST 3700, U.S. Historical Geography; HIST 3800, World Historical Geography; HIST 4004, American Environmental History; HIST 4010, U.S Intellectual History; HIST 4020, History of the Old South ; HIST 4030, History of the New South; HIST 4110, Ancient Greece and Rome; HIST 4115, The Middle Ages; HIST 4130, The Age of European Expansionism (rename/revise); HIST 4200, Nineteenth Century Europe; HIST 4350, Modern World Intellectual History; SOSO 3110, delete; HIST 4002, delete

Announcements

Looking Ahead April 21 and May 5 (if necessary, Finals Week)

A motion to adjourn was made by Burns-Ardolino, seconded by Finlay.

Submitted by: Tammy Wilson

MEMORANDUM

TO: Curriculum and Academic Programs Committee

THRU: Nasser Momayezi, Dean, College of Arts and Sciences

THRU: Arts and Sciences Curriculum Committee

THRU: Sharon Hoffman, Provost

FROM: Larnell Flannagan, Chair, Department of Teacher Education

SUBJECT: New Course Proposals to Support BA/BS Secondary Education Concentrations in Biology, English, History and Mathematics

DATE: March 6, 2009

The Department of Teacher Education proposes offering new education courses in order to prepare students for teacher certification programs in secondary English, biology, history and mathematics. Students preparing to teach one of the aforementioned disciplines in a high school setting will need the appropriate content courses along with the proposed pedagogy and field/clinical education courses. These courses will be offered as required during the junior and senior years beginning Fall 2009. New course proposal forms are attached for requesting approval for offering the following courses: EDUC 3200 - Secondary School Curriculum and Assessment, EDUC 3210 - Classroom Methods and Management, EDUC 4003 Secondary Level Seminar and EDUC 4730 - Secondary Level Internship.

Below is an excerpt from the Academic Catalog including changes to be made by this proposal.

Bachelor of Science in Biology

The Bachelor of Science (B.S.) degree in Biology has been designed in consultation with Georgia employers to fit present and emerging needs in the State of Georgia. The program features two tracks: General Biology and Secondary Teacher Education. The General Biology track has emphasis in areas in Biomedical Applications, preparation for graduate school, Pre-Veterinary Medicine, Forensic Science, Environmental Science, Pre-Pharmacy, and Physical Therapy and Physicians Assistant Program Preparation. The Secondary Teacher Education track is designed to prepare students to teach high school science courses.

BACHELOR OF SCIENCE IN BIOLOGY DEGREE PROGRAM REQUIREMENTS

Core Curriculum (Areas A - E)42 hours

All Core Curriculum requirements for the Biology degree are shown in the suggested degree program sequence.

Lower Division Core Requirements (Core Curriculum Area F)18 hours

BIOL 1107 Principles of Biology I	3 hours
BIOL 1107L Principles of Biology Laboratory I.....	1 hour
BIOL 1108 Principles of Biology II	3 hours
BIOL 1108L Principles of Biology Laboratory II.....	1 hour
BIOL 2500 Introductory Plant Biology.....	2 hours
CHEM 2411 Organic Chemistry I.....	3 hours
CHEM 2411L Organic Chemistry Laboratory I.....	1 hour
CHEM 2412 Organic Chemistry II.....	3 hours
CHEM 2412L Organic Chemistry Laboratory II.....	1 hour

Upper Division Biology Major Core Requirements32 hours

BIOL 3200 Cell Biology.....	3 hours
BIOL 3250 Introductory Microbiology	3 hours
BIOL 3250L Introductory Microbiology Laboratory	1 hour
BIOL 3380 Evolution and Population Biology	3 hours
BIOL 3500 Ecology	3 hours
BIOL 3500L Ecology Laboratory	1 hour
BIOL 3650 Comparative Vertebrate Anatomy.....	3 hours
BIOL 3650L Comparative Vertebrate Anatomy Laboratory	1 hour
BIOL 4100 Animal Physiology	3 hours
BIOL 4201 Genetics.....	3 hours
PHYS 1111 Introductory Physics I	3 hours
PHYS 1111L Introductory Physics Laboratory I	1 hour
PHYS 1112 Introductory Physics II.....	3 hours
PHYS 1112L Introductory Physics Laboratory II	1 hour

Deleted: 45

Deleted: BIOL 3100
Biocomputing . 3 hours¶

Deleted: BIOL 3222 Off-Campus
Internship, BIOL 3223 On-Campus
Internship, BIOL 3224 Introductory
Research or BIOL 4222 Biology
Research Practicum . 3 hours¶

Deleted: BIOL 4202L Biotechnology
Laboratory . 3 hours¶
BIOL 4500 Biology Seminar . . 1 hour¶
BIOL 4999A or BIOL 4999B Student
Evaluation . 0 hours¶
CHEM 4202 Biochemistry I . 3 hours¶

Biology Major Tracks (Choose one track).

Option 1: General Biology Track..... 28 hours

BIOL 4900 Biocomputing	3 hours
BIOL 3222 Off-Campus Internship, BIOL 3223 On-Campus Internship, BIOL 3224 Introductory Research or BIOL 4222 Biology Research Practicum*.....	3 hours
BIOL 4202L Biotechnology Laboratory.....	3 hours
CHEM 4202 Biochemistry I.....	3 hours
BIOL 4500 Biology Seminar	1 hour
BIOL 4999A or BIOL 4999B Student Evaluation	0 hours
<u>Emphasis Area Courses (select 15 hours from one of the seven areas).....</u>	<u>15 hours</u>

* Consult your advisor to determine which of these courses best fits your academic needs.

Option 2: Secondary Teacher Education Track 31 hours

EDUC 2110 Investigating Critical/Contemp. Issues	3 hours
EDUC 2120 Exploring Socio-Culture	3 hours
EDUC 2130 Exploring Teaching & Learning	3 hours
EDUC 3030 Exploring-Exceptional Learner	3 hours
EDUC 3200 Curriculum and Assessment	3 hours
EDUC 3210 Classroom Management	3 hours
EDUC 4003 Seminar	1 hour
EDUC 4730 Internship	8 hours
SCI 4901 Methods and Strategies for Secondary Science Teachers	4 hours

MEMORANDUM

TO: John Burningham, Chair of CAPC

CC: Erica Gannon

FROM: Dr. Nasser Momayezi, Dean of the College of Arts and Sciences

RE: Proposal for the modification of the existing Biology Program curriculum

DATE: November 10, 2008

Modification of the Biology Program Curriculum:

We propose to revise the Biology curriculum. Below are bullet points summarizing the proposed revisions. Also attached is a marked version of the proposed curriculum compared to the current curriculum. "Track changes" was used to show the changes in the catalog curriculum.

- **Change #1:** The Department of Natural Sciences is going to include a track for Biology majors who want to teach high school science courses. We have included a "Secondary Teacher Education" track in the existing Biology degree program. Students can complete a BS in Biology and be certified to teach high school science courses. The BS in Biology degree program with the Secondary Teacher Education track includes 123 total hours (see discussion below). The EDUC courses in the BS in Biology Secondary Education track will be taught by the Department of Teacher Education. Course proposals to support secondary education tracks in various existing baccalaureate programs (History, English, and Math) will be submitted soon by the Department of Teacher Education.

○ **Justification (see attached USG Strategic Plan):**

- There is currently a shortage of secondary education teachers in Science, Technology, Engineering and Math (STEM) fields in Georgia. The University System of Georgia Strategic Plan goal number four states that the USG will strengthen its partnerships with the state's other education agencies. Within this goal the USG will address the challenge of increasing demand for high quality, effective teachers for Georgia's public schools. Two actions proposed by the Board of Regents are to double the number and diversity of teachers produced by USG institutions and to prepare more mathematics and science teachers at USG institutions. Clayton State is including this new track to help meet the USG strategic plan to double the number of teachers and to prepare more science teachers at USG institutions.
- The proposed BS in Biology with Secondary Teacher Education Track is very similar to other models at sister institutions. It requires 123 credit hours, which is actually lower than other schools such as Kennesaw State University.

- **Change #2:** Department of Natural Sciences is going to change the Upper Division Biology Core by moving the following courses from the Upper Division Biology core to a track called “**General Biology**”:

CHEM 4202	BIOL 4202L	BIOL 4900
BIOL 4999 A or B	Choice of Internship/Practicum Course	

After this change is complete ALL Biology majors will be required to complete the general core curriculum areas A-F (60 hours), the Biology core (32 hours) and one of two tracks. The track called “General Biology Track” will contain 28 hours and will include the courses listed above along with 15 additional hours (directed electives) they select from courses listed in 7 different emphasis areas. These emphasis areas currently exist. This track will be taken by students who do not aim to be certified as secondary education teachers. The track called “Secondary Teacher Education Track” will contain 31 hours and will include courses specific to secondary education. Please see the proposed new curriculum for details.

○ **Justification:**

- In order to be properly prepared for teaching high school science courses, several criteria should be met. First, teachers should have the knowledge and ability to meet the Georgia performance standards, Professional Standards Commission certification rules and the National Council for Accreditation of Teacher Education standards. The Department of Teacher Education will propose several new courses to prepare Secondary Education majors in these areas. It has been determined that secondary education majors should have at least 31 credit hours to prepare them for teaching and to meet accrediting agencies standards. The 31 credit hours of courses will be placed in the “Secondary Teacher Education” track. It is also important that teachers have the scientific knowledge required to teach high school students science effectively. The National Science Teacher Association guidelines and the Georgia Performance Standards for grades 9-12 are clearly met by the newly proposed biology core and the existing areas D and F of general education core of the Biology degree. The courses that were removed are not necessary for high school science teachers to teach well and are not typically found in a Secondary Education Science Program. They are geared towards students who are seeking to either go to graduate school in a biological and biochemical related field or to professional school in a medical related field.
- There may be some concern that the BS in Biology Program with a track in Secondary Teacher Education has 123 total hours, which is 3 hours more than a typical BS program. Most Secondary Education Programs do have over 120 hours. The University System of Georgia has, in the past, approved program slightly above 120 hours in teacher education due to the accreditation requirements. There is no other 3 hour course that can be removed from the Secondary Teacher Education Track or the Biology Core that would not compromise the student’s ability to gain adequate knowledge in biology or teacher education.

EDUC 3200 - Secondary School Curriculum and Assessment

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Teacher Education

Degree Program: B.S or BA in Biology, History, Mathematics or English with Emphasis in Secondary Education

<u>Larnell Flannagan</u>	<u>3/3/09</u>	Action Taken
Signature, Department Head	Date of Action	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Non-Applicable

School/College: _____

		Action Taken
Signature, Dean of School/College originating proposal	Date of Action	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Non-Applicable

Provost Office

		Action Taken
Signature, Associate Provost	Date of Action	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Non-Applicable

CAPC

		Action Taken
Signature, Chairperson of CAPC	Date of Action	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Non-Applicable

Provost

		Action Taken
Signature, Provost	Date of Action	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

EDUC 3200 (3-1-3)

2. Title: Secondary School Curriculum and Assessment

3. Restrictions (if any):

- a. Prerequisite(s) EDUC 2110, EDUC 2120 and EDUC 2130
- b. Co-requisite(s) (normal or absolute) None
- c. Other restrictions: Admission in a secondary education program and junior/senior standing
- d. Other comments: None
- e. Fees: Explain: None
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

This course is designed to offer a critical examination of standards and other influences on the modern secondary education curriculum. The course will provide an overview of the theories and application of developing the secondary school curriculum and instructional strategies, current trends, problems and challenges posed to the curriculum. Additionally, the course will study the rise of the assessment movement, its importance, and its use in the classroom. Candidates will explore teaching, learning and assessment strategies along with using instructional technologies, materials and resources for appropriate learning. Field experience is required. Candidates must be admitted to a secondary education program, have junior/senior standing and proof of liability insurance to participate in the course.

Prerequisite(s): EDUC 2110, EDUC 2120 and EDUC 2130

5. Semester of Implementation:

Fall 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?
This course will be required for the biology, history, mathematics and English major concentrating in teaching secondary education, and it will be offered to juniors and seniors in the Secondary Ed. Programs. The course is important to the understanding and practice of education. It should provide a philosophical and practical understanding of the modern curriculum, modes of instruction and assessment.
2. Why is the course needed at CSU?
To increase the need for highly qualified teachers for Georgia's public schools, CSU desires to assist by training pre-service teachers, at diverse levels, in a wide array of fields. English, science and mathematics teachers have been identified as critical areas of shortage by the state of Georgia, along with other teaching areas. School systems are constantly seeking teachers, and often contact our Coordinator of Educational Field Experiences regarding potential recruitment of graduates. In addition, the Department of Teacher Education receives regular calls and e-mails from individuals interested in being certified to teach high school. By offering bachelor's

degrees in four fields with an emphasis in secondary education, we can accommodate these interested persons at CSU, rather than having to direct them to certification programs at other state-supported universities. Thus, we can help “fill the void” that presently exists and alleviate a teacher shortage.

3. What similar courses (models) at other institutions have helped guide this proposal?

Augusta State Univ: SCED 4101 - Secondary School Student: Implications for Curriculum, Instruction, Assessment and Management (2-2-3)

Using knowledge bases derived from educational research and learning theory relevant to adolescents, students will study the characteristics of secondary school learners and the principles of educational psychology that inform our understanding of these learners. The course will examine that population in terms of multiculturalism and special needs; it will explore the implications of these learner characteristics for curriculum, instruction, and assessment. *Prerequisite(s): Admission to teacher education.*

Macon State College: EDUC 3550 - Assessment for Learning

In this course candidates will design, select, and administer assessments for learning. In addition, students will learn to use assessment results to make instructional decisions, plan instructional activities, and develop appropriate grading practices. Particular focus will be upon communication of results to students, parents, and other educators. Use of technology is required. This course is aligned with state and national standards.

Agnes Scott College: 312f - Curriculum for Secondary Education -4 hours

Curriculum development and lesson planning to accommodate all learners. Two hours in class, six hours field experience weekly, and a five-day, full-time internship in public school classroom to occur prior to the start of the fall semester in conjunction with public school openings. Corequisite: 310, and admission to the teacher education program.

Augusta State Univ: SCED 4102 - Secondary School Context and Curriculum Coherence and Classroom Management (2-2-3)

Using language bases derived from educational research, from state, national, and local curriculum standards, and from secondary school effective practices, students will examine the secondary school curriculum in terms of the connections that exist among the subject area disciplines and in terms of the strategies that secondary school teachers and learners use (including models of teaching, critical thinking techniques, and approaches to content area reading). Students will examine the secondary school in its historical and political context as well as in relation to pertinent philosophical issues. Students will examine multiple models of classroom management and their relationship to the learning environment of the classroom. *Prerequisite(s): Admission to teacher education.*

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

Students need to have a proper understanding of current issues in education, diversity teaching and special education before dealing with the concerns of curriculum and assessment.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

None

C. Course Content

1. What learning outcomes for the major will the course address?

The Teacher Education Unit Outcomes and Candidate Proficiencies enumerated below come from the knowledge base that was written to address what candidates should know and be able to do upon completion of the programs. During the programs of study, the following teacher education outcomes are addressed. These outcomes are aligned with the conceptual framework descriptors and to INTASC Principles and essential knowledge (k), skills (s) and dispositions (d) as relevant.

1. **Diagnoses Learning Needs-** The candidate uses a variety of assessment techniques and utilizes appropriate technologies to gather information about all students and integrates this information to determine learners' strengths and areas to be developed. (INTASC 1,8,9—Collaborative, Reflective, Competent—Skills)
 - a. Assesses student knowledge with methods appropriate to the learning goals and objectives (1a. s)
 - b. Synthesizes information from assessment data (1b. s)
 - c. Uses assessment processes appropriate to all student academic development (1c. s)
 - d. Reflects on diagnosis and assessment of learning in teaching experiences for modifying instruction appropriate for all learners (1d. s)

2. **Plans for Student Learning-** The candidate integrates knowledge of content discipline, of the nature of diverse learners, of learning theories, of instructional strategies and of professional standards and state/local curriculum guides to plan instruction. (INTASC 1,2,3,4,5,6,7,9—Reflective, Competent, Caring—Knowledge—Skills)
 - a. Uses student input and information from diagnosis of student learning needs in developing learning goals and objectives (2a. s)
 - b. Plans for use of a variety of instructional strategies to address learners with diverse learning styles and special needs (2b. k, s)
 - c. Evaluates teaching resources and curriculum materials, including educational technology for effectiveness, completeness and accuracy and plans for their appropriate use (2c. k, s)
 - d. Plans equitable teaching/learning processes to address learners from diverse cultural backgrounds and with exceptionalities (2d. k, s)
 - e. Plans lessons which incorporate authentic situations, previous learning and interdisciplinary content (2e. k, s)
 - f. Reflects on planning for student learning (2f. s)

3. **Facilitates Student Learning-** The candidate implements instructional plans with flexibility and is guided by knowledge of discipline content, of the nature of all learners, of learning theories and of instructional strategies. (INTASC 1,2,3,4,5,6,7,9,10—Reflective, Competent, Caring—Knowledge—Skills)
 - a. Employs effective classroom management techniques (3a. s)
 - b. Uses individual and group motivation techniques for encouraging positive social interaction and self-involvement (3b. s)
 - c. Encourages individual participation while directing group activity (3c. s)
 - d. Uses multiple resources (human, media, technology) effectively for instruction (3d. k, s)

4. Demonstrates Appropriate Knowledge- The candidate has general knowledge in the liberal arts and sciences and possesses discipline specific knowledge at a level appropriate for the chosen teaching field.

(INTASC 1,7—Competent—Knowledge—Skills)

- a. Communicates effectively, incorporating the use of technology when appropriate (4a. k, s)
- b. Demonstrates discipline knowledge appropriate to the chosen teaching field (4b. k)
- c. Integrates knowledge across disciplines, including multicultural and global perspectives (4c. k)
- d. Accesses knowledge to stay current in one's field (4d. k)
- e. Reflects on one's strength and weaknesses as a learner (4e. s)

5. Fosters Student Well-being to Support Learning- The candidate interacts with diverse students, school colleagues, parents, and agencies in the larger community to foster student well being and learning. (INTASC 5,8,9,10—Collaborative, Caring, Committed—Skills)

- a. Identifies socio-cultural factors beyond the school that hamper student learning and uses resources within the school and community to mitigate these factors (5a. s)
- b. Communicates with parents or guardians as an essential activity in promoting student well-being and learning (5b. s)
- c. Reflects on use of community resources and interactions with parents and school colleagues to improve the well-being of all learners (5c. s)

6. Assumes the Role of Professional Teacher- The candidate acts in accordance with the structure, standards and responsibilities of the profession and recognizes the role of the school in supporting a democratic society.

(INTASC 1,9,10—Competent, Collaborative, Caring, Committed—Knowledge—Skills—Dispositions)

- a. Demonstrates an awareness of the political, legal, and ethical issues that impact on professional practices (6a. k, d)
- b. Works collaboratively with colleagues as a professional (6b. d)
- c. Values using technology as a professional resource and a management tool (6c. s)
- d. Reflects on professional development as an on-going process (6d. s)
- e. Exhibits the professional dispositions of a teacher (6e. d)
 - maintains a professional appearance
 - maintains regular attendance
 - maintains positive attitude and character
 - is collaborative and participatory
 - demonstrates a strong work ethic
 - shows respect for the profession

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

The course will address the general outcomes of communication and critical thinking as they are described in the conceptual framework and the Teacher Education Unit Outcomes and Candidate Proficiencies. Specifically, students will exercise communication skills in their studies and course requirements. They will exercise critical thinking during such activities as lesson planning, grading, participating in faculty meetings, and reflective journaling.

3. Tentative course materials (textbooks, software, etc.)

George Posner (2004), *Analyzing the Curriculum*

W. James Popham (2008), *Classroom Assessment: What Teachers Need to Know*

Livertext data management system [<http://www.livertext.com>]

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On- Campus

5. Attach a tentative course outline (one page or less)

Week 1	Posner Chapters 2 & 3- What is the Curriculum? Why do we study it and how do we study it?
Week 2	Posner Chapter 4- What is the purpose and content of the curriculum?
Week 3	Posner Chapter 6- How is the curriculum organized?
Week 4	Posner chapter 8- What is “framing” the curriculum? How do you implement?
Week 5	Posner chapter 10- Evaluating the curriculum
Week 6 & 7	Evaluation of Georgia Performance Standards, Create Unit plans
Week 8	Popham chapter 1-Why assessment is important for teachers
Week 9	Popham chapter 5-What should you assess and how?
Week 10	Popham chapter 6- How to create selected response tests
Week 11	Popham chapter 7- How to create constructed-response tests
Week 12	Popham chapter 8- How and when to use performance assessments
Week 13	Popham chapter 13-How do you make sense of standardized test scores
Week 14 &15	Individual evaluations of assessments designed for Unit plans and final

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty

2. What impact will having faculty teach this course have on other courses?

An existing full-time faculty member will teach this course and a part-time faculty will teach a course that the full-time faculty normally teaches.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

All full-time faculty

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Journals:

Social Education

Theory into Practice

School Science & Mathematics

Teaching Children Mathematics

Language Arts

6. What additional library resources must be added to support the proposed course?

None

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

Current funding is adequate.

Part E. Enrollment

1. What is the estimated number of sections per year? 1
2. What is the estimated average enrollment per section? 60
3. What is the estimated total enrollment per year? 60
4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any) None

EDUC 3210 - Classroom Methods and Management

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Teacher Education

Degree Program: Bachelor of Arts or Science in Biology, English, History or Mathematics with Emphasis in Secondary Education

Larnell Flannagan
Signature, Department Head

3/04/09 **Action Taken**
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts and Sciences

Signature, Dean of School/College originating proposal

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

EDUC 3210 (3-1-3)

2. Title: Classroom Methods and Management

3. Restrictions (if any):

- a. Prerequisite(s) EDUC 2110, EDUC 2120 and EDUC 2130
- b. Co-requisite(s) (normal or absolute) none
- c. Other restrictions: Must be admitted to a secondary education program and have junior or senior year status.
- d. Other comments: None
- e. Fees: Explain
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

This course is designed to examine theories of discipline and motivation. It will focus on principles of classroom management and organization, building relationships and rapport, and considering alternative behavior management plans. In addition, candidates will learn teaching methods such as the use of time, space, and materials for instruction as management techniques. Topics will address how knowledge of general teaching methods and classroom management may improve teacher quality and student outcomes, including closing the achievement gap. Candidates will learn general methods for teaching English Language Learners (ELL), and differentiation of instruction for diverse learners. Field experience is required. Candidates must be admitted to a secondary education program, have junior/senior standing and proof of liability insurance to participate in the course.

Prerequisite(s): EDUC 2110, EDUC 2120 and EDUC 2130.

5. Semester of Implementation:

Fall 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

This course will be required for the Secondary Education major and it will be offered to juniors and seniors in the Secondary Ed. Program. The course is important to the understanding and practice of education. It will provide students with general teaching methods for teaching English Language Learners (ELL), differentiation of instruction and diversity. The course will also study different models for classroom management to better equip candidates for the challenges of teaching in the high school.

2. Why is the course needed at CSU?

To increase the need for highly qualified teachers for Georgia's public schools, CSU desires to assist by training pre-service teachers, at diverse levels, in a wide array of fields. English, science and mathematics teachers have been identified as critical areas of shortage by the state of Georgia, along with other teaching areas. School systems are constantly seeking teachers, and often contact our Coordinator of Educational Field Experiences regarding potential recruitment of graduates. In addition, the department of Teacher Education receives regular calls and e-mails from individuals interested in being certified to teach high school. By offering bachelor's degrees in four fields with an emphasis in secondary education, we can accommodate these interested persons at CSU, rather than having to direct them to certification programs at other state-supported universities. Thus, we can help "fill the void" that presently exists and alleviate a teacher shortage.

3. What similar courses (models) at other institutions have helped guide this proposal?

Mercer University: EDUC 406. Classroom Management for MLE and SEC (3 hours)

This course is an introduction to theory, knowledge, and strategies for classroom management for educators who work with middle level and secondary students. Focus is on management as a triangular model that demonstrates the inter-relatedness of content, conduct, and covenant relationships. Practical application is emphasized, and teacher candidates are expected to develop their own relevant classroom management plans that could be effectively implemented in the public school classroom.

Columbus State University: EDUF 4115. Classroom Management (2-0-2) *Co-requisites:* ARTE 4485, EDCI 4485, PELM 4485, or SPED 4485. Focuses on the concepts, principles and theories in implementing best practice classroom management. Surveys traditional approaches to behavior management and their limitations. Examines ways of creating positive, productive school climates and of structuring classrooms for success. Investigates methods which encourage home/school partnerships and the collaborative implementation of classroom discipline and management strategies.

Columbus State University: EDSE 4135. Curriculum and Methods in Secondary Science (3-6-6)

Prerequisite: Admission to Teacher Education. Lesson and unit planning, curriculum design, implementation strategies, and selection of materials for secondary science. Emphasis on science processes and recommendations from national curriculum movements. In depth supervised participation in planning, instructing and assessing student learning. Teacher candidates will develop and refine skills for teaching whole class groups of adolescents in grades 6-12.

Columbus State University: EDSE 4225. Curriculum and Methods in Secondary Mathematics (3-6-6)

Prerequisites: Admission to Teacher Education and 18 hours of required MATH courses. Curriculum and methods including resources, tools and strategies for teaching secondary mathematics. Emphasis on 9-12 mathematics.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

Students need to have a proper understanding of current issues in education and special education before tackling the issue of classroom management.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.) None

C. Course Content

1. What learning outcomes for the major will the course address?

The Teacher Education Unit Outcomes and Candidate Proficiencies enumerated below come from the knowledge base that was written to address what candidates should know and be able to do upon completion of the programs. During the programs of study, the following teacher education outcomes are addressed. These outcomes are aligned with the conceptual framework descriptors and to INTASC Principles and essential knowledge (k), skills (s) and dispositions (d) as relevant.

1. Diagnoses Learning Needs- The candidate uses a variety of assessment techniques and utilizes appropriate technologies to gather information about all students and integrates this information to determine learners' strengths and areas to be developed. (INTASC 1,8,9—Collaborative, Reflective, Competent—Skills)

- a. Assesses student knowledge with methods appropriate to the learning goals and objectives (1a. s)
- b. Synthesizes information from assessment data (1b. s)
- c. Uses assessment processes appropriate to all student academic development (1c. s)
- d. Reflects on diagnosis and assessment of learning in teaching experiences for modifying instruction appropriate for all learners (1d. s)

2. Plans for Student Learning- The candidate integrates knowledge of content discipline, of the nature of diverse learners, of learning theories, of instructional strategies and of professional standards and state/local curriculum guides to plan instruction. (INTASC 1,2,3,4,5,6,7,9—Reflective, Competent, Caring—Knowledge—Skills)

- a. Uses student input and information from diagnosis of student learning needs in developing learning goals and objectives (2a. s)
- b. Plans for use of a variety of instructional strategies to address learners with diverse learning styles and special needs (2b. k, s)
- c. Evaluates teaching resources and curriculum materials, including educational technology for effectiveness, completeness and accuracy and plans for their appropriate use (2c. k, s)
- d. Plans equitable teaching/learning processes to address learners from diverse cultural backgrounds and with exceptionalities (2d. k, s)
- e. Plans lessons which incorporate authentic situations, previous learning and interdisciplinary content (2e. k, s)
- f. Reflects on planning for student learning (2f. s)

3. Facilitates Student Learning- The candidate implements instructional plans with flexibility and is guided by knowledge of discipline content, of the nature of all learners, of learning theories and of instructional strategies. (INTASC 1,2,3,4,5,6,7,9,10—Reflective, Competent, Caring—Knowledge—Skills)

- a. Employs effective classroom management techniques (3a. s)
- b. Uses individual and group motivation techniques for encouraging positive social interaction and self-involvement (3b. s)
- c. Encourages individual participation while directing group activity (3c. s)

- d. Uses multiple resources (human, media, technology) effectively for instruction (3d. k, s)

4. Demonstrates Appropriate Knowledge- The candidate has general knowledge in the liberal arts and sciences and possesses discipline specific knowledge at a level appropriate for the chosen teaching field.

(INTASC 1,7—Competent—Knowledge—Skills)

- a. Communicates effectively, incorporating the use of technology when appropriate (4a. k, s)
- b. Demonstrates discipline knowledge appropriate to the chosen teaching field (4b. k)
- c. Integrates knowledge across disciplines, including multicultural and global perspectives (4c. k)
- d. Accesses knowledge to stay current in one's field (4d. k)
- e. Reflects on one's strength and weaknesses as a learner (4e. s)

5. Fosters Student Well-being to Support Learning- The candidate interacts with diverse students, school colleagues, parents, and agencies in the larger community to foster student well being and learning. (INTASC 5,8,9,10—Collaborative, Caring, Committed—Skills)

- a. Identifies socio-cultural factors beyond the school that hamper student learning and uses resources within the school and community to mitigate these factors (5a. s)
- b. Communicates with parents or guardians as an essential activity in promoting student well-being and learning (5b. s)
- c. Reflects on use of community resources and interactions with parents and school colleagues to improve the well-being of all learners (5c. s)

6. Assumes the Role of Professional Teacher- The candidate acts in accordance with the structure, standards and responsibilities of the profession and recognizes the role of the school in supporting a democratic society.

(INTASC 1,9,10—Competent, Collaborative, Caring, Committed—Knowledge—Skills—Dispositions)

- a. Demonstrates an awareness of the political, legal, and ethical issues that impact on professional practices (6a. k, d)
- b. Works collaboratively with colleagues as a professional (6b. d)
- c. Values using technology as a professional resource and a management tool (6c. s)
- d. Reflects on professional development as an on-going process (6d. s)
- e. Exhibits the professional dispositions of a teacher (6e. d)
 - maintains a professional appearance
 - maintains regular attendance
 - maintains positive attitude and character
 - is collaborative and participatory
 - demonstrates a strong work ethic
 - shows respect for the profession

- 2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

The course will address the general outcomes of communication and critical thinking as they are described in the conceptual framework and the Teacher Education Unit Outcomes and Candidate Proficiencies. Specifically, students will exercise communication skills in their field studies and course requirements. They will exercise critical thinking during such activities as

lesson planning, grading, participating in faculty meetings, and reflective journaling.

3. Tentative course materials (textbooks, software, etc.)

Jacobson, Eggen and Kauchak (2009), *Methods for teaching: Promoting student learning in K-12 classrooms*

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On Campus

5. Attach a tentative course outline (one page or less)

See below:

Weekly Course Outline

Week 1	Jacobson chapter 1 Intro: A Model for Teaching
Week 2	Jacobson chapter 2- Classroom Management-Prevention
Week 3	Jacobson chapter 3- Classroom Management- Prevention
Week 4	Jacobson chapter 3- Classroom Management- Interventions
Week 5	Jacobson chapter 4- Standards and Goals for Instruction
Week 6	Jacobson chapter 5- Formulating Goals and Objectives
Week 7	Midterm
Week 8	Jacobson chapter 6-Planning for Assessment w/Standards
Week 9	Jacobson chapter 7- Questioning strategies (Turn in Unit Plans)
Week 10	Jacobson chapter 8- Teacher Centered Strategies
Week 11	Jacobson chapter 9- Student Centered Strategies
Week 12	Demonstrations of teacher and student centered strategies
Week 13	Jacobson chapter 10- Building on learner differences—Inst. Strategies
Week 14	Demonstrations for ELL, At Risk, Inclusion
Week 15	Final

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing full-time faculty.

2. What impact will having faculty teach this course have on other courses?

An existing full-time faculty member will teach this course and a part-time faculty will teach a course that the full-time faculty normally teaches.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

All by full-time

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Journals:

Social Education

School and Society

Education

6. What additional library resources must be added to support the proposed course?

None

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

Current funding is adequate.

Part E. Enrollment

1. What is the estimated number of sections per year? 1
2. What is the estimated average enrollment per section? 60
3. What is the estimated total enrollment per year? 60
4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (Explanation, if any) None

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

EDUC 4003 (1-0-1)

2. Title: Secondary Level Seminar

3. Restrictions (if any):

- a. Prerequisite(s) EDUC 3030, EDUC 3200 & EDUC 3210
- b. Co-requisite(s) EDUC 4730
- c. Other restrictions: Admission in a secondary teacher education program and senior standing
- d. Other comments: None
- e. Fees: None
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

This course is the seminar portion of the spring student teaching internship. It is designed to amalgamate and assimilate candidates' clinical experience with theory, investigation, and practice of teaching in secondary school settings. Weekly seminar sessions may include such topics as: professional ethics, application of classroom management strategies, use of instructional methods for teaching high school students of special needs and of diverse backgrounds, and knowledge of appropriate use of assessments. Seminar content is directly related to and extended from internship. Admission to a bachelor's program in biology, history, English, or mathematics with emphasis in secondary education and senior standing are required. Candidates must have proof of liability insurance to participate in the course.

Prerequisite(s): EDUC 3030, EDUC 3200 & EDUC 3210

Co-requisite(s): EDUC 4730

5. Semester of Implementation:

Spring 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The bachelor's degree in biology, English, history, or mathematics with an emphasis in secondary education is designed in order for individuals to obtain a bachelor's in a content-specific field, plus a teaching certificate. This initial certification will prepare them to teach secondary biology, English, history, or mathematics and will help fulfill the great need for new teachers in the near future. The secondary education emphasis will consist of content specific classes, curriculum methods, and classroom management courses, as well as clinical experience. Respect for diversity in the school setting and the use of educational technology will be emphasized throughout all courses.

2. Why is the course needed at CSU?

To increase the need for highly qualified teachers for Georgia's public schools, CSU desires to assist by attracting potential pre-service secondary educators. English, science and mathematics teachers have been identified as critical areas of shortage by the state of Georgia, along with some other teaching areas. School systems are constantly seeking teachers in these areas, and often contact our Department of Teacher Education making inquiries regarding potential math and English middle level teachers. In addition, the departments of Teacher Education, Language and Literature, Social Sciences and Mathematics receive regular calls and e-mails from individuals interested in being certified to teach middle and secondary English, history, mathematics and biology. As a result, we must direct them to other state-supported universities that offer secondary education degrees, or post-baccalaureate certification programs, since CSU cannot accommodate them. Thus, CSU can "fill the void" that presently exists and provide an alternative teacher preparation program for individuals who have a bachelor's degree, but do not have teacher preparation coursework in order to be certified.

3. What similar courses (models) at other institutions have helped guide this proposal?

Columbus State University, EDCI 4795. Student Teaching Seminar (1-0-1) Discussion of common problems encountered in student teaching conducted in a seminar setting.

Kennesaw State University, SCED 4475. Student Teaching Science. 12 credit hours. *Prerequisite: Admission to Student Teaching.* Full-time teaching experience in science under the supervision of a secondary school cooperating teacher and a college science education supervisor. **Includes regularly scheduled seminars.**

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

A thorough knowledge of curriculum & assessment issues and classroom management is necessary prior to student teaching.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

None

C. Course Content

1. What learning outcomes for the emphasis will the course address?

The Teacher Education Unit Outcomes and Candidate Proficiencies enumerated below come from the knowledge base that was written to address what candidates should know and be able to do upon completion of the programs. During the programs of study, the following teacher education outcomes are addressed. These outcomes are aligned with the conceptual framework descriptors and to INTASC Principles and essential knowledge (k), skills (s) and dispositions (d) as relevant.

1. Diagnoses Learning Needs- The candidate uses a variety of assessment techniques and utilizes appropriate technologies to gather information about all students and integrates this information to determine learners' strengths and areas to be developed. (INTASC 1,8,9—Collaborative, Reflective, Competent—Skills)

- a. Assesses student knowledge with methods appropriate to the learning goals and objectives (1a. s)
- b. Synthesizes information from assessment data (1b. s)
- c. Uses assessment processes appropriate to all student academic development (1c. s)
- d. Reflects on diagnosis and assessment of learning in teaching experiences for modifying instruction appropriate for all learners (1d. s)

2. Plans for Student Learning- The candidate integrates knowledge of content discipline, of the nature of diverse learners, of learning theories, of instructional strategies and of professional standards and state/local curriculum guides to plan instruction.

(INTASC 1,2,3,4,5,6,7,9—Reflective, Competent, Caring—Knowledge—Skills)

- a. Uses student input and information from diagnosis of student learning needs in developing learning goals and objectives (2a. s)
- b. Plans for use of a variety of instructional strategies to address learners with diverse learning styles and special needs (2b. k, s)
- c. Evaluates teaching resources and curriculum materials, including educational technology for effectiveness, completeness and accuracy and plans for their appropriate use (2c. k, s)
- d. Plans equitable teaching/learning processes to address learners from diverse cultural backgrounds and with exceptionalities (2d. k, s)
- e. Plans lessons which incorporate authentic situations, previous learning and interdisciplinary content (2e. k, s)
- f. Reflects on planning for student learning (2f. s)

3. Facilitates Student Learning- The candidate implements instructional plans with flexibility and is guided by knowledge of discipline content, of the nature of all learners, of learning theories and of instructional strategies. (INTASC 1,2,3,4,5,6,7,9,10—Reflective, Competent, Caring—Knowledge—Skills)

- a. Employs effective classroom management techniques (3a. s)
- b. Uses individual and group motivation techniques for encouraging positive social interaction and self-involvement (3b. s)
- c. Encourages individual participation while directing group activity (3c. s)
- d. Uses multiple resources (human, media, technology) effectively for instruction (3d. k, s)

4. Demonstrates Appropriate Knowledge- The candidate has general knowledge in the liberal arts and sciences and possesses discipline specific knowledge at a level appropriate for the chosen teaching field.

(INTASC 1,7—Competent—Knowledge—Skills)

- a. Communicates effectively, incorporating the use of technology when appropriate (4a. k, s)
- b. Demonstrates discipline knowledge appropriate to the chosen teaching field (4b. k)
- c. Integrates knowledge across disciplines, including multicultural and global perspectives (4c. k)
- d. Accesses knowledge to stay current in one's field (4d. k)

- e. Reflects on one's strength and weaknesses as a learner (4e. s)

5. Fosters Student Well-being to Support Learning- The candidate interacts with diverse students, school colleagues, parents, and agencies in the larger community to foster student well being and learning. (INTASC 5,8,9,10—Collaborative, Caring, Committed—Skills)

- a. Identifies socio-cultural factors beyond the school that hamper student learning and uses resources within the school and community to mitigate these factors (5a. s)
- b. Communicates with parents or guardians as an essential activity in promoting student well-being and learning (5b. s)
- c. Reflects on use of community resources and interactions with parents and school colleagues to improve the well-being of all learners (5c. s)

6. Assumes the Role of Professional Teacher- The candidate acts in accordance with the structure, standards and responsibilities of the profession and recognizes the role of the school in supporting a democratic society.

(INTASC 1,9,10—Competent, Collaborative, Caring, Committed—Knowledge—Skills—Dispositions)

- a. Demonstrates an awareness of the political, legal, and ethical issues that impact on professional practices (6a. k, d)
- b. Works collaboratively with colleagues as a professional (6b. d)
- c. Values using technology as a professional resource and a management tool (6c. s)
- d. Reflects on professional development as an on-going process (6d. s)
- e. Exhibits the professional dispositions of a teacher (6e. d)
 - maintains a professional appearance
 - maintains regular attendance
 - maintains positive attitude and character
 - is collaborative and participatory
 - demonstrates a strong work ethic
 - shows respect for the profession

- 2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

The course will address the general outcomes of communication and critical thinking as they are described in the conceptual framework and the Teacher Education Unit Outcomes and Candidate Proficiencies. Specifically, students will exercise communication & critical thinking skills by deconstructing field experiences, in seminar sessions, and discussing school context.

- 3. Tentative course materials (textbooks, software, etc.)

What to Look for in a Classroom ...And Other Essays by Alfie Kohn (2000)

Secondary Education: The Key Concepts by J. Wellington (2006)

Ethical Decision Making in School Administration by Paul Wagner (2008)

Livertext data management system [<http://www.livertext.com>]

- 4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On campus

5. Attach a tentative course outline (one page or less)

See final page

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

New qualified faculty

2. What impact will having faculty teach this course have on other courses?

None

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

All by full-time faculty

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

Transportation for university field supervisor to visit school sites is required.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Journals:

American Journal of Education

American Educational Research Journal

Journal of Education

6. What additional library resources must be added to support the proposed course?

None

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

There are adequate library resources.

Part E. Enrollment

1. What is the estimated number of sections per year? 1

2. What is the estimated average enrollment per section? 60

3. What is the estimated total enrollment per year 60

4. What is the estimated reduction in enrollment in other courses as a consequence of the new

course? (explanation, if any) None

Weekly Course Outline

Weeks One and Two

Students will share school demographics and discuss key issues such as the impact of immigration on education, socio-economic status and parent involvement, gender issues and disability rights.

Weeks Three and Four

In these weeks, there will be further examination of contemporary issues: school safety, availability of technology, and school reform.

Weeks Five and Six

Students will be introduced to panels of critical school resource personnel for informative Q & A sessions, such as school resource officers, school counselors, special educators, school nurses, and school psychologists. They will finalize a School Context Paper. *

Weeks Seven and Eight

Students will revisit classroom management issues such as nonverbal communication and discipline philosophies ranging from assertive discipline to positive discipline. An exploration of rewards and consequences will take place.

Weeks Nine and Ten

In these weeks, a review of the Georgia Professional Standards Commission Code of Ethics will take place. They will examine professional ethics and explore ethical case studies in education.

Weeks Eleven and Twelve

Students will examine assessment in the school context. Specifically, they will study particular schools' performance on standardized tests, using the GA Department of Education website data. They will study the aggregated and disaggregated data (e.g., ESL students and students with disabilities) that is available.

Weeks Thirteen and Fourteen

Educational statistics will be reviewed, and students will practice pre and post surveying of student knowledge and graphing techniques.

Week Fifteen

Students will finalize their Action Research Projects * for group presentation and insertion into Livetext.

* Portfolios will be maintained online in Livetext. Portfolios for this course will contain a school context paper and an action research project.

EDUC 4730 - Secondary Level Internship

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Teacher Education

Degree Program: **Bachelor of Arts or Science in Biology, English, History, or Mathematics with Emphasis in Secondary Education**

Larnell Flannagan
Signature, Department Head

3/4/09 **Action Taken**
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts and Sciences

Signature, Dean of School/College originating proposal

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

EDUC 4730 (0-36-8)

2. Title: Secondary Level Internship

3. Restrictions (if any):

- a. Prerequisite(s): EDUC 3030, EDUC 3200 & EDUC 3210
- b. Co-requisite(s) (normal or absolute) EDUC 4003
- c. Other restrictions: Admission in a secondary education program and senior standing
- d. Other comments: None
- e. Fees: None
- f. Grade mode: Pass/Fail
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

This course is a clinical experience in secondary education, during spring semester. Student teaching is a full-time (content-specific, in-field), 15-week, directed classroom experience (grades 6-12). Student teachers, under the direction of a mentor teacher, take increasing responsibility for learners and engage in many of the activities that constitute the range of a teacher's assigned duties. Emphasis will be placed on working with diverse and special needs learners within the regular classroom, utilizing technology, managing classrooms, understanding assessment, and familiarizing oneself with the school, its resources, and surrounding community. Additionally, interns must attend an on-campus seminar one afternoon per week taught by CSU faculty members and/or resource persons. Admission to a bachelor's program in biology, history, English, or mathematics with emphasis in secondary education and senior standing are required. Candidates must have proof of liability insurance to participate in the course.

Prerequisite(s): EDUC 3030, EDUC 3200 & EDUC 3210.

Absolute Co-requisite(s): EDUC 4003.

5. Semester of Implementation:

Spring 2011

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The bachelor's degree in biology, English, history, or mathematics with an emphasis in secondary education is designed in order for individuals to obtain a bachelor's degree in a content-specific field, plus a teaching certificate. This initial certification will preparing them to teach secondary biology, English, history, or mathematics and will help fulfill the great need for new teachers, in the near future.

The secondary education emphasis will consist of content specific classes, curriculum methods & classroom management courses, as well as clinical experience. Respect for diversity in the school setting and the use of educational technology will be emphasized throughout all courses.

2. Why is the course needed at CSU?

To increase the need for highly qualified teachers for Georgia's public schools, CSU desires to assist by training pre-service teachers, at diverse levels, in a wide array of fields. English, science and mathematics teachers have been identified as critical areas of shortage by the state of Georgia, along with other teaching areas. School systems are constantly seeking teachers, and often contact our Coordinator of Educational Field Experiences regarding potential recruitment of graduates. In addition, the department of Teacher Education receives regular calls and e-mails from individuals interested in being certified to teach high school. By offering bachelor's degrees in four fields with an emphasis in secondary education, we can accommodate these interested persons at CSU, rather than having to direct them to certification programs at other state-supported universities. Thus, we can help "fill the void" that presently exists and alleviate a teacher shortage.

3. What similar courses (models) at other institutions have helped guide this proposal?

Columbus State University, EDCI 4485. Student Teaching (0-40-10) *Prerequisites:* Admission to Teacher Education and Student Teaching. Observation, participation, and instruction in a school classroom in the student's major field. Cooperative supervision by selected classroom teachers and college faculty. (S/U grading)

Kennesaw State University, SCED 4475. Student Teaching Science. 12 credit hours. *Prerequisite:* Admission to Student Teaching. Full-time teaching experience in science under the supervision of a secondary school cooperating teacher and a college science education supervisor. Includes regularly scheduled seminars.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

A thorough knowledge of curriculum & assessment issues and classroom management is necessary prior to student teaching.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (E.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

None

C. Course Content

1. What learning outcomes for the emphasis will the course address?

The Teacher Education Unit Outcomes and Candidate Proficiencies enumerated below come from the knowledge base that was written to address what candidates should know and be able to do upon completion of the programs. During the programs of study, the following teacher education outcomes

are addressed. These outcomes are aligned with the conceptual framework descriptors and to INTASC Principles and essential knowledge (k), skills (s) and dispositions (d) as relevant.

1. Diagnoses Learning Needs- The candidate uses a variety of assessment techniques and utilizes appropriate technologies to gather information about all students and integrates this information to determine learners' strengths and areas to be developed. (INTASC 1,8,9—Collaborative, Reflective, Competent—Skills)

- a. Assesses student knowledge with methods appropriate to the learning goals and objectives (1a. s)
- b. Synthesizes information from assessment data (1b. s)
- c. Uses assessment processes appropriate to all student academic development (1c. s)
- d. Reflects on diagnosis and assessment of learning in teaching experiences for modifying instruction appropriate for all learners (1d. s)

2. Plans for Student Learning- The candidate integrates knowledge of content discipline, of the nature of diverse learners, of learning theories, of instructional strategies and of professional standards and state/local curriculum guides to plan instruction.

(INTASC 1,2,3,4,5,6,7,9—Reflective, Competent, Caring—Knowledge—Skills)

- a. Uses student input and information from diagnosis of student learning needs in developing learning goals and objectives (2a. s)
- b. Plans for use of a variety of instructional strategies to address learners with diverse learning styles and special needs (2b. k, s)
- c. Evaluates teaching resources and curriculum materials, including educational technology for effectiveness, completeness and accuracy and plans for their appropriate use (2c. k, s)
- d. Plans equitable teaching/learning processes to address learners from diverse cultural backgrounds and with exceptionalities (2d. k, s)
- e. Plans lessons which incorporate authentic situations, previous learning and interdisciplinary content (2e. k, s)
- f. Reflects on planning for student learning (2f. s)

3. Facilitates Student Learning- The candidate implements instructional plans with flexibility and is guided by knowledge of discipline content, of the nature of all learners, of learning theories and of instructional strategies. (INTASC 1,2,3,4,5,6,7,9,10—Reflective, Competent, Caring—Knowledge—Skills)

- a. Employs effective classroom management techniques (3a. s)
- b. Uses individual and group motivation techniques for encouraging positive social interaction and self-involvement (3b. s)
- c. Encourages individual participation while directing group activity (3c. s)
- d. Uses multiple resources (human, media, technology) effectively for instruction (3d. k, s)

4. Demonstrates Appropriate Knowledge- The candidate has general knowledge in the liberal arts and sciences and possesses discipline specific knowledge at a level appropriate for the chosen teaching field.

(INTASC 1,7—Competent—Knowledge—Skills)

- a. Communicates effectively, incorporating the use of technology when appropriate (4a. k, s)
- b. Demonstrates discipline knowledge appropriate to the chosen teaching field (4b. k)

- c. Integrates knowledge across disciplines, including multicultural and global perspectives (4c. k)
- d. Accesses knowledge to stay current in one's field (4d. k)
- e. Reflects on one's strength and weaknesses as a learner (4e. s)

5. Fosters Student Well-being to Support Learning- The candidate interacts with diverse students, school colleagues, parents, and agencies in the larger community to foster student well being and learning. (INTASC 5,8,9,10—Collaborative, Caring, Committed—Skills)

- a. Identifies socio-cultural factors beyond the school that hamper student learning and uses resources within the school and community to mitigate these factors (5a. s)
- b. Communicates with parents or guardians as an essential activity in promoting student well-being and learning (5b. s)
- c. Reflects on use of community resources and interactions with parents and school colleagues to improve the well-being of all learners (5c. s)

6. Assumes the Role of Professional Teacher- The candidate acts in accordance with the structure, standards and responsibilities of the profession and recognizes the role of the school in supporting a democratic society.

(INTASC 1,9,10—Competent, Collaborative, Caring, Committed—Knowledge—Skills—Dispositions)

- a. Demonstrates an awareness of the political, legal, and ethical issues that impact on professional practices (6a. k, d)
- b. Works collaboratively with colleagues as a professional (6b. d)
- c. Values using technology as a professional resource and a management tool (6c. s)
- d. Reflects on professional development as an on-going process (6d. s)
- e. Exhibits the professional dispositions of a teacher (6e. d)
 - maintains a professional appearance
 - maintains regular attendance
 - maintains positive attitude and character
 - is collaborative and participatory
 - demonstrates a strong work ethic
 - shows respect for the profession

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

The course will address the general outcomes of communication and critical thinking as they are described in the conceptual framework and the Teacher Education Unit Outcomes and Candidate Proficiencies. Specifically, students will exercise communication skills by assisting and leading secondary education programs. They will exercise critical thinking during such activities as lesson planning, grading, participating in faculty meetings, and reflective journaling.

3. Tentative course materials (textbooks, software, etc.)

Dynamic Instructional Leadership to Support Student Learning by Ed Joyner, James Comer [Eds.] (2004)

The Elements of Learning by James Banner & Harold Cannon (2005)

What Great Teachers Do Differently by Todd Whitaker (2003)

Livertext data management system [<http://www.livertext.com>]

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-site in schools

5. Attach a tentative course outline (one page or less)

See final page

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

New qualified faculty

2. What impact will having faculty teach this course have on other courses?

None

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

All full-time faculty

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

Travel to and from school sites is required of the instructor.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Journals:

Social Education

School Science & Mathematics

Teaching Children Mathematics

Language Arts

6. What additional library resources must be added to support the proposed course?

None

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

Current funding is adequate.

Part E. Enrollment

1. What is the estimated number of sections per year? 1

2. What is the estimated average enrollment per section? 60
3. What is the estimated total enrollment per year 60
4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any) None

Weekly Course Outline

Weeks One and Two

Students will begin to teach more and more lessons, working up to their six weeks of full-time teaching. They will engage in developing Unit Lesson Plans*, alongside their mentor teacher and along with their grade-level team members.

Weeks Three and Four

Students will increase the number of lessons taught and refine lesson plans, based on input from supervisors and team members. They will a Student Pre-Test of Content Knowledge*, in preparation for aggregated and disaggregated analysis of student learning.

Weeks Five and Six

All students will begin teaching full-time. They will practice and refine classroom management strategies, assign homework, grade papers, communicate with parents, attend all faculty meetings, and perform all the duties of an accomplished teacher, as outlined in the Georgia Framework for Teachers.

Weeks Seven and Eight

Students will continue teaching, full-time.

Weeks Nine and Ten

Students will continue teaching, full-time.

Weeks Eleven and Twelve

Students will gradually teach fewer and fewer lessons. They will administer a Student Post-Test of Content Knowledge*, analyze results, and present findings in narrative and graph format.

Weeks Thirteen and Fourteen

Students will continue decreasing the number of lessons taught. They will finalize their philosophy of secondary education in a Transformative Philosophy Paper*.

Week Fifteen

Students will finalize their Exit Interview in PowerPoint*, which will utilize various technologies such as photography, audio, video, and graphics, and they will reflect on their effectiveness as teachers. They will invite supervisors, team members, and administrators to a final presentation.

* Portfolios will be maintained online in Livetext. Portfolios for this course will contain lesson planning, pre & post assessments of student learning, transformative philosophies, and exit interviews.

MEMORANDUM

TO: CAPC

FROM: Nasser Momayezi, Dean
College of Arts & Sciences

Lila F. Roberts, Dean
College of Information and Mathematical Sciences

RE: Proposal for Modification of Existing Program: Dual Degree
Program with Georgia Tech

DATE: 23 March, 2009

We propose to revise the curricula for the Bachelor of Science in Integrative Studies for the purpose of establishing a 3+2 dual degree articulation with Georgia Institute of Technology.

This articulation will allow students to complete 92-95 hours at Clayton State and transfer into an engineering program at Georgia Tech. Of the 55-60 semester hours of engineering coursework the student must take at Georgia Tech, 25-28 hours of upper division coursework will transfer back to Clayton State to complete the program of study for a B.S. Integrative Studies.

These proposed changes will/will not alter the total number of credit hours required for completion of the degree programs at Clayton State. Attached is a description that outlines the proposed program that will lead to the dual degree.

This proposed program was developed in collaboration between the Liberal Studies program in the College of Arts & Sciences and the College of Information and Mathematical Sciences.

Clayton State University

Dual Degree Engineering Program with Georgia Institute of Technology

Through an agreement between Clayton State University and Georgia Institute of Technology, students who wish to study engineering may begin their undergraduate program at Clayton State University and later transfer to Georgia Institute of Technology through the Dual Degree Engineering Program. By enrolling in the Dual Degree Program, a student may attend college close to home, which can decrease cost, in a college environment where classes are smaller. This can provide more individual attention and interaction with professors as the student is making the adjustment to college life.

Students who attend Clayton State University under the Dual Degree Engineering Program will complete a specified three-year curriculum at Clayton State and then attend Georgia Tech for approximately two years. After completion of the program of study at Georgia Tech, the student will receive a Bachelor of Science Degree from Clayton State University and a Bachelor's degree in the student's chosen engineering discipline from Georgia Tech. The degree options at Clayton State are B.S. in Computer Science, B.S. in Integrative Studies, and B.S. in Mathematics.

In order to be considered for admission to the College of Engineering at Georgia Tech as a dual degree transfer student, students must complete the prescribed program of study at the participating institution, students must meet the admissions requirements for their engineering major and meet the Georgia Tech GPA requirements. For Georgia residents, a **cumulative** overall GPA of 2.7 is required, including a mathematics GPA of 2.7 and a science GPA of 2.7.

The Dual Degree Program at Clayton State requires 92-98 semester hours at Clayton State (98-101 for B.S. in Computer Science). Approximately 60 hours of coursework is required at Georgia Tech to complete the engineering program: of that number, 22-28 hours of upper division coursework transfers back to Clayton State to complete the 120 hour program of study leading to the B.S. at Clayton State (19-22 for B.S. in Computer Science).

The following page provides a listing of engineering disciplines at Georgia Tech and Clayton State courses that transfer into the various engineering degree programs.

Transfer Requirements by Engineering Discipline

The programs of study for the Dual Degree Engineering Program at Clayton State University have been designed to meet the admission requirements for Georgia Tech for the various engineering disciplines. Georgia Institute of Technology offers Bachelor's Degrees in the following engineering disciplines: Aerospace Engineering (AE), Biomedical Engineering (BME), Chemical & Biomolecular Engineering (ChE), Civil Engineering (CE), Computer Engineering (CmpE), Electrical Engineering (EE), Environmental Engineering (EnvE), Industrial Engineering (ISyE), Materials Science & Engineering (MSE), Mechanical Engineering (ME), Nuclear & Radiological Engineering (NRE), and Polymer & Fiber Engineering (PTFE).

A matrix showing transfer requirements for the engineering programs is given below:

Course	AE	BME	ChE	CE	Env E	EE	CmpE	ISy E	MS E	M E	NR E	PTFE
Biology I		X	X*									
Calculus I	X	X	X	X	X	X	X	X	X	X	X	X
Calculus II	X	X	X	X	X	X	X	X	X	X	X	X
Calculus III	X	X	X	X	X	X	X	X	X	X	X	X
Differential Equations	X	X	X	X	X	X	X		X	X	X	X
Linear Algebra	X	X	X	X	X	X	X	X	X	X	X	X
Chemistry I	X	X	X	X	X	X	X		X	X	X	X
Chemistry II			X		X				X			X
Physics I	X	X	X	X	X	X	X	X	X	X	X	X
Physics II	X	X	X	X	X	X	X	X	X	X	X	X
Science Elective I	X*			X	X	X	X	X		X	X	
Science Elective II								X				
Computer Science I	X	X	X*	X	X	X	X	X	X	X	X	X
English Comp I	X	X	X	X	X	X	X	X	X	X	X	X
English Comp II	X	X	X	X	X	X	X	X	X	X	X	X

X Courses may be taken at Georgia Tech, however, it is recommended □that they are completed prior to transferring to Tech for these majors.*

** Science electives may be selected from Chemistry, Biology, □Physics, EAS, or other courses approved by the engineering school.*

***Linear and Discrete Math is required for ISyE majors □(these courses may be taken at Georgia Tech).*

Computer Science/Engineering Curriculum

B.S. Degree in Computer Science -- Engineering Track (Dual Degree Program)

98-101 sem hours at Clayton State

Overview

The curriculum of the Dual Degree program at Clayton State leading to a Bachelor of Science in Computer Science from Clayton State and a Bachelor's Degree in Engineering from Georgia Institute of Technology requires the following for completion of the degree program at Clayton State:

Curriculum Area	Hours Required	Location
Core Curriculum: Areas A-E	42	Clayton State
Major Requirements: Area F	18	Clayton State
Lower Division Math/CS Requirements	9-12	Clayton State
Upper Division Math/CS Requirements	21	Clayton State
Additional Science Requirements	8	Clayton State
Upper Division Engineering Courses**	19-22	Georgia Tech
Total for BS in CS at Clayton State	120	

****A minimum of 55 hours of coursework is required for completion of the engineering degree at Georgia Tech. 25-28 of the upper division hours will transfer back to Clayton State to complete the upper division requirements for the Bachelor's degree at Clayton State.**

The total number of hours required to complete the Bachelor's Degree in Engineering depends on the particular engineering discipline in which a student enrolls. The amount of time required to complete the engineering degree is approximately 2 years but could be longer depending on the specific engineering program requirements.

Area A—Essential Skills 9 hours

ENGL 1101	English Composition I	3 hours
ENGL 1102	English Composition II	3 hours

This degree requires completion of Precalculus in Area A. Students who must first take MATH 1111 as an elective can subsequently complete MATH 1112A to complete this requirement.

Choose One:

MATH 1112A**	Trigonometry	3 hours
MATH 1113	Precalculus	3 hours
MATH 1501	Calculus I	3 hours (1 hour counts in Area F)

Area B—Critical Thinking and Communication 4 hours

CRIT 1101	Critical Thinking	3 hours
COMM 1001	Presentational Speaking	1 hour

Area C—Humanities and Fine Arts 6 hours

Area C1—Humanities (or intermediate foreign language) 3 hours Choose one of the following:

ENGL 2111	World Literature I	3 hours
ENGL 2112	World Literature II	3 hours
ENGL 2121	British Literature	3 hours
ENGL 2131	American Literature I	3 hours
ENGL 2132	American Literature II	3 hours
PHIL 2201	Intro to World Philosophy	3 hours
PHIL 2601	Ethics	3 hours
Foreign Language 2001		3 hours
Foreign Language 2002		3 hours

Area C2—Fine Arts (or intermediate foreign language) 3 hours Choose one of the following:

ART 2301	Art of the Pre-Modern World	3 hours
ART 2302	Art of the Modern World	3 hours
CMS 2100	Introduction to Film	3 hours
MUSC 2101	Music Appreciation	3 hours
MUSC 2301	Introduction to World Music	3 hours
THEA 1100	Theatre Appreciation	3 hours
PHIL 2401	Intro to Aesthetics	3 hours
Foreign Language 2001		3 hours
Foreign Language 2002		3 hours

Area D—Natural Science and Mathematics 11 hours**Area D1. Laboratory Science 8 hours Choose two of the following:**

CHEM 1211/1211L	Principles of Chemistry I (with Lab)	4 hours
CHEM 1212/1212L	Principles of Chemistry II (with Lab)	4 hours
PHYS 2211/2211L	Principles of Physics I (with Lab)	4 hours
PHYS 2212/2212L	Principles of Physics II (with Lab)	4 hours

Area D2. Additional Science, Math, or Technology 3 hours Choose one of the following if not taken in another area:

MATH 1501	Calculus I	3 hours (1 hour counts in Area F)
MATH 2502	Calculus II	3 hours (1 hour counts in Area F)

Area E—Social Sciences 12 hours

POLS 1101	American Government	3 hours
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Choose one:

HIST 2111	US History to 1877	3 hours
HIST 2112	US History Since Reconstruction	3 hours

Choose one:

PSYC 1101	Intro to General Psychology	3 hours
SOCI 1101	Intro to Sociology	3 hours

Choose one:

SOSC 2501	Survey of Social Sciences and Contemporary Issues	3 hours
HIST 1111	Pre-Modern World History	3 hours
HIST 1112	Modern World History	3 hours

Area F—Major Requirements 18 hours

MATH 1501	Calculus I	1 hour
MATH 2502	Calculus II	1 or 4 hours
MATH 2503	Calculus III	4 hours
MATH 2140	Linear Algebra	3 hours
CSCI 1371	Computing for Engineers	3 hours
Choose two if Calculus I is in Area A, choose one if Calculus II is in Area A:		
MATH 1231	Intro to Statistics	3 hours
MATH 2020	Discrete Mathematics	3 hours

Required Lower Division Computer Science Courses 9 hours

CSCI 1302	Computer Science II	3 hours
CSCI 2302	Data Structures	3 hours
CSCI 2305	Comp Org & Arch	3 hours

Required Lower Division Mathematics Course (if not taken in Area F) 0-3 hours

MATH 2020	Discrete Mathematics	3 hours
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Required Upper Division Computer Science/Mathematics Courses**21 hours**

MATH 3303	Ordinary Differential Equations	3 hours
CSCI 3305	Operating Systems	3 hours
CSCI 3306	Networking & Security	3 hours
CSCI 3310	Databases	3 hours
CSCI 3320	Software Engineering	3 hours
CSCI 3333	Programming Languages	3 hours
One of the following:		
CSCI 4333	Algorithms	3 hours
CSCI 4334	Theory of Computation	3 hours

Additional Guided Science Requirements 8 hours

The 22xx/22xxL Physics sequence is required for every engineering program at Georgia Tech. The additional science requirements should be carefully chosen to satisfy the requirements of the particular engineering discipline at Georgia Tech. See **Transfer Requirements by Engineering Discipline**

PHYS 2211/2211L	Principles of Physics I (with Lab)	4 hours
PHYS 2212/2212L	Principles of Physics II (with Lab)	4 hours
CHEM 1211/1211L	Principles of Chemistry I (with Lab)	4 hours
CHEM 1212/1212L	Principles of Chemistry II (with Lab)	4 hours
BIOL 1107/1107L	Principles of Biology I (with Lab)	4 hours
Science Electives	May be chosen from Chemistry, Biology, or Physics	0-8 hours

Integrative Studies/Engineering

Bachelor of Science Degree -- Engineering Track (Dual Degree Program)

92-95 semester hours at Clayton State

Overview

The curriculum of the Dual Degree program at Clayton State leading to a Bachelor of Science in Integrative Studies from Clayton State and a Bachelor's Degree in Engineering from Georgia Institute of Technology requires the following for completion degree at Clayton State:

Curriculum Area	Hours Required	Location
Core Curriculum: Areas A-E	42	Clayton State
Major Requirements: Area F	18	Clayton State
Additional Lower Division Requirements	8	Clayton State
Differential Equations Requirement	3	Clayton State
Lower Division Math/Science/CSCI Electives*	0-16	Clayton State
Upper Division Math/Science/CSCI Electives*	8-24	Clayton State
Upper Division Engineering Courses**	25-28	Georgia Tech
Total for BS Integrative Studies at Clayton State	120	

*Must Total at least 24 hours

**A minimum of 55 hours of coursework is required for completion of the engineering degree at Georgia Tech. 25-28 of the upper division hours will transfer back to Clayton State to complete the upper division requirements for the Bachelor's degree at Clayton State.

The total number of hours required to complete the Bachelor's Degree in Engineering depends on the particular engineering discipline in which a student enrolls. The amount of time required to complete the engineering degree is approximately 2 years but could be longer depending on the specific engineering program requirements.

Science Requirements: The 22xx/22xxL Physics sequence is required for every engineering program at Georgia Tech. The additional science requirements should be carefully chosen to satisfy the requirements of the particular engineering discipline at Georgia Tech. See **Transfer Requirements by Engineering Discipline**.

Area A—Essential Skills 9 hours

ENGL 1101	English Composition I	3 hours
ENGL 1102	English Composition II	3 hours

This degree requires completion of Precalculus in Area A. Students who must first take MATH 1111 as an elective can subsequently complete MATH 1112A to complete this requirement.

Choose One:

MATH 1112A**	Trigonometry	3 hours
MATH 1113	Precalculus	3 hours
MATH 1501	Calculus I	3 hours (1 hour counts in Area F)

Area B—Critical Thinking and Communication 4 hours

CRIT 1101	Critical Thinking	3 hours
COMM 1001	Presentational Speaking	1 hour

Area C—Humanities and Fine Arts 6 hours

Area C1—Humanities (or intermediate foreign language) 3 hours *Choose one of the following:*

ENGL 2111	World Literature I	3 hours
ENGL 2112	World Literature II	3 hours
ENGL 2121	British Literature	3 hours
ENGL 2131	American Literature I	3 hours
ENGL 2132	American Literature II	3 hours
PHIL 2201	Intro to World Philosophy	3 hours
PHIL 2601	Ethics	3 hours
Foreign Language 2001		3 hours
Foreign Language 2002		3 hours

Area C2—Fine Arts (or intermediate foreign language) 3 hours *Choose one of the following:*

ART 2301	Art of the Pre-Modern World	3 hours
ART 2302	Art of the Modern World	3 hours
CMS 2100	Introduction to Film	3 hours
MUSC 2101	Music Appreciation	3 hours

MUSC 2301	Introduction to World Music	3 hours
THEA 1100	Theatre Appreciation	3 hours
PHIL 2401	Intro to Aesthetics	3 hours
Foreign Language 2001		3 hours
Foreign Language 2002		3 hours

Area D—Natural Science and Mathematics 11 hours

Area D1. Laboratory Science 8 hours Choose two of the following:

CHEM 1211/1211L	Principles of Chemistry I (with Lab)	4 hours
CHEM 1212/1212L	Principles of Chemistry II (with Lab)	4 hours
PHYS 2211/2211L	Principles of Physics I (with Lab)	4 hours
PHYS 2212/2212L	Principles of Physics II (with Lab)	4 hours

Area D2. Additional Science, Math, or Technology 3 hours Choose one of the following if not taken in another area:

MATH 1501	Calculus I	3 hours (1 hour counts in Area F)
MATH 2502	Calculus II	3 hours (1 hour counts in Area F)

Area E—Social Sciences 12 hours

POLS 1101	American Government	3 hours
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Choose one:

HIST 2111	US History to 1877	3 hours
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HIST 2112	US History Since Reconstruction	3 hours
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Choose one:

PSYC 1101	Intro to General Psychology	3 hours
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SOCI 1101	Intro to Sociology	3 hours
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Choose one:

SOSC 2501	Survey of Social Sciences and Contemporary Issues	3 hours
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HIST 1111	Pre-Modern World History	3 hours
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HIST 1112	Modern World History	3 hours
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Area F—Major Requirements 18 hours

MATH 1501	Calculus I	1 hour
MATH 2502	Calculus II	1 or 4 hours
MATH 2503	Calculus III	4 hours
MATH 2140	Linear Algebra	3 hours
CSCI 1371	Computing for Engineers	3 hours

Choose two if Calculus I is in Area A or one if Precalculus is in Area A

(if not taken in another area):

CHEM 1211	Principles of Chemistry I	3 hours
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CHEM 1212	Principles of Chemistry II	3 hours
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PHYS 2211	Principles of Physics I	3 hours
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PHYS 2212	Principles of Physics II	3 hours
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BIOL 1107	Principles of Biology I	3 hours
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Science Elective(s)		3-6 hours
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Additional Lower Division Requirements 4-8 hours

Choose one:		3 hours
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ECON 2105	Principles of Macroeconomics	
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ECON 2106	Principles of Microeconomics	
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Science Requirements: 2-6 hours

The 22xx/22xxL Physics sequence is required for every engineering program at Georgia Tech. The additional science requirements should be carefully chosen to satisfy the requirements of the particular engineering discipline at Georgia Tech. See **Transfer Requirements by Engineering Discipline**.

Upper Division Mathematics Requirement 3 hours

MATH 3303	Ordinary Differential Equations	3 hours
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Lower Division Electives*: 0-16 hours

Upper Division Electives*: 8-24 hours

* Must Total at least 24 hours

Integrative Studies/Engineering

Bachelor of Science Degree -- Engineering Track (Dual Degree Program)

92-95 semester hours at Clayton State

Sample Elective Choices for BS Integrative Studies:

Chemistry:

CHEM 2411/2411L	Organic Chemistry I	4 hours
CHEM 2412/2412L	Organic Chemistry II	4 hours
CHEM 3811	Analytical Chemistry	3 hours
CHEM 4110	Environmental Chemistry	3 hours
CHEM 4202	Biochemistry I	3 hours
CHEM 4203	Biochemistry II	3 hours
CHEM 4204	Forensic Chemistry	3 hours
Additional Upper Division Elective		3 hours

Mathematics:

MATH 3005	Transition to Higher Mathematics	3 hours
MATH 3003	Applied Mathematical Modeling	3 hours
MATH 3110	Survey of Algebra	3 hours
MATH 3520	Intro to Analysis	3 hours
MATH 3220	Applied Statistics	3 hours
MATH 4303	Partial Differential Equations	3 hours
MATH 4320	Numerical Methods	3 hours
MATH 4231	Modern Geometry	3 hours

Computer Science

CSCI 1301	Computer Science I (If not taken in Area F)	3 hours
CSCI 1302	Computer Science II	3 hours
MATH 2020	Discrete Mathematics	3 hours
CSCI 2302	Data Structures	3 hours
CSCI 2305	Comp Org & Arch	3 hours
CSCI 3305	Operating Systems	3 hours
CSCI 3306	Networking & Security	3 hours
CSCI 3310	Databases	3 hours

Interdisciplinary Biology/Chemistry

BIOL 1107/1107L	Principles of Biology I	4 hours
BIOL 1108/1108L	Principles of Biology II	4 hours
CHEM 2411/2411L	Organic Chemistry I	4 hours
CHEM 2412/2412L	Organic Chemistry II	4 hours
BIOL 3200	Cell Biology	3 hours
BIOL 3380	Evolution & Population Biology	3 hours
BIOL 4201	Genetics	3 hours

Interdisciplinary Math/CS

CSCI 1301	Computer Science I (If not taken in Area F)	3 hours
CSCI 1302	Computer Science II	3 hours
MATH 2020	Discrete Mathematics	3 hours
CSCI 2302	Data Structures	3 hours
MATH 3003	Applied Mathematical Modeling	3 hours
CSCI 3310	Databases	3 hours
MATH 4303	Partial Differential Equations	3 hours
MATH 4320	Numerical Methods	3 hours

Mathematics/Engineering Curriculum

B.S. in Mathematics –Engineering Track (Dual Degree Program)

92-95 semester hours at Clayton State

Overview

The curriculum of the Dual Degree program at Clayton State leading to a Bachelor of Science in Integrative Studies from Clayton State and a Bachelor's Degree in Engineering from Georgia Institute of Technology requires the following for completion degree at Clayton State:

Curriculum Area	Hours Required	Location
Core Curriculum: Areas A-E	42	Clayton State
Major Requirements: Area F	18	Clayton State
Required Upper Division Mathematics Courses	12	Clayton State
Upper Division Mathematics Electives	12 -15	Clayton State
Additional Science Requirements/Guided Electives	5-11	Clayton State
Upper Division Engineering Electives	25-28	Georgia Tech
Total for BS in Mathematics at Clayton State	120	

****A minimum of 55 hours of coursework is required for completion of the engineering degree at Georgia Tech. 25-28 of the upper division hours will transfer back to Clayton State to complete the upper division requirements for the Bachelor's degree at Clayton State.**

The total number of hours required to complete the Bachelor's Degree in Engineering depends on the particular engineering discipline in which a student enrolls. The amount of time required to complete the engineering degree is approximately 2 years but could be longer depending on the specific engineering program requirements.

Science Requirements: The 22xx/22xxL Physics sequence is required for every engineering program at Georgia Tech. The additional science requirements should be carefully chosen to satisfy the requirements of the particular engineering discipline at Georgia Tech. See **Transfer Requirements by Engineering Discipline**.

Area A—Essential Skills 9 hours

ENGL 1101	English Composition I	3 hours
ENGL 1102	English Composition II	3 hours

This degree requires completion of Precalculus in Area A. Students who must first take MATH 1111 as an elective can subsequently complete MATH 1112A to complete this requirement.

Choose One:

MATH 1112A**	Trigonometry	3 hours
MATH 1113	Precalculus	3 hours
MATH 1501	Calculus I	3 hours (1 hour counts in Area F)

Area B—Critical Thinking and Communication 4 hours

CRIT 1101	Critical Thinking	3 hours
COMM 1001	Presentational Speaking	1 hour

Area C—Humanities and Fine Arts 6 hours

Area C1—Humanities (or intermediate foreign language) 3 hours Choose one of the following:

ENGL 2111	World Literature I	3 hours
ENGL 2112	World Literature II	3 hours
ENGL 2121	British Literature	3 hours
ENGL 2131	American Literature I	3 hours
ENGL 2132	American Literature II	3 hours
PHIL 2201	Intro to World Philosophy	3 hours
PHIL 2601	Ethics	3 hours
Foreign Language 2001		3 hours
Foreign Language 2002		3 hours

Area C2—Fine Arts (or intermediate foreign language) 3 hours Choose one of the following:

ART 2301	Art of the Pre-Modern World	3 hours
ART 2302	Art of the Modern World	3 hours

CMS 2100	Introduction to Film	3 hours
MUSC 2101	Music Appreciation	3 hours
MUSC 2301	Introduction to World Music	3 hours
THEA 1100	Theatre Appreciation	3 hours
PHIL 2401	Intro to Aesthetics	3 hours
Foreign Language 2001		3 hours
Foreign Language 2002		3 hours

Area D—Natural Science and Mathematics 11 hours

Area D1. Laboratory Science 8 hours Choose two of the following:

CHEM 1211/1211L	Principles of Chemistry I (with Lab)	4 hours
CHEM 1212/1212L	Principles of Chemistry II (with Lab)	4 hours
PHYS 2211/2211L	Principles of Physics I (with Lab)	4 hours
PHYS 2212/2212L	Principles of Physics II (with Lab)	4 hours

Area D2. Additional Science, Math, or Technology 3 hours Choose one of the following if not taken in another area:

MATH 1501	Calculus I	3 hours (1 hour counts in Area F)
MATH 2502	Calculus II	3 hours (1 hour counts in Area F)

Area E—Social Sciences 12 hours

POLS 1101	American Government	3 hours
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Choose one:

HIST 2111	US History to 1877	3 hours
HIST 2112	US History Since Reconstruction	3 hours

Choose one:

PSYC 1101	Intro to General Psychology	3 hours
SOCI 1101	Intro to Sociology	3 hours

Choose one:

SOSC 2501	Survey of Social Sciences and Contemporary Issues	3 hours
HIST 1111	Pre-Modern World History	3 hours
HIST 1112	Modern World History	3 hours

Area F—Major Requirements 18 hours

MATH 1501	Calculus I	1 hour
MATH 2502	Calculus II	1 or 4 hours
MATH 2503	Calculus III	4 hours
MATH 2140	Linear Algebra	3 hours
CSCI 1371	Computing for Engineers	3 hours

Choose two if Calculus I is in Area A or one if Precalculus is in Area A (if not taken in another area):

PHYS 2211	Principles of Physics I	3 hours
PHYS 2212	Principles of Physics II	3 hours
CHEM 1211	Principles of Chemistry I	3 hours
CHEM 1212	Principles of Chemistry II	3 hours
BIOL 1107	Principles of Biology I	3 hours
Science Elective(s)		3-6 hours
MATH 1231	Introductory Statistics	3 hours
MATH 2020	Discrete Mathematics	3 hours

Upper Division Mathematics Requirements 12 hours

MATH 3005	Transition to Higher Mathematics	3 hours
MATH 3110	Survey of Algebra	3 hours
MATH 3520	Introduction to Analysis	3 hours
MATH 3303	Ordinary Differential Equations	3 hours

Upper Division Mathematics Electives 12-15 hours

Three of the following: (A)

MATH 3220	Applied Statistics	3 hours
MATH 4130	Applied Algebra	3 hours
MATH 4231	Modern Geometry	3 hours
MATH 4303	Partial Differential Equations	3 hours
MATH 4350	Graph Theory	3 hours
MATH 4360	Combinatorics	3 hours

One or two of the following:

MATH 3003	Applied Math Modeling	3 hours
MATH 4800	Selected Topics	3 hours
	One additional course from (A) list	3 hours

Additional Requirements: 5-11 hours

Choose one: 3 hours

ECON 2105 Principles of Macroeconomics

ECON 2106 Principles of Microeconomics

Science Requirements: The 22xx/22xxL Physics sequence is required for every engineering program at Georgia Tech. The additional science requirements should be carefully chosen to satisfy the requirements of the particular engineering discipline at Georgia Tech. See **Transfer Requirements by Engineering Discipline**

PHYS 2211/2211L	Principles of Physics I (with Lab)	1 or 4 hours
PHYS 2212/2212L	Principles of Physics II (with Lab)	1 or 4 hours
CHEM 1211/1211L	Principles of Chemistry I (with Lab)	1 or 4 hours
CHEM 1212/1212L	Principles of Chemistry II (with Lab)	1 or 4 hours
BIOL 1107/1107L	Principles of Biology I (with Lab)	1 or 4 hours
Science Electives	May be chosen from Chemistry, Biology, or Physics	2-8 hours

MEMORANDUM

TO: CAPC

FROM: Lila F. Roberts, Dean
College of Information and Mathematical Sciences

RE: Proposal for Modification of Existing Program: Dual Degree
Program with Georgia Tech

DATE: 23 March, 2009

We propose to revise the curricula for the Bachelor of Science in Computer Science and Bachelor of Science in Mathematics for the purpose of establishing a 3+2 dual degree articulation with Georgia Institute of Technology.

This articulation will allow students to complete 92-101 hours at Clayton State and transfer into an engineering program at Georgia Tech. Of the 55-60 semester hours of engineering coursework the student must take at Georgia Tech, 19-28 hours of upper division coursework will transfer back to Clayton State to complete the program of study for a B.S. in Mathematics or Computer Science. Because of guidelines established for computing degrees by the Association for Computing Machinery (ACM) and the Accrediting Board for Engineering and Technology (ABET), the number of hours required in residence at Clayton State for the B.S. in Computer Science range from 98-102. The number of hours required in residence at Clayton State for the B.S. in Mathematics is 92-95.

These proposed changes will/will not alter the total number of credit hours required for completion of the degree programs at Clayton State. Attached is a description that outlines the proposed revisions.

CSCI 1371: Computing for Engineers

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Information Technology

Degree Program: Computer Science

Signature, Department Head

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

School/College: College of Information and Mathematical Sciences

Signature, Dean of School/College originating proposal

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost

Signature, Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

CSCI 1371 (3-0-3)

2. Title: Computing for Engineers

3. Restrictions (if any):

- a. Prerequisite(s): Math 1112A OR Math 1113 OR Math 1501
- b. Co-requisite(s) (normal or absolute): NONE
- c. Other restrictions: e.g. major, junior standing, permission, etc.: NONE
- d. Other comments: e.g. recommended sequencing, career course notice, etc.: NONE
- e. Fees: This course requires students to have access to MATLAB, which is provided to them through the College of Information and Mathematical Sciences. The fee will be \$50.
- f. Grade mode [normal or pass/fail]: NORMAL
- g. What course(s) are deleted as a consequence: NONE

4. Course description for catalog:

This course is designed to expose students to computer science concepts within the context of engineering disciplines, and includes the general principles of programmatic and data abstraction, testing, debugging and problem solving. The course addresses variables and data types, logical expressions, arrays, strings, file I/O, conditional statements, repetition and recursion, functions and procedures, scoping issues, plotting in two and three dimensions, manipulating media, data structures, and sorting/searching algorithms. A high-level language will be used.

5. Semester of Implementation:

Fall 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course is an introductory course to computer science that emphasizes concepts that are commonly found in engineering disciplines. The course can serve in the same capacity as CSCI 1301 (Introduction to Computer Science)

2. Why is the course needed at CSU?

There is a proposed agreement between Clayton State University (CSU) and Georgia Institute of Technology (Georgia Tech) that allows students to enroll in a dual-degree program in engineering and mathematics. Students that are enrolled in this program begin their engineering degree at CSU and later transfer to Georgia Tech to complete their degree, where upon completion, receive a degree in Mathematics from CSU and an engineering degree from Georgia Tech. Engineering students at Georgia

Tech are required to pass a computer science course (CS 1371) that emphasizes computing concepts that are prevalent in engineering disciplines. However, our current introductory computing course (CSCI 1301) follows a generalized path through the Association of Computing Machinery (ACM) guidelines and does not address the specific engineering concepts that are required at Georgia Tech.

3. What similar courses (models) at other institutions have helped guide this proposal?

Georgia Tech offers an introductory computing course for engineering majors (CS 1371 – Computing for Engineers). For compatibility, CSU’s CSCI 1371 will be modeled closely after Georgia Tech’s CS 1371 course.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

There is a strong mathematics component to all engineering disciplines. Concepts from mathematics carry into the course and must be understood for students to successfully complete the course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course will be offered by SACS-qualified faculty with backgrounds in either engineering, computer science or applied mathematics.

The offering of this course is not expected to change the curriculum found in CSCI 1301 – as it is a specialized class for students that wish to complete their degree at Georgia Tech. This course offering has the potential to draw students into the new CS program – as some students may find the curriculum offered at CSU to be attractive. Further, the course poses no burden to our current accreditation efforts, as the learning outcomes are nearly identical to CSCI 1301.

C. Course Content

1. What learning outcomes for the major will the course address?

Students are expected to obtain a developing level of mastery in programming logic and algorithmic principles. Students will demonstrate an emerging level of knowledge in the field of computer science, including fundamentals in data structures and programming concepts. Students will develop an emerging level of algorithmic thinking and problem solving skills. Students should show the ability to perform independently and within groups.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Students will be expected to apply critical thinking throughout the course. Coursework requires students to apply new knowledge to real-world scenarios, including implementing numerical solutions for differential equations to solve common engineering problems.

3. Tentative course materials (textbooks, software, etc.)

Title: *Engineering Computation with MATLAB*

Author: David M Smith

ISBN-10: 0321481089

ISBN-13: 9780321481085
Publisher: Addison-Wesley
Copyright 2008
Published: 02/09/2007

It is also suggested that the student purchase the student edition of MATLAB, offered by The MathWorks, Inc..

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On campus

5. Attach a tentative course outline (one page or less)

Week 1 – Intro to programming languages, Vectors

Week 2 – Conditional Statements and Iteration

Week 3 – Functions, Strings

Week 4 – Cell arrays, Structures, Structure arrays

Week 5 – Principles of Problem Solving, Arrays

Week 6 – File I/O

Week 7 – Recursion, Plotting

Week 8 – Bodies of Rotation

Week 9 – Matrices, Images

Week 10 – Images (continued)

Week 11 – Numerical Methods

Week 12 – Sorting algorithms

Week 13 – Sound, Queues

Week 14 - Graphs

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will be teaching this course.

2. What impact will having faculty teach this course have on other courses?

The faculty must have a background in engineering, mathematics or computer science. This potentially requires one less section of an existing course to be offered in mathematics or computer science.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

It is expected that this course will be taught only by full-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

CIMS already has several license keys for MATLAB. Depending upon the success of this course offering, it may be necessary to acquire approximately 20 more keys for this software.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

The library has recently gained access to the ACM digital portal, which provides students access to the world's most-recent research in computing; this resource also provides access to a series of electronic books (e.g. full textbooks and reference materials) that cover numerical methods MATLAB. Further, the students can check out existing printed books that cover similar material.

6. What additional library resources must be added to support the proposed course?

NONE

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

\$0

Part E. Enrollment

1. What is the estimated number of sections per year?

We are planning on offering two sections per year.

2. What is the estimated average enrollment per section?

We expect to start with an average of 10 students per section.

3. What is the estimated total enrollment per year?

2 sections \times 10 students = 20 students/year.

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

This course will not conflict with our existing CSCI 1301 course. It is expected that the students that will enroll in this class will do so to receive direct transfer credit to Georgia Tech – something that CSCI 1301 does not offer.

MEMORANDUM

TO: Nasser Momayezi, Dean, College of Arts & Sciences

FROM: R. B. Rosenburg, Interim Head, Department of Social Sciences

RE: Proposal for Modification of Existing Program Curriculum

DATE: Originally drafted, February 3, 2009; Revised, March 12, 2009

Modification of Existing Program Curriculum:

We, the History faculty, propose to revise the Bachelor of Arts in History curriculum. These proposed changes will not alter the total number of credit hours required for completion of the program, which remains 120. Below are bullet points summarizing the proposed revisions. Also attached is a marked version of the proposed curriculum compared to the current curriculum.

1. **Delete** the General History concentration and **Create** two (2) new concentrations: a) World Cultures; and b) Southern Studies. These interdisciplinary concentrations utilize for the most part courses already taught by History and other current faculty. The World Cultures concentration addresses the University's mission of "responding to the increasingly complex global context of contemporary life." The Southern Studies concentration reflects the research and writing specialties of many of the history faculty, in conjunction with Southern and African American literature. We believe that students would be more inclined to choose one of these concentrations, since the courses will be offered on a regular basis.

2. **Add** new course HIST 2500 Historical Methods to Lower Division Core Requirements (Area F). Students need to know what history is and how history is "made," preferably before taking any upper division history course. This course is created by uncoupling "Historical Methods" from HIST 3001 Historiography and Historical Methods. Almost every B.A. history program in the USG has separate courses for these topics, and several institutions (including Georgia Southern and West Georgia) offer Historical Methods as a 2000-level Area F requirement.

3. **Add** new course HIST 2750 Critical Trends & Issues in World History as a Lower Major Requirement option (Area F). Too often, history courses end with World War II and very seldom deal with contemporary global issues. This course is designed to introduce students to an issue or a group of related issues whose influence on contemporary life extends beyond the boundaries of the United States and significantly involves other societies, cultures, and geographical locations. The BOR Area F Guidelines for History allows for "Introductory thematic courses in history," which HIST 2750 certainly will become.

4. **Add** new course HIST 3132 The Reconstruction Era, 1863-1877 as option for Upper Division United States History Core and Southern Studies concentration. By splitting this course from HIST 3130 Sectionalism, Civil War, and Reconstruction (to be re-titled “Sectionalism and the Civil War”), more attention can be devoted to a deeper understanding of both the Civil War and Reconstruction, arguably the most pivotal years in American history.

5. **Add** new course HIST 3245 History through Film as option to both United States and World History Cores and World Cultures concentration. Recently, two “History vs. Hollywood” courses have been offered Summer 2007 and 2008 as HIST 3501 Selected Topics in U.S. History. A course “Third World History Through Film” —listed as HIST 3500 Selected Topics in World History— is being offered for Spring 2009, while “North Africa History through Film: Exile & Migration” —also listed as HIST 3500 Selected Topics in World History—has been scheduled for Summer 2009.

6. **Add** new course HIST 3450 U.S. Military History as option for Upper Division United States History Core.

7. **Add** new course HIST 3700 U.S. Historical Geography as option for Upper Division United States History Core and Southern Studies Concentration. HIST 3700 is also a required course for students in the proposed B.S. in history and secondary education degree program.

8. **Delete** HIST 4002 History of the American South and **create** HIST 4020 History of the Old South **and** HIST 4030 History of the New South as options for Upper Division United States History Core and requirements for the Southern Studies Concentration.

9. **Increase** Required Upper Division World History Core from 6 to 9 hours.

10. **Add** new course HIST 3215 Latin-American-U.S. Relations as option for Upper Division World History Core and World Cultures concentration.

11. **Rename** HIST 3250 East Asian History—Pre-Modern East Asian History— as option for Upper Division World History Core and World Cultures concentration.

12. **Add** new course HIST 3255 Modern East Asian History as option for Upper Division World History Core and World Cultures concentration. Course is created by splitting HIST 3250 into two courses.

13. **Rename** HIST 3260 History of India and South Asia— Pre-Modern South Asian History—as option for Upper Division World History Core and World Cultures concentration.

14. **Add** new course HIST 3265 Modern South Asian History as option for Upper Division World History Core and World Cultures concentration. Course is created by splitting HIST 3260 into two courses.

15. **Rename** HIST 3270 History of Russia—Pre-Modern History of Russia— as option for Upper Division World History Core and World Cultures concentration.

16. **Add** new course HIST 3275 Modern Russian History as option for Upper Division World History Core and World Cultures concentration. Course is created by splitting HIST 3270 into two courses.

17. **Delete** HIST 4100 Origins of the Western World as option for Upper Division World History Core.

18. **Add** new course HIST 4110 Ancient Greece and Rome as option for Upper Division World History Core. Course is created by splitting HIST 4100 into two courses.

19. **Add** new course HIST 4115 The Middle Ages as option for Upper Division World History Core. Course is created by splitting HIST 4100 into two courses.

20. **Rename** HIST 4130 The Age of European Expansionism and Industrialization—The Age of European Expansionism as option for the Upper Division World History Core.

21. **Add** new course HIST 4200 Nineteenth Century Europe as option for the Upper Division World History Core. Course is created by splitting HIST 4130 into two courses.

22. **Add** new courses HIST 4010 U.S. Intellectual History **and** HIST 4350 Modern World Intellectual History as options for Upper Division U.S. History and World History Cores, respectively.

23. **Add** new course HIST 4004 American Environmental History as option for the Upper Division United States History Core.

24. **Change** prerequisite for most HIST courses. For most courses listed above, as well as all others included in the B.A. program, the standard prerequisite will be: “Any 1000 or 2000 level HIST course.” The exceptions are HIST 3001 Historiography (Prerequisite: HIST 2500); HIST 4850 Senior Seminar in History [Prerequisite(s): Senior standing and HIST 3001 (C) and HIST 3010 (C) or HIST 3110 (C)]; and Internships and Practicums and Independent Study options.

25. **Change** the Minor Program in History, so as to include HIST 2500 and HIST 2750 and allow any four 3000-4000 level courses (at least 1 from the Required Upper Division World History Core), in place of specified courses.

26. **Delete** existing course SOSC 3110 Themes in World Geography and **Revise** as HIST 3800 World Historical Geography as option for Upper Division World History Core and World Cultures Concentration. HIST 3800 is also a required course for students in the proposed B.S. in history and secondary education degree program.

In summary, we believe the recommended modifications to the B.A. in history, along with the new courses as outlined above, will constitute more sensible options for our program. It will offer more choices, it will strengthen and enrich our curriculum, and it will help students better develop a compelling sense of social and civic responsibility.

Bachelor of Arts in History

Graduates with a B.A. in history have several options including entry-level positions in history-related fields, graduate study in history, and solid liberal arts preparation for a variety of careers. For example, history has traditionally provided a strong background for graduates who go on to law school.

History majors at Clayton State have an experience unique in the nation, because no other campus has a state archives and a regional national archives located immediately adjacent to campus. Clayton State students will have the opportunity to conduct research and arrange internships in these brand new facilities.

History majors may choose from four concentrations:

- [Southern Studies](#)
- [World Cultures](#)
- [Archives](#)
- Public History

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BACHELOR OF ARTS IN HISTORY DEGREE PROGRAM REQUIREMENTS

Core Curriculum (Areas A - E) 42 hours

All History Core Curriculum requirements are shown in the suggested degree program.

Lower Division Core Requirements (Core Curriculum Area F)..... 18 hours

Foreign Language 0-6 hours

Competence is required in a language other than English, through the 2002-level in the language used to fulfill College Preparatory Curriculum requirements or through the 1002-level in a new language.

Lower Division Major Requirements 12 hours

Select from among:

HIST 1111 or 1112 World History 3 hours

HIST 2111 or 2112 U. S. History 3 hours

HIST 2265 Minorities in American History or

[HIST 2750 Critical Trends & Issues in World History](#) 3 hours

[HIST 2500 Historical Methods](#) 3 hours

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Lower Division Major Electives 0-6 hours

Select from: [AFAM 2010](#), ECON 2105, ECON 2106, MATH 1231, PHIL 2201, [PHIL 2401](#), POLS 2101, POLS 2301, POLS 2401, PSYC 1101, PSYC 2101, PSYC 2103, SOCI 1101, SOCI 2293, [TECH 1102](#)

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A maximum of two D grades in the upper division major requirements, upper division major electives, and internship categories will be counted toward degree completion.

Upper Division Major Requirements 12 hours

HIST 3001 Historiography 3 hours

HIST 3010 Introduction to Public History 3 hours

HIST 3110 Georgia History and Government 3 hours

HIST 4850 Senior History Seminar 3 hours

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Required Upper Division United States History Core 12 Hours

Select from among:

HIST 3120 The Establishment of the U.S., 1607-1800 3 hours

HIST 3125 The Age of Jefferson and Jackson 3 hours

HIST 3130 Sectionalism and the Civil War 3 hours

[HIST 3132 The Reconstruction Era, 1863-1877](#) 3 hours

HIST 3135 The U.S. in the Gilded Age and Progressive Era 1877-1917 3 hours

HIST 3140 Themes of 20th Century U.S. 3 hours

HIST 3150 War and Diplomacy 1898-Present 3 hours

[HIST 3245 History through Film \(relevant topics\)](#) 3 hours

HIST 3330 Business and Economic History of the U.S. 3 hours

HIST 3420 Family History & Genealogical Resources 3 hours

[HIST 3450 U.S. Military History](#) 3 hours

HIST 3501 Selected Topics in U.S. History 3 hours

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<u>HIST 3700 U.S. Historical Geography</u>	<u>3 hours</u>
HIST 4001 African American History	3 hours
HIST 4003 Women's History	3 hours
<u>HIST 4004 American Environmental History</u>	<u>3 hours</u>
<u>HIST 4010 U.S. Intellectual History</u>	<u>3 hours</u>
<u>HIST 4020 History of the Old South</u>	<u>3 hours</u>
<u>HIST 4030 History of the New South</u>	<u>3 hours</u>
HIST 4440 Historical Exhibitions & Public Programming	3 hours
HIST 4450 Intro to Historic Preservation.....	3 hours
HIST 4900 Independent Study in History	variable credit

Deleted: HIST 4002 History of the American South . 3 hours

Required Upper Division World History Core..... **9 Hours**

Select from among:

HIST 3210 The Twentieth Century World	3 hours
<u>HIST 3215 Latin American-U.S. Relations</u>	<u>3 hours</u>
HIST 3220 Latin American History	3 hours
HIST 3225 Caribbean History	3 hours
HIST 3230 History of Sub-Sahara Africa	3 hours
HIST 3240 History of Middle East and North Africa	3 hours
<u>HIST 3245 History through Film (relevant topics)</u>	<u>3 hours</u>
HIST 3250 <u>Pre-Modern</u> East Asian History	3 hours
<u>HIST 3255 Modern East Asian History</u>	<u>3 hours</u>
HIST 3260 <u>Pre-Modern</u> South Asia History	3 hours
<u>HIST 3265 Modern South Asian History</u>	<u>3 hours</u>
HIST 3270 <u>Pre-Modern</u> History of Russia	3 hours
<u>HIST 3275 Modern Russian History</u>	<u>3 hours</u>
HIST 3500 Selected Topics in World History	3 hours
<u>HIST 3800 World Historical Geography</u>	<u>3 hours</u>
<u>HIST 4110 Ancient Greece & Rome</u>	<u>3 hours</u>
<u>HIST 4115 Middle Ages</u>	<u>3 hours</u>
HIST 4120 Renaissance and Reformation.....	3 hours
HIST 4130 The Age of European Expansionism.....	3 hours
<u>HIST 4200 Nineteenth Century Europe</u>	<u>3 hours</u>
HIST 4250 History of World Religions.....	3 hours
<u>HIST 4350 Modern World Intellectual History</u>	<u>3 hours</u>
HIST 4900 Independent Study in History	variable credit

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Deleted: History of India and

Deleted: HIST 4100 Origins of the Western World . 3 hours

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Upper Division Major Concentration..... **15-21 hours**

History majors must select one of the following four concentrations:

Southern Studies Concentration

Select 3-4 courses:

<u>HIST 3120 The Establishment of the U.S.</u>	<u>3 hours</u>
<u>HIST 3125 Age of Jefferson and Jackson</u>	<u>3 hours</u>
<u>HIST 3130 Sectionalism and the Civil War</u>	<u>3 hours</u>
<u>HIST 3132 The Reconstruction Era</u>	<u>3 hours</u>
<u>HIST 3135 Gilded Age and Progressive Era</u>	<u>3 hours</u>
<u>HIST 3420 Family History & Genealogical Resources</u>	<u>3 hours</u>
<u>HIST 3501 Selected Topics in U.S. History (relevant topics)</u>	<u>3 hours</u>
<u>HIST 3700 U.S. Historical Geography</u>	<u>3 hours</u>
<u>HIST 4001 African American History</u>	<u>3 hours</u>

Required courses:

<u>HIST 4020 History of the Old South</u>	<u>3 hours</u>
<u>HIST 4030 History of the New South</u>	<u>3 hours</u>

Select 1-2 course(s):

<u>ENGL 3410 African American Literature I</u>	<u>3 hours</u>
<u>ENGL 3420 African American Literature II</u>	<u>3 hours</u>
<u>ENGL 4130 Southern Literature</u>	<u>3 hours</u>
<u>POLS 4422 African American Political Thought</u>	<u>.3 hours</u>

World Cultures Concentration 21 hours

Select three courses:

- HIST 3210 The Twentieth Century World 3 hours
- HIST 3215 Latin American-U.S. Relations 3 hours
- HIST 3220 Latin American History 3 hours
- HIST 3225 Caribbean History 3 hours
- HIST 3230 History of Sub-Sahara Africa 3 hours
- HIST 3240 History of Middle East and North Africa 3 hours
- HIST 3245 History through Film (relevant topics) 3 hours
- HIST 3250 Pre-Modern East Asian History 3 hours
- HIST 3255 Modern East Asian History 3 hours
- HIST 3260 Pre-Modern South Asian History 3 hours
- HIST 3265 Modern South Asian History 3 hours
- HIST 3270 Pre-Modern History of Russia 3 hours
- HIST 3275 Modern Russian History 3 hours
- HIST 3500 Selected Topics in World History 3 hours

Select one:

- PHIL 4400 Philosophy of Culture 3 hours
- HUMN 3101 The Humanities, Arts, and Society 3 hours
- HUMN 3102 International Arts & Culture 3 hours
- HUMN 4800 - Selected Topics in Humanities 3 hours

Required courses:

- HIST 3800 World Historical Geography 3 hours
- HIST 4250 History of World Religions 3 hours

Select one:

- CMS 3101 Media and Culture 3 hours
- CMS 3810 Women and Popular Culture 3 hours
- CMS 4500 Global Contexts in Communication & Media Studies 3 hours
- CMS 4810 Women & the Arts 3 hours
- FREN 3110 French Culture & Civilization 3 hours
- INTL 3800 Study Abroad 3 hours
- POLS 4452 Politics of Asia 3 hours
- POLS 4453 Politics of Africa 3 hours
- POLS 4454 Politics of the Middle East 3 hours
- POLS 4455 Politics of Latin America 3 hours
- SOCI 3310 Race & Ethnicity 3 hours
- SPAN 4334 Contemporary Spanish Culture 3 hours
- SPAN 4335 Latin America Culture & Civilization 3 hours
- WST 3400 Global Studies: Gender, Culture & Globalization 3 hours

Archival Concentration 21 hours

- HIST 3030 Archival Internship I 3 hours
- HIST 3401 Introduction to Archival Theory and Practice 3 hours
- HIST 3410 Introduction to Electronic Records 3 hours
- HIST 3420 Family History and Genealogical Resources 3 hours
- HIST 4401 Readings in Archival Studies 3 hours
- HIST 4902 Archival Internship II 3 hours

Select two additional relevant courses as approved by advisor. Courses in Information Technology are encouraged.

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Public History Concentration 12-18 hours

- HIST 3901 Archival Internship I 3 hours
- HIST 4901 History Internship or HIST 4903 History Practicum 3 hours

Take four to six of the following courses:

- HIST 3401 Introduction to Archival Theory and Practice 3 hours
- HIST 3410 Introduction to Electronic Records 3 hours
- HIST 3420 Family History and Genealogical Resources 3 hours
- HIST 4440 Historical Exhibitions & Public Programming 3 hours
- HIST 4450 Introduction to Historic Preservation 3 hours
- HIST 4900 Independent Study in History variable credit

Take one or two additional related courses as approved by the advisor.

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Major Related Electives 3-12 hours

Select from among:

AFAM 3100 Harlem Renaissance	3 hours
ART 3401 American Art Visions.....	3 hours
CMS 3200 History of Communication	3 hours
CMS 3310 Film History	3 hours
CMS 3340 National Cinemas.....	3 hours
CMS 3810 Women & Popular Culture	3 hours
CMS 4330 Film Genres	3 hours
ENGL 2111 World Literature I.....	3 hours
ENGL 2112 World Literature II.....	3 hours
ENGL 2121 British Literature I.....	3 hours
ENGL 2122 British Literature II.....	3 hours
ENGL 2131 American Literature	3 hours
ENGL 2132 American Literature II.....	3 hours
ENGL 3200 History of English Language	3 hours
ENGL 3330 Women & Literature	3 hours
ENGL 3410 African American Literature I.....	3 hours
ENGL 3420 African American Literature II.....	3 hours
ENGL 3501 Multicultural Literature	3 hours
ENGL 3620 Post-Colonial Literature.....	3 hours
ENGL 4100 American Colonial & Federal Literature.....	3 hours
ENGL 4110 American Romanticism	3 hours
ENGL 4120 American Realism & Naturalism.....	3 hours
ENGL 4130 Southern Literature.....	3 hours
ENGL 4140 Modern American Literature.....	3 hours
ENGL 4150 Contemporary American Literature	3 hours
ENGL 4200 Medieval Literature.....	3 hours
ENGL 4210 Renaissance Literature	3 hours
ENGL 4220 Restoration & Neoclassical Literature	3 hours
ENGL 4241 Romantic Literature	3 hours
ENGL 4242 Victorian Literature	3 hours
ENGL 4250 Modern British Literature	3 hours
FREN 3110 French Culture & Civilization I.....	3 hours
FREN 3120 French Culture & Civilization II.....	3 hours
FREN 4030 Introduction to French Literature	3 hours
FREN 4200 The Francophone World.....	3 hours
HUMN 3101 The Humanities, Arts, and Society.....	3 hours
HUMN 3102 International Arts and Culture.....	3 hours
INTL 2800 Study Abroad	credit varies
INTL 3800 Study Abroad	credit varies
MUSC 2611 Music History I.....	3 hours
MUSC 3101 History of Jazz.....	3 hours
MUSC 3612 Music History II.....	3 hours
MUSC 3613 Music History III.....	3 hours
PHIL 3200 Ancient Philosophy.....	3 hours
PHIL 3400 Medieval Philosophy	3 hours
PHIL 3600 Modern Philosophy	3 hours
PHIL 3800 Contemporary Philosophy.....	3 hours
PHIL 4200 Philosophy of Religion.....	3 hours
PHIL 4400 Philosophy of Culture	3 hours
POLS 3350 International Relations.....	3 hours
POLS 3360 The US Congress	3 hours
POLS 3370 The US Presidency.....	3 hours
POLS 3382 Women & Politics	3 hours
POLS 4420 Political Philosophy.....	3 hours
POLS 4421 American Political Thought 1620-Present	3 hours
POLS 4422 African American Political Thought.....	3 hours

Deleted: General History Concentration . 15-21 hours¶
Choose five to seven courses that are not already taken from those listed in the Required Upper Division U.S. History Core or the Required Upper Division World History Core.¶

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Deleted: CRJU 3200 Law Enforcement . 3 hours¶
CRJU 3300 Corrections . 3 hours¶
CRJU 4426 Civil Liberties . 3 hours¶

Deleted: HMSV 3010 Introduction to Human Services . 3 hours¶

Deleted: POLS 3323 Comparative Politics . 3 hours¶

POLS 4426 Civil Liberties	3 hours
POLS 4427 Equal Rights in America	3 hours
POLS 4450 American Foreign Policy	3 hours
POLS 4451 Politics of Europe	3 hours
POLS 4452 Politics of Asia	3 hours
POLS 4453 Politics of Africa	3 hours
POLS 4454 Politics of Middle East	3 hours
POLS 4455 Politics of Latin America	3 hours
SOCI 3310 Race and Ethnicity	3 hours
SPAN 4231 Intro to Spanish Literature	3 hours
SPAN 4234 Intro to Contemporary Spanish Literature	3 hours
SPAN 4334 Contemporary Spanish Culture & Civilization	3 hours
THEA 3101 Theatre, Cinema, and Society	3 hours
THEA 4520 African American Theatre	3 hours

Free Elective **3 hours**
 Another course from Related Electives list or any course numbered 2000 or higher (except PHED, WLAB, or courses identified in the catalog as career or institutional credit courses).

BACHELOR OF ARTS IN HISTORY SUGGESTED DEGREE PROGRAM SEQUENCE

In the sequence below, only courses marked with an asterisk (*) are program requirements. Other courses are recommended selections from categories within the program requirements.

FRESHMAN YEAR					
First Semester			Second Semester		
Course	Title	Hours	Course	Title	Hours
ENGL 1101*	English Composition I	3	ENGL 1102*	English Composition II	3
CRIT 1101*	Critical Thinking	3	PSYC 1101	Intro General Psychology	3
HIST 2111*	U.S. History to 1877	3	SPAN 1002	Elementary Spanish II	3
POLS 1101*	American Government	3	HIST 1111*	Pre-Modern World History	3
MATH 1101	Intro to Math Modeling	3	MATH 1231	Introductory Statistics	3
Total		15	Total		15

SOPHOMORE YEAR					
First Semester			Second Semester		
Course	Title	Hours	Course	Title	Hours
SPAN 2001	Intermediate Spanish I	3	SPAN 2002	Intermediate Spanish II	3
HIST 1112*	Modern World History	3	BIOL 1112	Introductory Biology II	3
BIOL 1111	Introductory Biology I	3	HIST 2112*	U.S. since Reconstruction	3
BIOL 1111L	Intro to Biology Laboratory	1	HIST 2500*	Historical Methods	3
HIST 2750	Critical Issues & Trends	3	PHIL 2201	Intro to World Philosophy	3
ECON 2105	Macroeconomics	3			
Total		16	Total		15

JUNIOR YEAR					
First Semester			Second Semester		
Course	Title	Hours	Course	Title	Hours
HIST 3001*	Historiography	3	HIST 3110*	Georgia History	3
HIST 3010*	Public History	3	HIST 3130	Civil War	3

Deleted: SOSC 3110 Themes in World Geography 3 hours
 SOSC 4800 Selected Topics in Social Sciences 3 hours

Deleted: Internship Requirement . 3 hours
 Select from among:
 HIST 3901 Archival Internship I . 3 hours
 HIST 4901 History Internship 3 hours
 HIST 4902 Archival Internship II . 3 hours
 HIST 4903 History Practicum . 3 hours

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Deleted: COMM 1110
Deleted: Spoken Communication

Deleted: POLS 1101*
Deleted: American Government
Deleted: SOCI

Deleted: Introduction to Sociology
Deleted: 2111
Deleted: US History to 1877

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Deleted: HIST 1111

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Deleted: Or HIST 1112
Deleted: Survey of Modern History

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Deleted: ENGL 2111
Deleted: World Literature I

Deleted: PHIL 2401
Deleted: Introduction to Aesthetics
Deleted: MUSC 2101

Deleted: Music Appreciation
Deleted: MATH 1231
Deleted: Introductory Statistics

Deleted: Lower Division Elective
Deleted: Lower Division Elective
Deleted: 3140

Deleted: Themes of 20th Century US
Deleted: and Reconstruction

HIST 3220	Latin American History	3	HIST 3150	War and Diplomacy	3
HIST 3330	Business History	3	HIST 3120	Establishment of the U.S.	3
HIST 3700	U.S. Historical Geography	3	HIST 4001	African American History	3
Total		15	Total		15

Deleted: POLS 2301
Deleted: Intro to Political Science

SENIOR YEAR					
First Semester			Second Semester		
Course	Title	Hours	Course	Title	Hours
HIST 4004	Environmental History	3	HIST 4030	New South	3
HIST 4020	Old South	3	ENGL 3410	African American Literature	3
HIST 3225	Caribbean History	3	PHIL 4400	Philosophy of Cultures	3
ENGL 4130	Southern Literature	3	SOCI 3310	Race and Ethnicity	3
HIST 4110	Ancient Greece & Rome	3	HIST 4850	Senior Seminar	3
Total		15	Total		15

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Deleted: Internship
Deleted: 3010
Deleted: Introduction to Public History
Deleted: 4850
Deleted: Senior Seminar
Deleted: HIST 4002
Deleted: History
Deleted: South
Deleted: 4003
Deleted: Women's
Deleted: HIST 4120
Deleted: Renaissance and Reform
Deleted: 0
Deleted: 4100
Deleted: Origins of Western World
Deleted: SOSC 3110
Deleted: Geography

Minor Program in History

The objectives of the history minor are:

- To help prepare students for professional careers and advanced study in political science, law, teaching and a myriad of other public and private sector positions;
- To offer an opportunity for students to broaden their education and to pursue their interests in history but who choose to major in another discipline, perhaps completely unrelated to history;
- To provide students with a way of thinking about the human experience over time, to reason systematically, to examine critically the relationships among people and events, and to reach thoughtful judgments about human affairs;
- To offer Clayton State students in other major degree programs minor concentration course options similar to those provided at other system institutions with history four-year degree and minor programs.

HISTORY MINOR PROGRAM REQUIREMENTS

Lower Division Requirements 6 hours

- HIST 2500 Historical Methods
- HIST 2750 Critical Issues & Trends in World History

Upper Division Electives 12 hours

Select four 3000-4000 level HIST courses (at least one course must be from Required Upper Division World History Core).

Deleted: Select two courses that are not used to satisfy Core Curriculum Area E: HIST 1111, HIST 1112, HIST 2111, HIST 2112

Total Program Requirements 18 hours

Deleted: from (at least 3 hours must be from non-U.S. History courses): HIST 3001, HIST 3010, HIST 3110, HIST 3120, HIST 3125, HIST 3130, HIST 3135, HIST 3140, HIST 3150, HIST 3210, HIST 3220, HIST 3225, HIST 3230, HIST 3240, HIST 3250, HIST 3260, HIST 3270, HIST 3330

History (HIST)

HIST 1111 - Survey of pre- Modern World History (3-0-3)

A survey of world history from the earliest civilizations to the voyages of discovery of the sixteenth century. Social, intellectual, and political history will be emphasized. [Note: Learning Support students who are required to take ENGL 0099 and/or READ 0099 must exit the requirement(s) before they can enroll in this course.]

HIST 1112 - Survey of Modern World History (3-0-3)

A survey of world history from the early sixteenth century to the present, emphasizing social, intellectual, and political topics. [Note: Learning Support students who are required to take ENGL 0099 and/or READ 0099 must exit the requirement(s) before they can enroll in this course.]

HIST 2111 - Survey of United States History to 1877 (3-0-3)

The history of the U. S. and the lands that would become the U. S. from the colonial period through Reconstruction. [Note: Learning Support students who are required to take ENGL 0099 and/or READ 0099 must exit the requirement(s) before they can enroll in this course.]

HIST 2112 - Survey of United States History since Reconstruction (3-0-3)

A survey of United States history from the post-Civil War period to the present. The course focuses on the political, social, and cultural development of the modern United States with particular emphasis on the twentieth century. [Note: Learning Support students who are required to take ENGL 0099 and/or READ 0099 must exit the requirement(s) before they can enroll in this course.]

HIST 2265 - Minorities in American History (3-0-3)

A survey of the history of minorities in America. Attention is given to the concepts of ethnicity, race, culture, and minority status, and emphasis is placed on African Americans as the largest minority in the region.

Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 2500 - Historical Methods (3-0-3)

An introduction to the historian's craft and the research techniques and philosophies used in the writing of history.

Prerequisite: Any 1000 or 2000 level HIST course.

Deleted: HIST 2111 or HIST 2112.

HIST 2750 - Critical Trends and Issues in Recent World History (3-0-3)

An examination of the global significance of critical political, social, cultural, economic, and international trends and issues since the fall of Communism. Prerequisite: Any 1000 or 2000 level HIST course.

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HIST 3001 - Historiography (3-0-3)

This course will examine the perspectives of significant historical schools and analyze the contributions made by major historians throughout history. Prerequisite: HIST 2500

Deleted: Methodological investigation will include the following topics: selection, verification, organization, interpretation, and presentation. Students will be required to complete a research project.

HIST 3010 - Introduction to Public History (3-0-3)

An introduction to the various facets of public history including archives. This course will emphasize the importance of the preservation and use of historical documents, artifacts, and sites. The examination of public history will include reference to organizations, museums, historical sites, advocacy groups, and public policy development. Non history majors including students considering majoring in history are encouraged to take this course.

Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3110 - Georgia History and Government (3-1-3)

Georgia History and Government provides students with the basic analytical and conceptual skills for studying history and government on the state and local level. The course examines the social, political, and institutional history of Georgia to prepare students to analyze similar developments on the local, regional, and national level. A field-based project, appropriate for both teacher education majors and others, is incorporated into the course. Includes a laboratory/ practicum component. Required for all middle level and secondary teacher education students and for all history majors. Fall course is reserved for all middle level teacher education students with social science majors and course offered Spring is for history and other majors.

Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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Deleted: Completion of Area E history courses, i.e. [HIST 2111 (C) or HIST 2112 (C)] and [HIST 1111 (C) or HIST 1112 (C)].

HIST 3120 - The Establishment of the U. S., 1607 - 1800 (3-0-3)

Cultural, social, economic, and political development of Anglo-America through the War for Independence, the formation of state and national constitutions and governments, the Federalist years, and the "Revolution of 1800."

Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3125 - The Age of Jefferson and Jackson (3-0-3)
The history of the U.S. from the Early Republic through 1845. Major themes include territorial expansion, the market revolution, the rise of social reform movements, constitutional developments, the first and second party systems, and the growth of sectional tensions.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3130 - Sectionalism and the Civil War (3-0-3)
The origins and course of the American Civil War. Emphasis on the political, economic, social, and cultural background to the war, its military aspects, its impact on American society.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3132 – The Reconstruction Era, 1863-1877 (3-0-3)
The abolition of slavery, the political and economic remaking of the South, and the ways the most turbulent and controversial periods in American history have been remembered and refought by later generations. Prerequisite: Any 1000 or 2000 level HIST course.

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Deleted: , its course, and subsequent efforts at reconciling North and South

Deleted: , and the struggle over the war's meaning

HIST 3135 - The U.S. in the Gilded Age and Progressive Era, 1877-1917 (3-0-3)
This course provides students with a deepened understanding of the emergence of the United States as a modern, industrial nation with an increasingly important role in world affairs. It will explore the political, social, economic, and technological changes associated with this process.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3140 - Themes of Twentieth Century United States History (3-0-3)
A study of domestic developments in the United States during the Twentieth Century with emphasis on major cultural, social, economic, and political reform movements.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3150 - War and Diplomacy 1898 - Present (3-0-3)
An historical overview of the programs, policies, key events, important figures, and enduring lessons of U.S. interactions with other nations and their peoples, from America's rise to the status of Great Power before World War II to its global pre-eminence thereafter. Topics include colonialism, American involvement in World War I, interwar diplomacy, conflicts leading to World War II and the Cold War, Korea, Vietnam, and Desert Storm.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3210 - The Twentieth Century World (3-0-3)
An examination of the political, social, and cultural developments of the twentieth century, with emphasis on the era of the world wars and the Cold War, and the end of colonialism.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3215 - Latin American-U.S. Relations
A study of political, cultural, economic interaction between the United States and the many and diverse countries of Latin America since 1823. Prerequisite: Any 1000 or 2000 level HIST course.

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HIST 3220 - Latin American History - (3-0-3)
The history of Latin America from before the European arrival, through the era of colonialism and independence, to twentieth century national movements.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3225 - Caribbean History - (3-0-3)
Survey of the history of the Caribbean, from pre-Columbian cultures to the present. The course will emphasize slavery and emancipation, the rise of nationalist movements, independence, and the post-colonial states. In addition, this course will link the shared experiences of the Caribbean with the American South.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3230 - History of Sub Sahara Africa (3-0-3)
The history of Africa south of the Sahara from the first century C.E. to the present, with emphasis on the rise of empires in west and southern Africa, the influence of Islam, the impact of European imperialism, and the independence movements of the twentieth century.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3240 - History of the Middle East and North Africa (3-0-3)
The history of the region from the end of the Roman empire to the present, with emphasis on the rise of Islam, the rise and decline of the Islamic empires, the era of European control, and the twentieth century independence movements.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3245 - History Through Film (3-0-3)

This course introduces students to critical issues in history and representation, utilizing film to analyze central historical issues. The specific thematic content is variable. Course may be repeated for up to 9 credits. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3250 - Pre-Modern East Asian History (3-0-3)

From the Shang Dynasty to Ming Dynasty in China, the Yamato Clan rule to Tokugawa Shogunate in Japan, and Gogoseon Kingdom to Choson Dynasty in Korea. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3255 - Modern East Asian History (3-0-3)

From the Qing Dynasty to present in China, the Meiji Restoration to present in Japan, and in Korea, from the Tonghak Rebellion of 1894-1895 to the present. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3260 - Pre-Modern South Asian History (3-0-3)

The history of India, from the Harappan Civilization to the Mughal Dynasty. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3265 - Modern South Asian History (3-0-3)

A history of India, from the establishment of the British Raj to the present. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3270 - Pre-Modern Russian History (3-0-3)

A survey from the mythic founding Kievan Rus in A.D. 862 to Catherine the Great. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3275 - Modern Russian History (3-0-3)

From Tsar Alexander I to the present. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3330 - Business & Economic History (3-0-3)

An examination of the historical development of the American economy with emphasis on business organization, business values, business cycles, and business government relationships. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3401 - Introduction to Archival Theory and Practice (3-0-3)

This course will introduce the student to the fundamentals of archival work. This will involve such functions as arrangement and description of manuscripts and non-documentary materials, assistance to patrons, creation and updating of finding aids, care and preservation of materials, security, privacy, legal responsibilities, and professional ethics. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3410 - Introduction to Electronic Records (3-0-3)

This course will introduce the student to the storage and retrieval of electronic records. This includes records originally in electronic form as well as items (manuscripts, photographs, motion pictures, audio recordings, etc.) originally created on paper or other media and then converted to electronic form (digitalized.) The course will also involve the use of electronic methods that facilitate the use of traditional records (e.g., indices, finding aids, web presentation). Prerequisite: HIST 3401 (C) Note: The possibility of cross listing this as an IT course is under study.

HIST 3420 - Family History and Genealogical Resources (3-0-3)

This course is an introduction to the use of family history to illustrate broader historical currents and a survey of the resources and methods of genealogy. Students will research actual genealogy or family history. Non history majors interested in family history are encouraged to take this course. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3450 - U.S. Military History (3-0-3)

A study of the American military art, from the earliest days of frontier offensives to present-day global concerns. Focuses on the creation of American military institutions, the genesis of policy-making and maintenance of civilian control over that process, the inter-relationship between foreign and military policy, the conduct of war, and the influence of American society upon the armed forces as social institutions. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3500 - Selected Topics in World History (3-0-3)

This course examines selected periods of significant development in world history. While topics may vary from semester to semester, a consistent focus of the course will be the interaction between Western and non-Western cultures and the impact of these interactions on the evolution of the modern world. May be repeated when topic varies. Prerequisite: Any 1000 or 2000 level HIST course.

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Deleted: This course serves as an introduction to the major political, social, and cultural traditions of East Asia from circa 2000 B.C.E. to the present. It focuses on the creation of the distinct Chinese, Japanese, and Korean cultural identities and the emergence of a comprehensive East Asian civilization. ¶

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HIST 3501 - Selected Topics in U. S. History (3-0-3)

This course will present significant topics in U. S. history not covered by other courses in the curriculum. May be repeated for credit when the topic varies.
Prerequisite: Any 1000 or 2000 level HIST course.

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HIST 3700 - U.S. Historical Geography (3-0-3)

Study of the interplay between and among natural factors of climate, soils, vegetation, and landforms, and human factors of settlement, economic activity, transportation, warfare, technology, and cultural traits. Required for all middle level and secondary teacher education students with a major or minor concentration in social studies or history. Prerequisite: Any 1000 or 2000 level HIST course

HIST 3800 - World Historical Geography (3-0-3)

Provides students with a comprehensive spatial global view and with the basic analytical and conceptual skills required to study the diverse regions of the world, while focusing on the instructional theme of human/environment interaction, especially how geographical factors helped to shape history. Required for all middle level and secondary teacher education students with a major or minor concentration in social studies or history. Prerequisite: Any 1000 or 2000 level HIST course

HIST 3901 - Archival Internship I (0-V-3)

The student will acquire hands-on experience working with archives in such tasks as record retrieval, patron assistance, preparing finding aids, preserving materials, editing manuscripts, or performing other archival functions. The internship placement and duties must be approved by the history experiential learning coordinator, the Office of Experiential Learning, and the placement site. This course is required for completion of the archival concentration.
Prerequisite: HIST 3401 (C).

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HIST 4001 - African American History (3-0-3)

The African Americans, from their cultural roots in West Africa to the changing economic, political, social status over time to the present. Special emphasis placed on the civil rights movement, Black nationalism, and Black leadership.
Prerequisite: Any 1000 or 2000 level HIST course.

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HIST 4003 - Women's History (3-0-3)

The role of women in the social, economic, and political development of the United States. Contributions of women and the historical significance of their attitudes in the liberal reform eras in American history.
Prerequisite: Any 1000 or 2000 level HIST course.

Deleted: HIST 4002 - History of the American South (3-0-3)¶
A synthesis of the economic, social, political, and cultural developments that shaped the history of southern states, from the Colonial period to the creation of the modern South.¶
Prerequisite(s): [HIST 2111 (C) and HIST 2112 (C)].¶

HIST 4004 - American Environmental History (3-0-3)

Changing attitudes about nature and wilderness, political decisions, supervisory institutions, and environmental problems which accompanied utilization of America's natural resources, from colonial times to the present. Prerequisite: Any 1000 or 2000 level HIST course.

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HIST 4010 - U.S. Intellectual History (3-0-3)

This course teaches the basics of American thought, as reflected in literature, politics, religion, science, and laws. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 4020 - History of the Old South (3-0-3)

This course primarily explores the origins of southern society and culture, the growth of southern distinctiveness, and the ultimate attempt to create a separate though short-lived southern nation. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 4030 - History of the New South (3-0-3)

Analysis of the change and continuity in the American South from the end of the Civil War through the present. Prerequisite: Any 1000 or 2000 level HIST course.

Deleted: HIST 4100 - Origins of the Western World - (3-0-3) ¶
The history of the Mediterranean world and Western Europe from the beginnings of Greek civilization through the Middle Ages. (800 B.C.E.- 1300 C.E.), with special attention given to the origins of Western political, religious, and economic systems¶
Prerequisite(s): HIST 1111 (C).¶

HIST 4110 - Ancient Greece and Rome (3-0-3)

The history of the Hellenes, from the Minoan civilization through Alexander's legacy, and the development of ancient Rome from its origins in Italy, through the rise as an Empire embracing the entire Mediterranean World and Western Europe, to Christianity and the foundation of Constantinople. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 4115 - History of the Middle Ages (3-0-3)

Medieval European civilization as it emerged, from the declining Roman Empire through its apogee in the 13th century. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 4120 - Renaissance, Reformation, and the Rise of the Western Nation State (3-0-3)

The history of Europe from 1300 to the Peace of Westphalia (1648) with special emphasis given to the rise of new philosophies, new political systems, new religions, and the impact of European contact with Asia, Africa, and the Americas. Prerequisite: Any 1000 or 2000 level HIST course.

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<p>HIST 4130 - The Age of European Expansionism (3-0-3) The history of Europe from the mid-17th century through the Napoleonic Era. Prerequisite: Any 1000 or 2000 level HIST course.</p>	<p>Deleted: and Industrialization</p>
<p><u>HIST 4200 - Nineteenth Century European History, 1815 to 1914.</u> <u>The rise of modern Europe, the spread of liberalism, nationalism, and democratic forces; the industrial revolution and the resulting imperialistic and democratic rivalries among the great powers. Prerequisite: Any 1000 or 2000 level HIST course.</u></p>	<p>Deleted: to</p> <p>Deleted: beginning of World War I (1914), focusing on the factors that enabled Europe to become the dominant world power of the early 20th century. Special attention will be given to the rise of industrial capitalism, the creation of overseas empires, and the creation of new political systems in the 18th and 19th centuries.</p>
<p>HIST 4250 - History of World Religions (3-0-3) Investigates the common themes of all religions: the origins, development, and present status of the major world religions including Hinduism, Buddhism, Judaism, Chinese Confucianism and Taoism, Christianity, and Islam. Provides students with a framework for understanding the various world views to be found in today's increasingly connected world. A field-based research project is required for the course. Option for all middle level and secondary teacher education students with a major concentration in social studies or history. Prerequisite: Any 1000 or 2000 level HIST course.</p>	<p>Deleted: (s)</p> <p>Deleted: HIST 1112 (C).</p>
<p><u>HIST 4350 – Modern World Intellectual History (3-0-3)</u> <u>An introduction to the global history of ideas, from the mid-eighteenth century to the present. Prerequisite: Any 1000 or 2000 level HIST course.</u></p>	<p>Deleted:</p> <p>Deleted: (s)</p>
<p>HIST 4401 - Readings in Archival Studies (3-0-3) The course will provide students with core knowledge in specialized archival topics through selected readings and research. Students will concentrate in four of the following subject areas: administration, appraisal and acquisition, arrangement and description, electronic records, preservation and conservation, records and information management, reference and access, and the history and nature of the archival profession. Prerequisite: HIST 3401.</p>	<p>Deleted: HIST 1111 or HIST 1112</p>
<p>HIST 4440 - Historical Exhibitions and Public Programming (3-0-3) A survey of the methods and purposes of interpreting history to the general public through museums, displays, exhibitions, pamphlets, documentaries, web sites, and all methods other than traditional historical publishing mediums (i.e. books and articles). Emphasis will be placed on interpretation of items of material culture. Prerequisites: HIST 3010 (C).</p>	<p>Deleted: (s)</p>
<p>HIST 4450 - Introduction to Historic Preservation (3-0-3) An introduction to the purposes and methods of identifying, documenting, interpreting, and preserving historically significant structures, buildings, sites, and objects with emphasis on the United States. The course will include a survey of such historic preservation issues as economic development, tourism, architectural history, historical archeology, and community revitalization. It is recommended, but not required, that students take HIST 3010 prior to HIST 4450. Non history majors interesting in economic and community development, tourism, or other aspects of historic preservation are encouraged to take this course. Prerequisite: Any 1000 or 2000 level HIST course.</p>	<p>Deleted: (s)</p>
<p>HIST 4850 - Senior Seminar in History (3-0-3) This course is open only to history majors in their senior year (i.e. 90+ hours in the program). The seminar will emphasize readings and discussion concerning historical topics of broad significance. Students will complete a project requiring historical research, analysis, and interpretation. Prerequisites: Senior standing and HIST 3001 (C) and HIST 3010 (C) or HIST 3110 (C).</p>	<p>Deleted: Completion of Area E history courses, i.e. [HIST 2111 (C) or HIST 2112 (C)] and [HIST 1111 (C) or HIST 1112 (C)].</p> <p>Deleted: (s)</p>
<p>HIST 4900 - Independent Study in History with Directed Research and Readings. (variable credit) Special study arranged in consultation with a faculty member and approved by the department head. May be repeated for a maximum of six semester hours. Prerequisite(s): Junior standing.</p>	<p>Deleted: 3000</p> <p>Deleted: and</p>
<p>HIST 4901 - History Internship (3-0-3) An approved historical field experience and carried out by the students in an appropriate institution, agency, or business. Requires the approval of the history experiential learning coordinator, the Office of Experiential Learning, and the placement site. Prerequisite: HIST 3010 (C).</p>	<p>Deleted: (s)</p> <p>Deleted: HIST 3000 (C) and</p>
<p>HIST 4902 - Archival Internship II (0-V-3) The student will acquire additional hands-on experience working with archives in such tasks as record retrieval, patron assistance, preparing finding aids, preserving materials, editing manuscripts, or performing other archival functions. The HIST 4902 internship must involve either a different archival function or a more advanced application of the same function that was used for the HIST 3901 internship. The internship placement and duties must be approved by the history experiential learning coordinator, the Office of Experiential Learning, and the placement site. This course is required for completion of the archival concentration. Prerequisite(s): HIST 3401 (B).</p>	<p>Deleted: 4030</p> <p>Deleted: 3030</p>

HIST 4903 - History Practicum (0-V-3)

The practicum will constitute an independent (individual or small group) project in historical methodology, research, and analysis. The student will prepare and submit a significant historical paper and/or project. Requires the approval of the history experiential learning coordinator and the department head.

Prerequisite: ~~Senior standing and HIST 3001 (C)~~ or HIST 3010 (C).

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HIST 2500 – Historical Methods

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 2500 (3-0-3)

2. Title: Historical Methods

3. Restrictions (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course
- b. Co-requisite(s) (normal or absolute): N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: none

4. Course description for catalog:

An introduction to the historian's craft and the research techniques, philosophies, and technologies used in analyzing and writing about the past.

5. Semester of Implementation: Spring 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

HIST 2500 will be a Required Lower Division Course: Area F in place of SOSC 2501. History majors and minors and those enrolled in the planned B.S. degree in History and Secondary Education will be required to take it.

2. Why is the course needed at CSU?

The discipline of history is an art not a science. It is something that is done, rather than an inert body of data that is studied. Students need to know what history is and how history is constructed preferably before taking any upper division history course. Currently, History majors and minors are required to take HIST 3001 Historiography and Historical Methods, but that course will be modified by deleting "Historical Methods" from its title and content.

3. What similar courses (models) at other institutions have helped guide this proposal?

Almost every B.A. history program in the USG has separate courses for these topics, and several institutions (including Georgia Southern and West Georgia) offer Historical Methods as a 2000-level Area F requirement.

Georgia Southern

HIST 2630 Historical Methods

An examination of the methodologies and techniques of historical research and writing. This course is a requirement for history majors and for the social studies section of the Bachelor of Science in Education.

University of West Georgia

HIST 2302 Methodology

Examination of history as a discipline and as a craft, concentrating on the research and interpretative skills used by historians. The course should be taken in the second year of the history major's degree program.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The impact should be negligible. SOSC 2501 is an option or requirement by other programs.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking?

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Conal Furay and Micahel J. Salevouris, *The Methods and Skills of History: A Practical Guide* (Harlan

Davidson, 2002)

James West Davidson and Mark Lytle, *After the Fact: The Art of Historical Detection* (McGraw-Hill Humanities, 2004)

William Kelleher Storey, *Writing History: A Guide for Students* (Oxford University Press, 2008)

John Hollitz, *Thinking Through History: A Critical Approach* (Houghton Mifflin, 2007)

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

All three methods are certainly do-able and possible.

5. Attach a tentative course outline (one page or less)

1. What is History, and Why do We Study It?

2. Thinking Like an Historian

3. Finding It: The Search for Information

4. Reading and Looking at History: Primary and Secondary Sources

5. History as a Multimedia Experience: Movies, TV, Radio, the Internet

6. Gathering and Managing Information

7. Context in History

8. Questioning and the Historian's Frame of Reference

9. Evidence: Evaluation and Interpretation

10. Causation: Why Events Happen

11. Narration and Exposition: Telling the Story

12. The History of History: Historiography- An Introduction

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

None.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught by full-time faculty only.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

The New York Times [microform]

Ancestry Library Edition [database]

Henige, David P. *Numbers from nowhere: the American Indian contact population debate* (c1998)[electronic resource]

Robert C. Williams, *The historian's toolbox : a student's guide to the theory and craft of history* (c2003)

John Lewis Gaddis, *The landscape of history : how historians map the past* (c2004)

6. What additional library resources must be added to support the proposed course?

None.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

2 sections: 1 Fall, 1 Spring (1 section will be dedicated to Secondary Education students)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

50

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None.

HIST 2750 – Critical Trends and Issues in Recent World History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 2750 (3-0-3)

2. Title: Critical Trends and Issues in Recent World History

3. Restrictions (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course
- b. Co-requisite(s) (normal or absolute): N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

An examination of the global significance of critical political, social, cultural, economic, and international trends and issues since the fall of Communism.

5. Semester of Implementation: Spring 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

HIST 2750 will be a Required Lower Division Course. History majors and minors and those enrolled in the planned B.S. degree in History and Secondary Education will be required to take it.

2. Why is the course needed at CSU?

Too often, history courses end with World War II and very seldom deal with contemporary global issues. This course is designed to introduce students to an issue or a group of related issues whose influence on contemporary life extends beyond the boundaries of the United States and significantly involves other societies, cultures, and geographical locations. The course would substantially improve our students' understanding of the contemporary world, giving them tools to understand and interpret current issues and their historical origins. It would help our students to become not only well-trained teachers and historians, but also well-informed citizens of the new global society. In addition, the BOR Area F Guidelines for History allows for "Introductory thematic courses in history," which HIST 2750 certainly will become.

3. What similar courses (models) at other institutions have helped guide this proposal?

Georgia State University
HIST 2500 – Contemporary World History (since 1945)

A study of political, economic, social, and cultural events and processes affecting the human community since 1945.

Kennesaw State University
HIST 3305 – The World Since 1945
A survey of major themes in world history since 1945.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

None.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking?

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Nermeen Shaikh, *The Present as History: Critical Perspectives on Global Power* Columbia University Press (2007)

Mike Davis, *Planet of Slums* Verso (2007)

M. W. Daly, *Darfur's Sorrow: A History of Destruction and Genocide* Cambridge University Press (2007)

Paula S. Rothenberg, *Beyond Borders : Thinking Critically about Global Issues* New York : Worth Publishers (c2006)

Thomas Friedman, *The World Is Flat* New York: Farrar, Straus, and Giroux (2005)

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

All three methods are certainly do-able and possible.

5. Attach a tentative course outline (one page or less)

1. Geography Overview
2. The Global Economy
3. Post-colonialism and the New Imperialism
4. Feminism and Human Rights
5. Secularism and Faith
6. Climate Change
7. Globalization and Its Discontents
8. Social Justice and Inequality
9. Global security and the War on Terror
10. The Information Revolution
11. Population and Migration
12. Evolving Ideas of Race and Place
13. New Nationalism

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

None.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught by full-time faculty only.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Stephen White, *Communism and its collapse* (New York : Routledge, 2001) [[electronic resource](#)]

6. What additional library resources must be added to support the proposed course?

None.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

2 sections: 1 Fall, 1 Spring (1 section will be dedicated to Teacher Education students)

2. What is the estimated average enrollment per section?

38

3. What is the estimated total enrollment per year

38

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None.

HIST 3132 – The Reconstruction Era, 1863-1877

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: **Social Sciences**

Degree Program: **B.A. History**

Signature, Department Head

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

School/College: **Arts & Sciences**

Signature, Dean of School/College originating proposal

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost

Signature, Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 3132 (3-0-3)

2. Title: The Reconstruction Era, 1863-1877

3. Restrictions (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course
- b. Co-requisite(s) (normal or absolute): N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

The abolition of slavery, the political and economic remaking of the South, race relations, ideas on freedom, suffrage and citizenship, impeachment, and the ways one of the most turbulent, complicated and controversial periods in American history has been remembered and re-fought by later generations.

5. Semester of Implementation: Spring 2011

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

HIST 3132 will be offered as an option for both the Upper Division United States History Core and Southern Studies concentration.

2. Why is the course needed at CSU?

An understanding of Reconstruction is essential to knowledge of the course of American history, and American society today. Our American History survey courses (HIST 2111 and 2112) either begin or end, unsatisfactorily, with a fifty-minute session on Reconstruction. Moreover, by splitting this course from HIST 3130 Sectionalism, Civil War, and Reconstruction (to be re-titled "Sectionalism and the Civil War"), more attention can be devoted to a deeper understanding of both the Civil War and Reconstruction, arguably the most pivotal years in American history. Reconstruction brought far-reaching changes in Southern society and a redefinition of the place of blacks in American life. It was an era of unprecedented political conflict and changes in the nature of American government.

3. What similar courses (models) at other institutions have helped guide this proposal?

University of Georgia
HIST 4073 The Era of Reconstruction, 1865-1877

The process of reunion, especially in the American South, with emphasis upon the experience of African Americans.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

HIST 3130 Sectionalism, Civil War, and Reconstruction will be re-titled “Sectionalism and the Civil War” and its description will read: “The origins and course of the American Civil War. Emphasis on the political, economic, social, and cultural background to the war, its military aspects, its impact on American society.”

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking?

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Steven Hahn, *A Nation under Our Feet : Black Political Struggles in the Rural South from Slavery to the Great Migration* (Cambridge: Belknap Press, Harvard University Press, 2003)

Eric Foner, *Reconstruction: America's Unfinished Revolution, 1863-1877* (New York: Harper & Row, 1988)

Jaqueline Jones, *Soldiers of Light and Love: Northern Teachers and Georgia Blacks, 1865-1873* (1980)

“Reconstruction: The Second Civil War” <http://www.pbs.org/wgbh/amex/reconstruction/index.html>
[video series]

Case Files of Applications from Former Confederates for Presidential Pardons ("Amnesty Papers"),
1865-67 M1003, RG 94, National Archives

Southern Claims Commission, M1407, National Archives

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

All three methods are certainly do-able and possible.

5. Attach a tentative course outline (one page or less)

1. Lincoln and Johnson's Policies
2. The Radical Republicans and the Reconstruction Acts
3. 14th and 15th Amendments Freedmen during Reconstruction
4. Impeachment of Andrew Johnson
5. Economic changes in the South and North
6. The Election of 1877 and the end of Reconstruction
7. Remembering and Reinventing Reconstruction

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

None.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught by full-time faculty only.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

The New York Times [microform]

Stetson Kennedy, *After Appomattox: How the South won the war* (1995) [electronic resource]

Jaqueline Jones, *Soldiers of Light and Love : Northern teachers and Georgia blacks, 1865-1873*
(1980)

Daniel Stowell, *Rebuilding Zion: the religious reconstruction of the South, 1863-1877* (1998) [computer file]

6. What additional library resources must be added to support the proposed course?

None.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

This course will be offered every Spring odd years.

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None.

HIST 3215: Latin American-U.S. Relations

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts and Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 3215 (3-0-3)

2. Title:

Latin American-U.S. Relations

3. Restrictions (if any):

- a. Prerequisite(s): Any 1000 or 2000 level history course
- b. Co-requisite(s): None
- c. Other restrictions: None
- d. Other comments: None
- e. Fees: Explain!: None
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

A study of political, cultural, economic interaction between the United States and the many and diverse countries of Latin America since 1823.

5. Semester of Implementation:

Spring 2011

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be offered as an option for both the Upper Division World History Core and World Cultures concentration.

2. Why is the course needed at CSU?

It is added as part of an effort to provide a greater variety of courses that meet student interests and needs. History curricula typically include courses related to Latin America; this course will move the CSU history program towards conformity with established history programs.

3. What similar courses (models) at other institutions have helped guide this proposal?

Georgia College & State University

HIST 4690 – US-Latin American Relations

This is a survey of the relationship between the United States and Latin American countries from the early nineteenth century to the present day.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

We anticipate no effects on other courses or programs.

C. Course Content

1. What learning outcomes for the major will the course address?

- Identify and describe basic chronologies of U.S. and world history.
- Identify and critically evaluate primary and secondary historical sources.
- Identify and evaluate conflicting historical interpretations of events and personalities.
- Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Textbook: Kyle Longley, *In the Eagle’s Shadow*, Harlan-Davidson (2002)

Readings: Robert H. Holden and Eric Zolov, eds., *Latin America and the United States: A Documentary History*. New York: Oxford University Press, (2000)

A bibliography of supplementary reading options is attached.

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On campus or hybrid delivery

5. Attach a tentative course outline (one page or less)

The Americas in the Siglo de Oro

Contact and exploration --Colonial government--Introduction of slavery--British North America, a later development.

Some key concepts: Law of land ownership differs from English Common Law tradition.--

Centralization, bureaucracy and the political culture – ownership of offices and the *morditía*, “*Obedezco, pero no cumplo*,” --Condition and treatment of indigenous peoples and *mestizos*.

Early National Period

Spain, its colonies, and the US revolution

Liberation movements: Jefferson, Napoleon, Haiti and Louisiana --The US as a revolutionary model--The Spanish empire collapses--San Martín and Bolívar --Geography of early 19th century Latin America --The Monroe doctrine--Manifest Destiny

Mexico: Texas --Mexican-American War --Mexican Cession --Along with land, the U.S. acquires Latino citizens.

Filibustering in Central America

Age of Imperialism

European rivals in Latin America--Napoleon III’s adventure in Mexico (*Cinco de Mayo*); the US response--Influences of Britain and Germany in South America

American investments in Central America and Cuba

Spanish-American War: Annexation issues, pro and con--Links to ambitions in Asia—Sugar--Anti-Imperialism and the Teller Amendment--The “Splendid Little War” and its aftermath--Platt Amendment--Occupation – Leonard Wood, etc.

The Roosevelt Corollary--The Big Stick and the White Fleet--Dominican Republic--Panama--Haiti

Mexico --Revolutions: 1910 and after--Wilsonian intervention--Expropriation of Standard Oil

“Good Neighbors” and “Dollar Diplomacy”--Roosevelt and “Our S.O.B.” policies--Nicaragua, Somoza--Cuba, Batista--Haiti, Papa Doc--Other interventions

Cold War--Response to the Marxist Challenge--Arbenz and Guatemala--Castro and Cuba--

Nationalization --Missile crisis--Refugees and their effect on U.S. life and politics --

Allende and Chile--Pinochet --Sandino and Nicaragua--Human rights--Jimmy Carter--

School of the Americas

Global Economy?

NAFTA) —the Mexican-American economy—Narcoterrorism (Columbia, Mexico

The adventure continues

The Great Granada War—Panama—Haiti--After Castro, what?

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Current members of the faculty are able to teach this course.

2. What impact will having faculty teach this course have on other courses?

None

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach this course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Henry Raymont, *Troubled Neighbors : The Story of U.S.-Latin American Relations, from FDR to the Present* Cambridge, Mass. : Westview Press, c2005.

Julia E. Sweig, *Friendly Fire : Losing Friends and Making Enemies in the Anti-American Century* New York : Public Affairs, c2006

Mark T. Gilderhus, *The second century: U.S.--Latin American relations since 1889* Wilmington, DE : Scholarly Resources, 2000 [computer file]

6. What additional library resources must be added to support the proposed course?

Given the present circumstances, we shall rely on interlibrary loan, GIL Express and ARCHE

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Spring odd years)

2. What is the estimated average enrollment per section?

20

3. What is the estimated total enrollment per year

20

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any

None

HIST 3245 – History Through Film

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 3245 (3-0-3)

2. Title: History Through Film

3. Restrictions (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course
- b. Co-requisite(s) (normal or absolute): N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

This course introduces students to critical issues in history and representation, utilizing film to analyze central historical issues. The specific thematic content is variable. Course may be repeated for up to 9 credits.

5. Semester of Implementation: Summer 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

HIST 3245 will be offered as an option for both the Upper Division United States and World History Cores and World Cultures and History of Ideas concentrations.

2. Why is the course needed at CSU?

Most people now get their history from films instead of books. How does film, using a different vocabulary than that of books, recreate the past? Recently, two "History vs. Hollywood" courses have been offered Summer 2007 and Summer 2008 as HIST 3501 Selected Topics in U.S. History. Both were popular courses. A course "Third World History Through Film" —listed as HIST 3500 Selected Topics in World History— is being offered for Spring 2009, while "North Africa History through Film: Exile & Migration" —also listed as HIST 3500 Selected Topics in World History—has been scheduled for Summer 2009. Owing to student demand, HIST 3245 has been created so that History Through Film courses can be added to the catalog and offered on a regular basis, rather than as Special Topics courses.

3. What similar courses (models) at other institutions have helped guide this proposal?

Georgia State

HIST 4350 Film and History

Explores multiple interactions between cinema and the past, how film produces history, and how history can be examined through film.

University of Georgia

HIST 4570 History and Film

We are living in a post-literate age. Most people now get their history from films instead of books. How film, using a different vocabulary than that of books, recreates the past.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

None.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking?

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Robert Brett Toplin, *History by Hollywood: The Use and Abuse of the American Past* (University of Illinois Press, 1996)

Steven Mintz and Randy Roberts, *Hollywood's America: United States History Through Its Films* (Wiley-Blackwell, 2001)

Harry M. Benshoff and Sean Griffin, *America on Film: Representing Race, Class, Gender, and Sexuality at the Movies* (Wiley-Blackwell, 2003)

Robert Rosenstone, *History on Film/Film on History* (Longman, 2006)

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

All three methods are certainly do-able and possible, though on-campus viewing and discussion of films are preferred.

5. Attach a tentative course outline (one page or less)

1. Hollywood and the Frontier: *Last of the Mohicans*
2. America's Revolution: *The Patriot*
3. Rattling the Chains of History: *Amistad*
4. Hollywood's Civil War: *Glory*
5. The Great War: *Sergeant York*
6. A New Western: *Rosewood*
7. This Film is Your Film: *Bound for Glory*
8. Saving the Good War: *Pearl Harbor*
9. Happy Days: *Quiz Show*
10. Not-So Happy Days: *Thirteen Days*
11. Another 70s Show: *Apollo 13*
12. The Limits of American Intervention: *We Were Soldiers Once*

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

None.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught by full-time faculty only.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Steven J. Ross, ed., *Movies and American Society* (2002)

Martin Barker, *The Lasting of the Mohicans: history of an American myth* (c1995) [computer file]

Leslie Midkiff DeBauche, *Reel patriotism: the movies and World War I* (c1997) [computer file]

6. What additional library resources must be added to support the proposed course?

None.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

This course will be offered at least once every year (Fall, Spring, Summer)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None.

HIST 3250: Pre-Modern East Asian History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. **Subject prefix, number, and hours (SCH and contact) distribution:** (Number subject to Registrar's approval.)

HIST 3250 (3-0-3)

2. **Title:** Pre-Modern East Asian History

3. **Restrictions** (if any):

- a. Prerequisite(s): [Any 1000 or 2000 level HIST course.](#)
- b. Co-requisite(s) (normal or absolute): [none](#)
- c. Other restrictions: e.g. major, junior standing, permission, etc.: [none](#)
- d. Other comments: e.g. recommended sequencing, career course notice, etc.: [none](#)
- e. Fees: [None.](#)
- f. Grade mode [normal or pass/fail]: [normal](#)
- g. What course(s) are deleted as a consequence: [none](#)

4. **Course description for catalog:**

This course will examine the major political, social, and cultural traditions of East Asia from the Shang Dynasty to the Ming Dynasty in China, Yamato Clan rule to the Tokugawa Shogunate in Japan, and the Gojoseon Kingdom to the Chōson Dynasty in Korea.

5. **Semester of Implementation:**

Fall 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

2. Why is the course needed at CSU?

As currently taught, HIST 3250 covers all of East Asian history from 2000 B.C.E. to the present. This is simply too much material to be covered in just one semester. With a two-semester sequence of HIST 3250 and HIST 3255, our students will have a wider exposure to the history of the region.

3. What similar courses (models) at other institutions have helped guide this proposal?

This course is derived from the pre-existing HIST 3250 (East Asian History) course. A similar two-semester sequence in East Asian History is taught at the many universities across the nation, including the University of Georgia.

University of Georgia

HIST 3661. History of China I: Origins and Foundations

A survey of early, classical, and medieval Chinese history, from the Shang to the Tang dynasty (2000 B.C.E.-800 C.E.). Central themes include state formation, state-society relations, economic foundations,

cultural transformations, and intellectual innovations.

HIST 3662. History of China II: Modernities and Transformations.

A survey of Chinese history from the late Tang through the early Qing dynasties (800-1600). Topics include the involution of the imperial state, transformations of society and economy, the invention of the "Confucian" tradition, and shifting conceptions of Chinese identity.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in world history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

Teaching East Asian History as a two-semester sequence, rather than as one semester course as it is currently taught, will give our students greater exposure to the history of the region

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of "doing" history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Ebrey et al., *East Asia: A Cultural, Social, and Political History*, 2nd ed.

Murasaki Shikibu, *The Tale of Genji*

Cao Xueqin, *Dream of the Red Chamber*

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus.

5. Attach a tentative course outline (one page or less)

Week 1: The Shang Dynasty

Week 2: Eastern Zhou

Week 3: Qin-Han China

Week 4: The Three Kingdoms and the Western Jin Dynasty

Week 5: Sui and Tang China

Week 6: Early Korea

Week 7: Early State and Society in Japan

Week 8: Song, Liao, Xia, and Jin Dynasties

Week 9: The Koryo Dynasty

Week 10: Heian Japan

Week 11: Kamakura Japan

Week 12: China under Mongol Rule

Week 13: Japan's Middle Ages

Week 14: The Ming Empire

Week 15: Choson Korea

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty with existing qualifications will teach this course.

2. What impact will having faculty teach this course have on other courses?

There will be no impact on other courses by having faculty teach this course.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught 100% by full-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

No additional expenditures will be required.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Arthur Cotterell, *Ancient China*

Yan Li, *Chinese Mathematics: A Concise History*

Hugh Scott, *The Golden Age of Chinese Art*

Stephen Turnbull, *Book of the Samurai, the Warrior Class of Japan*

J. Edward Kidder, *Japan before Buddhism*

William Wayne Farris, *Sacred Texts and Buried Treasures: Issues in the Historical Archeology of Ancient Japan*

6. What additional library resources must be added to support the proposed course?

No additional library resources must be added to support this course.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

There is no initial funding amount for library resources for this course. No annual amount will need to be added to future budgets to continue support for this course.

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Fall even years)

2. What is the estimated average enrollment per section?

38

3. What is the estimated total enrollment per year

38

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

No estimated reduction in enrollment in other courses is anticipated with the creation of this course.

HIST 3255: Modern East Asian History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. **Subject prefix, number, and hours (SCH and contact) distribution:** (Number subject to Registrar's approval.)

HIST 3255 (3-0-3)

2. **Title:** Modern East Asian History

3. **Restrictions** (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course.
- b. Co-requisite(s) (normal or absolute): none
- c. Other restrictions: e.g. major, junior standing, permission, etc.: none
- d. Other comments: e.g. recommended sequencing, career course notice, etc.: none
- e. Fees: None.
- f. Grade mode [normal or pass/fail]: normal
- g. What course(s) are deleted as a consequence: none

4. **Course description for catalog:**

This course will examine the major political, social, and cultural traditions of East Asia from the Qing Dynasty to present in China, from the Meiji Restoration to the present in Japan, and from the Tonghak Rebellion to the present in Korea.

5. **Semester of Implementation:** Spring 2011

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

This is an upper-division history course that will be taken by history majors and other interested students. It will partially fulfill the requirements for the History major's World Cultures Concentration, which is one of four concentrations that each major must select.

2. Why is the course needed at CSU?

As currently taught, HIST 3250 covers all of East Asian history from 2000 B.C.E. to the present. This is simply too much material to be covered in just one semester. With a two-semester sequence of HIST 3250 and HIST 3255, our students will have a wider exposure to the history of the region.

3. What similar courses (models) at other institutions have helped guide this proposal?

This course is derived from the pre-existing HIST 3250 (East Asian History) course. A similar two-semester sequence in East Asian History is taught at the many universities across the nation, including the University of Georgia.

University of Georgia

HIST 3661. History of China I: Origins and Foundations

A survey of early, classical, and medieval Chinese history, from the Shang to the Tang dynasty (2000

B.C.E.-800 C.E.). Central themes include state formation, state-society relations, economic foundations, cultural transformations, and intellectual innovations.

HIST 3662. History of China II: Modernities and Transformations.

A survey of Chinese history from the late Tang through the early Qing dynasties (800-1600). Topics include the involution of the imperial state, transformations of society and economy, the invention of the "Confucian" tradition, and shifting conceptions of Chinese identity.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in world history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

Teaching East Asian History as a two-semester sequence, rather than as one semester course as it is currently taught, will give our students greater exposure to the history of the region

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
 - Outcome 6: Discuss historical findings in clear and coherent oral presentations.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of "doing" history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Ebrey et al., *East Asia: A Cultural, Social, and Political History*, 2nd ed.

Ba Jin, *Family*

Osamu Dazai, *The Setting Sun*

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus.

5. Attach a tentative course outline (one page or less)

Week 1: The Manchu Empire

Week 2: Edo Japan

Week 3: China in Decline

Week 4: Japan in Turmoil

Week 5: The Meiji Transformation

Week 6: Korea in the Nineteenth Century

Week 7: The Rise of Modern Japan

Week 8: Modernizing Korea and Colonial Rule

Week 9: Remaking China

Week 10: War and Revolution in China

Week 11: War and Aftermath in Japan

Week 12: China under Mao

Week 13: China since Mao

Week 14: Korea 1945 to the Present

Week 15: Contemporary Japan

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty with existing qualifications will teach this course.

2. What impact will having faculty teach this course have on other courses?

There will be no impact on other courses by having faculty teach this course.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught 100% by full-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

No additional expenditures will be required.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Edgar Snow, *Red Star over China*
Arthur Waley, *The Opium War through Chinese Eyes*
Peter Wyden, *Day One: Before Hiroshima and after*
Ben-Ami Shillony, *Politics and Culture in Wartime Japan*
Akio Morita, *Made in Japan: Akio Morita and Sony*
Kären Wigen, *The Making of a Japanese Periphery*

6. What additional library resources must be added to support the proposed course?

No additional library resources must be added to support this course.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

There is no initial funding amount for library resources for this course. No annual amount will need to be added to future budgets to continue support for this course.

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Spring odd years)

2. What is the estimated average enrollment per section?

38

3. What is the estimated total enrollment per year

38

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

No estimated reduction in enrollment in other courses is anticipated with the creation of this course.

HIST 3260: Pre-Modern South Asian History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. **Subject prefix, number, and hours (SCH and contact) distribution:** (Number subject to Registrar's approval.)

HIST 3260 (3-0-3)

2. **Title:** Pre-Modern South Asian History

3. **Restrictions** (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course.
- b. Co-requisite(s) (normal or absolute): none
- c. Other restrictions: e.g. major, junior standing, permission, etc.: none
- d. Other comments: e.g. recommended sequencing, career course notice, etc.: none
- e. Fees: None.
- f. Grade mode [normal or pass/fail]: normal
- g. What course(s) are deleted as a consequence: none

4. **Course description for catalog:**

This course will examine the major political, social, and cultural traditions of South Asia from the Harappan Civilization to the Mughal Dynasty.

5. **Semester of Implementation:**

Fall 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

This is an upper-division history course that will be taken by history majors and other interested students. It will partially fulfill the requirements for the History major's World Cultures Concentration, which is one of four concentrations that each major must select.

2. Why is the course needed at CSU?

As currently taught, HIST 3260 covers all of South Asian history from 3000 B.C.E. to the present. This is simply too much material to be covered in just one semester. With a two-semester sequence of HIST 3260 and HIST 3265, our students will have a wider exposure to the history of the region.

3. What similar courses (models) at other institutions have helped guide this proposal?

This course is derived from the pre-existing HIST 3260 (South Asian History) course. A similar two-semester sequence in South Asian History is taught at the many universities across the nation, including Georgia State University.

Georgia State University

HIST 3800 SOUTH ASIA TO 1757

South Asia to 1757. Political, cultural, social, and economic developments in the Indian subcontinent from prehistoric times to the era of British hegemony.

HIST 3810 SOUTH ASIA SINCE 1757

South Asia since 1757. Political, cultural, social, and economic developments; special attention to British imperialism, nationalism, Hindu-Muslim relations, independence and partition, and post-independence.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in world history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

Teaching South Asian History as a two-semester sequence, rather than as one semester course as it is currently taught, will give our students greater exposure to the history of the region.

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

John Keay, *India: A History*

Romila Thapar, *Early India: From the Origins to AD 1300*

P.N. Chopra, T.K. Ravindran, and N. Subrahmanian, *The History of South India: Ancient, Medieval and Modern*

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus.

5. Attach a tentative course outline (one page or less)

Week 1: Harappan Civilization

Week 2: The Arrival of the “Aryans”

Week 3: The Vedic Age

Week 4: The Kingdom of Magadha

Week 5: The Mauryan Empire

Week 6: India’s “Dark Age”

Week 7: The Gupta Empire

Week 8: The Maitraka & Chalukya Dynasties

Week 9: The Arrival of Islam & the Rise of the Rashtrakutas

Week 10: The Shahi Dynasty & Khwarezm Empire

Week 11: The Delhi Sultanate

Week 12: The Tughluq Dynasty & Tamerlane

Week 13: The Mughal Empire Part I: The Reigns of Babur & Humayun

Week 14: The Mughal Empire Part II: Jahangir, Shah Jahan, and Aurangzeb

Week 15: The Mughal Empire Part III: Rise of the Golconda & Bijapur Sultanates and the Maratha Empire

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty with existing qualifications will teach this course.

2. What impact will having faculty teach this course have on other courses?

There will be no impact on other courses by having faculty teach this course.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught 100% by full-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

No additional expenditures will be required.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Hermann Goetz, *India: Five Thousand Years of Indian Art*
Romila Thapar, *Ancient Indian Social History: Some Interpretations*
Richard Maxwell, *The Rise of Islam and the Bengal Frontier, 1204-1760*
Akira Hirakawa, *A History of Indian Buddhism*
David E. Ludden, *An Agrarian History of South India*
Om Prakash, *European Commercial Enterprise in Pre-Colonial India*

6. What additional library resources must be added to support the proposed course?

No additional library resources must be added to support this course.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

There is no initial funding amount for library resources for this course. No annual amount will need to be added to future budgets to continue support for this course.

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Fall even years)

2. What is the estimated average enrollment per section?

38

3. What is the estimated total enrollment per year

38

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

No estimated reduction in enrollment in other courses is anticipated with the creation of this course.

HIST 3265: Modern South Asian History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. **Subject prefix, number, and hours (SCH and contact) distribution:** (Number subject to Registrar's approval.)

HIST 3265 (3-0-3)

2. **Title:** Modern South Asian History

3. **Restrictions** (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course.
- b. Co-requisite(s) (normal or absolute): none
- c. Other restrictions: e.g. major, junior standing, permission, etc.: none
- d. Other comments: e.g. recommended sequencing, career course notice, etc.: none
- e. Fees: None.
- f. Grade mode [normal or pass/fail]: normal
- g. What course(s) are deleted as a consequence: none

4. **Course description for catalog:**

This course will examine the major political, social, and cultural traditions of South Asia from the establishment of the British Raj to the present.

5. **Semester of Implementation:**

Fall 2011

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

This is an upper-division history course that will be taken by history majors and other interested students. It will partially fulfill the requirements for the History major's World Cultures Concentration, which is one of four concentrations that each major must select.

2. Why is the course needed at CSU?

As currently taught, HIST 3260 covers all of South Asian history from 3000 B.C.E. to the present. This is simply too much material to be covered in just one semester. With a two-semester sequence of HIST 3260 and HIST 3265, our students will have a wider exposure to the history of the region.

3. What similar courses (models) at other institutions have helped guide this proposal?

This course is derived from the pre-existing HIST 3260 (South Asian History) course. A similar two-semester sequence in South Asian History is taught at the many universities across the nation, including Georgia State University.

South Asia to 1757. Political, cultural, social, and economic developments in the Indian subcontinent from prehistoric times to the era of British hegemony.

HIST 3810 SOUTH ASIA SINCE 1757

South Asia since 1757. Political, cultural, social, and economic developments; special attention to British imperialism, nationalism, Hindu-Muslim relations, independence and partition, and post-independence.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in world history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

Teaching South Asian History as a two-semester sequence, rather than as one semester course as it is currently taught, will give our students greater exposure to the history of the region.

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted

3. Tentative course materials (textbooks, software, etc.)

John Keay, *India: A History*

Manil Suri, *The Death of Vishnu*

Joseph E. Schwartzberg, et. al., *A Historical Atlas of South Asia*

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus.

5. Attach a tentative course outline (one page or less)

Week 1: The British Conquest

Week 2: The Anglo-Maratha Wars

Week 3: The British Raj

Week 4: The Great Rebellion of 1857

Week 5: The Birth of the Indian National Congress

Week 6: *Swadeshi* and *Swaraj*

Week 7: The Lucknow Pact

Week 8: Gandhi

Week 9: The Salt March

Week 10: Federation Fiasco

Week 11: South Asia in World War II

Week 12: The Birth of Pakistan

Week 13: The First Partition, 1947

Week 14: The Second Partition, 1971

Week 15: South Asia Today

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty with existing qualifications will teach this course.

2. What impact will having faculty teach this course have on other courses?

There will be no impact on other courses by having faculty teach this course.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught 100% by full-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

No additional expenditures will be required.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Christopher Hibbert, *Great Mutiny: India, 1857*

Fakrul Alam, *Bharati Mukherjee*

Rajat Kanta Ray, *Social Conflict and Political Unrest in Bengal, 1875-1927*

Rosalind O'Hanlon, *Caste, Conflict, and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India*

Sumathi Ramaswamy, *Passions of the Tongue: Language Devotion in Tamil India, 1891-1970*

Antoinette Burton, *At the Heart of the Empire: Indians and the Colonial Encounter in Late-Victorian Britain*

6. What additional library resources must be added to support the proposed course?

No additional library resources must be added to support this course.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

There is no initial funding amount for library resources for this course. No annual amount will need to be added to future budgets to continue support for this course.

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Fall odd years)

2. What is the estimated average enrollment per section?

38

3. What is the estimated total enrollment per year

38

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

No estimated reduction in enrollment in other courses is anticipated with the creation of this course.

HIST 3270: Pre-Modern Russian History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. **Subject prefix, number, and hours (SCH and contact) distribution:** (Number subject to Registrar's approval.)

HIST 3270 (3-0-3)

2. **Title:** Pre-Modern Russian History

3. **Restrictions** (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course.
- b. Co-requisite(s) (normal or absolute): none
- c. Other restrictions: e.g. major, junior standing, permission, etc.: none
- d. Other comments: e.g. recommended sequencing, career course notice, etc.: none
- e. Fees: None.
- f. Grade mode [normal or pass/fail]: normal
- g. What course(s) are deleted as a consequence: none

4. **Course description for catalog:**

This course will examine the major political, social, and cultural traditions in Russian history from the mythic founding of Kievan Rus in A.D. 862 to Catherine the Great.

5. **Semester of Implementation:** Fall 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

This is an upper-division history course that will be taken by history majors and other interested students. It will partially fulfill the requirements for the History major's World Cultures Concentration, which is one of four concentrations that each major must select.

2. Why is the course needed at CSU?

As currently taught, HIST 3270 covers all of South Russian history from 862 C.E. to the present. This is simply too much material to be covered in just one semester. With a two-semester sequence of HIST 3270 and HIST 3275, our students will have a wider exposure to the history of the region.

3. What similar courses (models) at other institutions have helped guide this proposal?

This course is derived from the pre-existing HIST 3270 (Russian History) course. A similar two-semester sequence in Russian Asian History is taught at the many universities across the nation, including Georgia State University.

Russia to 1861. Steppe nomads, Vikings, Kievans, Byzantines, and Mongols; the tribute collecting hierarchy; the Muscovite God and the Tsar; peasant society; emergence of Russia as a Eurasian power; “Westernization” and opposition to it; the Great Reforms.

HIST 4600 RUS & SOV UNION SINCE 1861

Russia and the Soviet Union since 1861. The challenge of the West and governmental and social reform; populism, socialism, and peasant tradition; the 1917 and “Stalin” Revolutions; emergence of the Soviet Union as a world power and the challenge to the West; de-Stalinization, “Stagnation,” and Perestroika; Post-Soviet society.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in world history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

Teaching Russian History as a two-semester sequence, rather than as one semester course as it is currently taught, will give our students greater exposure to the history of the region.

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

John M. Thompson, *Russia & The Soviet Union: An Historical Introduction from the Kievan State to the Present*, 5th ed.

Thomas Riha, ed., *Readings in Russian Civilization, Volume I: Russia before Peter the Great, 900-1700*, 2nd revised ed.

Thomas Riha, ed., *Readings in Russian Civilization, Volume II: Imperial Russia, 1700-1917*, 2nd revised ed.

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus.

5. Attach a tentative course outline (one page or less)

Week 1: Ancient Russia and the Kievan State

Week 2: Novgorod

Week 3: Russia Divided and Conquered

Week 4: The Mongol Impact on Russia

Week 5: Moscow and "The Gathering of the Russian Lands"

Week 6: Feudalism in Russia

Week 7: Ivan the Terrible

Week 8: The Time of Troubles

Week 9: The Birth of the Romanov Dynasty

Week 10: Peter the Great Part I

Week 11: Peter the Great Part II

Week 12: Between Peter and Catherine

Week 13: Catherine the Great Part I

Week 14: Catherine the Great Part II

Week 15: Russia at the Dawn of the Nineteenth Century

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty with existing qualifications will teach this course.

2. What impact will having faculty teach this course have on other courses?

There will be no impact on other courses by having faculty teach this course.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught 100% by full-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

No additional expenditures will be required.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Kazimierz Waliszewski, *The Romance of an Empress: Catherine II of Russia*

John T. Alexander, *Catherine the Great: Life and Legend*

Kazimierz Waliszewski, *Ivan the Terrible*

Benedict Humphrey Sumner, *Peter the Great and the Emergence of Russia*

Isabel de Madariaga, *Russia in the Age of Catherine the Great*

Robert K. Massie, *Peter the Great: His Life and World*

6. What additional library resources must be added to support the proposed course?

No additional library resources must be added to support this course.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

There is no initial funding amount for library resources for this course. No annual amount will need to be added to future budgets to continue support for this course.

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Fall odd years)

2. What is the estimated average enrollment per section?

38

3. What is the estimated total enrollment per year

38

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

No estimated reduction in enrollment in other courses is anticipated with the creation of this course.

HIST 3275: Modern Russian History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. **Subject prefix, number, and hours (SCH and contact) distribution:** (Number subject to Registrar's approval.)

HIST 3275 (3-0-3)

2. **Title:** Modern Russian History

3. **Restrictions** (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course.
- b. Co-requisite(s) (normal or absolute): none
- c. Other restrictions: e.g. major, junior standing, permission, etc.: none
- d. Other comments: e.g. recommended sequencing, career course notice, etc.: none
- e. Fees: None.
- f. Grade mode [normal or pass/fail]: normal
- g. What course(s) are deleted as a consequence: none

4. **Course description for catalog:**

This course will examine the major political, social, and cultural traditions in Russian history from Tsar Alexander I to the present.

5. **Semester of Implementation:**

Spring 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

This is an upper-division history course that will be taken by history majors and other interested students. It will partially fulfill the requirements for the History major's World Cultures Concentration, which is one of four concentrations that each major must select.

2. Why is the course needed at CSU?

As currently taught, HIST 3270 covers all of South Russian history from 862 C.E. to the present. This is simply too much material to be covered in just one semester. With a two-semester sequence of HIST 3270 and HIST 3275, our students will have a wider exposure to the history of the region.

3. What similar courses (models) at other institutions have helped guide this proposal?

This course is derived from the pre-existing HIST 3270 (Russian History) course. A similar two-semester sequence in Russian Asian History is taught at the many universities across the nation, including Georgia State University.

Georgia State University
HIST 4590 RUSSIA TO 1861

Russia to 1861. Steppe nomads, Vikings, Kievans, Byzantines, and Mongols; the tribute collecting hierarchy; the Muscovite God and the Tsar; peasant society; emergence of Russia as a Eurasian power; “Westernization” and opposition to it; the Great Reforms.

HIST 4600 RUS & SOV UNION SINCE 1861

Russia and the Soviet Union since 1861. The challenge of the West and governmental and social reform; populism, socialism, and peasant tradition; the 1917 and “Stalin” Revolutions; emergence of the Soviet Union as a world power and the challenge to the West; de-Stalinization, “Stagnation,” and Perestroika; Post-Soviet society.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in world history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

Teaching Russian History as a two-semester sequence, rather than as one semester course as it is currently taught, will give our students greater exposure to the history of the region.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

John M. Thompson, *Russia & The Soviet Union: An Historical Introduction from the Kievan State to the Present*, 5th ed.

Barbara Alpern Engel and Anastasia Posadskaya-Vanderbeck, eds., *A Revolution of Their Own: Voices of Women in Soviet History*

Mikhail Bulgakov, *Heart of a Dog*

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus.

5. Attach a tentative course outline (one page or less)

Week 1: Alexander I and Nicholas I

Week 2: Alexander II and the "Great Reforms"

Week 3: Alexander III and Nicholas II

Week 4: Russia in World War I

Week 5: The February Revolution

Week 6: The October Revolution

Week 7: The Civil War and War Communism

Week 8: Lenin, Trotsky, NEP, and Kronstadt

Week 9: Stalin's Rise to Power

Week 10: The USSR during World War II

Week 11: The Postwar Soviet Union: Domestic Events

Week 12: The Cold War from a Soviet Perspective

Week 13: Khrushchev, the "Thaw," and de-Stalinization

Week 14: The "Era of Stagnation": The Brezhnevian USSR

Week 15: The End of the USSR and Post-Soviet Russia

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty with existing qualifications will teach this course.

2. What impact will having faculty teach this course have on other courses?

There will be no impact on other courses by having faculty teach this course.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught 100% by full-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

No additional expenditures will be required.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Anatole Gregory Mazour, *The First Russian Revolution, 1825: The Decembrist Movement, Its Origins, Development, and Significance*

Werner Eugen Mosse, *Alexander II and the Modernization of Russia*
Oskar Anweiler, *The Soviets: The Russian Workers, Peasants, and Soldiers' Councils, 1905-1921*
Donald J. Raleigh, *Revolution on the Volga: 1917 in Saratov*
Orlando Figes, *A People's Tragedy: A History of the Russian Revolution*
Helena Goscilo, ed., *Fruits of Her Plume: Essays on Contemporary Russian Woman's Culture*

6. What additional library resources must be added to support the proposed course?

No additional library resources must be added to support this course.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

There is no initial funding amount for library resources for this course. No annual amount will need to be added to future budgets to continue support for this course.

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Spring even years)

2. What is the estimated average enrollment per section?

38

3. What is the estimated total enrollment per year

38

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

No estimated reduction in enrollment in other courses is anticipated with the creation of this course.

HIST 3450 – U.S. Military History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost

Signature, Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 3450 (3-0-3)

2. Title: U.S. Military History

3. Restrictions (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course
- b. Co-requisite(s) (normal or absolute): N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

A study of the American military art from the earliest days of frontier offensives to present-day global concerns. Focuses on the creation of American military institutions, the genesis of policy-making and maintenance of civilian control over that process, the inter-relationship between foreign and military policy, the conduct of war, and the influence of American society upon the armed forces as social institutions

5. Semester of Implementation: Spring 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

HIST 3450 will be offered as an option for the Upper Division United States History Core.

2. Why is the course needed at CSU?

This course was once part of the MALS History options, but it was never offered and has since been deleted from that curriculum. Military history not only is a central theme for understanding U.S. history, it frames our national identity as Americans. The U.S. arose as a result of a war of independence; through war it expanded from the Atlantic to the Pacific, and it was the Civil War that created the country we know. It is also through war that the relationships among states have been molded and influenced. As Theodore Roosevelt said to the American Historical Association in 1912: "I don't believe it is possible to treat military history as something entirely apart from the general national history."

3. What similar courses (models) at other institutions have helped guide this proposal?

Valdosta State University

HIST 4290—U.S. Military History

A study of military experiences and issues in American history from the Colonial Era to the present.

Kennesaw University

HIST 3340—U.S. Military Experience

A survey of the development of the American military and its role in U.S. and world history.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course will be a welcome addition to the new ROTC/Military Science program at Clayton State. It will also become part of the curriculum for the Homeland Security degree program.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking?

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

James M. Morris, *America's Armed Forces: A History* (Prentice Hall, 2nd Edition, 1995)

John Chambers & G. Kurt Piehler, *Major Problems in American Military History: Documents and Essays* (Wadsworth Publishing, 1998)

Charles E. Heller and William A. Stofft, *America's First Battles, 1776-1965* (University Press of Kansas, 1986)

United States Army, Center of Military History, *American Military History* (Washington D.C.: Center of Military History, 1989)

Brian McAllister Linn, *The Echo of Battle: The Army's Way of War* (Cambridge, MA: Harvard University Press, 2007)

Andrew J. Bacevich, *The New American Militarism: How Americans Are Seduced by War* (New York: Oxford University Press, 2006)

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

All three methods are certainly do-able and possible.

5. Attach a tentative course outline (one page or less)

1. What is Military History?
2. Film: "The Face of Battle"
3. The Colonial Militia
4. The War for American Independence
5. Creating Military Policy and Structure for the New Nation
6. The War with Mexico
7. The Civil War
8. The Indian Wars of the Trans-Mississippi West
9. The War with Spain: 1898
10. The Great War, 1914-1917
11. Military Theory Between the Wars, 1919-1939
12. World War II
13. The Cold War
14. An Unexpected Limited War in Korea, 1950-1953
15. The American Military in Vietnam
16. The War with Iraq, 1991
17. Contemporary Military Issues

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

None.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught by full-time faculty only.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Blewett, Daniel K., *American Military History : A Guide to Reference and Information Sources*, (Englewood, Colo. : Libraries Unlimited, 1995).

John P. Resch, editor in chief, *Americans at War : Society, Culture, and the Homefront* 4 vols. (Detroit : Macmillan Reference USA, c2005)

John E. Jessup, editor in chief, *Encyclopedia of the American Military : Studies of the History, Traditions, Policies, Institutions, and Roles of the Armed Forces in War and Peace* 3 vols. (New York : Scribner's, c 1994)

6. What additional library resources must be added to support the proposed course?

None.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

This course will be offered every Spring odd years.

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any) None.

HIST 3700 – U.S. Historical Geography

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Programs: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 3700 (3-0-3)

2. Title: U.S. Historical Geography

3. Restrictions (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course
- b. Co-requisite(s) (normal or absolute): N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

Study of the interplay between and among natural factors of climate, soils, vegetation, and landforms, and human factors of settlement, economic activity, transportation, warfare, technology, and cultural traits. Required for all middle level and secondary teacher education students with a major or minor concentration in social studies or history.

5. Semester of Implementation: Fall 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

HIST 3700 will be offered as an option for both the Upper Division United States History Core and Southern Studies concentration.

2. Why is the course needed at CSU?

An understanding of geography and connecting themes of geography—conflict and change, culture, human environmental interaction, location, movement and migration—are essential to knowledge of the course of American history, and American society today. Currently, CSU does not offer any course in geography.

3. What similar courses (models) at other institutions have helped guide this proposal?

GEOG 401- HISTORICAL GEOGRAPHY —Montana State University

Past geographies of North America. Political, cultural, economic, and urban evolution of North American regions from the colonial era to 1900.

GEOG 435- Historical Geography of North America —University of California, Chico

A regional and topical description of North America at selected time periods, including cultural groups, land tenure systems, settlement patterns, agriculture, exploration and mapping, resource use, urbanization, population and migrations, and present-day results.

HIST 288/388- Historical Geography of the United States —University of Chicago.

This course examines the spatial dynamics of empire, the frontier, regional development, the social character of settlement patterns, and the evolution of the cultural landscapes of America from pre-European times to 1900.

GEOG 423-Historical Geography of North America—Penn State University.

Exploration, settlement, and changing patterns of human occupation from the seventeenth century to the 1930

GEOG 3533- HISTORICAL GEOGRAPHY OF THE UNITED STATES— Southeastern Oklahoma University.

A study of the interaction of geography and history in the United States.

GEG 315 - Geographical Influences in American History—Kutztown University.

A historical geography course which examines the exploration, settlement and development of the United States within the context of environmental factors--both human and physical.

HIS 426- Historical Geography of the United States — Northern Kentucky University.

Spread of settlement, growth of urbanization, and development of economic and culture regions; past and present distribution of religious groups, European ethnic groups, and African-Americans.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

None

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.

- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking?

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Ken L. Weatherbie and Sharon Bollinger, *Mapping America: A Guide to Historical Geography*, Volumes I and II, 3/E Prentice Hall, 2007

Thomas F. McIlwraith and Edward K. Muller, eds., *North America: The Historical Geography of a Changing Continent* 2nd Edition Rowman & Littlefield Publishers, 2001

Bob Deans, *The River Where America Began: A Journey Along the James* Rowman & Littlefield Publishers, 2008

Sarah H. Gordon, *Passage to Union : How the Railroads Transformed American Life, 1829–1929* Rowman & Littlefield Publishers, 2008

Donald Worster, *Dust Bowl: The Southern Plains in the 1930s* Oxford University Press, 2004

Hal K. Rothman, *Saving the Planet: The American Response to the Environment in the Twentieth Century* Rowman & Littlefield Publishers, 2001

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

All three methods are certainly do-able and possible.

5. Attach a tentative course outline (one page or less)

- I: Introduction to Historical Geography
- II. European Encounters: Discovery and Exploration
- III. The Spanish Borderlands
- IV. France in North America
- V. The Colonial Origins of Anglo-America
- VI. Colonial America in the Eighteenth Century

- VII. The Geographical Dimensions of a New Nation, 1780s-1820s
- VIII. Beyond the Appalachians, 1815-1860
- IX. The Northeast and Regional Integration, 1800-1860
- X. Settling the Great Plains, 1850-1930
- XI. The Far West, 1840-1920
- XII. Population Growth, Migration and Urbanization, 1860-1920
- XIII. The National Integration of Regional Economies, 1860-1920
- XIV. The Progress of American Urbanism, 1860-1930
- XV. America between the Wars
- XVI. The Twentieth Century American City
- XVII. The Other America: Changes in Rural America during the Twentieth Century

HIST 3700 will be aligned with the following Georgia Performance Standards (GPS) for Social Studies grades 9-12, in which students are expected to know:

1. The impact of location and place on colonial settlement, transportation, and economic development, including Jamestown and New York City (SSUSH1)
2. The role of geography at the Battle of Yorktown (SSUSH4)
3. The impact of territorial expansion and population growth in the early decades of the 19th century (SSUSH6)
4. How the Compromise of 1850 arose out of territorial expansion and population growth (SSUSH9)
3. The impact of geography on the Civil War battles of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta. (SSUSH9)
4. The geographic impact of the growth of big business and technological innovations after Reconstruction (SSUSH11)
5. The conservation movement and the development of national parks and forests (SSUSH13)
6. Factors (including over-farming and climate) which led to the Dust Bowl and the resulting movement and migration west (SSUSH17)
7. Geographic locations of the European and Pacific Theaters and the difficulties the U.S. faced in delivering weapons, food and medical supplies to troops (SSUSH19)
8. The role of geography on the US containment policy, the Korean War, the Bay of Pigs, the Cuban Missile Crisis and the Vietnam War (SSUSH20)
9. The geographical impact of technological development and economic growth on the United States, 1945-75, including the Interstate Highway system, air conditioning, the septic tank, television, and electricity (SSUSH21)
10. The importance of Rachel Carson's *Silent Spring* and resulting developments, including Earth Day, creation of the EPA and the modern environmentalist movement

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

None.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught by full-time or part-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

McManis, Douglas R., *Colonial New England : a Historical Geography* Oxford University Press, 1975
Historical Atlas of the United States National Geographic Society, c1988 REF G1201.S1 N3 1988
Warren A. Beck and Ynez D. Haase, *Historical Atlas of the American West* [electronic resource] 1989
Mark C. Carnes, *Historical Atlas of the United States* Routledge, 2003. REF G1201.S1 H5 2003
D.W. Meinig, *Shaping of America*. Vol. 1, Atlantic America, 1492-1800: a Geographical Perspective on 500 years of history [electronic resource] Yale University Press, c1986; Vol. 2, Continental America, 1800-1967: a geographical perspective on 500 years of history [electronic resource] Yale University Press, c1993

6. What additional library resources must be added to support the proposed course?

None.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

This course will be offered once every two years, on a schedule determined by the Department of Teacher Education.

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None.

HIST 3800 – World Historical Geography

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Programs: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 3800 (3-0-3)

2. Title: World Historical Geography

3. Restrictions (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course
- b. Co-requisite(s) (normal or absolute): N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

Provides students with a comprehensive spatial global view and with the basic analytical and conceptual skills required to study the diverse regions of the world, while focusing on the instructional theme of human/environment interaction, especially how geographical factors helped to shape world history. Required for all middle level and secondary teacher education students with a major or minor concentration in social studies or history.

5. Semester of Implementation: Spring 2011

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

HIST 3800 will be offered as an option for both the Upper Division World History Core and World Cultures concentration.

2. Why is the course needed at CSU?

An understanding of geography and connecting themes of geography—conflict and change, culture, human environmental interaction, location, movement and migration—are essential to knowledge and understanding of world histories and cultures today. Currently, CSU does not offer any course in geography.

3. What similar courses (models) at other institutions have helped guide this proposal?

Geography 40- World Regional Geography—Penn State University

Introduction to the world as an interdependent community built from unique and independent regions and nations.

HIS 215-Historical Geography —Lincoln University.

This course will focus on historical geographica concepts and will introduce the student to topographic maps, the Grid System, terrain, patterns, and map readings. It will show how geography has shaped and influenced historical evolution. There is no prerequisite.

HIST 200-01 - Global Geography (Education Majors Only) —Duquesne University.

This course is a one semester survey of the physical, political, economic, population, environmental and human geographic aspects of the world. The objectives of the course are to provide students with a general global perspective and for students to understand the interconnectedness that exists among all people and nations. Additionally, the course will follow the Geography for Life: National Geography Standards, 1994.

HIST 394-61 - Historical Geography— Duquesne University.

This course is a survey of the physical world which is the basis for a human civilization, past present, and future. What are the possibilities and limitations of different places for human development? How successful or unsuccessful were human settlements? There is emphasis also on geography as an intellectual discipline and cultural phenomenon.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

None

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of World societies.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
 - Outcome 6: Discuss historical findings in clear and coherent oral presentations.
2. How will the course address the general education outcomes of Communication and Critical Thinking?

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions,

either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Douglas L. Johnson et al., *World Regional Geography*, 10/E Prentice Hall, 2010

Paul L. Knox and Sallie A. Marston, *Places and Regions in Global Context: Human Geography*, 5/E Prentice Hall, 2010

Robin A. Butlin and R. A. Butlin, *Historical Geography: Through the Gates of Space and Time* Oxford University Press, 1993

Alan R. H. Baker et al., eds. *Geography and History: Bridging the Divide* Cambridge University Press, 2003

John Landers, *The Field and the Forge: Population, Production, and Power in the Pre-industrial West* Oxford University Press, 2003

W. Gordon East, *The Geography Behind History* W. W. Norton, 1999

Mark Newman et al., *Mapping the Global Past: Historical Geography Workbook, 2 Vols* Bedford/St. Martin's, 1998

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

All three methods are certainly do-able and possible.

5. Attach a tentative course outline (one page or less)

- I: Introduction to Historical Geography
- II. Population
- III. Migration
- IV. Local Culture, Popular Culture, and Cultural
- V. Language
- VI. Religion
- VII. Political Geography
- VIII. Urban Geography
- IX. Development
- X. Agriculture
- XI. Industry and Services
- XII. Human Environment Interaction

XIII. Globalization and the Geography of Networks

HIST 3800 will be aligned with the following Georgia Performance Standards (GPS) for Social Studies grades 9-12, in which students are expected to:

1. Describe early trade networks in the Eastern Mediterranean (SSWH1)
2. Explain how the geography of the Indian Subcontinent contributed to the movement of people and ideas (SSWH2)
3. Analyze the spread of the Mongol Empire, including the role of Genghis Khan in developing the empire, the impact of Mongols on other peoples and the development of trade patterns between East and West (SSWH4)
4. Identify the contributions of Islamic scholars in geography (SSWH5)
3. Analyze the role geography and the distribution of resources played in the development of trans-Saharan trading networks (SSWH6)
4. Analyze the impact of population growth and its impact on the social structure of Japan and China (SSWH11)
5. Explain the role of geography played in Napoleon's defeat (SSWH14)
6. Describe imperialism in Africa and Asia, including the influence of geography and natural resources (SSWH16)
7. Describe the importance of geography in the development on Israel (SSWH20)
8. Analyze globalization in the contemporary world, including attempts to minimize negative effects of human actions on the environment (SSWH21)

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

None.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught by full-time or part-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Norman J.G. Pounds, *An historical geography of Europe, 1800-1914* Cambridge University Press, 1985
HarperCollins world history atlas HarperCollins College Publishers, c1996.

Andrew Boyd, *An atlas of world affairs* [electronic resource] Routledge, 1998
D.W. Meinig, *Atlas of classical history*. Macmillan, c1985 REF G1033 .A833 1985

6. What additional library resources must be added to support the proposed course?

None.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

This course will be offered once every two years, on a schedule determined by the Department of Teacher Education.

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None.

HIST 4004 – American Environmental History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4004 (3-0-3)

2. Title: **HIST 4004 – American Environmental History**

3. Restrictions (if any):

- a. Prerequisite(s): **Any 1000 or 2000 level HIST course**
- b. Co-requisite(s) (normal or absolute): **N/A**
- c. Other restrictions: **N/A**
- d. Other comments: **N/A**
- e. Fees: **N/A**
- f. Grade mode: **Normal**
- g. What course(s) are deleted as a consequence: **None**

4. Course description for catalog:

Changing attitudes about nature and wilderness, political decisions, supervisory institutions, and environmental problems which accompanied utilization of America's natural resources, from colonial times to the present.

5. Semester of Implementation: **Spring 2011**

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

HIST 4004 will be offered as an option for both the Upper Division United States History Core and History of Ideas concentration.

2. Why is the course needed at CSU?

This course was once part of the MALS History options, but it was never offered and has since been deleted from that curriculum. Heightened media attention, public opinion polls, and an unending stream of debate, regulation, legislation and litigation all indicate that Americans have become increasingly focused on the growing problem of environmental degradation. This course places this explosion of environmental interest into broad historical context. By offering this course, the History program can tap into broad student interest in this topic and move beyond traditional American history tied to presidential terms, wars, and geographical expansion.

3. What similar courses (models) at other institutions have helped guide this proposal?

University of West Georgia

HIST 4461– Environmental History

A study of American understanding of ecology, wilderness, resource usage, conservation, agriculture,

technology, and natural hazards from colonial times to the present.

Georgia State University

HIST 3230 – American Environmental History

History of interactions with the natural world from the 17th through the 20th century, focusing on the US and its global influence. Explores the history of nature's effects on culture and economy, the history of people's activities on their environments, conceptions of nature, and environmental politics. Topics include urban growth, pollution, colonialism, natural resource issues, the history of parks and wild lands, and global environmental problems.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

This course could serve as a suitable elective for students enrolled in the B.S. Biology emphasis in Environmental Science program.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking?

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Carolyn Merchant, *Major Problems in American Environmental History*. Lexington MA: D.C. Heath

and Company, 1993.

John Opie. *Nature's Nation: An Environmental History of the United States*. Ft. Worth TX: Harcourt/Wadsworth, 1998

Ted Steinberg. *Down to Earth: Nature's Role in American History*. New York: Oxford University Press, 2002.

Roderick Nash, *Wilderness and the American Mind* 4th ed. Yale University Press, 2004.

William Cronon, *Uncommon Ground: Rethinking the Human Place in Nature* W. W. Norton & Company, 1996

Donald Worster, *Dust Bowl: The Southern Plains in the 1930s* Oxford University Press, 2004.

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

All three methods are certainly do-able and possible.

5. Attach a tentative course outline (one page or less)

1. Native Americans and the Land
2. Europeans and the New World: Ecological Imperialism
3. Romanticism and Transcendentalism
4. The Wilderness Idea: John Muir and Gifford Pinchot
5. Saving America's Wildlife
6. Ecology before World War II
7. Nature and the New Deal
8. Aldo Leopold and the Land Ethic
9. Suburbanization
10. WWII as Environmental Watershed
11. Rachel Carson and *Silent Spring*
12. The Flowing of American Environmentalism
13. Love Canal and the Environmental Justice Movement

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

None.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught by full-time faculty only.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

John Gatta, *Making Nature Sacred : Literature, Religion, and Environment in America from the Puritans to the Present* New York : Oxford University Press, 2004.

Dewey Scott Hamilton, *Don't Breathe the Air: Air Pollution and U.S. Environmental Politics, 1945-1970* College Station, Tex. : Texas A & M University Press, c2000 [electronic resource]

Otis L. Graham, Jr., *Environmental politics and policy, 1960s-1990s* University Park, Pa. : Pennsylvania State University Press, c2000. [electronic resource]

6. What additional library resources must be added to support the proposed course?

None.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

This course will be offered every Spring odd years.

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None.

HIST 4010: U.S. Intellectual History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts and Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4010

2. Title:

U.S. Intellectual History

3. Restrictions (if any):

- a. Prerequisite(s) **Any 1000 or 2000 level HIST course**
- b. Co-requisite(s) (normal or absolute)
- c. Other restrictions: e.g. major, junior standing, permission, etc.
- d. Other comments: e.g. recommended sequencing, career course notice, etc.
- e. Fees: Explain! **none**
- f. Grade mode [normal or pass/fail] **normal**
- g. What course(s) are deleted as a consequence **none**

4. Course description for catalog:

The course teaches the basics of American thought, as reflected in literature, politics, religion, science, and law.

5. Semester of Implementation:

Fall 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be offered as an option for both the Upper Division U.S. History Core and History of Ideas concentration.

2. Why is the course needed at CSU?

American Intellectual history is commonly offered as an upper-level undergraduate course in many history programs. It would help our majors fulfill their hour requirements in the new History of Ideas concentration within the history major.

3. What similar courses (models) at other institutions have helped guide this proposal?

University of Georgia

HIST 4085. American Intellectual and Cultural History to 1865

Survey of the intellectual and cultural history of America from its colonial origins to 1865.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course should strengthen the history course offerings. HIST 4010 would also be a solid related elective for students interested in philosophy, political science, and American literature.

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
 - Outcome 6: Discuss historical findings in clear and coherent oral presentations.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

The American Intellectual Tradition, Volumes I and II, 5th edition, ed. David A. Hollinger and Charles Capper (Oxford UP, 2006).

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus

5. Attach a tentative course outline (one page or less)

Week 1: What is Intellectual History? What are Models for Understanding American Intellectual History?

Week 2: The Puritan Vision (Part 1, Hollinger and Capper, 3-94)

Week 3-4: The Republican Enlightenment (Part 2, Hollinger and Capper, 95-202)

Week 5-6: Protestant Awakening and Democratic Order (Part 3, Hollinger and Capper, 203-338)

Week 7: Romantic Intellect and Cultural Reform (Part 4, Hollinger and Capper, 339-438)

Week 8: The Quest for Union and Renewal (Part 5, Hollinger and Capper, 439-522)

Week 9: Toward a Secular Culture (Vol. II, Part 1, Hollinger and Capper, 3-116)

Week 10: Social Progress and the Power of Intellect (Vol. II, Part 2, Hollinger and Capper, 117-246)

Week 11-12: To Extend Democracy and to Formulate the Modern (Vol. II, Part 3, Hollinger and Capper, 247-402)

Week 13-14: Exploring Diversity and Postmodernity (Vol. II, Part 4, Hollinger and Capper, 403-546)

Week 15: Student Reports

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will teach this course.

2. What impact will having faculty teach this course have on other courses?

The course will not have an impact on our current course rotation.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach the course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

JSTOR, Galileo

Michael O'Brien, *Intellectual Life in the Antebellum South*, 2 volumes

Perry Miller, *Errand into the Wilderness*

Perry Miller, *The New England Mind*

Carl Richard, *The Founders and the Classics*

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing library resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

N/A

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Fall odd years)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25 (every two years)

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None

HIST 4020: History of the Old South

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B. A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts and Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4020 (3-0-3)

2. Title:

History of the Old South

3. Restrictions (if any):

- a. Prerequisite(s) Any 1000 or 2000 level HIST course
- b. Co-requisite(s) N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: None
- f. Grade mode Normal
- g. What course(s) are deleted as a consequence HIST 4002

4. Course description for catalog:

The course explores the origins of southern society and culture, the growth of southern distinctiveness, and the ultimate attempt to create a separate though short-lived southern nation.

5. Semester of Implementation:

Fall 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be offered as an option for both the Upper Division United States History Core and Southern Studies concentration.

2. Why is the course needed at CSU?

Currently, HIST 4002 covers the history of the American South in one semester. The scope of the course is too great and prevents in-depth analysis of the subject matter. Our majors would be better served by a more focused course that could develop analytical and research skills.

3. What similar courses (models) at other institutions have helped guide this proposal?

University of West Georgia

HIST 4476, The Old South: A Study of the American South from the Colonial Period through Reconstruction, with special attention on nineteenth-century politics and society. Ideas and events leading to secession and Civil War are particularly emphasized.

Augusta State University

HIST 4471, The Old South: A study of the American South from the beginnings of European settlement to the Civil War with emphasis on slavery, the development of southern culture, and other topics.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course should strengthen the history course offerings. HIST 4002 will no longer be offered if this course is approved.

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
 - Outcome 6: Discuss historical findings in clear and coherent oral presentations.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

The American South, Volume 1, 4th edition, by William Cooper and Thomas Terrill ISBN: 0-7425-6095-3

Solomon Northup, *Twelve Years a Slave*

Johnson Jones Hooper, *Some Adventures of Captain Simon Suggs*

The Webster-Hayne Debate on the Nature of the Union, ISBN 0-86597-273-7

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus (although the course could also be delivered on-line or in a hybrid format).

5. Attach a tentative course outline (one page or less)

Week 1: The Founding of Virginia

Week 2: The Founding of South Carolina

Week 3: The Native Tribes of the South

Week 4: The Founding of Georgia and the Scots Irish Immigration

Week 5: The Coming of the Revolution in the South

Week 6: The American Revolution in the South

Week 7: The South in the 1780s: The Push West

Week 8: The Creation of Southern Constitutionalism

Week 9: The Rise of the Jeffersonians

Week 10: Jeffersonians in Power

Week 11: The Slave System

Week 12: Nullification

Week 13: Southern Manifest Destiny and Secession

Week 14: The Confederate States of America

Week 15: Student Presentations of Research

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will teach this course.

2. What impact will having faculty teach this course have on other courses?

The course will not have an impact on our current course rotation.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach the course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

JSTOR, Galileo

Clement Eaton, *The Freedom of Thought Struggle in the Old South*

Eugene Genovese, *Roll Jordan Roll*

Clement Eaton, *The Growth of Southern Civilization, 1790-1860*

Eugene Genovese, *The Political Economy of Slavery*

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing library resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

N/A

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Fall even years)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None

HIST 4030: History of the New South

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

College: Arts & Sciences

Signature, Dean of School/College originating proposal

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost

Signature, Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4030 (3-0-3)

2. Title:

History of the New South

3. Restrictions (if any):

- a. Prerequisite(s) **Any 1000 or 2000 level HIST course**
- b. Co-requisite(s) (normal or absolute)
- c. Other restrictions: e.g. major, junior standing, permission, etc. **none**
- d. Other comments: e.g. recommended sequencing, career course notice, etc.
- e. Fees: Explain! **none**
- f. Grade mode [normal or pass/fail] **normal**
- g. What course(s) are deleted as a consequence: **HIST 4002**

4. Course description for catalog:

Analysis of the change and continuity in the American South from the end of the Civil War through the present.

5. Semester of Implementation:

Spring 2011

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be offered as an option for both the Upper Division United States History Core and Southern Studies concentration.

2. Why is the course needed at CSU?

Currently, HIST 4002 covers the history of the American South in one semester. The scope of the course is too great and prevents in depth analysis of the subject matter. Our majors would be better served by a more focused course that could develop analytical and research skills.

3. What similar courses (models) at other institutions have helped guide this proposal?

University of West Georgia

HIST 4477, The New South: A study of the American South since 1865, including the interaction of economic, political, social, and cultural factors, especially in the contexts of struggles in rural and urban communities and in the textile industry.

Augusta State University

HIST 4481, The New South: A study of the American South since Reconstruction with emphasis on race relations, the evolution of southern culture, and other topics.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course should strengthen the history course offerings. HIST 4002 will no longer be offered if this course is approved.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

The American South, Volume 2, 4th edition, by William Cooper and Thomas Terrill ISBN: 0-7425-6098-8

Booker T. Washington, *Up From Slavery*

William Percy, *Lanterns on the Levee*

Anne Moody, *Coming of Age in Mississippi*

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus (although the course could also be delivered on-line or in a hybrid format).

5. Attach a tentative course outline (one page or less)

Schedule of Classes:

Week 1: Reconstruction: Politics
Week 2: Reconstruction: Economics
Week 3: Reconstruction: Society
Week 4: Populism in the South
Week 5: Southern Progressives
Week 6: The South from WWI to 1930
Week 7: The New Deal and the South
Week 8: World War II and the South
Week 9: The South and the Truman Administration
Week 10: Early Civil Rights Activity through 1954
Week 11: The Rise and Fall of Massive Resistance
Week 12: The South in the 1960s
Week 13: The Sunbelt: Politics, Society, Culture
Week 14: Southern Politics: 1972-2008
Week 15: Student Presentations of Research

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will teach this course.

2. What impact will having faculty teach this course have on other courses?

The course will not have an impact on our current course rotation.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach the course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

JSTOR, Galileo

Tom Wagy, *Governor Leroy Collins of Florida: Spokesman of the New South*

Numan Bartley, *The New South, 1945-1980*

V.O. Key, *Southern Politics in State and Nation*

Jumpin' Jim Crow: Southern Politics from Civil War to Civil Rights, ed. Glenda Gilmore

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing library resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

N/A

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Spring odd years)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

none

HIST 4110: Ancient Greece and Rome

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4110 (3-0-3)

2. Title:

Ancient Greece and Rome

3. Restrictions (if any):

- a. Prerequisite(s) Any 1000 or 2000 level HIST course
- b. Co-requisite(s) N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode Normal
- g. What course(s) are deleted as a consequence HIST 4100 Origins of the Western World

4. Course description for catalog:

The history of the Hellenes, from the Minoan civilization through Alexander's legacy, and the development of ancient Rome from its origin in Italy, through its rise as an empire embracing the entire Mediterranean World and Western Europe, to Christianity and the foundation of Constantinople.

5. Semester of Implementation:

Fall 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be an option for Upper Division World History Core and History of Ideas Concentration.

2. Why is the course needed at CSU?

Currently, HIST 4100 covers the origins of the Western World in one semester. The scope of the course is too great and prevents in depth analysis of the subject matter. Our majors would be better served by a more focused course that could develop analytical and research skills.

3. What similar courses (models) at other institutions have helped guide this proposal?

Georgia State University

HIST 3500 THE ANCIENT MEDITERRANEAN

The Ancient Mediterranean. (Same as MES 3110.) Political, cultural, religious, economic, and social developments of the Ancient Near East, Greece, and Rome and their influence on Western Civilization.

Kennesaw State University

HIST 3337 Greek and Roman History

A history of Greece and Rome from the rise of the Greek city states to the collapse of the western Roman Empire, with emphasis on their political, cultural, and intellectual contributions to the

development of Western society.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course should strengthen the history course offerings. HIST 4100 will no longer be offered if this course is approved.

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
 - Outcome 6: Discuss historical findings in clear and coherent oral presentations.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Ancient Greek Civilization, 2nd edition, by David Sansone ISBN: 1405167327

History of the Roman People, 4th edition, by Alan Ward, et al ISBN: 0130384801

The Fall of Rome and the End of Civilization, by Bryan Ward-Perkins ISBN: 0192807285

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus (although the course could also be delivered on-line or in a hybrid format).

5. Attach a tentative course outline (one page or less)

Schedule of Classes:

Week 1: Minoan & Mycenaean Civilizations
Week 2: Dark Ages and Recovery
Week 3: Greek city-states
Week 4: The Persian Wars and the Age of Pericles
Week 5: The Greek Legacy
Week 6: Alexander the Great
Week 7: The Hellenistic World
Week 8: The Rise of Rome
Week 9: The Roman Republic
Week 10: The Roman Empire
Week 11: Third Century Crisis
Week 12: Christianity
Week 13: The Late Roman Empire
Week 14: Decline and Fall
Week 15: The Roman Legacy

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will teach this course.

2. What impact will having faculty teach this course have on other courses?

The course will not have an impact on our current course rotation.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach the course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

JSTOR, Galileo

Matthew Dillon, *Ancient Greece : Social and historical documents from archaic times to the death of Socrates (c. 800-399 BC)*

Translations of key Greek and Roman texts

Hellenistic Culture and Society (32 volumes) - Computer File

Tim Cornell and John Matthews, *Atlas of the Roman World*

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing library resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

N/A

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Fall odd years)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

none

HIST 4115: History of the Middle Ages

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4115 (3-0-3)

2. Title:

History of the Middle Ages

3. Restrictions (if any):

- a. Prerequisite(s) Any 1000 or 2000 level HIST course
- b. Co-requisite(s) N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode Normal
- g. What course(s) are deleted as a consequence HIST 4100 Origins of the Western World

4. Course description for catalog:

The Medieval European civilization, as it emerged from the declining Roman Empire through its apogee in the 13th century.

5. Semester of Implementation:

Spring 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be an option for Upper Division World History Core and History of Ideas Concentration.

2. Why is the course needed at CSU?

Currently, HIST 4100 covers the origins of the Western World in one semester. The scope of the course is too great and prevents in depth analysis of the subject matter. Our majors would be better served by a more focused course that could develop analytical and research skills.

3. What similar courses (models) at other institutions have helped guide this proposal?

University of Georgia

HIST 3330. The Medieval World.

Medieval Europe from 476 to the fall of Constantinople in 1453. The rise of the Catholic Church to its dominance of thirteenth-century Europe and the struggle of kings with their feudal values will be discussed against the backdrop vs. ravages of the Inquisition and the Black Death.

Georgia State University

HIST 3510 MEDIEVAL EUROPE TO 1500

Medieval Europe to 1500. Economic, social, cultural, institutional, intellectual, and artistic developments in Europe from the fourth to the fifteenth centuries.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course should strengthen the history course offerings. HIST 4100 will no longer be offered if this course is approved.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

The Rule of St. Benedict, translated by Anthony Meisel ISBN: 0385009488

Fiefs and Vassals, by Susan Reynolds ISBN: 0198206488

Europe in the High Middle Ages, by W.C. Jordan ISBN: 0140166645

The New Concise History of the Crusades by Thomas Madden ISBN: 0742538230

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus (although the course could also be delivered on-line or in a hybrid format).

5. Attach a tentative course outline (one page or less)

Schedule of Classes:

Week 1: Late Roman Empire

Week 2: Post-Roman World

Week 3: Feudalism

Week 4: The Byzantine World

Week 5: The Carolingian Empire

Week 6: New Invaders

Week 7: Norman England

Week 8: The Holy Roman Empire

Week 9: Church Consolidation and Reform

Week 10: The 11th century Revival

Week 11: The Crusades

Week 12: The 12th century Renaissance

Week 13: Scholasticism and Science

Week 14: The Mongol threat

Week 15: The waning of the Middle Ages

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will teach this course.

2. What impact will having faculty teach this course have on other courses?

The course will not have an impact on our current course rotation.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach the course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Rosamond McKitterick, *Atlas of the Medieval World*
Joseph Strayer, ed., *Dictionary of the Middle Ages* (12 volumes)
Thomas Aquinas, *Summa Theologica* (20 volumes)
Donald Matthews, *Chronicle of the Middle Ages*
Thomas Asbridge, *The First Crusade*
Christopher Tyerman, *Fighting for Christendom*
C.W. Previte-Orton, et al, *Cambridge Medieval History* (8 volumes)

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing library resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

N/A

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Spring even years)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

none

HIST 4130: The Age of European Expansionism

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4130 (3-0-3)

2. Title:

The Age of European Expansionism

3. Restrictions (if any):

- a. Prerequisite(s) Any 1000 or 2000 level HIST course
- b. Co-requisite(s) N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode Normal
- g. What course(s) are deleted as a consequence none (renaming HIST 4130)

4. Course description for catalog:

The history of Europe from the mid-17th century through the Napoleonic Era.

5. Semester of Implementation:

Spring 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be an option for Upper Division World History Core and History of Ideas Concentration.

2. Why is the course needed at CSU?

Currently, HIST 4130 covers the Age of European Expansionism and Industrialization in one semester. The scope of the course is too great and prevents in depth analysis of the subject matter. Our majors would be better served by a more focused course that could develop analytical and research skills.

3. What similar courses (models) at other institutions have helped guide this proposal?

Georgia State University

HIST 3520 EARLY MODERN EUROPE, 1500-1789

Early Modern Europe, 1500-1789. Transition from medieval to modern Europe; special attention to the Northern Renaissance, the Protestant and Catholic Reformations; the emergence of a competitive state system; the evolution of nation states; gender roles and the preindustrial economy; and the conceptual revolution in science and philosophy.

University of Georgia

HIST 3350. The Age of Absolutism: Rulers, Subjects, Citizens.

The rise of the modern European state and its impact on society and culture from 1600 to 1789. Themes include kingship and state formation, popular revolt, aristocratic culture, Enlightenment social thought, and the collapse of the Old Regime.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course should strengthen the history course offerings. HIST 4100 will no longer be offered if this course is approved.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Crisis, Absolutism, Revolution: Europe and the World, 1648-1789, by Raymond Birn
ISBN 1551115611

Galileo in Rome: the Rise and Fall of a Troublesome Genius, by William Shea and Antonio Artigas
ISBN: 0195177584

The Enlightenment: a brief history with documents, by Margaret Jacobs ISBN 0312179979

The Oxford History of the French Revolution, by Peter Doyle ISBN 0192852213

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus (although the course could also be delivered on-line or in a hybrid format).

5. Attach a tentative course outline (one page or less)

Schedule of Classes:

Week 1: Age of Absolutism
Week 2: Rise of Eastern Europe
Week 3: Bourbon France
Week 4: English Civil War
Week 5: Baroque Civilization
Week 6: Scientific Revolution
Week 7: Enlightenment
Week 8: Colonial Empires
Week 9: Enlightened Despots
Week 10: Struggle for World Domination
Week 11: American Revolution
Week 12: End of the Ancien Regime
Week 13: French Revolution
Week 14: Age of Napoleon
Week 15: Congress of Vienna

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will teach this course.

2. What impact will having faculty teach this course have on other courses?

The course will not have an impact on our current course rotation.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach the course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

JSTOR, Galileo

Jonathan Dewald, ed., *Europe 1450 to 1789: Encyclopedia of the Early Modern World* (6 volumes)

D.E. Kennedy, *The English Revolution, 1642-1649*

Marcus Hellyer, *The Scientific Revolution: the essential readings*

Peter Gay, *Enlightenment: a comprehensive anthology*
Charles Esdaile, *The French Wars, 1792-1815* (electronic resource)
Ronald Schechter, ed., *French Revolution: the essential readings*
Susan Conner, *Age of Napoleon*

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing library resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

N/A

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Spring even years)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

none

HIST 4200: Nineteenth Century European History, 1815 to 1914

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4200 (3-0-3)

2. Title:

Nineteenth Century European History, 1815 to 1914

3. Restrictions (if any):

- a. Prerequisite(s) Any 1000 or 2000 level HIST course
- b. Co-requisite(s) N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode Normal
- g. What course(s) are deleted as a consequence none (renaming HIST 4130)

4. Course description for catalog:

The rise of modern Europe, the spread of liberalism, nationalism, and democratic forces; the industrial revolution and the resulting imperialistic and democratic rivalries among the great powers.

5. Semester of Implementation:

Fall 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be an option for Upper Division World History Core and History of Ideas Concentration.

2. Why is the course needed at CSU?

Currently, HIST 4130 covers the Age of European Expansionism and Industrialization in one semester. The scope of the course is too great and prevents in depth analysis of the subject matter. Our majors would be better served by a more focused course that could develop analytical and research skills.

3. What similar courses (models) at other institutions have helped guide this proposal?

Georgia State University

HIST 3530 EUROPE SINCE 1789

Europe since 1789. Society and politics since the age of enlightenment; special attention to revolution, reaction and reform; class, gender and industrial capitalism; imperialism and nationalism; democracy, fascism, and communism; economic integration: citizenship, immigration, and new social movements.

University of Georgia

HIST 3361. Europe's Revolutionary Century, 1789-1900.

The history of Europe from 1789 to 1900, emphasizing political and social change, the spread of

revolutionary ideas, and the rise of nation states.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course should strengthen the history course offerings. HIST 4100 will no longer be offered if this course is approved.

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
 - Outcome 6: Discuss historical findings in clear and coherent oral presentations.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

The Industrial Revolution and British Society, ed. by Patrick O’Brien ISBN 052143744X

The Communist Manifesto, by Karl Marx ISBN 1599869950

Nations and Nationalism, by Ernest Gellner ISBN 0801492637

The Scramble for Africa, 2nd Edition, by M.E. Chamberlain ISBN 0582368812

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus (although the course could also be delivered on-line or in a hybrid format).

5. Attach a tentative course outline (one page or less)

Schedule of Classes:

Week 1: The "Concert of Europe"
Week 2: The Romantic Movement
Week 3: Revolution and Reaction
Week 4: The Industrial Revolution
Week 5: Industrial Society
Week 6: Rise of Nationalism
Week 7: 1848 Revolutions
Week 8: The Second Empire
Week 9: Transformation of Russia
Week 10: Unification of Germany and Italy
Week 11: The Second Industrial Revolution
Week 12: The New Imperialism
Week 13: Science and Philosophy
Week 14: Technology and Society
Week 15: Fin-de-Siècle

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will teach this course.

2. What impact will having faculty teach this course have on other courses?

The course will not have an impact on our current course rotation.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach the course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

JSTOR, Galileo

Jonathan Hodge, ed., *The Cambridge companion to Darwin*

Edward Erwin, ed., *The Freud encyclopedia: theory, therapy, and culture*

Adam Hochschild, *King Leopold's Ghost: a story of greed, terror, and heroism in Colonial Africa*

Donald Thomas, *The Victorian underworld*

Martin Pugh, ed., *Companion to Modern European History* [electronic resource]

Martin Polley, *A-Z of Modern Europe since 1789* [electronic resource]

David AramKaiser, *Romanticism, Aesthetics, and Nationalism* [computer file]

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing library resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

N/A

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Fall odd years)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

none

HIST 4350: Modern World Intellectual History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4350 (3-0-3)

2. Title:

Modern World Intellectual History

3. Restrictions (if any):

- a. Prerequisite(s) **Any 1000 or 2000 level HIST course**
- b. Co-requisite(s) (normal or absolute)
- c. Other restrictions: e.g. major, junior standing, permission, etc. **none**
- d. Other comments: e.g. recommended sequencing, career course notice, etc.
- e. Fees: Explain! **none**
- f. Grade mode [normal or pass/fail] **normal**
- g. What course(s) are deleted as a consequence: **none**

4. Course description for catalog:

An introduction to the global history of ideas, from the mid-eighteenth century to the present.

5. Semester of Implementation:

Spring 2012

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be offered as an option for both the Upper Division World History Core and History of Ideas concentration.

2. Why is the course needed at CSU?

Modern Intellectual history is commonly offered as an upper-level undergraduate course in many history programs. It would help our majors fulfill their hour requirements in the new History of Ideas concentration within the history major.

3. What similar courses (models) at other institutions have helped guide this proposal?

University of Georgia

HIST 4373. Nineteenth-Century European Intellectual History.

European thought from 1815-1914, with emphasis on the relationship between ideas and their political and social context.

Georgia College and State University

HIST 4285, Intellectual and Cultural History of Europe. A Survey of the major trends in philosophy, literature, social and political thought, and the arts in Europe from the Reformation to the present. Attention will be paid to the cross-cultural influences on European thought.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course should strengthen the history course offerings. HIST 4350 would also be a solid related elective for students interested in philosophy, political science, psychology, and modern world literature.

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
 - Outcome 6: Discuss historical findings in clear and coherent oral presentations.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Roland Stromberg, *European Intellectual History since 1789* (6th edition)
Peter Watson, *The Modern Mind*

Primary source readings from the internet

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus

5. Attach a tentative course outline (one page or less)

Schedule of Classes:

Week 1: The Enlightenment

Week 2: The Enlightenment

Week 3: Romanticism

Week 4: Realism

Week 5: Nationalism

Week 6: Communism and Socialism

Week 7: Classical Liberalism of the late 19th century

Week 8: Conservatism

Week 9: Religion in the 19th Century and Early 20th Century: Christianity

Week 10: Religion in the 19th Century and Early 20th Century: Islam and Judaism

Week 11: Imperialism and its Critics

Week 12: Modernism

Week 13: Postmodernism

Week 14: Science in the 20th Century

Week 15: Student Presentations

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will teach this course.

2. What impact will having faculty teach this course have on other courses?

The course will not have an impact on our current course rotation.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach the course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

JSTOR, Galileo

Karl Marx, *The Communist Manifesto*

John Stuart Mill, *On Liberty*

Sigmund Freud, *Civilization and Its Discontents*

Michel Foucault, *Madness and Civilization*

Jean-Paul Sartre, *Nausea*

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing library resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

N/A

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Spring even years)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25 (every two years)

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

none

MEMORANDUM

TO: Curriculum and Academic Programs Committee

THRU: Nasser Momayezi, Dean, College of Arts and Sciences

THRU: Arts and Sciences Curriculum Committee

THRU: Sharon Hoffman, Provost

FROM: Larnell Flannagan, Chair, Department of Teacher Education

SUBJECT: New Course Proposals to Support BA/BS Secondary Education Concentrations in Biology, English, History and Mathematics

DATE: March 6, 2009

The Department of Teacher Education proposes offering new education courses in order to prepare students for teacher certification programs in secondary English, biology, history and mathematics. Students preparing to teach one of the aforementioned disciplines in a high school setting will need the appropriate content courses along with the proposed pedagogy and field/clinical education courses. These courses will be offered as required during the junior and senior years beginning Fall 2009. New course proposal forms are attached for requesting approval for offering the following courses: EDUC 3200 - Secondary School Curriculum and Assessment, EDUC 3210 - Classroom Methods and Management, EDUC 4003 Secondary Level Seminar and EDUC 4730 - Secondary Level Internship.

Below is an excerpt from the Academic Catalog including changes to be made by this proposal.

Bachelor of Science in Biology

The Bachelor of Science (B.S.) degree in Biology has been designed in consultation with Georgia employers to fit present and emerging needs in the State of Georgia. The program features two tracks: General Biology and Secondary Teacher Education. The General Biology track has emphasis in areas in Biomedical Applications, preparation for graduate school, Pre-Veterinary Medicine, Forensic Science, Environmental Science, Pre-Pharmacy, and Physical Therapy and Physicians Assistant Program Preparation. The Secondary Teacher Education track is designed to prepare students to teach high school science courses.

BACHELOR OF SCIENCE IN BIOLOGY DEGREE PROGRAM REQUIREMENTS

Core Curriculum (Areas A - E)42 hours

All Core Curriculum requirements for the Biology degree are shown in the suggested degree program sequence.

Lower Division Core Requirements (Core Curriculum Area F)18 hours

BIOL 1107 Principles of Biology I	3 hours
BIOL 1107L Principles of Biology Laboratory I.....	1 hour
BIOL 1108 Principles of Biology II	3 hours
BIOL 1108L Principles of Biology Laboratory II.....	1 hour
BIOL 2500 Introductory Plant Biology.....	2 hours
CHEM 2411 Organic Chemistry I.....	3 hours
CHEM 2411L Organic Chemistry Laboratory I.....	1 hour
CHEM 2412 Organic Chemistry II.....	3 hours
CHEM 2412L Organic Chemistry Laboratory II.....	1 hour

Upper Division Biology Major Core Requirements32 hours

BIOL 3200 Cell Biology.....	3 hours
BIOL 3250 Introductory Microbiology	3 hours
BIOL 3250L Introductory Microbiology Laboratory	1 hour
BIOL 3380 Evolution and Population Biology	3 hours
BIOL 3500 Ecology	3 hours
BIOL 3500L Ecology Laboratory	1 hour
BIOL 3650 Comparative Vertebrate Anatomy.....	3 hours
BIOL 3650L Comparative Vertebrate Anatomy Laboratory	1 hour
BIOL 4100 Animal Physiology	3 hours
BIOL 4201 Genetics.....	3 hours
PHYS 1111 Introductory Physics I	3 hours
PHYS 1111L Introductory Physics Laboratory I	1 hour
PHYS 1112 Introductory Physics II.....	3 hours
PHYS 1112L Introductory Physics Laboratory II	1 hour

Deleted: 45

Deleted: BIOL 3100
Biocomputing . 3 hours¶

Deleted: BIOL 3222 Off-Campus Internship, BIOL 3223 On-Campus Internship, BIOL 3224 Introductory Research or BIOL 4222 Biology Research Practicum . 3 hours¶

Deleted: BIOL 4202L Biotechnology Laboratory . 3 hours¶
BIOL 4500 Biology Seminar . . 1 hour¶
BIOL 4999A or BIOL 4999B Student Evaluation . 0 hours¶
CHEM 4202 Biochemistry I . 3 hours¶

Biology Major Tracks (Choose one track).

Option 1: General Biology Track..... 28 hours

BIOL 4900 Biocomputing	3 hours
BIOL 3222 Off-Campus Internship, BIOL 3223 On-Campus Internship, BIOL 3224 Introductory Research or BIOL 4222 Biology Research Practicum*.....	3 hours
BIOL 4202L Biotechnology Laboratory.....	3 hours
CHEM 4202 Biochemistry I.....	3 hours
BIOL 4500 Biology Seminar	1 hour
BIOL 4999A or BIOL 4999B Student Evaluation	0 hours
<u>Emphasis Area Courses (select 15 hours from one of the seven areas).....</u>	<u>15 hours</u>

* Consult your advisor to determine which of these courses best fits your academic needs.

Option 2: Secondary Teacher Education Track 31 hours

EDUC 2110 Investigating Critical/Contemp. Issues	3 hours
EDUC 2120 Exploring Socio-Culture	3 hours
EDUC 2130 Exploring Teaching & Learning	3 hours
EDUC 3030 Exploring-Exceptional Learner	3 hours
EDUC 3200 Curriculum and Assessment	3 hours
EDUC 3210 Classroom Management	3 hours
EDUC 4003 Seminar	1 hour
EDUC 4730 Internship	8 hours
SCI 4901 Methods and Strategies for Secondary Science Teachers	4 hours

MEMORANDUM

TO: John Burningham, Chair of CAPC

CC: Erica Gannon

FROM: Dr. Nasser Momayezi, Dean of the College of Arts and Sciences

RE: Proposal for the modification of the existing Biology Program curriculum

DATE: November 10, 2008

Modification of the Biology Program Curriculum:

We propose to revise the Biology curriculum. Below are bullet points summarizing the proposed revisions. Also attached is a marked version of the proposed curriculum compared to the current curriculum. “Track changes” was used to show the changes in the catalog curriculum.

- **Change #1:** The Department of Natural Sciences is going to include a track for Biology majors who want to teach high school science courses. We have included a “Secondary Teacher Education” track in the existing Biology degree program. Students can complete a BS in Biology and be certified to teach high school science courses. The BS in Biology degree program with the Secondary Teacher Education track includes 123 total hours (see discussion below). The EDUC courses in the BS in Biology Secondary Education track will be taught by the Department of Teacher Education. Course proposals to support secondary education tracks in various existing baccalaureate programs (History, English, and Math) will be submitted soon by the Department of Teacher Education.

○ **Justification (see attached USG Strategic Plan):**

- There is currently a shortage of secondary education teachers in Science, Technology, Engineering and Math (STEM) fields in Georgia. The University System of Georgia Strategic Plan goal number four states that the USG will strengthen its partnerships with the state’s other education agencies. Within this goal the USG will address the challenge of increasing demand for high quality, effective teachers for Georgia’s public schools. Two actions proposed by the Board of Regents are to double the number and diversity of teachers produced by USG institutions and to prepare more mathematics and science teachers at USG institutions. Clayton State is including this new track to help meet the USG strategic plan to double the number of teachers and to prepare more science teachers at USG institutions.
- The proposed BS in Biology with Secondary Teacher Education Track is very similar to other models at sister institutions. It requires 123 credit hours, which is actually lower than other schools such as Kennesaw State University.

- **Change #2:** Department of Natural Sciences is going to change the Upper Division Biology Core by moving the following courses from the Upper Division Biology core to a track called “**General Biology**”:

CHEM 4202	BIOL 4202L	BIOL 4900
BIOL 4999 A or B	Choice of Internship/Practicum Course	

After this change is complete ALL Biology majors will be required to complete the general core curriculum areas A-F (60 hours), the Biology core (32 hours) and one of two tracks. The track called “General Biology Track” will contain 28 hours and will include the courses listed above along with 15 additional hours (directed electives) they select from courses listed in 7 different emphasis areas. These emphasis areas currently exist. This track will be taken by students who do not aim to be certified as secondary education teachers. The track called “Secondary Teacher Education Track” will contain 31 hours and will include courses specific to secondary education. Please see the proposed new curriculum for details.

○ **Justification:**

- In order to be properly prepared for teaching high school science courses, several criteria should be met. First, teachers should have the knowledge and ability to meet the Georgia performance standards, Professional Standards Commission certification rules and the National Council for Accreditation of Teacher Education standards. The Department of Teacher Education will propose several new courses to prepare Secondary Education majors in these areas. It has been determined that secondary education majors should have at least 31 credit hours to prepare them for teaching and to meet accrediting agencies standards. The 31 credit hours of courses will be placed in the “Secondary Teacher Education” track. It is also important that teachers have the scientific knowledge required to teach high school students science effectively. The National Science Teacher Association guidelines and the Georgia Performance Standards for grades 9-12 are clearly met by the newly proposed biology core and the existing areas D and F of general education core of the Biology degree. The courses that were removed are not necessary for high school science teachers to teach well and are not typically found in a Secondary Education Science Program. They are geared towards students who are seeking to either go to graduate school in a biological and biochemical related field or to professional school in a medical related field.
- There may be some concern that the BS in Biology Program with a track in Secondary Teacher Education has 123 total hours, which is 3 hours more than a typical BS program. Most Secondary Education Programs do have over 120 hours. The University System of Georgia has, in the past, approved program slightly above 120 hours in teacher education due to the accreditation requirements. There is no other 3 hour course that can be removed from the Secondary Teacher Education Track or the Biology Core that would not compromise the student’s ability to gain adequate knowledge in biology or teacher education.

EDUC 3200 - Secondary School Curriculum and Assessment

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Teacher Education

Degree Program: B.S or BA in Biology, History, Mathematics or English with Emphasis in Secondary Education

<u>Larnell Flannagan</u>	<u>3/3/09</u>	Action Taken
Signature, Department Head	Date of Action	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Non-Applicable

School/College: _____

		Action Taken
Signature, Dean of School/College originating proposal	Date of Action	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Non-Applicable

Provost Office

		Action Taken
Signature, Associate Provost	Date of Action	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Non-Applicable

CAPC

		Action Taken
Signature, Chairperson of CAPC	Date of Action	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Non-Applicable

Provost

		Action Taken
Signature, Provost	Date of Action	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

EDUC 3200 (3-1-3)

2. Title: Secondary School Curriculum and Assessment

3. Restrictions (if any):

- a. Prerequisite(s) EDUC 2110, EDUC 2120 and EDUC 2130
- b. Co-requisite(s) (normal or absolute) None
- c. Other restrictions: Admission in a secondary education program and junior/senior standing
- d. Other comments: None
- e. Fees: Explain: None
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

This course is designed to offer a critical examination of standards and other influences on the modern secondary education curriculum. The course will provide an overview of the theories and application of developing the secondary school curriculum and instructional strategies, current trends, problems and challenges posed to the curriculum. Additionally, the course will study the rise of the assessment movement, its importance, and its use in the classroom. Candidates will explore teaching, learning and assessment strategies along with using instructional technologies, materials and resources for appropriate learning. Field experience is required. Candidates must be admitted to a secondary education program, have junior/senior standing and proof of liability insurance to participate in the course.

Prerequisite(s): EDUC 2110, EDUC 2120 and EDUC 2130

5. Semester of Implementation:

Fall 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?
This course will be required for the biology, history, mathematics and English major concentrating in teaching secondary education, and it will be offered to juniors and seniors in the Secondary Ed. Programs. The course is important to the understanding and practice of education. It should provide a philosophical and practical understanding of the modern curriculum, modes of instruction and assessment.
2. Why is the course needed at CSU?
To increase the need for highly qualified teachers for Georgia's public schools, CSU desires to assist by training pre-service teachers, at diverse levels, in a wide array of fields. English, science and mathematics teachers have been identified as critical areas of shortage by the state of Georgia, along with other teaching areas. School systems are constantly seeking teachers, and often contact our Coordinator of Educational Field Experiences regarding potential recruitment of graduates. In addition, the Department of Teacher Education receives regular calls and e-mails from individuals interested in being certified to teach high school. By offering bachelor's

degrees in four fields with an emphasis in secondary education, we can accommodate these interested persons at CSU, rather than having to direct them to certification programs at other state-supported universities. Thus, we can help “fill the void” that presently exists and alleviate a teacher shortage.

3. What similar courses (models) at other institutions have helped guide this proposal?

Augusta State Univ: SCED 4101 - Secondary School Student: Implications for Curriculum, Instruction, Assessment and Management (2-2-3)

Using knowledge bases derived from educational research and learning theory relevant to adolescents, students will study the characteristics of secondary school learners and the principles of educational psychology that inform our understanding of these learners. The course will examine that population in terms of multiculturalism and special needs; it will explore the implications of these learner characteristics for curriculum, instruction, and assessment. *Prerequisite(s): Admission to teacher education.*

Macon State College: EDUC 3550 - Assessment for Learning

In this course candidates will design, select, and administer assessments for learning. In addition, students will learn to use assessment results to make instructional decisions, plan instructional activities, and develop appropriate grading practices. Particular focus will be upon communication of results to students, parents, and other educators. Use of technology is required. This course is aligned with state and national standards.

Agnes Scott College: 312f - Curriculum for Secondary Education -4 hours

Curriculum development and lesson planning to accommodate all learners. Two hours in class, six hours field experience weekly, and a five-day, full-time internship in public school classroom to occur prior to the start of the fall semester in conjunction with public school openings. Corequisite: 310, and admission to the teacher education program.

Augusta State Univ: SCED 4102 - Secondary School Context and Curriculum Coherence and Classroom Management (2-2-3)

Using language bases derived from educational research, from state, national, and local curriculum standards, and from secondary school effective practices, students will examine the secondary school curriculum in terms of the connections that exist among the subject area disciplines and in terms of the strategies that secondary school teachers and learners use (including models of teaching, critical thinking techniques, and approaches to content area reading). Students will examine the secondary school in its historical and political context as well as in relation to pertinent philosophical issues. Students will examine multiple models of classroom management and their relationship to the learning environment of the classroom. *Prerequisite(s): Admission to teacher education.*

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

Students need to have a proper understanding of current issues in education, diversity teaching and special education before dealing with the concerns of curriculum and assessment.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

None

C. Course Content

1. What learning outcomes for the major will the course address?

The Teacher Education Unit Outcomes and Candidate Proficiencies enumerated below come from the knowledge base that was written to address what candidates should know and be able to do upon completion of the programs. During the programs of study, the following teacher education outcomes are addressed. These outcomes are aligned with the conceptual framework descriptors and to INTASC Principles and essential knowledge (k), skills (s) and dispositions (d) as relevant.

1. **Diagnoses Learning Needs-** The candidate uses a variety of assessment techniques and utilizes appropriate technologies to gather information about all students and integrates this information to determine learners' strengths and areas to be developed. (INTASC 1,8,9—Collaborative, Reflective, Competent—Skills)
 - a. Assesses student knowledge with methods appropriate to the learning goals and objectives (1a. s)
 - b. Synthesizes information from assessment data (1b. s)
 - c. Uses assessment processes appropriate to all student academic development (1c. s)
 - d. Reflects on diagnosis and assessment of learning in teaching experiences for modifying instruction appropriate for all learners (1d. s)

2. **Plans for Student Learning-** The candidate integrates knowledge of content discipline, of the nature of diverse learners, of learning theories, of instructional strategies and of professional standards and state/local curriculum guides to plan instruction. (INTASC 1,2,3,4,5,6,7,9—Reflective, Competent, Caring—Knowledge—Skills)
 - a. Uses student input and information from diagnosis of student learning needs in developing learning goals and objectives (2a. s)
 - b. Plans for use of a variety of instructional strategies to address learners with diverse learning styles and special needs (2b. k, s)
 - c. Evaluates teaching resources and curriculum materials, including educational technology for effectiveness, completeness and accuracy and plans for their appropriate use (2c. k, s)
 - d. Plans equitable teaching/learning processes to address learners from diverse cultural backgrounds and with exceptionalities (2d. k, s)
 - e. Plans lessons which incorporate authentic situations, previous learning and interdisciplinary content (2e. k, s)
 - f. Reflects on planning for student learning (2f. s)

3. **Facilitates Student Learning-** The candidate implements instructional plans with flexibility and is guided by knowledge of discipline content, of the nature of all learners, of learning theories and of instructional strategies. (INTASC 1,2,3,4,5,6,7,9,10—Reflective, Competent, Caring—Knowledge—Skills)
 - a. Employs effective classroom management techniques (3a. s)
 - b. Uses individual and group motivation techniques for encouraging positive social interaction and self-involvement (3b. s)
 - c. Encourages individual participation while directing group activity (3c. s)
 - d. Uses multiple resources (human, media, technology) effectively for instruction (3d. k, s)

4. Demonstrates Appropriate Knowledge- The candidate has general knowledge in the liberal arts and sciences and possesses discipline specific knowledge at a level appropriate for the chosen teaching field.

(INTASC 1,7—Competent—Knowledge—Skills)

- a. Communicates effectively, incorporating the use of technology when appropriate (4a. k, s)
- b. Demonstrates discipline knowledge appropriate to the chosen teaching field (4b. k)
- c. Integrates knowledge across disciplines, including multicultural and global perspectives (4c. k)
- d. Accesses knowledge to stay current in one's field (4d. k)
- e. Reflects on one's strength and weaknesses as a learner (4e. s)

5. Fosters Student Well-being to Support Learning- The candidate interacts with diverse students, school colleagues, parents, and agencies in the larger community to foster student well being and learning. (INTASC 5,8,9,10—Collaborative, Caring, Committed—Skills)

- a. Identifies socio-cultural factors beyond the school that hamper student learning and uses resources within the school and community to mitigate these factors (5a. s)
- b. Communicates with parents or guardians as an essential activity in promoting student well-being and learning (5b. s)
- c. Reflects on use of community resources and interactions with parents and school colleagues to improve the well-being of all learners (5c. s)

6. Assumes the Role of Professional Teacher- The candidate acts in accordance with the structure, standards and responsibilities of the profession and recognizes the role of the school in supporting a democratic society.

(INTASC 1,9,10—Competent, Collaborative, Caring, Committed—Knowledge—Skills—Dispositions)

- a. Demonstrates an awareness of the political, legal, and ethical issues that impact on professional practices (6a. k, d)
- b. Works collaboratively with colleagues as a professional (6b. d)
- c. Values using technology as a professional resource and a management tool (6c. s)
- d. Reflects on professional development as an on-going process (6d. s)
- e. Exhibits the professional dispositions of a teacher (6e. d)
 - maintains a professional appearance
 - maintains regular attendance
 - maintains positive attitude and character
 - is collaborative and participatory
 - demonstrates a strong work ethic
 - shows respect for the profession

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

The course will address the general outcomes of communication and critical thinking as they are described in the conceptual framework and the Teacher Education Unit Outcomes and Candidate Proficiencies. Specifically, students will exercise communication skills in their studies and course requirements. They will exercise critical thinking during such activities as lesson planning, grading, participating in faculty meetings, and reflective journaling.

3. Tentative course materials (textbooks, software, etc.)

George Posner (2004), *Analyzing the Curriculum*
 W. James Popham (2008), *Classroom Assessment: What Teachers Need to Know*
 Livetext data management system [<http://www.livetext.com>]

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On- Campus

5. Attach a tentative course outline (one page or less)

Week 1	Posner Chapters 2 & 3- What is the Curriculum? Why do we study it and how do we study it?
Week 2	Posner Chapter 4- What is the purpose and content of the curriculum?
Week 3	Posner Chapter 6- How is the curriculum organized?
Week 4	Posner chapter 8- What is “framing” the curriculum? How do you implement?
Week 5	Posner chapter 10- Evaluating the curriculum
Week 6 & 7	Evaluation of Georgia Performance Standards, Create Unit plans
Week 8	Popham chapter 1-Why assessment is important for teachers
Week 9	Popham chapter 5-What should you assess and how?
Week 10	Popham chapter 6- How to create selected response tests
Week 11	Popham chapter 7- How to create constructed-response tests
Week 12	Popham chapter 8- How and when to use performance assessments
Week 13	Popham chapter 13-How do you make sense of standardized test scores
Week 14 &15	Individual evaluations of assessments designed for Unit plans and final

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty

2. What impact will having faculty teach this course have on other courses?

An existing full-time faculty member will teach this course and a part-time faculty will teach a course that the full-time faculty normally teaches.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

All full-time faculty

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Journals:

Social Education

Theory into Practice

School Science & Mathematics

Teaching Children Mathematics

Language Arts

6. What additional library resources must be added to support the proposed course?

None

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

Current funding is adequate.

Part E. Enrollment

1. What is the estimated number of sections per year? 1
2. What is the estimated average enrollment per section? 60
3. What is the estimated total enrollment per year? 60
4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any) None

EDUC 3210 - Classroom Methods and Management

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Teacher Education

Degree Program: Bachelor of Arts or Science in Biology, English, History or Mathematics with Emphasis in Secondary Education

Larnell Flannagan
Signature, Department Head

3/04/09 **Action Taken**
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts and Sciences

Signature, Dean of School/College originating proposal

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

EDUC 3210 (3-1-3)

2. Title: Classroom Methods and Management

3. Restrictions (if any):

- a. Prerequisite(s) EDUC 2110, EDUC 2120 and EDUC 2130
- b. Co-requisite(s) (normal or absolute) none
- c. Other restrictions: Must be admitted to a secondary education program and have junior or senior year status.
- d. Other comments: None
- e. Fees: Explain
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

This course is designed to examine theories of discipline and motivation. It will focus on principles of classroom management and organization, building relationships and rapport, and considering alternative behavior management plans. In addition, candidates will learn teaching methods such as the use of time, space, and materials for instruction as management techniques. Topics will address how knowledge of general teaching methods and classroom management may improve teacher quality and student outcomes, including closing the achievement gap. Candidates will learn general methods for teaching English Language Learners (ELL), and differentiation of instruction for diverse learners. Field experience is required. Candidates must be admitted to a secondary education program, have junior/senior standing and proof of liability insurance to participate in the course.

Prerequisite(s): EDUC 2110, EDUC 2120 and EDUC 2130.

5. Semester of Implementation:

Fall 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

This course will be required for the Secondary Education major and it will be offered to juniors and seniors in the Secondary Ed. Program. The course is important to the understanding and practice of education. It will provide students with general teaching methods for teaching English Language Learners (ELL), differentiation of instruction and diversity. The course will also study different models for classroom management to better equip candidates for the challenges of teaching in the high school.

2. Why is the course needed at CSU?

To increase the need for highly qualified teachers for Georgia's public schools, CSU desires to assist by training pre-service teachers, at diverse levels, in a wide array of fields. English, science and mathematics teachers have been identified as critical areas of shortage by the state of Georgia, along with other teaching areas. School systems are constantly seeking teachers, and often contact our Coordinator of Educational Field Experiences regarding potential recruitment of graduates. In addition, the department of Teacher Education receives regular calls and e-mails from individuals interested in being certified to teach high school. By offering bachelor's degrees in four fields with an emphasis in secondary education, we can accommodate these interested persons at CSU, rather than having to direct them to certification programs at other state-supported universities. Thus, we can help "fill the void" that presently exists and alleviate a teacher shortage.

3. What similar courses (models) at other institutions have helped guide this proposal?

Mercer University: EDUC 406. Classroom Management for MLE and SEC (3 hours)

This course is an introduction to theory, knowledge, and strategies for classroom management for educators who work with middle level and secondary students. Focus is on management as a triangular model that demonstrates the inter-relatedness of content, conduct, and covenant relationships. Practical application is emphasized, and teacher candidates are expected to develop their own relevant classroom management plans that could be effectively implemented in the public school classroom.

Columbus State University: EDUF 4115. Classroom Management (2-0-2) *Co-requisites:* ARTE 4485, EDCI 4485, PELM 4485, or SPED 4485. Focuses on the concepts, principles and theories in implementing best practice classroom management. Surveys traditional approaches to behavior management and their limitations. Examines ways of creating positive, productive school climates and of structuring classrooms for success. Investigates methods which encourage home/school partnerships and the collaborative implementation of classroom discipline and management strategies.

Columbus State University: EDSE 4135. Curriculum and Methods in Secondary Science (3-6-6)

Prerequisite: Admission to Teacher Education. Lesson and unit planning, curriculum design, implementation strategies, and selection of materials for secondary science. Emphasis on science processes and recommendations from national curriculum movements. In depth supervised participation in planning, instructing and assessing student learning. Teacher candidates will develop and refine skills for teaching whole class groups of adolescents in grades 6-12.

Columbus State University: EDSE 4225. Curriculum and Methods in Secondary Mathematics (3-6-6)

Prerequisites: Admission to Teacher Education and 18 hours of required MATH courses. Curriculum and methods including resources, tools and strategies for teaching secondary mathematics. Emphasis on 9-12 mathematics.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

Students need to have a proper understanding of current issues in education and special education before tackling the issue of classroom management.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.) None

C. Course Content

1. What learning outcomes for the major will the course address?

The Teacher Education Unit Outcomes and Candidate Proficiencies enumerated below come from the knowledge base that was written to address what candidates should know and be able to do upon completion of the programs. During the programs of study, the following teacher education outcomes are addressed. These outcomes are aligned with the conceptual framework descriptors and to INTASC Principles and essential knowledge (k), skills (s) and dispositions (d) as relevant.

1. Diagnoses Learning Needs- The candidate uses a variety of assessment techniques and utilizes appropriate technologies to gather information about all students and integrates this information to determine learners' strengths and areas to be developed. (INTASC 1,8,9—Collaborative, Reflective, Competent—Skills)

- a. Assesses student knowledge with methods appropriate to the learning goals and objectives (1a. s)
- b. Synthesizes information from assessment data (1b. s)
- c. Uses assessment processes appropriate to all student academic development (1c. s)
- d. Reflects on diagnosis and assessment of learning in teaching experiences for modifying instruction appropriate for all learners (1d. s)

2. Plans for Student Learning- The candidate integrates knowledge of content discipline, of the nature of diverse learners, of learning theories, of instructional strategies and of professional standards and state/local curriculum guides to plan instruction. (INTASC 1,2,3,4,5,6,7,9—Reflective, Competent, Caring—Knowledge—Skills)

- a. Uses student input and information from diagnosis of student learning needs in developing learning goals and objectives (2a. s)
- b. Plans for use of a variety of instructional strategies to address learners with diverse learning styles and special needs (2b. k, s)
- c. Evaluates teaching resources and curriculum materials, including educational technology for effectiveness, completeness and accuracy and plans for their appropriate use (2c. k, s)
- d. Plans equitable teaching/learning processes to address learners from diverse cultural backgrounds and with exceptionalities (2d. k, s)
- e. Plans lessons which incorporate authentic situations, previous learning and interdisciplinary content (2e. k, s)
- f. Reflects on planning for student learning (2f. s)

3. Facilitates Student Learning- The candidate implements instructional plans with flexibility and is guided by knowledge of discipline content, of the nature of all learners, of learning theories and of instructional strategies. (INTASC 1,2,3,4,5,6,7,9,10—Reflective, Competent, Caring—Knowledge—Skills)

- a. Employs effective classroom management techniques (3a. s)
- b. Uses individual and group motivation techniques for encouraging positive social interaction and self-involvement (3b. s)
- c. Encourages individual participation while directing group activity (3c. s)

- d. Uses multiple resources (human, media, technology) effectively for instruction (3d. k, s)

4. Demonstrates Appropriate Knowledge- The candidate has general knowledge in the liberal arts and sciences and possesses discipline specific knowledge at a level appropriate for the chosen teaching field.

(INTASC 1,7—Competent—Knowledge—Skills)

- a. Communicates effectively, incorporating the use of technology when appropriate (4a. k, s)
- b. Demonstrates discipline knowledge appropriate to the chosen teaching field (4b. k)
- c. Integrates knowledge across disciplines, including multicultural and global perspectives (4c. k)
- d. Accesses knowledge to stay current in one's field (4d. k)
- e. Reflects on one's strength and weaknesses as a learner (4e. s)

5. Fosters Student Well-being to Support Learning- The candidate interacts with diverse students, school colleagues, parents, and agencies in the larger community to foster student well being and learning. (INTASC 5,8,9,10—Collaborative, Caring, Committed—Skills)

- a. Identifies socio-cultural factors beyond the school that hamper student learning and uses resources within the school and community to mitigate these factors (5a. s)
- b. Communicates with parents or guardians as an essential activity in promoting student well-being and learning (5b. s)
- c. Reflects on use of community resources and interactions with parents and school colleagues to improve the well-being of all learners (5c. s)

6. Assumes the Role of Professional Teacher- The candidate acts in accordance with the structure, standards and responsibilities of the profession and recognizes the role of the school in supporting a democratic society.

(INTASC 1,9,10—Competent, Collaborative, Caring, Committed—Knowledge—Skills—Dispositions)

- a. Demonstrates an awareness of the political, legal, and ethical issues that impact on professional practices (6a. k, d)
- b. Works collaboratively with colleagues as a professional (6b. d)
- c. Values using technology as a professional resource and a management tool (6c. s)
- d. Reflects on professional development as an on-going process (6d. s)
- e. Exhibits the professional dispositions of a teacher (6e. d)
 - maintains a professional appearance
 - maintains regular attendance
 - maintains positive attitude and character
 - is collaborative and participatory
 - demonstrates a strong work ethic
 - shows respect for the profession

- 2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

The course will address the general outcomes of communication and critical thinking as they are described in the conceptual framework and the Teacher Education Unit Outcomes and Candidate Proficiencies. Specifically, students will exercise communication skills in their field studies and course requirements. They will exercise critical thinking during such activities as

lesson planning, grading, participating in faculty meetings, and reflective journaling.

3. Tentative course materials (textbooks, software, etc.)

Jacobson, Eggen and Kauchak (2009), *Methods for teaching: Promoting student learning in K-12 classrooms*

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On Campus

5. Attach a tentative course outline (one page or less)

See below:

Weekly Course Outline

Week 1	Jacobson chapter1 Intro: A Model for Teaching
Week 2	Jacobson chapter 2- Classroom Management-Prevention
Week 3	Jacobson chapter 3- Classroom Management- Prevention
Week 4	Jacobson chapter 3- Classroom Management- Interventions
Week 5	Jacobson chapter 4- Standards and Goals for Instruction
Week 6	Jacobson chapter 5- Formulating Goals and Objectives
Week 7	Midterm
Week 8	Jacobson chapter 6-Planning for Assessment w/Standards
Week 9	Jacobson chapter 7- Questioning strategies (Turn in Unit Plans)
Week 10	Jacobson chapter 8- Teacher Centered Strategies
Week 11	Jacobson chapter 9- Student Centered Strategies
Week 12	Demonstrations of teacher and student centered strategies
Week 13	Jacobson chapter 10- Building on learner differences—Inst. Strategies
Week 14	Demonstrations for ELL, At Risk, Inclusion
Week 15	Final

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing full-time faculty.

2. What impact will having faculty teach this course have on other courses?

An existing full-time faculty member will teach this course and a part-time faculty will teach a course that the full-time faculty normally teaches.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

All by full-time

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Journals:

Social Education

School and Society

Education

6. What additional library resources must be added to support the proposed course?

None

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

Current funding is adequate.

Part E. Enrollment

1. What is the estimated number of sections per year? 1
2. What is the estimated average enrollment per section? 60
3. What is the estimated total enrollment per year? 60
4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (Explanation, if any) None

EDUC 4003—Secondary Level Seminar

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Teacher Education

Degree Program: Bachelor of Arts or Science in Biology, English, History, or Mathematics with Emphasis in Secondary Education

<u>Larnell Flannagan</u>	<u>3/4/09</u>	Action Taken
Signature, Department Head	Date of Action	<input checked="" type="checkbox"/> Approved
		<input type="checkbox"/> Disapproved
		<input type="checkbox"/> Non-Applicable

School/College: Arts and Sciences

		Action Taken
Signature, Dean of School/College originating proposal	Date of Action	<input type="checkbox"/> Approved
		<input type="checkbox"/> Disapproved
		<input type="checkbox"/> Non-Applicable

Provost Office

		Action Taken
Signature, Associate Provost	Date of Action	<input type="checkbox"/> Approved
		<input type="checkbox"/> Disapproved
		<input type="checkbox"/> Non-Applicable

CAPC

		Action Taken
Signature, Chairperson of CAPC	Date of Action	<input type="checkbox"/> Approved
		<input type="checkbox"/> Disapproved
		<input type="checkbox"/> Non-Applicable

Provost

		Action Taken
Signature, Provost	Date of Action	<input type="checkbox"/> Approved
		<input type="checkbox"/> Disapproved
		<input type="checkbox"/> Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

EDUC 4003 (1-0-1)

2. Title: Secondary Level Seminar

3. Restrictions (if any):

- a. Prerequisite(s) EDUC 3030, EDUC 3200 & EDUC 3210
- b. Co-requisite(s) EDUC 4730
- c. Other restrictions: Admission in a secondary teacher education program and senior standing
- d. Other comments: None
- e. Fees: None
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

This course is the seminar portion of the spring student teaching internship. It is designed to amalgamate and assimilate candidates' clinical experience with theory, investigation, and practice of teaching in secondary school settings. Weekly seminar sessions may include such topics as: professional ethics, application of classroom management strategies, use of instructional methods for teaching high school students of special needs and of diverse backgrounds, and knowledge of appropriate use of assessments. Seminar content is directly related to and extended from internship. Admission to a bachelor's program in biology, history, English, or mathematics with emphasis in secondary education and senior standing are required. Candidates must have proof of liability insurance to participate in the course.

Prerequisite(s): EDUC 3030, EDUC 3200 & EDUC 3210

Co-requisite(s): EDUC 4730

5. Semester of Implementation:

Spring 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The bachelor's degree in biology, English, history, or mathematics with an emphasis in secondary education is designed in order for individuals to obtain a bachelor's in a content-specific field, plus a teaching certificate. This initial certification will prepare them to teach secondary biology, English, history, or mathematics and will help fulfill the great need for new teachers in the near future. The secondary education emphasis will consist of content specific classes, curriculum methods, and classroom management courses, as well as clinical experience. Respect for diversity in the school setting and the use of educational technology will be emphasized throughout all courses.

2. Why is the course needed at CSU?

To increase the need for highly qualified teachers for Georgia's public schools, CSU desires to assist by attracting potential pre-service secondary educators. English, science and mathematics teachers have been identified as critical areas of shortage by the state of Georgia, along with some other teaching areas. School systems are constantly seeking teachers in these areas, and often contact our Department of Teacher Education making inquiries regarding potential math and English middle level teachers. In addition, the departments of Teacher Education, Language and Literature, Social Sciences and Mathematics receive regular calls and e-mails from individuals interested in being certified to teach middle and secondary English, history, mathematics and biology. As a result, we must direct them to other state-supported universities that offer secondary education degrees, or post-baccalaureate certification programs, since CSU cannot accommodate them. Thus, CSU can "fill the void" that presently exists and provide an alternative teacher preparation program for individuals who have a bachelor's degree, but do not have teacher preparation coursework in order to be certified.

3. What similar courses (models) at other institutions have helped guide this proposal?

Columbus State University, EDCI 4795. Student Teaching Seminar (1-0-1) Discussion of common problems encountered in student teaching conducted in a seminar setting.

Kennesaw State University, SCED 4475. Student Teaching Science. 12 credit hours. *Prerequisite: Admission to Student Teaching.* Full-time teaching experience in science under the supervision of a secondary school cooperating teacher and a college science education supervisor. **Includes regularly scheduled seminars.**

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

A thorough knowledge of curriculum & assessment issues and classroom management is necessary prior to student teaching.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

None

C. Course Content

1. What learning outcomes for the emphasis will the course address?

The Teacher Education Unit Outcomes and Candidate Proficiencies enumerated below come from the knowledge base that was written to address what candidates should know and be able to do upon completion of the programs. During the programs of study, the following teacher education outcomes are addressed. These outcomes are aligned with the conceptual framework descriptors and to INTASC Principles and essential knowledge (k), skills (s) and dispositions (d) as relevant.

1. Diagnoses Learning Needs- The candidate uses a variety of assessment techniques and utilizes appropriate technologies to gather information about all students and integrates this information to determine learners' strengths and areas to be developed. (INTASC 1,8,9—Collaborative, Reflective, Competent—Skills)

- a. Assesses student knowledge with methods appropriate to the learning goals and objectives (1a. s)
- b. Synthesizes information from assessment data (1b. s)
- c. Uses assessment processes appropriate to all student academic development (1c. s)
- d. Reflects on diagnosis and assessment of learning in teaching experiences for modifying instruction appropriate for all learners (1d. s)

2. Plans for Student Learning- The candidate integrates knowledge of content discipline, of the nature of diverse learners, of learning theories, of instructional strategies and of professional standards and state/local curriculum guides to plan instruction.

(INTASC 1,2,3,4,5,6,7,9—Reflective, Competent, Caring—Knowledge—Skills)

- a. Uses student input and information from diagnosis of student learning needs in developing learning goals and objectives (2a. s)
- b. Plans for use of a variety of instructional strategies to address learners with diverse learning styles and special needs (2b. k, s)
- c. Evaluates teaching resources and curriculum materials, including educational technology for effectiveness, completeness and accuracy and plans for their appropriate use (2c. k, s)
- d. Plans equitable teaching/learning processes to address learners from diverse cultural backgrounds and with exceptionalities (2d. k, s)
- e. Plans lessons which incorporate authentic situations, previous learning and interdisciplinary content (2e. k, s)
- f. Reflects on planning for student learning (2f. s)

3. Facilitates Student Learning- The candidate implements instructional plans with flexibility and is guided by knowledge of discipline content, of the nature of all learners, of learning theories and of instructional strategies. (INTASC 1,2,3,4,5,6,7,9,10—Reflective, Competent, Caring—Knowledge—Skills)

- a. Employs effective classroom management techniques (3a. s)
- b. Uses individual and group motivation techniques for encouraging positive social interaction and self-involvement (3b. s)
- c. Encourages individual participation while directing group activity (3c. s)
- d. Uses multiple resources (human, media, technology) effectively for instruction (3d. k, s)

4. Demonstrates Appropriate Knowledge- The candidate has general knowledge in the liberal arts and sciences and possesses discipline specific knowledge at a level appropriate for the chosen teaching field.

(INTASC 1,7—Competent—Knowledge—Skills)

- a. Communicates effectively, incorporating the use of technology when appropriate (4a. k, s)
- b. Demonstrates discipline knowledge appropriate to the chosen teaching field (4b. k)
- c. Integrates knowledge across disciplines, including multicultural and global perspectives (4c. k)
- d. Accesses knowledge to stay current in one's field (4d. k)

- e. Reflects on one's strength and weaknesses as a learner (4e. s)

5. Fosters Student Well-being to Support Learning- The candidate interacts with diverse students, school colleagues, parents, and agencies in the larger community to foster student well being and learning. (INTASC 5,8,9,10—Collaborative, Caring, Committed—Skills)

- a. Identifies socio-cultural factors beyond the school that hamper student learning and uses resources within the school and community to mitigate these factors (5a. s)
- b. Communicates with parents or guardians as an essential activity in promoting student well-being and learning (5b. s)
- c. Reflects on use of community resources and interactions with parents and school colleagues to improve the well-being of all learners (5c. s)

6. Assumes the Role of Professional Teacher- The candidate acts in accordance with the structure, standards and responsibilities of the profession and recognizes the role of the school in supporting a democratic society.

(INTASC 1,9,10—Competent, Collaborative, Caring, Committed—Knowledge—Skills—Dispositions)

- a. Demonstrates an awareness of the political, legal, and ethical issues that impact on professional practices (6a. k, d)
- b. Works collaboratively with colleagues as a professional (6b. d)
- c. Values using technology as a professional resource and a management tool (6c. s)
- d. Reflects on professional development as an on-going process (6d. s)
- e. Exhibits the professional dispositions of a teacher (6e. d)
 - maintains a professional appearance
 - maintains regular attendance
 - maintains positive attitude and character
 - is collaborative and participatory
 - demonstrates a strong work ethic
 - shows respect for the profession

- 2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

The course will address the general outcomes of communication and critical thinking as they are described in the conceptual framework and the Teacher Education Unit Outcomes and Candidate Proficiencies. Specifically, students will exercise communication & critical thinking skills by deconstructing field experiences, in seminar sessions, and discussing school context.

- 3. Tentative course materials (textbooks, software, etc.)

What to Look for in a Classroom ...And Other Essays by Alfie Kohn (2000)

Secondary Education: The Key Concepts by J. Wellington (2006)

Ethical Decision Making in School Administration by Paul Wagner (2008)

Livertext data management system [<http://www.livertext.com>]

- 4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On campus

5. Attach a tentative course outline (one page or less)

See final page

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

New qualified faculty

2. What impact will having faculty teach this course have on other courses?

None

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

All by full-time faculty

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

Transportation for university field supervisor to visit school sites is required.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Journals:

American Journal of Education

American Educational Research Journal

Journal of Education

6. What additional library resources must be added to support the proposed course?

None

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

There are adequate library resources.

Part E. Enrollment

1. What is the estimated number of sections per year? 1

2. What is the estimated average enrollment per section? 60

3. What is the estimated total enrollment per year 60

4. What is the estimated reduction in enrollment in other courses as a consequence of the new

course? (explanation, if any) None

Weekly Course Outline

Weeks One and Two

Students will share school demographics and discuss key issues such as the impact of immigration on education, socio-economic status and parent involvement, gender issues and disability rights.

Weeks Three and Four

In these weeks, there will be further examination of contemporary issues: school safety, availability of technology, and school reform.

Weeks Five and Six

Students will be introduced to panels of critical school resource personnel for informative Q & A sessions, such as school resource officers, school counselors, special educators, school nurses, and school psychologists. They will finalize a School Context Paper. *

Weeks Seven and Eight

Students will revisit classroom management issues such as nonverbal communication and discipline philosophies ranging from assertive discipline to positive discipline. An exploration of rewards and consequences will take place.

Weeks Nine and Ten

In these weeks, a review of the Georgia Professional Standards Commission Code of Ethics will take place. They will examine professional ethics and explore ethical case studies in education.

Weeks Eleven and Twelve

Students will examine assessment in the school context. Specifically, they will study particular schools' performance on standardized tests, using the GA Department of Education website data. They will study the aggregated and disaggregated data (e.g., ESL students and students with disabilities) that is available.

Weeks Thirteen and Fourteen

Educational statistics will be reviewed, and students will practice pre and post surveying of student knowledge and graphing techniques.

Week Fifteen

Students will finalize their Action Research Projects * for group presentation and insertion into Livetext.

* Portfolios will be maintained online in Livetext. Portfolios for this course will contain a school context paper and an action research project.

EDUC 4730 - Secondary Level Internship

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Teacher Education

Degree Program: **Bachelor of Arts or Science in Biology, English, History, or Mathematics with Emphasis in Secondary Education**

Larnell Flannagan
Signature, Department Head

3/4/09 **Action Taken**
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts and Sciences

Signature, Dean of School/College originating proposal

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

EDUC 4730 (0-36-8)

2. Title: Secondary Level Internship

3. Restrictions (if any):

- a. Prerequisite(s): EDUC 3030, EDUC 3200 & EDUC 3210
- b. Co-requisite(s) (normal or absolute) EDUC 4003
- c. Other restrictions: Admission in a secondary education program and senior standing
- d. Other comments: None
- e. Fees: None
- f. Grade mode: Pass/Fail
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

This course is a clinical experience in secondary education, during spring semester. Student teaching is a full-time (content-specific, in-field), 15-week, directed classroom experience (grades 6-12). Student teachers, under the direction of a mentor teacher, take increasing responsibility for learners and engage in many of the activities that constitute the range of a teacher's assigned duties. Emphasis will be placed on working with diverse and special needs learners within the regular classroom, utilizing technology, managing classrooms, understanding assessment, and familiarizing oneself with the school, its resources, and surrounding community. Additionally, interns must attend an on-campus seminar one afternoon per week taught by CSU faculty members and/or resource persons. Admission to a bachelor's program in biology, history, English, or mathematics with emphasis in secondary education and senior standing are required. Candidates must have proof of liability insurance to participate in the course.

Prerequisite(s): EDUC 3030, EDUC 3200 & EDUC 3210.

Absolute Co-requisite(s): EDUC 4003.

5. Semester of Implementation:

Spring 2011

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The bachelor's degree in biology, English, history, or mathematics with an emphasis in secondary education is designed in order for individuals to obtain a bachelor's degree in a content-specific field, plus a teaching certificate. This initial certification will preparing them to teach secondary biology, English, history, or mathematics and will help fulfill the great need for new teachers, in the near future.

The secondary education emphasis will consist of content specific classes, curriculum methods & classroom management courses, as well as clinical experience. Respect for diversity in the school setting and the use of educational technology will be emphasized throughout all courses.

2. Why is the course needed at CSU?

To increase the need for highly qualified teachers for Georgia's public schools, CSU desires to assist by training pre-service teachers, at diverse levels, in a wide array of fields. English, science and mathematics teachers have been identified as critical areas of shortage by the state of Georgia, along with other teaching areas. School systems are constantly seeking teachers, and often contact our Coordinator of Educational Field Experiences regarding potential recruitment of graduates. In addition, the department of Teacher Education receives regular calls and e-mails from individuals interested in being certified to teach high school. By offering bachelor's degrees in four fields with an emphasis in secondary education, we can accommodate these interested persons at CSU, rather than having to direct them to certification programs at other state-supported universities. Thus, we can help "fill the void" that presently exists and alleviate a teacher shortage.

3. What similar courses (models) at other institutions have helped guide this proposal?

Columbus State University, EDCI 4485. Student Teaching (0-40-10) *Prerequisites:* Admission to Teacher Education and Student Teaching. Observation, participation, and instruction in a school classroom in the student's major field. Cooperative supervision by selected classroom teachers and college faculty. (S/U grading)

Kennesaw State University, SCED 4475. Student Teaching Science. 12 credit hours. *Prerequisite:* Admission to Student Teaching. Full-time teaching experience in science under the supervision of a secondary school cooperating teacher and a college science education supervisor. Includes regularly scheduled seminars.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

A thorough knowledge of curriculum & assessment issues and classroom management is necessary prior to student teaching.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (E.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

None

C. Course Content

1. What learning outcomes for the emphasis will the course address?

The Teacher Education Unit Outcomes and Candidate Proficiencies enumerated below come from the knowledge base that was written to address what candidates should know and be able to do upon completion of the programs. During the programs of study, the following teacher education outcomes

are addressed. These outcomes are aligned with the conceptual framework descriptors and to INTASC Principles and essential knowledge (k), skills (s) and dispositions (d) as relevant.

1. Diagnoses Learning Needs- The candidate uses a variety of assessment techniques and utilizes appropriate technologies to gather information about all students and integrates this information to determine learners' strengths and areas to be developed. (INTASC 1,8,9—Collaborative, Reflective, Competent—Skills)

- a. Assesses student knowledge with methods appropriate to the learning goals and objectives (1a. s)
- b. Synthesizes information from assessment data (1b. s)
- c. Uses assessment processes appropriate to all student academic development (1c. s)
- d. Reflects on diagnosis and assessment of learning in teaching experiences for modifying instruction appropriate for all learners (1d. s)

2. Plans for Student Learning- The candidate integrates knowledge of content discipline, of the nature of diverse learners, of learning theories, of instructional strategies and of professional standards and state/local curriculum guides to plan instruction.

(INTASC 1,2,3,4,5,6,7,9—Reflective, Competent, Caring—Knowledge—Skills)

- a. Uses student input and information from diagnosis of student learning needs in developing learning goals and objectives (2a. s)
- b. Plans for use of a variety of instructional strategies to address learners with diverse learning styles and special needs (2b. k, s)
- c. Evaluates teaching resources and curriculum materials, including educational technology for effectiveness, completeness and accuracy and plans for their appropriate use (2c. k, s)
- d. Plans equitable teaching/learning processes to address learners from diverse cultural backgrounds and with exceptionalities (2d. k, s)
- e. Plans lessons which incorporate authentic situations, previous learning and interdisciplinary content (2e. k, s)
- f. Reflects on planning for student learning (2f. s)

3. Facilitates Student Learning- The candidate implements instructional plans with flexibility and is guided by knowledge of discipline content, of the nature of all learners, of learning theories and of instructional strategies. (INTASC 1,2,3,4,5,6,7,9,10—Reflective, Competent, Caring—Knowledge—Skills)

- a. Employs effective classroom management techniques (3a. s)
- b. Uses individual and group motivation techniques for encouraging positive social interaction and self-involvement (3b. s)
- c. Encourages individual participation while directing group activity (3c. s)
- d. Uses multiple resources (human, media, technology) effectively for instruction (3d. k, s)

4. Demonstrates Appropriate Knowledge- The candidate has general knowledge in the liberal arts and sciences and possesses discipline specific knowledge at a level appropriate for the chosen teaching field.

(INTASC 1,7—Competent—Knowledge—Skills)

- a. Communicates effectively, incorporating the use of technology when appropriate (4a. k, s)
- b. Demonstrates discipline knowledge appropriate to the chosen teaching field (4b. k)

- c. Integrates knowledge across disciplines, including multicultural and global perspectives (4c. k)
- d. Accesses knowledge to stay current in one's field (4d. k)
- e. Reflects on one's strength and weaknesses as a learner (4e. s)

5. Fosters Student Well-being to Support Learning- The candidate interacts with diverse students, school colleagues, parents, and agencies in the larger community to foster student well being and learning. (INTASC 5,8,9,10—Collaborative, Caring, Committed—Skills)

- a. Identifies socio-cultural factors beyond the school that hamper student learning and uses resources within the school and community to mitigate these factors (5a. s)
- b. Communicates with parents or guardians as an essential activity in promoting student well-being and learning (5b. s)
- c. Reflects on use of community resources and interactions with parents and school colleagues to improve the well-being of all learners (5c. s)

6. Assumes the Role of Professional Teacher- The candidate acts in accordance with the structure, standards and responsibilities of the profession and recognizes the role of the school in supporting a democratic society.

(INTASC 1,9,10—Competent, Collaborative, Caring, Committed—Knowledge—Skills—Dispositions)

- a. Demonstrates an awareness of the political, legal, and ethical issues that impact on professional practices (6a. k, d)
- b. Works collaboratively with colleagues as a professional (6b. d)
- c. Values using technology as a professional resource and a management tool (6c. s)
- d. Reflects on professional development as an on-going process (6d. s)
- e. Exhibits the professional dispositions of a teacher (6e. d)
 - maintains a professional appearance
 - maintains regular attendance
 - maintains positive attitude and character
 - is collaborative and participatory
 - demonstrates a strong work ethic
 - shows respect for the profession

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

The course will address the general outcomes of communication and critical thinking as they are described in the conceptual framework and the Teacher Education Unit Outcomes and Candidate Proficiencies. Specifically, students will exercise communication skills by assisting and leading secondary education programs. They will exercise critical thinking during such activities as lesson planning, grading, participating in faculty meetings, and reflective journaling.

3. Tentative course materials (textbooks, software, etc.)

Dynamic Instructional Leadership to Support Student Learning by Ed Joyner, James Comer [Eds.] (2004)

The Elements of Learning by James Banner & Harold Cannon (2005)

What Great Teachers Do Differently by Todd Whitaker (2003)

Livertext data management system [<http://www.livertext.com>]

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-site in schools

5. Attach a tentative course outline (one page or less)

See final page

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

New qualified faculty

2. What impact will having faculty teach this course have on other courses?

None

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

All full-time faculty

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

Travel to and from school sites is required of the instructor.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Journals:

Social Education

School Science & Mathematics

Teaching Children Mathematics

Language Arts

6. What additional library resources must be added to support the proposed course?

None

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

Current funding is adequate.

Part E. Enrollment

1. What is the estimated number of sections per year? 1

2. What is the estimated average enrollment per section? 60
3. What is the estimated total enrollment per year 60
4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any) None

Weekly Course Outline

Weeks One and Two

Students will begin to teach more and more lessons, working up to their six weeks of full-time teaching. They will engage in developing Unit Lesson Plans*, alongside their mentor teacher and along with their grade-level team members.

Weeks Three and Four

Students will increase the number of lessons taught and refine lesson plans, based on input from supervisors and team members. They will a Student Pre-Test of Content Knowledge*, in preparation for aggregated and disaggregated analysis of student learning.

Weeks Five and Six

All students will begin teaching full-time. They will practice and refine classroom management strategies, assign homework, grade papers, communicate with parents, attend all faculty meetings, and perform all the duties of an accomplished teacher, as outlined in the Georgia Framework for Teachers.

Weeks Seven and Eight

Students will continue teaching, full-time.

Weeks Nine and Ten

Students will continue teaching, full-time.

Weeks Eleven and Twelve

Students will gradually teach fewer and fewer lessons. They will administer a Student Post-Test of Content Knowledge*, analyze results, and present findings in narrative and graph format.

Weeks Thirteen and Fourteen

Students will continue decreasing the number of lessons taught. They will finalize their philosophy of secondary education in a Transformative Philosophy Paper*.

Week Fifteen

Students will finalize their Exit Interview in PowerPoint*, which will utilize various technologies such as photography, audio, video, and graphics, and they will reflect on their effectiveness as teachers. They will invite supervisors, team members, and administrators to a final presentation.

* Portfolios will be maintained online in Livetext. Portfolios for this course will contain lesson planning, pre & post assessments of student learning, transformative philosophies, and exit interviews.

MEMORANDUM

TO: CAPC

FROM: Nasser Momayezi, Dean
College of Arts & Sciences

Lila F. Roberts, Dean
College of Information and Mathematical Sciences

RE: Proposal for Modification of Existing Program: Dual Degree
Program with Georgia Tech

DATE: 23 March, 2009

We propose to revise the curricula for the Bachelor of Science in Integrative Studies for the purpose of establishing a 3+2 dual degree articulation with Georgia Institute of Technology.

This articulation will allow students to complete 92-95 hours at Clayton State and transfer into an engineering program at Georgia Tech. Of the 55-60 semester hours of engineering coursework the student must take at Georgia Tech, 25-28 hours of upper division coursework will transfer back to Clayton State to complete the program of study for a B.S. Integrative Studies.

These proposed changes will/will not alter the total number of credit hours required for completion of the degree programs at Clayton State. Attached is a description that outlines the proposed program that will lead to the dual degree.

This proposed program was developed in collaboration between the Liberal Studies program in the College of Arts & Sciences and the College of Information and Mathematical Sciences.

Clayton State University

Dual Degree Engineering Program with Georgia Institute of Technology

Through an agreement between Clayton State University and Georgia Institute of Technology, students who wish to study engineering may begin their undergraduate program at Clayton State University and later transfer to Georgia Institute of Technology through the Dual Degree Engineering Program. By enrolling in the Dual Degree Program, a student may attend college close to home, which can decrease cost, in a college environment where classes are smaller. This can provide more individual attention and interaction with professors as the student is making the adjustment to college life.

Students who attend Clayton State University under the Dual Degree Engineering Program will complete a specified three-year curriculum at Clayton State and then attend Georgia Tech for approximately two years. After completion of the program of study at Georgia Tech, the student will receive a Bachelor of Science Degree from Clayton State University and a Bachelor's degree in the student's chosen engineering discipline from Georgia Tech. The degree options at Clayton State are B.S. in Computer Science, B.S. in Integrative Studies, and B.S. in Mathematics.

In order to be considered for admission to the College of Engineering at Georgia Tech as a dual degree transfer student, students must complete the prescribed program of study at the participating institution, students must meet the admissions requirements for their engineering major and meet the Georgia Tech GPA requirements. For Georgia residents, a **cumulative** overall GPA of 2.7 is required, including a mathematics GPA of 2.7 and a science GPA of 2.7.

The Dual Degree Program at Clayton State requires 92-98 semester hours at Clayton State (98-101 for B.S. in Computer Science). Approximately 60 hours of coursework is required at Georgia Tech to complete the engineering program: of that number, 22-28 hours of upper division coursework transfers back to Clayton State to complete the 120 hour program of study leading to the B.S. at Clayton State (19-22 for B.S. in Computer Science).

The following page provides a listing of engineering disciplines at Georgia Tech and Clayton State courses that transfer into the various engineering degree programs.

Transfer Requirements by Engineering Discipline

The programs of study for the Dual Degree Engineering Program at Clayton State University have been designed to meet the admission requirements for Georgia Tech for the various engineering disciplines. Georgia Institute of Technology offers Bachelor's Degrees in the following engineering disciplines: Aerospace Engineering (AE), Biomedical Engineering (BME), Chemical & Biomolecular Engineering (ChE), Civil Engineering (CE), Computer Engineering (CmpE), Electrical Engineering (EE), Environmental Engineering (EnvE), Industrial Engineering (ISyE), Materials Science & Engineering (MSE), Mechanical Engineering (ME), Nuclear & Radiological Engineering (NRE), and Polymer & Fiber Engineering (PTFE).

A matrix showing transfer requirements for the engineering programs is given below:

Course	AE	BME	ChE	CE	Env E	EE	CmpE	ISy E	MS E	M E	NR E	PTFE
Biology I		X	X*									
Calculus I	X	X	X	X	X	X	X	X	X	X	X	X
Calculus II	X	X	X	X	X	X	X	X	X	X	X	X
Calculus III	X	X	X	X	X	X	X	X	X	X	X	X
Differential Equations	X	X	X	X	X	X	X		X	X	X	X
Linear Algebra	X	X	X	X	X	X	X	X	X	X	X	X
Chemistry I	X	X	X	X	X	X	X		X	X	X	X
Chemistry II			X		X				X			X
Physics I	X	X	X	X	X	X	X	X	X	X	X	X
Physics II	X	X	X	X	X	X	X	X	X	X	X	X
Science Elective I	X*			X	X	X	X	X		X	X	
Science Elective II								X				
Computer Science I	X	X	X*	X	X	X	X	X	X	X	X	X
English Comp I	X	X	X	X	X	X	X	X	X	X	X	X
English Comp II	X	X	X	X	X	X	X	X	X	X	X	X

X Courses may be taken at Georgia Tech, however, it is recommended □that they are completed prior to transferring to Tech for these majors.*

** Science electives may be selected from Chemistry, Biology, □Physics, EAS, or other courses approved by the engineering school.*

***Linear and Discrete Math is required for ISyE majors □(these courses may be taken at Georgia Tech).*

Computer Science/Engineering Curriculum

B.S. Degree in Computer Science -- Engineering Track (Dual Degree Program)

98-101 sem hours at Clayton State

Overview

The curriculum of the Dual Degree program at Clayton State leading to a Bachelor of Science in Computer Science from Clayton State and a Bachelor's Degree in Engineering from Georgia Institute of Technology requires the following for completion of the degree program at Clayton State:

Curriculum Area	Hours Required	Location
Core Curriculum: Areas A-E	42	Clayton State
Major Requirements: Area F	18	Clayton State
Lower Division Math/CS Requirements	9-12	Clayton State
Upper Division Math/CS Requirements	21	Clayton State
Additional Science Requirements	8	Clayton State
Upper Division Engineering Courses**	19-22	Georgia Tech
Total for BS in CS at Clayton State	120	

****A minimum of 55 hours of coursework is required for completion of the engineering degree at Georgia Tech. 25-28 of the upper division hours will transfer back to Clayton State to complete the upper division requirements for the Bachelor's degree at Clayton State.**

The total number of hours required to complete the Bachelor's Degree in Engineering depends on the particular engineering discipline in which a student enrolls. The amount of time required to complete the engineering degree is approximately 2 years but could be longer depending on the specific engineering program requirements.

Area A—Essential Skills 9 hours

ENGL 1101	English Composition I	3 hours
ENGL 1102	English Composition II	3 hours

This degree requires completion of Precalculus in Area A. Students who must first take MATH 1111 as an elective can subsequently complete MATH 1112A to complete this requirement.

Choose One:

MATH 1112A**	Trigonometry	3 hours
MATH 1113	Precalculus	3 hours
MATH 1501	Calculus I	3 hours (1 hour counts in Area F)

Area B—Critical Thinking and Communication 4 hours

CRIT 1101	Critical Thinking	3 hours
COMM 1001	Presentational Speaking	1 hour

Area C—Humanities and Fine Arts 6 hours

Area C1—Humanities (or intermediate foreign language) 3 hours Choose one of the following:

ENGL 2111	World Literature I	3 hours
ENGL 2112	World Literature II	3 hours
ENGL 2121	British Literature	3 hours
ENGL 2131	American Literature I	3 hours
ENGL 2132	American Literature II	3 hours
PHIL 2201	Intro to World Philosophy	3 hours
PHIL 2601	Ethics	3 hours
Foreign Language 2001		3 hours
Foreign Language 2002		3 hours

Area C2—Fine Arts (or intermediate foreign language) 3 hours Choose one of the following:

ART 2301	Art of the Pre-Modern World	3 hours
ART 2302	Art of the Modern World	3 hours
CMS 2100	Introduction to Film	3 hours
MUSC 2101	Music Appreciation	3 hours
MUSC 2301	Introduction to World Music	3 hours
THEA 1100	Theatre Appreciation	3 hours
PHIL 2401	Intro to Aesthetics	3 hours
Foreign Language 2001		3 hours
Foreign Language 2002		3 hours

Area D—Natural Science and Mathematics 11 hours**Area D1. Laboratory Science 8 hours Choose two of the following:**

CHEM 1211/1211L	Principles of Chemistry I (with Lab)	4 hours
CHEM 1212/1212L	Principles of Chemistry II (with Lab)	4 hours
PHYS 2211/2211L	Principles of Physics I (with Lab)	4 hours
PHYS 2212/2212L	Principles of Physics II (with Lab)	4 hours

Area D2. Additional Science, Math, or Technology 3 hours Choose one of the following if not taken in another area:

MATH 1501	Calculus I	3 hours (1 hour counts in Area F)
MATH 2502	Calculus II	3 hours (1 hour counts in Area F)

Area E—Social Sciences 12 hours

POLS 1101	American Government	3 hours
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Choose one:

HIST 2111	US History to 1877	3 hours
HIST 2112	US History Since Reconstruction	3 hours

Choose one:

PSYC 1101	Intro to General Psychology	3 hours
SOCI 1101	Intro to Sociology	3 hours

Choose one:

SOSC 2501	Survey of Social Sciences and Contemporary Issues	3 hours
HIST 1111	Pre-Modern World History	3 hours
HIST 1112	Modern World History	3 hours

Area F—Major Requirements 18 hours

MATH 1501	Calculus I	1 hour
MATH 2502	Calculus II	1 or 4 hours
MATH 2503	Calculus III	4 hours
MATH 2140	Linear Algebra	3 hours
CSCI 1371	Computing for Engineers	3 hours
Choose two if Calculus I is in Area A, choose one if Calculus II is in Area A:		
MATH 1231	Intro to Statistics	3 hours
MATH 2020	Discrete Mathematics	3 hours

Required Lower Division Computer Science Courses 9 hours

CSCI 1302	Computer Science II	3 hours
CSCI 2302	Data Structures	3 hours
CSCI 2305	Comp Org & Arch	3 hours

Required Lower Division Mathematics Course (if not taken in Area F) 0-3 hours

MATH 2020	Discrete Mathematics	3 hours
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Required Upper Division Computer Science/Mathematics Courses**21 hours**

MATH 3303	Ordinary Differential Equations	3 hours
CSCI 3305	Operating Systems	3 hours
CSCI 3306	Networking & Security	3 hours
CSCI 3310	Databases	3 hours
CSCI 3320	Software Engineering	3 hours
CSCI 3333	Programming Languages	3 hours
One of the following:		
CSCI 4333	Algorithms	3 hours
CSCI 4334	Theory of Computation	3 hours

Additional Guided Science Requirements 8 hours

The 22xx/22xxL Physics sequence is required for every engineering program at Georgia Tech. The additional science requirements should be carefully chosen to satisfy the requirements of the particular engineering discipline at Georgia Tech. See **Transfer Requirements by Engineering Discipline**

PHYS 2211/2211L	Principles of Physics I (with Lab)	4 hours
PHYS 2212/2212L	Principles of Physics II (with Lab)	4 hours
CHEM 1211/1211L	Principles of Chemistry I (with Lab)	4 hours
CHEM 1212/1212L	Principles of Chemistry II (with Lab)	4 hours
BIOL 1107/1107L	Principles of Biology I (with Lab)	4 hours
Science Electives	May be chosen from Chemistry, Biology, or Physics	0-8 hours

Integrative Studies/Engineering

Bachelor of Science Degree -- Engineering Track (Dual Degree Program)

92-95 semester hours at Clayton State

Overview

The curriculum of the Dual Degree program at Clayton State leading to a Bachelor of Science in Integrative Studies from Clayton State and a Bachelor's Degree in Engineering from Georgia Institute of Technology requires the following for completion degree at Clayton State:

Curriculum Area	Hours Required	Location
Core Curriculum: Areas A-E	42	Clayton State
Major Requirements: Area F	18	Clayton State
Additional Lower Division Requirements	8	Clayton State
Differential Equations Requirement	3	Clayton State
Lower Division Math/Science/CSCI Electives*	0-16	Clayton State
Upper Division Math/Science/CSCI Electives*	8-24	Clayton State
Upper Division Engineering Courses**	25-28	Georgia Tech
Total for BS Integrative Studies at Clayton State	120	

*Must Total at least 24 hours

**A minimum of 55 hours of coursework is required for completion of the engineering degree at Georgia Tech. 25-28 of the upper division hours will transfer back to Clayton State to complete the upper division requirements for the Bachelor's degree at Clayton State.

The total number of hours required to complete the Bachelor's Degree in Engineering depends on the particular engineering discipline in which a student enrolls. The amount of time required to complete the engineering degree is approximately 2 years but could be longer depending on the specific engineering program requirements.

Science Requirements: The 22xx/22xxL Physics sequence is required for every engineering program at Georgia Tech. The additional science requirements should be carefully chosen to satisfy the requirements of the particular engineering discipline at Georgia Tech. See **Transfer Requirements by Engineering Discipline**.

Area A—Essential Skills 9 hours

ENGL 1101	English Composition I	3 hours
ENGL 1102	English Composition II	3 hours

This degree requires completion of Precalculus in Area A. Students who must first take MATH 1111 as an elective can subsequently complete MATH 1112A to complete this requirement.

Choose One:

MATH 1112A**	Trigonometry	3 hours
MATH 1113	Precalculus	3 hours
MATH 1501	Calculus I	3 hours (1 hour counts in Area F)

Area B—Critical Thinking and Communication 4 hours

CRIT 1101	Critical Thinking	3 hours
COMM 1001	Presentational Speaking	1 hour

Area C—Humanities and Fine Arts 6 hours

Area C1—Humanities (or intermediate foreign language) 3 hours Choose one of the following:

ENGL 2111	World Literature I	3 hours
ENGL 2112	World Literature II	3 hours
ENGL 2121	British Literature	3 hours
ENGL 2131	American Literature I	3 hours
ENGL 2132	American Literature II	3 hours
PHIL 2201	Intro to World Philosophy	3 hours
PHIL 2601	Ethics	3 hours
Foreign Language 2001		3 hours
Foreign Language 2002		3 hours

Area C2—Fine Arts (or intermediate foreign language) 3 hours Choose one of the following:

ART 2301	Art of the Pre-Modern World	3 hours
ART 2302	Art of the Modern World	3 hours
CMS 2100	Introduction to Film	3 hours
MUSC 2101	Music Appreciation	3 hours

MUSC 2301	Introduction to World Music	3 hours
THEA 1100	Theatre Appreciation	3 hours
PHIL 2401	Intro to Aesthetics	3 hours
Foreign Language 2001		3 hours
Foreign Language 2002		3 hours

Area D—Natural Science and Mathematics 11 hours

Area D1. Laboratory Science 8 hours Choose two of the following:

CHEM 1211/1211L	Principles of Chemistry I (with Lab)	4 hours
CHEM 1212/1212L	Principles of Chemistry II (with Lab)	4 hours
PHYS 2211/2211L	Principles of Physics I (with Lab)	4 hours
PHYS 2212/2212L	Principles of Physics II (with Lab)	4 hours

Area D2. Additional Science, Math, or Technology 3 hours Choose one of the following if not taken in another area:

MATH 1501	Calculus I	3 hours (1 hour counts in Area F)
MATH 2502	Calculus II	3 hours (1 hour counts in Area F)

Area E—Social Sciences 12 hours

POLS 1101	American Government	3 hours
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Choose one:

HIST 2111	US History to 1877	3 hours
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HIST 2112	US History Since Reconstruction	3 hours
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Choose one:

PSYC 1101	Intro to General Psychology	3 hours
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SOCI 1101	Intro to Sociology	3 hours
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Choose one:

SOSC 2501	Survey of Social Sciences and Contemporary Issues	3 hours
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HIST 1111	Pre-Modern World History	3 hours
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HIST 1112	Modern World History	3 hours
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Area F—Major Requirements 18 hours

MATH 1501	Calculus I	1 hour
MATH 2502	Calculus II	1 or 4 hours
MATH 2503	Calculus III	4 hours
MATH 2140	Linear Algebra	3 hours
CSCI 1371	Computing for Engineers	3 hours

Choose two if Calculus I is in Area A or one if Precalculus is in Area A

(if not taken in another area):

CHEM 1211	Principles of Chemistry I	3 hours
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CHEM 1212	Principles of Chemistry II	3 hours
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PHYS 2211	Principles of Physics I	3 hours
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PHYS 2212	Principles of Physics II	3 hours
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BIOL 1107	Principles of Biology I	3 hours
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Science Elective(s)		3-6 hours
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Additional Lower Division Requirements 4-8 hours

Choose one: 3 hours

ECON 2105	Principles of Macroeconomics
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ECON 2106	Principles of Microeconomics
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Science Requirements: 2-6 hours

The 22xx/22xxL Physics sequence is required for every engineering program at Georgia Tech. The additional science requirements should be carefully chosen to satisfy the requirements of the particular engineering discipline at Georgia Tech. See **Transfer Requirements by Engineering Discipline**.

Upper Division Mathematics Requirement 3 hours

MATH 3303	Ordinary Differential Equations	3 hours
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Lower Division Electives*: 0-16 hours

Upper Division Electives*: 8-24 hours

* Must Total at least 24 hours

Integrative Studies/Engineering

Bachelor of Science Degree -- Engineering Track (Dual Degree Program)

92-95 semester hours at Clayton State

Sample Elective Choices for BS Integrative Studies:

Chemistry:

CHEM 2411/2411L	Organic Chemistry I	4 hours
CHEM 2412/2412L	Organic Chemistry II	4 hours
CHEM 3811	Analytical Chemistry	3 hours
CHEM 4110	Environmental Chemistry	3 hours
CHEM 4202	Biochemistry I	3 hours
CHEM 4203	Biochemistry II	3 hours
CHEM 4204	Forensic Chemistry	3 hours
Additional Upper Division Elective		3 hours

Mathematics:

MATH 3005	Transition to Higher Mathematics	3 hours
MATH 3003	Applied Mathematical Modeling	3 hours
MATH 3110	Survey of Algebra	3 hours
MATH 3520	Intro to Analysis	3 hours
MATH 3220	Applied Statistics	3 hours
MATH 4303	Partial Differential Equations	3 hours
MATH 4320	Numerical Methods	3 hours
MATH 4231	Modern Geometry	3 hours

Computer Science

CSCI 1301	Computer Science I (If not taken in Area F)	3 hours
CSCI 1302	Computer Science II	3 hours
MATH 2020	Discrete Mathematics	3 hours
CSCI 2302	Data Structures	3 hours
CSCI 2305	Comp Org & Arch	3 hours
CSCI 3305	Operating Systems	3 hours
CSCI 3306	Networking & Security	3 hours
CSCI 3310	Databases	3 hours

Interdisciplinary Biology/Chemistry

BIOL 1107/1107L	Principles of Biology I	4 hours
BIOL 1108/1108L	Principles of Biology II	4 hours
CHEM 2411/2411L	Organic Chemistry I	4 hours
CHEM 2412/2412L	Organic Chemistry II	4 hours
BIOL 3200	Cell Biology	3 hours
BIOL 3380	Evolution & Population Biology	3 hours
BIOL 4201	Genetics	3 hours

Interdisciplinary Math/CS

CSCI 1301	Computer Science I (If not taken in Area F)	3 hours
CSCI 1302	Computer Science II	3 hours
MATH 2020	Discrete Mathematics	3 hours
CSCI 2302	Data Structures	3 hours
MATH 3003	Applied Mathematical Modeling	3 hours
CSCI 3310	Databases	3 hours
MATH 4303	Partial Differential Equations	3 hours
MATH 4320	Numerical Methods	3 hours

Mathematics/Engineering Curriculum

B.S. in Mathematics –Engineering Track (Dual Degree Program)

92-95 semester hours at Clayton State

Overview

The curriculum of the Dual Degree program at Clayton State leading to a Bachelor of Science in Integrative Studies from Clayton State and a Bachelor's Degree in Engineering from Georgia Institute of Technology requires the following for completion degree at Clayton State:

Curriculum Area	Hours Required	Location
Core Curriculum: Areas A-E	42	Clayton State
Major Requirements: Area F	18	Clayton State
Required Upper Division Mathematics Courses	12	Clayton State
Upper Division Mathematics Electives	12 -15	Clayton State
Additional Science Requirements/Guided Electives	5-11	Clayton State
Upper Division Engineering Electives	25-28	Georgia Tech
Total for BS in Mathematics at Clayton State	120	

****A minimum of 55 hours of coursework is required for completion of the engineering degree at Georgia Tech. 25-28 of the upper division hours will transfer back to Clayton State to complete the upper division requirements for the Bachelor's degree at Clayton State.**

The total number of hours required to complete the Bachelor's Degree in Engineering depends on the particular engineering discipline in which a student enrolls. The amount of time required to complete the engineering degree is approximately 2 years but could be longer depending on the specific engineering program requirements.

Science Requirements: The 22xx/22xxL Physics sequence is required for every engineering program at Georgia Tech. The additional science requirements should be carefully chosen to satisfy the requirements of the particular engineering discipline at Georgia Tech. See **Transfer Requirements by Engineering Discipline**.

Area A—Essential Skills 9 hours

ENGL 1101	English Composition I	3 hours
ENGL 1102	English Composition II	3 hours

This degree requires completion of Precalculus in Area A. Students who must first take MATH 1111 as an elective can subsequently complete MATH 1112A to complete this requirement.

Choose One:

MATH 1112A**	Trigonometry	3 hours
MATH 1113	Precalculus	3 hours
MATH 1501	Calculus I	3 hours (1 hour counts in Area F)

Area B—Critical Thinking and Communication 4 hours

CRIT 1101	Critical Thinking	3 hours
COMM 1001	Presentational Speaking	1 hour

Area C—Humanities and Fine Arts 6 hours

Area C1—Humanities (or intermediate foreign language) 3 hours Choose one of the following:

ENGL 2111	World Literature I	3 hours
ENGL 2112	World Literature II	3 hours
ENGL 2121	British Literature	3 hours
ENGL 2131	American Literature I	3 hours
ENGL 2132	American Literature II	3 hours
PHIL 2201	Intro to World Philosophy	3 hours
PHIL 2601	Ethics	3 hours
Foreign Language 2001		3 hours
Foreign Language 2002		3 hours

Area C2—Fine Arts (or intermediate foreign language) 3 hours Choose one of the following:

ART 2301	Art of the Pre-Modern World	3 hours
ART 2302	Art of the Modern World	3 hours

CMS 2100	Introduction to Film	3 hours
MUSC 2101	Music Appreciation	3 hours
MUSC 2301	Introduction to World Music	3 hours
THEA 1100	Theatre Appreciation	3 hours
PHIL 2401	Intro to Aesthetics	3 hours
Foreign Language 2001		3 hours
Foreign Language 2002		3 hours

Area D—Natural Science and Mathematics 11 hours

Area D1. Laboratory Science 8 hours Choose two of the following:

CHEM 1211/1211L	Principles of Chemistry I (with Lab)	4 hours
CHEM 1212/1212L	Principles of Chemistry II (with Lab)	4 hours
PHYS 2211/2211L	Principles of Physics I (with Lab)	4 hours
PHYS 2212/2212L	Principles of Physics II (with Lab)	4 hours

Area D2. Additional Science, Math, or Technology 3 hours Choose one of the following if not taken in another area:

MATH 1501	Calculus I	3 hours (1 hour counts in Area F)
MATH 2502	Calculus II	3 hours (1 hour counts in Area F)

Area E—Social Sciences 12 hours

POLS 1101	American Government	3 hours
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Choose one:

HIST 2111	US History to 1877	3 hours
HIST 2112	US History Since Reconstruction	3 hours

Choose one:

PSYC 1101	Intro to General Psychology	3 hours
SOCI 1101	Intro to Sociology	3 hours

Choose one:

SOSC 2501	Survey of Social Sciences and Contemporary Issues	3 hours
HIST 1111	Pre-Modern World History	3 hours
HIST 1112	Modern World History	3 hours

Area F—Major Requirements 18 hours

MATH 1501	Calculus I	1 hour
MATH 2502	Calculus II	1 or 4 hours
MATH 2503	Calculus III	4 hours
MATH 2140	Linear Algebra	3 hours
CSCI 1371	Computing for Engineers	3 hours

Choose two if Calculus I is in Area A or one if Precalculus is in Area A (if not taken in another area):

PHYS 2211	Principles of Physics I	3 hours
PHYS 2212	Principles of Physics II	3 hours
CHEM 1211	Principles of Chemistry I	3 hours
CHEM 1212	Principles of Chemistry II	3 hours
BIOL 1107	Principles of Biology I	3 hours
Science Elective(s)		3-6 hours
MATH 1231	Introductory Statistics	3 hours
MATH 2020	Discrete Mathematics	3 hours

Upper Division Mathematics Requirements 12 hours

MATH 3005	Transition to Higher Mathematics	3 hours
MATH 3110	Survey of Algebra	3 hours
MATH 3520	Introduction to Analysis	3 hours
MATH 3303	Ordinary Differential Equations	3 hours

Upper Division Mathematics Electives 12-15 hours

Three of the following: (A)

MATH 3220	Applied Statistics	3 hours
MATH 4130	Applied Algebra	3 hours
MATH 4231	Modern Geometry	3 hours
MATH 4303	Partial Differential Equations	3 hours
MATH 4350	Graph Theory	3 hours
MATH 4360	Combinatorics	3 hours

One or two of the following:

MATH 3003	Applied Math Modeling	3 hours
MATH 4800	Selected Topics	3 hours
One additional course from (A) list		3 hours

Additional Requirements: 5-11 hours

Choose one: 3 hours

ECON 2105	Principles of Macroeconomics
ECON 2106	Principles of Microeconomics

Science Requirements: The 22xx/22xxL Physics sequence is required for every engineering program at Georgia Tech. The additional science requirements should be carefully chosen to satisfy the requirements of the particular engineering discipline at Georgia Tech. See **Transfer Requirements by Engineering Discipline**

PHYS 2211/2211L	Principles of Physics I (with Lab)	1 or 4 hours
PHYS 2212/2212L	Principles of Physics II (with Lab)	1 or 4 hours
CHEM 1211/1211L	Principles of Chemistry I (with Lab)	1 or 4 hours
CHEM 1212/1212L	Principles of Chemistry II (with Lab)	1 or 4 hours
BIOL 1107/1107L	Principles of Biology I (with Lab)	1 or 4 hours
Science Electives	May be chosen from Chemistry, Biology, or Physics	2-8 hours

MEMORANDUM

TO: CAPC

FROM: Lila F. Roberts, Dean
College of Information and Mathematical Sciences

RE: Proposal for Modification of Existing Program: Dual Degree
Program with Georgia Tech

DATE: 23 March, 2009

We propose to revise the curricula for the Bachelor of Science in Computer Science and Bachelor of Science in Mathematics for the purpose of establishing a 3+2 dual degree articulation with Georgia Institute of Technology.

This articulation will allow students to complete 92-101 hours at Clayton State and transfer into an engineering program at Georgia Tech. Of the 55-60 semester hours of engineering coursework the student must take at Georgia Tech, 19-28 hours of upper division coursework will transfer back to Clayton State to complete the program of study for a B.S. in Mathematics or Computer Science. Because of guidelines established for computing degrees by the Association for Computing Machinery (ACM) and the Accrediting Board for Engineering and Technology (ABET), the number of hours required in residence at Clayton State for the B.S. in Computer Science range from 98-102. The number of hours required in residence at Clayton State for the B.S. in Mathematics is 92-95.

These proposed changes will/will not alter the total number of credit hours required for completion of the degree programs at Clayton State. Attached is a description that outlines the proposed revisions.

CSCI 1371: Computing for Engineers

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Information Technology

Degree Program: Computer Science

Signature, Department Head

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

School/College: College of Information and Mathematical Sciences

Signature, Dean of School/College originating proposal

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost

Signature, Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

CSCI 1371 (3-0-3)

2. Title: Computing for Engineers

3. Restrictions (if any):

- a. Prerequisite(s): Math 1112A OR Math 1113 OR Math 1501
- b. Co-requisite(s) (normal or absolute): NONE
- c. Other restrictions: e.g. major, junior standing, permission, etc.: NONE
- d. Other comments: e.g. recommended sequencing, career course notice, etc.: NONE
- e. Fees: This course requires students to have access to MATLAB, which is provided to them through the College of Information and Mathematical Sciences. The fee will be \$50.
- f. Grade mode [normal or pass/fail]: NORMAL
- g. What course(s) are deleted as a consequence: NONE

4. Course description for catalog:

This course is designed to expose students to computer science concepts within the context of engineering disciplines, and includes the general principles of programmatic and data abstraction, testing, debugging and problem solving. The course addresses variables and data types, logical expressions, arrays, strings, file I/O, conditional statements, repetition and recursion, functions and procedures, scoping issues, plotting in two and three dimensions, manipulating media, data structures, and sorting/searching algorithms. A high-level language will be used.

5. Semester of Implementation:

Fall 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course is an introductory course to computer science that emphasizes concepts that are commonly found in engineering disciplines. The course can serve in the same capacity as CSCI 1301 (Introduction to Computer Science)

2. Why is the course needed at CSU?

There is a proposed agreement between Clayton State University (CSU) and Georgia Institute of Technology (Georgia Tech) that allows students to enroll in a dual-degree program in engineering and mathematics. Students that are enrolled in this program begin their engineering degree at CSU and later transfer to Georgia Tech to complete their degree, where upon completion, receive a degree in Mathematics from CSU and an engineering degree from Georgia Tech. Engineering students at Georgia

Tech are required to pass a computer science course (CS 1371) that emphasizes computing concepts that are prevalent in engineering disciplines. However, our current introductory computing course (CSCI 1301) follows a generalized path through the Association of Computing Machinery (ACM) guidelines and does not address the specific engineering concepts that are required at Georgia Tech.

3. What similar courses (models) at other institutions have helped guide this proposal?

Georgia Tech offers an introductory computing course for engineering majors (CS 1371 – Computing for Engineers). For compatibility, CSU’s CSCI 1371 will be modeled closely after Georgia Tech’s CS 1371 course.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

There is a strong mathematics component to all engineering disciplines. Concepts from mathematics carry into the course and must be understood for students to successfully complete the course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course will be offered by SACS-qualified faculty with backgrounds in either engineering, computer science or applied mathematics.

The offering of this course is not expected to change the curriculum found in CSCI 1301 – as it is a specialized class for students that wish to complete their degree at Georgia Tech. This course offering has the potential to draw students into the new CS program – as some students may find the curriculum offered at CSU to be attractive. Further, the course poses no burden to our current accreditation efforts, as the learning outcomes are nearly identical to CSCI 1301.

C. Course Content

1. What learning outcomes for the major will the course address?

Students are expected to obtain a developing level of mastery in programming logic and algorithmic principles. Students will demonstrate an emerging level of knowledge in the field of computer science, including fundamentals in data structures and programming concepts. Students will develop an emerging level of algorithmic thinking and problem solving skills. Students should show the ability to perform independently and within groups.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Students will be expected to apply critical thinking throughout the course. Coursework requires students to apply new knowledge to real-world scenarios, including implementing numerical solutions for differential equations to solve common engineering problems.

3. Tentative course materials (textbooks, software, etc.)

Title: *Engineering Computation with MATLAB*

Author: David M Smith

ISBN-10: 0321481089

ISBN-13: 9780321481085
Publisher: Addison-Wesley
Copyright 2008
Published: 02/09/2007

It is also suggested that the student purchase the student edition of MATLAB, offered by The MathWorks, Inc..

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On campus

5. Attach a tentative course outline (one page or less)

Week 1 – Intro to programming languages, Vectors

Week 2 – Conditional Statements and Iteration

Week 3 – Functions, Strings

Week 4 – Cell arrays, Structures, Structure arrays

Week 5 – Principles of Problem Solving, Arrays

Week 6 – File I/O

Week 7 – Recursion, Plotting

Week 8 – Bodies of Rotation

Week 9 – Matrices, Images

Week 10 – Images (continued)

Week 11 – Numerical Methods

Week 12 – Sorting algorithms

Week 13 – Sound, Queues

Week 14 - Graphs

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will be teaching this course.

2. What impact will having faculty teach this course have on other courses?

The faculty must have a background in engineering, mathematics or computer science. This potentially requires one less section of an existing course to be offered in mathematics or computer science.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

It is expected that this course will be taught only by full-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

CIMS already has several license keys for MATLAB. Depending upon the success of this course offering, it may be necessary to acquire approximately 20 more keys for this software.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

The library has recently gained access to the ACM digital portal, which provides students access to the world's most-recent research in computing; this resource also provides access to a series of electronic books (e.g. full textbooks and reference materials) that cover numerical methods MATLAB. Further, the students can check out existing printed books that cover similar material.

6. What additional library resources must be added to support the proposed course?

NONE

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

\$0

Part E. Enrollment

1. What is the estimated number of sections per year?

We are planning on offering two sections per year.

2. What is the estimated average enrollment per section?

We expect to start with an average of 10 students per section.

3. What is the estimated total enrollment per year?

2 sections \times 10 students = 20 students/year.

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

This course will not conflict with our existing CSCI 1301 course. It is expected that the students that will enroll in this class will do so to receive direct transfer credit to Georgia Tech – something that CSCI 1301 does not offer.

MEMORANDUM

TO: Nasser Momayezi, Dean, College of Arts & Sciences

FROM: R. B. Rosenburg, Interim Head, Department of Social Sciences

RE: Proposal for Modification of Existing Program Curriculum

DATE: Originally drafted, February 3, 2009; Revised, March 12, 2009

Modification of Existing Program Curriculum:

We, the History faculty, propose to revise the Bachelor of Arts in History curriculum. These proposed changes will not alter the total number of credit hours required for completion of the program, which remains 120. Below are bullet points summarizing the proposed revisions. Also attached is a marked version of the proposed curriculum compared to the current curriculum.

1. **Delete** the General History concentration and **Create** two (2) new concentrations: a) World Cultures; and b) Southern Studies. These interdisciplinary concentrations utilize for the most part courses already taught by History and other current faculty. The World Cultures concentration addresses the University's mission of "responding to the increasingly complex global context of contemporary life." The Southern Studies concentration reflects the research and writing specialties of many of the history faculty, in conjunction with Southern and African American literature. We believe that students would be more inclined to choose one of these concentrations, since the courses will be offered on a regular basis.

2. **Add** new course HIST 2500 Historical Methods to Lower Division Core Requirements (Area F). Students need to know what history is and how history is "made," preferably before taking any upper division history course. This course is created by uncoupling "Historical Methods" from HIST 3001 Historiography and Historical Methods. Almost every B.A. history program in the USG has separate courses for these topics, and several institutions (including Georgia Southern and West Georgia) offer Historical Methods as a 2000-level Area F requirement.

3. **Add** new course HIST 2750 Critical Trends & Issues in World History as a Lower Major Requirement option (Area F). Too often, history courses end with World War II and very seldom deal with contemporary global issues. This course is designed to introduce students to an issue or a group of related issues whose influence on contemporary life extends beyond the boundaries of the United States and significantly involves other societies, cultures, and geographical locations. The BOR Area F Guidelines for History allows for "Introductory thematic courses in history," which HIST 2750 certainly will become.

4. **Add** new course HIST 3132 The Reconstruction Era, 1863-1877 as option for Upper Division United States History Core and Southern Studies concentration. By splitting this course from HIST 3130 Sectionalism, Civil War, and Reconstruction (to be re-titled “Sectionalism and the Civil War”), more attention can be devoted to a deeper understanding of both the Civil War and Reconstruction, arguably the most pivotal years in American history.

5. **Add** new course HIST 3245 History through Film as option to both United States and World History Cores and World Cultures concentration. Recently, two “History vs. Hollywood” courses have been offered Summer 2007 and 2008 as HIST 3501 Selected Topics in U.S. History. A course “Third World History Through Film” —listed as HIST 3500 Selected Topics in World History— is being offered for Spring 2009, while “North Africa History through Film: Exile & Migration” —also listed as HIST 3500 Selected Topics in World History—has been scheduled for Summer 2009.

6. **Add** new course HIST 3450 U.S. Military History as option for Upper Division United States History Core.

7. **Add** new course HIST 3700 U.S. Historical Geography as option for Upper Division United States History Core and Southern Studies Concentration. HIST 3700 is also a required course for students in the proposed B.S. in history and secondary education degree program.

8. **Delete** HIST 4002 History of the American South and **create** HIST 4020 History of the Old South **and** HIST 4030 History of the New South as options for Upper Division United States History Core and requirements for the Southern Studies Concentration.

9. **Increase** Required Upper Division World History Core from 6 to 9 hours.

10. **Add** new course HIST 3215 Latin-American-U.S. Relations as option for Upper Division World History Core and World Cultures concentration.

11. **Rename** HIST 3250 East Asian History—Pre-Modern East Asian History— as option for Upper Division World History Core and World Cultures concentration.

12. **Add** new course HIST 3255 Modern East Asian History as option for Upper Division World History Core and World Cultures concentration. Course is created by splitting HIST 3250 into two courses.

13. **Rename** HIST 3260 History of India and South Asia— Pre-Modern South Asian History—as option for Upper Division World History Core and World Cultures concentration.

14. **Add** new course HIST 3265 Modern South Asian History as option for Upper Division World History Core and World Cultures concentration. Course is created by splitting HIST 3260 into two courses.

15. **Rename** HIST 3270 History of Russia—Pre-Modern History of Russia— as option for Upper Division World History Core and World Cultures concentration.

16. **Add** new course HIST 3275 Modern Russian History as option for Upper Division World History Core and World Cultures concentration. Course is created by splitting HIST 3270 into two courses.

17. **Delete** HIST 4100 Origins of the Western World as option for Upper Division World History Core.

18. **Add** new course HIST 4110 Ancient Greece and Rome as option for Upper Division World History Core. Course is created by splitting HIST 4100 into two courses.

19. **Add** new course HIST 4115 The Middle Ages as option for Upper Division World History Core. Course is created by splitting HIST 4100 into two courses.

20. **Rename** HIST 4130 The Age of European Expansionism and Industrialization—The Age of European Expansionism as option for the Upper Division World History Core.

21. **Add** new course HIST 4200 Nineteenth Century Europe as option for the Upper Division World History Core. Course is created by splitting HIST 4130 into two courses.

22. **Add** new courses HIST 4010 U.S. Intellectual History **and** HIST 4350 Modern World Intellectual History as options for Upper Division U.S. History and World History Cores, respectively.

23. **Add** new course HIST 4004 American Environmental History as option for the Upper Division United States History Core.

24. **Change** prerequisite for most HIST courses. For most courses listed above, as well as all others included in the B.A. program, the standard prerequisite will be: “Any 1000 or 2000 level HIST course.” The exceptions are HIST 3001 Historiography (Prerequisite: HIST 2500); HIST 4850 Senior Seminar in History [Prerequisite(s): Senior standing and HIST 3001 (C) and HIST 3010 (C) or HIST 3110 (C)]; and Internships and Practicums and Independent Study options.

25. **Change** the Minor Program in History, so as to include HIST 2500 and HIST 2750 and allow any four 3000-4000 level courses (at least 1 from the Required Upper Division World History Core), in place of specified courses.

26. **Delete** existing course SOSC 3110 Themes in World Geography and **Revise** as HIST 3800 World Historical Geography as option for Upper Division World History Core and World Cultures Concentration. HIST 3800 is also a required course for students in the proposed B.S. in history and secondary education degree program.

In summary, we believe the recommended modifications to the B.A. in history, along with the new courses as outlined above, will constitute more sensible options for our program. It will offer more choices, it will strengthen and enrich our curriculum, and it will help students better develop a compelling sense of social and civic responsibility.

Bachelor of Arts in History

Graduates with a B.A. in history have several options including entry-level positions in history-related fields, graduate study in history, and solid liberal arts preparation for a variety of careers. For example, history has traditionally provided a strong background for graduates who go on to law school.

History majors at Clayton State have an experience unique in the nation, because no other campus has a state archives and a regional national archives located immediately adjacent to campus. Clayton State students will have the opportunity to conduct research and arrange internships in these brand new facilities.

History majors may choose from four concentrations:

- [Southern Studies](#)
- [World Cultures](#)
- [Archives](#)
- Public History

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BACHELOR OF ARTS IN HISTORY DEGREE PROGRAM REQUIREMENTS

Core Curriculum (Areas A - E) 42 hours

All History Core Curriculum requirements are shown in the suggested degree program.

Lower Division Core Requirements (Core Curriculum Area F)..... 18 hours

Foreign Language 0-6 hours

Competence is required in a language other than English, through the 2002-level in the language used to fulfill College Preparatory Curriculum requirements or through the 1002-level in a new language.

Lower Division Major Requirements 12 hours

Select from among:

HIST 1111 or 1112 World History 3 hours

HIST 2111 or 2112 U. S. History 3 hours

HIST 2265 Minorities in American History or

[HIST 2750 Critical Trends & Issues in World History](#) 3 hours

[HIST 2500 Historical Methods](#) 3 hours

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Lower Division Major Electives 0-6 hours

Select from: [AFAM 2010](#), ECON 2105, ECON 2106, MATH 1231, PHIL 2201, [PHIL 2401](#), POLS 2101, POLS 2301, POLS 2401, PSYC 1101, PSYC 2101, PSYC 2103, SOCI 1101, SOCI 2293, [TECH 1102](#)

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A maximum of two D grades in the upper division major requirements, upper division major electives, and internship categories will be counted toward degree completion.

Upper Division Major Requirements 12 hours

HIST 3001 Historiography 3 hours

HIST 3010 Introduction to Public History 3 hours

HIST 3110 Georgia History and Government 3 hours

HIST 4850 Senior History Seminar 3 hours

Deleted: and Historical Methods

Required Upper Division United States History Core 12 Hours

Select from among:

HIST 3120 The Establishment of the U.S., 1607-1800 3 hours

HIST 3125 The Age of Jefferson and Jackson 3 hours

HIST 3130 Sectionalism and the Civil War 3 hours

[HIST 3132 The Reconstruction Era, 1863-1877](#) 3 hours

HIST 3135 The U.S. in the Gilded Age and Progressive Era 1877-1917 3 hours

HIST 3140 Themes of 20th Century U.S. 3 hours

HIST 3150 War and Diplomacy 1898-Present 3 hours

[HIST 3245 History through Film \(relevant topics\)](#) 3 hours

HIST 3330 Business and Economic History of the U.S. 3 hours

HIST 3420 Family History & Genealogical Resources 3 hours

[HIST 3450 U.S. Military History](#) 3 hours

HIST 3501 Selected Topics in U.S. History 3 hours

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<u>HIST 3700 U.S. Historical Geography</u>	<u>3 hours</u>
HIST 4001 African American History	3 hours
HIST 4003 Women's History	3 hours
<u>HIST 4004 American Environmental History</u>	<u>3 hours</u>
<u>HIST 4010 U.S. Intellectual History</u>	<u>3 hours</u>
<u>HIST 4020 History of the Old South</u>	<u>3 hours</u>
<u>HIST 4030 History of the New South</u>	<u>3 hours</u>
HIST 4440 Historical Exhibitions & Public Programming	3 hours
HIST 4450 Intro to Historic Preservation	3 hours
HIST 4900 Independent Study in History	variable credit

Deleted: HIST 4002 History of the American South . 3 hours

Required Upper Division World History Core **9 Hours**

Select from among:

HIST 3210 The Twentieth Century World	3 hours
<u>HIST 3215 Latin American-U.S. Relations</u>	<u>3 hours</u>
HIST 3220 Latin American History	3 hours
HIST 3225 Caribbean History	3 hours
HIST 3230 History of Sub-Sahara Africa	3 hours
HIST 3240 History of Middle East and North Africa	3 hours
<u>HIST 3245 History through Film (relevant topics)</u>	<u>3 hours</u>
HIST 3250 <u>Pre-Modern</u> East Asian History	3 hours
<u>HIST 3255 Modern East Asian History</u>	<u>3 hours</u>
HIST 3260 <u>Pre-Modern</u> South Asia History	3 hours
<u>HIST 3265 Modern South Asian History</u>	<u>3 hours</u>
HIST 3270 <u>Pre-Modern</u> History of Russia	3 hours
<u>HIST 3275 Modern Russian History</u>	<u>3 hours</u>
HIST 3500 Selected Topics in World History	3 hours
<u>HIST 3800 World Historical Geography</u>	<u>3 hours</u>
<u>HIST 4110 Ancient Greece & Rome</u>	<u>3 hours</u>
<u>HIST 4115 Middle Ages</u>	<u>3 hours</u>
HIST 4120 Renaissance and Reformation	3 hours
HIST 4130 The Age of European Expansionism	3 hours
<u>HIST 4200 Nineteenth Century Europe</u>	<u>3 hours</u>
HIST 4250 History of World Religions	3 hours
<u>HIST 4350 Modern World Intellectual History</u>	<u>3 hours</u>
HIST 4900 Independent Study in History	variable credit

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Deleted: History of India and

Deleted: HIST 4100 Origins of the Western World . 3 hours

Deleted: and Industrialization

Upper Division Major Concentration **15-21 hours**

History majors must select one of the following four concentrations:

Southern Studies Concentration **21 hours**

Select 3-4 courses:

<u>HIST 3120 The Establishment of the U.S.</u>	<u>3 hours</u>
<u>HIST 3125 Age of Jefferson and Jackson</u>	<u>3 hours</u>
<u>HIST 3130 Sectionalism and the Civil War</u>	<u>3 hours</u>
<u>HIST 3132 The Reconstruction Era</u>	<u>3 hours</u>
<u>HIST 3135 Gilded Age and Progressive Era</u>	<u>3 hours</u>
<u>HIST 3420 Family History & Genealogical Resources</u>	<u>3 hours</u>
<u>HIST 3501 Selected Topics in U.S. History (relevant topics)</u>	<u>3 hours</u>
<u>HIST 3700 U.S. Historical Geography</u>	<u>3 hours</u>
<u>HIST 4001 African American History</u>	<u>3 hours</u>

Required courses:

<u>HIST 4020 History of the Old South</u>	<u>3 hours</u>
<u>HIST 4030 History of the New South</u>	<u>3 hours</u>

Select 1-2 course(s):

<u>ENGL 3410 African American Literature I</u>	<u>3 hours</u>
<u>ENGL 3420 African American Literature II</u>	<u>3 hours</u>
<u>ENGL 4130 Southern Literature</u>	<u>3 hours</u>
<u>POLS 4422 African American Political Thought</u>	<u>.3 hours</u>

World Cultures Concentration 21 hours

Select three courses:

- HIST 3210 The Twentieth Century World 3 hours
- HIST 3215 Latin American-U.S. Relations 3 hours
- HIST 3220 Latin American History 3 hours
- HIST 3225 Caribbean History 3 hours
- HIST 3230 History of Sub-Sahara Africa 3 hours
- HIST 3240 History of Middle East and North Africa 3 hours
- HIST 3245 History through Film (relevant topics) 3 hours
- HIST 3250 Pre-Modern East Asian History 3 hours
- HIST 3255 Modern East Asian History 3 hours
- HIST 3260 Pre-Modern South Asian History 3 hours
- HIST 3265 Modern South Asian History 3 hours
- HIST 3270 Pre-Modern History of Russia 3 hours
- HIST 3275 Modern Russian History 3 hours
- HIST 3500 Selected Topics in World History 3 hours

Select one:

- PHIL 4400 Philosophy of Culture 3 hours
- HUMN 3101 The Humanities, Arts, and Society 3 hours
- HUMN 3102 International Arts & Culture 3 hours
- HUMN 4800 - Selected Topics in Humanities 3 hours

Required courses:

- HIST 3800 World Historical Geography 3 hours
- HIST 4250 History of World Religions 3 hours

Select one:

- CMS 3101 Media and Culture 3 hours
- CMS 3810 Women and Popular Culture 3 hours
- CMS 4500 Global Contexts in Communication & Media Studies 3 hours
- CMS 4810 Women & the Arts 3 hours
- FREN 3110 French Culture & Civilization 3 hours
- INTL 3800 Study Abroad 3 hours
- POLS 4452 Politics of Asia 3 hours
- POLS 4453 Politics of Africa 3 hours
- POLS 4454 Politics of the Middle East 3 hours
- POLS 4455 Politics of Latin America 3 hours
- SOCI 3310 Race & Ethnicity 3 hours
- SPAN 4334 Contemporary Spanish Culture 3 hours
- SPAN 4335 Latin America Culture & Civilization 3 hours
- WST 3400 Global Studies: Gender, Culture & Globalization 3 hours

Archival Concentration 21 hours

- HIST 3030 Archival Internship I 3 hours
- HIST 3401 Introduction to Archival Theory and Practice 3 hours
- HIST 3410 Introduction to Electronic Records 3 hours
- HIST 3420 Family History and Genealogical Resources 3 hours
- HIST 4401 Readings in Archival Studies 3 hours
- HIST 4902 Archival Internship II 3 hours

Select two additional relevant courses as approved by advisor. Courses in Information Technology are encouraged.

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Public History Concentration 12-18 hours

- HIST 3901 Archival Internship I 3 hours
- HIST 4901 History Internship or HIST 4903 History Practicum 3 hours

Take four to six of the following courses:

- HIST 3401 Introduction to Archival Theory and Practice 3 hours
- HIST 3410 Introduction to Electronic Records 3 hours
- HIST 3420 Family History and Genealogical Resources 3 hours
- HIST 4440 Historical Exhibitions & Public Programming 3 hours
- HIST 4450 Introduction to Historic Preservation 3 hours
- HIST 4900 Independent Study in History variable credit

Take one or two additional related courses as approved by the advisor.

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Major Related Electives 3-12 hours

Select from among:

AFAM 3100 Harlem Renaissance	3 hours
ART 3401 American Art Visions.....	3 hours
CMS 3200 History of Communication	3 hours
CMS 3310 Film History	3 hours
CMS 3340 National Cinemas.....	3 hours
CMS 3810 Women & Popular Culture	3 hours
CMS 4330 Film Genres	3 hours
ENGL 2111 World Literature I.....	3 hours
ENGL 2112 World Literature II.....	3 hours
ENGL 2121 British Literature I.....	3 hours
ENGL 2122 British Literature II.....	3 hours
ENGL 2131 American Literature	3 hours
ENGL 2132 American Literature II.....	3 hours
ENGL 3200 History of English Language	3 hours
ENGL 3330 Women & Literature	3 hours
ENGL 3410 African American Literature I.....	3 hours
ENGL 3420 African American Literature II.....	3 hours
ENGL 3501 Multicultural Literature	3 hours
ENGL 3620 Post-Colonial Literature.....	3 hours
ENGL 4100 American Colonial & Federal Literature.....	3 hours
ENGL 4110 American Romanticism	3 hours
ENGL 4120 American Realism & Naturalism.....	3 hours
ENGL 4130 Southern Literature.....	3 hours
ENGL 4140 Modern American Literature.....	3 hours
ENGL 4150 Contemporary American Literature	3 hours
ENGL 4200 Medieval Literature.....	3 hours
ENGL 4210 Renaissance Literature	3 hours
ENGL 4220 Restoration & Neoclassical Literature	3 hours
ENGL 4241 Romantic Literature	3 hours
ENGL 4242 Victorian Literature	3 hours
ENGL 4250 Modern British Literature	3 hours
FREN 3110 French Culture & Civilization I.....	3 hours
FREN 3120 French Culture & Civilization II.....	3 hours
FREN 4030 Introduction to French Literature	3 hours
FREN 4200 The Francophone World.....	3 hours
HUMN 3101 The Humanities, Arts, and Society.....	3 hours
HUMN 3102 International Arts and Culture.....	3 hours
INTL 2800 Study Abroad	credit varies
INTL 3800 Study Abroad	credit varies
MUSC 2611 Music History I.....	3 hours
MUSC 3101 History of Jazz.....	3 hours
MUSC 3612 Music History II.....	3 hours
MUSC 3613 Music History III.....	3 hours
PHIL 3200 Ancient Philosophy.....	3 hours
PHIL 3400 Medieval Philosophy	3 hours
PHIL 3600 Modern Philosophy	3 hours
PHIL 3800 Contemporary Philosophy.....	3 hours
PHIL 4200 Philosophy of Religion.....	3 hours
PHIL 4400 Philosophy of Culture	3 hours
POLS 3350 International Relations.....	3 hours
POLS 3360 The US Congress	3 hours
POLS 3370 The US Presidency.....	3 hours
POLS 3382 Women & Politics	3 hours
POLS 4420 Political Philosophy.....	3 hours
POLS 4421 American Political Thought 1620-Present	3 hours
POLS 4422 African American Political Thought.....	3 hours

Deleted: General History Concentration . 15-21 hours¶
Choose five to seven courses that are not already taken from those listed in the Required Upper Division U.S. History Core or the Required Upper Division World History Core.¶

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Deleted: CRJU 3200 Law Enforcement . 3 hours¶
CRJU 3300 Corrections . 3 hours¶
CRJU 4426 Civil Liberties . 3 hours¶

Deleted: HMSV 3010 Introduction to Human Services . 3 hours¶

Deleted: POLS 3323 Comparative Politics . 3 hours¶

POLS 4426 Civil Liberties	3 hours
POLS 4427 Equal Rights in America	3 hours
POLS 4450 American Foreign Policy	3 hours
POLS 4451 Politics of Europe	3 hours
POLS 4452 Politics of Asia	3 hours
POLS 4453 Politics of Africa	3 hours
POLS 4454 Politics of Middle East	3 hours
POLS 4455 Politics of Latin America	3 hours
SOCI 3310 Race and Ethnicity	3 hours
SPAN 4231 Intro to Spanish Literature	3 hours
SPAN 4234 Intro to Contemporary Spanish Literature	3 hours
SPAN 4334 Contemporary Spanish Culture & Civilization	3 hours
THEA 3101 Theatre, Cinema, and Society	3 hours
THEA 4520 African American Theatre	3 hours

Free Elective **3 hours**
 Another course from Related Electives list or any course numbered 2000 or higher (except PHED, WLAB, or courses identified in the catalog as career or institutional credit courses).

BACHELOR OF ARTS IN HISTORY SUGGESTED DEGREE PROGRAM SEQUENCE

In the sequence below, only courses marked with an asterisk (*) are program requirements. Other courses are recommended selections from categories within the program requirements.

FRESHMAN YEAR					
First Semester			Second Semester		
Course	Title	Hours	Course	Title	Hours
ENGL 1101*	English Composition I	3	ENGL 1102*	English Composition II	3
CRIT 1101*	Critical Thinking	3	PSYC 1101	Intro General Psychology	3
HIST 2111*	U.S. History to 1877	3	SPAN 1002	Elementary Spanish II	3
POLS 1101*	American Government	3	HIST 1111*	Pre-Modern World History	3
MATH 1101	Intro to Math Modeling	3	MATH 1231	Introductory Statistics	3
Total		15	Total		15

SOPHOMORE YEAR					
First Semester			Second Semester		
Course	Title	Hours	Course	Title	Hours
SPAN 2001	Intermediate Spanish I	3	SPAN 2002	Intermediate Spanish II	3
HIST 1112*	Modern World History	3	BIOL 1112	Introductory Biology II	3
BIOL 1111	Introductory Biology I	3	HIST 2112*	U.S. since Reconstruction	3
BIOL 1111L	Intro to Biology Laboratory	1	HIST 2500*	Historical Methods	3
HIST 2750	Critical Issues & Trends	3	PHIL 2201	Intro to World Philosophy	3
ECON 2105	Macroeconomics	3			
Total		16	Total		15

JUNIOR YEAR					
First Semester			Second Semester		
Course	Title	Hours	Course	Title	Hours
HIST 3001*	Historiography	3	HIST 3110*	Georgia History	3
HIST 3010*	Public History	3	HIST 3130	Civil War	3

- Deleted: SOSC 3110 Themes in World Geography 3 hours
- Deleted: SOSC 4800 Selected Topics in Social Sciences 3 hours
- Deleted: Internship Requirement 3 hours
- Select from among:
 - HIST 3901 Archival Internship I 3 hours
 - HIST 4901 History Internship 3 hours
 - HIST 4902 Archival Internship II 3 hours
 - HIST 4903 History Practicum 3 hours
- Deleted: *
- Deleted: COMM 1110
- Deleted: Spoken Communication
- Deleted: POLS 1101*
- Deleted: American Government
- Deleted: SOCI
- Deleted: Introduction to Sociology
- Deleted: 2111
- Deleted: US History to 1877
- Deleted: *
- Deleted: Or HIST 2112
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- Deleted: HIST 1111
- Deleted: Pre-Modern World History
- Deleted: Or HIST 1112
- Deleted: Survey of Modern History
- Deleted: 3
- Deleted: ENGL 2111
- Deleted: World Literature I
- Deleted: PHIL 2401
- Deleted: Introduction to Aesthetics
- Deleted: MUSC 2101
- Deleted: Music Appreciation
- Deleted: MATH 1231
- Deleted: Introductory Statistics
- Deleted: Lower Division Elective
- Deleted: Lower Division Elective
- Deleted: 3140
- Deleted: Themes of 20th Century US
- Deleted: and Reconstruction

HIST 3220	Latin American History	3	HIST 3150	War and Diplomacy	3
HIST 3330	Business History	3	HIST 3120	Establishment of the U.S.	3
HIST 3700	U.S. Historical Geography	3	HIST 4001	African American History	3
Total		15	Total		15

Deleted: POLS 2301
Deleted: Intro to Political Science

SENIOR YEAR					
First Semester			Second Semester		
Course	Title	Hours	Course	Title	Hours
HIST 4004	Environmental History	3	HIST 4030	New South	3
HIST 4020	Old South	3	ENGL 3410	African American Literature	3
HIST 3225	Caribbean History	3	PHIL 4400	Philosophy of Cultures	3
ENGL 4130	Southern Literature	3	SOCI 3310	Race and Ethnicity	3
HIST 4110	Ancient Greece & Rome	3	HIST 4850	Senior Seminar	3
Total		15	Total		15

Deleted: 4901
Deleted: Internship
Deleted: 3010
Deleted: Introduction to Public History
Deleted: 4850
Deleted: Senior Seminar
Deleted: HIST 4002
Deleted: History
Deleted: South
Deleted: 4003
Deleted: Women's
Deleted: HIST 4120
Deleted: Renaissance and Reform
Deleted: 0
Deleted: 4100
Deleted: Origins of Western World
Deleted: SOSC 3110
Deleted: Geography

Minor Program in History

The objectives of the history minor are:

- To help prepare students for professional careers and advanced study in political science, law, teaching and a myriad of other public and private sector positions;
- To offer an opportunity for students to broaden their education and to pursue their interests in history but who choose to major in another discipline, perhaps completely unrelated to history;
- To provide students with a way of thinking about the human experience over time, to reason systematically, to examine critically the relationships among people and events, and to reach thoughtful judgments about human affairs;
- To offer Clayton State students in other major degree programs minor concentration course options similar to those provided at other system institutions with history four-year degree and minor programs.

HISTORY MINOR PROGRAM REQUIREMENTS

Lower Division Requirements 6 hours

- HIST 2500 Historical Methods
- HIST 2750 Critical Issues & Trends in World History

Upper Division Electives 12 hours

Select four 3000-4000 level HIST courses (at least one course must be from Required Upper Division World History Core).

Deleted: Select two courses that are not used to satisfy Core Curriculum Area E: HIST 1111, HIST 1112, HIST 2111, HIST 2112

Total Program Requirements 18 hours

Deleted: from (at least 3 hours must be from non-U.S. History courses): HIST 3001, HIST 3010, HIST 3110, HIST 3120, HIST 3125, HIST 3130, HIST 3135, HIST 3140, HIST 3150, HIST 3210, HIST 3220, HIST 3225, HIST 3230, HIST 3240, HIST 3250, HIST 3260, HIST 3270, HIST 3330

History (HIST)

HIST 1111 - Survey of pre- Modern World History (3-0-3)

A survey of world history from the earliest civilizations to the voyages of discovery of the sixteenth century. Social, intellectual, and political history will be emphasized. [Note: Learning Support students who are required to take ENGL 0099 and/or READ 0099 must exit the requirement(s) before they can enroll in this course.]

HIST 1112 - Survey of Modern World History (3-0-3)

A survey of world history from the early sixteenth century to the present, emphasizing social, intellectual, and political topics. [Note: Learning Support students who are required to take ENGL 0099 and/or READ 0099 must exit the requirement(s) before they can enroll in this course.]

HIST 2111 - Survey of United States History to 1877 (3-0-3)

The history of the U. S. and the lands that would become the U. S. from the colonial period through Reconstruction. [Note: Learning Support students who are required to take ENGL 0099 and/or READ 0099 must exit the requirement(s) before they can enroll in this course.]

HIST 2112 - Survey of United States History since Reconstruction (3-0-3)

A survey of United States history from the post-Civil War period to the present. The course focuses on the political, social, and cultural development of the modern United States with particular emphasis on the twentieth century. [Note: Learning Support students who are required to take ENGL 0099 and/or READ 0099 must exit the requirement(s) before they can enroll in this course.]

HIST 2265 - Minorities in American History (3-0-3)

A survey of the history of minorities in America. Attention is given to the concepts of ethnicity, race, culture, and minority status, and emphasis is placed on African Americans as the largest minority in the region.

Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 2500 - Historical Methods (3-0-3)

An introduction to the historian's craft and the research techniques and philosophies used in the writing of history.

Prerequisite: Any 1000 or 2000 level HIST course.

Deleted: HIST 2111 or HIST 2112.

HIST 2750 - Critical Trends and Issues in Recent World History (3-0-3)

An examination of the global significance of critical political, social, cultural, economic, and international trends and issues since the fall of Communism. Prerequisite: Any 1000 or 2000 level HIST course.

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HIST 3001 - Historiography (3-0-3)

This course will examine the perspectives of significant historical schools and analyze the contributions made by major historians throughout history. Prerequisite: HIST 2500

Deleted: Methodological investigation will include the following topics: selection, verification, organization, interpretation, and presentation. Students will be required to complete a research project.

HIST 3010 - Introduction to Public History (3-0-3)

An introduction to the various facets of public history including archives. This course will emphasize the importance of the preservation and use of historical documents, artifacts, and sites. The examination of public history will include reference to organizations, museums, historical sites, advocacy groups, and public policy development. Non history majors including students considering majoring in history are encouraged to take this course.

Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3110 - Georgia History and Government (3-1-3)

Georgia History and Government provides students with the basic analytical and conceptual skills for studying history and government on the state and local level. The course examines the social, political, and institutional history of Georgia to prepare students to analyze similar developments on the local, regional, and national level. A field-based project, appropriate for both teacher education majors and others, is incorporated into the course. Includes a laboratory/ practicum component. Required for all middle level and secondary teacher education students and for all history majors. Fall course is reserved for all middle level teacher education students with social science majors and course offered Spring is for history and other majors.

Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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Deleted: Completion of Area E history courses, i.e. [HIST 2111 (C) or HIST 2112 (C)] and [HIST 1111 (C) or HIST 1112 (C)].

HIST 3120 - The Establishment of the U. S., 1607 - 1800 (3-0-3)

Cultural, social, economic, and political development of Anglo-America through the War for Independence, the formation of state and national constitutions and governments, the Federalist years, and the "Revolution of 1800."

Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3125 - The Age of Jefferson and Jackson (3-0-3)
The history of the U.S. from the Early Republic through 1845. Major themes include territorial expansion, the market revolution, the rise of social reform movements, constitutional developments, the first and second party systems, and the growth of sectional tensions.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3130 - Sectionalism and the Civil War (3-0-3)
The origins and course of the American Civil War. Emphasis on the political, economic, social, and cultural background to the war, its military aspects, its impact on American society.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3132 – The Reconstruction Era, 1863-1877 (3-0-3)
The abolition of slavery, the political and economic remaking of the South, and the ways the most turbulent and controversial periods in American history have been remembered and refought by later generations. Prerequisite: Any 1000 or 2000 level HIST course.

Deleted: , and Reconstruction, 1845-1877

Deleted: , its course, and subsequent efforts at reconciling North and South

Deleted: , and the struggle over the war's meaning

HIST 3135 - The U.S. in the Gilded Age and Progressive Era, 1877-1917 (3-0-3)
This course provides students with a deepened understanding of the emergence of the United States as a modern, industrial nation with an increasingly important role in world affairs. It will explore the political, social, economic, and technological changes associated with this process.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3140 - Themes of Twentieth Century United States History (3-0-3)
A study of domestic developments in the United States during the Twentieth Century with emphasis on major cultural, social, economic, and political reform movements.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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Deleted: HIST 2111 (C) or HIST 2112 (C).¶

HIST 3150 - War and Diplomacy 1898 - Present (3-0-3)
An historical overview of the programs, policies, key events, important figures, and enduring lessons of U.S. interactions with other nations and their peoples, from America's rise to the status of Great Power before World War II to its global pre-eminence thereafter. Topics include colonialism, American involvement in World War I, interwar diplomacy, conflicts leading to World War II and the Cold War, Korea, Vietnam, and Desert Storm.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3210 - The Twentieth Century World (3-0-3)
An examination of the political, social, and cultural developments of the twentieth century, with emphasis on the era of the world wars and the Cold War, and the end of colonialism.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3215 - Latin American-U.S. Relations
A study of political, cultural, economic interaction between the United States and the many and diverse countries of Latin America since 1823. Prerequisite: Any 1000 or 2000 level HIST course.

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HIST 3220 - Latin American History - (3-0-3)
The history of Latin America from before the European arrival, through the era of colonialism and independence, to twentieth century national movements.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3225 - Caribbean History - (3-0-3)
Survey of the history of the Caribbean, from pre-Columbian cultures to the present. The course will emphasize slavery and emancipation, the rise of nationalist movements, independence, and the post-colonial states. In addition, this course will link the shared experiences of the Caribbean with the American South.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3230 - History of Sub Sahara Africa (3-0-3)
The history of Africa south of the Sahara from the first century C.E. to the present, with emphasis on the rise of empires in west and southern Africa, the influence of Islam, the impact of European imperialism, and the independence movements of the twentieth century.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3240 - History of the Middle East and North Africa (3-0-3)
The history of the region from the end of the Roman empire to the present, with emphasis on the rise of Islam, the rise and decline of the Islamic empires, the era of European control, and the twentieth century independence movements.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3245 - History Through Film (3-0-3)

This course introduces students to critical issues in history and representation, utilizing film to analyze central historical issues. The specific thematic content is variable. Course may be repeated for up to 9 credits. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3250 - Pre-Modern East Asian History (3-0-3)

From the Shang Dynasty to Ming Dynasty in China, the Yamato Clan rule to Tokugawa Shogunate in Japan, and Gogoseon Kingdom to Choson Dynasty in Korea. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3255 - Modern East Asian History (3-0-3)

From the Qing Dynasty to present in China, the Meiji Restoration to present in Japan, and in Korea, from the Tonghak Rebellion of 1894-1895 to the present. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3260 - Pre-Modern South Asian History (3-0-3)

The history of India, from the Harappan Civilization to the Mughal Dynasty. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3265 - Modern South Asian History (3-0-3)

A history of India, from the establishment of the British Raj to the present. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3270 - Pre-Modern Russian History (3-0-3)

A survey from the mythic founding Kievan Rus in A.D. 862 to Catherine the Great. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3275 - Modern Russian History (3-0-3)

From Tsar Alexander I to the present. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3330 - Business & Economic History (3-0-3)

An examination of the historical development of the American economy with emphasis on business organization, business values, business cycles, and business government relationships. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3401 - Introduction to Archival Theory and Practice (3-0-3)

This course will introduce the student to the fundamentals of archival work. This will involve such functions as arrangement and description of manuscripts and non-documentary materials, assistance to patrons, creation and updating of finding aids, care and preservation of materials, security, privacy, legal responsibilities, and professional ethics. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3410 - Introduction to Electronic Records (3-0-3)

This course will introduce the student to the storage and retrieval of electronic records. This includes records originally in electronic form as well as items (manuscripts, photographs, motion pictures, audio recordings, etc.) originally created on paper or other media and then converted to electronic form (digitalized.) The course will also involve the use of electronic methods that facilitate the use of traditional records (e.g., indices, finding aids, web presentation). Prerequisite: HIST 3401 (C) Note: The possibility of cross listing this as an IT course is under study.

HIST 3420 - Family History and Genealogical Resources (3-0-3)

This course is an introduction to the use of family history to illustrate broader historical currents and a survey of the resources and methods of genealogy. Students will research actual genealogy or family history. Non history majors interested in family history are encouraged to take this course. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3450 - U.S. Military History (3-0-3)

A study of the American military art, from the earliest days of frontier offensives to present-day global concerns. Focuses on the creation of American military institutions, the genesis of policy-making and maintenance of civilian control over that process, the inter-relationship between foreign and military policy, the conduct of war, and the influence of American society upon the armed forces as social institutions. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3500 - Selected Topics in World History (3-0-3)

This course examines selected periods of significant development in world history. While topics may vary from semester to semester, a consistent focus of the course will be the interaction between Western and non-Western cultures and the impact of these interactions on the evolution of the modern world. May be repeated when topic varies. Prerequisite: Any 1000 or 2000 level HIST course.

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HIST 3501 - Selected Topics in U. S. History (3-0-3)

This course will present significant topics in U. S. history not covered by other courses in the curriculum. May be repeated for credit when the topic varies.

Prerequisite: Any 1000 or 2000 level HIST course.

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HIST 3700 - U.S. Historical Geography (3-0-3)

Study of the interplay between and among natural factors of climate, soils, vegetation, and landforms, and human factors of settlement, economic activity, transportation, warfare, technology, and cultural traits. Required for all middle level and secondary teacher education students with a major or minor concentration in social studies or history. Prerequisite: Any 1000 or 2000 level HIST course

Deleted: HIST 2111 (C) or HIST 2112 (C).

HIST 3800 - World Historical Geography (3-0-3)

Provides students with a comprehensive spatial global view and with the basic analytical and conceptual skills required to study the diverse regions of the world, while focusing on the instructional theme of human/environment interaction, especially how geographical factors helped to shape history. Required for all middle level and secondary teacher education students with a major or minor concentration in social studies or history. Prerequisite: Any 1000 or 2000 level HIST course

HIST 3901 - Archival Internship I (0-V-3)

The student will acquire hands-on experience working with archives in such tasks as record retrieval, patron assistance, preparing finding aids, preserving materials, editing manuscripts, or performing other archival functions. The internship placement and duties must be approved by the history experiential learning coordinator, the Office of Experiential Learning, and the placement site. This course is required for completion of the archival concentration.

Prerequisite: HIST 3401 (C).

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HIST 4001 - African American History (3-0-3)

The African Americans, from their cultural roots in West Africa to the changing economic, political, social status over time to the present. Special emphasis placed on the civil rights movement, Black nationalism, and Black leadership.

Prerequisite: Any 1000 or 2000 level HIST course.

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HIST 4003 - Women's History (3-0-3)

The role of women in the social, economic, and political development of the United States. Contributions of women and the historical significance of their attitudes in the liberal reform eras in American history.

Prerequisite: Any 1000 or 2000 level HIST course.

Deleted: HIST 2265 (C) or [HIST 2111 (C) and HIST 2112 (C)]

Deleted: HIST 4002 - History of the American South (3-0-3)¶
A synthesis of the economic, social, political, and cultural developments that shaped the history of southern states, from the Colonial period to the creation of the modern South.¶
Prerequisite(s): [HIST 2111 (C) and HIST 2112 (C)].¶

HIST 4004 - American Environmental History (3-0-3)

Changing attitudes about nature and wilderness, political decisions, supervisory institutions, and environmental problems which accompanied utilization of America's natural resources, from colonial times to the present. Prerequisite: Any 1000 or 2000 level HIST course.

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HIST 4010 - U.S. Intellectual History (3-0-3)

This course teaches the basics of American thought, as reflected in literature, politics, religion, science, and laws. Prerequisite: Any 1000 or 2000 level HIST course.

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HIST 4020 - History of the Old South (3-0-3)

This course primarily explores the origins of southern society and culture, the growth of southern distinctiveness, and the ultimate attempt to create a separate though short-lived southern nation. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 4030 - History of the New South (3-0-3)

Analysis of the change and continuity in the American South from the end of the Civil War through the present. Prerequisite: Any 1000 or 2000 level HIST course.

Deleted: HIST 4100 - Origins of the Western World - (3-0-3) ¶
The history of the Mediterranean world and Western Europe from the beginnings of Greek civilization through the Middle Ages. (800 B.C.E.- 1300 C.E.), with special attention given to the origins of Western political, religious, and economic systems¶
Prerequisite(s): HIST 1111 (C).¶

HIST 4110 - Ancient Greece and Rome (3-0-3)

The history of the Hellenes, from the Minoan civilization through Alexander's legacy, and the development of ancient Rome from its origins in Italy, through the rise as an Empire embracing the entire Mediterranean World and Western Europe, to Christianity and the foundation of Constantinople. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 4115 - History of the Middle Ages (3-0-3)

Medieval European civilization as it emerged, from the declining Roman Empire through its apogee in the 13th century. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 4120 - Renaissance, Reformation, and the Rise of the Western Nation State (3-0-3)

The history of Europe from 1300 to the Peace of Westphalia (1648) with special emphasis given to the rise of new philosophies, new political systems, new religions, and the impact of European contact with Asia, Africa, and the Americas. Prerequisite: Any 1000 or 2000 level HIST course.

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Deleted: HIST 1111 (C).

<p>HIST 4130 - The Age of European Expansionism (3-0-3) The history of Europe from the mid-17th century through the Napoleonic Era. Prerequisite: Any 1000 or 2000 level HIST course.</p>	<p>Deleted: and Industrialization</p>
<p><u>HIST 4200 - Nineteenth Century European History, 1815 to 1914.</u> <u>The rise of modern Europe, the spread of liberalism, nationalism, and democratic forces; the industrial revolution and the resulting imperialistic and democratic rivalries among the great powers.</u> Prerequisite: Any 1000 or 2000 level HIST course.</p>	<p>Deleted: to</p>
<p>HIST 4250 - History of World Religions (3-0-3) Investigates the common themes of all religions: the origins, development, and present status of the major world religions including Hinduism, Buddhism, Judaism, Chinese Confucianism and Taoism, Christianity, and Islam. Provides students with a framework for understanding the various world views to be found in today's increasingly connected world. A field-based research project is required for the course. Option for all middle level and secondary teacher education students with a major concentration in social studies or history. Prerequisite: Any 1000 or 2000 level HIST course.</p>	<p>Deleted: beginning of World War I (1914), focusing on the factors that enabled Europe to become the dominant world power of the early 20th century. Special attention will be given to the rise of industrial capitalism, the creation of overseas empires, and the creation of new political systems in the 18th and 19th centuries.</p>
<p><u>HIST 4350 – Modern World Intellectual History (3-0-3)</u> <u>An introduction to the global history of ideas, from the mid-eighteenth century to the present.</u> Prerequisite: Any 1000 or 2000 level HIST course.</p>	<p>Deleted: (s)</p>
<p>HIST 4401 - Readings in Archival Studies (3-0-3) The course will provide students with core knowledge in specialized archival topics through selected readings and research. Students will concentrate in four of the following subject areas: administration, appraisal and acquisition, arrangement and description, electronic records, preservation and conservation, records and information management, reference and access, and the history and nature of the archival profession. Prerequisite: HIST 3401.</p>	<p>Deleted: HIST 1112 (C).</p>
<p>HIST 4401 - Readings in Archival Studies (3-0-3) The course will provide students with core knowledge in specialized archival topics through selected readings and research. Students will concentrate in four of the following subject areas: administration, appraisal and acquisition, arrangement and description, electronic records, preservation and conservation, records and information management, reference and access, and the history and nature of the archival profession. Prerequisite: HIST 3401.</p>	<p>Deleted: (s)</p>
<p>HIST 4440 - Historical Exhibitions and Public Programming (3-0-3) A survey of the methods and purposes of interpreting history to the general public through museums, displays, exhibitions, pamphlets, documentaries, web sites, and all methods other than traditional historical publishing mediums (i.e. books and articles). Emphasis will be placed on interpretation of items of material culture. Prerequisites: HIST 3010 (C).</p>	<p>Deleted: (s)</p>
<p>HIST 4450 - Introduction to Historic Preservation (3-0-3) An introduction to the purposes and methods of identifying, documenting, interpreting, and preserving historically significant structures, buildings, sites, and objects with emphasis on the United States. The course will include a survey of such historic preservation issues as economic development, tourism, architectural history, historical archeology, and community revitalization. It is recommended, but not required, that students take HIST 3010 prior to HIST 4450. Non history majors interesting in economic and community development, tourism, or other aspects of historic preservation are encouraged to take this course. Prerequisite: Any 1000 or 2000 level HIST course.</p>	<p>Deleted: (s)</p>
<p>HIST 4850 - Senior Seminar in History (3-0-3) This course is open only to history majors in their senior year (i.e. 90+ hours in the program). The seminar will emphasize readings and discussion concerning historical topics of broad significance. Students will complete a project requiring historical research, analysis, and interpretation. Prerequisites: Senior standing and HIST 3001 (C) and HIST 3010 (C) or HIST 3110 (C).</p>	<p>Deleted: Completion of Area E history courses, i.e. [HIST 2111 (C) or HIST 2112 (C)] and [HIST 1111 (C) or HIST 1112 (C)].</p>
<p>HIST 4900 - Independent Study in History with Directed Research and Readings. (variable credit) Special study arranged in consultation with a faculty member and approved by the department head. May be repeated for a maximum of six semester hours. Prerequisite(s): Junior standing.</p>	<p>Deleted: (s)</p>
<p>HIST 4901 - History Internship (3-0-3) An approved historical field experience and carried out by the students in an appropriate institution, agency, or business. Requires the approval of the history experiential learning coordinator, the Office of Experiential Learning, and the placement site. Prerequisite: HIST 3010 (C).</p>	<p>Deleted: 3000</p>
<p>HIST 4901 - History Internship (3-0-3) An approved historical field experience and carried out by the students in an appropriate institution, agency, or business. Requires the approval of the history experiential learning coordinator, the Office of Experiential Learning, and the placement site. Prerequisite: HIST 3010 (C).</p>	<p>Deleted: and</p>
<p>HIST 4902 - Archival Internship II (0-V-3) The student will acquire additional hands-on experience working with archives in such tasks as record retrieval, patron assistance, preparing finding aids, preserving materials, editing manuscripts, or performing other archival functions. The HIST 4902 internship must involve either a different archival function or a more advanced application of the same function that was used for the HIST 3901 internship. The internship placement and duties must be approved by the history experiential learning coordinator, the Office of Experiential Learning, and the placement site. This course is required for completion of the archival concentration. Prerequisite(s): HIST 3401 (B).</p>	<p>Deleted: (s)</p> <p>Deleted: HIST 3000 (C) and</p> <p>Deleted: 4030</p> <p>Deleted: 3030</p>

HIST 4903 - History Practicum (0-V-3)

The practicum will constitute an independent (individual or small group) project in historical methodology, research, and analysis. The student will prepare and submit a significant historical paper and/or project. Requires the approval of the history experiential learning coordinator and the department head.

Prerequisite: ~~Senior standing and HIST 3001 (C)~~ or HIST 3010 (C).

Deleted: (s)

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HIST 2500 – Historical Methods

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 2500 (3-0-3)

2. Title: Historical Methods

3. Restrictions (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course
- b. Co-requisite(s) (normal or absolute): N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: none

4. Course description for catalog:

An introduction to the historian's craft and the research techniques, philosophies, and technologies used in analyzing and writing about the past.

5. Semester of Implementation: Spring 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

HIST 2500 will be a Required Lower Division Course: Area F in place of SOSC 2501. History majors and minors and those enrolled in the planned B.S. degree in History and Secondary Education will be required to take it.

2. Why is the course needed at CSU?

The discipline of history is an art not a science. It is something that is done, rather than an inert body of data that is studied. Students need to know what history is and how history is constructed preferably before taking any upper division history course. Currently, History majors and minors are required to take HIST 3001 Historiography and Historical Methods, but that course will be modified by deleting "Historical Methods" from its title and content.

3. What similar courses (models) at other institutions have helped guide this proposal?

Almost every B.A. history program in the USG has separate courses for these topics, and several institutions (including Georgia Southern and West Georgia) offer Historical Methods as a 2000-level Area F requirement.

Georgia Southern

HIST 2630 Historical Methods

An examination of the methodologies and techniques of historical research and writing. This course is a requirement for history majors and for the social studies section of the Bachelor of Science in Education.

University of West Georgia

HIST 2302 Methodology

Examination of history as a discipline and as a craft, concentrating on the research and interpretative skills used by historians. The course should be taken in the second year of the history major's degree program.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The impact should be negligible. SOSC 2501 is an option or requirement by other programs.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking?

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Conal Furay and Micahel J. Salevouris, *The Methods and Skills of History: A Practical Guide* (Harlan

Davidson, 2002)

James West Davidson and Mark Lytle, *After the Fact: The Art of Historical Detection* (McGraw-Hill Humanities, 2004)

William Kelleher Storey, *Writing History: A Guide for Students* (Oxford University Press, 2008)

John Hollitz, *Thinking Through History: A Critical Approach* (Houghton Mifflin, 2007)

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

All three methods are certainly do-able and possible.

5. Attach a tentative course outline (one page or less)

1. What is History, and Why do We Study It?

2. Thinking Like an Historian

3. Finding It: The Search for Information

4. Reading and Looking at History: Primary and Secondary Sources

5. History as a Multimedia Experience: Movies, TV, Radio, the Internet

6. Gathering and Managing Information

7. Context in History

8. Questioning and the Historian's Frame of Reference

9. Evidence: Evaluation and Interpretation

10. Causation: Why Events Happen

11. Narration and Exposition: Telling the Story

12. The History of History: Historiography- An Introduction

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

None.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught by full-time faculty only.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

The New York Times [microform]

Ancestry Library Edition [database]

Henige, David P. *Numbers from nowhere: the American Indian contact population debate* (c1998)[electronic resource]

Robert C. Williams, *The historian's toolbox : a student's guide to the theory and craft of history* (c2003)

John Lewis Gaddis, *The landscape of history : how historians map the past* (c2004)

6. What additional library resources must be added to support the proposed course?

None.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

2 sections: 1 Fall, 1 Spring (1 section will be dedicated to Secondary Education students)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

50

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None.

HIST 2750 – Critical Trends and Issues in Recent World History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 2750 (3-0-3)

2. Title: Critical Trends and Issues in Recent World History

3. Restrictions (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course
- b. Co-requisite(s) (normal or absolute): N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

An examination of the global significance of critical political, social, cultural, economic, and international trends and issues since the fall of Communism.

5. Semester of Implementation: Spring 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

HIST 2750 will be a Required Lower Division Course. History majors and minors and those enrolled in the planned B.S. degree in History and Secondary Education will be required to take it.

2. Why is the course needed at CSU?

Too often, history courses end with World War II and very seldom deal with contemporary global issues. This course is designed to introduce students to an issue or a group of related issues whose influence on contemporary life extends beyond the boundaries of the United States and significantly involves other societies, cultures, and geographical locations. The course would substantially improve our students' understanding of the contemporary world, giving them tools to understand and interpret current issues and their historical origins. It would help our students to become not only well-trained teachers and historians, but also well-informed citizens of the new global society. In addition, the BOR Area F Guidelines for History allows for "Introductory thematic courses in history," which HIST 2750 certainly will become.

3. What similar courses (models) at other institutions have helped guide this proposal?

Georgia State University
HIST 2500 – Contemporary World History (since 1945)

A study of political, economic, social, and cultural events and processes affecting the human community since 1945.

Kennesaw State University
HIST 3305 – The World Since 1945
A survey of major themes in world history since 1945.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

None.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking?

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Nermeen Shaikh, *The Present as History: Critical Perspectives on Global Power* Columbia University Press (2007)

Mike Davis, *Planet of Slums* Verso (2007)

M. W. Daly, *Darfur's Sorrow: A History of Destruction and Genocide* Cambridge University Press (2007)

Paula S. Rothenberg, *Beyond Borders : Thinking Critically about Global Issues* New York : Worth Publishers (c2006)

Thomas Friedman, *The World Is Flat* New York: Farrar, Straus, and Giroux (2005)

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

All three methods are certainly do-able and possible.

5. Attach a tentative course outline (one page or less)

1. Geography Overview
2. The Global Economy
3. Post-colonialism and the New Imperialism
4. Feminism and Human Rights
5. Secularism and Faith
6. Climate Change
7. Globalization and Its Discontents
8. Social Justice and Inequality
9. Global security and the War on Terror
10. The Information Revolution
11. Population and Migration
12. Evolving Ideas of Race and Place
13. New Nationalism

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

None.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught by full-time faculty only.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Stephen White, *Communism and its collapse* (New York : Routledge, 2001) [[electronic resource](#)]

6. What additional library resources must be added to support the proposed course?

None.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

2 sections: 1 Fall, 1 Spring (1 section will be dedicated to Teacher Education students)

2. What is the estimated average enrollment per section?

38

3. What is the estimated total enrollment per year

38

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None.

HIST 3132 – The Reconstruction Era, 1863-1877

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: **Social Sciences**

Degree Program: **B.A. History**

Signature, Department Head

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

School/College: **Arts & Sciences**

Signature, Dean of School/College originating proposal

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost

Signature, Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 3132 (3-0-3)

2. Title: The Reconstruction Era, 1863-1877

3. Restrictions (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course
- b. Co-requisite(s) (normal or absolute): N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

The abolition of slavery, the political and economic remaking of the South, race relations, ideas on freedom, suffrage and citizenship, impeachment, and the ways one of the most turbulent, complicated and controversial periods in American history has been remembered and re-fought by later generations.

5. Semester of Implementation: Spring 2011

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

HIST 3132 will be offered as an option for both the Upper Division United States History Core and Southern Studies concentration.

2. Why is the course needed at CSU?

An understanding of Reconstruction is essential to knowledge of the course of American history, and American society today. Our American History survey courses (HIST 2111 and 2112) either begin or end, unsatisfactorily, with a fifty-minute session on Reconstruction. Moreover, by splitting this course from HIST 3130 Sectionalism, Civil War, and Reconstruction (to be re-titled "Sectionalism and the Civil War"), more attention can be devoted to a deeper understanding of both the Civil War and Reconstruction, arguably the most pivotal years in American history. Reconstruction brought far-reaching changes in Southern society and a redefinition of the place of blacks in American life. It was an era of unprecedented political conflict and changes in the nature of American government.

3. What similar courses (models) at other institutions have helped guide this proposal?

University of Georgia
HIST 4073 The Era of Reconstruction, 1865-1877

The process of reunion, especially in the American South, with emphasis upon the experience of African Americans.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

HIST 3130 Sectionalism, Civil War, and Reconstruction will be re-titled “Sectionalism and the Civil War” and its description will read: “The origins and course of the American Civil War. Emphasis on the political, economic, social, and cultural background to the war, its military aspects, its impact on American society.”

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking?

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Steven Hahn, *A Nation under Our Feet : Black Political Struggles in the Rural South from Slavery to the Great Migration* (Cambridge: Belknap Press, Harvard University Press, 2003)

Eric Foner, *Reconstruction: America's Unfinished Revolution, 1863-1877* (New York: Harper & Row, 1988)

Jaqueline Jones, *Soldiers of Light and Love: Northern Teachers and Georgia Blacks, 1865-1873* (1980)

“Reconstruction: The Second Civil War” <http://www.pbs.org/wgbh/amex/reconstruction/index.html>
[video series]

Case Files of Applications from Former Confederates for Presidential Pardons ("Amnesty Papers"),
1865-67 M1003, RG 94, National Archives

Southern Claims Commission, M1407, National Archives

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

All three methods are certainly do-able and possible.

5. Attach a tentative course outline (one page or less)

1. Lincoln and Johnson's Policies
2. The Radical Republicans and the Reconstruction Acts
3. 14th and 15th Amendments Freedmen during Reconstruction
4. Impeachment of Andrew Johnson
5. Economic changes in the South and North
6. The Election of 1877 and the end of Reconstruction
7. Remembering and Reinventing Reconstruction

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

None.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught by full-time faculty only.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

The New York Times [microform]

Stetson Kennedy, *After Appomattox: How the South won the war* (1995) [electronic resource]

Jaqueline Jones, *Soldiers of Light and Love : Northern teachers and Georgia blacks, 1865-1873*
(1980)

Daniel Stowell, *Rebuilding Zion: the religious reconstruction of the South, 1863-1877* (1998) [computer file]

6. What additional library resources must be added to support the proposed course?

None.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

This course will be offered every Spring odd years.

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None.

HIST 3215: Latin American-U.S. Relations

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts and Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 3215 (3-0-3)

2. Title:

Latin American-U.S. Relations

3. Restrictions (if any):

- a. Prerequisite(s): Any 1000 or 2000 level history course
- b. Co-requisite(s): None
- c. Other restrictions: None
- d. Other comments: None
- e. Fees: Explain!: None
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

A study of political, cultural, economic interaction between the United States and the many and diverse countries of Latin America since 1823.

5. Semester of Implementation:

Spring 2011

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be offered as an option for both the Upper Division World History Core and World Cultures concentration.

2. Why is the course needed at CSU?

It is added as part of an effort to provide a greater variety of courses that meet student interests and needs. History curricula typically include courses related to Latin America; this course will move the CSU history program towards conformity with established history programs.

3. What similar courses (models) at other institutions have helped guide this proposal?

Georgia College & State University

HIST 4690 – US-Latin American Relations

This is a survey of the relationship between the United States and Latin American countries from the early nineteenth century to the present day.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

We anticipate no effects on other courses or programs.

C. Course Content

1. What learning outcomes for the major will the course address?

- Identify and describe basic chronologies of U.S. and world history.
- Identify and critically evaluate primary and secondary historical sources.
- Identify and evaluate conflicting historical interpretations of events and personalities.
- Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Textbook: Kyle Longley, *In the Eagle’s Shadow*, Harlan-Davidson (2002)

Readings: Robert H. Holden and Eric Zolov, eds., *Latin America and the United States: A Documentary History*. New York: Oxford University Press, (2000)

A bibliography of supplementary reading options is attached.

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On campus or hybrid delivery

5. Attach a tentative course outline (one page or less)

The Americas in the Siglo de Oro

Contact and exploration --Colonial government--Introduction of slavery--British North America, a later development.

Some key concepts: Law of land ownership differs from English Common Law tradition.--

Centralization, bureaucracy and the political culture – ownership of offices and the *morditía*, “*Obedezco, pero no cumplo*,” --Condition and treatment of indigenous peoples and *mestizos*.

Early National Period

Spain, its colonies, and the US revolution

Liberation movements: Jefferson, Napoleon, Haiti and Louisiana --The US as a revolutionary model--The Spanish empire collapses--San Martín and Bolívar --Geography of early 19th century Latin America --The Monroe doctrine--Manifest Destiny

Mexico: Texas --Mexican-American War --Mexican Cession --Along with land, the U.S. acquires Latino citizens.

Filibustering in Central America

Age of Imperialism

European rivals in Latin America--Napoleon III’s adventure in Mexico (*Cinco de Mayo*); the US response--Influences of Britain and Germany in South America

American investments in Central America and Cuba

Spanish-American War: Annexation issues, pro and con--Links to ambitions in Asia—Sugar--Anti-Imperialism and the Teller Amendment--The “Splendid Little War” and its aftermath--Platt Amendment--Occupation – Leonard Wood, etc.

The Roosevelt Corollary--The Big Stick and the White Fleet--Dominican Republic--Panama--Haiti

Mexico --Revolutions: 1910 and after--Wilsonian intervention--Expropriation of Standard Oil

“Good Neighbors” and “Dollar Diplomacy”--Roosevelt and “Our S.O.B.” policies--Nicaragua, Somoza--Cuba, Batista--Haiti, Papa Doc--Other interventions

Cold War--Response to the Marxist Challenge--Arbenz and Guatemala--Castro and Cuba--

Nationalization --Missile crisis--Refugees and their effect on U.S. life and politics --

Allende and Chile--Pinochet --Sandino and Nicaragua--Human rights--Jimmy Carter--

School of the Americas

Global Economy?

NAFTA) —the Mexican-American economy—Narcoterrorism (Columbia, Mexico

The adventure continues

The Great Granada War—Panama—Haiti--After Castro, what?

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Current members of the faculty are able to teach this course.

2. What impact will having faculty teach this course have on other courses?

None

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach this course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Henry Raymont, *Troubled Neighbors : The Story of U.S.-Latin American Relations, from FDR to the Present* Cambridge, Mass. : Westview Press, c2005.

Julia E. Sweig, *Friendly Fire : Losing Friends and Making Enemies in the Anti-American Century* New York : Public Affairs, c2006

Mark T. Gilderhus, *The second century: U.S.--Latin American relations since 1889* Wilmington, DE : Scholarly Resources, 2000 [computer file]

6. What additional library resources must be added to support the proposed course?

Given the present circumstances, we shall rely on interlibrary loan, GIL Express and ARCHE

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Spring odd years)

2. What is the estimated average enrollment per section?

20

3. What is the estimated total enrollment per year

20

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any

None

HIST 3245 – History Through Film

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 3245 (3-0-3)

2. Title: History Through Film

3. Restrictions (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course
- b. Co-requisite(s) (normal or absolute): N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

This course introduces students to critical issues in history and representation, utilizing film to analyze central historical issues. The specific thematic content is variable. Course may be repeated for up to 9 credits.

5. Semester of Implementation: Summer 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

HIST 3245 will be offered as an option for both the Upper Division United States and World History Cores and World Cultures and History of Ideas concentrations.

2. Why is the course needed at CSU?

Most people now get their history from films instead of books. How does film, using a different vocabulary than that of books, recreate the past? Recently, two "History vs. Hollywood" courses have been offered Summer 2007 and Summer 2008 as HIST 3501 Selected Topics in U.S. History. Both were popular courses. A course "Third World History Through Film" —listed as HIST 3500 Selected Topics in World History— is being offered for Spring 2009, while "North Africa History through Film: Exile & Migration" —also listed as HIST 3500 Selected Topics in World History—has been scheduled for Summer 2009. Owing to student demand, HIST 3245 has been created so that History Through Film courses can be added to the catalog and offered on a regular basis, rather than as Special Topics courses.

3. What similar courses (models) at other institutions have helped guide this proposal?

Georgia State

HIST 4350 Film and History

Explores multiple interactions between cinema and the past, how film produces history, and how history can be examined through film.

University of Georgia

HIST 4570 History and Film

We are living in a post-literate age. Most people now get their history from films instead of books. How film, using a different vocabulary than that of books, recreates the past.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

None.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking?

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Robert Brett Toplin, *History by Hollywood: The Use and Abuse of the American Past* (University of Illinois Press, 1996)

Steven Mintz and Randy Roberts, *Hollywood's America: United States History Through Its Films* (Wiley-Blackwell, 2001)

Harry M. Benshoff and Sean Griffin, *America on Film: Representing Race, Class, Gender, and Sexuality at the Movies* (Wiley-Blackwell, 2003)

Robert Rosenstone, *History on Film/Film on History* (Longman, 2006)

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

All three methods are certainly do-able and possible, though on-campus viewing and discussion of films are preferred.

5. Attach a tentative course outline (one page or less)

1. Hollywood and the Frontier: *Last of the Mohicans*
2. America's Revolution: *The Patriot*
3. Rattling the Chains of History: *Amistad*
4. Hollywood's Civil War: *Glory*
5. The Great War: *Sergeant York*
6. A New Western: *Rosewood*
7. This Film is Your Film: *Bound for Glory*
8. Saving the Good War: *Pearl Harbor*
9. Happy Days: *Quiz Show*
10. Not-So Happy Days: *Thirteen Days*
11. Another 70s Show: *Apollo 13*
12. The Limits of American Intervention: *We Were Soldiers Once*

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

None.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught by full-time faculty only.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Steven J. Ross, ed., *Movies and American Society* (2002)

Martin Barker, *The Lasting of the Mohicans: history of an American myth* (c1995) [computer file]

Leslie Midkiff DeBauche, *Reel patriotism: the movies and World War I* (c1997) [computer file]

6. What additional library resources must be added to support the proposed course?

None.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

This course will be offered at least once every year (Fall, Spring, Summer)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None.

HIST 3250: Pre-Modern East Asian History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. **Subject prefix, number, and hours (SCH and contact) distribution:** (Number subject to Registrar's approval.)

HIST 3250 (3-0-3)

2. **Title:** Pre-Modern East Asian History

3. **Restrictions** (if any):

- a. Prerequisite(s): [Any 1000 or 2000 level HIST course.](#)
- b. Co-requisite(s) (normal or absolute): [none](#)
- c. Other restrictions: e.g. major, junior standing, permission, etc.: [none](#)
- d. Other comments: e.g. recommended sequencing, career course notice, etc.: [none](#)
- e. Fees: [None.](#)
- f. Grade mode [normal or pass/fail]: [normal](#)
- g. What course(s) are deleted as a consequence: [none](#)

4. **Course description for catalog:**

This course will examine the major political, social, and cultural traditions of East Asia from the Shang Dynasty to the Ming Dynasty in China, Yamato Clan rule to the Tokugawa Shogunate in Japan, and the Gojoseon Kingdom to the Chōson Dynasty in Korea.

5. **Semester of Implementation:**

Fall 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

2. Why is the course needed at CSU?

As currently taught, HIST 3250 covers all of East Asian history from 2000 B.C.E. to the present. This is simply too much material to be covered in just one semester. With a two-semester sequence of HIST 3250 and HIST 3255, our students will have a wider exposure to the history of the region.

3. What similar courses (models) at other institutions have helped guide this proposal?

This course is derived from the pre-existing HIST 3250 (East Asian History) course. A similar two-semester sequence in East Asian History is taught at the many universities across the nation, including the University of Georgia.

University of Georgia

HIST 3661. History of China I: Origins and Foundations

A survey of early, classical, and medieval Chinese history, from the Shang to the Tang dynasty (2000 B.C.E.-800 C.E.). Central themes include state formation, state-society relations, economic foundations,

cultural transformations, and intellectual innovations.

HIST 3662. History of China II: Modernities and Transformations.

A survey of Chinese history from the late Tang through the early Qing dynasties (800-1600). Topics include the involution of the imperial state, transformations of society and economy, the invention of the "Confucian" tradition, and shifting conceptions of Chinese identity.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in world history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

Teaching East Asian History as a two-semester sequence, rather than as one semester course as it is currently taught, will give our students greater exposure to the history of the region

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of "doing" history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Ebrey et al., *East Asia: A Cultural, Social, and Political History*, 2nd ed.

Murasaki Shikibu, *The Tale of Genji*

Cao Xueqin, *Dream of the Red Chamber*

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus.

5. Attach a tentative course outline (one page or less)

Week 1: The Shang Dynasty

Week 2: Eastern Zhou

Week 3: Qin-Han China

Week 4: The Three Kingdoms and the Western Jin Dynasty

Week 5: Sui and Tang China

Week 6: Early Korea

Week 7: Early State and Society in Japan

Week 8: Song, Liao, Xia, and Jin Dynasties

Week 9: The Koryo Dynasty

Week 10: Heian Japan

Week 11: Kamakura Japan

Week 12: China under Mongol Rule

Week 13: Japan's Middle Ages

Week 14: The Ming Empire

Week 15: Choson Korea

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty with existing qualifications will teach this course.

2. What impact will having faculty teach this course have on other courses?

There will be no impact on other courses by having faculty teach this course.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught 100% by full-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

No additional expenditures will be required.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Arthur Cotterell, *Ancient China*

Yan Li, *Chinese Mathematics: A Concise History*

Hugh Scott, *The Golden Age of Chinese Art*

Stephen Turnbull, *Book of the Samurai, the Warrior Class of Japan*

J. Edward Kidder, *Japan before Buddhism*

William Wayne Farris, *Sacred Texts and Buried Treasures: Issues in the Historical Archeology of Ancient Japan*

6. What additional library resources must be added to support the proposed course?

No additional library resources must be added to support this course.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

There is no initial funding amount for library resources for this course. No annual amount will need to be added to future budgets to continue support for this course.

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Fall even years)

2. What is the estimated average enrollment per section?

38

3. What is the estimated total enrollment per year

38

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

No estimated reduction in enrollment in other courses is anticipated with the creation of this course.

HIST 3255: Modern East Asian History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. **Subject prefix, number, and hours (SCH and contact) distribution:** (Number subject to Registrar's approval.)

HIST 3255 (3-0-3)

2. **Title:** Modern East Asian History

3. **Restrictions** (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course.
- b. Co-requisite(s) (normal or absolute): none
- c. Other restrictions: e.g. major, junior standing, permission, etc.: none
- d. Other comments: e.g. recommended sequencing, career course notice, etc.: none
- e. Fees: None.
- f. Grade mode [normal or pass/fail]: normal
- g. What course(s) are deleted as a consequence: none

4. **Course description for catalog:**

This course will examine the major political, social, and cultural traditions of East Asia from the Qing Dynasty to present in China, from the Meiji Restoration to the present in Japan, and from the Tonghak Rebellion to the present in Korea.

5. **Semester of Implementation:** Spring 2011

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

This is an upper-division history course that will be taken by history majors and other interested students. It will partially fulfill the requirements for the History major's World Cultures Concentration, which is one of four concentrations that each major must select.

2. Why is the course needed at CSU?

As currently taught, HIST 3250 covers all of East Asian history from 2000 B.C.E. to the present. This is simply too much material to be covered in just one semester. With a two-semester sequence of HIST 3250 and HIST 3255, our students will have a wider exposure to the history of the region.

3. What similar courses (models) at other institutions have helped guide this proposal?

This course is derived from the pre-existing HIST 3250 (East Asian History) course. A similar two-semester sequence in East Asian History is taught at the many universities across the nation, including the University of Georgia.

University of Georgia

HIST 3661. History of China I: Origins and Foundations

A survey of early, classical, and medieval Chinese history, from the Shang to the Tang dynasty (2000

B.C.E.-800 C.E.). Central themes include state formation, state-society relations, economic foundations, cultural transformations, and intellectual innovations.

HIST 3662. History of China II: Modernities and Transformations.

A survey of Chinese history from the late Tang through the early Qing dynasties (800-1600). Topics include the involution of the imperial state, transformations of society and economy, the invention of the "Confucian" tradition, and shifting conceptions of Chinese identity.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in world history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

Teaching East Asian History as a two-semester sequence, rather than as one semester course as it is currently taught, will give our students greater exposure to the history of the region

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
 - Outcome 6: Discuss historical findings in clear and coherent oral presentations.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Ebrey et al., *East Asia: A Cultural, Social, and Political History*, 2nd ed.

Ba Jin, *Family*

Osamu Dazai, *The Setting Sun*

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus.

5. Attach a tentative course outline (one page or less)

Week 1: The Manchu Empire

Week 2: Edo Japan

Week 3: China in Decline

Week 4: Japan in Turmoil

Week 5: The Meiji Transformation

Week 6: Korea in the Nineteenth Century

Week 7: The Rise of Modern Japan

Week 8: Modernizing Korea and Colonial Rule

Week 9: Remaking China

Week 10: War and Revolution in China

Week 11: War and Aftermath in Japan

Week 12: China under Mao

Week 13: China since Mao

Week 14: Korea 1945 to the Present

Week 15: Contemporary Japan

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty with existing qualifications will teach this course.

2. What impact will having faculty teach this course have on other courses?

There will be no impact on other courses by having faculty teach this course.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught 100% by full-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

No additional expenditures will be required.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Edgar Snow, *Red Star over China*
Arthur Waley, *The Opium War through Chinese Eyes*
Peter Wyden, *Day One: Before Hiroshima and after*
Ben-Ami Shillony, *Politics and Culture in Wartime Japan*
Akio Morita, *Made in Japan: Akio Morita and Sony*
Kären Wigen, *The Making of a Japanese Periphery*

6. What additional library resources must be added to support the proposed course?

No additional library resources must be added to support this course.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

There is no initial funding amount for library resources for this course. No annual amount will need to be added to future budgets to continue support for this course.

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Spring odd years)

2. What is the estimated average enrollment per section?

38

3. What is the estimated total enrollment per year

38

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

No estimated reduction in enrollment in other courses is anticipated with the creation of this course.

HIST 3260: Pre-Modern South Asian History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. **Subject prefix, number, and hours (SCH and contact) distribution:** (Number subject to Registrar's approval.)

HIST 3260 (3-0-3)

2. **Title:** Pre-Modern South Asian History

3. **Restrictions** (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course.
- b. Co-requisite(s) (normal or absolute): none
- c. Other restrictions: e.g. major, junior standing, permission, etc.: none
- d. Other comments: e.g. recommended sequencing, career course notice, etc.: none
- e. Fees: None.
- f. Grade mode [normal or pass/fail]: normal
- g. What course(s) are deleted as a consequence: none

4. **Course description for catalog:**

This course will examine the major political, social, and cultural traditions of South Asia from the Harappan Civilization to the Mughal Dynasty.

5. **Semester of Implementation:**

Fall 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

This is an upper-division history course that will be taken by history majors and other interested students. It will partially fulfill the requirements for the History major's World Cultures Concentration, which is one of four concentrations that each major must select.

2. Why is the course needed at CSU?

As currently taught, HIST 3260 covers all of South Asian history from 3000 B.C.E. to the present. This is simply too much material to be covered in just one semester. With a two-semester sequence of HIST 3260 and HIST 3265, our students will have a wider exposure to the history of the region.

3. What similar courses (models) at other institutions have helped guide this proposal?

This course is derived from the pre-existing HIST 3260 (South Asian History) course. A similar two-semester sequence in South Asian History is taught at the many universities across the nation, including Georgia State University.

Georgia State University

HIST 3800 SOUTH ASIA TO 1757

South Asia to 1757. Political, cultural, social, and economic developments in the Indian subcontinent from prehistoric times to the era of British hegemony.

HIST 3810 SOUTH ASIA SINCE 1757

South Asia since 1757. Political, cultural, social, and economic developments; special attention to British imperialism, nationalism, Hindu-Muslim relations, independence and partition, and post-independence.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in world history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

Teaching South Asian History as a two-semester sequence, rather than as one semester course as it is currently taught, will give our students greater exposure to the history of the region.

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

John Keay, *India: A History*

Romila Thapar, *Early India: From the Origins to AD 1300*

P.N. Chopra, T.K. Ravindran, and N. Subrahmanian, *The History of South India: Ancient, Medieval and Modern*

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus.

5. Attach a tentative course outline (one page or less)

Week 1: Harappan Civilization

Week 2: The Arrival of the “Aryans”

Week 3: The Vedic Age

Week 4: The Kingdom of Magadha

Week 5: The Mauryan Empire

Week 6: India’s “Dark Age”

Week 7: The Gupta Empire

Week 8: The Maitraka & Chalukya Dynasties

Week 9: The Arrival of Islam & the Rise of the Rashtrakutas

Week 10: The Shahi Dynasty & Khwarezmid Empire

Week 11: The Delhi Sultanate

Week 12: The Tughluq Dynasty & Tamerlane

Week 13: The Mughal Empire Part I: The Reigns of Babur & Humayun

Week 14: The Mughal Empire Part II: Jahangir, Shah Jahan, and Aurangzeb

Week 15: The Mughal Empire Part III: Rise of the Golconda & Bijapur Sultanates and the Maratha Empire

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty with existing qualifications will teach this course.

2. What impact will having faculty teach this course have on other courses?

There will be no impact on other courses by having faculty teach this course.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught 100% by full-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

No additional expenditures will be required.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Hermann Goetz, *India: Five Thousand Years of Indian Art*
Romila Thapar, *Ancient Indian Social History: Some Interpretations*
Richard Maxwell, *The Rise of Islam and the Bengal Frontier, 1204-1760*
Akira Hirakawa, *A History of Indian Buddhism*
David E. Ludden, *An Agrarian History of South India*
Om Prakash, *European Commercial Enterprise in Pre-Colonial India*

6. What additional library resources must be added to support the proposed course?

No additional library resources must be added to support this course.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

There is no initial funding amount for library resources for this course. No annual amount will need to be added to future budgets to continue support for this course.

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Fall even years)

2. What is the estimated average enrollment per section?

38

3. What is the estimated total enrollment per year

38

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

No estimated reduction in enrollment in other courses is anticipated with the creation of this course.

HIST 3265: Modern South Asian History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. **Subject prefix, number, and hours (SCH and contact) distribution:** (Number subject to Registrar's approval.)

HIST 3265 (3-0-3)

2. **Title:** Modern South Asian History

3. **Restrictions** (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course.
- b. Co-requisite(s) (normal or absolute): none
- c. Other restrictions: e.g. major, junior standing, permission, etc.: none
- d. Other comments: e.g. recommended sequencing, career course notice, etc.: none
- e. Fees: None.
- f. Grade mode [normal or pass/fail]: normal
- g. What course(s) are deleted as a consequence: none

4. **Course description for catalog:**

This course will examine the major political, social, and cultural traditions of South Asia from the establishment of the British Raj to the present.

5. **Semester of Implementation:**

Fall 2011

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

This is an upper-division history course that will be taken by history majors and other interested students. It will partially fulfill the requirements for the History major's World Cultures Concentration, which is one of four concentrations that each major must select.

2. Why is the course needed at CSU?

As currently taught, HIST 3260 covers all of South Asian history from 3000 B.C.E. to the present. This is simply too much material to be covered in just one semester. With a two-semester sequence of HIST 3260 and HIST 3265, our students will have a wider exposure to the history of the region.

3. What similar courses (models) at other institutions have helped guide this proposal?

This course is derived from the pre-existing HIST 3260 (South Asian History) course. A similar two-semester sequence in South Asian History is taught at the many universities across the nation, including Georgia State University.

South Asia to 1757. Political, cultural, social, and economic developments in the Indian subcontinent from prehistoric times to the era of British hegemony.

HIST 3810 SOUTH ASIA SINCE 1757

South Asia since 1757. Political, cultural, social, and economic developments; special attention to British imperialism, nationalism, Hindu-Muslim relations, independence and partition, and post-independence.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in world history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

Teaching South Asian History as a two-semester sequence, rather than as one semester course as it is currently taught, will give our students greater exposure to the history of the region.

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted

3. Tentative course materials (textbooks, software, etc.)

John Keay, *India: A History*

Manil Suri, *The Death of Vishnu*

Joseph E. Schwartzberg, et. al., *A Historical Atlas of South Asia*

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus.

5. Attach a tentative course outline (one page or less)

Week 1: The British Conquest

Week 2: The Anglo-Maratha Wars

Week 3: The British Raj

Week 4: The Great Rebellion of 1857

Week 5: The Birth of the Indian National Congress

Week 6: *Swadeshi* and *Swaraj*

Week 7: The Lucknow Pact

Week 8: Gandhi

Week 9: The Salt March

Week 10: Federation Fiasco

Week 11: South Asia in World War II

Week 12: The Birth of Pakistan

Week 13: The First Partition, 1947

Week 14: The Second Partition, 1971

Week 15: South Asia Today

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty with existing qualifications will teach this course.

2. What impact will having faculty teach this course have on other courses?

There will be no impact on other courses by having faculty teach this course.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught 100% by full-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

No additional expenditures will be required.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Christopher Hibbert, *Great Mutiny: India, 1857*

Fakrul Alam, *Bharati Mukherjee*

Rajat Kanta Ray, *Social Conflict and Political Unrest in Bengal, 1875-1927*

Rosalind O'Hanlon, *Caste, Conflict, and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India*

Sumathi Ramaswamy, *Passions of the Tongue: Language Devotion in Tamil India, 1891-1970*

Antoinette Burton, *At the Heart of the Empire: Indians and the Colonial Encounter in Late-Victorian Britain*

6. What additional library resources must be added to support the proposed course?

No additional library resources must be added to support this course.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

There is no initial funding amount for library resources for this course. No annual amount will need to be added to future budgets to continue support for this course.

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Fall odd years)

2. What is the estimated average enrollment per section?

38

3. What is the estimated total enrollment per year

38

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

No estimated reduction in enrollment in other courses is anticipated with the creation of this course.

HIST 3270: Pre-Modern Russian History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. **Subject prefix, number, and hours (SCH and contact) distribution:** (Number subject to Registrar's approval.)

HIST 3270 (3-0-3)

2. **Title:** Pre-Modern Russian History

3. **Restrictions** (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course.
- b. Co-requisite(s) (normal or absolute): none
- c. Other restrictions: e.g. major, junior standing, permission, etc.: none
- d. Other comments: e.g. recommended sequencing, career course notice, etc.: none
- e. Fees: None.
- f. Grade mode [normal or pass/fail]: normal
- g. What course(s) are deleted as a consequence: none

4. **Course description for catalog:**

This course will examine the major political, social, and cultural traditions in Russian history from the mythic founding of Kievan Rus in A.D. 862 to Catherine the Great.

5. **Semester of Implementation:** Fall 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

This is an upper-division history course that will be taken by history majors and other interested students. It will partially fulfill the requirements for the History major's World Cultures Concentration, which is one of four concentrations that each major must select.

2. Why is the course needed at CSU?

As currently taught, HIST 3270 covers all of South Russian history from 862 C.E. to the present. This is simply too much material to be covered in just one semester. With a two-semester sequence of HIST 3270 and HIST 3275, our students will have a wider exposure to the history of the region.

3. What similar courses (models) at other institutions have helped guide this proposal?

This course is derived from the pre-existing HIST 3270 (Russian History) course. A similar two-semester sequence in Russian Asian History is taught at the many universities across the nation, including Georgia State University.

Russia to 1861. Steppe nomads, Vikings, Kievans, Byzantines, and Mongols; the tribute collecting hierarchy; the Muscovite God and the Tsar; peasant society; emergence of Russia as a Eurasian power; “Westernization” and opposition to it; the Great Reforms.

HIST 4600 RUS & SOV UNION SINCE 1861

Russia and the Soviet Union since 1861. The challenge of the West and governmental and social reform; populism, socialism, and peasant tradition; the 1917 and “Stalin” Revolutions; emergence of the Soviet Union as a world power and the challenge to the West; de-Stalinization, “Stagnation,” and Perestroika; Post-Soviet society.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in world history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

Teaching Russian History as a two-semester sequence, rather than as one semester course as it is currently taught, will give our students greater exposure to the history of the region.

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

John M. Thompson, *Russia & The Soviet Union: An Historical Introduction from the Kievan State to the Present*, 5th ed.

Thomas Riha, ed., *Readings in Russian Civilization, Volume I: Russia before Peter the Great, 900-1700*, 2nd revised ed.

Thomas Riha, ed., *Readings in Russian Civilization, Volume II: Imperial Russia, 1700-1917*, 2nd revised ed.

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus.

5. Attach a tentative course outline (one page or less)

Week 1: Ancient Russia and the Kievan State

Week 2: Novgorod

Week 3: Russia Divided and Conquered

Week 4: The Mongol Impact on Russia

Week 5: Moscow and "The Gathering of the Russian Lands"

Week 6: Feudalism in Russia

Week 7: Ivan the Terrible

Week 8: The Time of Troubles

Week 9: The Birth of the Romanov Dynasty

Week 10: Peter the Great Part I

Week 11: Peter the Great Part II

Week 12: Between Peter and Catherine

Week 13: Catherine the Great Part I

Week 14: Catherine the Great Part II

Week 15: Russia at the Dawn of the Nineteenth Century

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty with existing qualifications will teach this course.

2. What impact will having faculty teach this course have on other courses?

There will be no impact on other courses by having faculty teach this course.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught 100% by full-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

No additional expenditures will be required.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Kazimierz Waliszewski, *The Romance of an Empress: Catherine II of Russia*

John T. Alexander, *Catherine the Great: Life and Legend*

Kazimierz Waliszewski, *Ivan the Terrible*

Benedict Humphrey Sumner, *Peter the Great and the Emergence of Russia*

Isabel de Madariaga, *Russia in the Age of Catherine the Great*

Robert K. Massie, *Peter the Great: His Life and World*

6. What additional library resources must be added to support the proposed course?

No additional library resources must be added to support this course.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

There is no initial funding amount for library resources for this course. No annual amount will need to be added to future budgets to continue support for this course.

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Fall odd years)

2. What is the estimated average enrollment per section?

38

3. What is the estimated total enrollment per year

38

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

No estimated reduction in enrollment in other courses is anticipated with the creation of this course.

HIST 3275: Modern Russian History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. **Subject prefix, number, and hours (SCH and contact) distribution:** (Number subject to Registrar's approval.)

HIST 3275 (3-0-3)

2. **Title:** Modern Russian History

3. **Restrictions** (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course.
- b. Co-requisite(s) (normal or absolute): none
- c. Other restrictions: e.g. major, junior standing, permission, etc.: none
- d. Other comments: e.g. recommended sequencing, career course notice, etc.: none
- e. Fees: None.
- f. Grade mode [normal or pass/fail]: normal
- g. What course(s) are deleted as a consequence: none

4. **Course description for catalog:**

This course will examine the major political, social, and cultural traditions in Russian history from Tsar Alexander I to the present.

5. **Semester of Implementation:**

Spring 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

This is an upper-division history course that will be taken by history majors and other interested students. It will partially fulfill the requirements for the History major's World Cultures Concentration, which is one of four concentrations that each major must select.

2. Why is the course needed at CSU?

As currently taught, HIST 3270 covers all of South Russian history from 862 C.E. to the present. This is simply too much material to be covered in just one semester. With a two-semester sequence of HIST 3270 and HIST 3275, our students will have a wider exposure to the history of the region.

3. What similar courses (models) at other institutions have helped guide this proposal?

This course is derived from the pre-existing HIST 3270 (Russian History) course. A similar two-semester sequence in Russian Asian History is taught at the many universities across the nation, including Georgia State University.

Georgia State University
HIST 4590 RUSSIA TO 1861

Russia to 1861. Steppe nomads, Vikings, Kievans, Byzantines, and Mongols; the tribute collecting hierarchy; the Muscovite God and the Tsar; peasant society; emergence of Russia as a Eurasian power; “Westernization” and opposition to it; the Great Reforms.

HIST 4600 RUS & SOV UNION SINCE 1861

Russia and the Soviet Union since 1861. The challenge of the West and governmental and social reform; populism, socialism, and peasant tradition; the 1917 and “Stalin” Revolutions; emergence of the Soviet Union as a world power and the challenge to the West; de-Stalinization, “Stagnation,” and Perestroika; Post-Soviet society.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in world history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

Teaching Russian History as a two-semester sequence, rather than as one semester course as it is currently taught, will give our students greater exposure to the history of the region.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

John M. Thompson, *Russia & The Soviet Union: An Historical Introduction from the Kievan State to the Present*, 5th ed.

Barbara Alpern Engel and Anastasia Posadskaya-Vanderbeck, eds., *A Revolution of Their Own: Voices of Women in Soviet History*

Mikhail Bulgakov, *Heart of a Dog*

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus.

5. Attach a tentative course outline (one page or less)

Week 1: Alexander I and Nicholas I

Week 2: Alexander II and the "Great Reforms"

Week 3: Alexander III and Nicholas II

Week 4: Russia in World War I

Week 5: The February Revolution

Week 6: The October Revolution

Week 7: The Civil War and War Communism

Week 8: Lenin, Trotsky, NEP, and Kronstadt

Week 9: Stalin's Rise to Power

Week 10: The USSR during World War II

Week 11: The Postwar Soviet Union: Domestic Events

Week 12: The Cold War from a Soviet Perspective

Week 13: Khrushchev, the "Thaw," and de-Stalinization

Week 14: The "Era of Stagnation": The Brezhnevian USSR

Week 15: The End of the USSR and Post-Soviet Russia

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty with existing qualifications will teach this course.

2. What impact will having faculty teach this course have on other courses?

There will be no impact on other courses by having faculty teach this course.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught 100% by full-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

No additional expenditures will be required.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Anatole Gregory Mazour, *The First Russian Revolution, 1825: The Decembrist Movement, Its Origins, Development, and Significance*

Werner Eugen Mosse, *Alexander II and the Modernization of Russia*
Oskar Anweiler, *The Soviets: The Russian Workers, Peasants, and Soldiers' Councils, 1905-1921*
Donald J. Raleigh, *Revolution on the Volga: 1917 in Saratov*
Orlando Figes, *A People's Tragedy: A History of the Russian Revolution*
Helena Goscilo, ed., *Fruits of Her Plume: Essays on Contemporary Russian Woman's Culture*

6. What additional library resources must be added to support the proposed course?

No additional library resources must be added to support this course.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

There is no initial funding amount for library resources for this course. No annual amount will need to be added to future budgets to continue support for this course.

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Spring even years)

2. What is the estimated average enrollment per section?

38

3. What is the estimated total enrollment per year

38

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

No estimated reduction in enrollment in other courses is anticipated with the creation of this course.

HIST 3450 – U.S. Military History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 3450 (3-0-3)

2. Title: U.S. Military History

3. Restrictions (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course
- b. Co-requisite(s) (normal or absolute): N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

A study of the American military art from the earliest days of frontier offensives to present-day global concerns. Focuses on the creation of American military institutions, the genesis of policy-making and maintenance of civilian control over that process, the inter-relationship between foreign and military policy, the conduct of war, and the influence of American society upon the armed forces as social institutions

5. Semester of Implementation: Spring 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

HIST 3450 will be offered as an option for the Upper Division United States History Core.

2. Why is the course needed at CSU?

This course was once part of the MALS History options, but it was never offered and has since been deleted from that curriculum. Military history not only is a central theme for understanding U.S. history, it frames our national identity as Americans. The U.S. arose as a result of a war of independence; through war it expanded from the Atlantic to the Pacific, and it was the Civil War that created the country we know. It is also through war that the relationships among states have been molded and influenced. As Theodore Roosevelt said to the American Historical Association in 1912: "I don't believe it is possible to treat military history as something entirely apart from the general national history."

3. What similar courses (models) at other institutions have helped guide this proposal?

Valdosta State University

HIST 4290—U.S. Military History

A study of military experiences and issues in American history from the Colonial Era to the present.

Kennesaw University

HIST 3340—U.S. Military Experience

A survey of the development of the American military and its role in U.S. and world history.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course will be a welcome addition to the new ROTC/Military Science program at Clayton State. It will also become part of the curriculum for the Homeland Security degree program.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking?

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

James M. Morris, *America's Armed Forces: A History* (Prentice Hall, 2nd Edition, 1995)

John Chambers & G. Kurt Piehler, *Major Problems in American Military History: Documents and Essays* (Wadsworth Publishing, 1998)

Charles E. Heller and William A. Stofft, *America's First Battles, 1776-1965* (University Press of Kansas, 1986)

United States Army, Center of Military History, *American Military History* (Washington D.C.: Center of Military History, 1989)

Brian McAllister Linn, *The Echo of Battle: The Army's Way of War* (Cambridge, MA: Harvard University Press, 2007)

Andrew J. Bacevich, *The New American Militarism: How Americans Are Seduced by War* (New York: Oxford University Press, 2006)

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

All three methods are certainly do-able and possible.

5. Attach a tentative course outline (one page or less)

1. What is Military History?
2. Film: "The Face of Battle"
3. The Colonial Militia
4. The War for American Independence
5. Creating Military Policy and Structure for the New Nation
6. The War with Mexico
7. The Civil War
8. The Indian Wars of the Trans-Mississippi West
9. The War with Spain: 1898
10. The Great War, 1914-1917
11. Military Theory Between the Wars, 1919-1939
12. World War II
13. The Cold War
14. An Unexpected Limited War in Korea, 1950-1953
15. The American Military in Vietnam
16. The War with Iraq, 1991
17. Contemporary Military Issues

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

None.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught by full-time faculty only.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Blewett, Daniel K., *American Military History : A Guide to Reference and Information Sources*, (Englewood, Colo. : Libraries Unlimited, 1995).

John P. Resch, editor in chief, *Americans at War : Society, Culture, and the Homefront* 4 vols. (Detroit : Macmillan Reference USA, c2005)

John E. Jessup, editor in chief, *Encyclopedia of the American Military : Studies of the History, Traditions, Policies, Institutions, and Roles of the Armed Forces in War and Peace* 3 vols. (New York : Scribner's, c 1994)

6. What additional library resources must be added to support the proposed course?

None.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

This course will be offered every Spring odd years.

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any) None.

HIST 3700 – U.S. Historical Geography

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Programs: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 3700 (3-0-3)

2. Title: U.S. Historical Geography

3. Restrictions (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course
- b. Co-requisite(s) (normal or absolute): N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

Study of the interplay between and among natural factors of climate, soils, vegetation, and landforms, and human factors of settlement, economic activity, transportation, warfare, technology, and cultural traits. Required for all middle level and secondary teacher education students with a major or minor concentration in social studies or history.

5. Semester of Implementation: Fall 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

HIST 3700 will be offered as an option for both the Upper Division United States History Core and Southern Studies concentration.

2. Why is the course needed at CSU?

An understanding of geography and connecting themes of geography—conflict and change, culture, human environmental interaction, location, movement and migration—are essential to knowledge of the course of American history, and American society today. Currently, CSU does not offer any course in geography.

3. What similar courses (models) at other institutions have helped guide this proposal?

GEOG 401- HISTORICAL GEOGRAPHY —Montana State University

Past geographies of North America. Political, cultural, economic, and urban evolution of North American regions from the colonial era to 1900.

GEOG 435- Historical Geography of North America —University of California, Chico

A regional and topical description of North America at selected time periods, including cultural groups, land tenure systems, settlement patterns, agriculture, exploration and mapping, resource use, urbanization, population and migrations, and present-day results.

HIST 288/388- Historical Geography of the United States —University of Chicago.

This course examines the spatial dynamics of empire, the frontier, regional development, the social character of settlement patterns, and the evolution of the cultural landscapes of America from pre-European times to 1900.

GEOG 423-Historical Geography of North America—Penn State University.

Exploration, settlement, and changing patterns of human occupation from the seventeenth century to the 1930

GEOG 3533- HISTORICAL GEOGRAPHY OF THE UNITED STATES— Southeastern Oklahoma University.

A study of the interaction of geography and history in the United States.

GEG 315 - Geographical Influences in American History—Kutztown University.

A historical geography course which examines the exploration, settlement and development of the United States within the context of environmental factors--both human and physical.

HIS 426- Historical Geography of the United States — Northern Kentucky University.

Spread of settlement, growth of urbanization, and development of economic and culture regions; past and present distribution of religious groups, European ethnic groups, and African-Americans.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

None

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.

- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking?

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Ken L. Weatherbie and Sharon Bollinger, *Mapping America: A Guide to Historical Geography*, Volumes I and II, 3/E Prentice Hall, 2007

Thomas F. McIlwraith and Edward K. Muller, eds., *North America: The Historical Geography of a Changing Continent* 2nd Edition Rowman & Littlefield Publishers, 2001

Bob Deans, *The River Where America Began: A Journey Along the James* Rowman & Littlefield Publishers, 2008

Sarah H. Gordon, *Passage to Union : How the Railroads Transformed American Life, 1829–1929* Rowman & Littlefield Publishers, 2008

Donald Worster, *Dust Bowl: The Southern Plains in the 1930s* Oxford University Press, 2004

Hal K. Rothman, *Saving the Planet: The American Response to the Environment in the Twentieth Century* Rowman & Littlefield Publishers, 2001

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

All three methods are certainly do-able and possible.

5. Attach a tentative course outline (one page or less)

- I: Introduction to Historical Geography
- II. European Encounters: Discovery and Exploration
- III. The Spanish Borderlands
- IV. France in North America
- V. The Colonial Origins of Anglo-America
- VI. Colonial America in the Eighteenth Century

- VII. The Geographical Dimensions of a New Nation, 1780s-1820s
- VIII. Beyond the Appalachians, 1815-1860
- IX. The Northeast and Regional Integration, 1800-1860
- X. Settling the Great Plains, 1850-1930
- XI. The Far West, 1840-1920
- XII. Population Growth, Migration and Urbanization, 1860-1920
- XIII. The National Integration of Regional Economies, 1860-1920
- XIV. The Progress of American Urbanism, 1860-1930
- XV. America between the Wars
- XVI. The Twentieth Century American City
- XVII. The Other America: Changes in Rural America during the Twentieth Century

HIST 3700 will be aligned with the following Georgia Performance Standards (GPS) for Social Studies grades 9-12, in which students are expected to know:

1. The impact of location and place on colonial settlement, transportation, and economic development, including Jamestown and New York City (SSUSH1)
2. The role of geography at the Battle of Yorktown (SSUSH4)
3. The impact of territorial expansion and population growth in the early decades of the 19th century (SSUSH6)
4. How the Compromise of 1850 arose out of territorial expansion and population growth (SSUSH9)
3. The impact of geography on the Civil War battles of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta. (SSUSH9)
4. The geographic impact of the growth of big business and technological innovations after Reconstruction (SSUSH11)
5. The conservation movement and the development of national parks and forests (SSUSH13)
6. Factors (including over-farming and climate) which led to the Dust Bowl and the resulting movement and migration west (SSUSH17)
7. Geographic locations of the European and Pacific Theaters and the difficulties the U.S. faced in delivering weapons, food and medical supplies to troops (SSUSH19)
8. The role of geography on the US containment policy, the Korean War, the Bay of Pigs, the Cuban Missile Crisis and the Vietnam War (SSUSH20)
9. The geographical impact of technological development and economic growth on the United States, 1945-75, including the Interstate Highway system, air conditioning, the septic tank, television, and electricity (SSUSH21)
10. The importance of Rachel Carson's *Silent Spring* and resulting developments, including Earth Day, creation of the EPA and the modern environmentalist movement

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

None.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught by full-time or part-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

McManis, Douglas R., *Colonial New England : a Historical Geography* Oxford University Press, 1975
Historical Atlas of the United States National Geographic Society, c1988 REF G1201.S1 N3 1988
Warren A. Beck and Ynez D. Haase, *Historical Atlas of the American West* [electronic resource] 1989
Mark C. Carnes, *Historical Atlas of the United States* Routledge, 2003. REF G1201.S1 H5 2003
D.W. Meinig, *Shaping of America*. Vol. 1, Atlantic America, 1492-1800: a Geographical Perspective on 500 years of history [electronic resource] Yale University Press, c1986; Vol. 2, Continental America, 1800-1967: a geographical perspective on 500 years of history [electronic resource] Yale University Press, c1993

6. What additional library resources must be added to support the proposed course?

None.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

This course will be offered once every two years, on a schedule determined by the Department of Teacher Education.

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None.

HIST 3800 – World Historical Geography

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Programs: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 3800 (3-0-3)

2. Title: World Historical Geography

3. Restrictions (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course
- b. Co-requisite(s) (normal or absolute): N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

Provides students with a comprehensive spatial global view and with the basic analytical and conceptual skills required to study the diverse regions of the world, while focusing on the instructional theme of human/environment interaction, especially how geographical factors helped to shape world history. Required for all middle level and secondary teacher education students with a major or minor concentration in social studies or history.

5. Semester of Implementation: Spring 2011

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

HIST 3800 will be offered as an option for both the Upper Division World History Core and World Cultures concentration.

2. Why is the course needed at CSU?

An understanding of geography and connecting themes of geography—conflict and change, culture, human environmental interaction, location, movement and migration—are essential to knowledge and understanding of world histories and cultures today. Currently, CSU does not offer any course in geography.

3. What similar courses (models) at other institutions have helped guide this proposal?

Geography 40- World Regional Geography—Penn State University

Introduction to the world as an interdependent community built from unique and independent regions and nations.

HIS 215-Historical Geography —Lincoln University.

This course will focus on historical geographica concepts and will introduce the student to topographic maps, the Grid System, terrain, patterns, and map readings. It will show how geography has shaped and influenced historical evolution. There is no prerequisite.

HIST 200-01 - Global Geography (Education Majors Only) —Duquesne University.

This course is a one semester survey of the physical, political, economic, population, environmental and human geographic aspects of the world. The objectives of the course are to provide students with a general global perspective and for students to understand the interconnectedness that exists among all people and nations. Additionally, the course will follow the Geography for Life: National Geography Standards, 1994.

HIST 394-61 - Historical Geography— Duquesne University.

This course is a survey of the physical world which is the basis for a human civilization, past present, and future. What are the possibilities and limitations of different places for human development? How successful or unsuccessful were human settlements? There is emphasis also on geography as an intellectual discipline and cultural phenomenon.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

None

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of World societies.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
 - Outcome 6: Discuss historical findings in clear and coherent oral presentations.
2. How will the course address the general education outcomes of Communication and Critical Thinking?

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions,

either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Douglas L. Johnson et al., *World Regional Geography*, 10/E Prentice Hall, 2010

Paul L. Knox and Sallie A. Marston, *Places and Regions in Global Context: Human Geography*, 5/E Prentice Hall, 2010

Robin A. Butlin and R. A. Butlin, *Historical Geography: Through the Gates of Space and Time* Oxford University Press, 1993

Alan R. H. Baker et al., eds. *Geography and History: Bridging the Divide* Cambridge University Press, 2003

John Landers, *The Field and the Forge: Population, Production, and Power in the Pre-industrial West* Oxford University Press, 2003

W. Gordon East, *The Geography Behind History* W. W. Norton, 1999

Mark Newman et al., *Mapping the Global Past: Historical Geography Workbook, 2 Vols* Bedford/St. Martin's, 1998

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

All three methods are certainly do-able and possible.

5. Attach a tentative course outline (one page or less)

- I: Introduction to Historical Geography
- II. Population
- III. Migration
- IV. Local Culture, Popular Culture, and Cultural
- V. Language
- VI. Religion
- VII. Political Geography
- VIII. Urban Geography
- IX. Development
- X. Agriculture
- XI. Industry and Services
- XII. Human Environment Interaction

XIII. Globalization and the Geography of Networks

HIST 3800 will be aligned with the following Georgia Performance Standards (GPS) for Social Studies grades 9-12, in which students are expected to:

1. Describe early trade networks in the Eastern Mediterranean (SSWH1)
2. Explain how the geography of the Indian Subcontinent contributed to the movement of people and ideas (SSWH2)
3. Analyze the spread of the Mongol Empire, including the role of Genghis Khan in developing the empire, the impact of Mongols on other peoples and the development of trade patterns between East and West (SSWH4)
4. Identify the contributions of Islamic scholars in geography (SSWH5)
3. Analyze the role geography and the distribution of resources played in the development of trans-Saharan trading networks (SSWH6)
4. Analyze the impact of population growth and its impact on the social structure of Japan and China (SSWH11)
5. Explain the role of geography played in Napoleon's defeat (SSWH14)
6. Describe imperialism in Africa and Asia, including the influence of geography and natural resources (SSWH16)
7. Describe the importance of geography in the development on Israel (SSWH20)
8. Analyze globalization in the contemporary world, including attempts to minimize negative effects of human actions on the environment (SSWH21)

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

None.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught by full-time or part-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Norman J.G. Pounds, *An historical geography of Europe, 1800-1914* Cambridge University Press, 1985
HarperCollins world history atlas HarperCollins College Publishers, c1996.

Andrew Boyd, *An atlas of world affairs* [electronic resource] Routledge, 1998
D.W. Meinig, *Atlas of classical history*. Macmillan, c1985 REF G1033 .A833 1985

6. What additional library resources must be added to support the proposed course?

None.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

This course will be offered once every two years, on a schedule determined by the Department of Teacher Education.

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None.

HIST 4004 – American Environmental History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4004 (3-0-3)

2. Title: **HIST 4004 – American Environmental History**

3. Restrictions (if any):

- a. Prerequisite(s): **Any 1000 or 2000 level HIST course**
- b. Co-requisite(s) (normal or absolute): **N/A**
- c. Other restrictions: **N/A**
- d. Other comments: **N/A**
- e. Fees: **N/A**
- f. Grade mode: **Normal**
- g. What course(s) are deleted as a consequence: **None**

4. Course description for catalog:

Changing attitudes about nature and wilderness, political decisions, supervisory institutions, and environmental problems which accompanied utilization of America's natural resources, from colonial times to the present.

5. Semester of Implementation: **Spring 2011**

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

HIST 4004 will be offered as an option for both the Upper Division United States History Core and History of Ideas concentration.

2. Why is the course needed at CSU?

This course was once part of the MALS History options, but it was never offered and has since been deleted from that curriculum. Heightened media attention, public opinion polls, and an unending stream of debate, regulation, legislation and litigation all indicate that Americans have become increasingly focused on the growing problem of environmental degradation. This course places this explosion of environmental interest into broad historical context. By offering this course, the History program can tap into broad student interest in this topic and move beyond traditional American history tied to presidential terms, wars, and geographical expansion.

3. What similar courses (models) at other institutions have helped guide this proposal?

University of West Georgia

HIST 4461– Environmental History

A study of American understanding of ecology, wilderness, resource usage, conservation, agriculture,

technology, and natural hazards from colonial times to the present.

Georgia State University

HIST 3230 – American Environmental History

History of interactions with the natural world from the 17th through the 20th century, focusing on the US and its global influence. Explores the history of nature's effects on culture and economy, the history of people's activities on their environments, conceptions of nature, and environmental politics. Topics include urban growth, pollution, colonialism, natural resource issues, the history of parks and wild lands, and global environmental problems.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

This course could serve as a suitable elective for students enrolled in the B.S. Biology emphasis in Environmental Science program.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking?

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Carolyn Merchant, *Major Problems in American Environmental History*. Lexington MA: D.C. Heath

and Company, 1993.

John Opie. *Nature's Nation: An Environmental History of the United States*. Ft. Worth TX: Harcourt/Wadsworth, 1998

Ted Steinberg. *Down to Earth: Nature's Role in American History*. New York: Oxford University Press, 2002.

Roderick Nash, *Wilderness and the American Mind* 4th ed. Yale University Press, 2004.

William Cronon, *Uncommon Ground: Rethinking the Human Place in Nature* W. W. Norton & Company, 1996

Donald Worster, *Dust Bowl: The Southern Plains in the 1930s* Oxford University Press, 2004.

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

All three methods are certainly do-able and possible.

5. Attach a tentative course outline (one page or less)

1. Native Americans and the Land
2. Europeans and the New World: Ecological Imperialism
3. Romanticism and Transcendentalism
4. The Wilderness Idea: John Muir and Gifford Pinchot
5. Saving America's Wildlife
6. Ecology before World War II
7. Nature and the New Deal
8. Aldo Leopold and the Land Ethic
9. Suburbanization
10. WWII as Environmental Watershed
11. Rachel Carson and *Silent Spring*
12. The Flowing of American Environmentalism
13. Love Canal and the Environmental Justice Movement

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

None.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught by full-time faculty only.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

John Gatta, *Making Nature Sacred : Literature, Religion, and Environment in America from the Puritans to the Present* New York : Oxford University Press, 2004.

Dewey Scott Hamilton, *Don't Breathe the Air: Air Pollution and U.S. Environmental Politics, 1945-1970* College Station, Tex. : Texas A & M University Press, c2000 [electronic resource]

Otis L. Graham, Jr., *Environmental politics and policy, 1960s-1990s* University Park, Pa. : Pennsylvania State University Press, c2000. [electronic resource]

6. What additional library resources must be added to support the proposed course?

None.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

This course will be offered every Spring odd years.

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None.

HIST 4010: U.S. Intellectual History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts and Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4010

2. Title:

U.S. Intellectual History

3. Restrictions (if any):

- a. Prerequisite(s) **Any 1000 or 2000 level HIST course**
- b. Co-requisite(s) (normal or absolute)
- c. Other restrictions: e.g. major, junior standing, permission, etc.
- d. Other comments: e.g. recommended sequencing, career course notice, etc.
- e. Fees: Explain! **none**
- f. Grade mode [normal or pass/fail] **normal**
- g. What course(s) are deleted as a consequence **none**

4. Course description for catalog:

The course teaches the basics of American thought, as reflected in literature, politics, religion, science, and law.

5. Semester of Implementation:

Fall 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be offered as an option for both the Upper Division U.S. History Core and History of Ideas concentration.

2. Why is the course needed at CSU?

American Intellectual history is commonly offered as an upper-level undergraduate course in many history programs. It would help our majors fulfill their hour requirements in the new History of Ideas concentration within the history major.

3. What similar courses (models) at other institutions have helped guide this proposal?

University of Georgia

HIST 4085. American Intellectual and Cultural History to 1865

Survey of the intellectual and cultural history of America from its colonial origins to 1865.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course should strengthen the history course offerings. HIST 4010 would also be a solid related elective for students interested in philosophy, political science, and American literature.

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
 - Outcome 6: Discuss historical findings in clear and coherent oral presentations.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

The American Intellectual Tradition, Volumes I and II, 5th edition, ed. David A. Hollinger and Charles Capper (Oxford UP, 2006).

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus

5. Attach a tentative course outline (one page or less)

Week 1: What is Intellectual History? What are Models for Understanding American Intellectual History?

Week 2: The Puritan Vision (Part 1, Hollinger and Capper, 3-94)

Week 3-4: The Republican Enlightenment (Part 2, Hollinger and Capper, 95-202)

Week 5-6: Protestant Awakening and Democratic Order (Part 3, Hollinger and Capper, 203-338)

Week 7: Romantic Intellect and Cultural Reform (Part 4, Hollinger and Capper, 339-438)

Week 8: The Quest for Union and Renewal (Part 5, Hollinger and Capper, 439-522)

Week 9: Toward a Secular Culture (Vol. II, Part 1, Hollinger and Capper, 3-116)

Week 10: Social Progress and the Power of Intellect (Vol. II, Part 2, Hollinger and Capper, 117-246)

Week 11-12: To Extend Democracy and to Formulate the Modern (Vol. II, Part 3, Hollinger and Capper, 247-402)

Week 13-14: Exploring Diversity and Postmodernity (Vol. II, Part 4, Hollinger and Capper, 403-546)

Week 15: Student Reports

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will teach this course.

2. What impact will having faculty teach this course have on other courses?

The course will not have an impact on our current course rotation.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach the course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

JSTOR, Galileo

Michael O'Brien, *Intellectual Life in the Antebellum South*, 2 volumes

Perry Miller, *Errand into the Wilderness*

Perry Miller, *The New England Mind*

Carl Richard, *The Founders and the Classics*

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing library resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

N/A

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Fall odd years)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25 (every two years)

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None

HIST 4020: History of the Old South

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B. A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts and Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4020 (3-0-3)

2. Title:

History of the Old South

3. Restrictions (if any):

- a. Prerequisite(s) Any 1000 or 2000 level HIST course
- b. Co-requisite(s) N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: None
- f. Grade mode Normal
- g. What course(s) are deleted as a consequence HIST 4002

4. Course description for catalog:

The course explores the origins of southern society and culture, the growth of southern distinctiveness, and the ultimate attempt to create a separate though short-lived southern nation.

5. Semester of Implementation:

Fall 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be offered as an option for both the Upper Division United States History Core and Southern Studies concentration.

2. Why is the course needed at CSU?

Currently, HIST 4002 covers the history of the American South in one semester. The scope of the course is too great and prevents in-depth analysis of the subject matter. Our majors would be better served by a more focused course that could develop analytical and research skills.

3. What similar courses (models) at other institutions have helped guide this proposal?

University of West Georgia

HIST 4476, The Old South: A Study of the American South from the Colonial Period through Reconstruction, with special attention on nineteenth-century politics and society. Ideas and events leading to secession and Civil War are particularly emphasized.

Augusta State University

HIST 4471, The Old South: A study of the American South from the beginnings of European settlement to the Civil War with emphasis on slavery, the development of southern culture, and other topics.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course should strengthen the history course offerings. HIST 4002 will no longer be offered if this course is approved.

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
 - Outcome 6: Discuss historical findings in clear and coherent oral presentations.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

The American South, Volume 1, 4th edition, by William Cooper and Thomas Terrill ISBN: 0-7425-6095-3

Solomon Northup, *Twelve Years a Slave*

Johnson Jones Hooper, *Some Adventures of Captain Simon Suggs*

The Webster-Hayne Debate on the Nature of the Union, ISBN 0-86597-273-7

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus (although the course could also be delivered on-line or in a hybrid format).

5. Attach a tentative course outline (one page or less)

Week 1: The Founding of Virginia

Week 2: The Founding of South Carolina

Week 3: The Native Tribes of the South

Week 4: The Founding of Georgia and the Scots Irish Immigration

Week 5: The Coming of the Revolution in the South

Week 6: The American Revolution in the South

Week 7: The South in the 1780s: The Push West

Week 8: The Creation of Southern Constitutionalism

Week 9: The Rise of the Jeffersonians

Week 10: Jeffersonians in Power

Week 11: The Slave System

Week 12: Nullification

Week 13: Southern Manifest Destiny and Secession

Week 14: The Confederate States of America

Week 15: Student Presentations of Research

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will teach this course.

2. What impact will having faculty teach this course have on other courses?

The course will not have an impact on our current course rotation.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach the course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

JSTOR, Galileo

Clement Eaton, *The Freedom of Thought Struggle in the Old South*

Eugene Genovese, *Roll Jordan Roll*

Clement Eaton, *The Growth of Southern Civilization, 1790-1860*

Eugene Genovese, *The Political Economy of Slavery*

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing library resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

N/A

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Fall even years)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None

HIST 4030: History of the New South

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

College: Arts & Sciences

Signature, Dean of School/College originating proposal

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost

Signature, Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4030 (3-0-3)

2. Title:

History of the New South

3. Restrictions (if any):

- a. Prerequisite(s) Any 1000 or 2000 level HIST course
- b. Co-requisite(s) (normal or absolute)
- c. Other restrictions: e.g. major, junior standing, permission, etc. none
- d. Other comments: e.g. recommended sequencing, career course notice, etc.
- e. Fees: Explain! none
- f. Grade mode [normal or pass/fail] normal
- g. What course(s) are deleted as a consequence: HIST 4002

4. Course description for catalog:

Analysis of the change and continuity in the American South from the end of the Civil War through the present.

5. Semester of Implementation:

Spring 2011

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be offered as an option for both the Upper Division United States History Core and Southern Studies concentration.

2. Why is the course needed at CSU?

Currently, HIST 4002 covers the history of the American South in one semester. The scope of the course is too great and prevents in depth analysis of the subject matter. Our majors would be better served by a more focused course that could develop analytical and research skills.

3. What similar courses (models) at other institutions have helped guide this proposal?

University of West Georgia

HIST 4477, The New South: A study of the American South since 1865, including the interaction of economic, political, social, and cultural factors, especially in the contexts of struggles in rural and urban communities and in the textile industry.

Augusta State University

HIST 4481, The New South: A study of the American South since Reconstruction with emphasis on race relations, the evolution of southern culture, and other topics.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course should strengthen the history course offerings. HIST 4002 will no longer be offered if this course is approved.

C. Course Content

1. What learning outcomes for the major will the course address?
- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
 - Outcome 6: Discuss historical findings in clear and coherent oral presentations.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

The American South, Volume 2, 4th edition, by William Cooper and Thomas Terrill ISBN: 0-7425-6098-8

Booker T. Washington, *Up From Slavery*

William Percy, *Lanterns on the Levee*

Anne Moody, *Coming of Age in Mississippi*

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus (although the course could also be delivered on-line or in a hybrid format).

5. Attach a tentative course outline (one page or less)

Schedule of Classes:

Week 1: Reconstruction: Politics
Week 2: Reconstruction: Economics
Week 3: Reconstruction: Society
Week 4: Populism in the South
Week 5: Southern Progressives
Week 6: The South from WWI to 1930
Week 7: The New Deal and the South
Week 8: World War II and the South
Week 9: The South and the Truman Administration
Week 10: Early Civil Rights Activity through 1954
Week 11: The Rise and Fall of Massive Resistance
Week 12: The South in the 1960s
Week 13: The Sunbelt: Politics, Society, Culture
Week 14: Southern Politics: 1972-2008
Week 15: Student Presentations of Research

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will teach this course.

2. What impact will having faculty teach this course have on other courses?

The course will not have an impact on our current course rotation.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach the course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

JSTOR, Galileo

Tom Wagy, *Governor Leroy Collins of Florida: Spokesman of the New South*

Numan Bartley, *The New South, 1945-1980*

V.O. Key, *Southern Politics in State and Nation*

Jumpin' Jim Crow: Southern Politics from Civil War to Civil Rights, ed. Glenda Gilmore

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing library resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

N/A

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Spring odd years)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

none

HIST 4110: Ancient Greece and Rome

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4110 (3-0-3)

2. Title:

Ancient Greece and Rome

3. Restrictions (if any):

- a. Prerequisite(s) Any 1000 or 2000 level HIST course
- b. Co-requisite(s) N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode Normal
- g. What course(s) are deleted as a consequence HIST 4100 Origins of the Western World

4. Course description for catalog:

The history of the Hellenes, from the Minoan civilization through Alexander's legacy, and the development of ancient Rome from its origin in Italy, through its rise as an empire embracing the entire Mediterranean World and Western Europe, to Christianity and the foundation of Constantinople.

5. Semester of Implementation:

Fall 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be an option for Upper Division World History Core and History of Ideas Concentration.

2. Why is the course needed at CSU?

Currently, HIST 4100 covers the origins of the Western World in one semester. The scope of the course is too great and prevents in depth analysis of the subject matter. Our majors would be better served by a more focused course that could develop analytical and research skills.

3. What similar courses (models) at other institutions have helped guide this proposal?

Georgia State University

HIST 3500 THE ANCIENT MEDITERRANEAN

The Ancient Mediterranean. (Same as MES 3110.) Political, cultural, religious, economic, and social developments of the Ancient Near East, Greece, and Rome and their influence on Western Civilization.

Kennesaw State University

HIST 3337 Greek and Roman History

A history of Greece and Rome from the rise of the Greek city states to the collapse of the western Roman Empire, with emphasis on their political, cultural, and intellectual contributions to the

development of Western society.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course should strengthen the history course offerings. HIST 4100 will no longer be offered if this course is approved.

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
 - Outcome 6: Discuss historical findings in clear and coherent oral presentations.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Ancient Greek Civilization, 2nd edition, by David Sansone ISBN: 1405167327
History of the Roman People, 4th edition, by Alan Ward, et al ISBN: 0130384801
The Fall of Rome and the End of Civilization, by Bryan Ward-Perkins ISBN: 0192807285

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus (although the course could also be delivered on-line or in a hybrid format).

5. Attach a tentative course outline (one page or less)

Schedule of Classes:

Week 1: Minoan & Mycenaean Civilizations
Week 2: Dark Ages and Recovery
Week 3: Greek city-states
Week 4: The Persian Wars and the Age of Pericles
Week 5: The Greek Legacy
Week 6: Alexander the Great
Week 7: The Hellenistic World
Week 8: The Rise of Rome
Week 9: The Roman Republic
Week 10: The Roman Empire
Week 11: Third Century Crisis
Week 12: Christianity
Week 13: The Late Roman Empire
Week 14: Decline and Fall
Week 15: The Roman Legacy

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will teach this course.

2. What impact will having faculty teach this course have on other courses?

The course will not have an impact on our current course rotation.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach the course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

JSTOR, Galileo

Matthew Dillon, *Ancient Greece : Social and historical documents from archaic times to the death of Socrates (c. 800-399 BC)*

Translations of key Greek and Roman texts

Hellenistic Culture and Society (32 volumes) - Computer File

Tim Cornell and John Matthews, *Atlas of the Roman World*

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing library resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

N/A

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Fall odd years)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

none

HIST 4115: History of the Middle Ages

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4115 (3-0-3)

2. Title:

History of the Middle Ages

3. Restrictions (if any):

- a. Prerequisite(s) Any 1000 or 2000 level HIST course
- b. Co-requisite(s) N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode Normal
- g. What course(s) are deleted as a consequence HIST 4100 Origins of the Western World

4. Course description for catalog:

The Medieval European civilization, as it emerged from the declining Roman Empire through its apogee in the 13th century.

5. Semester of Implementation:

Spring 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be an option for Upper Division World History Core and History of Ideas Concentration.

2. Why is the course needed at CSU?

Currently, HIST 4100 covers the origins of the Western World in one semester. The scope of the course is too great and prevents in depth analysis of the subject matter. Our majors would be better served by a more focused course that could develop analytical and research skills.

3. What similar courses (models) at other institutions have helped guide this proposal?

University of Georgia

HIST 3330. The Medieval World.

Medieval Europe from 476 to the fall of Constantinople in 1453. The rise of the Catholic Church to its dominance of thirteenth-century Europe and the struggle of kings with their feudal values will be discussed against the backdrop vs. ravages of the Inquisition and the Black Death.

Georgia State University

HIST 3510 MEDIEVAL EUROPE TO 1500

Medieval Europe to 1500. Economic, social, cultural, institutional, intellectual, and artistic developments in Europe from the fourth to the fifteenth centuries.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course should strengthen the history course offerings. HIST 4100 will no longer be offered if this course is approved.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

The Rule of St. Benedict, translated by Anthony Meisel ISBN: 0385009488

Fiefs and Vassals, by Susan Reynolds ISBN: 0198206488

Europe in the High Middle Ages, by W.C. Jordan ISBN: 0140166645

The New Concise History of the Crusades by Thomas Madden ISBN: 0742538230

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus (although the course could also be delivered on-line or in a hybrid format).

5. Attach a tentative course outline (one page or less)

Schedule of Classes:

Week 1: Late Roman Empire

Week 2: Post-Roman World

Week 3: Feudalism

Week 4: The Byzantine World

Week 5: The Carolingian Empire

Week 6: New Invaders

Week 7: Norman England

Week 8: The Holy Roman Empire

Week 9: Church Consolidation and Reform

Week 10: The 11th century Revival

Week 11: The Crusades

Week 12: The 12th century Renaissance

Week 13: Scholasticism and Science

Week 14: The Mongol threat

Week 15: The waning of the Middle Ages

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will teach this course.

2. What impact will having faculty teach this course have on other courses?

The course will not have an impact on our current course rotation.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach the course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Rosamond McKitterick, *Atlas of the Medieval World*
Joseph Strayer, ed., *Dictionary of the Middle Ages* (12 volumes)
Thomas Aquinas, *Summa Theologica* (20 volumes)
Donald Matthews, *Chronicle of the Middle Ages*
Thomas Asbridge, *The First Crusade*
Christopher Tyerman, *Fighting for Christendom*
C.W. Previte-Orton, et al, *Cambridge Medieval History* (8 volumes)

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing library resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

N/A

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Spring even years)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

none

HIST 4130: The Age of European Expansionism

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4130 (3-0-3)

2. Title:

The Age of European Expansionism

3. Restrictions (if any):

- a. Prerequisite(s) Any 1000 or 2000 level HIST course
- b. Co-requisite(s) N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode Normal
- g. What course(s) are deleted as a consequence none (renaming HIST 4130)

4. Course description for catalog:

The history of Europe from the mid-17th century through the Napoleonic Era.

5. Semester of Implementation:

Spring 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be an option for Upper Division World History Core and History of Ideas Concentration.

2. Why is the course needed at CSU?

Currently, HIST 4130 covers the Age of European Expansionism and Industrialization in one semester. The scope of the course is too great and prevents in depth analysis of the subject matter. Our majors would be better served by a more focused course that could develop analytical and research skills.

3. What similar courses (models) at other institutions have helped guide this proposal?

Georgia State University

HIST 3520 EARLY MODERN EUROPE, 1500-1789

Early Modern Europe, 1500-1789. Transition from medieval to modern Europe; special attention to the Northern Renaissance, the Protestant and Catholic Reformations; the emergence of a competitive state system; the evolution of nation states; gender roles and the preindustrial economy; and the conceptual revolution in science and philosophy.

University of Georgia

HIST 3350. The Age of Absolutism: Rulers, Subjects, Citizens.

The rise of the modern European state and its impact on society and culture from 1600 to 1789. Themes include kingship and state formation, popular revolt, aristocratic culture, Enlightenment social thought, and the collapse of the Old Regime.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course should strengthen the history course offerings. HIST 4100 will no longer be offered if this course is approved.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Crisis, Absolutism, Revolution: Europe and the World, 1648-1789, by Raymond Birn
ISBN 1551115611

Galileo in Rome: the Rise and Fall of a Troublesome Genius, by William Shea and Antonio Artigas
ISBN: 0195177584

The Enlightenment: a brief history with documents, by Margaret Jacobs ISBN 0312179979

The Oxford History of the French Revolution, by Peter Doyle ISBN 0192852213

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus (although the course could also be delivered on-line or in a hybrid format).

5. Attach a tentative course outline (one page or less)

Schedule of Classes:

Week 1: Age of Absolutism
Week 2: Rise of Eastern Europe
Week 3: Bourbon France
Week 4: English Civil War
Week 5: Baroque Civilization
Week 6: Scientific Revolution
Week 7: Enlightenment
Week 8: Colonial Empires
Week 9: Enlightened Despots
Week 10: Struggle for World Domination
Week 11: American Revolution
Week 12: End of the Ancien Regime
Week 13: French Revolution
Week 14: Age of Napoleon
Week 15: Congress of Vienna

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will teach this course.

2. What impact will having faculty teach this course have on other courses?

The course will not have an impact on our current course rotation.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach the course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

JSTOR, Galileo

Jonathan Dewald, ed., *Europe 1450 to 1789: Encyclopedia of the Early Modern World* (6 volumes)

D.E. Kennedy, *The English Revolution, 1642-1649*

Marcus Hellyer, *The Scientific Revolution: the essential readings*

Peter Gay, *Enlightenment: a comprehensive anthology*
Charles Esdaile, *The French Wars, 1792-1815* (electronic resource)
Ronald Schechter, ed., *French Revolution: the essential readings*
Susan Conner, *Age of Napoleon*

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing library resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

N/A

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Spring even years)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

none

HIST 4200: Nineteenth Century European History, 1815 to 1914

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4200 (3-0-3)

2. Title:

Nineteenth Century European History, 1815 to 1914

3. Restrictions (if any):

- a. Prerequisite(s) Any 1000 or 2000 level HIST course
- b. Co-requisite(s) N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode Normal
- g. What course(s) are deleted as a consequence none (renaming HIST 4130)

4. Course description for catalog:

The rise of modern Europe, the spread of liberalism, nationalism, and democratic forces; the industrial revolution and the resulting imperialistic and democratic rivalries among the great powers.

5. Semester of Implementation:

Fall 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be an option for Upper Division World History Core and History of Ideas Concentration.

2. Why is the course needed at CSU?

Currently, HIST 4130 covers the Age of European Expansionism and Industrialization in one semester. The scope of the course is too great and prevents in depth analysis of the subject matter. Our majors would be better served by a more focused course that could develop analytical and research skills.

3. What similar courses (models) at other institutions have helped guide this proposal?

Georgia State University

HIST 3530 EUROPE SINCE 1789

Europe since 1789. Society and politics since the age of enlightenment; special attention to revolution, reaction and reform; class, gender and industrial capitalism; imperialism and nationalism; democracy, fascism, and communism; economic integration: citizenship, immigration, and new social movements.

University of Georgia

HIST 3361. Europe's Revolutionary Century, 1789-1900.

The history of Europe from 1789 to 1900, emphasizing political and social change, the spread of

revolutionary ideas, and the rise of nation states.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course should strengthen the history course offerings. HIST 4100 will no longer be offered if this course is approved.

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
 - Outcome 6: Discuss historical findings in clear and coherent oral presentations.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

The Industrial Revolution and British Society, ed. by Patrick O’Brien ISBN 052143744X

The Communist Manifesto, by Karl Marx ISBN 1599869950

Nations and Nationalism, by Ernest Gellner ISBN 0801492637

The Scramble for Africa, 2nd Edition, by M.E. Chamberlain ISBN 0582368812

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus (although the course could also be delivered on-line or in a hybrid format).

5. Attach a tentative course outline (one page or less)

Schedule of Classes:

Week 1: The "Concert of Europe"
Week 2: The Romantic Movement
Week 3: Revolution and Reaction
Week 4: The Industrial Revolution
Week 5: Industrial Society
Week 6: Rise of Nationalism
Week 7: 1848 Revolutions
Week 8: The Second Empire
Week 9: Transformation of Russia
Week 10: Unification of Germany and Italy
Week 11: The Second Industrial Revolution
Week 12: The New Imperialism
Week 13: Science and Philosophy
Week 14: Technology and Society
Week 15: Fin-de-Siècle

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will teach this course.

2. What impact will having faculty teach this course have on other courses?

The course will not have an impact on our current course rotation.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach the course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

JSTOR, Galileo

Jonathan Hodge, ed., *The Cambridge companion to Darwin*

Edward Erwin, ed., *The Freud encyclopedia: theory, therapy, and culture*

Adam Hochschild, *King Leopold's Ghost: a story of greed, terror, and heroism in Colonial Africa*

Donald Thomas, *The Victorian underworld*

Martin Pugh, ed., *Companion to Modern European History* [electronic resource]

Martin Polley, *A-Z of Modern Europe since 1789* [electronic resource]

David AramKaiser, *Romanticism, Aesthetics, and Nationalism* [computer file]

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing library resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

N/A

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Fall odd years)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

none

HIST 4350: Modern World Intellectual History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4350 (3-0-3)

2. Title:

Modern World Intellectual History

3. Restrictions (if any):

- a. Prerequisite(s) **Any 1000 or 2000 level HIST course**
- b. Co-requisite(s) (normal or absolute)
- c. Other restrictions: e.g. major, junior standing, permission, etc. **none**
- d. Other comments: e.g. recommended sequencing, career course notice, etc.
- e. Fees: Explain! **none**
- f. Grade mode [normal or pass/fail] **normal**
- g. What course(s) are deleted as a consequence: **none**

4. Course description for catalog:

An introduction to the global history of ideas, from the mid-eighteenth century to the present.

5. Semester of Implementation:

Spring 2012

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be offered as an option for both the Upper Division World History Core and History of Ideas concentration.

2. Why is the course needed at CSU?

Modern Intellectual history is commonly offered as an upper-level undergraduate course in many history programs. It would help our majors fulfill their hour requirements in the new History of Ideas concentration within the history major.

3. What similar courses (models) at other institutions have helped guide this proposal?

University of Georgia

HIST 4373. Nineteenth-Century European Intellectual History.

European thought from 1815-1914, with emphasis on the relationship between ideas and their political and social context.

Georgia College and State University

HIST 4285, Intellectual and Cultural History of Europe. A Survey of the major trends in philosophy, literature, social and political thought, and the arts in Europe from the Reformation to the present. Attention will be paid to the cross-cultural influences on European thought.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course should strengthen the history course offerings. HIST 4350 would also be a solid related elective for students interested in philosophy, political science, psychology, and modern world literature.

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
 - Outcome 6: Discuss historical findings in clear and coherent oral presentations.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Roland Stromberg, *European Intellectual History since 1789* (6th edition)
Peter Watson, *The Modern Mind*

Primary source readings from the internet

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus

5. Attach a tentative course outline (one page or less)

Schedule of Classes:

Week 1: The Enlightenment

Week 2: The Enlightenment

Week 3: Romanticism

Week 4: Realism

Week 5: Nationalism

Week 6: Communism and Socialism

Week 7: Classical Liberalism of the late 19th century

Week 8: Conservatism

Week 9: Religion in the 19th Century and Early 20th Century: Christianity

Week 10: Religion in the 19th Century and Early 20th Century: Islam and Judaism

Week 11: Imperialism and its Critics

Week 12: Modernism

Week 13: Postmodernism

Week 14: Science in the 20th Century

Week 15: Student Presentations

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will teach this course.

2. What impact will having faculty teach this course have on other courses?

The course will not have an impact on our current course rotation.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach the course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

JSTOR, Galileo

Karl Marx, *The Communist Manifesto*

John Stuart Mill, *On Liberty*

Sigmund Freud, *Civilization and Its Discontents*

Michel Foucault, *Madness and Civilization*

Jean-Paul Sartre, *Nausea*

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing library resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

N/A

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Spring even years)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25 (every two years)

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

none

MEMORANDUM

TO: Curriculum and Academic Programs Committee

THRU: Nasser Momayezi, Dean, College of Arts and Sciences

THRU: Arts and Sciences Curriculum Committee

THRU: Sharon Hoffman, Provost

FROM: Larnell Flannagan, Chair, Department of Teacher Education

SUBJECT: New Course Proposals to Support BA/BS Secondary Education Concentrations in Biology, English, History and Mathematics

DATE: March 6, 2009

The Department of Teacher Education proposes offering new education courses in order to prepare students for teacher certification programs in secondary English, biology, history and mathematics. Students preparing to teach one of the aforementioned disciplines in a high school setting will need the appropriate content courses along with the proposed pedagogy and field/clinical education courses. These courses will be offered as required during the junior and senior years beginning Fall 2009. New course proposal forms are attached for requesting approval for offering the following courses: EDUC 3200 - Secondary School Curriculum and Assessment, EDUC 3210 - Classroom Methods and Management, EDUC 4003 Secondary Level Seminar and EDUC 4730 - Secondary Level Internship.

Below is an excerpt from the Academic Catalog including changes to be made by this proposal.

Bachelor of Science in Biology

The Bachelor of Science (B.S.) degree in Biology has been designed in consultation with Georgia employers to fit present and emerging needs in the State of Georgia. The program features two tracks: General Biology and Secondary Teacher Education. The General Biology track has emphasis in areas in Biomedical Applications, preparation for graduate school, Pre-Veterinary Medicine, Forensic Science, Environmental Science, Pre-Pharmacy, and Physical Therapy and Physicians Assistant Program Preparation. The Secondary Teacher Education track is designed to prepare students to teach high school science courses.

BACHELOR OF SCIENCE IN BIOLOGY DEGREE PROGRAM REQUIREMENTS

Core Curriculum (Areas A - E)42 hours

All Core Curriculum requirements for the Biology degree are shown in the suggested degree program sequence.

Lower Division Core Requirements (Core Curriculum Area F)18 hours

BIOL 1107 Principles of Biology I	3 hours
BIOL 1107L Principles of Biology Laboratory I.....	1 hour
BIOL 1108 Principles of Biology II	3 hours
BIOL 1108L Principles of Biology Laboratory II.....	1 hour
BIOL 2500 Introductory Plant Biology.....	2 hours
CHEM 2411 Organic Chemistry I.....	3 hours
CHEM 2411L Organic Chemistry Laboratory I.....	1 hour
CHEM 2412 Organic Chemistry II.....	3 hours
CHEM 2412L Organic Chemistry Laboratory II.....	1 hour

Upper Division Biology Major Core Requirements32 hours

BIOL 3200 Cell Biology.....	3 hours
BIOL 3250 Introductory Microbiology	3 hours
BIOL 3250L Introductory Microbiology Laboratory	1 hour
BIOL 3380 Evolution and Population Biology	3 hours
BIOL 3500 Ecology	3 hours
BIOL 3500L Ecology Laboratory	1 hour
BIOL 3650 Comparative Vertebrate Anatomy.....	3 hours
BIOL 3650L Comparative Vertebrate Anatomy Laboratory	1 hour
BIOL 4100 Animal Physiology	3 hours
BIOL 4201 Genetics.....	3 hours
PHYS 1111 Introductory Physics I	3 hours
PHYS 1111L Introductory Physics Laboratory I	1 hour
PHYS 1112 Introductory Physics II.....	3 hours
PHYS 1112L Introductory Physics Laboratory II	1 hour

Deleted: 45

Deleted: BIOL 3100
Biocomputing . 3 hours¶

Deleted: BIOL 3222 Off-Campus
Internship, BIOL 3223 On-Campus
Internship, BIOL 3224 Introductory
Research or BIOL 4222 Biology
Research Practicum . 3 hours¶

Deleted: BIOL 4202L Biotechnology
Laboratory . 3 hours¶
BIOL 4500 Biology Seminar . . 1 hour¶
BIOL 4999A or BIOL 4999B Student
Evaluation . 0 hours¶
CHEM 4202 Biochemistry I . 3 hours¶

Biology Major Tracks (Choose one track).

Option 1: General Biology Track..... 28 hours

BIOL 4900 Biocomputing	3 hours
BIOL 3222 Off-Campus Internship, BIOL 3223 On-Campus Internship, BIOL 3224 Introductory Research or BIOL 4222 Biology Research Practicum*.....	3 hours
BIOL 4202L Biotechnology Laboratory.....	3 hours
CHEM 4202 Biochemistry I.....	3 hours
BIOL 4500 Biology Seminar	1 hour
BIOL 4999A or BIOL 4999B Student Evaluation	0 hours
Emphasis Area Courses (select 15 hours from one of the seven areas).....	15 hours

* Consult your advisor to determine which of these courses best fits your academic needs.

Option 2: Secondary Teacher Education Track 31 hours

EDUC 2110 Investigating Critical/Contemp. Issues	3 hours
EDUC 2120 Exploring Socio-Culture	3 hours
EDUC 2130 Exploring Teaching & Learning	3 hours
EDUC 3030 Exploring-Exceptional Learner	3 hours
EDUC 3200 Curriculum and Assessment	3 hours
EDUC 3210 Classroom Management	3 hours
EDUC 4003 Seminar	1 hour
EDUC 4730 Internship	8 hours
SCI 4901 Methods and Strategies for Secondary Science Teachers	4 hours

MEMORANDUM

TO: John Burningham, Chair of CAPC

CC: Erica Gannon

FROM: Dr. Nasser Momayezi, Dean of the College of Arts and Sciences

RE: Proposal for the modification of the existing Biology Program curriculum

DATE: November 10, 2008

Modification of the Biology Program Curriculum:

We propose to revise the Biology curriculum. Below are bullet points summarizing the proposed revisions. Also attached is a marked version of the proposed curriculum compared to the current curriculum. "Track changes" was used to show the changes in the catalog curriculum.

- **Change #1:** The Department of Natural Sciences is going to include a track for Biology majors who want to teach high school science courses. We have included a "Secondary Teacher Education" track in the existing Biology degree program. Students can complete a BS in Biology and be certified to teach high school science courses. The BS in Biology degree program with the Secondary Teacher Education track includes 123 total hours (see discussion below). The EDUC courses in the BS in Biology Secondary Education track will be taught by the Department of Teacher Education. Course proposals to support secondary education tracks in various existing baccalaureate programs (History, English, and Math) will be submitted soon by the Department of Teacher Education.

○ **Justification (see attached USG Strategic Plan):**

- There is currently a shortage of secondary education teachers in Science, Technology, Engineering and Math (STEM) fields in Georgia. The University System of Georgia Strategic Plan goal number four states that the USG will strengthen its partnerships with the state's other education agencies. Within this goal the USG will address the challenge of increasing demand for high quality, effective teachers for Georgia's public schools. Two actions proposed by the Board of Regents are to double the number and diversity of teachers produced by USG institutions and to prepare more mathematics and science teachers at USG institutions. Clayton State is including this new track to help meet the USG strategic plan to double the number of teachers and to prepare more science teachers at USG institutions.
- The proposed BS in Biology with Secondary Teacher Education Track is very similar to other models at sister institutions. It requires 123 credit hours, which is actually lower than other schools such as Kennesaw State University.

- **Change #2:** Department of Natural Sciences is going to change the Upper Division Biology Core by moving the following courses from the Upper Division Biology core to a track called “**General Biology**”:

CHEM 4202	BIOL 4202L	BIOL 4900
BIOL 4999 A or B	Choice of Internship/Practicum Course	

After this change is complete ALL Biology majors will be required to complete the general core curriculum areas A-F (60 hours), the Biology core (32 hours) and one of two tracks. The track called “General Biology Track” will contain 28 hours and will include the courses listed above along with 15 additional hours (directed electives) they select from courses listed in 7 different emphasis areas. These emphasis areas currently exist. This track will be taken by students who do not aim to be certified as secondary education teachers. The track called “Secondary Teacher Education Track” will contain 31 hours and will include courses specific to secondary education. Please see the proposed new curriculum for details.

○ **Justification:**

- In order to be properly prepared for teaching high school science courses, several criteria should be met. First, teachers should have the knowledge and ability to meet the Georgia performance standards, Professional Standards Commission certification rules and the National Council for Accreditation of Teacher Education standards. The Department of Teacher Education will propose several new courses to prepare Secondary Education majors in these areas. It has been determined that secondary education majors should have at least 31 credit hours to prepare them for teaching and to meet accrediting agencies standards. The 31 credit hours of courses will be placed in the “Secondary Teacher Education” track. It is also important that teachers have the scientific knowledge required to teach high school students science effectively. The National Science Teacher Association guidelines and the Georgia Performance Standards for grades 9-12 are clearly met by the newly proposed biology core and the existing areas D and F of general education core of the Biology degree. The courses that were removed are not necessary for high school science teachers to teach well and are not typically found in a Secondary Education Science Program. They are geared towards students who are seeking to either go to graduate school in a biological and biochemical related field or to professional school in a medical related field.
- There may be some concern that the BS in Biology Program with a track in Secondary Teacher Education has 123 total hours, which is 3 hours more than a typical BS program. Most Secondary Education Programs do have over 120 hours. The University System of Georgia has, in the past, approved program slightly above 120 hours in teacher education due to the accreditation requirements. There is no other 3 hour course that can be removed from the Secondary Teacher Education Track or the Biology Core that would not compromise the student’s ability to gain adequate knowledge in biology or teacher education.

EDUC 3200 - Secondary School Curriculum and Assessment

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Teacher Education

Degree Program: B.S or BA in Biology, History, Mathematics or English with Emphasis in Secondary Education

<u>Larnell Flannagan</u>	<u>3/3/09</u>	Action Taken
Signature, Department Head	Date of Action	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Non-Applicable

School/College: _____

		Action Taken
Signature, Dean of School/College originating proposal	Date of Action	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Non-Applicable

Provost Office

		Action Taken
Signature, Associate Provost	Date of Action	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Non-Applicable

CAPC

		Action Taken
Signature, Chairperson of CAPC	Date of Action	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Non-Applicable

Provost

		Action Taken
Signature, Provost	Date of Action	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

EDUC 3200 (3-1-3)

2. Title: Secondary School Curriculum and Assessment

3. Restrictions (if any):

- a. Prerequisite(s) EDUC 2110, EDUC 2120 and EDUC 2130
- b. Co-requisite(s) (normal or absolute) None
- c. Other restrictions: Admission in a secondary education program and junior/senior standing
- d. Other comments: None
- e. Fees: Explain: None
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

This course is designed to offer a critical examination of standards and other influences on the modern secondary education curriculum. The course will provide an overview of the theories and application of developing the secondary school curriculum and instructional strategies, current trends, problems and challenges posed to the curriculum. Additionally, the course will study the rise of the assessment movement, its importance, and its use in the classroom. Candidates will explore teaching, learning and assessment strategies along with using instructional technologies, materials and resources for appropriate learning. Field experience is required. Candidates must be admitted to a secondary education program, have junior/senior standing and proof of liability insurance to participate in the course.

Prerequisite(s): EDUC 2110, EDUC 2120 and EDUC 2130

5. Semester of Implementation:

Fall 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?
This course will be required for the biology, history, mathematics and English major concentrating in teaching secondary education, and it will be offered to juniors and seniors in the Secondary Ed. Programs. The course is important to the understanding and practice of education. It should provide a philosophical and practical understanding of the modern curriculum, modes of instruction and assessment.
2. Why is the course needed at CSU?
To increase the need for highly qualified teachers for Georgia's public schools, CSU desires to assist by training pre-service teachers, at diverse levels, in a wide array of fields. English, science and mathematics teachers have been identified as critical areas of shortage by the state of Georgia, along with other teaching areas. School systems are constantly seeking teachers, and often contact our Coordinator of Educational Field Experiences regarding potential recruitment of graduates. In addition, the Department of Teacher Education receives regular calls and e-mails from individuals interested in being certified to teach high school. By offering bachelor's

degrees in four fields with an emphasis in secondary education, we can accommodate these interested persons at CSU, rather than having to direct them to certification programs at other state-supported universities. Thus, we can help “fill the void” that presently exists and alleviate a teacher shortage.

3. What similar courses (models) at other institutions have helped guide this proposal?

Augusta State Univ: SCED 4101 - Secondary School Student: Implications for Curriculum, Instruction, Assessment and Management (2-2-3)

Using knowledge bases derived from educational research and learning theory relevant to adolescents, students will study the characteristics of secondary school learners and the principles of educational psychology that inform our understanding of these learners. The course will examine that population in terms of multiculturalism and special needs; it will explore the implications of these learner characteristics for curriculum, instruction, and assessment. *Prerequisite(s): Admission to teacher education.*

Macon State College: EDUC 3550 - Assessment for Learning

In this course candidates will design, select, and administer assessments for learning. In addition, students will learn to use assessment results to make instructional decisions, plan instructional activities, and develop appropriate grading practices. Particular focus will be upon communication of results to students, parents, and other educators. Use of technology is required. This course is aligned with state and national standards.

Agnes Scott College: 312f - Curriculum for Secondary Education -4 hours

Curriculum development and lesson planning to accommodate all learners. Two hours in class, six hours field experience weekly, and a five-day, full-time internship in public school classroom to occur prior to the start of the fall semester in conjunction with public school openings. Corequisite: 310, and admission to the teacher education program.

Augusta State Univ: SCED 4102 - Secondary School Context and Curriculum Coherence and Classroom Management (2-2-3)

Using language bases derived from educational research, from state, national, and local curriculum standards, and from secondary school effective practices, students will examine the secondary school curriculum in terms of the connections that exist among the subject area disciplines and in terms of the strategies that secondary school teachers and learners use (including models of teaching, critical thinking techniques, and approaches to content area reading). Students will examine the secondary school in its historical and political context as well as in relation to pertinent philosophical issues. Students will examine multiple models of classroom management and their relationship to the learning environment of the classroom. *Prerequisite(s): Admission to teacher education.*

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

Students need to have a proper understanding of current issues in education, diversity teaching and special education before dealing with the concerns of curriculum and assessment.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

None

C. Course Content

1. What learning outcomes for the major will the course address?

The Teacher Education Unit Outcomes and Candidate Proficiencies enumerated below come from the knowledge base that was written to address what candidates should know and be able to do upon completion of the programs. During the programs of study, the following teacher education outcomes are addressed. These outcomes are aligned with the conceptual framework descriptors and to INTASC Principles and essential knowledge (k), skills (s) and dispositions (d) as relevant.

1. **Diagnoses Learning Needs-** The candidate uses a variety of assessment techniques and utilizes appropriate technologies to gather information about all students and integrates this information to determine learners' strengths and areas to be developed. (INTASC 1,8,9—Collaborative, Reflective, Competent—Skills)
 - a. Assesses student knowledge with methods appropriate to the learning goals and objectives (1a. s)
 - b. Synthesizes information from assessment data (1b. s)
 - c. Uses assessment processes appropriate to all student academic development (1c. s)
 - d. Reflects on diagnosis and assessment of learning in teaching experiences for modifying instruction appropriate for all learners (1d. s)

2. **Plans for Student Learning-** The candidate integrates knowledge of content discipline, of the nature of diverse learners, of learning theories, of instructional strategies and of professional standards and state/local curriculum guides to plan instruction. (INTASC 1,2,3,4,5,6,7,9—Reflective, Competent, Caring—Knowledge—Skills)
 - a. Uses student input and information from diagnosis of student learning needs in developing learning goals and objectives (2a. s)
 - b. Plans for use of a variety of instructional strategies to address learners with diverse learning styles and special needs (2b. k, s)
 - c. Evaluates teaching resources and curriculum materials, including educational technology for effectiveness, completeness and accuracy and plans for their appropriate use (2c. k, s)
 - d. Plans equitable teaching/learning processes to address learners from diverse cultural backgrounds and with exceptionalities (2d. k, s)
 - e. Plans lessons which incorporate authentic situations, previous learning and interdisciplinary content (2e. k, s)
 - f. Reflects on planning for student learning (2f. s)

3. **Facilitates Student Learning-** The candidate implements instructional plans with flexibility and is guided by knowledge of discipline content, of the nature of all learners, of learning theories and of instructional strategies. (INTASC 1,2,3,4,5,6,7,9,10—Reflective, Competent, Caring—Knowledge—Skills)
 - a. Employs effective classroom management techniques (3a. s)
 - b. Uses individual and group motivation techniques for encouraging positive social interaction and self-involvement (3b. s)
 - c. Encourages individual participation while directing group activity (3c. s)
 - d. Uses multiple resources (human, media, technology) effectively for instruction (3d. k, s)

4. Demonstrates Appropriate Knowledge- The candidate has general knowledge in the liberal arts and sciences and possesses discipline specific knowledge at a level appropriate for the chosen teaching field.

(INTASC 1,7—Competent—Knowledge—Skills)

- a. Communicates effectively, incorporating the use of technology when appropriate (4a. k, s)
- b. Demonstrates discipline knowledge appropriate to the chosen teaching field (4b. k)
- c. Integrates knowledge across disciplines, including multicultural and global perspectives (4c. k)
- d. Accesses knowledge to stay current in one's field (4d. k)
- e. Reflects on one's strength and weaknesses as a learner (4e. s)

5. Fosters Student Well-being to Support Learning- The candidate interacts with diverse students, school colleagues, parents, and agencies in the larger community to foster student well being and learning. (INTASC 5,8,9,10—Collaborative, Caring, Committed—Skills)

- a. Identifies socio-cultural factors beyond the school that hamper student learning and uses resources within the school and community to mitigate these factors (5a. s)
- b. Communicates with parents or guardians as an essential activity in promoting student well-being and learning (5b. s)
- c. Reflects on use of community resources and interactions with parents and school colleagues to improve the well-being of all learners (5c. s)

6. Assumes the Role of Professional Teacher- The candidate acts in accordance with the structure, standards and responsibilities of the profession and recognizes the role of the school in supporting a democratic society.

(INTASC 1,9,10—Competent, Collaborative, Caring, Committed—Knowledge—Skills—Dispositions)

- a. Demonstrates an awareness of the political, legal, and ethical issues that impact on professional practices (6a. k, d)
- b. Works collaboratively with colleagues as a professional (6b. d)
- c. Values using technology as a professional resource and a management tool (6c. s)
- d. Reflects on professional development as an on-going process (6d. s)
- e. Exhibits the professional dispositions of a teacher (6e. d)
 - maintains a professional appearance
 - maintains regular attendance
 - maintains positive attitude and character
 - is collaborative and participatory
 - demonstrates a strong work ethic
 - shows respect for the profession

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

The course will address the general outcomes of communication and critical thinking as they are described in the conceptual framework and the Teacher Education Unit Outcomes and Candidate Proficiencies. Specifically, students will exercise communication skills in their studies and course requirements. They will exercise critical thinking during such activities as lesson planning, grading, participating in faculty meetings, and reflective journaling.

3. Tentative course materials (textbooks, software, etc.)

George Posner (2004), *Analyzing the Curriculum*
 W. James Popham (2008), *Classroom Assessment: What Teachers Need to Know*
 Livetext data management system [<http://www.livetext.com>]

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On- Campus

5. Attach a tentative course outline (one page or less)

Week 1	Posner Chapters 2 & 3- What is the Curriculum? Why do we study it and how do we study it?
Week 2	Posner Chapter 4- What is the purpose and content of the curriculum?
Week 3	Posner Chapter 6- How is the curriculum organized?
Week 4	Posner chapter 8- What is “framing” the curriculum? How do you implement?
Week 5	Posner chapter 10- Evaluating the curriculum
Week 6 & 7	Evaluation of Georgia Performance Standards, Create Unit plans
Week 8	Popham chapter 1-Why assessment is important for teachers
Week 9	Popham chapter 5-What should you assess and how?
Week 10	Popham chapter 6- How to create selected response tests
Week 11	Popham chapter 7- How to create constructed-response tests
Week 12	Popham chapter 8- How and when to use performance assessments
Week 13	Popham chapter 13-How do you make sense of standardized test scores
Week 14 &15	Individual evaluations of assessments designed for Unit plans and final

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty

2. What impact will having faculty teach this course have on other courses?

An existing full-time faculty member will teach this course and a part-time faculty will teach a course that the full-time faculty normally teaches.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

All full-time faculty

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Journals:

Social Education

Theory into Practice

School Science & Mathematics

Teaching Children Mathematics

Language Arts

6. What additional library resources must be added to support the proposed course?

None

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

Current funding is adequate.

Part E. Enrollment

1. What is the estimated number of sections per year? 1
2. What is the estimated average enrollment per section? 60
3. What is the estimated total enrollment per year? 60
4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any) None

EDUC 3210 - Classroom Methods and Management

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Teacher Education

Degree Program: Bachelor of Arts or Science in Biology, English, History or Mathematics with Emphasis in Secondary Education

Larnell Flannagan
Signature, Department Head

3/04/09 **Action Taken**
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts and Sciences

Signature, Dean of School/College originating proposal

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

EDUC 3210 (3-1-3)

2. Title: Classroom Methods and Management

3. Restrictions (if any):

- a. Prerequisite(s) EDUC 2110, EDUC 2120 and EDUC 2130
- b. Co-requisite(s) (normal or absolute) none
- c. Other restrictions: Must be admitted to a secondary education program and have junior or senior year status.
- d. Other comments: None
- e. Fees: Explain
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

This course is designed to examine theories of discipline and motivation. It will focus on principles of classroom management and organization, building relationships and rapport, and considering alternative behavior management plans. In addition, candidates will learn teaching methods such as the use of time, space, and materials for instruction as management techniques. Topics will address how knowledge of general teaching methods and classroom management may improve teacher quality and student outcomes, including closing the achievement gap. Candidates will learn general methods for teaching English Language Learners (ELL), and differentiation of instruction for diverse learners. Field experience is required. Candidates must be admitted to a secondary education program, have junior/senior standing and proof of liability insurance to participate in the course.

Prerequisite(s): EDUC 2110, EDUC 2120 and EDUC 2130.

5. Semester of Implementation:

Fall 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

This course will be required for the Secondary Education major and it will be offered to juniors and seniors in the Secondary Ed. Program. The course is important to the understanding and practice of education. It will provide students with general teaching methods for teaching English Language Learners (ELL), differentiation of instruction and diversity. The course will also study different models for classroom management to better equip candidates for the challenges of teaching in the high school.

2. Why is the course needed at CSU?

To increase the need for highly qualified teachers for Georgia's public schools, CSU desires to assist by training pre-service teachers, at diverse levels, in a wide array of fields. English, science and mathematics teachers have been identified as critical areas of shortage by the state of Georgia, along with other teaching areas. School systems are constantly seeking teachers, and often contact our Coordinator of Educational Field Experiences regarding potential recruitment of graduates. In addition, the department of Teacher Education receives regular calls and e-mails from individuals interested in being certified to teach high school. By offering bachelor's degrees in four fields with an emphasis in secondary education, we can accommodate these interested persons at CSU, rather than having to direct them to certification programs at other state-supported universities. Thus, we can help "fill the void" that presently exists and alleviate a teacher shortage.

3. What similar courses (models) at other institutions have helped guide this proposal?

Mercer University: EDUC 406. Classroom Management for MLE and SEC (3 hours)

This course is an introduction to theory, knowledge, and strategies for classroom management for educators who work with middle level and secondary students. Focus is on management as a triangular model that demonstrates the inter-relatedness of content, conduct, and covenant relationships. Practical application is emphasized, and teacher candidates are expected to develop their own relevant classroom management plans that could be effectively implemented in the public school classroom.

Columbus State University: EDUF 4115. Classroom Management (2-0-2) *Co-requisites:* ARTE 4485, EDCI 4485, PELM 4485, or SPED 4485. Focuses on the concepts, principles and theories in implementing best practice classroom management. Surveys traditional approaches to behavior management and their limitations. Examines ways of creating positive, productive school climates and of structuring classrooms for success. Investigates methods which encourage home/school partnerships and the collaborative implementation of classroom discipline and management strategies.

Columbus State University: EDSE 4135. Curriculum and Methods in Secondary Science (3-6-6)

Prerequisite: Admission to Teacher Education. Lesson and unit planning, curriculum design, implementation strategies, and selection of materials for secondary science. Emphasis on science processes and recommendations from national curriculum movements. In depth supervised participation in planning, instructing and assessing student learning. Teacher candidates will develop and refine skills for teaching whole class groups of adolescents in grades 6-12.

Columbus State University: EDSE 4225. Curriculum and Methods in Secondary Mathematics (3-6-6)

Prerequisites: Admission to Teacher Education and 18 hours of required MATH courses. Curriculum and methods including resources, tools and strategies for teaching secondary mathematics. Emphasis on 9-12 mathematics.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

Students need to have a proper understanding of current issues in education and special education before tackling the issue of classroom management.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.) None

C. Course Content

1. What learning outcomes for the major will the course address?

The Teacher Education Unit Outcomes and Candidate Proficiencies enumerated below come from the knowledge base that was written to address what candidates should know and be able to do upon completion of the programs. During the programs of study, the following teacher education outcomes are addressed. These outcomes are aligned with the conceptual framework descriptors and to INTASC Principles and essential knowledge (k), skills (s) and dispositions (d) as relevant.

1. Diagnoses Learning Needs- The candidate uses a variety of assessment techniques and utilizes appropriate technologies to gather information about all students and integrates this information to determine learners' strengths and areas to be developed. (INTASC 1,8,9—Collaborative, Reflective, Competent—Skills)

- a. Assesses student knowledge with methods appropriate to the learning goals and objectives (1a. s)
- b. Synthesizes information from assessment data (1b. s)
- c. Uses assessment processes appropriate to all student academic development (1c. s)
- d. Reflects on diagnosis and assessment of learning in teaching experiences for modifying instruction appropriate for all learners (1d. s)

2. Plans for Student Learning- The candidate integrates knowledge of content discipline, of the nature of diverse learners, of learning theories, of instructional strategies and of professional standards and state/local curriculum guides to plan instruction. (INTASC 1,2,3,4,5,6,7,9—Reflective, Competent, Caring—Knowledge—Skills)

- a. Uses student input and information from diagnosis of student learning needs in developing learning goals and objectives (2a. s)
- b. Plans for use of a variety of instructional strategies to address learners with diverse learning styles and special needs (2b. k, s)
- c. Evaluates teaching resources and curriculum materials, including educational technology for effectiveness, completeness and accuracy and plans for their appropriate use (2c. k, s)
- d. Plans equitable teaching/learning processes to address learners from diverse cultural backgrounds and with exceptionalities (2d. k, s)
- e. Plans lessons which incorporate authentic situations, previous learning and interdisciplinary content (2e. k, s)
- f. Reflects on planning for student learning (2f. s)

3. Facilitates Student Learning- The candidate implements instructional plans with flexibility and is guided by knowledge of discipline content, of the nature of all learners, of learning theories and of instructional strategies. (INTASC 1,2,3,4,5,6,7,9,10—Reflective, Competent, Caring—Knowledge—Skills)

- a. Employs effective classroom management techniques (3a. s)
- b. Uses individual and group motivation techniques for encouraging positive social interaction and self-involvement (3b. s)
- c. Encourages individual participation while directing group activity (3c. s)

- d. Uses multiple resources (human, media, technology) effectively for instruction (3d. k, s)

4. Demonstrates Appropriate Knowledge- The candidate has general knowledge in the liberal arts and sciences and possesses discipline specific knowledge at a level appropriate for the chosen teaching field.

(INTASC 1,7—Competent—Knowledge—Skills)

- a. Communicates effectively, incorporating the use of technology when appropriate (4a. k, s)
- b. Demonstrates discipline knowledge appropriate to the chosen teaching field (4b. k)
- c. Integrates knowledge across disciplines, including multicultural and global perspectives (4c. k)
- d. Accesses knowledge to stay current in one's field (4d. k)
- e. Reflects on one's strength and weaknesses as a learner (4e. s)

5. Fosters Student Well-being to Support Learning- The candidate interacts with diverse students, school colleagues, parents, and agencies in the larger community to foster student well being and learning. (INTASC 5,8,9,10—Collaborative, Caring, Committed—Skills)

- a. Identifies socio-cultural factors beyond the school that hamper student learning and uses resources within the school and community to mitigate these factors (5a. s)
- b. Communicates with parents or guardians as an essential activity in promoting student well-being and learning (5b. s)
- c. Reflects on use of community resources and interactions with parents and school colleagues to improve the well-being of all learners (5c. s)

6. Assumes the Role of Professional Teacher- The candidate acts in accordance with the structure, standards and responsibilities of the profession and recognizes the role of the school in supporting a democratic society.

(INTASC 1,9,10—Competent, Collaborative, Caring, Committed—Knowledge—Skills—Dispositions)

- a. Demonstrates an awareness of the political, legal, and ethical issues that impact on professional practices (6a. k, d)
- b. Works collaboratively with colleagues as a professional (6b. d)
- c. Values using technology as a professional resource and a management tool (6c. s)
- d. Reflects on professional development as an on-going process (6d. s)
- e. Exhibits the professional dispositions of a teacher (6e. d)
 - maintains a professional appearance
 - maintains regular attendance
 - maintains positive attitude and character
 - is collaborative and participatory
 - demonstrates a strong work ethic
 - shows respect for the profession

- 2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

The course will address the general outcomes of communication and critical thinking as they are described in the conceptual framework and the Teacher Education Unit Outcomes and Candidate Proficiencies. Specifically, students will exercise communication skills in their field studies and course requirements. They will exercise critical thinking during such activities as

lesson planning, grading, participating in faculty meetings, and reflective journaling.

3. Tentative course materials (textbooks, software, etc.)

Jacobson, Eggen and Kauchak (2009), *Methods for teaching: Promoting student learning in K-12 classrooms*

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On Campus

5. Attach a tentative course outline (one page or less)

See below:

Weekly Course Outline

Week 1	Jacobson chapter1 Intro: A Model for Teaching
Week 2	Jacobson chapter 2- Classroom Management-Prevention
Week 3	Jacobson chapter 3- Classroom Management- Prevention
Week 4	Jacobson chapter 3- Classroom Management- Interventions
Week 5	Jacobson chapter 4- Standards and Goals for Instruction
Week 6	Jacobson chapter 5- Formulating Goals and Objectives
Week 7	Midterm
Week 8	Jacobson chapter 6-Planning for Assessment w/Standards
Week 9	Jacobson chapter 7- Questioning strategies (Turn in Unit Plans)
Week 10	Jacobson chapter 8- Teacher Centered Strategies
Week 11	Jacobson chapter 9- Student Centered Strategies
Week 12	Demonstrations of teacher and student centered strategies
Week 13	Jacobson chapter 10- Building on learner differences—Inst. Strategies
Week 14	Demonstrations for ELL, At Risk, Inclusion
Week 15	Final

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing full-time faculty.

2. What impact will having faculty teach this course have on other courses?

An existing full-time faculty member will teach this course and a part-time faculty will teach a course that the full-time faculty normally teaches.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

All by full-time

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Journals:

Social Education

School and Society

Education

6. What additional library resources must be added to support the proposed course?

None

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

Current funding is adequate.

Part E. Enrollment

1. What is the estimated number of sections per year? 1
2. What is the estimated average enrollment per section? 60
3. What is the estimated total enrollment per year? 60
4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (Explanation, if any) None

EDUC 4003—Secondary Level Seminar

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Teacher Education

Degree Program: Bachelor of Arts or Science in Biology, English, History, or Mathematics with Emphasis in Secondary Education

Larnell Flannagan	3/4/09	Action Taken
Signature, Department Head	Date of Action	<input checked="" type="checkbox"/> Approved
		<input type="checkbox"/> Disapproved
		<input type="checkbox"/> Non-Applicable

School/College: Arts and Sciences

		Action Taken
Signature, Dean of School/College originating proposal	Date of Action	<input type="checkbox"/> Approved
		<input type="checkbox"/> Disapproved
		<input type="checkbox"/> Non-Applicable

Provost Office

		Action Taken
Signature, Associate Provost	Date of Action	<input type="checkbox"/> Approved
		<input type="checkbox"/> Disapproved
		<input type="checkbox"/> Non-Applicable

CAPC

		Action Taken
Signature, Chairperson of CAPC	Date of Action	<input type="checkbox"/> Approved
		<input type="checkbox"/> Disapproved
		<input type="checkbox"/> Non-Applicable

Provost

		Action Taken
Signature, Provost	Date of Action	<input type="checkbox"/> Approved
		<input type="checkbox"/> Disapproved
		<input type="checkbox"/> Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

EDUC 4003 (1-0-1)

2. Title: Secondary Level Seminar

3. Restrictions (if any):

- a. Prerequisite(s) EDUC 3030, EDUC 3200 & EDUC 3210
- b. Co-requisite(s) EDUC 4730
- c. Other restrictions: Admission in a secondary teacher education program and senior standing
- d. Other comments: None
- e. Fees: None
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

This course is the seminar portion of the spring student teaching internship. It is designed to amalgamate and assimilate candidates' clinical experience with theory, investigation, and practice of teaching in secondary school settings. Weekly seminar sessions may include such topics as: professional ethics, application of classroom management strategies, use of instructional methods for teaching high school students of special needs and of diverse backgrounds, and knowledge of appropriate use of assessments. Seminar content is directly related to and extended from internship. Admission to a bachelor's program in biology, history, English, or mathematics with emphasis in secondary education and senior standing are required. Candidates must have proof of liability insurance to participate in the course.

Prerequisite(s): EDUC 3030, EDUC 3200 & EDUC 3210

Co-requisite(s): EDUC 4730

5. Semester of Implementation:

Spring 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The bachelor's degree in biology, English, history, or mathematics with an emphasis in secondary education is designed in order for individuals to obtain a bachelor's in a content-specific field, plus a teaching certificate. This initial certification will prepare them to teach secondary biology, English, history, or mathematics and will help fulfill the great need for new teachers in the near future. The secondary education emphasis will consist of content specific classes, curriculum methods, and classroom management courses, as well as clinical experience. Respect for diversity in the school setting and the use of educational technology will be emphasized throughout all courses.

2. Why is the course needed at CSU?

To increase the need for highly qualified teachers for Georgia's public schools, CSU desires to assist by attracting potential pre-service secondary educators. English, science and mathematics teachers have been identified as critical areas of shortage by the state of Georgia, along with some other teaching areas. School systems are constantly seeking teachers in these areas, and often contact our Department of Teacher Education making inquiries regarding potential math and English middle level teachers. In addition, the departments of Teacher Education, Language and Literature, Social Sciences and Mathematics receive regular calls and e-mails from individuals interested in being certified to teach middle and secondary English, history, mathematics and biology. As a result, we must direct them to other state-supported universities that offer secondary education degrees, or post-baccalaureate certification programs, since CSU cannot accommodate them. Thus, CSU can "fill the void" that presently exists and provide an alternative teacher preparation program for individuals who have a bachelor's degree, but do not have teacher preparation coursework in order to be certified.

3. What similar courses (models) at other institutions have helped guide this proposal?

Columbus State University, EDCI 4795. Student Teaching Seminar (1-0-1) Discussion of common problems encountered in student teaching conducted in a seminar setting.

Kennesaw State University, SCED 4475. Student Teaching Science. 12 credit hours. *Prerequisite: Admission to Student Teaching.* Full-time teaching experience in science under the supervision of a secondary school cooperating teacher and a college science education supervisor. **Includes regularly scheduled seminars.**

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

A thorough knowledge of curriculum & assessment issues and classroom management is necessary prior to student teaching.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

None

C. Course Content

1. What learning outcomes for the emphasis will the course address?

The Teacher Education Unit Outcomes and Candidate Proficiencies enumerated below come from the knowledge base that was written to address what candidates should know and be able to do upon completion of the programs. During the programs of study, the following teacher education outcomes are addressed. These outcomes are aligned with the conceptual framework descriptors and to INTASC Principles and essential knowledge (k), skills (s) and dispositions (d) as relevant.

1. Diagnoses Learning Needs- The candidate uses a variety of assessment techniques and utilizes appropriate technologies to gather information about all students and integrates this information to determine learners' strengths and areas to be developed. (INTASC 1,8,9—Collaborative, Reflective, Competent—Skills)

- a. Assesses student knowledge with methods appropriate to the learning goals and objectives (1a. s)
- b. Synthesizes information from assessment data (1b. s)
- c. Uses assessment processes appropriate to all student academic development (1c. s)
- d. Reflects on diagnosis and assessment of learning in teaching experiences for modifying instruction appropriate for all learners (1d. s)

2. Plans for Student Learning- The candidate integrates knowledge of content discipline, of the nature of diverse learners, of learning theories, of instructional strategies and of professional standards and state/local curriculum guides to plan instruction.

(INTASC 1,2,3,4,5,6,7,9—Reflective, Competent, Caring—Knowledge—Skills)

- a. Uses student input and information from diagnosis of student learning needs in developing learning goals and objectives (2a. s)
- b. Plans for use of a variety of instructional strategies to address learners with diverse learning styles and special needs (2b. k, s)
- c. Evaluates teaching resources and curriculum materials, including educational technology for effectiveness, completeness and accuracy and plans for their appropriate use (2c. k, s)
- d. Plans equitable teaching/learning processes to address learners from diverse cultural backgrounds and with exceptionalities (2d. k, s)
- e. Plans lessons which incorporate authentic situations, previous learning and interdisciplinary content (2e. k, s)
- f. Reflects on planning for student learning (2f. s)

3. Facilitates Student Learning- The candidate implements instructional plans with flexibility and is guided by knowledge of discipline content, of the nature of all learners, of learning theories and of instructional strategies. (INTASC 1,2,3,4,5,6,7,9,10—Reflective, Competent, Caring—Knowledge—Skills)

- a. Employs effective classroom management techniques (3a. s)
- b. Uses individual and group motivation techniques for encouraging positive social interaction and self-involvement (3b. s)
- c. Encourages individual participation while directing group activity (3c. s)
- d. Uses multiple resources (human, media, technology) effectively for instruction (3d. k, s)

4. Demonstrates Appropriate Knowledge- The candidate has general knowledge in the liberal arts and sciences and possesses discipline specific knowledge at a level appropriate for the chosen teaching field.

(INTASC 1,7—Competent—Knowledge—Skills)

- a. Communicates effectively, incorporating the use of technology when appropriate (4a. k, s)
- b. Demonstrates discipline knowledge appropriate to the chosen teaching field (4b. k)
- c. Integrates knowledge across disciplines, including multicultural and global perspectives (4c. k)
- d. Accesses knowledge to stay current in one's field (4d. k)

- e. Reflects on one's strength and weaknesses as a learner (4e. s)

5. Fosters Student Well-being to Support Learning- The candidate interacts with diverse students, school colleagues, parents, and agencies in the larger community to foster student well being and learning. (INTASC 5,8,9,10—Collaborative, Caring, Committed—Skills)

- a. Identifies socio-cultural factors beyond the school that hamper student learning and uses resources within the school and community to mitigate these factors (5a. s)
- b. Communicates with parents or guardians as an essential activity in promoting student well-being and learning (5b. s)
- c. Reflects on use of community resources and interactions with parents and school colleagues to improve the well-being of all learners (5c. s)

6. Assumes the Role of Professional Teacher- The candidate acts in accordance with the structure, standards and responsibilities of the profession and recognizes the role of the school in supporting a democratic society.

(INTASC 1,9,10—Competent, Collaborative, Caring, Committed—Knowledge—Skills—Dispositions)

- a. Demonstrates an awareness of the political, legal, and ethical issues that impact on professional practices (6a. k, d)
- b. Works collaboratively with colleagues as a professional (6b. d)
- c. Values using technology as a professional resource and a management tool (6c. s)
- d. Reflects on professional development as an on-going process (6d. s)
- e. Exhibits the professional dispositions of a teacher (6e. d)
 - maintains a professional appearance
 - maintains regular attendance
 - maintains positive attitude and character
 - is collaborative and participatory
 - demonstrates a strong work ethic
 - shows respect for the profession

- 2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

The course will address the general outcomes of communication and critical thinking as they are described in the conceptual framework and the Teacher Education Unit Outcomes and Candidate Proficiencies. Specifically, students will exercise communication & critical thinking skills by deconstructing field experiences, in seminar sessions, and discussing school context.

- 3. Tentative course materials (textbooks, software, etc.)

What to Look for in a Classroom ...And Other Essays by Alfie Kohn (2000)

Secondary Education: The Key Concepts by J. Wellington (2006)

Ethical Decision Making in School Administration by Paul Wagner (2008)

Livertext data management system [<http://www.livertext.com>]

- 4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On campus

5. Attach a tentative course outline (one page or less)

See final page

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

New qualified faculty

2. What impact will having faculty teach this course have on other courses?

None

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

All by full-time faculty

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

Transportation for university field supervisor to visit school sites is required.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Journals:

American Journal of Education

American Educational Research Journal

Journal of Education

6. What additional library resources must be added to support the proposed course?

None

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

There are adequate library resources.

Part E. Enrollment

1. What is the estimated number of sections per year? 1

2. What is the estimated average enrollment per section? 60

3. What is the estimated total enrollment per year 60

4. What is the estimated reduction in enrollment in other courses as a consequence of the new

course? (explanation, if any) None

Weekly Course Outline

Weeks One and Two

Students will share school demographics and discuss key issues such as the impact of immigration on education, socio-economic status and parent involvement, gender issues and disability rights.

Weeks Three and Four

In these weeks, there will be further examination of contemporary issues: school safety, availability of technology, and school reform.

Weeks Five and Six

Students will be introduced to panels of critical school resource personnel for informative Q & A sessions, such as school resource officers, school counselors, special educators, school nurses, and school psychologists. They will finalize a School Context Paper. *

Weeks Seven and Eight

Students will revisit classroom management issues such as nonverbal communication and discipline philosophies ranging from assertive discipline to positive discipline. An exploration of rewards and consequences will take place.

Weeks Nine and Ten

In these weeks, a review of the Georgia Professional Standards Commission Code of Ethics will take place. They will examine professional ethics and explore ethical case studies in education.

Weeks Eleven and Twelve

Students will examine assessment in the school context. Specifically, they will study particular schools' performance on standardized tests, using the GA Department of Education website data. They will study the aggregated and disaggregated data (e.g., ESL students and students with disabilities) that is available.

Weeks Thirteen and Fourteen

Educational statistics will be reviewed, and students will practice pre and post surveying of student knowledge and graphing techniques.

Week Fifteen

Students will finalize their Action Research Projects * for group presentation and insertion into Livetext.

* Portfolios will be maintained online in Livetext. Portfolios for this course will contain a school context paper and an action research project.

EDUC 4730 - Secondary Level Internship

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Teacher Education

Degree Program: **Bachelor of Arts or Science in Biology, English, History, or Mathematics with Emphasis in Secondary Education**

Larnell Flannagan
Signature, Department Head

3/4/09 **Action Taken**
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts and Sciences

Signature, Dean of School/College originating proposal

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

EDUC 4730 (0-36-8)

2. Title: Secondary Level Internship

3. Restrictions (if any):

- a. Prerequisite(s): EDUC 3030, EDUC 3200 & EDUC 3210
- b. Co-requisite(s) (normal or absolute) EDUC 4003
- c. Other restrictions: Admission in a secondary education program and senior standing
- d. Other comments: None
- e. Fees: None
- f. Grade mode: Pass/Fail
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

This course is a clinical experience in secondary education, during spring semester. Student teaching is a full-time (content-specific, in-field), 15-week, directed classroom experience (grades 6-12). Student teachers, under the direction of a mentor teacher, take increasing responsibility for learners and engage in many of the activities that constitute the range of a teacher's assigned duties. Emphasis will be placed on working with diverse and special needs learners within the regular classroom, utilizing technology, managing classrooms, understanding assessment, and familiarizing oneself with the school, its resources, and surrounding community. Additionally, interns must attend an on-campus seminar one afternoon per week taught by CSU faculty members and/or resource persons. Admission to a bachelor's program in biology, history, English, or mathematics with emphasis in secondary education and senior standing are required. Candidates must have proof of liability insurance to participate in the course.

Prerequisite(s): EDUC 3030, EDUC 3200 & EDUC 3210.

Absolute Co-requisite(s): EDUC 4003.

5. Semester of Implementation:

Spring 2011

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The bachelor's degree in biology, English, history, or mathematics with an emphasis in secondary education is designed in order for individuals to obtain a bachelor's degree in a content-specific field, plus a teaching certificate. This initial certification will preparing them to teach secondary biology, English, history, or mathematics and will help fulfill the great need for new teachers, in the near future.

The secondary education emphasis will consist of content specific classes, curriculum methods & classroom management courses, as well as clinical experience. Respect for diversity in the school setting and the use of educational technology will be emphasized throughout all courses.

2. Why is the course needed at CSU?

To increase the need for highly qualified teachers for Georgia's public schools, CSU desires to assist by training pre-service teachers, at diverse levels, in a wide array of fields. English, science and mathematics teachers have been identified as critical areas of shortage by the state of Georgia, along with other teaching areas. School systems are constantly seeking teachers, and often contact our Coordinator of Educational Field Experiences regarding potential recruitment of graduates. In addition, the department of Teacher Education receives regular calls and e-mails from individuals interested in being certified to teach high school. By offering bachelor's degrees in four fields with an emphasis in secondary education, we can accommodate these interested persons at CSU, rather than having to direct them to certification programs at other state-supported universities. Thus, we can help "fill the void" that presently exists and alleviate a teacher shortage.

3. What similar courses (models) at other institutions have helped guide this proposal?

Columbus State University, EDCI 4485. Student Teaching (0-40-10) *Prerequisites:* Admission to Teacher Education and Student Teaching. Observation, participation, and instruction in a school classroom in the student's major field. Cooperative supervision by selected classroom teachers and college faculty. (S/U grading)

Kennesaw State University, SCED 4475. Student Teaching Science. 12 credit hours. *Prerequisite:* Admission to Student Teaching. Full-time teaching experience in science under the supervision of a secondary school cooperating teacher and a college science education supervisor. Includes regularly scheduled seminars.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

A thorough knowledge of curriculum & assessment issues and classroom management is necessary prior to student teaching.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (E.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

None

C. Course Content

1. What learning outcomes for the emphasis will the course address?

The Teacher Education Unit Outcomes and Candidate Proficiencies enumerated below come from the knowledge base that was written to address what candidates should know and be able to do upon completion of the programs. During the programs of study, the following teacher education outcomes

are addressed. These outcomes are aligned with the conceptual framework descriptors and to INTASC Principles and essential knowledge (k), skills (s) and dispositions (d) as relevant.

1. Diagnoses Learning Needs- The candidate uses a variety of assessment techniques and utilizes appropriate technologies to gather information about all students and integrates this information to determine learners' strengths and areas to be developed. (INTASC 1,8,9—Collaborative, Reflective, Competent—Skills)

- a. Assesses student knowledge with methods appropriate to the learning goals and objectives (1a. s)
- b. Synthesizes information from assessment data (1b. s)
- c. Uses assessment processes appropriate to all student academic development (1c. s)
- d. Reflects on diagnosis and assessment of learning in teaching experiences for modifying instruction appropriate for all learners (1d. s)

2. Plans for Student Learning- The candidate integrates knowledge of content discipline, of the nature of diverse learners, of learning theories, of instructional strategies and of professional standards and state/local curriculum guides to plan instruction.

(INTASC 1,2,3,4,5,6,7,9—Reflective, Competent, Caring—Knowledge—Skills)

- a. Uses student input and information from diagnosis of student learning needs in developing learning goals and objectives (2a. s)
- b. Plans for use of a variety of instructional strategies to address learners with diverse learning styles and special needs (2b. k, s)
- c. Evaluates teaching resources and curriculum materials, including educational technology for effectiveness, completeness and accuracy and plans for their appropriate use (2c. k, s)
- d. Plans equitable teaching/learning processes to address learners from diverse cultural backgrounds and with exceptionalities (2d. k, s)
- e. Plans lessons which incorporate authentic situations, previous learning and interdisciplinary content (2e. k, s)
- f. Reflects on planning for student learning (2f. s)

3. Facilitates Student Learning- The candidate implements instructional plans with flexibility and is guided by knowledge of discipline content, of the nature of all learners, of learning theories and of instructional strategies. (INTASC 1,2,3,4,5,6,7,9,10—Reflective, Competent, Caring—Knowledge—Skills)

- a. Employs effective classroom management techniques (3a. s)
- b. Uses individual and group motivation techniques for encouraging positive social interaction and self-involvement (3b. s)
- c. Encourages individual participation while directing group activity (3c. s)
- d. Uses multiple resources (human, media, technology) effectively for instruction (3d. k, s)

4. Demonstrates Appropriate Knowledge- The candidate has general knowledge in the liberal arts and sciences and possesses discipline specific knowledge at a level appropriate for the chosen teaching field.

(INTASC 1,7—Competent—Knowledge—Skills)

- a. Communicates effectively, incorporating the use of technology when appropriate (4a. k, s)
- b. Demonstrates discipline knowledge appropriate to the chosen teaching field (4b. k)

- c. Integrates knowledge across disciplines, including multicultural and global perspectives (4c. k)
- d. Accesses knowledge to stay current in one's field (4d. k)
- e. Reflects on one's strength and weaknesses as a learner (4e. s)

5. Fosters Student Well-being to Support Learning- The candidate interacts with diverse students, school colleagues, parents, and agencies in the larger community to foster student well being and learning. (INTASC 5,8,9,10—Collaborative, Caring, Committed—Skills)

- a. Identifies socio-cultural factors beyond the school that hamper student learning and uses resources within the school and community to mitigate these factors (5a. s)
- b. Communicates with parents or guardians as an essential activity in promoting student well-being and learning (5b. s)
- c. Reflects on use of community resources and interactions with parents and school colleagues to improve the well-being of all learners (5c. s)

6. Assumes the Role of Professional Teacher- The candidate acts in accordance with the structure, standards and responsibilities of the profession and recognizes the role of the school in supporting a democratic society.

(INTASC 1,9,10—Competent, Collaborative, Caring, Committed—Knowledge—Skills—Dispositions)

- a. Demonstrates an awareness of the political, legal, and ethical issues that impact on professional practices (6a. k, d)
- b. Works collaboratively with colleagues as a professional (6b. d)
- c. Values using technology as a professional resource and a management tool (6c. s)
- d. Reflects on professional development as an on-going process (6d. s)
- e. Exhibits the professional dispositions of a teacher (6e. d)
 - maintains a professional appearance
 - maintains regular attendance
 - maintains positive attitude and character
 - is collaborative and participatory
 - demonstrates a strong work ethic
 - shows respect for the profession

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

The course will address the general outcomes of communication and critical thinking as they are described in the conceptual framework and the Teacher Education Unit Outcomes and Candidate Proficiencies. Specifically, students will exercise communication skills by assisting and leading secondary education programs. They will exercise critical thinking during such activities as lesson planning, grading, participating in faculty meetings, and reflective journaling.

3. Tentative course materials (textbooks, software, etc.)

Dynamic Instructional Leadership to Support Student Learning by Ed Joyner, James Comer [Eds.] (2004)

The Elements of Learning by James Banner & Harold Cannon (2005)

What Great Teachers Do Differently by Todd Whitaker (2003)

Livertext data management system [<http://www.livertext.com>]

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-site in schools

5. Attach a tentative course outline (one page or less)

See final page

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

New qualified faculty

2. What impact will having faculty teach this course have on other courses?

None

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

All full-time faculty

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

Travel to and from school sites is required of the instructor.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Journals:

Social Education

School Science & Mathematics

Teaching Children Mathematics

Language Arts

6. What additional library resources must be added to support the proposed course?

None

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

Current funding is adequate.

Part E. Enrollment

1. What is the estimated number of sections per year? 1

2. What is the estimated average enrollment per section? 60
3. What is the estimated total enrollment per year 60
4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any) None

Weekly Course Outline

Weeks One and Two

Students will begin to teach more and more lessons, working up to their six weeks of full-time teaching. They will engage in developing Unit Lesson Plans*, alongside their mentor teacher and along with their grade-level team members.

Weeks Three and Four

Students will increase the number of lessons taught and refine lesson plans, based on input from supervisors and team members. They will a Student Pre-Test of Content Knowledge*, in preparation for aggregated and disaggregated analysis of student learning.

Weeks Five and Six

All students will begin teaching full-time. They will practice and refine classroom management strategies, assign homework, grade papers, communicate with parents, attend all faculty meetings, and perform all the duties of an accomplished teacher, as outlined in the Georgia Framework for Teachers.

Weeks Seven and Eight

Students will continue teaching, full-time.

Weeks Nine and Ten

Students will continue teaching, full-time.

Weeks Eleven and Twelve

Students will gradually teach fewer and fewer lessons. They will administer a Student Post-Test of Content Knowledge*, analyze results, and present findings in narrative and graph format.

Weeks Thirteen and Fourteen

Students will continue decreasing the number of lessons taught. They will finalize their philosophy of secondary education in a Transformative Philosophy Paper*.

Week Fifteen

Students will finalize their Exit Interview in PowerPoint*, which will utilize various technologies such as photography, audio, video, and graphics, and they will reflect on their effectiveness as teachers. They will invite supervisors, team members, and administrators to a final presentation.

* Portfolios will be maintained online in Livetext. Portfolios for this course will contain lesson planning, pre & post assessments of student learning, transformative philosophies, and exit interviews.

MEMORANDUM

TO: CAPC

FROM: Nasser Momayezi, Dean
College of Arts & Sciences

Lila F. Roberts, Dean
College of Information and Mathematical Sciences

RE: Proposal for Modification of Existing Program: Dual Degree
Program with Georgia Tech

DATE: 23 March, 2009

We propose to revise the curricula for the Bachelor of Science in Integrative Studies for the purpose of establishing a 3+2 dual degree articulation with Georgia Institute of Technology.

This articulation will allow students to complete 92-95 hours at Clayton State and transfer into an engineering program at Georgia Tech. Of the 55-60 semester hours of engineering coursework the student must take at Georgia Tech, 25-28 hours of upper division coursework will transfer back to Clayton State to complete the program of study for a B.S. Integrative Studies.

These proposed changes will/will not alter the total number of credit hours required for completion of the degree programs at Clayton State. Attached is a description that outlines the proposed program that will lead to the dual degree.

This proposed program was developed in collaboration between the Liberal Studies program in the College of Arts & Sciences and the College of Information and Mathematical Sciences.

Clayton State University

Dual Degree Engineering Program with Georgia Institute of Technology

Through an agreement between Clayton State University and Georgia Institute of Technology, students who wish to study engineering may begin their undergraduate program at Clayton State University and later transfer to Georgia Institute of Technology through the Dual Degree Engineering Program. By enrolling in the Dual Degree Program, a student may attend college close to home, which can decrease cost, in a college environment where classes are smaller. This can provide more individual attention and interaction with professors as the student is making the adjustment to college life.

Students who attend Clayton State University under the Dual Degree Engineering Program will complete a specified three-year curriculum at Clayton State and then attend Georgia Tech for approximately two years. After completion of the program of study at Georgia Tech, the student will receive a Bachelor of Science Degree from Clayton State University and a Bachelor's degree in the student's chosen engineering discipline from Georgia Tech. The degree options at Clayton State are B.S. in Computer Science, B.S. in Integrative Studies, and B.S. in Mathematics.

In order to be considered for admission to the College of Engineering at Georgia Tech as a dual degree transfer student, students must complete the prescribed program of study at the participating institution, students must meet the admissions requirements for their engineering major and meet the Georgia Tech GPA requirements. For Georgia residents, a **cumulative** overall GPA of 2.7 is required, including a mathematics GPA of 2.7 and a science GPA of 2.7.

The Dual Degree Program at Clayton State requires 92-98 semester hours at Clayton State (98-101 for B.S. in Computer Science). Approximately 60 hours of coursework is required at Georgia Tech to complete the engineering program: of that number, 22-28 hours of upper division coursework transfers back to Clayton State to complete the 120 hour program of study leading to the B.S. at Clayton State (19-22 for B.S. in Computer Science).

The following page provides a listing of engineering disciplines at Georgia Tech and Clayton State courses that transfer into the various engineering degree programs.

Transfer Requirements by Engineering Discipline

The programs of study for the Dual Degree Engineering Program at Clayton State University have been designed to meet the admission requirements for Georgia Tech for the various engineering disciplines. Georgia Institute of Technology offers Bachelor's Degrees in the following engineering disciplines: Aerospace Engineering (AE), Biomedical Engineering (BME), Chemical & Biomolecular Engineering (ChE), Civil Engineering (CE), Computer Engineering (CmpE), Electrical Engineering (EE), Environmental Engineering (EnvE), Industrial Engineering (ISyE), Materials Science & Engineering (MSE), Mechanical Engineering (ME), Nuclear & Radiological Engineering (NRE), and Polymer & Fiber Engineering (PTFE).

A matrix showing transfer requirements for the engineering programs is given below:

Course	AE	BME	ChE	CE	Env E	EE	CmpE	ISy E	MS E	M E	NR E	PTFE
Biology I		X	X*									
Calculus I	X	X	X	X	X	X	X	X	X	X	X	X
Calculus II	X	X	X	X	X	X	X	X	X	X	X	X
Calculus III	X	X	X	X	X	X	X	X	X	X	X	X
Differential Equations	X	X	X	X	X	X	X		X	X	X	X
Linear Algebra	X	X	X	X	X	X	X	X	X	X	X	X
Chemistry I	X	X	X	X	X	X	X		X	X	X	X
Chemistry II			X		X				X			X
Physics I	X	X	X	X	X	X	X	X	X	X	X	X
Physics II	X	X	X	X	X	X	X	X	X	X	X	X
Science Elective I	X*			X	X	X	X	X		X	X	
Science Elective II								X				
Computer Science I	X	X	X*	X	X	X	X	X	X	X	X	X
English Comp I	X	X	X	X	X	X	X	X	X	X	X	X
English Comp II	X	X	X	X	X	X	X	X	X	X	X	X

X Courses may be taken at Georgia Tech, however, it is recommended □that they are completed prior to transferring to Tech for these majors.*

** Science electives may be selected from Chemistry, Biology, □Physics, EAS, or other courses approved by the engineering school.*

***Linear and Discrete Math is required for ISyE majors □(these courses may be taken at Georgia Tech).*

Computer Science/Engineering Curriculum

B.S. Degree in Computer Science -- Engineering Track (Dual Degree Program)

98-101 sem hours at Clayton State

Overview

The curriculum of the Dual Degree program at Clayton State leading to a Bachelor of Science in Computer Science from Clayton State and a Bachelor's Degree in Engineering from Georgia Institute of Technology requires the following for completion of the degree program at Clayton State:

Curriculum Area	Hours Required	Location
Core Curriculum: Areas A-E	42	Clayton State
Major Requirements: Area F	18	Clayton State
Lower Division Math/CS Requirements	9-12	Clayton State
Upper Division Math/CS Requirements	21	Clayton State
Additional Science Requirements	8	Clayton State
Upper Division Engineering Courses**	19-22	Georgia Tech
Total for BS in CS at Clayton State	120	

****A minimum of 55 hours of coursework is required for completion of the engineering degree at Georgia Tech. 25-28 of the upper division hours will transfer back to Clayton State to complete the upper division requirements for the Bachelor's degree at Clayton State.**

The total number of hours required to complete the Bachelor's Degree in Engineering depends on the particular engineering discipline in which a student enrolls. The amount of time required to complete the engineering degree is approximately 2 years but could be longer depending on the specific engineering program requirements.

Area A—Essential Skills 9 hours

ENGL 1101	English Composition I	3 hours
ENGL 1102	English Composition II	3 hours

This degree requires completion of Precalculus in Area A. Students who must first take MATH 1111 as an elective can subsequently complete MATH 1112A to complete this requirement.

Choose One:

MATH 1112A**	Trigonometry	3 hours
MATH 1113	Precalculus	3 hours
MATH 1501	Calculus I	3 hours (1 hour counts in Area F)

Area B—Critical Thinking and Communication 4 hours

CRIT 1101	Critical Thinking	3 hours
COMM 1001	Presentational Speaking	1 hour

Area C—Humanities and Fine Arts 6 hours

Area C1—Humanities (or intermediate foreign language) 3 hours Choose one of the following:

ENGL 2111	World Literature I	3 hours
ENGL 2112	World Literature II	3 hours
ENGL 2121	British Literature	3 hours
ENGL 2131	American Literature I	3 hours
ENGL 2132	American Literature II	3 hours
PHIL 2201	Intro to World Philosophy	3 hours
PHIL 2601	Ethics	3 hours
Foreign Language 2001		3 hours
Foreign Language 2002		3 hours

Area C2—Fine Arts (or intermediate foreign language) 3 hours Choose one of the following:

ART 2301	Art of the Pre-Modern World	3 hours
ART 2302	Art of the Modern World	3 hours
CMS 2100	Introduction to Film	3 hours
MUSC 2101	Music Appreciation	3 hours
MUSC 2301	Introduction to World Music	3 hours
THEA 1100	Theatre Appreciation	3 hours
PHIL 2401	Intro to Aesthetics	3 hours
Foreign Language 2001		3 hours
Foreign Language 2002		3 hours

Area D—Natural Science and Mathematics 11 hours**Area D1. Laboratory Science 8 hours Choose two of the following:**

CHEM 1211/1211L	Principles of Chemistry I (with Lab)	4 hours
CHEM 1212/1212L	Principles of Chemistry II (with Lab)	4 hours
PHYS 2211/2211L	Principles of Physics I (with Lab)	4 hours
PHYS 2212/2212L	Principles of Physics II (with Lab)	4 hours

Area D2. Additional Science, Math, or Technology 3 hours Choose one of the following if not taken in another area:

MATH 1501	Calculus I	3 hours (1 hour counts in Area F)
MATH 2502	Calculus II	3 hours (1 hour counts in Area F)

Area E—Social Sciences 12 hours

POLS 1101	American Government	3 hours
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Choose one:

HIST 2111	US History to 1877	3 hours
HIST 2112	US History Since Reconstruction	3 hours

Choose one:

PSYC 1101	Intro to General Psychology	3 hours
SOCI 1101	Intro to Sociology	3 hours

Choose one:

SOSC 2501	Survey of Social Sciences and Contemporary Issues	3 hours
HIST 1111	Pre-Modern World History	3 hours
HIST 1112	Modern World History	3 hours

Area F—Major Requirements 18 hours

MATH 1501	Calculus I	1 hour
MATH 2502	Calculus II	1 or 4 hours
MATH 2503	Calculus III	4 hours
MATH 2140	Linear Algebra	3 hours
CSCI 1371	Computing for Engineers	3 hours
Choose two if Calculus I is in Area A, choose one if Calculus II is in Area A:		
MATH 1231	Intro to Statistics	3 hours
MATH 2020	Discrete Mathematics	3 hours

Required Lower Division Computer Science Courses 9 hours

CSCI 1302	Computer Science II	3 hours
CSCI 2302	Data Structures	3 hours
CSCI 2305	Comp Org & Arch	3 hours

Required Lower Division Mathematics Course (if not taken in Area F) 0-3 hours

MATH 2020	Discrete Mathematics	3 hours
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Required Upper Division Computer Science/Mathematics Courses**21 hours**

MATH 3303	Ordinary Differential Equations	3 hours
CSCI 3305	Operating Systems	3 hours
CSCI 3306	Networking & Security	3 hours
CSCI 3310	Databases	3 hours
CSCI 3320	Software Engineering	3 hours
CSCI 3333	Programming Languages	3 hours
One of the following:		
CSCI 4333	Algorithms	3 hours
CSCI 4334	Theory of Computation	3 hours

Additional Guided Science Requirements 8 hours

The 22xx/22xxL Physics sequence is required for every engineering program at Georgia Tech. The additional science requirements should be carefully chosen to satisfy the requirements of the particular engineering discipline at Georgia Tech. See **Transfer Requirements by Engineering Discipline**

PHYS 2211/2211L	Principles of Physics I (with Lab)	4 hours
PHYS 2212/2212L	Principles of Physics II (with Lab)	4 hours
CHEM 1211/1211L	Principles of Chemistry I (with Lab)	4 hours
CHEM 1212/1212L	Principles of Chemistry II (with Lab)	4 hours
BIOL 1107/1107L	Principles of Biology I (with Lab)	4 hours
Science Electives	May be chosen from Chemistry, Biology, or Physics	0-8 hours

Integrative Studies/Engineering

Bachelor of Science Degree -- Engineering Track (Dual Degree Program)

92-95 semester hours at Clayton State

Overview

The curriculum of the Dual Degree program at Clayton State leading to a Bachelor of Science in Integrative Studies from Clayton State and a Bachelor's Degree in Engineering from Georgia Institute of Technology requires the following for completion degree at Clayton State:

Curriculum Area	Hours Required	Location
Core Curriculum: Areas A-E	42	Clayton State
Major Requirements: Area F	18	Clayton State
Additional Lower Division Requirements	8	Clayton State
Differential Equations Requirement	3	Clayton State
Lower Division Math/Science/CSCI Electives*	0-16	Clayton State
Upper Division Math/Science/CSCI Electives*	8-24	Clayton State
Upper Division Engineering Courses**	25-28	Georgia Tech
Total for BS Integrative Studies at Clayton State	120	

*Must Total at least 24 hours

**A minimum of 55 hours of coursework is required for completion of the engineering degree at Georgia Tech. 25-28 of the upper division hours will transfer back to Clayton State to complete the upper division requirements for the Bachelor's degree at Clayton State.

The total number of hours required to complete the Bachelor's Degree in Engineering depends on the particular engineering discipline in which a student enrolls. The amount of time required to complete the engineering degree is approximately 2 years but could be longer depending on the specific engineering program requirements.

Science Requirements: The 22xx/22xxL Physics sequence is required for every engineering program at Georgia Tech. The additional science requirements should be carefully chosen to satisfy the requirements of the particular engineering discipline at Georgia Tech. See **Transfer Requirements by Engineering Discipline**.

Area A—Essential Skills 9 hours

ENGL 1101	English Composition I	3 hours
ENGL 1102	English Composition II	3 hours

This degree requires completion of Precalculus in Area A. Students who must first take MATH 1111 as an elective can subsequently complete MATH 1112A to complete this requirement.

Choose One:

MATH 1112A**	Trigonometry	3 hours
MATH 1113	Precalculus	3 hours
MATH 1501	Calculus I	3 hours (1 hour counts in Area F)

Area B—Critical Thinking and Communication 4 hours

CRIT 1101	Critical Thinking	3 hours
COMM 1001	Presentational Speaking	1 hour

Area C—Humanities and Fine Arts 6 hours

Area C1—Humanities (or intermediate foreign language) 3 hours Choose one of the following:

ENGL 2111	World Literature I	3 hours
ENGL 2112	World Literature II	3 hours
ENGL 2121	British Literature	3 hours
ENGL 2131	American Literature I	3 hours
ENGL 2132	American Literature II	3 hours
PHIL 2201	Intro to World Philosophy	3 hours
PHIL 2601	Ethics	3 hours
Foreign Language 2001		3 hours
Foreign Language 2002		3 hours

Area C2—Fine Arts (or intermediate foreign language) 3 hours Choose one of the following:

ART 2301	Art of the Pre-Modern World	3 hours
ART 2302	Art of the Modern World	3 hours
CMS 2100	Introduction to Film	3 hours
MUSC 2101	Music Appreciation	3 hours

MUSC 2301	Introduction to World Music	3 hours
THEA 1100	Theatre Appreciation	3 hours
PHIL 2401	Intro to Aesthetics	3 hours
Foreign Language 2001		3 hours
Foreign Language 2002		3 hours

Area D—Natural Science and Mathematics 11 hours

Area D1. Laboratory Science 8 hours Choose two of the following:

CHEM 1211/1211L	Principles of Chemistry I (with Lab)	4 hours
CHEM 1212/1212L	Principles of Chemistry II (with Lab)	4 hours
PHYS 2211/2211L	Principles of Physics I (with Lab)	4 hours
PHYS 2212/2212L	Principles of Physics II (with Lab)	4 hours

Area D2. Additional Science, Math, or Technology 3 hours Choose one of the following if not taken in another area:

MATH 1501	Calculus I	3 hours (1 hour counts in Area F)
MATH 2502	Calculus II	3 hours (1 hour counts in Area F)

Area E—Social Sciences 12 hours

POLS 1101	American Government	3 hours
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Choose one:

HIST 2111	US History to 1877	3 hours
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HIST 2112	US History Since Reconstruction	3 hours
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Choose one:

PSYC 1101	Intro to General Psychology	3 hours
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SOCI 1101	Intro to Sociology	3 hours
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Choose one:

SOSC 2501	Survey of Social Sciences and Contemporary Issues	3 hours
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HIST 1111	Pre-Modern World History	3 hours
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HIST 1112	Modern World History	3 hours
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Area F—Major Requirements 18 hours

MATH 1501	Calculus I	1 hour
MATH 2502	Calculus II	1 or 4 hours
MATH 2503	Calculus III	4 hours
MATH 2140	Linear Algebra	3 hours
CSCI 1371	Computing for Engineers	3 hours

Choose two if Calculus I is in Area A or one if Precalculus is in Area A

(if not taken in another area):

CHEM 1211	Principles of Chemistry I	3 hours
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CHEM 1212	Principles of Chemistry II	3 hours
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PHYS 2211	Principles of Physics I	3 hours
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PHYS 2212	Principles of Physics II	3 hours
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BIOL 1107	Principles of Biology I	3 hours
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Science Elective(s)		3-6 hours
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Additional Lower Division Requirements 4-8 hours

Choose one: 3 hours

ECON 2105	Principles of Macroeconomics
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ECON 2106	Principles of Microeconomics
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Science Requirements: 2-6 hours

The 22xx/22xxL Physics sequence is required for every engineering program at Georgia Tech. The additional science requirements should be carefully chosen to satisfy the requirements of the particular engineering discipline at Georgia Tech. See **Transfer Requirements by Engineering Discipline**.

Upper Division Mathematics Requirement 3 hours

MATH 3303	Ordinary Differential Equations	3 hours
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Lower Division Electives*: 0-16 hours

Upper Division Electives*: 8-24 hours

* Must Total at least 24 hours

Integrative Studies/Engineering

Bachelor of Science Degree -- Engineering Track (Dual Degree Program)

92-95 semester hours at Clayton State

Sample Elective Choices for BS Integrative Studies:

Chemistry:

CHEM 2411/2411L	Organic Chemistry I	4 hours
CHEM 2412/2412L	Organic Chemistry II	4 hours
CHEM 3811	Analytical Chemistry	3 hours
CHEM 4110	Environmental Chemistry	3 hours
CHEM 4202	Biochemistry I	3 hours
CHEM 4203	Biochemistry II	3 hours
CHEM 4204	Forensic Chemistry	3 hours
Additional Upper Division Elective		3 hours

Mathematics:

MATH 3005	Transition to Higher Mathematics	3 hours
MATH 3003	Applied Mathematical Modeling	3 hours
MATH 3110	Survey of Algebra	3 hours
MATH 3520	Intro to Analysis	3 hours
MATH 3220	Applied Statistics	3 hours
MATH 4303	Partial Differential Equations	3 hours
MATH 4320	Numerical Methods	3 hours
MATH 4231	Modern Geometry	3 hours

Computer Science

CSCI 1301	Computer Science I (If not taken in Area F)	3 hours
CSCI 1302	Computer Science II	3 hours
MATH 2020	Discrete Mathematics	3 hours
CSCI 2302	Data Structures	3 hours
CSCI 2305	Comp Org & Arch	3 hours
CSCI 3305	Operating Systems	3 hours
CSCI 3306	Networking & Security	3 hours
CSCI 3310	Databases	3 hours

Interdisciplinary Biology/Chemistry

BIOL 1107/1107L	Principles of Biology I	4 hours
BIOL 1108/1108L	Principles of Biology II	4 hours
CHEM 2411/2411L	Organic Chemistry I	4 hours
CHEM 2412/2412L	Organic Chemistry II	4 hours
BIOL 3200	Cell Biology	3 hours
BIOL 3380	Evolution & Population Biology	3 hours
BIOL 4201	Genetics	3 hours

Interdisciplinary Math/CS

CSCI 1301	Computer Science I (If not taken in Area F)	3 hours
CSCI 1302	Computer Science II	3 hours
MATH 2020	Discrete Mathematics	3 hours
CSCI 2302	Data Structures	3 hours
MATH 3003	Applied Mathematical Modeling	3 hours
CSCI 3310	Databases	3 hours
MATH 4303	Partial Differential Equations	3 hours
MATH 4320	Numerical Methods	3 hours

Mathematics/Engineering Curriculum

B.S. in Mathematics –Engineering Track (Dual Degree Program)

92-95 semester hours at Clayton State

Overview

The curriculum of the Dual Degree program at Clayton State leading to a Bachelor of Science in Integrative Studies from Clayton State and a Bachelor's Degree in Engineering from Georgia Institute of Technology requires the following for completion degree at Clayton State:

Curriculum Area	Hours Required	Location
Core Curriculum: Areas A-E	42	Clayton State
Major Requirements: Area F	18	Clayton State
Required Upper Division Mathematics Courses	12	Clayton State
Upper Division Mathematics Electives	12 -15	Clayton State
Additional Science Requirements/Guided Electives	5-11	Clayton State
Upper Division Engineering Electives	25-28	Georgia Tech
Total for BS in Mathematics at Clayton State	120	

****A minimum of 55 hours of coursework is required for completion of the engineering degree at Georgia Tech. 25-28 of the upper division hours will transfer back to Clayton State to complete the upper division requirements for the Bachelor's degree at Clayton State.**

The total number of hours required to complete the Bachelor's Degree in Engineering depends on the particular engineering discipline in which a student enrolls. The amount of time required to complete the engineering degree is approximately 2 years but could be longer depending on the specific engineering program requirements.

Science Requirements: The 22xx/22xxL Physics sequence is required for every engineering program at Georgia Tech. The additional science requirements should be carefully chosen to satisfy the requirements of the particular engineering discipline at Georgia Tech. See **Transfer Requirements by Engineering Discipline**.

Area A—Essential Skills 9 hours

ENGL 1101	English Composition I	3 hours
ENGL 1102	English Composition II	3 hours

This degree requires completion of Precalculus in Area A. Students who must first take MATH 1111 as an elective can subsequently complete MATH 1112A to complete this requirement.

Choose One:

MATH 1112A**	Trigonometry	3 hours
MATH 1113	Precalculus	3 hours
MATH 1501	Calculus I	3 hours (1 hour counts in Area F)

Area B—Critical Thinking and Communication 4 hours

CRIT 1101	Critical Thinking	3 hours
COMM 1001	Presentational Speaking	1 hour

Area C—Humanities and Fine Arts 6 hours

Area C1—Humanities (or intermediate foreign language) 3 hours Choose one of the following:

ENGL 2111	World Literature I	3 hours
ENGL 2112	World Literature II	3 hours
ENGL 2121	British Literature	3 hours
ENGL 2131	American Literature I	3 hours
ENGL 2132	American Literature II	3 hours
PHIL 2201	Intro to World Philosophy	3 hours
PHIL 2601	Ethics	3 hours
Foreign Language 2001		3 hours
Foreign Language 2002		3 hours

Area C2—Fine Arts (or intermediate foreign language) 3 hours Choose one of the following:

ART 2301	Art of the Pre-Modern World	3 hours
ART 2302	Art of the Modern World	3 hours

CMS 2100	Introduction to Film	3 hours
MUSC 2101	Music Appreciation	3 hours
MUSC 2301	Introduction to World Music	3 hours
THEA 1100	Theatre Appreciation	3 hours
PHIL 2401	Intro to Aesthetics	3 hours
Foreign Language 2001		3 hours
Foreign Language 2002		3 hours

Area D—Natural Science and Mathematics 11 hours

Area D1. Laboratory Science 8 hours Choose two of the following:

CHEM 1211/1211L	Principles of Chemistry I (with Lab)	4 hours
CHEM 1212/1212L	Principles of Chemistry II (with Lab)	4 hours
PHYS 2211/2211L	Principles of Physics I (with Lab)	4 hours
PHYS 2212/2212L	Principles of Physics II (with Lab)	4 hours

Area D2. Additional Science, Math, or Technology 3 hours Choose one of the following if not taken in another area:

MATH 1501	Calculus I	3 hours (1 hour counts in Area F)
MATH 2502	Calculus II	3 hours (1 hour counts in Area F)

Area E—Social Sciences 12 hours

POLS 1101	American Government	3 hours
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Choose one:

HIST 2111	US History to 1877	3 hours
HIST 2112	US History Since Reconstruction	3 hours

Choose one:

PSYC 1101	Intro to General Psychology	3 hours
SOCI 1101	Intro to Sociology	3 hours

Choose one:

SOSC 2501	Survey of Social Sciences and Contemporary Issues	3 hours
HIST 1111	Pre-Modern World History	3 hours
HIST 1112	Modern World History	3 hours

Area F—Major Requirements 18 hours

MATH 1501	Calculus I	1 hour
MATH 2502	Calculus II	1 or 4 hours
MATH 2503	Calculus III	4 hours
MATH 2140	Linear Algebra	3 hours
CSCI 1371	Computing for Engineers	3 hours

Choose two if Calculus I is in Area A or one if Precalculus is in Area A (if not taken in another area):

PHYS 2211	Principles of Physics I	3 hours
PHYS 2212	Principles of Physics II	3 hours
CHEM 1211	Principles of Chemistry I	3 hours
CHEM 1212	Principles of Chemistry II	3 hours
BIOL 1107	Principles of Biology I	3 hours
Science Elective(s)		3-6 hours
MATH 1231	Introductory Statistics	3 hours
MATH 2020	Discrete Mathematics	3 hours

Upper Division Mathematics Requirements 12 hours

MATH 3005	Transition to Higher Mathematics	3 hours
MATH 3110	Survey of Algebra	3 hours
MATH 3520	Introduction to Analysis	3 hours
MATH 3303	Ordinary Differential Equations	3 hours

Upper Division Mathematics Electives 12-15 hours

Three of the following: (A)

MATH 3220	Applied Statistics	3 hours
MATH 4130	Applied Algebra	3 hours
MATH 4231	Modern Geometry	3 hours
MATH 4303	Partial Differential Equations	3 hours
MATH 4350	Graph Theory	3 hours
MATH 4360	Combinatorics	3 hours

One or two of the following:

MATH 3003	Applied Math Modeling	3 hours
MATH 4800	Selected Topics	3 hours
One additional course from (A) list		3 hours

Additional Requirements: 5-11 hours

Choose one: 3 hours

ECON 2105	Principles of Macroeconomics
ECON 2106	Principles of Microeconomics

Science Requirements: The 22xx/22xxL Physics sequence is required for every engineering program at Georgia Tech. The additional science requirements should be carefully chosen to satisfy the requirements of the particular engineering discipline at Georgia Tech. See **Transfer Requirements by Engineering Discipline**

PHYS 2211/2211L	Principles of Physics I (with Lab)	1 or 4 hours
PHYS 2212/2212L	Principles of Physics II (with Lab)	1 or 4 hours
CHEM 1211/1211L	Principles of Chemistry I (with Lab)	1 or 4 hours
CHEM 1212/1212L	Principles of Chemistry II (with Lab)	1 or 4 hours
BIOL 1107/1107L	Principles of Biology I (with Lab)	1 or 4 hours
Science Electives	May be chosen from Chemistry, Biology, or Physics	2-8 hours

MEMORANDUM

TO: CAPC

FROM: Lila F. Roberts, Dean
College of Information and Mathematical Sciences

RE: Proposal for Modification of Existing Program: Dual Degree
Program with Georgia Tech

DATE: 23 March, 2009

We propose to revise the curricula for the Bachelor of Science in Computer Science and Bachelor of Science in Mathematics for the purpose of establishing a 3+2 dual degree articulation with Georgia Institute of Technology.

This articulation will allow students to complete 92-101 hours at Clayton State and transfer into an engineering program at Georgia Tech. Of the 55-60 semester hours of engineering coursework the student must take at Georgia Tech, 19-28 hours of upper division coursework will transfer back to Clayton State to complete the program of study for a B.S. in Mathematics or Computer Science. Because of guidelines established for computing degrees by the Association for Computing Machinery (ACM) and the Accrediting Board for Engineering and Technology (ABET), the number of hours required in residence at Clayton State for the B.S. in Computer Science range from 98-102. The number of hours required in residence at Clayton State for the B.S. in Mathematics is 92-95.

These proposed changes will/will not alter the total number of credit hours required for completion of the degree programs at Clayton State. Attached is a description that outlines the proposed revisions.

CSCI 1371: Computing for Engineers

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Information Technology

Degree Program: Computer Science

Signature, Department Head

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

School/College: College of Information and Mathematical Sciences

Signature, Dean of School/College originating proposal

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost

Signature, Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

CSCI 1371 (3-0-3)

2. Title: Computing for Engineers

3. Restrictions (if any):

- a. Prerequisite(s): Math 1112A OR Math 1113 OR Math 1501
- b. Co-requisite(s) (normal or absolute): NONE
- c. Other restrictions: e.g. major, junior standing, permission, etc.: NONE
- d. Other comments: e.g. recommended sequencing, career course notice, etc.: NONE
- e. Fees: This course requires students to have access to MATLAB, which is provided to them through the College of Information and Mathematical Sciences. The fee will be \$50.
- f. Grade mode [normal or pass/fail]: NORMAL
- g. What course(s) are deleted as a consequence: NONE

4. Course description for catalog:

This course is designed to expose students to computer science concepts within the context of engineering disciplines, and includes the general principles of programmatic and data abstraction, testing, debugging and problem solving. The course addresses variables and data types, logical expressions, arrays, strings, file I/O, conditional statements, repetition and recursion, functions and procedures, scoping issues, plotting in two and three dimensions, manipulating media, data structures, and sorting/searching algorithms. A high-level language will be used.

5. Semester of Implementation:

Fall 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course is an introductory course to computer science that emphasizes concepts that are commonly found in engineering disciplines. The course can serve in the same capacity as CSCI 1301 (Introduction to Computer Science)

2. Why is the course needed at CSU?

There is a proposed agreement between Clayton State University (CSU) and Georgia Institute of Technology (Georgia Tech) that allows students to enroll in a dual-degree program in engineering and mathematics. Students that are enrolled in this program begin their engineering degree at CSU and later transfer to Georgia Tech to complete their degree, where upon completion, receive a degree in Mathematics from CSU and an engineering degree from Georgia Tech. Engineering students at Georgia

Tech are required to pass a computer science course (CS 1371) that emphasizes computing concepts that are prevalent in engineering disciplines. However, our current introductory computing course (CSCI 1301) follows a generalized path through the Association of Computing Machinery (ACM) guidelines and does not address the specific engineering concepts that are required at Georgia Tech.

3. What similar courses (models) at other institutions have helped guide this proposal?

Georgia Tech offers an introductory computing course for engineering majors (CS 1371 – Computing for Engineers). For compatibility, CSU’s CSCI 1371 will be modeled closely after Georgia Tech’s CS 1371 course.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

There is a strong mathematics component to all engineering disciplines. Concepts from mathematics carry into the course and must be understood for students to successfully complete the course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course will be offered by SACS-qualified faculty with backgrounds in either engineering, computer science or applied mathematics.

The offering of this course is not expected to change the curriculum found in CSCI 1301 – as it is a specialized class for students that wish to complete their degree at Georgia Tech. This course offering has the potential to draw students into the new CS program – as some students may find the curriculum offered at CSU to be attractive. Further, the course poses no burden to our current accreditation efforts, as the learning outcomes are nearly identical to CSCI 1301.

C. Course Content

1. What learning outcomes for the major will the course address?

Students are expected to obtain a developing level of mastery in programming logic and algorithmic principles. Students will demonstrate an emerging level of knowledge in the field of computer science, including fundamentals in data structures and programming concepts. Students will develop an emerging level of algorithmic thinking and problem solving skills. Students should show the ability to perform independently and within groups.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Students will be expected to apply critical thinking throughout the course. Coursework requires students to apply new knowledge to real-world scenarios, including implementing numerical solutions for differential equations to solve common engineering problems.

3. Tentative course materials (textbooks, software, etc.)

Title: *Engineering Computation with MATLAB*

Author: David M Smith

ISBN-10: 0321481089

ISBN-13: 9780321481085
Publisher: Addison-Wesley
Copyright 2008
Published: 02/09/2007

It is also suggested that the student purchase the student edition of MATLAB, offered by The MathWorks, Inc..

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On campus

5. Attach a tentative course outline (one page or less)

Week 1 – Intro to programming languages, Vectors

Week 2 – Conditional Statements and Iteration

Week 3 – Functions, Strings

Week 4 – Cell arrays, Structures, Structure arrays

Week 5 – Principles of Problem Solving, Arrays

Week 6 – File I/O

Week 7 – Recursion, Plotting

Week 8 – Bodies of Rotation

Week 9 – Matrices, Images

Week 10 – Images (continued)

Week 11 – Numerical Methods

Week 12 – Sorting algorithms

Week 13 – Sound, Queues

Week 14 - Graphs

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will be teaching this course.

2. What impact will having faculty teach this course have on other courses?

The faculty must have a background in engineering, mathematics or computer science. This potentially requires one less section of an existing course to be offered in mathematics or computer science.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

It is expected that this course will be taught only by full-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

CIMS already has several license keys for MATLAB. Depending upon the success of this course offering, it may be necessary to acquire approximately 20 more keys for this software.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

The library has recently gained access to the ACM digital portal, which provides students access to the world's most-recent research in computing; this resource also provides access to a series of electronic books (e.g. full textbooks and reference materials) that cover numerical methods MATLAB. Further, the students can check out existing printed books that cover similar material.

6. What additional library resources must be added to support the proposed course?

NONE

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

\$0

Part E. Enrollment

1. What is the estimated number of sections per year?

We are planning on offering two sections per year.

2. What is the estimated average enrollment per section?

We expect to start with an average of 10 students per section.

3. What is the estimated total enrollment per year?

2 sections \times 10 students = 20 students/year.

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

This course will not conflict with our existing CSCI 1301 course. It is expected that the students that will enroll in this class will do so to receive direct transfer credit to Georgia Tech – something that CSCI 1301 does not offer.

MEMORANDUM

TO: Nasser Momayezi, Dean, College of Arts & Sciences

FROM: R. B. Rosenburg, Interim Head, Department of Social Sciences

RE: Proposal for Modification of Existing Program Curriculum

DATE: Originally drafted, February 3, 2009; Revised, March 12, 2009

Modification of Existing Program Curriculum:

We, the History faculty, propose to revise the Bachelor of Arts in History curriculum. These proposed changes will not alter the total number of credit hours required for completion of the program, which remains 120. Below are bullet points summarizing the proposed revisions. Also attached is a marked version of the proposed curriculum compared to the current curriculum.

1. **Delete** the General History concentration and **Create** two (2) new concentrations: a) World Cultures; and b) Southern Studies. These interdisciplinary concentrations utilize for the most part courses already taught by History and other current faculty. The World Cultures concentration addresses the University's mission of "responding to the increasingly complex global context of contemporary life." The Southern Studies concentration reflects the research and writing specialties of many of the history faculty, in conjunction with Southern and African American literature. We believe that students would be more inclined to choose one of these concentrations, since the courses will be offered on a regular basis.

2. **Add** new course HIST 2500 Historical Methods to Lower Division Core Requirements (Area F). Students need to know what history is and how history is "made," preferably before taking any upper division history course. This course is created by uncoupling "Historical Methods" from HIST 3001 Historiography and Historical Methods. Almost every B.A. history program in the USG has separate courses for these topics, and several institutions (including Georgia Southern and West Georgia) offer Historical Methods as a 2000-level Area F requirement.

3. **Add** new course HIST 2750 Critical Trends & Issues in World History as a Lower Major Requirement option (Area F). Too often, history courses end with World War II and very seldom deal with contemporary global issues. This course is designed to introduce students to an issue or a group of related issues whose influence on contemporary life extends beyond the boundaries of the United States and significantly involves other societies, cultures, and geographical locations. The BOR Area F Guidelines for History allows for "Introductory thematic courses in history," which HIST 2750 certainly will become.

4. **Add** new course HIST 3132 The Reconstruction Era, 1863-1877 as option for Upper Division United States History Core and Southern Studies concentration. By splitting this course from HIST 3130 Sectionalism, Civil War, and Reconstruction (to be re-titled “Sectionalism and the Civil War”), more attention can be devoted to a deeper understanding of both the Civil War and Reconstruction, arguably the most pivotal years in American history.

5. **Add** new course HIST 3245 History through Film as option to both United States and World History Cores and World Cultures concentration. Recently, two “History vs. Hollywood” courses have been offered Summer 2007 and 2008 as HIST 3501 Selected Topics in U.S. History. A course “Third World History Through Film” —listed as HIST 3500 Selected Topics in World History— is being offered for Spring 2009, while “North Africa History through Film: Exile & Migration” —also listed as HIST 3500 Selected Topics in World History—has been scheduled for Summer 2009.

6. **Add** new course HIST 3450 U.S. Military History as option for Upper Division United States History Core.

7. **Add** new course HIST 3700 U.S. Historical Geography as option for Upper Division United States History Core and Southern Studies Concentration. HIST 3700 is also a required course for students in the proposed B.S. in history and secondary education degree program.

8. **Delete** HIST 4002 History of the American South and **create** HIST 4020 History of the Old South **and** HIST 4030 History of the New South as options for Upper Division United States History Core and requirements for the Southern Studies Concentration.

9. **Increase** Required Upper Division World History Core from 6 to 9 hours.

10. **Add** new course HIST 3215 Latin-American-U.S. Relations as option for Upper Division World History Core and World Cultures concentration.

11. **Rename** HIST 3250 East Asian History—Pre-Modern East Asian History— as option for Upper Division World History Core and World Cultures concentration.

12. **Add** new course HIST 3255 Modern East Asian History as option for Upper Division World History Core and World Cultures concentration. Course is created by splitting HIST 3250 into two courses.

13. **Rename** HIST 3260 History of India and South Asia— Pre-Modern South Asian History—as option for Upper Division World History Core and World Cultures concentration.

14. **Add** new course HIST 3265 Modern South Asian History as option for Upper Division World History Core and World Cultures concentration. Course is created by splitting HIST 3260 into two courses.

15. **Rename** HIST 3270 History of Russia—Pre-Modern History of Russia— as option for Upper Division World History Core and World Cultures concentration.

16. **Add** new course HIST 3275 Modern Russian History as option for Upper Division World History Core and World Cultures concentration. Course is created by splitting HIST 3270 into two courses.

17. **Delete** HIST 4100 Origins of the Western World as option for Upper Division World History Core.

18. **Add** new course HIST 4110 Ancient Greece and Rome as option for Upper Division World History Core. Course is created by splitting HIST 4100 into two courses.

19. **Add** new course HIST 4115 The Middle Ages as option for Upper Division World History Core. Course is created by splitting HIST 4100 into two courses.

20. **Rename** HIST 4130 The Age of European Expansionism and Industrialization—The Age of European Expansionism as option for the Upper Division World History Core.

21. **Add** new course HIST 4200 Nineteenth Century Europe as option for the Upper Division World History Core. Course is created by splitting HIST 4130 into two courses.

22. **Add** new courses HIST 4010 U.S. Intellectual History **and** HIST 4350 Modern World Intellectual History as options for Upper Division U.S. History and World History Cores, respectively.

23. **Add** new course HIST 4004 American Environmental History as option for the Upper Division United States History Core.

24. **Change** prerequisite for most HIST courses. For most courses listed above, as well as all others included in the B.A. program, the standard prerequisite will be: “Any 1000 or 2000 level HIST course.” The exceptions are HIST 3001 Historiography (Prerequisite: HIST 2500); HIST 4850 Senior Seminar in History [Prerequisite(s): Senior standing and HIST 3001 (C) and HIST 3010 (C) or HIST 3110 (C)]; and Internships and Practicums and Independent Study options.

25. **Change** the Minor Program in History, so as to include HIST 2500 and HIST 2750 and allow any four 3000-4000 level courses (at least 1 from the Required Upper Division World History Core), in place of specified courses.

26. **Delete** existing course SOSC 3110 Themes in World Geography and **Revise** as HIST 3800 World Historical Geography as option for Upper Division World History Core and World Cultures Concentration. HIST 3800 is also a required course for students in the proposed B.S. in history and secondary education degree program.

In summary, we believe the recommended modifications to the B.A. in history, along with the new courses as outlined above, will constitute more sensible options for our program. It will offer more choices, it will strengthen and enrich our curriculum, and it will help students better develop a compelling sense of social and civic responsibility.

Bachelor of Arts in History

Graduates with a B.A. in history have several options including entry-level positions in history-related fields, graduate study in history, and solid liberal arts preparation for a variety of careers. For example, history has traditionally provided a strong background for graduates who go on to law school.

History majors at Clayton State have an experience unique in the nation, because no other campus has a state archives and a regional national archives located immediately adjacent to campus. Clayton State students will have the opportunity to conduct research and arrange internships in these brand new facilities.

History majors may choose from four concentrations:

- [Southern Studies](#)
- [World Cultures](#)
- [Archives](#)
- Public History

Deleted: three

Deleted: <#>General history

BACHELOR OF ARTS IN HISTORY DEGREE PROGRAM REQUIREMENTS

Core Curriculum (Areas A - E) 42 hours

All History Core Curriculum requirements are shown in the suggested degree program.

Lower Division Core Requirements (Core Curriculum Area F)..... 18 hours

Foreign Language 0-6 hours

Competence is required in a language other than English, through the 2002-level in the language used to fulfill College Preparatory Curriculum requirements or through the 1002-level in a new language.

Lower Division Major Requirements 12 hours

Select from among:

HIST 1111 or 1112 World History 3 hours

HIST 2111 or 2112 U. S. History 3 hours

HIST 2265 Minorities in American History or

[HIST 2750 Critical Trends & Issues in World History](#) 3 hours

[HIST 2500 Historical Methods](#) 3 hours

Deleted: Options

Deleted: 6-9

Lower Division Major Electives 0-6 hours

Select from: [AFAM 2010](#), ECON 2105, ECON 2106, MATH 1231, PHIL 2201, [PHIL 2401](#), POLS 2101, POLS 2301, POLS 2401, PSYC 1101, PSYC 2101, PSYC 2103, SOCI 1101, SOCI 2293, [TECH 1102](#)

Deleted: 3-12

Deleted: SOSC 2501,

A maximum of two D grades in the upper division major requirements, upper division major electives, and internship categories will be counted toward degree completion.

Upper Division Major Requirements 12 hours

HIST 3001 Historiography 3 hours

HIST 3010 Introduction to Public History 3 hours

HIST 3110 Georgia History and Government 3 hours

HIST 4850 Senior History Seminar 3 hours

Deleted: and Historical Methods

Required Upper Division United States History Core 12 Hours

Select from among:

HIST 3120 The Establishment of the U.S., 1607-1800 3 hours

HIST 3125 The Age of Jefferson and Jackson 3 hours

HIST 3130 Sectionalism and the Civil War 3 hours

[HIST 3132 The Reconstruction Era, 1863-1877](#) 3 hours

HIST 3135 The U.S. in the Gilded Age and Progressive Era 1877-1917 3 hours

HIST 3140 Themes of 20th Century U.S. 3 hours

HIST 3150 War and Diplomacy 1898-Present 3 hours

[HIST 3245 History through Film \(relevant topics\)](#) 3 hours

HIST 3330 Business and Economic History of the U.S. 3 hours

HIST 3420 Family History & Genealogical Resources 3 hours

[HIST 3450 U.S. Military History](#) 3 hours

HIST 3501 Selected Topics in U.S. History 3 hours

Deleted: ,

Deleted: , and Reconstruction 1845-1877

<u>HIST 3700 U.S. Historical Geography</u>	<u>3 hours</u>
HIST 4001 African American History	3 hours
HIST 4003 Women's History	3 hours
<u>HIST 4004 American Environmental History</u>	<u>3 hours</u>
<u>HIST 4010 U.S. Intellectual History</u>	<u>3 hours</u>
<u>HIST 4020 History of the Old South</u>	<u>3 hours</u>
<u>HIST 4030 History of the New South</u>	<u>3 hours</u>
HIST 4440 Historical Exhibitions & Public Programming	3 hours
HIST 4450 Intro to Historic Preservation	3 hours
HIST 4900 Independent Study in History	variable credit

Deleted: HIST 4002 History of the American South . 3 hours

Required Upper Division World History Core **9 Hours**

Select from among:

HIST 3210 The Twentieth Century World	3 hours
<u>HIST 3215 Latin American-U.S. Relations</u>	<u>3 hours</u>
HIST 3220 Latin American History	3 hours
HIST 3225 Caribbean History	3 hours
HIST 3230 History of Sub-Sahara Africa	3 hours
HIST 3240 History of Middle East and North Africa	3 hours
<u>HIST 3245 History through Film (relevant topics)</u>	<u>3 hours</u>
HIST 3250 <u>Pre-Modern</u> East Asian History	3 hours
<u>HIST 3255 Modern East Asian History</u>	<u>3 hours</u>
HIST 3260 <u>Pre-Modern</u> South Asia History	3 hours
<u>HIST 3265 Modern South Asian History</u>	<u>3 hours</u>
HIST 3270 <u>Pre-Modern</u> History of Russia	3 hours
<u>HIST 3275 Modern Russian History</u>	<u>3 hours</u>
HIST 3500 Selected Topics in World History	3 hours
<u>HIST 3800 World Historical Geography</u>	<u>3 hours</u>
<u>HIST 4110 Ancient Greece & Rome</u>	<u>3 hours</u>
<u>HIST 4115 Middle Ages</u>	<u>3 hours</u>
HIST 4120 Renaissance and Reformation	3 hours
HIST 4130 The Age of European Expansionism	3 hours
<u>HIST 4200 Nineteenth Century Europe</u>	<u>3 hours</u>
HIST 4250 History of World Religions	3 hours
<u>HIST 4350 Modern World Intellectual History</u>	<u>3 hours</u>
HIST 4900 Independent Study in History	variable credit

Deleted: 6

Deleted: History of India and

Deleted: HIST 4100 Origins of the Western World . 3 hours

Deleted: and Industrialization

Upper Division Major Concentration **15-21 hours**

History majors must select one of the following four concentrations:

Southern Studies Concentration **21 hours**

Select 3-4 courses:

<u>HIST 3120 The Establishment of the U.S.</u>	<u>3 hours</u>
<u>HIST 3125 Age of Jefferson and Jackson</u>	<u>3 hours</u>
<u>HIST 3130 Sectionalism and the Civil War</u>	<u>3 hours</u>
<u>HIST 3132 The Reconstruction Era</u>	<u>3 hours</u>
<u>HIST 3135 Gilded Age and Progressive Era</u>	<u>3 hours</u>
<u>HIST 3420 Family History & Genealogical Resources</u>	<u>3 hours</u>
<u>HIST 3501 Selected Topics in U.S. History (relevant topics)</u>	<u>3 hours</u>
<u>HIST 3700 U.S. Historical Geography</u>	<u>3 hours</u>
<u>HIST 4001 African American History</u>	<u>3 hours</u>

Required courses:

<u>HIST 4020 History of the Old South</u>	<u>3 hours</u>
<u>HIST 4030 History of the New South</u>	<u>3 hours</u>

Select 1-2 course(s):

<u>ENGL 3410 African American Literature I</u>	<u>3 hours</u>
<u>ENGL 3420 African American Literature II</u>	<u>3 hours</u>
<u>ENGL 4130 Southern Literature</u>	<u>3 hours</u>
<u>POLS 4422 African American Political Thought</u>	<u>.3 hours</u>

World Cultures Concentration 21 hours

Select three courses:

- HIST 3210 The Twentieth Century World 3 hours
- HIST 3215 Latin American-U.S. Relations 3 hours
- HIST 3220 Latin American History 3 hours
- HIST 3225 Caribbean History 3 hours
- HIST 3230 History of Sub-Sahara Africa 3 hours
- HIST 3240 History of Middle East and North Africa 3 hours
- HIST 3245 History through Film (relevant topics) 3 hours
- HIST 3250 Pre-Modern East Asian History 3 hours
- HIST 3255 Modern East Asian History 3 hours
- HIST 3260 Pre-Modern South Asian History 3 hours
- HIST 3265 Modern South Asian History 3 hours
- HIST 3270 Pre-Modern History of Russia 3 hours
- HIST 3275 Modern Russian History 3 hours
- HIST 3500 Selected Topics in World History 3 hours

Select one:

- PHIL 4400 Philosophy of Culture 3 hours
- HUMN 3101 The Humanities, Arts, and Society 3 hours
- HUMN 3102 International Arts & Culture 3 hours
- HUMN 4800 - Selected Topics in Humanities 3 hours

Required courses:

- HIST 3800 World Historical Geography 3 hours
- HIST 4250 History of World Religions 3 hours

Select one:

- CMS 3101 Media and Culture 3 hours
- CMS 3810 Women and Popular Culture 3 hours
- CMS 4500 Global Contexts in Communication & Media Studies 3 hours
- CMS 4810 Women & the Arts 3 hours
- FREN 3110 French Culture & Civilization 3 hours
- INTL 3800 Study Abroad 3 hours
- POLS 4452 Politics of Asia 3 hours
- POLS 4453 Politics of Africa 3 hours
- POLS 4454 Politics of the Middle East 3 hours
- POLS 4455 Politics of Latin America 3 hours
- SOCI 3310 Race & Ethnicity 3 hours
- SPAN 4334 Contemporary Spanish Culture 3 hours
- SPAN 4335 Latin America Culture & Civilization 3 hours
- WST 3400 Global Studies: Gender, Culture & Globalization 3 hours

Archival Concentration 21 hours

- HIST 3030 Archival Internship I 3 hours
- HIST 3401 Introduction to Archival Theory and Practice 3 hours
- HIST 3410 Introduction to Electronic Records 3 hours
- HIST 3420 Family History and Genealogical Resources 3 hours
- HIST 4401 Readings in Archival Studies 3 hours
- HIST 4902 Archival Internship II 3 hours

Select two additional relevant courses as approved by advisor. Courses in Information Technology are encouraged.

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Public History Concentration 12-18 hours

- HIST 3901 Archival Internship I 3 hours
- HIST 4901 History Internship or HIST 4903 History Practicum 3 hours

Take four to six of the following courses:

- HIST 3401 Introduction to Archival Theory and Practice 3 hours
- HIST 3410 Introduction to Electronic Records 3 hours
- HIST 3420 Family History and Genealogical Resources 3 hours
- HIST 4440 Historical Exhibitions & Public Programming 3 hours
- HIST 4450 Introduction to Historic Preservation 3 hours
- HIST 4900 Independent Study in History variable credit

Take one or two additional related courses as approved by the advisor.

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Major Related Electives 3-12 hours

Select from among:

AFAM 3100 Harlem Renaissance	3 hours
ART 3401 American Art Visions.....	3 hours
CMS 3200 History of Communication	3 hours
CMS 3310 Film History	3 hours
CMS 3340 National Cinemas.....	3 hours
CMS 3810 Women & Popular Culture	3 hours
CMS 4330 Film Genres	3 hours
ENGL 2111 World Literature I.....	3 hours
ENGL 2112 World Literature II.....	3 hours
ENGL 2121 British Literature I.....	3 hours
ENGL 2122 British Literature II.....	3 hours
ENGL 2131 American Literature	3 hours
ENGL 2132 American Literature II.....	3 hours
ENGL 3200 History of English Language	3 hours
ENGL 3330 Women & Literature	3 hours
ENGL 3410 African American Literature I.....	3 hours
ENGL 3420 African American Literature II.....	3 hours
ENGL 3501 Multicultural Literature	3 hours
ENGL 3620 Post-Colonial Literature.....	3 hours
ENGL 4100 American Colonial & Federal Literature.....	3 hours
ENGL 4110 American Romanticism	3 hours
ENGL 4120 American Realism & Naturalism.....	3 hours
ENGL 4130 Southern Literature.....	3 hours
ENGL 4140 Modern American Literature.....	3 hours
ENGL 4150 Contemporary American Literature	3 hours
ENGL 4200 Medieval Literature.....	3 hours
ENGL 4210 Renaissance Literature	3 hours
ENGL 4220 Restoration & Neoclassical Literature	3 hours
ENGL 4241 Romantic Literature	3 hours
ENGL 4242 Victorian Literature	3 hours
ENGL 4250 Modern British Literature	3 hours
FREN 3110 French Culture & Civilization I.....	3 hours
FREN 3120 French Culture & Civilization II.....	3 hours
FREN 4030 Introduction to French Literature	3 hours
FREN 4200 The Francophone World.....	3 hours
HUMN 3101 The Humanities, Arts, and Society.....	3 hours
HUMN 3102 International Arts and Culture.....	3 hours
INTL 2800 Study Abroad	credit varies
INTL 3800 Study Abroad	credit varies
MUSC 2611 Music History I.....	3 hours
MUSC 3101 History of Jazz.....	3 hours
MUSC 3612 Music History II.....	3 hours
MUSC 3613 Music History III.....	3 hours
PHIL 3200 Ancient Philosophy.....	3 hours
PHIL 3400 Medieval Philosophy	3 hours
PHIL 3600 Modern Philosophy	3 hours
PHIL 3800 Contemporary Philosophy.....	3 hours
PHIL 4200 Philosophy of Religion.....	3 hours
PHIL 4400 Philosophy of Culture	3 hours
POLS 3350 International Relations.....	3 hours
POLS 3360 The US Congress	3 hours
POLS 3370 The US Presidency.....	3 hours
POLS 3382 Women & Politics	3 hours
POLS 4420 Political Philosophy.....	3 hours
POLS 4421 American Political Thought 1620-Present	3 hours
POLS 4422 African American Political Thought.....	3 hours

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Choose five to seven courses that are not already taken from those listed in the Required Upper Division U.S. History Core or the Required Upper Division World History Core.¶

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Deleted: CRJU 3200 Law Enforcement . 3 hours¶
CRJU 3300 Corrections . 3 hours¶
CRJU 4426 Civil Liberties . 3 hours¶

Deleted: HMSV 3010 Introduction to Human Services . 3 hours¶

Deleted: POLS 3323 Comparative Politics . 3 hours¶

POLS 4426 Civil Liberties	3 hours
POLS 4427 Equal Rights in America	3 hours
POLS 4450 American Foreign Policy	3 hours
POLS 4451 Politics of Europe	3 hours
POLS 4452 Politics of Asia	3 hours
POLS 4453 Politics of Africa	3 hours
POLS 4454 Politics of Middle East	3 hours
POLS 4455 Politics of Latin America	3 hours
SOCI 3310 Race and Ethnicity	3 hours
SPAN 4231 Intro to Spanish Literature	3 hours
SPAN 4234 Intro to Contemporary Spanish Literature	3 hours
SPAN 4334 Contemporary Spanish Culture & Civilization	3 hours
THEA 3101 Theatre, Cinema, and Society	3 hours
THEA 4520 African American Theatre	3 hours

Free Elective **3 hours**
 Another course from Related Electives list or any course numbered 2000 or higher (except PHED, WLAB, or courses identified in the catalog as career or institutional credit courses).

BACHELOR OF ARTS IN HISTORY SUGGESTED DEGREE PROGRAM SEQUENCE

In the sequence below, only courses marked with an asterisk (*) are program requirements. Other courses are recommended selections from categories within the program requirements.

FRESHMAN YEAR					
First Semester			Second Semester		
Course	Title	Hours	Course	Title	Hours
ENGL 1101*	English Composition I	3	ENGL 1102*	English Composition II	3
CRIT 1101*	Critical Thinking	3	PSYC 1101	Intro General Psychology	3
HIST 2111*	U.S. History to 1877	3	SPAN 1002	Elementary Spanish II	3
POLS 1101*	American Government	3	HIST 1111*	Pre-Modern World History	3
MATH 1101	Intro to Math Modeling	3	MATH 1231	Introductory Statistics	3
Total		15	Total		15

SOPHOMORE YEAR					
First Semester			Second Semester		
Course	Title	Hours	Course	Title	Hours
SPAN 2001	Intermediate Spanish I	3	SPAN 2002	Intermediate Spanish II	3
HIST 1112*	Modern World History	3	BIOL 1112	Introductory Biology II	3
BIOL 1111	Introductory Biology I	3	HIST 2112*	U.S. since Reconstruction	3
BIOL 1111L	Intro to Biology Laboratory	1	HIST 2500*	Historical Methods	3
HIST 2750	Critical Issues & Trends	3	PHIL 2201	Intro to World Philosophy	3
ECON 2105	Macroeconomics	3			
Total		16	Total		15

JUNIOR YEAR					
First Semester			Second Semester		
Course	Title	Hours	Course	Title	Hours
HIST 3001*	Historiography	3	HIST 3110*	Georgia History	3
HIST 3010*	Public History	3	HIST 3130	Civil War	3

- Deleted: SOSC 3110 Themes in World Geography 3 hours
- Deleted: SOSC 4800 Selected Topics in Social Sciences 3 hours
- Deleted: Internship Requirement 3 hours
- Select from among:
 - HIST 3901 Archival Internship I 3 hours
 - HIST 4901 History Internship 3 hours
 - HIST 4902 Archival Internship II 3 hours
 - HIST 4903 History Practicum 3 hours
- Deleted: *
- Deleted: COMM 1110
- Deleted: Spoken Communication
- Deleted: POLS 1101*
- Deleted: American Government
- Deleted: SOCI
- Deleted: Introduction to Sociology
- Deleted: 2111
- Deleted: US History to 1877
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- Deleted: Or HIST 2112
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- Deleted: HIST 1111
- Deleted: Pre-Modern World History
- Deleted: Or HIST 1112
- Deleted: Survey of Modern History
- Deleted: 3
- Deleted: ENGL 2111
- Deleted: World Literature I
- Deleted: PHIL 2401
- Deleted: Introduction to Aesthetics
- Deleted: MUSC 2101
- Deleted: Music Appreciation
- Deleted: MATH 1231
- Deleted: Introductory Statistics
- Deleted: Lower Division Elective
- Deleted: Lower Division Elective
- Deleted: 3140
- Deleted: Themes of 20th Century US
- Deleted: and Reconstruction

HIST 3220	Latin American History	3	HIST 3150	War and Diplomacy	3
HIST 3330	Business History	3	HIST 3120	Establishment of the U.S.	3
HIST 3700	U.S. Historical Geography	3	HIST 4001	African American History	3
Total		15	Total		15

Deleted: POLS 2301
Deleted: Intro to Political Science

SENIOR YEAR					
First Semester			Second Semester		
Course	Title	Hours	Course	Title	Hours
HIST 4004	Environmental History	3	HIST 4030	New South	3
HIST 4020	Old South	3	ENGL 3410	African American Literature	3
HIST 3225	Caribbean History	3	PHIL 4400	Philosophy of Cultures	3
ENGL 4130	Southern Literature	3	SOCI 3310	Race and Ethnicity	3
HIST 4110	Ancient Greece & Rome	3	HIST 4850	Senior Seminar	3
Total		15	Total		15

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Deleted: 3010
Deleted: Introduction to Public History
Deleted: 4850
Deleted: Senior Seminar
Deleted: HIST 4002
Deleted: History
Deleted: South
Deleted: 4003
Deleted: Women's
Deleted: HIST 4120
Deleted: Renaissance and Reform
Deleted: 0
Deleted: 4100
Deleted: Origins of Western World
Deleted: SOSC 3110
Deleted: Geography

Minor Program in History

The objectives of the history minor are:

- To help prepare students for professional careers and advanced study in political science, law, teaching and a myriad of other public and private sector positions;
- To offer an opportunity for students to broaden their education and to pursue their interests in history but who choose to major in another discipline, perhaps completely unrelated to history;
- To provide students with a way of thinking about the human experience over time, to reason systematically, to examine critically the relationships among people and events, and to reach thoughtful judgments about human affairs;
- To offer Clayton State students in other major degree programs minor concentration course options similar to those provided at other system institutions with history four-year degree and minor programs.

HISTORY MINOR PROGRAM REQUIREMENTS

Lower Division Requirements 6 hours

- HIST 2500 Historical Methods
- HIST 2750 Critical Issues & Trends in World History

Upper Division Electives 12 hours

Select four 3000-4000 level HIST courses (at least one course must be from Required Upper Division World History Core).

Deleted: Select two courses that are not used to satisfy Core Curriculum Area E: HIST 1111, HIST 1112, HIST 2111, HIST 2112

Total Program Requirements 18 hours

Deleted: from (at least 3 hours must be from non-U.S. History courses): HIST 3001, HIST 3010, HIST 3110, HIST 3120, HIST 3125, HIST 3130, HIST 3135, HIST 3140, HIST 3150, HIST 3210, HIST 3220, HIST 3225, HIST 3230, HIST 3240, HIST 3250, HIST 3260, HIST 3270, HIST 3330

History (HIST)

HIST 1111 - Survey of pre- Modern World History (3-0-3)

A survey of world history from the earliest civilizations to the voyages of discovery of the sixteenth century. Social, intellectual, and political history will be emphasized. [Note: Learning Support students who are required to take ENGL 0099 and/or READ 0099 must exit the requirement(s) before they can enroll in this course.]

HIST 1112 - Survey of Modern World History (3-0-3)

A survey of world history from the early sixteenth century to the present, emphasizing social, intellectual, and political topics. [Note: Learning Support students who are required to take ENGL 0099 and/or READ 0099 must exit the requirement(s) before they can enroll in this course.]

HIST 2111 - Survey of United States History to 1877 (3-0-3)

The history of the U. S. and the lands that would become the U. S. from the colonial period through Reconstruction. [Note: Learning Support students who are required to take ENGL 0099 and/or READ 0099 must exit the requirement(s) before they can enroll in this course.]

HIST 2112 - Survey of United States History since Reconstruction (3-0-3)

A survey of United States history from the post-Civil War period to the present. The course focuses on the political, social, and cultural development of the modern United States with particular emphasis on the twentieth century. [Note: Learning Support students who are required to take ENGL 0099 and/or READ 0099 must exit the requirement(s) before they can enroll in this course.]

HIST 2265 - Minorities in American History (3-0-3)

A survey of the history of minorities in America. Attention is given to the concepts of ethnicity, race, culture, and minority status, and emphasis is placed on African Americans as the largest minority in the region.

Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 2500 - Historical Methods (3-0-3)

An introduction to the historian's craft and the research techniques and philosophies used in the writing of history.

Prerequisite: Any 1000 or 2000 level HIST course.

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HIST 2750 - Critical Trends and Issues in Recent World History (3-0-3)

An examination of the global significance of critical political, social, cultural, economic, and international trends and issues since the fall of Communism. Prerequisite: Any 1000 or 2000 level HIST course.

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HIST 3001 - Historiography (3-0-3)

This course will examine the perspectives of significant historical schools and analyze the contributions made by major historians throughout history. Prerequisite: HIST 2500

Deleted: Methodological investigation will include the following topics: selection, verification, organization, interpretation, and presentation. Students will be required to complete a research project.

HIST 3010 - Introduction to Public History (3-0-3)

An introduction to the various facets of public history including archives. This course will emphasize the importance of the preservation and use of historical documents, artifacts, and sites. The examination of public history will include reference to organizations, museums, historical sites, advocacy groups, and public policy development. Non history majors including students considering majoring in history are encouraged to take this course.

Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3110 - Georgia History and Government (3-1-3)

Georgia History and Government provides students with the basic analytical and conceptual skills for studying history and government on the state and local level. The course examines the social, political, and institutional history of Georgia to prepare students to analyze similar developments on the local, regional, and national level. A field-based project, appropriate for both teacher education majors and others, is incorporated into the course. Includes a laboratory/ practicum component. Required for all middle level and secondary teacher education students and for all history majors. Fall course is reserved for all middle level teacher education students with social science majors and course offered Spring is for history and other majors.

Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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Deleted: Completion of Area E history courses, i.e. [HIST 2111 (C) or HIST 2112 (C)] and [HIST 1111 (C) or HIST 1112 (C)].

HIST 3120 - The Establishment of the U. S., 1607 - 1800 (3-0-3)

Cultural, social, economic, and political development of Anglo-America through the War for Independence, the formation of state and national constitutions and governments, the Federalist years, and the "Revolution of 1800."

Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3125 - The Age of Jefferson and Jackson (3-0-3)
The history of the U.S. from the Early Republic through 1845. Major themes include territorial expansion, the market revolution, the rise of social reform movements, constitutional developments, the first and second party systems, and the growth of sectional tensions.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3130 - Sectionalism and the Civil War (3-0-3)
The origins and course of the American Civil War. Emphasis on the political, economic, social, and cultural background to the war, its military aspects, its impact on American society.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3132 – The Reconstruction Era, 1863-1877 (3-0-3)
The abolition of slavery, the political and economic remaking of the South, and the ways the most turbulent and controversial periods in American history have been remembered and refought by later generations. Prerequisite: Any 1000 or 2000 level HIST course.

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Deleted: , its course, and subsequent efforts at reconciling North and South

Deleted: , and the struggle over the war's meaning

HIST 3135 - The U.S. in the Gilded Age and Progressive Era, 1877-1917 (3-0-3)
This course provides students with a deepened understanding of the emergence of the United States as a modern, industrial nation with an increasingly important role in world affairs. It will explore the political, social, economic, and technological changes associated with this process.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3140 - Themes of Twentieth Century United States History (3-0-3)
A study of domestic developments in the United States during the Twentieth Century with emphasis on major cultural, social, economic, and political reform movements.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3150 - War and Diplomacy 1898 - Present (3-0-3)
An historical overview of the programs, policies, key events, important figures, and enduring lessons of U.S. interactions with other nations and their peoples, from America's rise to the status of Great Power before World War II to its global pre-eminence thereafter. Topics include colonialism, American involvement in World War I, interwar diplomacy, conflicts leading to World War II and the Cold War, Korea, Vietnam, and Desert Storm.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3210 - The Twentieth Century World (3-0-3)
An examination of the political, social, and cultural developments of the twentieth century, with emphasis on the era of the world wars and the Cold War, and the end of colonialism.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3215 - Latin American-U.S. Relations
A study of political, cultural, economic interaction between the United States and the many and diverse countries of Latin America since 1823. Prerequisite: Any 1000 or 2000 level HIST course.

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HIST 3220 - Latin American History - (3-0-3)
The history of Latin America from before the European arrival, through the era of colonialism and independence, to twentieth century national movements.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3225 - Caribbean History - (3-0-3)
Survey of the history of the Caribbean, from pre-Columbian cultures to the present. The course will emphasize slavery and emancipation, the rise of nationalist movements, independence, and the post-colonial states. In addition, this course will link the shared experiences of the Caribbean with the American South.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3230 - History of Sub Sahara Africa (3-0-3)
The history of Africa south of the Sahara from the first century C.E. to the present, with emphasis on the rise of empires in west and southern Africa, the influence of Islam, the impact of European imperialism, and the independence movements of the twentieth century.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3240 - History of the Middle East and North Africa (3-0-3)
The history of the region from the end of the Roman empire to the present, with emphasis on the rise of Islam, the rise and decline of the Islamic empires, the era of European control, and the twentieth century independence movements.
Prerequisite: ~~Any 1000 or 2000 level HIST course.~~

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HIST 3245 - History Through Film (3-0-3)

This course introduces students to critical issues in history and representation, utilizing film to analyze central historical issues. The specific thematic content is variable. Course may be repeated for up to 9 credits. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3250 - Pre-Modern East Asian History (3-0-3)

From the Shang Dynasty to Ming Dynasty in China, the Yamato Clan rule to Tokugawa Shogunate in Japan, and Gogoseon Kingdom to Choson Dynasty in Korea. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3255 - Modern East Asian History (3-0-3)

From the Qing Dynasty to present in China, the Meiji Restoration to present in Japan, and in Korea, from the Tonghak Rebellion of 1894-1895 to the present. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3260 - Pre-Modern South Asian History (3-0-3)

The history of India, from the Harappan Civilization to the Mughal Dynasty. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3265 - Modern South Asian History (3-0-3)

A history of India, from the establishment of the British Raj to the present. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3270 - Pre-Modern Russian History (3-0-3)

A survey from the mythic founding Kievan Rus in A.D. 862 to Catherine the Great. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3275 - Modern Russian History (3-0-3)

From Tsar Alexander I to the present. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3330 - Business & Economic History (3-0-3)

An examination of the historical development of the American economy with emphasis on business organization, business values, business cycles, and business government relationships. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3401 - Introduction to Archival Theory and Practice (3-0-3)

This course will introduce the student to the fundamentals of archival work. This will involve such functions as arrangement and description of manuscripts and non-documentary materials, assistance to patrons, creation and updating of finding aids, care and preservation of materials, security, privacy, legal responsibilities, and professional ethics. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3410 - Introduction to Electronic Records (3-0-3)

This course will introduce the student to the storage and retrieval of electronic records. This includes records originally in electronic form as well as items (manuscripts, photographs, motion pictures, audio recordings, etc.) originally created on paper or other media and then converted to electronic form (digitalized.) The course will also involve the use of electronic methods that facilitate the use of traditional records (e.g., indices, finding aids, web presentation). Prerequisite: HIST 3401 (C) Note: The possibility of cross listing this as an IT course is under study.

HIST 3420 - Family History and Genealogical Resources (3-0-3)

This course is an introduction to the use of family history to illustrate broader historical currents and a survey of the resources and methods of genealogy. Students will research actual genealogy or family history. Non history majors interested in family history are encouraged to take this course. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3450 - U.S. Military History (3-0-3)

A study of the American military art, from the earliest days of frontier offensives to present-day global concerns. Focuses on the creation of American military institutions, the genesis of policy-making and maintenance of civilian control over that process, the inter-relationship between foreign and military policy, the conduct of war, and the influence of American society upon the armed forces as social institutions. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 3500 - Selected Topics in World History (3-0-3)

This course examines selected periods of significant development in world history. While topics may vary from semester to semester, a consistent focus of the course will be the interaction between Western and non-Western cultures and the impact of these interactions on the evolution of the modern world. May be repeated when topic varies. Prerequisite: Any 1000 or 2000 level HIST course.

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HIST 3501 - Selected Topics in U. S. History (3-0-3)

This course will present significant topics in U. S. history not covered by other courses in the curriculum. May be repeated for credit when the topic varies.

Prerequisite: Any 1000 or 2000 level HIST course.

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HIST 3700 - U.S. Historical Geography (3-0-3)

Study of the interplay between and among natural factors of climate, soils, vegetation, and landforms, and human factors of settlement, economic activity, transportation, warfare, technology, and cultural traits. Required for all middle level and secondary teacher education students with a major or minor concentration in social studies or history. Prerequisite: Any 1000 or 2000 level HIST course

Deleted: HIST 2111 (C) or HIST 2112 (C).

HIST 3800 - World Historical Geography (3-0-3)

Provides students with a comprehensive spatial global view and with the basic analytical and conceptual skills required to study the diverse regions of the world, while focusing on the instructional theme of human/environment interaction, especially how geographical factors helped to shape history. Required for all middle level and secondary teacher education students with a major or minor concentration in social studies or history. Prerequisite: Any 1000 or 2000 level HIST course

HIST 3901 - Archival Internship I (0-V-3)

The student will acquire hands-on experience working with archives in such tasks as record retrieval, patron assistance, preparing finding aids, preserving materials, editing manuscripts, or performing other archival functions. The internship placement and duties must be approved by the history experiential learning coordinator, the Office of Experiential Learning, and the placement site. This course is required for completion of the archival concentration.

Prerequisite: HIST 3401 (C).

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HIST 4001 - African American History (3-0-3)

The African Americans, from their cultural roots in West Africa to the changing economic, political, social status over time to the present. Special emphasis placed on the civil rights movement, Black nationalism, and Black leadership.

Prerequisite: Any 1000 or 2000 level HIST course.

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HIST 4003 - Women's History (3-0-3)

The role of women in the social, economic, and political development of the United States. Contributions of women and the historical significance of their attitudes in the liberal reform eras in American history.

Prerequisite: Any 1000 or 2000 level HIST course.

Deleted: HIST 2265 (C) or [HIST 2111 (C) and HIST 2112 (C)]

Deleted: HIST 4002 - History of the American South (3-0-3)¶
A synthesis of the economic, social, political, and cultural developments that shaped the history of southern states, from the Colonial period to the creation of the modern South.¶
Prerequisite(s): [HIST 2111 (C) and HIST 2112 (C)].¶

HIST 4004 - American Environmental History (3-0-3)

Changing attitudes about nature and wilderness, political decisions, supervisory institutions, and environmental problems which accompanied utilization of America's natural resources, from colonial times to the present. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 4010 - U.S. Intellectual History (3-0-3)

This course teaches the basics of American thought, as reflected in literature, politics, religion, science, and laws. Prerequisite: Any 1000 or 2000 level HIST course.

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HIST 4020 - History of the Old South (3-0-3)

This course primarily explores the origins of southern society and culture, the growth of southern distinctiveness, and the ultimate attempt to create a separate though short-lived southern nation. Prerequisite: Any 1000 or 2000 level HIST course.

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HIST 4030 - History of the New South (3-0-3)

Analysis of the change and continuity in the American South from the end of the Civil War through the present. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 4110 - Ancient Greece and Rome (3-0-3)

The history of the Hellenes, from the Minoan civilization through Alexander's legacy, and the development of ancient Rome from its origins in Italy, through the rise as an Empire embracing the entire Mediterranean World and Western Europe, to Christianity and the foundation of Constantinople. Prerequisite: Any 1000 or 2000 level HIST course.

Deleted: HIST 4100 - Origins of the Western World - (3-0-3) ¶
The history of the Mediterranean world and Western Europe from the beginnings of Greek civilization through the Middle Ages. (800 B.C.E.- 1300 C.E.), with special attention given to the origins of Western political, religious, and economic systems¶
Prerequisite(s): HIST 1111 (C).¶

HIST 4115 - History of the Middle Ages (3-0-3)

Medieval European civilization as it emerged, from the declining Roman Empire through its apogee in the 13th century. Prerequisite: Any 1000 or 2000 level HIST course.

HIST 4120 - Renaissance, Reformation, and the Rise of the Western Nation State (3-0-3)

The history of Europe from 1300 to the Peace of Westphalia (1648) with special emphasis given to the rise of new philosophies, new political systems, new religions, and the impact of European contact with Asia, Africa, and the Americas. Prerequisite: Any 1000 or 2000 level HIST course.

Deleted: ¶

Deleted: (s)

Deleted: HIST 1111 (C).

<p>HIST 4130 - The Age of European Expansionism (3-0-3) The history of Europe from the mid-17th century through the Napoleonic Era. Prerequisite: Any 1000 or 2000 level HIST course.</p>	<p>Deleted: and Industrialization</p>
<p><u>HIST 4200 - Nineteenth Century European History, 1815 to 1914.</u> <u>The rise of modern Europe, the spread of liberalism, nationalism, and democratic forces; the industrial revolution and the resulting imperialistic and democratic rivalries among the great powers.</u> Prerequisite: Any 1000 or 2000 level HIST course.</p>	<p>Deleted: to</p>
<p>HIST 4250 - History of World Religions (3-0-3) Investigates the common themes of all religions: the origins, development, and present status of the major world religions including Hinduism, Buddhism, Judaism, Chinese Confucianism and Taoism, Christianity, and Islam. Provides students with a framework for understanding the various world views to be found in today's increasingly connected world. A field-based research project is required for the course. Option for all middle level and secondary teacher education students with a major concentration in social studies or history. Prerequisite: Any 1000 or 2000 level HIST course.</p>	<p>Deleted: beginning of World War I (1914), focusing on the factors that enabled Europe to become the dominant world power of the early 20th century. Special attention will be given to the rise of industrial capitalism, the creation of overseas empires, and the creation of new political systems in the 18th and 19th centuries.</p>
<p><u>HIST 4350 – Modern World Intellectual History (3-0-3)</u> <u>An introduction to the global history of ideas, from the mid-eighteenth century to the present.</u> Prerequisite: Any 1000 or 2000 level HIST course.</p>	<p>Deleted: (s)</p>
<p>HIST 4401 - Readings in Archival Studies (3-0-3) The course will provide students with core knowledge in specialized archival topics through selected readings and research. Students will concentrate in four of the following subject areas: administration, appraisal and acquisition, arrangement and description, electronic records, preservation and conservation, records and information management, reference and access, and the history and nature of the archival profession. Prerequisite: HIST 3401.</p>	<p>Deleted: HIST 1112 (C).</p>
<p>HIST 4401 - Readings in Archival Studies (3-0-3) The course will provide students with core knowledge in specialized archival topics through selected readings and research. Students will concentrate in four of the following subject areas: administration, appraisal and acquisition, arrangement and description, electronic records, preservation and conservation, records and information management, reference and access, and the history and nature of the archival profession. Prerequisite: HIST 3401.</p>	<p>Deleted: (s)</p>
<p>HIST 4440 - Historical Exhibitions and Public Programming (3-0-3) A survey of the methods and purposes of interpreting history to the general public through museums, displays, exhibitions, pamphlets, documentaries, web sites, and all methods other than traditional historical publishing mediums (i.e. books and articles). Emphasis will be placed on interpretation of items of material culture. Prerequisites: HIST 3010 (C).</p>	<p>Deleted: (s)</p>
<p>HIST 4450 - Introduction to Historic Preservation (3-0-3) An introduction to the purposes and methods of identifying, documenting, interpreting, and preserving historically significant structures, buildings, sites, and objects with emphasis on the United States. The course will include a survey of such historic preservation issues as economic development, tourism, architectural history, historical archeology, and community revitalization. It is recommended, but not required, that students take HIST 3010 prior to HIST 4450. Non history majors interesting in economic and community development, tourism, or other aspects of historic preservation are encouraged to take this course. Prerequisite: Any 1000 or 2000 level HIST course.</p>	<p>Deleted: (s)</p>
<p>HIST 4850 - Senior Seminar in History (3-0-3) This course is open only to history majors in their senior year (i.e. 90+ hours in the program). The seminar will emphasize readings and discussion concerning historical topics of broad significance. Students will complete a project requiring historical research, analysis, and interpretation. Prerequisites: Senior standing and HIST 3001 (C) and HIST 3010 (C) or HIST 3110 (C).</p>	<p>Deleted: Completion of Area E history courses, i.e. [HIST 2111 (C) or HIST 2112 (C)] and [HIST 1111 (C) or HIST 1112 (C)].</p>
<p>HIST 4900 - Independent Study in History with Directed Research and Readings. (variable credit) Special study arranged in consultation with a faculty member and approved by the department head. May be repeated for a maximum of six semester hours. Prerequisite(s): Junior standing.</p>	<p>Deleted: (s)</p>
<p>HIST 4901 - History Internship (3-0-3) An approved historical field experience and carried out by the students in an appropriate institution, agency, or business. Requires the approval of the history experiential learning coordinator, the Office of Experiential Learning, and the placement site. Prerequisite: HIST 3010 (C).</p>	<p>Deleted: 3000</p>
<p>HIST 4901 - History Internship (3-0-3) An approved historical field experience and carried out by the students in an appropriate institution, agency, or business. Requires the approval of the history experiential learning coordinator, the Office of Experiential Learning, and the placement site. Prerequisite: HIST 3010 (C).</p>	<p>Deleted: and</p>
<p>HIST 4902 - Archival Internship II (0-V-3) The student will acquire additional hands-on experience working with archives in such tasks as record retrieval, patron assistance, preparing finding aids, preserving materials, editing manuscripts, or performing other archival functions. The HIST 4902 internship must involve either a different archival function or a more advanced application of the same function that was used for the HIST 3901 internship. The internship placement and duties must be approved by the history experiential learning coordinator, the Office of Experiential Learning, and the placement site. This course is required for completion of the archival concentration. Prerequisite(s): HIST 3401 (B).</p>	<p>Deleted: (s)</p> <p>Deleted: HIST 3000 (C) and</p> <p>Deleted: 4030</p> <p>Deleted: 3030</p>

HIST 4903 - History Practicum (0-V-3)

The practicum will constitute an independent (individual or small group) project in historical methodology, research, and analysis. The student will prepare and submit a significant historical paper and/or project. Requires the approval of the history experiential learning coordinator and the department head.

Prerequisite: ~~Senior standing and HIST 3001 (C)~~ or HIST 3010 (C).

Deleted: (s)

Deleted: 3000

Deleted: and

HIST 2500 – Historical Methods

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 2500 (3-0-3)

2. Title: Historical Methods

3. Restrictions (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course
- b. Co-requisite(s) (normal or absolute): N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: none

4. Course description for catalog:

An introduction to the historian's craft and the research techniques, philosophies, and technologies used in analyzing and writing about the past.

5. Semester of Implementation: Spring 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

HIST 2500 will be a Required Lower Division Course: Area F in place of SOSC 2501. History majors and minors and those enrolled in the planned B.S. degree in History and Secondary Education will be required to take it.

2. Why is the course needed at CSU?

The discipline of history is an art not a science. It is something that is done, rather than an inert body of data that is studied. Students need to know what history is and how history is constructed preferably before taking any upper division history course. Currently, History majors and minors are required to take HIST 3001 Historiography and Historical Methods, but that course will be modified by deleting "Historical Methods" from its title and content.

3. What similar courses (models) at other institutions have helped guide this proposal?

Almost every B.A. history program in the USG has separate courses for these topics, and several institutions (including Georgia Southern and West Georgia) offer Historical Methods as a 2000-level Area F requirement.

Georgia Southern

HIST 2630 Historical Methods

An examination of the methodologies and techniques of historical research and writing. This course is a requirement for history majors and for the social studies section of the Bachelor of Science in Education.

University of West Georgia

HIST 2302 Methodology

Examination of history as a discipline and as a craft, concentrating on the research and interpretative skills used by historians. The course should be taken in the second year of the history major's degree program.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The impact should be negligible. SOSC 2501 is an option or requirement by other programs.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking?

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Conal Furay and Micahel J. Salevouris, *The Methods and Skills of History: A Practical Guide* (Harlan

Davidson, 2002)

James West Davidson and Mark Lytle, *After the Fact: The Art of Historical Detection* (McGraw-Hill Humanities, 2004)

William Kelleher Storey, *Writing History: A Guide for Students* (Oxford University Press, 2008)

John Hollitz, *Thinking Through History: A Critical Approach* (Houghton Mifflin, 2007)

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

All three methods are certainly do-able and possible.

5. Attach a tentative course outline (one page or less)

1. What is History, and Why do We Study It?

2. Thinking Like an Historian

3. Finding It: The Search for Information

4. Reading and Looking at History: Primary and Secondary Sources

5. History as a Multimedia Experience: Movies, TV, Radio, the Internet

6. Gathering and Managing Information

7. Context in History

8. Questioning and the Historian's Frame of Reference

9. Evidence: Evaluation and Interpretation

10. Causation: Why Events Happen

11. Narration and Exposition: Telling the Story

12. The History of History: Historiography- An Introduction

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

None.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught by full-time faculty only.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

The New York Times [microform]

Ancestry Library Edition [database]

Henige, David P. *Numbers from nowhere: the American Indian contact population debate* (c1998)[electronic resource]

Robert C. Williams, *The historian's toolbox : a student's guide to the theory and craft of history* (c2003)

John Lewis Gaddis, *The landscape of history : how historians map the past* (c2004)

6. What additional library resources must be added to support the proposed course?

None.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

2 sections: 1 Fall, 1 Spring (1 section will be dedicated to Secondary Education students)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

50

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None.

HIST 2750 – Critical Trends and Issues in Recent World History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 2750 (3-0-3)

2. Title: Critical Trends and Issues in Recent World History

3. Restrictions (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course
- b. Co-requisite(s) (normal or absolute): N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

An examination of the global significance of critical political, social, cultural, economic, and international trends and issues since the fall of Communism.

5. Semester of Implementation: Spring 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

HIST 2750 will be a Required Lower Division Course. History majors and minors and those enrolled in the planned B.S. degree in History and Secondary Education will be required to take it.

2. Why is the course needed at CSU?

Too often, history courses end with World War II and very seldom deal with contemporary global issues. This course is designed to introduce students to an issue or a group of related issues whose influence on contemporary life extends beyond the boundaries of the United States and significantly involves other societies, cultures, and geographical locations. The course would substantially improve our students' understanding of the contemporary world, giving them tools to understand and interpret current issues and their historical origins. It would help our students to become not only well-trained teachers and historians, but also well-informed citizens of the new global society. In addition, the BOR Area F Guidelines for History allows for "Introductory thematic courses in history," which HIST 2750 certainly will become.

3. What similar courses (models) at other institutions have helped guide this proposal?

Georgia State University
HIST 2500 – Contemporary World History (since 1945)

A study of political, economic, social, and cultural events and processes affecting the human community since 1945.

Kennesaw State University
HIST 3305 – The World Since 1945
A survey of major themes in world history since 1945.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

None.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking?

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Nermeen Shaikh, *The Present as History: Critical Perspectives on Global Power* Columbia University Press (2007)

Mike Davis, *Planet of Slums* Verso (2007)

M. W. Daly, *Darfur's Sorrow: A History of Destruction and Genocide* Cambridge University Press (2007)

Paula S. Rothenberg, *Beyond Borders : Thinking Critically about Global Issues* New York : Worth Publishers (c2006)

Thomas Friedman, *The World Is Flat* New York: Farrar, Straus, and Giroux (2005)

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

All three methods are certainly do-able and possible.

5. Attach a tentative course outline (one page or less)

1. Geography Overview
2. The Global Economy
3. Post-colonialism and the New Imperialism
4. Feminism and Human Rights
5. Secularism and Faith
6. Climate Change
7. Globalization and Its Discontents
8. Social Justice and Inequality
9. Global security and the War on Terror
10. The Information Revolution
11. Population and Migration
12. Evolving Ideas of Race and Place
13. New Nationalism

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

None.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught by full-time faculty only.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Stephen White, *Communism and its collapse* (New York : Routledge, 2001) [[electronic resource](#)]

6. What additional library resources must be added to support the proposed course?

None.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

2 sections: 1 Fall, 1 Spring (1 section will be dedicated to Teacher Education students)

2. What is the estimated average enrollment per section?

38

3. What is the estimated total enrollment per year

38

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None.

HIST 3132 – The Reconstruction Era, 1863-1877

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: **Social Sciences**

Degree Program: **B.A. History**

Signature, Department Head

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

School/College: **Arts & Sciences**

Signature, Dean of School/College originating proposal

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost

Signature, Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 3132 (3-0-3)

2. Title: The Reconstruction Era, 1863-1877

3. Restrictions (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course
- b. Co-requisite(s) (normal or absolute): N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

The abolition of slavery, the political and economic remaking of the South, race relations, ideas on freedom, suffrage and citizenship, impeachment, and the ways one of the most turbulent, complicated and controversial periods in American history has been remembered and re-fought by later generations.

5. Semester of Implementation: Spring 2011

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

HIST 3132 will be offered as an option for both the Upper Division United States History Core and Southern Studies concentration.

2. Why is the course needed at CSU?

An understanding of Reconstruction is essential to knowledge of the course of American history, and American society today. Our American History survey courses (HIST 2111 and 2112) either begin or end, unsatisfactorily, with a fifty-minute session on Reconstruction. Moreover, by splitting this course from HIST 3130 Sectionalism, Civil War, and Reconstruction (to be re-titled "Sectionalism and the Civil War"), more attention can be devoted to a deeper understanding of both the Civil War and Reconstruction, arguably the most pivotal years in American history. Reconstruction brought far-reaching changes in Southern society and a redefinition of the place of blacks in American life. It was an era of unprecedented political conflict and changes in the nature of American government.

3. What similar courses (models) at other institutions have helped guide this proposal?

University of Georgia
HIST 4073 The Era of Reconstruction, 1865-1877

The process of reunion, especially in the American South, with emphasis upon the experience of African Americans.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

HIST 3130 Sectionalism, Civil War, and Reconstruction will be re-titled “Sectionalism and the Civil War” and its description will read: “The origins and course of the American Civil War. Emphasis on the political, economic, social, and cultural background to the war, its military aspects, its impact on American society.”

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking?

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Steven Hahn, *A Nation under Our Feet : Black Political Struggles in the Rural South from Slavery to the Great Migration* (Cambridge: Belknap Press, Harvard University Press, 2003)

Eric Foner, *Reconstruction: America's Unfinished Revolution, 1863-1877* (New York: Harper & Row, 1988)

Jaqueline Jones, *Soldiers of Light and Love: Northern Teachers and Georgia Blacks, 1865-1873* (1980)

“Reconstruction: The Second Civil War” <http://www.pbs.org/wgbh/amex/reconstruction/index.html>
[video series]

Case Files of Applications from Former Confederates for Presidential Pardons ("Amnesty Papers"),
1865-67 M1003, RG 94, National Archives

Southern Claims Commission, M1407, National Archives

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

All three methods are certainly do-able and possible.

5. Attach a tentative course outline (one page or less)

1. Lincoln and Johnson's Policies
2. The Radical Republicans and the Reconstruction Acts
3. 14th and 15th Amendments Freedmen during Reconstruction
4. Impeachment of Andrew Johnson
5. Economic changes in the South and North
6. The Election of 1877 and the end of Reconstruction
7. Remembering and Reinventing Reconstruction

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

None.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught by full-time faculty only.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

The New York Times [microform]

Stetson Kennedy, *After Appomattox: How the South won the war* (1995) [electronic resource]

Jaqueline Jones, *Soldiers of Light and Love : Northern teachers and Georgia blacks, 1865-1873*
(1980)

Daniel Stowell, *Rebuilding Zion: the religious reconstruction of the South, 1863-1877* (1998) [computer file]

6. What additional library resources must be added to support the proposed course?

None.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

This course will be offered every Spring odd years.

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None.

HIST 3215: Latin American-U.S. Relations

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts and Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 3215 (3-0-3)

2. Title:

Latin American-U.S. Relations

3. Restrictions (if any):

- a. Prerequisite(s): Any 1000 or 2000 level history course
- b. Co-requisite(s): None
- c. Other restrictions: None
- d. Other comments: None
- e. Fees: Explain!: None
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

A study of political, cultural, economic interaction between the United States and the many and diverse countries of Latin America since 1823.

5. Semester of Implementation:

Spring 2011

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be offered as an option for both the Upper Division World History Core and World Cultures concentration.

2. Why is the course needed at CSU?

It is added as part of an effort to provide a greater variety of courses that meet student interests and needs. History curricula typically include courses related to Latin America; this course will move the CSU history program towards conformity with established history programs.

3. What similar courses (models) at other institutions have helped guide this proposal?

Georgia College & State University

HIST 4690 – US-Latin American Relations

This is a survey of the relationship between the United States and Latin American countries from the early nineteenth century to the present day.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

We anticipate no effects on other courses or programs.

C. Course Content

1. What learning outcomes for the major will the course address?

- Identify and describe basic chronologies of U.S. and world history.
- Identify and critically evaluate primary and secondary historical sources.
- Identify and evaluate conflicting historical interpretations of events and personalities.
- Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Textbook: Kyle Longley, *In the Eagle’s Shadow*, Harlan-Davidson (2002)

Readings: Robert H. Holden and Eric Zolov, eds., *Latin America and the United States: A Documentary History*. New York: Oxford University Press, (2000)

A bibliography of supplementary reading options is attached.

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On campus or hybrid delivery

5. Attach a tentative course outline (one page or less)

The Americas in the Siglo de Oro

Contact and exploration --Colonial government--Introduction of slavery--British North America, a later development.

Some key concepts: Law of land ownership differs from English Common Law tradition.--

Centralization, bureaucracy and the political culture – ownership of offices and the *morditía*, “*Obedezco, pero no cumplo*,” --Condition and treatment of indigenous peoples and *mestizos*.

Early National Period

Spain, its colonies, and the US revolution

Liberation movements: Jefferson, Napoleon, Haiti and Louisiana --The US as a revolutionary model--The Spanish empire collapses--San Martín and Bolívar --Geography of early 19th century Latin America --The Monroe doctrine--Manifest Destiny

Mexico: Texas --Mexican-American War --Mexican Cession --Along with land, the U.S. acquires Latino citizens.

Filibustering in Central America

Age of Imperialism

European rivals in Latin America--Napoleon III’s adventure in Mexico (*Cinco de Mayo*); the US response--Influences of Britain and Germany in South America

American investments in Central America and Cuba

Spanish-American War: Annexation issues, pro and con--Links to ambitions in Asia—Sugar--Anti-Imperialism and the Teller Amendment--The “Splendid Little War” and its aftermath--Platt Amendment--Occupation – Leonard Wood, etc.

The Roosevelt Corollary--The Big Stick and the White Fleet--Dominican Republic--Panama--Haiti

Mexico --Revolutions: 1910 and after--Wilsonian intervention--Expropriation of Standard Oil

“Good Neighbors” and “Dollar Diplomacy”--Roosevelt and “Our S.O.B.” policies--Nicaragua, Somoza--Cuba, Batista--Haiti, Papa Doc--Other interventions

Cold War--Response to the Marxist Challenge--Arbenz and Guatemala--Castro and Cuba--

Nationalization --Missile crisis--Refugees and their effect on U.S. life and politics --

Allende and Chile--Pinochet --Sandino and Nicaragua--Human rights--Jimmy Carter--

School of the Americas

Global Economy?

NAFTA) —the Mexican-American economy—Narcoterrorism (Columbia, Mexico

The adventure continues

The Great Granada War—Panama—Haiti--After Castro, what?

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Current members of the faculty are able to teach this course.

2. What impact will having faculty teach this course have on other courses?

None

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach this course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Henry Raymont, *Troubled Neighbors : The Story of U.S.-Latin American Relations, from FDR to the Present* Cambridge, Mass. : Westview Press, c2005.

Julia E. Sweig, *Friendly Fire : Losing Friends and Making Enemies in the Anti-American Century* New York : Public Affairs, c2006

Mark T. Gilderhus, *The second century: U.S.--Latin American relations since 1889* Wilmington, DE : Scholarly Resources, 2000 [computer file]

6. What additional library resources must be added to support the proposed course?

Given the present circumstances, we shall rely on interlibrary loan, GIL Express and ARCHE

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Spring odd years)

2. What is the estimated average enrollment per section?

20

3. What is the estimated total enrollment per year

20

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any

None

HIST 3245 – History Through Film

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 3245 (3-0-3)

2. Title: History Through Film

3. Restrictions (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course
- b. Co-requisite(s) (normal or absolute): N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

This course introduces students to critical issues in history and representation, utilizing film to analyze central historical issues. The specific thematic content is variable. Course may be repeated for up to 9 credits.

5. Semester of Implementation: Summer 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

HIST 3245 will be offered as an option for both the Upper Division United States and World History Cores and World Cultures and History of Ideas concentrations.

2. Why is the course needed at CSU?

Most people now get their history from films instead of books. How does film, using a different vocabulary than that of books, recreate the past? Recently, two "History vs. Hollywood" courses have been offered Summer 2007 and Summer 2008 as HIST 3501 Selected Topics in U.S. History. Both were popular courses. A course "Third World History Through Film" —listed as HIST 3500 Selected Topics in World History— is being offered for Spring 2009, while "North Africa History through Film: Exile & Migration" —also listed as HIST 3500 Selected Topics in World History—has been scheduled for Summer 2009. Owing to student demand, HIST 3245 has been created so that History Through Film courses can be added to the catalog and offered on a regular basis, rather than as Special Topics courses.

3. What similar courses (models) at other institutions have helped guide this proposal?

Georgia State

HIST 4350 Film and History

Explores multiple interactions between cinema and the past, how film produces history, and how history can be examined through film.

University of Georgia

HIST 4570 History and Film

We are living in a post-literate age. Most people now get their history from films instead of books. How film, using a different vocabulary than that of books, recreates the past.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

None.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking?

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Robert Brett Toplin, *History by Hollywood: The Use and Abuse of the American Past* (University of Illinois Press, 1996)

Steven Mintz and Randy Roberts, *Hollywood's America: United States History Through Its Films* (Wiley-Blackwell, 2001)

Harry M. Benshoff and Sean Griffin, *America on Film: Representing Race, Class, Gender, and Sexuality at the Movies* (Wiley-Blackwell, 2003)

Robert Rosenstone, *History on Film/Film on History* (Longman, 2006)

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

All three methods are certainly do-able and possible, though on-campus viewing and discussion of films are preferred.

5. Attach a tentative course outline (one page or less)

1. Hollywood and the Frontier: *Last of the Mohicans*
2. America's Revolution: *The Patriot*
3. Rattling the Chains of History: *Amistad*
4. Hollywood's Civil War: *Glory*
5. The Great War: *Sergeant York*
6. A New Western: *Rosewood*
7. This Film is Your Film: *Bound for Glory*
8. Saving the Good War: *Pearl Harbor*
9. Happy Days: *Quiz Show*
10. Not-So Happy Days: *Thirteen Days*
11. Another 70s Show: *Apollo 13*
12. The Limits of American Intervention: *We Were Soldiers Once*

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

None.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught by full-time faculty only.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Steven J. Ross, ed., *Movies and American Society* (2002)

Martin Barker, *The Lasting of the Mohicans: history of an American myth* (c1995) [computer file]

Leslie Midkiff DeBauche, *Reel patriotism: the movies and World War I* (c1997) [computer file]

6. What additional library resources must be added to support the proposed course?

None.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

This course will be offered at least once every year (Fall, Spring, Summer)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None.

HIST 3250: Pre-Modern East Asian History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Date of Action **Action Taken**
 Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. **Subject prefix, number, and hours (SCH and contact) distribution:** (Number subject to Registrar's approval.)

HIST 3250 (3-0-3)

2. **Title:** Pre-Modern East Asian History

3. **Restrictions** (if any):

- a. Prerequisite(s): [Any 1000 or 2000 level HIST course.](#)
- b. Co-requisite(s) (normal or absolute): [none](#)
- c. Other restrictions: e.g. major, junior standing, permission, etc.: [none](#)
- d. Other comments: e.g. recommended sequencing, career course notice, etc.: [none](#)
- e. Fees: [None.](#)
- f. Grade mode [normal or pass/fail]: [normal](#)
- g. What course(s) are deleted as a consequence: [none](#)

4. **Course description for catalog:**

This course will examine the major political, social, and cultural traditions of East Asia from the Shang Dynasty to the Ming Dynasty in China, Yamato Clan rule to the Tokugawa Shogunate in Japan, and the Gojoseon Kingdom to the Chōson Dynasty in Korea.

5. **Semester of Implementation:**

Fall 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

2. Why is the course needed at CSU?

As currently taught, HIST 3250 covers all of East Asian history from 2000 B.C.E. to the present. This is simply too much material to be covered in just one semester. With a two-semester sequence of HIST 3250 and HIST 3255, our students will have a wider exposure to the history of the region.

3. What similar courses (models) at other institutions have helped guide this proposal?

This course is derived from the pre-existing HIST 3250 (East Asian History) course. A similar two-semester sequence in East Asian History is taught at the many universities across the nation, including the University of Georgia.

University of Georgia

HIST 3661. History of China I: Origins and Foundations

A survey of early, classical, and medieval Chinese history, from the Shang to the Tang dynasty (2000 B.C.E.-800 C.E.). Central themes include state formation, state-society relations, economic foundations,

cultural transformations, and intellectual innovations.

HIST 3662. History of China II: Modernities and Transformations.

A survey of Chinese history from the late Tang through the early Qing dynasties (800-1600). Topics include the involution of the imperial state, transformations of society and economy, the invention of the "Confucian" tradition, and shifting conceptions of Chinese identity.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in world history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

Teaching East Asian History as a two-semester sequence, rather than as one semester course as it is currently taught, will give our students greater exposure to the history of the region

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of "doing" history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Ebrey et al., *East Asia: A Cultural, Social, and Political History*, 2nd ed.

Murasaki Shikibu, *The Tale of Genji*

Cao Xueqin, *Dream of the Red Chamber*

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus.

5. Attach a tentative course outline (one page or less)

Week 1: The Shang Dynasty

Week 2: Eastern Zhou

Week 3: Qin-Han China

Week 4: The Three Kingdoms and the Western Jin Dynasty

Week 5: Sui and Tang China

Week 6: Early Korea

Week 7: Early State and Society in Japan

Week 8: Song, Liao, Xia, and Jin Dynasties

Week 9: The Koryo Dynasty

Week 10: Heian Japan

Week 11: Kamakura Japan

Week 12: China under Mongol Rule

Week 13: Japan's Middle Ages

Week 14: The Ming Empire

Week 15: Choson Korea

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty with existing qualifications will teach this course.

2. What impact will having faculty teach this course have on other courses?

There will be no impact on other courses by having faculty teach this course.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught 100% by full-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

No additional expenditures will be required.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Arthur Cotterell, *Ancient China*

Yan Li, *Chinese Mathematics: A Concise History*

Hugh Scott, *The Golden Age of Chinese Art*

Stephen Turnbull, *Book of the Samurai, the Warrior Class of Japan*

J. Edward Kidder, *Japan before Buddhism*

William Wayne Farris, *Sacred Texts and Buried Treasures: Issues in the Historical Archeology of Ancient Japan*

6. What additional library resources must be added to support the proposed course?

No additional library resources must be added to support this course.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

There is no initial funding amount for library resources for this course. No annual amount will need to be added to future budgets to continue support for this course.

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Fall even years)

2. What is the estimated average enrollment per section?

38

3. What is the estimated total enrollment per year

38

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

No estimated reduction in enrollment in other courses is anticipated with the creation of this course.

HIST 3255: Modern East Asian History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. **Subject prefix, number, and hours (SCH and contact) distribution:** (Number subject to Registrar's approval.)

HIST 3255 (3-0-3)

2. **Title:** Modern East Asian History

3. **Restrictions** (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course.
- b. Co-requisite(s) (normal or absolute): none
- c. Other restrictions: e.g. major, junior standing, permission, etc.: none
- d. Other comments: e.g. recommended sequencing, career course notice, etc.: none
- e. Fees: None.
- f. Grade mode [normal or pass/fail]: normal
- g. What course(s) are deleted as a consequence: none

4. **Course description for catalog:**

This course will examine the major political, social, and cultural traditions of East Asia from the Qing Dynasty to present in China, from the Meiji Restoration to the present in Japan, and from the Tonghak Rebellion to the present in Korea.

5. **Semester of Implementation:** Spring 2011

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

This is an upper-division history course that will be taken by history majors and other interested students. It will partially fulfill the requirements for the History major's World Cultures Concentration, which is one of four concentrations that each major must select.

2. Why is the course needed at CSU?

As currently taught, HIST 3250 covers all of East Asian history from 2000 B.C.E. to the present. This is simply too much material to be covered in just one semester. With a two-semester sequence of HIST 3250 and HIST 3255, our students will have a wider exposure to the history of the region.

3. What similar courses (models) at other institutions have helped guide this proposal?

This course is derived from the pre-existing HIST 3250 (East Asian History) course. A similar two-semester sequence in East Asian History is taught at the many universities across the nation, including the University of Georgia.

University of Georgia

HIST 3661. History of China I: Origins and Foundations

A survey of early, classical, and medieval Chinese history, from the Shang to the Tang dynasty (2000

B.C.E.-800 C.E.). Central themes include state formation, state-society relations, economic foundations, cultural transformations, and intellectual innovations.

HIST 3662. History of China II: Modernities and Transformations.

A survey of Chinese history from the late Tang through the early Qing dynasties (800-1600). Topics include the involution of the imperial state, transformations of society and economy, the invention of the "Confucian" tradition, and shifting conceptions of Chinese identity.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in world history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

Teaching East Asian History as a two-semester sequence, rather than as one semester course as it is currently taught, will give our students greater exposure to the history of the region

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
 - Outcome 6: Discuss historical findings in clear and coherent oral presentations.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Ebrey et al., *East Asia: A Cultural, Social, and Political History*, 2nd ed.

Ba Jin, *Family*

Osamu Dazai, *The Setting Sun*

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus.

5. Attach a tentative course outline (one page or less)

Week 1: The Manchu Empire

Week 2: Edo Japan

Week 3: China in Decline

Week 4: Japan in Turmoil

Week 5: The Meiji Transformation

Week 6: Korea in the Nineteenth Century

Week 7: The Rise of Modern Japan

Week 8: Modernizing Korea and Colonial Rule

Week 9: Remaking China

Week 10: War and Revolution in China

Week 11: War and Aftermath in Japan

Week 12: China under Mao

Week 13: China since Mao

Week 14: Korea 1945 to the Present

Week 15: Contemporary Japan

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty with existing qualifications will teach this course.

2. What impact will having faculty teach this course have on other courses?

There will be no impact on other courses by having faculty teach this course.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught 100% by full-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

No additional expenditures will be required.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Edgar Snow, *Red Star over China*
Arthur Waley, *The Opium War through Chinese Eyes*
Peter Wyden, *Day One: Before Hiroshima and after*
Ben-Ami Shillony, *Politics and Culture in Wartime Japan*
Akio Morita, *Made in Japan: Akio Morita and Sony*
Kären Wigen, *The Making of a Japanese Periphery*

6. What additional library resources must be added to support the proposed course?

No additional library resources must be added to support this course.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

There is no initial funding amount for library resources for this course. No annual amount will need to be added to future budgets to continue support for this course.

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Spring odd years)

2. What is the estimated average enrollment per section?

38

3. What is the estimated total enrollment per year

38

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

No estimated reduction in enrollment in other courses is anticipated with the creation of this course.

HIST 3260: Pre-Modern South Asian History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. **Subject prefix, number, and hours (SCH and contact) distribution:** (Number subject to Registrar's approval.)

HIST 3260 (3-0-3)

2. **Title:** Pre-Modern South Asian History

3. **Restrictions** (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course.
- b. Co-requisite(s) (normal or absolute): none
- c. Other restrictions: e.g. major, junior standing, permission, etc.: none
- d. Other comments: e.g. recommended sequencing, career course notice, etc.: none
- e. Fees: None.
- f. Grade mode [normal or pass/fail]: normal
- g. What course(s) are deleted as a consequence: none

4. **Course description for catalog:**

This course will examine the major political, social, and cultural traditions of South Asia from the Harappan Civilization to the Mughal Dynasty.

5. **Semester of Implementation:**

Fall 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

This is an upper-division history course that will be taken by history majors and other interested students. It will partially fulfill the requirements for the History major's World Cultures Concentration, which is one of four concentrations that each major must select.

2. Why is the course needed at CSU?

As currently taught, HIST 3260 covers all of South Asian history from 3000 B.C.E. to the present. This is simply too much material to be covered in just one semester. With a two-semester sequence of HIST 3260 and HIST 3265, our students will have a wider exposure to the history of the region.

3. What similar courses (models) at other institutions have helped guide this proposal?

This course is derived from the pre-existing HIST 3260 (South Asian History) course. A similar two-semester sequence in South Asian History is taught at the many universities across the nation, including Georgia State University.

Georgia State University

HIST 3800 SOUTH ASIA TO 1757

South Asia to 1757. Political, cultural, social, and economic developments in the Indian subcontinent from prehistoric times to the era of British hegemony.

HIST 3810 SOUTH ASIA SINCE 1757

South Asia since 1757. Political, cultural, social, and economic developments; special attention to British imperialism, nationalism, Hindu-Muslim relations, independence and partition, and post-independence.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in world history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

Teaching South Asian History as a two-semester sequence, rather than as one semester course as it is currently taught, will give our students greater exposure to the history of the region.

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

John Keay, *India: A History*

Romila Thapar, *Early India: From the Origins to AD 1300*

P.N. Chopra, T.K. Ravindran, and N. Subrahmanian, *The History of South India: Ancient, Medieval and Modern*

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus.

5. Attach a tentative course outline (one page or less)

Week 1: Harappan Civilization

Week 2: The Arrival of the “Aryans”

Week 3: The Vedic Age

Week 4: The Kingdom of Magadha

Week 5: The Mauryan Empire

Week 6: India’s “Dark Age”

Week 7: The Gupta Empire

Week 8: The Maitraka & Chalukya Dynasties

Week 9: The Arrival of Islam & the Rise of the Rashtrakutas

Week 10: The Shahi Dynasty & Khwarezm Empire

Week 11: The Delhi Sultanate

Week 12: The Tughluq Dynasty & Tamerlane

Week 13: The Mughal Empire Part I: The Reigns of Babur & Humayun

Week 14: The Mughal Empire Part II: Jahangir, Shah Jahan, and Aurangzeb

Week 15: The Mughal Empire Part III: Rise of the Golconda & Bijapur Sultanates and the Maratha Empire

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty with existing qualifications will teach this course.

2. What impact will having faculty teach this course have on other courses?

There will be no impact on other courses by having faculty teach this course.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught 100% by full-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

No additional expenditures will be required.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Hermann Goetz, *India: Five Thousand Years of Indian Art*
Romila Thapar, *Ancient Indian Social History: Some Interpretations*
Richard Maxwell, *The Rise of Islam and the Bengal Frontier, 1204-1760*
Akira Hirakawa, *A History of Indian Buddhism*
David E. Ludden, *An Agrarian History of South India*
Om Prakash, *European Commercial Enterprise in Pre-Colonial India*

6. What additional library resources must be added to support the proposed course?

No additional library resources must be added to support this course.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

There is no initial funding amount for library resources for this course. No annual amount will need to be added to future budgets to continue support for this course.

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Fall even years)

2. What is the estimated average enrollment per section?

38

3. What is the estimated total enrollment per year

38

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

No estimated reduction in enrollment in other courses is anticipated with the creation of this course.

HIST 3265: Modern South Asian History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. **Subject prefix, number, and hours (SCH and contact) distribution:** (Number subject to Registrar's approval.)

HIST 3265 (3-0-3)

2. **Title:** Modern South Asian History

3. **Restrictions** (if any):

- Prerequisite(s): Any 1000 or 2000 level HIST course.
- Co-requisite(s) (normal or absolute): none
- Other restrictions: e.g. major, junior standing, permission, etc.: none
- Other comments: e.g. recommended sequencing, career course notice, etc.: none
- Fees: None.
- Grade mode [normal or pass/fail]: normal
- What course(s) are deleted as a consequence: none

4. **Course description for catalog:**

This course will examine the major political, social, and cultural traditions of South Asia from the establishment of the British Raj to the present.

5. **Semester of Implementation:**

Fall 2011

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

This is an upper-division history course that will be taken by history majors and other interested students. It will partially fulfill the requirements for the History major's World Cultures Concentration, which is one of four concentrations that each major must select.

2. Why is the course needed at CSU?

As currently taught, HIST 3260 covers all of South Asian history from 3000 B.C.E. to the present. This is simply too much material to be covered in just one semester. With a two-semester sequence of HIST 3260 and HIST 3265, our students will have a wider exposure to the history of the region.

3. What similar courses (models) at other institutions have helped guide this proposal?

This course is derived from the pre-existing HIST 3260 (South Asian History) course. A similar two-semester sequence in South Asian History is taught at the many universities across the nation, including Georgia State University.

South Asia to 1757. Political, cultural, social, and economic developments in the Indian subcontinent from prehistoric times to the era of British hegemony.

HIST 3810 SOUTH ASIA SINCE 1757

South Asia since 1757. Political, cultural, social, and economic developments; special attention to British imperialism, nationalism, Hindu-Muslim relations, independence and partition, and post-independence.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in world history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

Teaching South Asian History as a two-semester sequence, rather than as one semester course as it is currently taught, will give our students greater exposure to the history of the region.

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted

3. Tentative course materials (textbooks, software, etc.)

John Keay, *India: A History*

Manil Suri, *The Death of Vishnu*

Joseph E. Schwartzberg, et. al., *A Historical Atlas of South Asia*

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus.

5. Attach a tentative course outline (one page or less)

Week 1: The British Conquest

Week 2: The Anglo-Maratha Wars

Week 3: The British Raj

Week 4: The Great Rebellion of 1857

Week 5: The Birth of the Indian National Congress

Week 6: *Swadeshi* and *Swaraj*

Week 7: The Lucknow Pact

Week 8: Gandhi

Week 9: The Salt March

Week 10: Federation Fiasco

Week 11: South Asia in World War II

Week 12: The Birth of Pakistan

Week 13: The First Partition, 1947

Week 14: The Second Partition, 1971

Week 15: South Asia Today

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty with existing qualifications will teach this course.

2. What impact will having faculty teach this course have on other courses?

There will be no impact on other courses by having faculty teach this course.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught 100% by full-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

No additional expenditures will be required.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Christopher Hibbert, *Great Mutiny: India, 1857*

Fakrul Alam, *Bharati Mukherjee*

Rajat Kanta Ray, *Social Conflict and Political Unrest in Bengal, 1875-1927*

Rosalind O'Hanlon, *Caste, Conflict, and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India*

Sumathi Ramaswamy, *Passions of the Tongue: Language Devotion in Tamil India, 1891-1970*

Antoinette Burton, *At the Heart of the Empire: Indians and the Colonial Encounter in Late-Victorian Britain*

6. What additional library resources must be added to support the proposed course?

No additional library resources must be added to support this course.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

There is no initial funding amount for library resources for this course. No annual amount will need to be added to future budgets to continue support for this course.

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Fall odd years)

2. What is the estimated average enrollment per section?

38

3. What is the estimated total enrollment per year

38

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

No estimated reduction in enrollment in other courses is anticipated with the creation of this course.

HIST 3270: Pre-Modern Russian History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. **Subject prefix, number, and hours (SCH and contact) distribution:** (Number subject to Registrar's approval.)

HIST 3270 (3-0-3)

2. **Title:** Pre-Modern Russian History

3. **Restrictions** (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course.
- b. Co-requisite(s) (normal or absolute): none
- c. Other restrictions: e.g. major, junior standing, permission, etc.: none
- d. Other comments: e.g. recommended sequencing, career course notice, etc.: none
- e. Fees: None.
- f. Grade mode [normal or pass/fail]: normal
- g. What course(s) are deleted as a consequence: none

4. **Course description for catalog:**

This course will examine the major political, social, and cultural traditions in Russian history from the mythic founding of Kievan Rus in A.D. 862 to Catherine the Great.

5. **Semester of Implementation:** Fall 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

This is an upper-division history course that will be taken by history majors and other interested students. It will partially fulfill the requirements for the History major's World Cultures Concentration, which is one of four concentrations that each major must select.

2. Why is the course needed at CSU?

As currently taught, HIST 3270 covers all of South Russian history from 862 C.E. to the present. This is simply too much material to be covered in just one semester. With a two-semester sequence of HIST 3270 and HIST 3275, our students will have a wider exposure to the history of the region.

3. What similar courses (models) at other institutions have helped guide this proposal?

This course is derived from the pre-existing HIST 3270 (Russian History) course. A similar two-semester sequence in Russian Asian History is taught at the many universities across the nation, including Georgia State University.

Russia to 1861. Steppe nomads, Vikings, Kievans, Byzantines, and Mongols; the tribute collecting hierarchy; the Muscovite God and the Tsar; peasant society; emergence of Russia as a Eurasian power; “Westernization” and opposition to it; the Great Reforms.

HIST 4600 RUS & SOV UNION SINCE 1861

Russia and the Soviet Union since 1861. The challenge of the West and governmental and social reform; populism, socialism, and peasant tradition; the 1917 and “Stalin” Revolutions; emergence of the Soviet Union as a world power and the challenge to the West; de-Stalinization, “Stagnation,” and Perestroika; Post-Soviet society.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in world history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

Teaching Russian History as a two-semester sequence, rather than as one semester course as it is currently taught, will give our students greater exposure to the history of the region.

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

John M. Thompson, *Russia & The Soviet Union: An Historical Introduction from the Kievan State to the Present*, 5th ed.

Thomas Riha, ed., *Readings in Russian Civilization, Volume I: Russia before Peter the Great, 900-1700*, 2nd revised ed.

Thomas Riha, ed., *Readings in Russian Civilization, Volume II: Imperial Russia, 1700-1917*, 2nd revised ed.

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus.

5. Attach a tentative course outline (one page or less)

Week 1: Ancient Russia and the Kievan State

Week 2: Novgorod

Week 3: Russia Divided and Conquered

Week 4: The Mongol Impact on Russia

Week 5: Moscow and "The Gathering of the Russian Lands"

Week 6: Feudalism in Russia

Week 7: Ivan the Terrible

Week 8: The Time of Troubles

Week 9: The Birth of the Romanov Dynasty

Week 10: Peter the Great Part I

Week 11: Peter the Great Part II

Week 12: Between Peter and Catherine

Week 13: Catherine the Great Part I

Week 14: Catherine the Great Part II

Week 15: Russia at the Dawn of the Nineteenth Century

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty with existing qualifications will teach this course.

2. What impact will having faculty teach this course have on other courses?

There will be no impact on other courses by having faculty teach this course.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught 100% by full-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

No additional expenditures will be required.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Kazimierz Waliszewski, *The Romance of an Empress: Catherine II of Russia*

John T. Alexander, *Catherine the Great: Life and Legend*

Kazimierz Waliszewski, *Ivan the Terrible*

Benedict Humphrey Sumner, *Peter the Great and the Emergence of Russia*

Isabel de Madariaga, *Russia in the Age of Catherine the Great*

Robert K. Massie, *Peter the Great: His Life and World*

6. What additional library resources must be added to support the proposed course?

No additional library resources must be added to support this course.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

There is no initial funding amount for library resources for this course. No annual amount will need to be added to future budgets to continue support for this course.

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Fall odd years)

2. What is the estimated average enrollment per section?

38

3. What is the estimated total enrollment per year

38

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

No estimated reduction in enrollment in other courses is anticipated with the creation of this course.

HIST 3275: Modern Russian History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. **Subject prefix, number, and hours (SCH and contact) distribution:** (Number subject to Registrar's approval.)

HIST 3275 (3-0-3)

2. **Title:** Modern Russian History

3. **Restrictions** (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course.
- b. Co-requisite(s) (normal or absolute): none
- c. Other restrictions: e.g. major, junior standing, permission, etc.: none
- d. Other comments: e.g. recommended sequencing, career course notice, etc.: none
- e. Fees: None.
- f. Grade mode [normal or pass/fail]: normal
- g. What course(s) are deleted as a consequence: none

4. **Course description for catalog:**

This course will examine the major political, social, and cultural traditions in Russian history from Tsar Alexander I to the present.

5. **Semester of Implementation:**

Spring 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

This is an upper-division history course that will be taken by history majors and other interested students. It will partially fulfill the requirements for the History major's World Cultures Concentration, which is one of four concentrations that each major must select.

2. Why is the course needed at CSU?

As currently taught, HIST 3270 covers all of South Russian history from 862 C.E. to the present. This is simply too much material to be covered in just one semester. With a two-semester sequence of HIST 3270 and HIST 3275, our students will have a wider exposure to the history of the region.

3. What similar courses (models) at other institutions have helped guide this proposal?

This course is derived from the pre-existing HIST 3270 (Russian History) course. A similar two-semester sequence in Russian Asian History is taught at the many universities across the nation, including Georgia State University.

Georgia State University
HIST 4590 RUSSIA TO 1861

Russia to 1861. Steppe nomads, Vikings, Kievans, Byzantines, and Mongols; the tribute collecting hierarchy; the Muscovite God and the Tsar; peasant society; emergence of Russia as a Eurasian power; “Westernization” and opposition to it; the Great Reforms.

HIST 4600 RUS & SOV UNION SINCE 1861

Russia and the Soviet Union since 1861. The challenge of the West and governmental and social reform; populism, socialism, and peasant tradition; the 1917 and “Stalin” Revolutions; emergence of the Soviet Union as a world power and the challenge to the West; de-Stalinization, “Stagnation,” and Perestroika; Post-Soviet society.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in world history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

Teaching Russian History as a two-semester sequence, rather than as one semester course as it is currently taught, will give our students greater exposure to the history of the region.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

John M. Thompson, *Russia & The Soviet Union: An Historical Introduction from the Kievan State to the Present*, 5th ed.

Barbara Alpern Engel and Anastasia Posadskaya-Vanderbeck, eds., *A Revolution of Their Own: Voices of Women in Soviet History*

Mikhail Bulgakov, *Heart of a Dog*

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus.

5. Attach a tentative course outline (one page or less)

Week 1: Alexander I and Nicholas I

Week 2: Alexander II and the "Great Reforms"

Week 3: Alexander III and Nicholas II

Week 4: Russia in World War I

Week 5: The February Revolution

Week 6: The October Revolution

Week 7: The Civil War and War Communism

Week 8: Lenin, Trotsky, NEP, and Kronstadt

Week 9: Stalin's Rise to Power

Week 10: The USSR during World War II

Week 11: The Postwar Soviet Union: Domestic Events

Week 12: The Cold War from a Soviet Perspective

Week 13: Khrushchev, the "Thaw," and de-Stalinization

Week 14: The "Era of Stagnation": The Brezhnevian USSR

Week 15: The End of the USSR and Post-Soviet Russia

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty with existing qualifications will teach this course.

2. What impact will having faculty teach this course have on other courses?

There will be no impact on other courses by having faculty teach this course.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught 100% by full-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

No additional expenditures will be required.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Anatole Gregory Mazour, *The First Russian Revolution, 1825: The Decembrist Movement, Its Origins, Development, and Significance*

Werner Eugen Mosse, *Alexander II and the Modernization of Russia*
Oskar Anweiler, *The Soviets: The Russian Workers, Peasants, and Soldiers' Councils, 1905-1921*
Donald J. Raleigh, *Revolution on the Volga: 1917 in Saratov*
Orlando Figes, *A People's Tragedy: A History of the Russian Revolution*
Helena Goscilo, ed., *Fruits of Her Plume: Essays on Contemporary Russian Woman's Culture*

6. What additional library resources must be added to support the proposed course?

No additional library resources must be added to support this course.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

There is no initial funding amount for library resources for this course. No annual amount will need to be added to future budgets to continue support for this course.

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Spring even years)

2. What is the estimated average enrollment per section?

38

3. What is the estimated total enrollment per year

38

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

No estimated reduction in enrollment in other courses is anticipated with the creation of this course.

HIST 3450 – U.S. Military History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost

Signature, Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 3450 (3-0-3)

2. Title: U.S. Military History

3. Restrictions (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course
- b. Co-requisite(s) (normal or absolute): N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

A study of the American military art from the earliest days of frontier offensives to present-day global concerns. Focuses on the creation of American military institutions, the genesis of policy-making and maintenance of civilian control over that process, the inter-relationship between foreign and military policy, the conduct of war, and the influence of American society upon the armed forces as social institutions

5. Semester of Implementation: Spring 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

HIST 3450 will be offered as an option for the Upper Division United States History Core.

2. Why is the course needed at CSU?

This course was once part of the MALS History options, but it was never offered and has since been deleted from that curriculum. Military history not only is a central theme for understanding U.S. history, it frames our national identity as Americans. The U.S. arose as a result of a war of independence; through war it expanded from the Atlantic to the Pacific, and it was the Civil War that created the country we know. It is also through war that the relationships among states have been molded and influenced. As Theodore Roosevelt said to the American Historical Association in 1912: "I don't believe it is possible to treat military history as something entirely apart from the general national history."

3. What similar courses (models) at other institutions have helped guide this proposal?

Valdosta State University

HIST 4290—U.S. Military History

A study of military experiences and issues in American history from the Colonial Era to the present.

Kennesaw University

HIST 3340—U.S. Military Experience

A survey of the development of the American military and its role in U.S. and world history.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course will be a welcome addition to the new ROTC/Military Science program at Clayton State. It will also become part of the curriculum for the Homeland Security degree program.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking?

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

James M. Morris, *America's Armed Forces: A History* (Prentice Hall, 2nd Edition, 1995)

John Chambers & G. Kurt Piehler, *Major Problems in American Military History: Documents and Essays* (Wadsworth Publishing, 1998)

Charles E. Heller and William A. Stofft, *America's First Battles, 1776-1965* (University Press of Kansas, 1986)

United States Army, Center of Military History, *American Military History* (Washington D.C.: Center of Military History, 1989)

Brian McAllister Linn, *The Echo of Battle: The Army's Way of War* (Cambridge, MA: Harvard University Press, 2007)

Andrew J. Bacevich, *The New American Militarism: How Americans Are Seduced by War* (New York: Oxford University Press, 2006)

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

All three methods are certainly do-able and possible.

5. Attach a tentative course outline (one page or less)

1. What is Military History?
2. Film: "The Face of Battle"
3. The Colonial Militia
4. The War for American Independence
5. Creating Military Policy and Structure for the New Nation
6. The War with Mexico
7. The Civil War
8. The Indian Wars of the Trans-Mississippi West
9. The War with Spain: 1898
10. The Great War, 1914-1917
11. Military Theory Between the Wars, 1919-1939
12. World War II
13. The Cold War
14. An Unexpected Limited War in Korea, 1950-1953
15. The American Military in Vietnam
16. The War with Iraq, 1991
17. Contemporary Military Issues

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

None.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught by full-time faculty only.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Blewett, Daniel K., *American Military History : A Guide to Reference and Information Sources*, (Englewood, Colo. : Libraries Unlimited, 1995).

John P. Resch, editor in chief, *Americans at War : Society, Culture, and the Homefront* 4 vols. (Detroit : Macmillan Reference USA, c2005)

John E. Jessup, editor in chief, *Encyclopedia of the American Military : Studies of the History, Traditions, Policies, Institutions, and Roles of the Armed Forces in War and Peace* 3 vols. (New York : Scribner's, c 1994)

6. What additional library resources must be added to support the proposed course?

None.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

This course will be offered every Spring odd years.

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any) None.

HIST 3700 – U.S. Historical Geography

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Programs: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 3700 (3-0-3)

2. Title: U.S. Historical Geography

3. Restrictions (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course
- b. Co-requisite(s) (normal or absolute): N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

Study of the interplay between and among natural factors of climate, soils, vegetation, and landforms, and human factors of settlement, economic activity, transportation, warfare, technology, and cultural traits. Required for all middle level and secondary teacher education students with a major or minor concentration in social studies or history.

5. Semester of Implementation: Fall 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

HIST 3700 will be offered as an option for both the Upper Division United States History Core and Southern Studies concentration.

2. Why is the course needed at CSU?

An understanding of geography and connecting themes of geography—conflict and change, culture, human environmental interaction, location, movement and migration—are essential to knowledge of the course of American history, and American society today. Currently, CSU does not offer any course in geography.

3. What similar courses (models) at other institutions have helped guide this proposal?

GEOG 401- HISTORICAL GEOGRAPHY —Montana State University

Past geographies of North America. Political, cultural, economic, and urban evolution of North American regions from the colonial era to 1900.

GEOG 435- Historical Geography of North America —University of California, Chico

A regional and topical description of North America at selected time periods, including cultural groups, land tenure systems, settlement patterns, agriculture, exploration and mapping, resource use, urbanization, population and migrations, and present-day results.

HIST 288/388- Historical Geography of the United States —University of Chicago.

This course examines the spatial dynamics of empire, the frontier, regional development, the social character of settlement patterns, and the evolution of the cultural landscapes of America from pre-European times to 1900.

GEOG 423-Historical Geography of North America—Penn State University.

Exploration, settlement, and changing patterns of human occupation from the seventeenth century to the 1930

GEOG 3533- HISTORICAL GEOGRAPHY OF THE UNITED STATES— Southeastern Oklahoma University.

A study of the interaction of geography and history in the United States.

GEG 315 - Geographical Influences in American History—Kutztown University.

A historical geography course which examines the exploration, settlement and development of the United States within the context of environmental factors--both human and physical.

HIS 426- Historical Geography of the United States — Northern Kentucky University.

Spread of settlement, growth of urbanization, and development of economic and culture regions; past and present distribution of religious groups, European ethnic groups, and African-Americans.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

None

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.

- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking?

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Ken L. Weatherbie and Sharon Bollinger, *Mapping America: A Guide to Historical Geography*, Volumes I and II, 3/E Prentice Hall, 2007

Thomas F. McIlwraith and Edward K. Muller, eds., *North America: The Historical Geography of a Changing Continent* 2nd Edition Rowman & Littlefield Publishers, 2001

Bob Deans, *The River Where America Began: A Journey Along the James* Rowman & Littlefield Publishers, 2008

Sarah H. Gordon, *Passage to Union : How the Railroads Transformed American Life, 1829–1929* Rowman & Littlefield Publishers, 2008

Donald Worster, *Dust Bowl: The Southern Plains in the 1930s* Oxford University Press, 2004

Hal K. Rothman, *Saving the Planet: The American Response to the Environment in the Twentieth Century* Rowman & Littlefield Publishers, 2001

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

All three methods are certainly do-able and possible.

5. Attach a tentative course outline (one page or less)

- I: Introduction to Historical Geography
- II. European Encounters: Discovery and Exploration
- III. The Spanish Borderlands
- IV. France in North America
- V. The Colonial Origins of Anglo-America
- VI. Colonial America in the Eighteenth Century

- VII. The Geographical Dimensions of a New Nation, 1780s-1820s
- VIII. Beyond the Appalachians, 1815-1860
- IX. The Northeast and Regional Integration, 1800-1860
- X. Settling the Great Plains, 1850-1930
- XI. The Far West, 1840-1920
- XII. Population Growth, Migration and Urbanization, 1860-1920
- XIII. The National Integration of Regional Economies, 1860-1920
- XIV. The Progress of American Urbanism, 1860-1930
- XV. America between the Wars
- XVI. The Twentieth Century American City
- XVII. The Other America: Changes in Rural America during the Twentieth Century

HIST 3700 will be aligned with the following Georgia Performance Standards (GPS) for Social Studies grades 9-12, in which students are expected to know:

1. The impact of location and place on colonial settlement, transportation, and economic development, including Jamestown and New York City (SSUSH1)
2. The role of geography at the Battle of Yorktown (SSUSH4)
3. The impact of territorial expansion and population growth in the early decades of the 19th century (SSUSH6)
4. How the Compromise of 1850 arose out of territorial expansion and population growth (SSUSH9)
3. The impact of geography on the Civil War battles of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta. (SSUSH9)
4. The geographic impact of the growth of big business and technological innovations after Reconstruction (SSUSH11)
5. The conservation movement and the development of national parks and forests (SSUSH13)
6. Factors (including over-farming and climate) which led to the Dust Bowl and the resulting movement and migration west (SSUSH17)
7. Geographic locations of the European and Pacific Theaters and the difficulties the U.S. faced in delivering weapons, food and medical supplies to troops (SSUSH19)
8. The role of geography on the US containment policy, the Korean War, the Bay of Pigs, the Cuban Missile Crisis and the Vietnam War (SSUSH20)
9. The geographical impact of technological development and economic growth on the United States, 1945-75, including the Interstate Highway system, air conditioning, the septic tank, television, and electricity (SSUSH21)
10. The importance of Rachel Carson's *Silent Spring* and resulting developments, including Earth Day, creation of the EPA and the modern environmentalist movement

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

None.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught by full-time or part-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

McManis, Douglas R., *Colonial New England : a Historical Geography* Oxford University Press, 1975
Historical Atlas of the United States National Geographic Society, c1988 REF G1201.S1 N3 1988
Warren A. Beck and Ynez D. Haase, *Historical Atlas of the American West* [electronic resource] 1989
Mark C. Carnes, *Historical Atlas of the United States* Routledge, 2003. REF G1201.S1 H5 2003
D.W. Meinig, *Shaping of America*. Vol. 1, Atlantic America, 1492-1800: a Geographical Perspective on 500 years of history [electronic resource] Yale University Press, c1986; Vol. 2, Continental America, 1800-1967: a geographical perspective on 500 years of history [electronic resource] Yale University Press, c1993

6. What additional library resources must be added to support the proposed course?

None.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

This course will be offered once every two years, on a schedule determined by the Department of Teacher Education.

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None.

HIST 3800 – World Historical Geography

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Programs: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 3800 (3-0-3)

2. Title: World Historical Geography

3. Restrictions (if any):

- a. Prerequisite(s): Any 1000 or 2000 level HIST course
- b. Co-requisite(s) (normal or absolute): N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: None

4. Course description for catalog:

Provides students with a comprehensive spatial global view and with the basic analytical and conceptual skills required to study the diverse regions of the world, while focusing on the instructional theme of human/environment interaction, especially how geographical factors helped to shape world history. Required for all middle level and secondary teacher education students with a major or minor concentration in social studies or history.

5. Semester of Implementation: Spring 2011

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

HIST 3800 will be offered as an option for both the Upper Division World History Core and World Cultures concentration.

2. Why is the course needed at CSU?

An understanding of geography and connecting themes of geography—conflict and change, culture, human environmental interaction, location, movement and migration—are essential to knowledge and understanding of world histories and cultures today. Currently, CSU does not offer any course in geography.

3. What similar courses (models) at other institutions have helped guide this proposal?

Geography 40- World Regional Geography—Penn State University

Introduction to the world as an interdependent community built from unique and independent regions and nations.

HIS 215-Historical Geography —Lincoln University.

This course will focus on historical geographica concepts and will introduce the student to topographic maps, the Grid System, terrain, patterns, and map readings. It will show how geography has shaped and influenced historical evolution. There is no prerequisite.

HIST 200-01 - Global Geography (Education Majors Only) —Duquesne University.

This course is a one semester survey of the physical, political, economic, population, environmental and human geographic aspects of the world. The objectives of the course are to provide students with a general global perspective and for students to understand the interconnectedness that exists among all people and nations. Additionally, the course will follow the Geography for Life: National Geography Standards, 1994.

HIST 394-61 - Historical Geography— Duquesne University.

This course is a survey of the physical world which is the basis for a human civilization, past present, and future. What are the possibilities and limitations of different places for human development? How successful or unsuccessful were human settlements? There is emphasis also on geography as an intellectual discipline and cultural phenomenon.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

None

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of World societies.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
 - Outcome 6: Discuss historical findings in clear and coherent oral presentations.
2. How will the course address the general education outcomes of Communication and Critical Thinking?

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions,

either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Douglas L. Johnson et al., *World Regional Geography*, 10/E Prentice Hall, 2010

Paul L. Knox and Sallie A. Marston, *Places and Regions in Global Context: Human Geography*, 5/E Prentice Hall, 2010

Robin A. Butlin and R. A. Butlin, *Historical Geography: Through the Gates of Space and Time* Oxford University Press, 1993

Alan R. H. Baker et al., eds. *Geography and History: Bridging the Divide* Cambridge University Press, 2003

John Landers, *The Field and the Forge: Population, Production, and Power in the Pre-industrial West* Oxford University Press, 2003

W. Gordon East, *The Geography Behind History* W. W. Norton, 1999

Mark Newman et al., *Mapping the Global Past: Historical Geography Workbook, 2 Vols* Bedford/St. Martin's, 1998

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

All three methods are certainly do-able and possible.

5. Attach a tentative course outline (one page or less)

- I: Introduction to Historical Geography
- II. Population
- III. Migration
- IV. Local Culture, Popular Culture, and Cultural
- V. Language
- VI. Religion
- VII. Political Geography
- VIII. Urban Geography
- IX. Development
- X. Agriculture
- XI. Industry and Services
- XII. Human Environment Interaction

XIII. Globalization and the Geography of Networks

HIST 3800 will be aligned with the following Georgia Performance Standards (GPS) for Social Studies grades 9-12, in which students are expected to:

1. Describe early trade networks in the Eastern Mediterranean (SSWH1)
2. Explain how the geography of the Indian Subcontinent contributed to the movement of people and ideas (SSWH2)
3. Analyze the spread of the Mongol Empire, including the role of Genghis Khan in developing the empire, the impact of Mongols on other peoples and the development of trade patterns between East and West (SSWH4)
4. Identify the contributions of Islamic scholars in geography (SSWH5)
3. Analyze the role geography and the distribution of resources played in the development of trans-Saharan trading networks (SSWH6)
4. Analyze the impact of population growth and its impact on the social structure of Japan and China (SSWH11)
5. Explain the role of geography played in Napoleon's defeat (SSWH14)
6. Describe imperialism in Africa and Asia, including the influence of geography and natural resources (SSWH16)
7. Describe the importance of geography in the development on Israel (SSWH20)
8. Analyze globalization in the contemporary world, including attempts to minimize negative effects of human actions on the environment (SSWH21)

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

None.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught by full-time or part-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Norman J.G. Pounds, *An historical geography of Europe, 1800-1914* Cambridge University Press, 1985
HarperCollins world history atlas HarperCollins College Publishers, c1996.

Andrew Boyd, *An atlas of world affairs* [electronic resource] Routledge, 1998
D.W. Meinig, *Atlas of classical history*. Macmillan, c1985 REF G1033 .A833 1985

6. What additional library resources must be added to support the proposed course?

None.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

This course will be offered once every two years, on a schedule determined by the Department of Teacher Education.

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None.

HIST 4004 – American Environmental History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4004 (3-0-3)

2. Title: **HIST 4004 – American Environmental History**

3. Restrictions (if any):

- a. Prerequisite(s): **Any 1000 or 2000 level HIST course**
- b. Co-requisite(s) (normal or absolute): **N/A**
- c. Other restrictions: **N/A**
- d. Other comments: **N/A**
- e. Fees: **N/A**
- f. Grade mode: **Normal**
- g. What course(s) are deleted as a consequence: **None**

4. Course description for catalog:

Changing attitudes about nature and wilderness, political decisions, supervisory institutions, and environmental problems which accompanied utilization of America's natural resources, from colonial times to the present.

5. Semester of Implementation: **Spring 2011**

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

HIST 4004 will be offered as an option for both the Upper Division United States History Core and History of Ideas concentration.

2. Why is the course needed at CSU?

This course was once part of the MALS History options, but it was never offered and has since been deleted from that curriculum. Heightened media attention, public opinion polls, and an unending stream of debate, regulation, legislation and litigation all indicate that Americans have become increasingly focused on the growing problem of environmental degradation. This course places this explosion of environmental interest into broad historical context. By offering this course, the History program can tap into broad student interest in this topic and move beyond traditional American history tied to presidential terms, wars, and geographical expansion.

3. What similar courses (models) at other institutions have helped guide this proposal?

University of West Georgia

HIST 4461– Environmental History

A study of American understanding of ecology, wilderness, resource usage, conservation, agriculture,

technology, and natural hazards from colonial times to the present.

Georgia State University

HIST 3230 – American Environmental History

History of interactions with the natural world from the 17th through the 20th century, focusing on the US and its global influence. Explores the history of nature's effects on culture and economy, the history of people's activities on their environments, conceptions of nature, and environmental politics. Topics include urban growth, pollution, colonialism, natural resource issues, the history of parks and wild lands, and global environmental problems.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

This course could serve as a suitable elective for students enrolled in the B.S. Biology emphasis in Environmental Science program.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking?

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Carolyn Merchant, *Major Problems in American Environmental History*. Lexington MA: D.C. Heath

and Company, 1993.

John Opie. *Nature's Nation: An Environmental History of the United States*. Ft. Worth TX: Harcourt/Wadsworth, 1998

Ted Steinberg. *Down to Earth: Nature's Role in American History*. New York: Oxford University Press, 2002.

Roderick Nash, *Wilderness and the American Mind* 4th ed. Yale University Press, 2004.

William Cronon, *Uncommon Ground: Rethinking the Human Place in Nature* W. W. Norton & Company, 1996

Donald Worster, *Dust Bowl: The Southern Plains in the 1930s* Oxford University Press, 2004.

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

All three methods are certainly do-able and possible.

5. Attach a tentative course outline (one page or less)

1. Native Americans and the Land
2. Europeans and the New World: Ecological Imperialism
3. Romanticism and Transcendentalism
4. The Wilderness Idea: John Muir and Gifford Pinchot
5. Saving America's Wildlife
6. Ecology before World War II
7. Nature and the New Deal
8. Aldo Leopold and the Land Ethic
9. Suburbanization
10. WWII as Environmental Watershed
11. Rachel Carson and *Silent Spring*
12. The Flowing of American Environmentalism
13. Love Canal and the Environmental Justice Movement

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

None.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

This course will be taught by full-time faculty only.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None.

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

John Gatta, *Making Nature Sacred : Literature, Religion, and Environment in America from the Puritans to the Present* New York : Oxford University Press, 2004.

Dewey Scott Hamilton, *Don't Breathe the Air: Air Pollution and U.S. Environmental Politics, 1945-1970* College Station, Tex. : Texas A & M University Press, c2000 [electronic resource]

Otis L. Graham, Jr., *Environmental politics and policy, 1960s-1990s* University Park, Pa. : Pennsylvania State University Press, c2000. [electronic resource]

6. What additional library resources must be added to support the proposed course?

None.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None.

Part E. Enrollment

1. What is the estimated number of sections per year?

This course will be offered every Spring odd years.

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None.

HIST 4010: U.S. Intellectual History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts and Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4010

2. Title:

U.S. Intellectual History

3. Restrictions (if any):

- a. Prerequisite(s) **Any 1000 or 2000 level HIST course**
- b. Co-requisite(s) (normal or absolute)
- c. Other restrictions: e.g. major, junior standing, permission, etc.
- d. Other comments: e.g. recommended sequencing, career course notice, etc.
- e. Fees: Explain! **none**
- f. Grade mode [normal or pass/fail] **normal**
- g. What course(s) are deleted as a consequence **none**

4. Course description for catalog:

The course teaches the basics of American thought, as reflected in literature, politics, religion, science, and law.

5. Semester of Implementation:

Fall 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be offered as an option for both the Upper Division U.S. History Core and History of Ideas concentration.

2. Why is the course needed at CSU?

American Intellectual history is commonly offered as an upper-level undergraduate course in many history programs. It would help our majors fulfill their hour requirements in the new History of Ideas concentration within the history major.

3. What similar courses (models) at other institutions have helped guide this proposal?

University of Georgia

HIST 4085. American Intellectual and Cultural History to 1865

Survey of the intellectual and cultural history of America from its colonial origins to 1865.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course should strengthen the history course offerings. HIST 4010 would also be a solid related elective for students interested in philosophy, political science, and American literature.

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
 - Outcome 6: Discuss historical findings in clear and coherent oral presentations.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

The American Intellectual Tradition, Volumes I and II, 5th edition, ed. David A. Hollinger and Charles Capper (Oxford UP, 2006).

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus

5. Attach a tentative course outline (one page or less)

Week 1: What is Intellectual History? What are Models for Understanding American Intellectual History?

Week 2: The Puritan Vision (Part 1, Hollinger and Capper, 3-94)

Week 3-4: The Republican Enlightenment (Part 2, Hollinger and Capper, 95-202)

Week 5-6: Protestant Awakening and Democratic Order (Part 3, Hollinger and Capper, 203-338)

Week 7: Romantic Intellect and Cultural Reform (Part 4, Hollinger and Capper, 339-438)

Week 8: The Quest for Union and Renewal (Part 5, Hollinger and Capper, 439-522)

Week 9: Toward a Secular Culture (Vol. II, Part 1, Hollinger and Capper, 3-116)

Week 10: Social Progress and the Power of Intellect (Vol. II, Part 2, Hollinger and Capper, 117-246)

Week 11-12: To Extend Democracy and to Formulate the Modern (Vol. II, Part 3, Hollinger and Capper, 247-402)

Week 13-14: Exploring Diversity and Postmodernity (Vol. II, Part 4, Hollinger and Capper, 403-546)

Week 15: Student Reports

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will teach this course.

2. What impact will having faculty teach this course have on other courses?

The course will not have an impact on our current course rotation.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach the course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

JSTOR, Galileo

Michael O'Brien, *Intellectual Life in the Antebellum South*, 2 volumes

Perry Miller, *Errand into the Wilderness*

Perry Miller, *The New England Mind*

Carl Richard, *The Founders and the Classics*

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing library resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

N/A

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Fall odd years)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25 (every two years)

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None

HIST 4020: History of the Old South

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B. A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts and Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4020 (3-0-3)

2. Title:

History of the Old South

3. Restrictions (if any):

- a. Prerequisite(s) Any 1000 or 2000 level HIST course
- b. Co-requisite(s) N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: None
- f. Grade mode Normal
- g. What course(s) are deleted as a consequence HIST 4002

4. Course description for catalog:

The course explores the origins of southern society and culture, the growth of southern distinctiveness, and the ultimate attempt to create a separate though short-lived southern nation.

5. Semester of Implementation:

Fall 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be offered as an option for both the Upper Division United States History Core and Southern Studies concentration.

2. Why is the course needed at CSU?

Currently, HIST 4002 covers the history of the American South in one semester. The scope of the course is too great and prevents in-depth analysis of the subject matter. Our majors would be better served by a more focused course that could develop analytical and research skills.

3. What similar courses (models) at other institutions have helped guide this proposal?

University of West Georgia

HIST 4476, The Old South: A Study of the American South from the Colonial Period through Reconstruction, with special attention on nineteenth-century politics and society. Ideas and events leading to secession and Civil War are particularly emphasized.

Augusta State University

HIST 4471, The Old South: A study of the American South from the beginnings of European settlement to the Civil War with emphasis on slavery, the development of southern culture, and other topics.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course should strengthen the history course offerings. HIST 4002 will no longer be offered if this course is approved.

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
 - Outcome 6: Discuss historical findings in clear and coherent oral presentations.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

The American South, Volume 1, 4th edition, by William Cooper and Thomas Terrill ISBN: 0-7425-6095-3

Solomon Northup, *Twelve Years a Slave*

Johnson Jones Hooper, *Some Adventures of Captain Simon Suggs*

The Webster-Hayne Debate on the Nature of the Union, ISBN 0-86597-273-7

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus (although the course could also be delivered on-line or in a hybrid format).

5. Attach a tentative course outline (one page or less)

Week 1: The Founding of Virginia

Week 2: The Founding of South Carolina

Week 3: The Native Tribes of the South

Week 4: The Founding of Georgia and the Scots Irish Immigration

Week 5: The Coming of the Revolution in the South

Week 6: The American Revolution in the South

Week 7: The South in the 1780s: The Push West

Week 8: The Creation of Southern Constitutionalism

Week 9: The Rise of the Jeffersonians

Week 10: Jeffersonians in Power

Week 11: The Slave System

Week 12: Nullification

Week 13: Southern Manifest Destiny and Secession

Week 14: The Confederate States of America

Week 15: Student Presentations of Research

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will teach this course.

2. What impact will having faculty teach this course have on other courses?

The course will not have an impact on our current course rotation.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach the course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

JSTOR, Galileo

Clement Eaton, *The Freedom of Thought Struggle in the Old South*

Eugene Genovese, *Roll Jordan Roll*

Clement Eaton, *The Growth of Southern Civilization, 1790-1860*

Eugene Genovese, *The Political Economy of Slavery*

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing library resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

N/A

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Fall even years)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

None

HIST 4030: History of the New South

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

College: Arts & Sciences

Signature, Dean of School/College originating proposal

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost

Signature, Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4030 (3-0-3)

2. Title:

History of the New South

3. Restrictions (if any):

- a. Prerequisite(s) Any 1000 or 2000 level HIST course
- b. Co-requisite(s) (normal or absolute)
- c. Other restrictions: e.g. major, junior standing, permission, etc. none
- d. Other comments: e.g. recommended sequencing, career course notice, etc.
- e. Fees: Explain! none
- f. Grade mode [normal or pass/fail] normal
- g. What course(s) are deleted as a consequence: HIST 4002

4. Course description for catalog:

Analysis of the change and continuity in the American South from the end of the Civil War through the present.

5. Semester of Implementation:

Spring 2011

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be offered as an option for both the Upper Division United States History Core and Southern Studies concentration.

2. Why is the course needed at CSU?

Currently, HIST 4002 covers the history of the American South in one semester. The scope of the course is too great and prevents in depth analysis of the subject matter. Our majors would be better served by a more focused course that could develop analytical and research skills.

3. What similar courses (models) at other institutions have helped guide this proposal?

University of West Georgia

HIST 4477, The New South: A study of the American South since 1865, including the interaction of economic, political, social, and cultural factors, especially in the contexts of struggles in rural and urban communities and in the textile industry.

Augusta State University

HIST 4481, The New South: A study of the American South since Reconstruction with emphasis on race relations, the evolution of southern culture, and other topics.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course should strengthen the history course offerings. HIST 4002 will no longer be offered if this course is approved.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

The American South, Volume 2, 4th edition, by William Cooper and Thomas Terrill ISBN: 0-7425-6098-8

Booker T. Washington, *Up From Slavery*

William Percy, *Lanterns on the Levee*

Anne Moody, *Coming of Age in Mississippi*

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus (although the course could also be delivered on-line or in a hybrid format).

5. Attach a tentative course outline (one page or less)

Schedule of Classes:

Week 1: Reconstruction: Politics
Week 2: Reconstruction: Economics
Week 3: Reconstruction: Society
Week 4: Populism in the South
Week 5: Southern Progressives
Week 6: The South from WWI to 1930
Week 7: The New Deal and the South
Week 8: World War II and the South
Week 9: The South and the Truman Administration
Week 10: Early Civil Rights Activity through 1954
Week 11: The Rise and Fall of Massive Resistance
Week 12: The South in the 1960s
Week 13: The Sunbelt: Politics, Society, Culture
Week 14: Southern Politics: 1972-2008
Week 15: Student Presentations of Research

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will teach this course.

2. What impact will having faculty teach this course have on other courses?

The course will not have an impact on our current course rotation.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach the course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

JSTOR, Galileo

Tom Wagy, *Governor Leroy Collins of Florida: Spokesman of the New South*

Numan Bartley, *The New South, 1945-1980*

V.O. Key, *Southern Politics in State and Nation*

Jumpin' Jim Crow: Southern Politics from Civil War to Civil Rights, ed. Glenda Gilmore

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing library resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

N/A

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Spring odd years)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

none

HIST 4110: Ancient Greece and Rome

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4110 (3-0-3)

2. Title:

Ancient Greece and Rome

3. Restrictions (if any):

- a. Prerequisite(s) Any 1000 or 2000 level HIST course
- b. Co-requisite(s) N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode Normal
- g. What course(s) are deleted as a consequence HIST 4100 Origins of the Western World

4. Course description for catalog:

The history of the Hellenes, from the Minoan civilization through Alexander's legacy, and the development of ancient Rome from its origin in Italy, through its rise as an empire embracing the entire Mediterranean World and Western Europe, to Christianity and the foundation of Constantinople.

5. Semester of Implementation:

Fall 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be an option for Upper Division World History Core and History of Ideas Concentration.

2. Why is the course needed at CSU?

Currently, HIST 4100 covers the origins of the Western World in one semester. The scope of the course is too great and prevents in depth analysis of the subject matter. Our majors would be better served by a more focused course that could develop analytical and research skills.

3. What similar courses (models) at other institutions have helped guide this proposal?

Georgia State University

HIST 3500 THE ANCIENT MEDITERRANEAN

The Ancient Mediterranean. (Same as MES 3110.) Political, cultural, religious, economic, and social developments of the Ancient Near East, Greece, and Rome and their influence on Western Civilization.

Kennesaw State University

HIST 3337 Greek and Roman History

A history of Greece and Rome from the rise of the Greek city states to the collapse of the western Roman Empire, with emphasis on their political, cultural, and intellectual contributions to the

development of Western society.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course should strengthen the history course offerings. HIST 4100 will no longer be offered if this course is approved.

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
 - Outcome 6: Discuss historical findings in clear and coherent oral presentations.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Ancient Greek Civilization, 2nd edition, by David Sansone ISBN: 1405167327
History of the Roman People, 4th edition, by Alan Ward, et al ISBN: 0130384801
The Fall of Rome and the End of Civilization, by Bryan Ward-Perkins ISBN: 0192807285

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus (although the course could also be delivered on-line or in a hybrid format).

5. Attach a tentative course outline (one page or less)

Schedule of Classes:

Week 1: Minoan & Mycenaean Civilizations
Week 2: Dark Ages and Recovery
Week 3: Greek city-states
Week 4: The Persian Wars and the Age of Pericles
Week 5: The Greek Legacy
Week 6: Alexander the Great
Week 7: The Hellenistic World
Week 8: The Rise of Rome
Week 9: The Roman Republic
Week 10: The Roman Empire
Week 11: Third Century Crisis
Week 12: Christianity
Week 13: The Late Roman Empire
Week 14: Decline and Fall
Week 15: The Roman Legacy

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will teach this course.

2. What impact will having faculty teach this course have on other courses?

The course will not have an impact on our current course rotation.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach the course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

JSTOR, Galileo

Matthew Dillon, *Ancient Greece : Social and historical documents from archaic times to the death of Socrates (c. 800-399 BC)*

Translations of key Greek and Roman texts

Hellenistic Culture and Society (32 volumes) - Computer File

Tim Cornell and John Matthews, *Atlas of the Roman World*

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing library resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

N/A

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Fall odd years)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

none

HIST 4115: History of the Middle Ages

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4115 (3-0-3)

2. Title:

History of the Middle Ages

3. Restrictions (if any):

- a. Prerequisite(s) Any 1000 or 2000 level HIST course
- b. Co-requisite(s) N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode Normal
- g. What course(s) are deleted as a consequence HIST 4100 Origins of the Western World

4. Course description for catalog:

The Medieval European civilization, as it emerged from the declining Roman Empire through its apogee in the 13th century.

5. Semester of Implementation:

Spring 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be an option for Upper Division World History Core and History of Ideas Concentration.

2. Why is the course needed at CSU?

Currently, HIST 4100 covers the origins of the Western World in one semester. The scope of the course is too great and prevents in depth analysis of the subject matter. Our majors would be better served by a more focused course that could develop analytical and research skills.

3. What similar courses (models) at other institutions have helped guide this proposal?

University of Georgia

HIST 3330. The Medieval World.

Medieval Europe from 476 to the fall of Constantinople in 1453. The rise of the Catholic Church to its dominance of thirteenth-century Europe and the struggle of kings with their feudal values will be discussed against the backdrop vs. ravages of the Inquisition and the Black Death.

Georgia State University

HIST 3510 MEDIEVAL EUROPE TO 1500

Medieval Europe to 1500. Economic, social, cultural, institutional, intellectual, and artistic developments in Europe from the fourth to the fifteenth centuries.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course should strengthen the history course offerings. HIST 4100 will no longer be offered if this course is approved.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

The Rule of St. Benedict, translated by Anthony Meisel ISBN: 0385009488

Fiefs and Vassals, by Susan Reynolds ISBN: 0198206488

Europe in the High Middle Ages, by W.C. Jordan ISBN: 0140166645

The New Concise History of the Crusades by Thomas Madden ISBN: 0742538230

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus (although the course could also be delivered on-line or in a hybrid format).

5. Attach a tentative course outline (one page or less)

Schedule of Classes:

Week 1: Late Roman Empire

Week 2: Post-Roman World

Week 3: Feudalism

Week 4: The Byzantine World

Week 5: The Carolingian Empire

Week 6: New Invaders

Week 7: Norman England

Week 8: The Holy Roman Empire

Week 9: Church Consolidation and Reform

Week 10: The 11th century Revival

Week 11: The Crusades

Week 12: The 12th century Renaissance

Week 13: Scholasticism and Science

Week 14: The Mongol threat

Week 15: The waning of the Middle Ages

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will teach this course.

2. What impact will having faculty teach this course have on other courses?

The course will not have an impact on our current course rotation.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach the course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

Rosamond McKitterick, *Atlas of the Medieval World*
Joseph Strayer, ed., *Dictionary of the Middle Ages* (12 volumes)
Thomas Aquinas, *Summa Theologica* (20 volumes)
Donald Matthews, *Chronicle of the Middle Ages*
Thomas Asbridge, *The First Crusade*
Christopher Tyerman, *Fighting for Christendom*
C.W. Previte-Orton, et al, *Cambridge Medieval History* (8 volumes)

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing library resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

N/A

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Spring even years)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

none

HIST 4130: The Age of European Expansionism

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4130 (3-0-3)

2. Title:

The Age of European Expansionism

3. Restrictions (if any):

- a. Prerequisite(s) Any 1000 or 2000 level HIST course
- b. Co-requisite(s) N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode Normal
- g. What course(s) are deleted as a consequence none (renaming HIST 4130)

4. Course description for catalog:

The history of Europe from the mid-17th century through the Napoleonic Era.

5. Semester of Implementation:

Spring 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be an option for Upper Division World History Core and History of Ideas Concentration.

2. Why is the course needed at CSU?

Currently, HIST 4130 covers the Age of European Expansionism and Industrialization in one semester. The scope of the course is too great and prevents in depth analysis of the subject matter. Our majors would be better served by a more focused course that could develop analytical and research skills.

3. What similar courses (models) at other institutions have helped guide this proposal?

Georgia State University

HIST 3520 EARLY MODERN EUROPE, 1500-1789

Early Modern Europe, 1500-1789. Transition from medieval to modern Europe; special attention to the Northern Renaissance, the Protestant and Catholic Reformations; the emergence of a competitive state system; the evolution of nation states; gender roles and the preindustrial economy; and the conceptual revolution in science and philosophy.

University of Georgia

HIST 3350. The Age of Absolutism: Rulers, Subjects, Citizens.

The rise of the modern European state and its impact on society and culture from 1600 to 1789. Themes include kingship and state formation, popular revolt, aristocratic culture, Enlightenment social thought, and the collapse of the Old Regime.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course should strengthen the history course offerings. HIST 4100 will no longer be offered if this course is approved.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Crisis, Absolutism, Revolution: Europe and the World, 1648-1789, by Raymond Birn
ISBN 1551115611

Galileo in Rome: the Rise and Fall of a Troublesome Genius, by William Shea and Antonio Artigas
ISBN: 0195177584

The Enlightenment: a brief history with documents, by Margaret Jacobs ISBN 0312179979

The Oxford History of the French Revolution, by Peter Doyle ISBN 0192852213

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus (although the course could also be delivered on-line or in a hybrid format).

5. Attach a tentative course outline (one page or less)

Schedule of Classes:

Week 1: Age of Absolutism
Week 2: Rise of Eastern Europe
Week 3: Bourbon France
Week 4: English Civil War
Week 5: Baroque Civilization
Week 6: Scientific Revolution
Week 7: Enlightenment
Week 8: Colonial Empires
Week 9: Enlightened Despots
Week 10: Struggle for World Domination
Week 11: American Revolution
Week 12: End of the Ancien Regime
Week 13: French Revolution
Week 14: Age of Napoleon
Week 15: Congress of Vienna

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will teach this course.

2. What impact will having faculty teach this course have on other courses?

The course will not have an impact on our current course rotation.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach the course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

JSTOR, Galileo

Jonathan Dewald, ed., *Europe 1450 to 1789: Encyclopedia of the Early Modern World* (6 volumes)

D.E. Kennedy, *The English Revolution, 1642-1649*

Marcus Hellyer, *The Scientific Revolution: the essential readings*

Peter Gay, *Enlightenment: a comprehensive anthology*
Charles Esdaile, *The French Wars, 1792-1815* (electronic resource)
Ronald Schechter, ed., *French Revolution: the essential readings*
Susan Conner, *Age of Napoleon*

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing library resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

N/A

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Spring even years)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

none

HIST 4200: Nineteenth Century European History, 1815 to 1914

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4200 (3-0-3)

2. Title:

Nineteenth Century European History, 1815 to 1914

3. Restrictions (if any):

- a. Prerequisite(s) Any 1000 or 2000 level HIST course
- b. Co-requisite(s) N/A
- c. Other restrictions: N/A
- d. Other comments: N/A
- e. Fees: N/A
- f. Grade mode Normal
- g. What course(s) are deleted as a consequence none (renaming HIST 4130)

4. Course description for catalog:

The rise of modern Europe, the spread of liberalism, nationalism, and democratic forces; the industrial revolution and the resulting imperialistic and democratic rivalries among the great powers.

5. Semester of Implementation:

Fall 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be an option for Upper Division World History Core and History of Ideas Concentration.

2. Why is the course needed at CSU?

Currently, HIST 4130 covers the Age of European Expansionism and Industrialization in one semester. The scope of the course is too great and prevents in depth analysis of the subject matter. Our majors would be better served by a more focused course that could develop analytical and research skills.

3. What similar courses (models) at other institutions have helped guide this proposal?

Georgia State University

HIST 3530 EUROPE SINCE 1789

Europe since 1789. Society and politics since the age of enlightenment; special attention to revolution, reaction and reform; class, gender and industrial capitalism; imperialism and nationalism; democracy, fascism, and communism; economic integration: citizenship, immigration, and new social movements.

University of Georgia

HIST 3361. Europe's Revolutionary Century, 1789-1900.

The history of Europe from 1789 to 1900, emphasizing political and social change, the spread of

revolutionary ideas, and the rise of nation states.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course should strengthen the history course offerings. HIST 4100 will no longer be offered if this course is approved.

C. Course Content

1. What learning outcomes for the major will the course address?

- Outcome 1: Identify and describe basic chronologies of U.S. and world history.
- Outcome 2: Identify and critically evaluate primary and secondary historical sources.
- Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
- Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Outcome 6: Discuss historical findings in clear and coherent oral presentations.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

The Industrial Revolution and British Society, ed. by Patrick O’Brien ISBN 052143744X

The Communist Manifesto, by Karl Marx ISBN 1599869950

Nations and Nationalism, by Ernest Gellner ISBN 0801492637

The Scramble for Africa, 2nd Edition, by M.E. Chamberlain ISBN 0582368812

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus (although the course could also be delivered on-line or in a hybrid format).

5. Attach a tentative course outline (one page or less)

Schedule of Classes:

Week 1: The "Concert of Europe"
Week 2: The Romantic Movement
Week 3: Revolution and Reaction
Week 4: The Industrial Revolution
Week 5: Industrial Society
Week 6: Rise of Nationalism
Week 7: 1848 Revolutions
Week 8: The Second Empire
Week 9: Transformation of Russia
Week 10: Unification of Germany and Italy
Week 11: The Second Industrial Revolution
Week 12: The New Imperialism
Week 13: Science and Philosophy
Week 14: Technology and Society
Week 15: Fin-de-Siècle

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will teach this course.

2. What impact will having faculty teach this course have on other courses?

The course will not have an impact on our current course rotation.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach the course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

JSTOR, Galileo

Jonathan Hodge, ed., *The Cambridge companion to Darwin*

Edward Erwin, ed., *The Freud encyclopedia: theory, therapy, and culture*

Adam Hochschild, *King Leopold's Ghost: a story of greed, terror, and heroism in Colonial Africa*

Donald Thomas, *The Victorian underworld*

Martin Pugh, ed., *Companion to Modern European History* [electronic resource]

Martin Polley, *A-Z of Modern Europe since 1789* [electronic resource]

David AramKaiser, *Romanticism, Aesthetics, and Nationalism* [computer file]

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing library resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

N/A

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Fall odd years)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

none

HIST 4350: Modern World Intellectual History

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Social Sciences

Degree Program: B.A. History

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

College: Arts & Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HIST 4350 (3-0-3)

2. Title:

Modern World Intellectual History

3. Restrictions (if any):

- a. Prerequisite(s) **Any 1000 or 2000 level HIST course**
- b. Co-requisite(s) (normal or absolute)
- c. Other restrictions: e.g. major, junior standing, permission, etc. **none**
- d. Other comments: e.g. recommended sequencing, career course notice, etc.
- e. Fees: Explain! **none**
- f. Grade mode [normal or pass/fail] **normal**
- g. What course(s) are deleted as a consequence: **none**

4. Course description for catalog:

An introduction to the global history of ideas, from the mid-eighteenth century to the present.

5. Semester of Implementation:

Spring 2012

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will be offered as an option for both the Upper Division World History Core and History of Ideas concentration.

2. Why is the course needed at CSU?

Modern Intellectual history is commonly offered as an upper-level undergraduate course in many history programs. It would help our majors fulfill their hour requirements in the new History of Ideas concentration within the history major.

3. What similar courses (models) at other institutions have helped guide this proposal?

University of Georgia

HIST 4373. Nineteenth-Century European Intellectual History.

European thought from 1815-1914, with emphasis on the relationship between ideas and their political and social context.

Georgia College and State University

HIST 4285, Intellectual and Cultural History of Europe. A Survey of the major trends in philosophy, literature, social and political thought, and the arts in Europe from the Reformation to the present. Attention will be paid to the cross-cultural influences on European thought.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The prerequisite of any 1000 or 2000 level HIST course will ensure that students who take this course have a basic grounding in history before they take this course.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The course should strengthen the history course offerings. HIST 4350 would also be a solid related elective for students interested in philosophy, political science, psychology, and modern world literature.

C. Course Content

1. What learning outcomes for the major will the course address?
 - Outcome 1: Identify and describe basic chronologies of U.S. and world history.
 - Outcome 2: Identify and critically evaluate primary and secondary historical sources.
 - Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.
 - Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
 - Outcome 5: Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
 - Outcome 6: Discuss historical findings in clear and coherent oral presentations.
2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication Outcomes: History is both a reading and writing discipline. Reading builds the knowledge base, writing constitutes the essence of “doing” history. In answering historical questions, either on exams, in online discussion forums, or when writing research papers, students are required to interpret historical data and to present their findings in a clear, analytical, and organized manner. In addition, students are expected to write at the college level; all written work submitted will be organized according to standards made explicit in the assignment, and research papers will demonstrate appropriate professional documentation methods. **Critical Thinking Outcomes:** Students, individually and collectively, are required to identify and critically evaluate primary and secondary historical sources and to reach conclusions regarding each source identified, analyzed and interpreted.

3. Tentative course materials (textbooks, software, etc.)

Roland Stromberg, *European Intellectual History since 1789* (6th edition)
Peter Watson, *The Modern Mind*

Primary source readings from the internet

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus

5. Attach a tentative course outline (one page or less)

Schedule of Classes:

Week 1: The Enlightenment

Week 2: The Enlightenment

Week 3: Romanticism

Week 4: Realism

Week 5: Nationalism

Week 6: Communism and Socialism

Week 7: Classical Liberalism of the late 19th century

Week 8: Conservatism

Week 9: Religion in the 19th Century and Early 20th Century: Christianity

Week 10: Religion in the 19th Century and Early 20th Century: Islam and Judaism

Week 11: Imperialism and its Critics

Week 12: Modernism

Week 13: Postmodernism

Week 14: Science in the 20th Century

Week 15: Student Presentations

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will teach this course.

2. What impact will having faculty teach this course have on other courses?

The course will not have an impact on our current course rotation.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

Full-time faculty will teach the course.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

JSTOR, Galileo

Karl Marx, *The Communist Manifesto*

John Stuart Mill, *On Liberty*

Sigmund Freud, *Civilization and Its Discontents*

Michel Foucault, *Madness and Civilization*

Jean-Paul Sartre, *Nausea*

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing library resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

N/A

Part E. Enrollment

1. What is the estimated number of sections per year?

1 (Spring even years)

2. What is the estimated average enrollment per section?

25

3. What is the estimated total enrollment per year

25 (every two years)

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

none