

Template B

	Revolution.		simultaneous belief in witches and the discovery of calculus as part of Western Europe's movement into the modern age.
Category C <i>(if not changed leave blank)</i>			
Current Course (Student Learning) Outcomes	Course predates syllabus of record.	Proposed Course (Student Learning) Outcomes	<p><u>Knowledge of the Past:</u> The aim here is for you to come away with a significant body of historical information and an understanding of its various interpretations. You should be able to bring this knowledge to bear on the modern world and our attempts to understand our role in it, and our personal attempts to place our present society in context. However, historical knowledge is not just about “avoiding the mistakes of the past,” but it is also about gaining an understanding of the human experience in its own terms and by its own standards.</p> <p><u>Framing a Logical Argument:</u> The aim here is for you to understand what historians consider an important question, but also what they consider to be a well-maintained and supported answer. This is equally true for the spoken as well as written format. You should be able to recognize a successful historical presentation and to be able to do it yourself, in your formal written assignments and your spoken comments.</p> <p><u>Writing with Precision and Persuasion:</u> You should strengthen your ability to write clearly and persuasively and to employ the modes of discourse commonly used by historians. Additionally, a nicely turned phrase has never hurt!!</p>
Brief Course Outline <i>(it is acceptable to copy this from the old syllabus)</i>	Course predates syllabus of record.	Brief Course Outline <i>(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments.)</i>	<p>This course divides this long chronological period into two sections: 1450-1600 and 1600-1789.</p> <p>PART ONE, 1450-1600 <u>Week 1:</u> Population, Agricultural Change, and Economics: Crop rotation systems, population growth and fertility, early acquisition of capital</p>

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			<p>during economic crisis.</p> <p><u>Week 2:</u> Individuals in Society, 1450-100: The body, The Life Cycle, Family, Kin, and Community Networks.</p> <p><u>Week 3:</u> Politics and Power, 1450-1600: War, Taxes and Bureaucracies, Nation/State formation; The Ottoman Empire; Eastern Europe.</p> <p><u>Week 4:</u> Cultural and Intellectual Life, 1450-1600: Schools; Political Theory; Humanism; Literature and Art.</p> <p><u>Week 5:</u> Religious Reform and Consolidation, 1450-1600: The Early Reformation; The Radical Reformation; Social Change and the Reformation; Religious Wars; Calvinism; The Catholic Reformation.</p> <p><u>Week 6:</u> Economic and Technology, 1450-1600: Capitalism, Rural Developments, Mining, Cloth, Banking, Urban Life; Poverty.</p> <p><u>Week 7:</u> Europe in the World, 1450-1600: India; Chinese and Portuguese Voyages; Columbus; Europeans in Asia, Africa, the Americas; Global Connections.</p> <p>PART TWO, 1600-1789</p> <p><u>Week 8:</u> Individuals in Society, 1600-1789: Class; Emotions; Medicine; Reproduction; Sex Crimes and Scandals.</p> <p><u>Week 9:</u> Politics and Power, 1600-1789: Absolutism; Warfare and Alliances; France; Spain: The British; The Ottoman Empire; The Hapsburgs; Enlightened Rulers.</p> <p><u>Week 10:</u> Cultural and Intellectual Life, 1600-1789:</p>
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			<p>Learned Societies; New Methods in Science; Mathematics and the Mind of God; Natural Rights; The Enlightenment.</p> <p><u>Week 11:</u> Religious Consolidation and Renewal, 1600-1789. Protestant State Churches; Church and State in Catholicism; Spiritualism; Moravians and Methodists; Gender Issues in Western Christianity; Eastern Orthodoxy; Judaism; Islam.</p> <p><u>Week 12:</u> Economics and Technology, 1600-1789: Population Growth; Proto-Industry; The Industrial Revolution; Commerce and Banking.</p> <p><u>Week 13:</u> Europe in the World, 1600-1789: Explorations; Trade and Colonies; Race; Colonialism.</p> <p><u>Week 14:</u> Is Early Modern Europe Medieval or Modern?: Wrapping it all up and review.</p>
Rationale for Proposed Changes (All Categories)			
Why is the course being revised/deleted:	To incorporate Liberal Studies objectives; To reflect changes in the state of the field.		
Implication of the Change on: <ul style="list-style-type: none"> - Program - Other programs - Students 	This changes will not affect the history department in terms of additional money or staffing; It will add another Liberal Studies offering, but without adding faculty or spending money; it will allow students a larger Liberal Studies selection, as well as access to additional history courses, again without adding faculty or spending money.		
For Dual Listed Courses	<p><i>List additional learning objectives for the higher-level course</i></p> <p>Graduate Students will display an advanced understanding of the historiography and the current debates within the field. They will display an advanced level of historical research in primary sources, as well an advanced level of academic writing. These two goals will be achieved by additional readings in the historiography that result in critical book reviews, as well as a research paper that is driven by the analysis of primary sources.</p>		
For Dean's Review			
<ul style="list-style-type: none"> • Are resources available/sufficient for this course? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA • Is the proposal congruent with college mission? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA • Has the proposer attempted to resolve potential conflicts with other academic units? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA 			
Comments: Click here to enter text.			

Liberal Studies Course Proposal Template

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair. (If new LS course, complete Templates A and C. If LS course revision, complete Templates B and C.)
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to curriculum-approval@iup.edu; this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email curriculum-approval@iup.edu.

Contact Person(s)	Lynn Botelho	Email Address	Botelho@iup.edu
Proposing Department/Unit	History	Phone	724-357-2284

<p>1. Liberal Studies Course Designations</p> <hr style="border-top: 1px dashed black;"/> <p>Learning Skills: <input type="checkbox"/> English <input type="checkbox"/> Mathematics</p> <hr style="border-top: 1px dashed black;"/> <p>Knowledge Area: <input type="checkbox"/> History <input type="checkbox"/> Literature <input type="checkbox"/> Philosophy or Religious Studies <input type="checkbox"/> Fine Arts</p> <p style="padding-left: 40px;"><input type="checkbox"/> Natural Science Laboratory <input type="checkbox"/> Natural Science Non-Laboratory <input type="checkbox"/> Social Science</p> <p style="padding-left: 40px;"><input type="checkbox"/> Dimensions of Wellness</p> <hr style="border-top: 1px dashed black;"/> <p><input type="checkbox"/> Global and Multicultural Awareness</p> <hr style="border-top: 1px dashed black;"/> <p><input type="checkbox"/> Writing Intensive</p> <hr style="border-top: 1px dashed black;"/> <p>Liberal Studies Elective (please mark the designation(s) that apply – must meet at least one)</p> <p><input type="checkbox"/> Global Citizenship <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Oral Communication</p> <p><input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Scientific Literacy <input type="checkbox"/> Technological Literacy</p>
<p>2. Expected Undergraduate Student Learning Outcomes (EUSLOs) – <i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners, or Responsible Learners (see http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694).</i></p>
<p>Objective 1: Explain the major themes in Early Modern European History (1450-1789)</p> <p>Expected Student Learning Outcomes 1 and 2: Informed Learners and Empowered Learners</p> <p>Rationale: Assignments will require student to demonstrate their ability to analyze key themes in early modern European</p>

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history. These include development of the Nation/State, the beginnings of capitalism and proto-industrialization, religious reformations, warfare and developing technologies, the construction of gender and the role of women, and Europe's relationships with ethnic and religious minorities, including those in the Americas, Africa, and the East. As INFORMED LEARNERS students will demonstrate knowledge and understanding of: the interrelation within and across cultures and global communities. As EMPOWERED LEARNERS students will demonstrate Critical Thinking Skills and Reflective Thinking Skills, including analysis, application, and evaluation of information from a wide variety of sources (written, spoken, visual); Effective Oral and Written Communication Skills (essays, presentations); and the Ability To Work Within Complex Systems And Diverse Groups (group work, group presentations).

This Objective meets the Informed Learners Outcome as a Liberal Studies Elective, and specifically as an Information Literacy elective.

Objective 2:

Analyze some of the major themes in the historiography of Early Modern Europe.

Expected Student Learning Outcome 2: Empowered Learners.

Rationale:

Assignments will require students to demonstrate knowledge of the major debates in the historiography of Early Modern Europe. These include debates about the 'rise of the individual'; the effect of 'New Worlds' on thought, culture, global politics, and agriculture; the status of women; the meaning of poverty; and the impact of an author's religious affiliation on the writing of Reformation history. As EMPOWERED LEARNERS students will demonstrate critical thinking skills, including the analysis, application, and evaluation of information. Students will also demonstrate reflective thinking in their ability to synthesize information and ideas.

Objective 3:

Learn to work with and analyze primary and secondary sources.

Expected Student Learning Outcomes 1 and 2: Informed Learners and Empowered Learners.

Rationale:

Assignments will require students to analyze both primary and secondary sources. As INFORMED LEARNERS students will demonstrate knowledge and understanding of the past and present from historical, philosophical and social perspectives. As EMPOWERED LEARNERS students will demonstrate critical thinking skills, including analysis, application and evaluation of source materials. They will also demonstrate reflective thinking and the ability to synthesize information and ideas from a diverse range of source materials.

Objective 4:

Students will demonstrate their understanding of the complex relationships between dominant and non-dominant groups in Western Europe, including women, Jews, Muslims, peoples in the Americas, Africa, and the East, as well as non-mainstream Christian groups.

Expected Student Learning Outcomes 2 and 3: Empowered Learners and Responsible Learners.

Rationale:

Assignments will require students to demonstrate their ability to analyze these complex relationships. As EMPOWERED LEARNERS, students will demonstrate information literacy skills, including the ability to access, evaluate, interpret and use information from a variety of sources. As RESPONSIBLE LEARNERS, students will demonstrate an understanding of and a respect for the identities, histories, and cultures of others.

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3. Description of the Required Content for this Category – *Narrative on how the course will address the Selected Category Content*
As INFORMED LEARNERS students will demonstrate knowledge and understanding of the interrelationship within and across cultures and global communities in their essays and presentations. As EMPOWERED LEARNERS students will demonstrate Critical Thinking Skills and Reflective Thinking Skills, including analysis, application, and evaluation of information from a wide variety of sources (written, spoken, visual); Effective Oral and Written Communication Skills (essays, presentations); and the Ability To Work Within Complex Systems And Diverse Groups (group work, group presentations. As RESPONSIBLE LEARNERS, students will demonstrate an understanding of and a respect for the identities, histories, and cultures of others in their essays, group presentations, and group discussions.

4. All Liberal Studies courses are required to include perspectives of diverse cultures and have a supplemental reading. Please answer the following two questions.

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

My course will meet this requirement in 5 ways: lectures; through required textbook reading; primary sources; secondary books or novels; student presentations.

Lectures:

Weeks 5 & 12 are dedicated to lectures on 'Religious Reform and Consolidation'; Week 7 & 15 are dedicated to lectures on 'Europe in the World'. There are also dedicated lectures to the role of women, witches, race, and colonialism.

The Textbook:

The textbook, Merry Wiesner-Hanks, *Early Modern Europe, 1450-1789*, includes dedicated sections on Eastern Orthodox Christianity, Judaism, and Islam.

Primary Sources:

The class' primary source readings include excerpts from Jewish Prayers from 17th century Eastern Europe; Sufi prayers; Willem Bosman's *A New and Accurate Description of the Coast of Guinea* (1705); Johann Blumen's *On the Natural Variety of Mankind* (1795); 'Advice on choosing a wife, 1540, Portugal', and 'A Wife's Will, Spain, (1628)'.

Secondary Sources and Novels:

The Secondary Sources assigned in this class include: Richard Kagan and Abigail Dyer's *Inquisitorial*

Inquiries: Brief Lives of Secret Jews and Other Heretics; Amy Butler Greenfield, *A Perfect Red: Empire, Espionage, and the Quest for the Color of Desire* (This discusses the early modern global economy, race relations, and colonialism)

The novels assigned in this class include: Samuel Thomas' *The Midwife's Tale: A Mystery* that looks at the local effects of the English Civil War and the perspective of women. David Liss: *The Coffee Trader: A Novel*. (This also explores issues of religion, commerce, and cultural values.)

Student Presentations:

Students will make group presentations on topics to include: Housewives, Jews, Witches, Slaves, The Turk; An Heretic. A Protestant Minister; A Catholic Priest.

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.

The Secondary Sources assigned in this class include: Richard Kagan and Abigail Dyer's *Inquisitorial*

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Inquiries: Brief Lives of Secret Jews and Other Heretics; Amy Butler Greenfield, A Perfect Red: Empire, Espionage, and the Quest for the Color of Desire (This discusses the early modern global economy, race relations, and colonialism.)

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