

# HIST 198 Explorations in Global History-CrsRvs-2017-10-29

UNIVERSITY-WIDE CURRICULUM COMMITTEE

## Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

**First Step:** ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- ***If DUAL LISTED list BOTH courses in the page title***

**Second Step:** Click “SAVE” on bottom right

- ***DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- ***Please be sure to remove the Brackets while renaming the page***

**Third Step:** Make sure the word **DRAFT** is in yellow at the top of the proposal

**Fourth Step:** Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

*\*Indicates a required field*

Proposer*	Scott Moore	Proposer Email*	rsmoore@iup.edu
Contact Person*	Scott Moore	Contact Email*	rsmoore@iup.edu
Proposing Department/Unit*	History	Contact Phone*	7-2284

Course Level*	undergraduate-level
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## Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:

Category B:

course\_revision  
liberal-studies

**\* Teacher Education: Please complete the Teacher Education section of this form (below)**

**\* Liberal Studies: Please complete the Liberal Studies section of this form (below)**

**\* Distance Education: Please complete the Distance Education section of this form (below)**

## Rationale for Proposed Changes (All Categories)

(A) Why is the course being revised/deleted:\*

We are revising our History 196/197/198 courses to bring them into closer alignment with IUP's Expected Student Learning Outcomes and to improve our assessment of these courses.

<b>(B) University Senate Summary of Rationale*</b>	<p><b><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></b></p> <p>We are revising our History 196/197/198 courses to bring them into closer alignment with IUP's Expected Student Learning Outcomes and to improve our assessment of these courses.</p>
<b>(C) Implications of the change on the program, other programs and the Students:*</b>	None.

**Current Course Information\***

<b>Category A</b>	
<b>(D) Current Prefix*</b>	
Proposed Prefix	
<b>(E) Current Number*</b>	
Proposed Number	
<b>(F) Current Course Title*</b>	
Proposed Course Title	
<b>(G) Prerequisite(s)</b>	
Proposed Prerequisite(s)	
<b>(H) Current Catalog Description</b>	
Proposed Catalog Description	

***If changing Category A, no further action required.***

**Category B (if no change, leave blank)**

<b>(I) Repeatable Course</b>  <b><i>This is for a course that can be repeated</i></b>  <b><i>Multiple times e.g. Internship</i></b>	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
Proposed Repeatable Course	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
<b>(J) Number of Credits</b>	Class Hours per week: Lab Hours: Credits:
Proposed Number of Credits	Class Hours:Lab Hours:Credits:

<p><b>(K) Current Course Student</b></p> <p><b>Learning Outcomes (SLOs)</b></p>	<ol style="list-style-type: none"> <li>1) Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of the Global past.</li> <li>2) Identify important themes in Global history.</li> <li>3) Explain conflicting interpretations of Global history.</li> <li>4) Integrate analyses of race, ethnicity, class, and gender into the historical narrative about regions outside of the U.S and Western Europe.</li> <li>5) Place historical developments in the Non-western world within a larger global context.</li> <li>6) Read and analyze historical texts.</li> <li>7) Develop skills in chronological thinking and historical analysis.</li> </ol>												
<p><b>(L) Proposed Course Student</b></p> <p><b>Learning Outcomes (SLOs)</b></p> <p><i>For each outcome, describe how the outcome will be achieved</i></p>	<p>Note that the text box in the table expands</p> <table border="1" data-bbox="808 485 1446 1850"> <thead> <tr> <th data-bbox="808 485 1019 562">SLO #</th> <th data-bbox="1019 485 1230 562">Outcome</th> <th data-bbox="1230 485 1446 562">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="808 562 1019 940">1</td> <td data-bbox="1019 562 1230 940">Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of the Global past, including contradictory historical interpretations.</td> <td data-bbox="1230 562 1446 940">Tests – Student performance in tests that include both objective and open-ended questions will provide evidence for demonstrating knowledge of the cultural, economic, social, and political elements that make up the history of the Global past.</td> </tr> <tr> <td data-bbox="808 940 1019 1346">2</td> <td data-bbox="1019 940 1230 1346">Analyze primary sources and historical documents to illustrate the thinking of men and women of different eras.</td> <td data-bbox="1230 940 1446 1346">Primary Source Analysis Assignment – Student performance on a primary source analysis assignment (graded using a common rubric) will provide evidence for their ability to analyze primary sources and historical documents.</td> </tr> <tr> <td data-bbox="808 1346 1019 1850">3</td> <td data-bbox="1019 1346 1230 1850">Develop skills in chronological thinking and historical analysis using the methods of inquiry and vocabulary commonly used in the discipline.</td> <td data-bbox="1230 1346 1446 1850">Tests or Primary Source Analysis Assignment – Student performance on tests that include both objective and open-ended questions and/or on a primary source analysis assignment (graded using a common rubric) will provide evidence for developing skills in chronological thinking and historical analysis.</td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	1	Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of the Global past, including contradictory historical interpretations.	Tests – Student performance in tests that include both objective and open-ended questions will provide evidence for demonstrating knowledge of the cultural, economic, social, and political elements that make up the history of the Global past.	2	Analyze primary sources and historical documents to illustrate the thinking of men and women of different eras.	Primary Source Analysis Assignment – Student performance on a primary source analysis assignment (graded using a common rubric) will provide evidence for their ability to analyze primary sources and historical documents.	3	Develop skills in chronological thinking and historical analysis using the methods of inquiry and vocabulary commonly used in the discipline.	Tests or Primary Source Analysis Assignment – Student performance on tests that include both objective and open-ended questions and/or on a primary source analysis assignment (graded using a common rubric) will provide evidence for developing skills in chronological thinking and historical analysis.
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<p><b>(M) Previous Brief Course Outline</b></p>													

*(It is acceptable to copy  
from old syllabus)*

**As outlined by the federal definition of a "credit hour",  
the following should be a consideration**

**regarding student work - For every one hour of  
classroom or direct faculty instruction,**

**there should be a minimum of two hours of out of class  
student work.**

All courses should cover significant epochs and developments in Global history. These can be presented in a chronological survey (e.g.: 20th century Non-Western World) OR based on a significant development/ theme (e.g.: Colonialism in Africa). All courses will provide opportunities for students to develop skills in chronological thinking and historical analysis (cause and effect, complex causation, corroboration, interconnections, etc.).

1. What is Colonialism?
  - a. Theory and concepts
  - b. Varieties
  - c. Origins
2. Portugal and Spain During the Age of Discovery
  - a. The Search for India and China
  - b. The *Reconquista* and the Consolidation of Empires
  - c. Pre-Columbine Shipping and Navigational Innovations
  - d. The Iberian Mindset and Religious Factors
3. Exploration, Encounter, and Conquest
  - a. Africa and the Atlantic Islands
  - b. Christopher Columbus and the Caribbean
  - c. Patterns of 15th and 16th Century Exploration and Conquest in the New World
4. The Colonial Experience in Spanish and Portuguese America
  - a. Foundations of Society and Culture
  - b. Disease, Diminution, and the Mestizo "Problem"
  - c. Mercantilism and the Role of the Church
5. Slavery
  - a. Africa in 1492
  - b. The Trans-Atlantic Slave Trade
  - c. Slavery and Resistance to Slavery in Latin America
6. The Western Invasion of Africa
  - a. Early contacts and pre-colonial activity
  - b. The Portuguese in Angola and the Congo
  - c. Religious incursions and "setting the stage"
  - d. The Scramble for Africa: Motives and Patterns
7. Colonial Africa

- a. Varying styles of rule: British, French, German, Italian, Spanish, Portuguese and Belgian
- b. The Rulers and The Ruled
- c. Mistreatment and Resistance
- d. Pan-Africanism and Movement toward Independence
- e. Independence and post-colonial realities
- f. The case of South Africa
- 8. Portuguese and British Imperialism in India
  - a. Early Economic In-Roads and Local Reactions
  - b. 1757: India as a British Protectorate
  - c. The Rulers and The Ruled
  - d. The 1856 Rebellion: Tragedy and Consequence
  - e. The Indian Nationalism Movement
  - f. Gandhi, Nehru, and Ali Jinnah and the Independence of India
  - g. The Partition and post-colonialism in India
- 9. Final Exam Week

**(N) Brief Course Outline**

*(Give sufficient detail to communicate the content to faculty across campus.*

*It is not necessary to include specific readings, calendar or assignments)*

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***there should be a minimum of two hours of out of class student work.***

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- Theory and concepts
- Varieties
- Origins

2. Portugal and Spain During the Age of Discovery

- The Search for India and China
- The *Reconquista* and the Consolidation of Empires
- Pre-Columbine Shipping and Navigational Innovations
- The Iberian Mindset and Religious Factors

3. Exploration, Encounter, and Conquest

- Africa and the Atlantic Islands
- Christopher Columbus and the Caribbean
- Patterns of 15th and 16th Century Exploration and Conquest in the New World

	<p>4. The Colonial Experience in Spanish and Portuguese America</p> <ul style="list-style-type: none"> <li>• Foundations of Society and Culture</li> <li>• Disease, Diminution, and the Mestizo "Problem"</li> <li>• Mercantilism and the Role of the Church</li> </ul> <p>5. Slavery</p> <ul style="list-style-type: none"> <li>• Africa in 1492</li> <li>• The Trans-Atlantic Slave Trade</li> <li>• Slavery and Resistance to Slavery in Latin America</li> </ul> <p>6. The Western Invasion of Africa</p> <ul style="list-style-type: none"> <li>• Early contacts and pre-colonial activity</li> <li>• The Portuguese in Angola and the Congo</li> <li>• Religious incursions and "setting the stage"</li> <li>• The Scramble for Africa: Motives and Patterns</li> </ul> <p>7. Colonial Africa</p> <ul style="list-style-type: none"> <li>• Varying styles of rule: British, French, German, Italian, Spanish, Portuguese and Belgian</li> <li>• The Rulers and The Ruled</li> <li>• Mistreatment and Resistance</li> <li>• Pan-Africanism and Movement toward Independence</li> <li>• Independence and post-colonial realities</li> <li>• The case of South Africa</li> </ul> <p>8. Portuguese and British Imperialism in India</p> <ul style="list-style-type: none"> <li>• Early Economic In-Roads and Local Reactions</li> <li>• 1757: India as a British Protectorate</li> <li>• The Rulers and The Ruled</li> <li>• The 1856 Rebellion: Tragedy and Consequence</li> <li>• The Indian Nationalism Movement</li> <li>• Gandhi, Nehru, and Ali Jinnah and the Independence of India</li> <li>• The Partition and post-colonialism in India</li> </ul> <p>9. Final Exam Week</p>
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**Distance Education Section**

*- Complete this section only if adding Distance Education to a New or Existing Course*

<p>If Completing this Section, Check the Box to the Right:</p>	<p><b><i>NOTE: you must check this box if the Course has previously been approved for Distance Education</i></b></p>
<p>Course Prefix/Number</p>	
<p>Course Title</p>	
<p>Type of Proposal</p>	<p><b><i>See CBA, Art. 42.D.1 for Definition</i></b></p>

Brief Course Outline	<p><b>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</b></p> <p><b>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or</b></p> <p><b>direct faculty instruction, there should be a minimum of two hours of out of class student work.</b></p>
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Rationale for Proposal (Required Questions from CBA)
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How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

### Liberal Studies Section

**- Complete this section only for a new Liberal Studies course or Liberal Studies course revision**

If Completing this Section, Check the Box to the Right:	<p><b>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</b></p> <p>liberal-studies</p>
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	history

Liberal Studies Elective

**Please mark the designation(s) that apply - must meet at least one**

Expected Undergraduate Student

Learning Outcomes  
(EUSLOs)

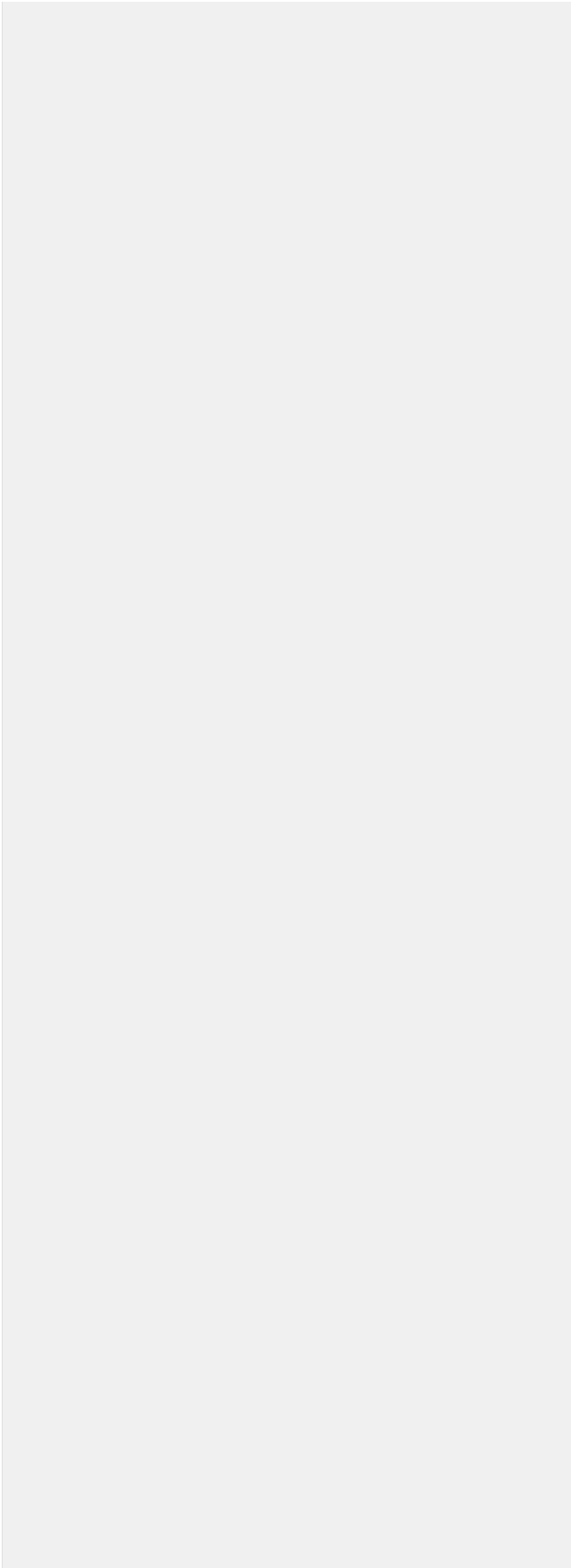
**Map each course outcome to as many of the characteristics of the EUSLOs that apply. Fill in the course outcome number**

Map the Course Outcome to the  
ESULO's

See <https://www.iup.edu/liberal/faculty-and-staff/euslos/> for additional information regarding mapping EUSLOs

Informed Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"><li>the ways of modeling the natural, social and technical worlds</li></ul>	
<ul style="list-style-type: none"><li>The aesthetic facets of human experience</li></ul>	
<ul style="list-style-type: none"><li>the past and present from historical, philosophical and social perspectives</li></ul>	1
<ul style="list-style-type: none"><li>the human imagination, expression and traditions of many cultures</li></ul>	
<ul style="list-style-type: none"><li>the interrelationships within and across cultures &amp; global communities</li></ul>	1
<ul style="list-style-type: none"><li>the interrelationships within and across disciplines</li></ul>	
Empowered Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"><li>effective oral and written communication abilities</li></ul>	
<ul style="list-style-type: none"><li>ease with textual, visual and electronically-mediated literacies</li></ul>	2





<ul style="list-style-type: none"><li>• problem solving skills using a variety of methods and tools</li></ul>	
<ul style="list-style-type: none"><li>• information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources</li></ul>	2
<ul style="list-style-type: none"><li>• the ability to transform information into knowledge and knowledge into judgement and action</li></ul>	
<ul style="list-style-type: none"><li>• the ability to work within complex systems and with diverse groups</li></ul>	
<ul style="list-style-type: none"><li>• critical thinking skills including analysis, application and evaluation</li></ul>	3
<ul style="list-style-type: none"><li>• reflective thinking and the ability to synthesize information and ideas</li></ul>	3
<b>Responsible Learners demonstrate:</b>	<b>Course SLO #</b>
<ul style="list-style-type: none"><li>• intellectual honesty</li></ul>	
<ul style="list-style-type: none"><li>• concern for social justice</li></ul>	
<ul style="list-style-type: none"><li>• civic engagement</li></ul>	
<ul style="list-style-type: none"><li>• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world</li></ul>	

- an understanding of themselves and a respect for the identities, histories, and cultures of others

1

How will each outcome be measured  
(note should mirror (L) Student Learning Outcomes\* (SLO) from the course proposal

***Narrative on how the course will address the Selected Category Content***

Course SLO #	Assessment Tool to be used to measure the outcome
1	Tests – Student performance in tests that include both objective and open-ended questions will provide evidence for demonstrating knowledge of the cultural, economic, social, and political elements that make up the history of the Global past.
2	Primary Source Analysis Assignment – Student performance on a primary source analysis assignment (graded using a common rubric) will provide evidence for their ability to analyze primary sources and historical documents.
3	Tests or Primary Source Analysis Assignment – Student performance on tests that include both objective and open-ended questions and/or on a primary source analysis assignment (graded using a common rubric) will provide evidence for developing skills in chronological thinking and historical analysis.

**All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.**

**Please answer the following questions.**

**Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.**

All sections offered under the rubric of the proposed HIST 198 will include the perspectives, experiences, and contributions of women as well as racial and ethnic minorities. History courses, by focusing on the totality of the period, by necessity include the contribution of all people living in the chronological period being studied.

<p><b>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</b></p>	<p>The reading and use by students of at least one or more substantial works of fiction or nonfiction in addition to a text is a requirement for all history courses.</p>
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## Teacher Education Section

*- Complete this section only for a new Teacher Education course or Teacher Education course revision*

<p>If Completing this Section, Check the Box to the Right:</p>	<p><b><i>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</i></b></p>				
<p>Course Designations:</p>					
<p>Key Assessments</p>					
<p>Narrative Description of the Required Content</p>	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> <li>• The Overall Program Assessment Matrix</li> <li>• The Key Assessment Guidelines</li> <li>• The Key Assessment Rubric</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">File</th> <th style="text-align: right;">Modified </th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <a href="#">  11-60a HIST 198 Explorations in Global History.pdf           </a> </td> <td style="text-align: right; padding: 5px;">           Oct 30, 2017 by Dr. Robert Scott Moore         </td> </tr> </tbody> </table>	File	Modified	<a href="#">  11-60a HIST 198 Explorations in Global History.pdf           </a>	Oct 30, 2017 by Dr. Robert Scott Moore
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