



Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V 4 and 5
Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

		<small>(Check all that apply):</small>		Proposal # 333									
College:	<u>Social and Behavioral Sciences</u>	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:										
Department:	<u>History</u>	<input checked="" type="checkbox"/> Graduate ✓	Academic Year 06-07										
Program:		CIP #	<small>(For Office Use Only)</small>										
Type of Change	<u>COURSE PROPOSALS</u>	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th align="left">Course Designator</th> <th align="left">Number of and Number</th> <th align="left">Credits</th> </tr> <tr> <td>HIST <u>452/552</u></td> <td><u>4</u></td> <td></td> </tr> <tr> <td align="center" colspan="3"><small>(if applicable)</small></td> </tr> </table>			Course Designator	Number of and Number	Credits	HIST <u>452/552</u>	<u>4</u>		<small>(if applicable)</small>		
Course Designator	Number of and Number				Credits								
HIST <u>452/552</u>	<u>4</u>												
<small>(if applicable)</small>													
Proposed:	<u>New Course</u>												
Title Current:													
Title Proposed:	<u>Minnesota History</u>												
24-Char. Abbrev:	<u>Minnesota History</u>												

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

This course will examine Minnesota's social, political, and economic development from the earliest human habitation to the present.

Rationale or Justification for change:

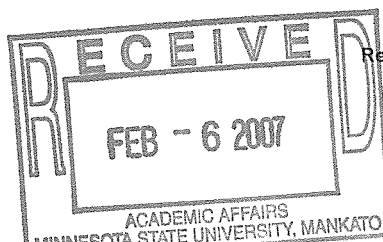
Dr. Lahlum is streamlining the curriculum and she has designed a single, 4-credit course to cover Minnesota History.

*****For General Education or Cultural Diversity Courses Only*****

General Education Course:		Cultural Diversity Course: <small>(Please check one.)</small> <input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.) <input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
GE Category #	GE Category Name (Maximum of 3 Categories)	
<u>N/A</u>		
<u>N/A</u>		
<p>? For Writing Intensive Courses, attach a description of the kind and quantity of writing.</p> <p>? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.</p> <p>Attach paper copies of the following:</p> <ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes associated with each GE competency or CD designation. List of strategies to be used to assess students' achievement of each GE competency or CD designation. 		

*****For New Courses*****

(Check all that apply.)	Instructional Type: <u>Lecture</u>	Course will be offered:
<input checked="" type="checkbox"/> Course is an elective.	Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program		<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:		<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.)		
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)		
Attach paper copies of the following: <ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes. A list of resources required to offer and support this course. A description of how teaching this course will affect department staffing. If 400/500 level course, an explanation of added expectations of graduate students. 		





Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)
 _____ Erwin P. Grieshaber 1/26/07
 Department Chair Date

Comments:

College Curriculum Committee
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)
 _____ [Signature] Ph.D./LICSW 1/31/07
 Committee Chair Date

Comments:

College Dean
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)
 _____ John C. Amini 2/5/07
 Dean Date

Comments:

General Education Subcommittee
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)
 _____ _____
 General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)
 _____ [Signature] 3/20/07
 UCAP Faculty Chair Date

Comments:

Faculty Association Graduate Committee
 Recommended
 Not Recommended
 _____ _____
 Faculty Association Graduate Chair Date

Comments:

Graduate Dean
 Recommended
 Not Recommended
 _____ _____
 Graduate Dean Date

Comments:

Academic Affairs Council
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)
 _____ Orlando Janneruf 3/28/07
 Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs
 Approved (Category/ies _____)
 Not Approved (Category/ies _____)
 _____ [Signature] 3/28/07
 Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:



Minnesota State University, Mankato
Curriculum Proposal

For Program Proposals

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
<http://www.mnsu.edu/acadaf/pra/forms/>
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

For Programs Requiring MnSCU Approval

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

<http://www.mnsu.edu/acadaf/Curriculum/currformsprocess.html>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
 - ? Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
 - ? Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
 - ? Change in program name.
 - ? Change in program CIP #.
 - ? Change in TOTAL program credits.
 - ? Change in degree award. For example, changing a B.A. to B.S.
 - ? Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension or reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its removal from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.

**Minnesota History
Curriculum Proposal Attachments
Spring, 2007**

- a. Syllabus is attached.
- b. See syllabus.
- c. The library currently holds a large number of pertinent secondary sources. Moreover, the library also holds a significant collection of primary sources, largely in the university archive and the Southern Minnesota History Center. Additionally, in the Lass Minnesota Center, a number of microfilm roles from the Minnesota Historical Society can be found. The Blue Earth Historical Society, to which the Department has membership for students to use the research facilities, further complements primary sources available in the Minnesota State Mankato library.
- d. A member of the department is a historian of the American West, and she will be teaching the course.
- e. See syllabus.

SAMPLE SYLLABUS
Minnesota History
History 450/550; AH 233

Prof. Lori Ann Lahlum
221N Morris Hall
E-mail: lori.lahlum@mnsu.edu
Telephone: 389.6334
Dept. of History (messages): 389.1618
Dept. of History office: 110 Armstrong Hall

Office hours: MW, 10:00 – 10:50 a.m. and 3:00 – 3:50 p.m.; TH, 3:00 – 3:50; or by appointment

Course Materials:

Required:

Anne Aby, ed., *The North Star State*

Gary Clayton Anderson, *Little Crow: Spokesman for the Sioux*

Kathleen Neils Conzen, *Germans in Minnesota*

Odd S. Lovoll, *Norwegians on the Prairie: Ethnicity and the Development of the Country Town*

Articles from *Minnesota History*

Recommended:

A Manual for Writers of Term Papers, Theses, and Dissertations by Kate Turabian (6th ed.)

Important Course Dates

- Last day to change grading method
- Last day to withdraw from the class
- Final exam

Catalogue Description

Hist 450/550: This course will examine Minnesota's social, political, and economic development from the earliest human habitation to the present.

Course Objectives

This course is designed to:

1. foster an understanding of and engender discussion on the political, economic, social, and cultural milieus throughout Minnesota history. General themes prevalent in Minnesota and their interconnectedness are also important. Essay examinations and discussions will be used to evaluate the mastery of this objective.
2. foster an understanding of the events that have shaped Minnesota. Essay examinations and discussions will be used to evaluate the mastery of this objective.
3. introduce students to the cultures of Native American tribes and selected European immigrant groups that have influenced the development the state. Essay examinations and discussions will be used to evaluate the mastery of this objective.
4. promote the development of critical thinking skills and writing skills. Essay examinations, the research paper, the primary source document assignment, and discussions will be used to evaluate the mastery of this objective.
5. provide the opportunity for students to delve into a very narrow aspect of Minnesota history and promote the development of research skills. Because this is an upper-divisional and graduate-level course, research is an important course objective. Upon completion of this course, students should be familiar with the rudiments of historical research and writing. The research paper will be used to evaluate mastery of this objective.
6. foster the development of primary source document research skills. The primary source document assignment will be used to evaluate mastery of this objective.
7. encourage students to articulate their impressions of assigned readings via in-class discussions in a thoughtful and reasoned manner.

Instructor and student assessments of class participation will be used to evaluate in-class discussions and activities.

Course Philosophy and Policies:

Attendance: Students are expected to attend class and are responsible for all material covered in class. Lecture material can, and often will, come from sources other than the texts. That material will be included on examinations. In-class discussions will enhance the lectures and texts. This material is also subject to inclusion on examinations. The class roster will be read at each class meeting.

This is a combination lecture/colloquium course. Therefore, class participation is very important. Students absent on discussion days will not receive any credit for participation on those days. In emergency situations students will be allowed to complete an alternate assignment to make up the discussion.

Academic Integrity: Students are assumed to conduct themselves in a manner that upholds the University's Academic Honesty policy. According to the policy, "students assume the responsibility to fulfill their academic obligations in a fair and honest manner. This responsibility involves avoiding such inappropriate activities as plagiarism, cheating or collusion." For further clarification on the Academic Honesty policy, see:
<http://www.mnsu.edu/supersite/administration/basic-stuff/policies.html>.

ADA: If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations, and/or contact the Disability Services Office at 507.389.2825 (V) or 1.800.627.3529 (MRS/TTY)

Late Work: Late assignments will be dropped one letter grade.

Desire to Learn: D2L is used to augment the course.

Evaluation:

Student performance will be evaluated as follows:

1. Essay Examinations - 200 points (MUST BE WRITTEN IN BLUE BOOKS)

There will be two (2) examinations over the course of the semester – a midterm and a final. The midterm examination will contain a number of

essay questions and students will select two of the questions to answer. The final examination will consist of a non-comprehensive, take-home examination. The final examination **must** be word-processed and double-spaced. There will be **no** make-up examination unless the student receives permission prior to the examination.

2. Undergraduate Research Paper - 300 points

In consultation with the instructor, each student will select a topic for a research paper. The topic must be relevant to the course. All topics must be cleared with the instructor by February 7. It is acceptable to e-mail the paper topic. Students must turn in a bibliography containing at least ten potential book and academic journal sources in addition to a variety of primary sources. The bibliography (**worth 10 points**) is due on February 14. A more detailed paper proposal (at least one paragraph with thesis statement and bibliography – **at least 10 book sources, 5 academic journal sources, and 5 primary sources; worth 15 points**) is due on February 26.

The paper will be between ten (10) and fifteen (15) pages in length (excluding title page, end notes, bibliography, and appendix), word-processed, and double-spaced. At minimum five (5) scholarly book sources, two (2) academic journal sources, and primary sources **must** be used and cited in the paper. **Sources cited, either with footnotes or endnotes, must be documented in a proper manner for writing history.** It is, therefore, recommended that students purchase *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate Turabian. This method of citation (Chicago Style with footnotes or endnotes) **must** be used. An abbreviated style sheet will be available on D2L. Papers not meeting the minimum requirements, as well as late papers, will be dropped one letter grade. **Papers not cited correctly will be re-worked or they will not receive a grade.** Papers receive a letter grade and corresponding point equivalent.

NB! All material that is not “common knowledge” (i.e., the Civil War began in 1861 is common knowledge, however, causes for the war are open to interpretation and must be cited) **must be cited.** This is critically important. **All information and ideas, not merely quotations, obtained from a source need to be cited.** When in doubt, cite. **At minimum, cite at the end of each paragraph, but do not include your own interpretation in the citation.**

First drafts (75 points) are due April 4.

The final research paper (200 points) is due April 30. Turn in two copies of the paper.

2. Graduate Research Paper - 300 points

In consultation with the instructor, each student will select a topic for a research paper. The topic must be relevant to the course. All topics must be cleared with the instructor by February 7. It is acceptable to e-mail the paper topic. Students must turn in a bibliography containing at least ten potential book and academic journal sources in addition to a variety of primary sources. The bibliography (worth 10 points) is due on February 14. A more detailed paper proposal (at least one paragraph with thesis statement and bibliography – at least 10 book sources, 5 academic journal sources, and 5 primary sources; worth 15 points) is due on February 26.

The paper will be at minimum twenty (20) pages in length (excluding title page, end notes, bibliography, and appendix), word-processed, and double-spaced. The paper must be of graduate-level quality. Sources cited, either with footnotes or endnotes, must be documented in a proper manner for writing history. It is, therefore, recommended that students purchase *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate Turabian. This method of citation (Chicago Style with footnotes or endnotes) must be used. An abbreviated style sheet will be available on D2L. Papers not meeting the minimum requirements, as well as late papers, will be dropped one letter grade. Papers not cited correctly will be re-worked or they will not receive a grade. Papers receive a letter grade and corresponding point equivalent.

NB! All material that is not “common knowledge” (i.e., the Civil War began in 1861 is common knowledge, however, causes for the war are open to interpretation and must be cited) must be cited. This is critically important. All information and ideas, not merely quotations, obtained from a source need to be cited. When in doubt, cite. At minimum, cite at the end of each paragraph, but do not include your own interpretation in the citation.

First drafts (75 points) are due April 4.

The final research paper (200 points) is due April 30. Turn in two copies of the paper.

Graduate students will also submit two (2) book reviews or two (2) – three (3) pages in length. The first book review is due February 21 and the second on March 19. The reviews are worth 25 points each.

NB! Minnesota State Mankato history students may use the collections at the Blue Earth Historical Society at no cost. The Department of History has a membership for students in history courses.

3. Primary Source Document Assignment - 50 points

The primary source document assignment will require students to interpret and analyze documents housed in the Southern Minnesota History Center and write a short paper on the event. A more detailed assignment guide will be distributed in class.

4. Discussions and Participation - 80 points

The participation component of the course grade will be predicated upon the in-class discussions, which is an important means of fostering an understanding of the course material. To that end, there will be a series of discussions throughout the course. Students are expected to attend these discussions having read the assigned material and being prepared to talk about the material. Twice during the semester, two students will work together and lead the discussion. Students leading discussions are required to submit a peer review of the experience. Students will assess their own participation as well as the participation of their colleagues. The instructor, however, makes the final grade decisions.

Lecture Topics

Week 1	Introduction to course; Orientation to the Lass Center for Minnesota History, the Minnesota State Mankato archive, and the Southwest Minnesota Historical Center
Week 2	Native Minnesota
Week 3	Natives and Newcomers
Week 4	From Territory to Statehood
Week 5	Dakota Conflict/US-Dakota War
Week 6	Immigration, focus on Germans and Norwegians

- Week 7 Politics, Economic Development, & Societies, statehood – c. 1900
- Week 8 Midterm; Paper Consultations
- Week 9 Paper Consultations
- Week 10 A New Century: Mining, Race, and Radicalism
- Week 11 The Depression in Minnesota; World War II
- Week 12 20th Century Politics
- Week 13 Post-1945 Minnesota
- Week 14 Post-1945 Minnesota, cont.
- Week 15 New Immigrants; Future Minnesota
- Week 16 Final Exam