

Minnesota State University, Mankato
Curriculum Proposal

572

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.

(Check all that apply):		Proposal #	<input type="text" value="120"/>
College:	<input type="text" value="Social and Behavioral Sciences"/>	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:
Department:	<input type="text" value="History"/>	<input type="checkbox"/> Graduate	Academic Year
Program:	<input type="text"/>	CIP #	<input type="text" value="07-08"/>
Type of Change:	<input type="text" value="GEN. ED./CULTURAL DIVERSITY PROPOSALS"/>	(For Office Use Only)	
Proposed:	<input type="text" value="Add General Education Category"/>	Course Designator and Number	Number of Credits
Title Current:	<input type="text"/>		
Title Proposed:	<input type="text" value="European History Since 1648W"/>	Hist 181W	4
24-Char. Abbrev:	<input type="text" value="Eur History Since 1648W"/>	(if applicable)	

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

A survey of European history from the end of the Thirty Years' War to the present.

Rationale or Justification for change:

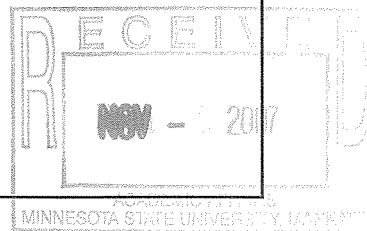
All freshmen-level sequence courses in the Department of History currently have a Writing-Intensive option except for History 181. History 181 is already in the course catalogue and meets general education requirements 5 and 8. We are adding History 181W to complete the survey-level sequence options.

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

<p align="center">General Education Course:</p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">GE Category #</th> <th>GE Category Name (Maximum of 3 Categories)</th> </tr> </thead> <tbody> <tr> <td align="center">1c</td> <td>Writing Intensive</td> </tr> <tr> <td align="center">5</td> <td>History and the Social and Behavioral Sciences</td> </tr> <tr> <td align="center">8</td> <td>Global Perspective</td> </tr> </tbody> </table> <p><small>? For Writing Intensive Courses, attach a description of the kind and quantity of writing. ? 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.</small></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. 	GE Category #	GE Category Name (Maximum of 3 Categories)	1c	Writing Intensive	5	History and the Social and Behavioral Sciences	8	Global Perspective	<p align="center">Cultural Diversity Course:</p> <p align="center"><small>(Please check one.)</small></p> <p><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.)</p> <p><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.)</p>
GE Category #	GE Category Name (Maximum of 3 Categories)								
1c	Writing Intensive								
5	History and the Social and Behavioral Sciences								
8	Global Perspective								

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

<p>(Check all that apply):</p> <p><input checked="" type="checkbox"/> Course is an elective.</p> <p><input type="checkbox"/> Course is required for program</p> <p><input type="checkbox"/> Pre- or Co-requisites:</p> <p><input type="checkbox"/> Other courses are being changed or eliminated. (Explain.)</p>	<p>Instructional Type: <input type="text" value="Lecture"/></p> <p>Grading Format: <input checked="" type="checkbox"/> Grade <input type="checkbox"/> P/N</p>	<p>Course will be offered:</p> <p><input checked="" type="checkbox"/> Fall Semester</p> <p><input checked="" type="checkbox"/> Spring Semester</p> <p><input type="checkbox"/> Summer Session</p>
<p><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.)</p> <p>Attach paper copies of the following:</p> <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. 		





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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:
- 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:

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 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.

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Signature Page

Department
 Recommended (Category/ies IC)
 Not Recommended (Category/ies _____)
[Signature] 10/18/07
 Department Chair Date

Comments:

College Curriculum Committee
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)
Brento Colobum 10-29-07
 Committee Chair Date

Comments:

College Dean
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)
[Signature] 11/6/07
 Dean Date

Comments:

General Education Subcommittee
 Recommended (Category/ies IC)
 Not Recommended (Category/ies _____)
Ronald H. Neuman 2/4/08
 General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee
 Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)
[Signature] 3/13/08
 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 _____)
[Signature] 4/28/08
 Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs
 Approved (Category/ies _____)
 Not Approved (Category/ies _____)
[Signature] 4/28/08
 Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

Minnesota State University, Mankato
Department of History

History 181W: European History Since 1648

Christopher Corley, Ph.D.
Office: Morris Hall 221M
Office Hours:
Office Phone: 389-6374
E-Mail: christopher.corley@mnsu.edu

Texts:

Kishlansky, Geary, and O'Brien. *Civilization in the West Vol C: Since 1789*. 7th ed.
New York: Longman, 2008.

Wiesner, Ruff, and Wheeler. *Discovering the Western Past: A Look at the Evidence Vol. II: Since 1500*. 6th ed. Boston: Houghton Mifflin, 2008.

Brontë, Charlotte. *Jane Eyre*. Edited by Michael Mason. New York: Penguin Classics, 1996.

Wiesel, Elie. *Night*. Revised edition. New York: Hill and Wang, 2006.

Course Requirements:

1. **Reading:** Read the pertinent textbook chapters and selections of primary sources as we cover the material in class. This reading will provide essential information for use in discussions, papers, and exams.
2. Regular class attendance is essential. Class Participation will count for 15% of the course grade.
3. **Midterm Essay Exam (5-6 pp):** TBA. This exam will cover course material through Tuesday, March 3. (20% of grade)
4. **Final Essay Exam (5-6 pp):** TBA (20% of grade)
5. **Essays:** Three, 3-4 double-spaced, typed pages on primary source readings, chosen by the student after consultation with the instructor. (3 x 15% of grade). After receiving instructor feedback and grade, students must rewrite and submit a revised version of each essay. I will average the original and the revised papers to calculate the new grade. Late papers will lose a letter grade per day.

Class Meetings and Assignments:

Week 1

Tu 13 Jan. Introduction and Bibliography
Th 15 Jan. Social Life in Eighteenth-Century Europe
Readings: CW, ch. 15; DWP ch. 4

Week 2

Tu 20 Jan. The "Enlightenment" in Western Culture
Readings: WC, ch. 17, 19
Th 22 Jan. Science, Enlightenment, and Modernity
Readings: DWP ch 3

Week 3

Tu 27 Jan. The French Revolution
Readings: CW ch. 20
Th 29 Jan. The French Revolution
Readings: DWP ch. 5

Week 4

Tu 3 Feb. Protoindustrialization and the Preindustrial Economy
Readings: CW ch. 17
Th 5 Feb. Slavery in the Early 19th Century Atlantic World
Reserve Readings: "Slavery in the 19th Century"

Week 5

Tu 10 Feb. The Impact of the Industrial Revolution
Readings: WC, ch 21
Th. 12 Feb. The Impact of the Industrial Revolution
Readings: DWP, ch. 6

Week 6

Tu 17 Feb. Discussion of Charlotte Brontë's *Jane Eyre*
Th 19 Feb. The Congress of Vienna and the Alliance System
Readings: CW ch. 22

Week 7

Tu 24 Feb. Reform in Early 19th Century Europe
First Essay Due
Th 26 Feb. Liberalism and Socialism
Readings: DWP ch. 7

Week 8

Tu 3 Mar. Nationalism and State Building
Readings: CW pp. 778-801
Th 5 Mar **Midterm Exam**

Spring Break

Week 9

Tu 17 Mar. Science and the Secular Religion of Progress
Readings: CW pp. 800-812
Th 19 Mar. The Urban West
Readings: DWP ch. 8

Week 10

Tu 24 Mar. Mass Culture and the New Woman
Readings: CW ch. 24
Th 26 Mar. Colonial Competition and Nationalism
Readings: CW ch. 25
Second Essay Due

Week 11

Tu 31 Mar. New Imperialism
Readings: CW, ch. 25
Th 2 Apr. New Imperialism
Readings: DWP, ch. 9

Week 12

Tu 7 Apr. The Causes of the Great War
Readings: CW ch. 26
Th 9 Apr. Women in Russian Revolutionary Movements
Readings: DWP ch. 11

Week 13

Tu 14 Apr. The Interwar Years and Totalitarianism
Readings: CW ch. 27; DWP ch. 12
Th 16 Apr. The Theaters of World War II
Readings: CW ch. 28

Week 14

Tu 21 Apr. The Madness of Modernity: The Holocaust and its Context
Readings: *Night*, by Elie Weisel
Th 23 Apr. The World in Cold War
Readings: CW ch. 29
Third Essay Due

Week 15

Tu 28 Apr. The 1960s
Readings: DWP ch. 13
Th 30 Apr. Ethnic Nationalism
Readings: WC, ch. 30; DWP ch. 14

Finals Week

Final Exam -- Date TBA

Minnesota State University, Mankato
Department of History -- Corley

Guide for Writing an Excellent History Paper

"Every vision of the present and future includes a vision of the past."

Steve J. Stern (1985)

The paper assignments in my classes are designed to help you develop your analytical and rhetorical skills by reading primary sources and developing a coherent argument about an aspect of past societies. Not only will you get a chance to write your own history, but in doing so you will be learning to develop important communication skills essential for any occupation later in life.

Once you have chosen an interesting paper topic, it may be worthwhile to begin thinking about writing. Remember, regardless of how much effort you have expended thinking about your topic, an excellent paper must be *clearly, accurately, and persuasively presented*. Ideally, presentation should consume a vast amount of your effort. Here are a few suggestions to help you in your labors.

Excellent papers. . .

1. . . . have a *point of view, or thesis statement*. University-level papers should be more than mere summaries or reports. Your paper should offer an interpretation of its subject based on your reading and, especially, your *thinking* about your reading. Your point of view should be presented in the first paragraph, or even in the title page. Read your paragraphs aloud to yourself or ask a friend to listen. Remember, unqualified value judgements are *not* points of view. Avoid statements such as, "This was a fascinating individual," or, "Her beliefs about the afterlife were unrealistic."
2. . . . are *well-organized*. Everything in your paper should be structured around the point of view. Read paragraphs aloud. Do they help support your thesis? If not, rework or drop from the essay. Ditto for sentences within any paragraph. Does each sentence support the *topic sentence* (think of it as the thesis statement for the paragraph) at the beginning of the paragraph? Avoid irrelevancies and rambling prose. All papers should have an introduction, body, and conclusion.
3. . . . present *evidence* to support your point of view. Historians are somewhat like engineers, lawyers, and physicians -- they define problems, analyze evidence, and present their arguments. Historians know the difference between merely asserting something and documenting it, and follow the scientific method as best as possible.

** Remember, plagiarism is the act of using another person's ideas or expressions in your writing without acknowledging the source. It is academic dishonesty.

4. . . . are *well-written*. Your prose should be grammatically correct, clear, and interesting. Presentation matters because the above three criteria can all be obscured by cumbersome prose. Writing is something more than simply putting your ideas down on paper -- it takes effort, thought, and concern for one's audience. Once you've written something, go over it again and again.

Potential Paper Topics

As promised, I have presented the following list of *possible* paper topics to get your mind going in the right direction. These are only possibilities, so if you have other ideas please come to me and we can discuss them. Remember, these are only *topics*, not arguments, or theses, so you'll still want to be sure and discuss your ideas with me at your convenience. Many of these topics allow you to work jointly with the *textbook and your primary sources*.

A. The Urban West

1. What were the various improvements in urban life that occurred during the second half of the nineteenth century, and what were the relationships of these improvements to the Industrial Revolution?

B. Imperialism

1. What social, political, and economic forces encouraged the nations of Europe to create overseas empires in the late nineteenth century?
2. What was a dependent economy in the late 19th century, and how did contemporaries foresee the problems that would develop as a result of this economic transformation?

C. World War I and II:

1. How and why did the Great War differ so much from the expectations of both the generals and the majority of Europeans?
2. What particular conditions in Germany after World War I favored the rise of a fascist party and how did modern media promote their rise to political power?
3. Can historians understand the implementation of Nazi race policies through Elie Wiesel's *Night*? Can historians understand how Jews *resisted* their oppressors during World War II?

D. Youth in the 1960s:

1. Role-Play: You are an average Czech or French student in 1968. What is your general perception of the world that you will enter after graduation?

E. The Fall of the Soviet Union:

1. What were the origins of Soviet ethnic problems and their results?

History 181W - European History since 1648

I. Course Learning Outcomes:

Students will be expected to:

- A. Describe the major characteristics of European History since 1648, their causes and effects.
- B. Identify, analyze and explain the major changes in European History, including the Enlightenment, the French Revolution, the Industrial Revolutions, the World Wars, and the changes and continuities since 1945.
- C. Explain how events since 1648 altered individual European nations and the relations between themselves and the world.
- D. Categorize and use the sources of information from which historians draw conclusions about European History.
- E. Review and analyze alternative explanatory models of historical change, as they relate to topics such as modernization, interactions between nations, etc.
- F. Review the causes and consequences of war in Europe since 1648.
- G. Review the efforts of people to achieve peace in Europe since 1648.

II. General Education Categories/Course Learning Outcomes/Assessment Strategies

CATEGORY 1C: WRITING INTENSIVE

Competency A: Students will be able to use writing to explore and gain a basic familiarity with the questions, values and analytical or critical thinking methods used in the discipline.

Outcome A. Describe the major characteristics of European History since 1648, their causes and effects.

Assessment: Exam Questions, Essay Assignments

Outcome B. Identify, analyze and explain the major changes in European History, including the Enlightenment, the French Revolution, the Industrial Revolutions, the World Wars, and the changes and continuities since 1945.

Assessment: Exam questions, Essay Assignments

Outcome C. Explain how events since 1648 altered individual European nations and the relations between themselves and the world.

Assessment: Exam Questions, Essay Assignments

Outcome D. Categorize and use the sources of information from which historians draw conclusions about European History.

Assessment: Exam Questions, Essay Assignments

Outcome E. Review and analyze alternative explanatory models of historical change, as they relate to topics such as modernization, interactions between nations, etc.

Assessment: Exam Questions, Essay Assignments

Competency B: Students will be able to locate, analyze, evaluate, and use source material or data in their writing in a manner appropriate to intended audiences within the discipline.

Outcome A. Describe the major characteristics of European History since 1648, their causes and effects.

Assessment: Exam Questions, Essay Assignments

Outcome B. Identify, analyze and explain the major changes in European History, including the Enlightenment, the French Revolution, the Industrial Revolutions, the World Wars, and the changes and continuities since 1945.

Assessment: Exam questions, Essay Assignments

Outcome C. Explain how events since 1648 altered individual European nations and the relations between themselves and the world.

Assessment: Exam Questions, Essay Assignments

Outcome D. Categorize and use the sources of information from which historians draw conclusions about European History.

Assessment: Exam Questions, Essay Assignments

Outcome E. Review and analyze alternative explanatory models of historical change, as they relate to topics such as modernization, interactions between nations, etc.

Assessment: Exam Questions, Essay Assignments