

CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

LSC Use Only

Number LS 96  
Action Approved  
Date 6/21/89

UWUCC Use Only

Number 7B  
Action \_\_\_\_\_  
Date \_\_\_\_\_

I. TITLE/AUTHOR OF CHANGE HI 212  
COURSE/PROGRAM TITLE Ancient and Medieval Europe HI212  
DEPARTMENT History  
CONTACT PERSON Dale E. Landon

II. THIS COURSE IS BEING PROPOSED FOR:

Course Approval Only

Course Approval and Liberal Studies Approval

Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Dale E. Landon  
Department Curriculum Committee

Mark A. Stacy  
College Curriculum Committee

[Signature]  
Director of Liberal Studies  
(where applicable)

Neil B. Leland  
Department Chairperson

Mark A. Stacy  
College Dean\*

\_\_\_\_\_  
Provost  
(where applicable)

\*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted  
to LSC \_\_\_\_\_  
to UWUCC \_\_\_\_\_

Semester/Year to be  
implemented \_\_\_\_\_

Date to be published  
in Catalog \_\_\_\_\_

Revised 5/88

[Attach remaining parts of  
proposal to this form.]

ANCIENT AND MEDIEVAL EUROPE (HI 212)

3 credits

No prerequisites

An examination of the development of civilizations in Europe during the ancient and medieval periods. The course will focus on the ancient Greek and Roman civilizations and the medieval European civilization. The characteristics and institutions of civilization will be stressed as well as the political history.

ANCIENT and MEDIEVAL EUROPE (HI 212)

I. CATALOG DESCRIPTION

Ancient and Medieval Europe. 3 credits. No prerequisites.

An examination of the development of civilizations in Europe during the ancient and medieval periods. The course will focus on the Ancient Greek and Roman civilizations and the medieval European civilization. The characteristics and institutions of civilization will be stressed as well as the political history.

II. COURSE OBJECTIVES

- A. To provide students with an overview of the historical development of civilization in ancient and medieval Europe.
- B. To increase the students' awareness and appreciation of the development of western civilization.
- C. To provide students with an understanding of the current interpretations and the implications of these developing interpretations for historical knowledge.
- D. To enhance the students' historical consciousness and sense of the discipline of history.
- E. To develop students' skills in historical thinking and historical inquiry.

III. DETAILED COURSE OUTLINE

I. The Hellenic World: Its Origins and Spread (2 days)

The Miracle of Greece  
The Greek Dark Ages  
The Ionians  
Greek Colonization  
The Greeks and Their Neighbors

II. The Indigenous Hellenes (2 days)

The Polis-System  
Economic Diversity  
Political Diversity  
Social Diversity  
Political History

III. Hellenic Culture: Shaping Classical Thought (1 week)

Classical Greek Thought  
External Influences  
Fifth Century Civilization  
Fourth Century Civilization

IV. The Hellenistic World (2 days)

The Macedonian Empire  
Alexander's World Conquest  
The Successor States  
The Diversity of Systems

V. Hellenistic Civilization (1 day)

Hellenistic Cities  
Hellenistic Schools  
The New Scholarship  
Greek Contributions  
Persian Contributions  
(other)

VI. Early Rome and the Eastern Civilized People (1 week)

The Roman Kingdom and Republic  
Etruscans  
Greeks  
Carthaginians

- vii. Roman Expansion and Its Influences (2 days)
  - Areas of Expansion
  - Roman Impositions
  - Roman Impact
  - Foreign Factors in Roman Development
- VIII. Rome: From Republic to Empire (1 week)
  - Roman Evolution to 146 B.C.
    - Political
    - Social
  - Rome in the late 2nd Century B.C.
  - The Roman Revolution
  - The Augustan Settlement
  - The Pax Romana
    - the Imperial System
    - the Era of the "Good Emperors"
- IX. Greco-Roman Civilization (2 days)
  - Early Roman Cultural Development
  - Links to Greek Civilization
  - The Ciceronian Age
  - The Augustan Age
  - Expansion of Culture
- X. The Religious Interplay (1 week)
  - Near Eastern Religious Development
  - Judiac Monotheism
  - The Search of the Pagan World
  - Early Christian Development
- XI. The Collapse of the Roman World-Empire (2 days)
  - The Pressures of the Outside World
  - The Internalized Disjointedness
- XII. The Germanic Assimilation: Restructuring the Remains (2 days)
  - The Frontier
  - The Factors of Fusion
  - Roman Survivals
  - Germanic Contributions

- XIII. Byzantium: the Preservation (1 week)
- The Imperial Concept
  - The Political Control
  - The Spiritual Continuity
  - The Cultural Heritage and Development
- XIV. Islam: The World Cultural Mixture (1 week)
- The Development and Spread of Islam
  - A World of Civilizations
  - A World of Diffusion
  - The Cultural Heritage and Development
- XV. The Latin West: the Foundations (1 week)
- Manorialism
  - The Christian Communities
  - Germanic Kingdoms
  - the 9th Century Destruction
  - Feudalism
- XVI. Growth of an European Civilization (1 week)
- The Agricultural Revolution
  - Revival of Commerce
  - Development of Urbanization
  - Political Stabilization
- XVII. Three Mediterranean Civilizations Interface (2 days)
- The Crusades
  - Economic Stimulation
  - The 12th Century Renaissance
  - The Impact on European Civilization
- XVIII. Establishment of Western Power Structures (1 week)
- Establishment of Monarchy
  - Construction of Bureaucratic Structures
  - Development of a Literate Society
  - Consolidation of Territories
  - Development of Unity
- XIX. The Clash of the Secular and the Spiritual World (1 week)
- The Splintering of Christian Unity
  - The Development of National Churches
  - The Growth of Papal Government
  - Conflicts of Contending Powers
  - The Internal Difficulties of the Late Medieval Church
- XX. The Civilization of the European Renaissances

#### IV. EVALUATION METHODS

Three OUTSIDE READING ESSAYS will be required. The assigned outside readings will be primary source material and may include Herodotus, The Histories, Tacitus, On Britain and Germany, Villehardouin and de Joinville Chronicles of the Crusades. In the essay assignment the student will be required to use the readings as source material to develop interpretations of the social, economic, cultural, and political aspects of the civilization. Topics will be provided to assist the development of the essay.

Each essay will be worth 10% of the final grade.

There will be two in-class BLUEBOOKS during the course of the term. These will be along the following format: 40% major essay questions; 20% short essay questions; 20% identification questions; and 20% short-answer questions. The examinations will be based on material covered in class sessions and that found in the basic text.

Each bluebook will be worth 20% of the final grade.

There will be a FINAL examination. It will consist of two segments: 1) a third BLUEBOOK following the format of the in-class examinations covering the material from the second in-class examination; and 2) an objective COMPREHENSIVE EXAM.

The third bluebook will be worth 20% of the final grade and the comprehensive WILL be worth 10% of the final grade.

Determination of the final course grade:

1st OUTSIDE READING ESSAY	--	10%
2nd OUTSIDE READING ESSAY	--	10%
3rd OUTSIDE READING ESSAY	--	10%
1st BLUEBOOK	--	20%
2nd BLUEBOOK	--	20%
3rd BLUEBOOK	--	20%
COMPREHENSIVE FINAL	--	10%

#### V. REQUIRED TEXTBOOK

Starr, Chester. A History of the Ancient World.

and

Peters, . Medieval History

assigned outside reading

Herodotus. The Histories.

Tacitus. On Britain and Germany.

Villehardouin and de Joinville. Chronicles of the Crusades.

Date

VI. SPECIAL RESOURCE REQUIREMENTS

None.

VII. BIBLIOGRAPHY

Greece

- Broadman, J. The Greeks Overseas. (1964)
- Ellis, J. R. Philip II and Macedonian Imperialism. (1976)
- Ferguson, J. The Heritage of Hellenism. (1973)
- Fine, J. V. A. The Ancient Greeks. (1983)
- Finley, M. I. Early Greece. (1970)
- Kagan, D. The Peloponnesian War. 4 vols. (1969-88)
- Kitto, H. D. F. The Greeks. (1951)
- Pollitt, J. J. Art and Experience in Classical Greece. (1972)
- Snell, B. Discovery of the Mind. (1960)
- Starr, C. G. Origins of Greek Civilization 1100-650 B.C. (1961)
- Tarn, W. W. and G. T. Griffith. Hellenistic Civilization. (1961)
- Walbank, F. W. The Hellenistic World. (1981)

Rome

- Badian, E. Roman Imperialism in the Late Republic. (1968)
- Brown, P. The World of Late Antiquity, A.D. 150-750. (1971)
- Cochrane, C. M. Christianity and Classical Culture. (1957)
- Cornell, T. and J. Matthews. Atlas of the Roman World. (1982)
- Homo, L. P. Primitive Italy and the Beginning of Roman Imperialism. (1967)
- Lot, F. The End of the Ancient World and the Beginnings of the Middle Ages. (1961)
- Luttwak, E. N. The Grand Strategy of the Roman Empire. (1976)
- MacMullen, R. Paganism in the Roman Empire. (1966)

Nicolat, C. The World of the Citizen in Republican Rome.  
(1980)

Fallottino, M. The Etruscans. (1974)

Starr, C. G. Civilization and the Caesars. (1965)

Syme, R. The Roman Revolution. (1960)

Taylor, L. R. Party Politics in the Age of Caesar. (1949)

\_\_\_\_\_. The Divinity of the Roman Empire. (1931)

Warmington, B. H. Carthage. (1960)

#### Early Medieval

Bloch, Marc. Feudal Society. 2 vols. (1971)

Coadwick, H. The Early Church. (1967)

Fichtenau, H. The Carolingian Empire: The Age of Charlemagne.  
(1964)

Ganshof, F. L. Feudalism. (1964)

Laistner, M. L. W. Thought and Letters in Western Europe.  
(1957)

Mango, C. Byzantium: The Empire of New Rome. (1980)

Southern, R. W. The Making of the Middle Ages. (1973)

White, Jr., Lynn, Medieval Technology and Social Change.  
(1962)

#### High Medieval

Aries, P. Centuries of Childhood: A Social History of Family Life. (1962)

Baldwin, J. W. The Scholastic Culture of the Middle Ages: 1000-1300. (1971)

Barracough, G. The Origins of Modern Germany. (1963)

Duby, G. Rural Economy and Country Life in the Medieval West.  
(1968)

\_\_\_\_\_. The Three Orders: Feudal Society Imagined. (1981)

Fawtier, R. The Capetian Kings of France: Monarchy and Nation 987-1328. (1972)

Haskins, C. H. The Renaissance of the Twelfth Century. (1927)

Male, E. The Gothic Image: Religious Art in France in the Thirteenth Century. (1913)

Mayer, H. E. The Crusades. (1972)

Petit-Dutaillis, C. The Feudal Monarchy in France and England from the Tenth to the Thirteenth Century. (1964)

Pirenne, H. Medieval Cities: Their Origins and the Revival of Trade. (1970)

Power, E. Medieval Women. (1975)

Wemple, S. Women in Frankish Society: Marriage and the Cloister 500-900. (1981)

#### Late Medieval

Aston, M. The Fifteenth Century: The Prospect of Europe. (1968)

Hay, D. Europe in the Fourteenth and Fifteenth Centuries. (1966)

Jensen, De L. Renaissance Europe: Age of Recovery and Reconciliation. (1981)

Kristeller, P. O. Renaissance Thought: the Classic, Scholastic and Humanist Strains. (1961)

Partner, P. Renaissance Rome, 1500-1559: A Portrait of a Society. (1976)

Perroy, E. The Hundred Years' War. (1965)

Thompson, J. W. Economic and Social History of Europe in the Latter Middle Ages 1300-1500. (1958)

Ziegler, P. The Black Death. (1969)

## COURSE ANALYSIS QUESTIONNAIRE

### Section A: Details of the Course

- A1. This course is designed to fulfill several academic needs at IUP. It will be submitted for acceptance as a elective course in the Liberal Studies program. It is designed to be an elective course for both History majors and Education social science concentrates. It should serve those majors in languages and human ecology who currently fulfill their departmental requirements through History of Civilization I, as well as other majors in the College of Humanities and Social Sciences. It is hopeful that it will complement the proposed restructuring of the music major.
- A2. This course would not require changes in the context of existing courses. It is a very distinct possibility that HI 101 History of Civilization I will be deleted with the complete phase-in of the Liberal Studies program. With the offering of this course it may be possible to delete HI 101 sooner with acceptance of this proposed course as a substitute.
- A3. This course is not a departure from the department's course offerings.
- A4. No. This course has never been offered at IUP on a trial basis.
- A5. This course is not to be a dual-level course.
- A6. This course is not to be offered for variable credit.
- A7. This course is not unique in institutions of higher education, however, the topics belongs to a range of topics that are offered in a variety of optional patterns. It is in some cases subdivided into more specific course such as Ancient Greece, Ancient Rome, Medieval Europe, and Renaissance Europe (the University of the South, Vanderbilt University, Long Island University, University of Miami, and Penn State), or Greco-Roman History and Medieval & Renaissance Culture (Jacksonville University), The Greek World, The Roman World, the Early Middle Ages, the High Middle Ages, and the Early Renaissance (SUNY-Binghamton), and within the SSHE as Ancient History and Europe 400-1550 (Edinboro), and the Ancient World and Medieval Europe (West Chester), or combined into single course as in the SSHE as Western Civilization to 1715 (Edinboro), and Ancient and Medieval Civilization (Clarion) or elsewhere such as Western Heritage I (Penn State), Western Civilization I (Pit), Western Civilization I (C. W. Post), Development of western Civilization (University of Miami), History of

European Civilization I (SUNY-Albany), and the Foundations of Western Civilization (LIU-Brooklyn Center). It has previously been the main portion of History of Civilization I at IUP.

A2. This course is not a requirement nor a recommendation by a professional society, accrediting authority, law, or other external agency.

#### Section B: Interdisciplinary Implications

B1. This course will be taught by one instructor.

B2. There are not nor will there be any additional or corollary courses needed with this course.

B3. Since this course will focus on the discipline of history it does not infringe upon any courses offered by other departments.

B4. Seats will be made available to students in the School of Continuing Education.

#### Section C: Implementation

- C1.
- a. Faculty -- adequate resources
  - b. Space -- adequate resources
  - c. Equipment -- adequate resources
  - d. Consumable Goods -- adequate resources
  - e. Library Materials -- adequate resources
  - f. Travel Funds -- adequate resources

C2. None of the resources for this course are funded by a grant.

C3. This course would certainly be offered at least one semester each year, and if demand from the Liberal Studies program and as a service course to various majors is great enough it would be offered every semester.

C4 It is possible that at least two sections of the course might be offered in a single semester.

C5 40 students could be accommodated in a section. Limitations are imposed by room size and requirements (essay examinations and reading essays) imposed on students.

C6 There are no professional society recommendations on enrollment limits or parameters.

C7 Hopefully this course will become an accepted elective in the history major, however, that would not affect the number of "free electives" available to majors nor would it necessitate an increase in the 124-credit program of our majors.

Section D: Miscellaneous

None.

# LIBERAL STUDIES COURSE APPROVAL FORM

**About this form:** Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

**Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.**

## PART I. BASIC INFORMATION

**A. For which category(ies) are you proposing the course? Check all that apply.**

### LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

### KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

**B. Are you requesting regular or provisional approval for this course?**

- Regular       Provisional (limitations apply, see instructions)

**C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs?  yes  no**

If so, which General Education course(s)? History of Civilization I

**PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.**

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
<b>A. Intellectual Skills and Modes of Thinking:</b>		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Literacy--writing, reading, speaking, listening	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Understanding numerical data	<input type="checkbox"/>	<input type="checkbox"/>
4. Historical consciousness	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Scientific inquiry	<input type="checkbox"/>	<input type="checkbox"/>
6. Values (ethical mode of thinking or application of ethical perception)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Aesthetic mode of thinking	<input type="checkbox"/>	<input type="checkbox"/>
<b>B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>C. Understanding the Physical Nature of Human Beings</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D. Certain Collateral Skills:</b>		
1. Use of the library	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Use of computing technology	<input type="checkbox"/>	<input type="checkbox"/>

**PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES?** Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

**What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.**

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). Your attached syllabus must make explicit that the course meets this criterion.

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

**PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?**

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

## CHECK LIST -- LIBERAL STUDIES ELECTIVES

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### Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

### Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional, or pre-professional course.

**Explanation:** Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

LIBERAL STUDIES COURSE APPROVAL FORM

Liberal Studies Form

PART II. Which Liberal Studies goals will your course meet?

The Liberal Studies goals which Ancient and Medieval Europe will meet are:

PRIMARY

A. Intellectual-Skills and Modes of Thinking:

1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.

To meet this goal the instructor and the student will investigate historical problems such as causation (e.g. the causes of the Peloponnesian War and the "Decline and the Fall of the Roman Empire), factual significance (e.g. discussion of common fallacies resulting from moralistic, pragmatic, and quantitative misuse), motivation (both for societies and individuals), and the development of question-framing abilities (because it is especially important to avoid searching history to prove preconceived ideas and to avoid developing false, dichotomous questions). Efforts will also be made to increase the student's ability to create historical synthesis from different developments (e.g. the understanding that the effectiveness of Roman imperial control rests on the co-opting of the power of the previous ruling elite). These objectives might be met through specific examples in lectures, discussions, and readings; students' skills might be honed through examinations, essays, and similar exercises.

## 2. Historical Consciousness

This goal will be met as the students are shown the importance of chronological concepts, the need to be sensitive to transitional periods, the importance and lasting quality of historical memory, and the persistence of ideas and institutions. This may be done, for example, by examination of the development of Hellenistic civilization with its blending of Hellenic and Near Eastern cultures, its impact on the development of Greco-Roman civilization, and on the development of Medieval Civilization. This might also be done by examination of Hellenic and Hellenistic political concepts and their impact on Roman, Byzantine, and western European political evolution, especially in institutions and ideologies.

## B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person

The course will present, through discussion, lecture, and readings, a historical consciousness which focuses not only on those pervasive historical "echoes" of our times (e.g. democracy, empire, and the historical reflections in the arts and literature), but also on specific events, individuals, and institutions, of which a knowledge is part of modern cultural literacy.

## SECONDARY

### A. Intellectual Skills and Modes of Thinking

#### 2. Literary, writing, reading, speaking, listening

The course will require out-of-class essay assignments as well as essay examination as writing exercises where skill improvement will be stressed. There will be a focus on reading primary historical sources for historical understanding. Lecture and discussion will be integrated into the course in which careful listening is demanded.

#### 6. Values

The discipline of history is concerned not only with development of values and value systems as part of the development of civilization but also with the examination of past societies in terms of current values and value systems.

#### D. Certain Collateral Skills

##### I. Use of the Library

The use of the library will be stressed for the students' completion of course work.

Part III. A. -- The strategies the department will use to assure that basic equivalency exists:

This is proposed as a single instructor course. The instructor, however, will provide the Departmental Curriculum Committee with statements of how he intends to meet the "General Criteria for Liberal Studies." The department through its Five Year Faculty Evaluation of the instructor and other evaluations will have an opportunity to monitor the instructor's fulfillment of the Liberal Studies criteria.

Part III. B. -- Acceptance of the criterion that the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter:

Students will have the opportunity to consider the ideas of both men and women; students will have the opportunity to consider various cultures and subcultures; students will have the opportunity to become aware of the thinking of men and women and of various human groupings from different historical eras. Especially essential to the course is the diversity that is found in the ancient Greek world, in the Roman empire and Empire, and within the Christian, Jewish and pagan communities of both the Roman and the medieval European world. Also essential is the differentiation that exists between free and unfree and between male and female in the civilizations covered: this is an important element of the course.

Part III. C. -- Liberal Studies course must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals):

The course will require three substantial works of historical writings, Herodotus, Tacitus, and Villenhardouin and de Joinville, which are significant primary sources of history.

Part III. D. -- How this introductory course is different from what is provided for beginning majors:

This course is intended to be for beginning majors and minors as well as an Liberal Studies elective course. It, however, covers a broad historical area that is significant for an liberal-educated person to be familiar with.

Part III. E. -- Contributions to the student's abilities:

History courses contribute in major ways to students' abilities.

1) This course will require the student to confront major ethical issues of the past by illustrating the repercussions of ethical choices. While providing the luxury of removal from responsibility, it emphasizes the need of commitment for making such choices. This might be achieved by historical examinations of developments like "Colonialism," "Imperialism," "Discrimination," "Racism," and "Sexism" in their historical milieu.

2) The discipline of history stresses definition, framing of questions, analysis and evaluation of outcomes. The course will stress the historical method by showing the student the diversity of historiographical approaches. It will show how this variety influences the selection of primary sources and the ways in which they are used, how historians authenticate those materials, how the evaluation process selects the "historical" fact from "mere" facts, and how this selection culminates in an interpretation. An example of this attempt might well be a careful examination of various economic interpretations of the "Decline and Fall of the Roman Empire" compared to more intellectual or political interpretations, or, in other veins, the problem of causation in relation to the Punic and the Hundred Years' War, or continuity and change in medieval European society.

3) The ultimate goal of the discipline is the communication of knowledge, continual learning, redefinition, continual analysis, and reevaluation as learning and analysis continually brings new directions for the interpretation of the past. Students might participate in this process by writing essays that allow them to analyze historical problems and to deal with the various interpretations to which they have been exposed. They might be encouraged through the examination of the literature, art, or music of a historical period to gain a deeper understanding of that age.

4) Students will be given historical problems, on examinations and in out-side essays and they will have to reach historical conclusions using the information they will be responsible for having mastered. A certain amount of creativity is essential in making historical arguments. This will especially be stressed in their reading essays where they have more time for reflection and construction.

5) Students will be shown how historical research has broadened with the expansion of the interests of people in the various arenas of life; (e.g. the new fields of women and minority studies, the development of interest in the "underside" of history such as the development of peasant studies and the history of the working classes). They will learn the historical dictum that "each generation writes its own history" and be introduced to the concept that as current concerns and approaches to history change, so do interpretations of the past.

6) History stresses the inherent relationship that exists between the present and the past. Students will be exposed to the ideas of both continuity and change. In the realm of ideas the effects of the Hellenistic Age might be traced forward as the bases of medieval thought, after an examination of the impact of Hellenic civilization on that Age, and the ideas bred by the concepts of the Roman Empire will be examined as they impacted on the developments of the Byzantine Empire, Kievan Rus, and the Roman Empire of the Middle Ages and were changed by the conditions of times.

#### PART IV. -- MEETING THE CRITERIA FOR THE HUMANITIES: HISTORY CRITERIA

The syllabus indicates how this course meets each criteria checked.

-- LIBERAL STUDIES ELECTIVE (CHECK LIST)

Knowledge Area Criteria:

Treating concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.

The course is designed to provide sufficient depth. Three major civilizations will be examined with the historical problems of causation, continuity and change being stressed. The three civilizations, Hellenic, Roman, and medieval European, are all contributors to our modern civilization and their influences on the contemporary world will be stressed. Such themes as Classical Realism, Democratic Institutions, Monotheism, and Imperialism and Empire across these historical eras will allow an appreciation of the complexity of historical development.

Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.

Major historical questions and problems which are an essential ingredient of this course: causation, continuity, change, the use of historical evidence, the impact of outside influences, and the constant reinterpretation of history.

Important theories and principles presented within this course: Nomadic Disruptions, Western Democracy, the Decline and Fall of Rome, the Pirenne Thesis, the Medieval Collapse and Revival, the Renaissance.

Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.

This will be done through lecture and discussions, and with the students producing out-of-class and in-class essays.

Encourage students to use and enhance, wherever possible, the composition and mathematics skills build in the Skill Areas of Liberal Studies.

The students will use and hopefully add to their composition skills through their writings of essays.

Liberal Studies Elective Criteria:

Meet the "General Criteria Which Apply to All Liberal Studies Courses"

See above

Not be a technical, professional, or a pre-professional course.

This is not a technical, professional, or a pre-professional course. It is designed to be a Liberal Studies course.

# INSTRUCTIONS

## SUBMITTING COURSES FOR LIBERAL STUDIES APPROVAL

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### 1. WHAT SHOULD BE INCLUDED IN PROPOSALS?

For a new course or a course revision, you need:

- UWUCC cover sheet
- Catalog description on separate sheet
- Syllabus prepared according to UWUCC format
- Liberal Studies Course Approval Form
- UWUCC course analysis questionnaire

For the addition of an existing course (already approved by the Senate) to Liberal Studies, you need:

- UWUCC cover sheet
- Syllabus prepared according to UWUCC format
- Liberal Studies Course Approval Form

### 2. ARE THERE ANY PARTICULAR INSTRUCTIONS FOR COMPLETING THE LIBERAL STUDIES COURSE APPROVAL FORM?

Some parts of the form are in a check-list style; you should mark those sheets, appending any additional explanation requested. (Feel free to make more copies of the check-lists if you need them.) Other parts of the form are open-ended questions; it will probably be easier for you to answer those on your own paper. In some instances, you have the choice of providing information by separate answers or by incorporating the information into the syllabus; do whichever is more comfortable. By the way, "syllabus" as used here is not necessarily what goes into student hands on the first day of a semester; rather it is the basic format we have all grown accustomed to using when submitting new courses to the Senate.

### 3. WHERE ARE PROPOSALS TO BE SENT? HOW MANY COPIES?

After they have been approved at the department and college levels, all IUP course proposals are sent to the Provost's office for assignment to either the Liberal Studies Committee (LSC) or the University-wide Undergraduate Curriculum Committee (UWUCC). You will need to provide four (4) copies for the LSC and four (4) copies for the UWUCC.

### 4. WHAT IS "PROVISIONAL APPROVAL" AND WHEN IS IT APPROPRIATE?

The first few times a new course is taught, there inevitably will be adjustments. "Provisional approval" is a recognition of that reality by the LSC and the UWUCC. Between now and September 1, 1989 (the date the first new courses are offered) you may submit courses for provisional approval. You send in the same forms, filled out with the best possible information given the status of the course. If the course meets the criteria, provisional approval will be given by the LSC, with information going forward to the UWUCC and the Senate. These courses will be assigned a number and a catalog description and printed in the catalog. Neither the catalog nor the students' transcripts will carry any indication of the provisional nature. Courses with provisional approval may be taught no longer than through the Fall semester 1990 (which amounts to a maximum of three semesters and an intervening summer); regular Senate course approval will be required prior to offering the course in the Spring 1991. The advantage to you and to the LSC and the Senate as well is that a course will settle into its more or less permanent form before being put forward for final approval. Thus, the more tentative your thoughts about the course, the more likely you should ask for provisional approval.

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