

CURRICULUM PROPOSAL FORM

University-Wide Undergraduate Curriculum Committee

UWUCC USE ONLY

Number	<u>124</u>
Action	_____
Date	_____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE B. A. in History: Revised Program, plus 4 new courses

DEPARTMENT HISTORY

CONTACT PERSON Merle Rife

II. APPROVALS

Merle Rife
Department Curriculum Committee

John T. Kellebourn
Department Chairperson

Robert Jody
College Curriculum Committee

Jody
College Dean *

Charles D. Chalk 10-11-90
Director of Liberal Studies
(where applicable)

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.

III. TIMETABLE

Date Submitted to UWUCC _____

Semester/Year to be Implemented _____

Date to be published in Catalog _____

IV. DESCRIPTION OF CURRICULUM CHANGE

(Attach remaining parts of proposal to this form).

IV. DESCRIPTION OF CURRICULUM CHANGE

Proposed curriculum requires 33 hours of history for majors instead of 30.

Proposed Curriculum		Current Curriculum	
LIBERAL STUDIES: As outlined 50-52 in the Liberal studies section with the following specifications: Liberal Studies elective: no courses with an HI prefix. HI 195: Fulfilled by required courses in major		LIBERAL STUDIES: As outlined 53-55 in Liberal Studies section with the following specifications: Liberal Studies elective: no courses with an HI prefix.	
College:	0-6	College:	0-6
Foreign Language III and IV ¹		Foreign Language III and IV ¹	
Major:	33	Major:	30
Required courses:		The following courses are recommended:	
HI 200 Introduction to History	3sh	HI 101 History of Civilization I	3sh
HI 201 Western Civilization before 1600	3sh	HI 102 History of Civilization II	3sh
HI 202 Western Civilization since 1600	3sh	HI 103 History of U. S. I	3sh
HI 203 U. S. History for Historians	3sh	HI 104 History of U. S. II	3sh
Non-Western HI course: Latin America, Africa, or Asia	3sh	HI 200 Introduction to History	3sh
HI 480 Senior Seminar ²	3sh	¹ Foreign Language III & IV may be included in Liberal Studie electives	
Five additional history courses	15sh		
¹ Foreign Language III & IV may be included in Liberal Studies electives.			
² This requirement may be fulfilled by completing the Honors Program, or Internship, or Graduate Seminar with a concluding paper in all cases.			
Other Requirements:	0	Other Requirements:	0
Free Electives:	33-41	Free Electives	33-41
Total Degree Requirements	124	Total Degree Requirements	124

- I. Catalog Description: A survey course presenting in various forms the origin and development of major political, social, economical, religious and intellectual institutions in Western Civilization to approximately 1600 A.D.
- II. Course Objectives:
- a. To give students an understanding of the beginnings and development of the Western world's major institutions.
 - b. To make students aware of the contributions of non-Western civilizations to our own culture.
 - c. To have students understand the relationship between primary and secondary historical sources and to be able to analyze both.
 - d. To have students interpret maps.
 - e. To give students an appreciation for physical items that survive from the period covered by the course.
 - f. To develop an awareness of the contributions of women and minority groups in the development of Western institutions.

III. Course Outline:

HI 201 Western Civilization to 1600

Introduction

Prehistoric Man

Early Civilizations

The Centers

The Fringes

Greek Civilization

The Ancient Aegean

The Hellenic World

The Indigenous Hellenes

Hellenic Culture

The Hellenistic World

Eastern Peoples in the West

Roman Civilization

Early Rome

Roman Expansion and its Influence

From Republic to Empire

Greco-Roman Civilization

The Religious Interplay

The Collapse of the Roman West and East

Amalgamation of Cultures
 Germanic Assimilation
 Byzantium
 Islam
 The Latin West

The Medieval Era
 Three Medieval Civilizations
 West Political Structures
 Europe Discovers the Outer World

The Renaissance

The Reformation

IV. Evaluation: Examinations will be essay and comprehensive. Mastery of outside readings could become part of required papers.

General Breakdown

Major examinations and final examination	50%
Written work completed outside of class	40%
Map Work	10%

V. Textbooks: (a suggested list)

Craig, Graham, Kagan, Ozmet, and Turner, The Heritage of World Civilizations, Vol. 1.

Carr, E. H., What is History?

Reilly, K., The West and the World, Vol. 1, 2nd edition.

Wiesner, Ruff, Wheeler, Discovering the Western Past: A Look at the Evidence, Vol. 1.

VI. Special Resource Requirements: Since Stapleton Library is our laboratory, no additional materials, equipment, or lab fees are required.

Section A: Details of the course

A1. This course will be required of freshmen history majors in the fall semester and limited to those students. This course will substitute for HI 195 for history majors.

A2. There is a number change. This course is basically the same as HI 101 in the previous program for history majors.

A3. Traditional approach

A4. See A2

A5. No

A6. No variable credit

A7. Yes. This course along with HI 201 is the staple of most history departments.

A8. Neither the American Historical Association nor the Middle Atlantic States Association of Colleges and Secondary Schools make any recommendations in this matter.

Section B: Interdisciplinary Implications

B1. One instructor

B2. No

B3. Other departments, such as art and philosophy, teach some of the content of this course but in their own way and for their own purpose.

B4. No

Section C: Implementation

C1. The department has been teaching this course for decades. The personnel and resources to offer the course are in place.

C2. No

C3. Each fall semester

C4. One

C5. 20-25. No.

C6. No

C7. Yes. This does not change the number of electives.

Section D: No additional information necessary.

(6)

HI 202 Western Civilization since 1600 3 cr. hrs.

I. Catalog Description: The development of Western Civilization from the Expansion of Europe to the Present, including political, diplomatic, economic, social, and cultural areas. The course will introduce issues and interpretations encountered in upper-level courses.

II. Course Objectives:

a. To give students an understanding of major concepts and institutions as they have developed over time, and their relevance to current issues and developments.

b. To develop an awareness of the problems arising from the status of women and minority groups, and their previously overlooked contributions to our civilization.

c. To make students aware of the contributions of non-Western civilizations to our own culture

d. To make students aware of the complexity of attempting to study past human experience and development, the often conflicting interpretations of a given event or development, and the impossibility of arriving at a finite conclusion as to causes or consequences

e. To nonetheless encourage students to use the scientific method and critical analysis techniques in studying history.

III. Course Outline:

Expansion of Europe

European interchange of culture, technology, and resources with Asia, Africa, and the Western Hemisphere

Society and daily life

Population growth, family, and the status of women

Agriculture and cottage industry: roles of women and men

Church, faith, and witchcraft

Early Modern States

Absolutism and parliamentary sovereignty

Enlightened absolutism

Competition for Empire

Women in royal politics

Science and the Western View of the World

• Early scientific discoveries

Perceptions of the universe and humanity

Impact on theology

Application of Science

Enlightenment and Revolution
 Philosophes and women intellectuals
 French Revolution
 Industrial Revolution
 Search for a new order
 Extension of suffrage

End of European Dominance
 The Great War
 Technology and change
 Society and Gender
 Totalitarianism and Democracy
 Diplomacy and War

Era of Superpowers
 Confrontation and Detente
 Science and Technology
 Decolonization and the Third World
 Feminist Revolution and Society
 New Balance of Power

Historiography is part of the course and can be brought into the syllabus at any point at the discretion of individual instructors. Examples of how varying views of the same event could be introduced can be seen from the following four examples of readings which could be assigned on an issue:

Perceptions of women's place in society
 Mary Wollstonecraft, *A Vindication of the Rights of Woman*
 Virginia Woolf, *Three Guineas*
 Jean Jacques Rousseau, *Emile*
 Trotsky, *Women and the Family*
 The movie, "Rosa Luxemburg"

French Revolution: the Danton-Robespierre Conflict
 Samuel Bernstein, "The Danton-Robespierre Controversy," *Science and Society*, (Summer, 1959)
 Craine Brinton, *A Decade of Revolution, 1789-1799*.
 The movie, "Danton"

Nineteenth Century Isms
 Adam Smith, *Wealth of Nations*

Marx and Engels, *Communist Manifesto*
Causes of World War II

- A. J. P. Taylor, *Origins of the Second World War*
- Hugh Trevor-Roper, "Taylor's View Disputed," *Encounter* (July, 1961)
- R. Cecil, *Hitler's Decision to Invade Russia*
- Film strip-cassette, "Causes of the Second World War"

IV. Final grades will be determined as follows:

Class participation and minor quizzes	25%
Major exams including final	50%
Written work on class assignments, completed in class or outside	25%

V. Several texts are available. Considered excellent by those teaching the course is: Kagan, Ozmet, and Turner, *The Western Heritage*, II, 3rd ed., 1987. At the discretion of each instructor students will utilize some combination of published source books, paperbacks, and library holdings in addition to or in lieu of a text. For example see the listing at the end of Section III above.

VI. Since Stapleton Library is our laboratory students will not need to supply materials beyond assigned texts, paperbacks, or sourcebooks. No laboratory fees are involved.

Section A: Details of the Course

- A1. This course is required of majors who will normally take it the second semester of their freshman year.
- A2. This course will replace HI 102 for History majors.
- A3. The course is traditional, except that historiography will be emphasized, since the course is designed for majors.
- A4. No
- A5. No
- A6. The course involves no variable credit.
- A7. The American Historical Association has no recommendations in this matter. Nationally there are many schools that have special survey courses for majors. But no pattern exists.
- A8. Neither the American Historical Association nor the Middle Atlantic States Association of Colleges and Secondary Schools make any recommendations in this matter.

Section B: Interdisciplinary Implications

B1. The course will be taught by one instructor. In the event demand necessitates more than one section, each section would be taught by one instructor.

B2. There are no additional or corollary courses involved. This course is however included in the new curriculum for history majors which is also being considered by the Curriculum Committee.

B3. The course does not affect offerings in other departments.

B4. Enrollment is for *all* history majors.

Section C: Implementation

C1. Current resources will suffice.

C2. No

C3 & 4. One section each spring semester

C5. 25. No.

C6. No

C7. Yes. The number of elective hours (33-41) remains the same.

HI 203: United States History for Historians (3 credits)

Since course objectives can be satisfied in different ways and since many different instructors will teach the course, actual syllabi may vary from this one. Therefore we indicate in brackets the kind of variation the department anticipates.

I: Description. The course introduces aspiring historians to United States history since 1763. It emphasizes the issues, methods and problems that currently concern professional historians.

II: Objectives: (Instructors are expected to try to satisfy all of these objectives. So long as they do this, they may add other objectives as they see fit.)

- to prepare students for elective history courses;
- to provide students with a synthetic overview of United States history since 1763;
- to make students better able to deal with historical documents;
- to familiarize students with some reference tools and with journals;
- to encourage students to formulate and verbalize their ideas;
- to alert students to historiographical debates;
- to alert students to recent tendencies (such as the greater emphasis on race, region, age, gender, ethnicity and class).

III: Course Outline: (The outline in this syllabus links traditional chronological units with points of emphasis that correspond to the course objectives. Individual instructors might prefer different subject matter units [perhaps topical rather than chronological] or different linkages of subject matter to course goals. So long as the course goals are somehow satisfied and so long as the material referred to is somehow treated, the department encourages such deviation from the conventional.)

- A The Revolutionary Crisis (1763-89): special emphasis on documents;
- B The New Nation (1790-1832): special emphasis on American "peculiarities";
- C The Era of Expansion (1832-1850) special emphasis on journals;
- D The Crisis of Union (1850-1877): special emphasis on historiography;
- E The Age of Industrialization (1876-1916): special emphasis on recent tendencies;
- F World Wars and Depression (1916-1947) special emphasis on formulating and articulating ideas;
- G Recent America (since 1945) special emphasis on world affairs.

IV: Evaluation: (This syllabus bases evaluation on in-class essays and out-of-class papers. Individual instructors may prefer different systems of course evaluation. The department approves such deviation provided that at least 50% of the grade is based on in-class or out-of-class essays or papers (that is, on writing that involves several paragraphs).)

- A In class: midterm and final essay exams (50% for both together).
- B Out of class: interpretive essay, historiographical essay, position paper or document analysis (50% for any two).

V: Readings:

A Recommended Reading: Richard Morris, The Encyclopedia of American History or a standard text such as John Blum et al, The National Experience. These works are intended as background and should be part of a history major's permanent professional library.

B Required Reading: (This syllabus requires students to purchase and read a list of paperbacks [1500-2000 pages]. Some instructors may prefer to assign equivalent readings from material on reserve in the library. Other instructors may refer students to a bibliography and direct them to read a designated number of pages from this bibliography for each unit in the course outline. The department approves of all such variations in any combination provided that they involve a roughly equivalent amount of reading and provided that the readings are sufficiently diversified to cover much of the course outline.)

James Madison et al, The Federalist Papers

Alexis de Tocqueville, Democracy in America, vol. II.

James McPherson, Ordeal by Fire

Stephen Thernstrom, The Other Bostonians

Ruth Milkman, Gender at Work

Walter Lafeber, America , Russia, and the Cold War

HI 203: United States History for Historians

Section A: Details of the Course

A1 The course is to be required of and limited to majors and concentrates who will usually take it in their sophomore year after completing three prior history courses.

A2 The course parallels HI 103 and HI 104 which are to be closed to majors. The status of 103 and 104 are now under review in the department.

A3 In the past the department has not limited such courses to majors.

A4 The course has never been offered on a trial basis.

A5 This is not to be a dual level course.

A6 The course involves no variable credit.

A7 Introductory surveys for majors are a widespread practice. The American Historical Association and the Organization of American Historians make no recommendations on the format of any such courses. Our emphasis on thinking as a professional is based on our own perception of student need rather than on other models. We know of no other courses which do precisely what we have in mind.

A8 Our professional and accrediting bodies make no specific recommendations about the format of an introductory United States history course for majors.

Section B: Interdisciplinary Implications

B1 The course will be taught by one instructor. If there are multiple sections of the course, different instructors may teach different sections.

B2 This course is part of a revised history major which is now before the Curriculum Committee.

B3 This course does not affect other departments.

B4 Seats will be limited to history majors and concentrates.

Section C: Implementation

C1 Current resources are adequate assuming a shift of faculty from other upper level courses to this one.
C2 No grant funding is involved.

C3 The course probably will be offered every semester.

C4 One or two sections will probably be mounted each semester.

C5 We plan to limit the course to 25 students. Their will be much need for writing projects, individual instruction, and perhaps small group work due to the pre-professional focus of the course.

C6 See A7 and A8.

C7 As the course will replace other history courses in the programs of our majors, it will not effect their opportunity to take free electives.

HI 480 Senior Seminar

3 cr. hrs.

I. Description: A regimen of research resulting in a written paper. Students work on a program selected by the instructor.

II. Objectives:

- a. To give students a final opportunity to demonstrate their research and writing skills, and their ability to synthesize and form conclusions
- b. To impress upon graduating majors the need to evaluate the relative accuracy of conflicting sources, to follow scientific research methods, and to utilize critical analysis
- c. To give majors an opportunity to discuss and analyze each other's work, and defend their own, as preparation for graduate work

III. Course Outline: It is the consensus of the Department that a detailed outline is difficult if not inapplicable for seminar situations. Topics to be pursued may be general, such as the U. S. Diplomacy, U. S. Labor History, or historiography, or as detailed as the U. S. Civil War, the Causes of World War II, or Winston Churchill.

In any case there is agreement on procedure. The instructor would lead background and methodological discussions and provide bibliographical assistance. Students would select an area of investigation within the common class topic, and report on some of their research throughout the course. Near the end of the term students would report on the results of their research, so the class has an opportunity to question and discuss each individual's work. A written paper would be submitted by each student at the end of the semester.

IV. Evaluation: Classroom participation and reports not to exceed 50% of the final grade. The final written paper would constitute the remainder of the grade.

V. Textbooks: Not applicable

VI. Special Resource Requirements: Since Stapleton Library is our laboratory, no additional materials, equipment, or lab fees are required.

VII. Bibliography: This varies with instructors and topics.

Section A: Details of the course

- A1. This course is designed exclusively for senior history majors.
- A2. This course will be included in the new history curriculum also being submitted for approval. It does not involve changes in any existing courses.
- A3. A seminar for seniors is new in the History Department.
- A4. No
- A5. No
- A6. No
- A7. Many colleges have a senior seminar.
- A8. The American Historical Association and the Middle Atlantic States Association of Colleges and Secondary Schools have no regulations concerning undergraduate seminars.

Section B: Interdisciplinary Implications

- B1. The seminar will be taught by one instructor.
- B2. No
- B3. This seminar has no impact on other departments
- B4. The seminar is available to all history seniors.

Section C: Implementation

- C1. This will be an additional upper-level course absorbed by existing staff loads. No additional resources are needed.
- C2. No
- C3 & 4. The seminar will be offered once or twice a year depending on demand. Most likely we will schedule one per semester.
- C5. Ten. No.
- C6. The American Historical Association has no recommendations. Nationwide practice is to keep enrollment small to permit individual attention from instructors and class interaction.
- C7. Yes. The number of elective hours (33-41) remains the same.

LIBERAL STUDIES

Director's Office: 353 Sutton Hall
Secretary's Office: 352 Sutton Hall
Telephone: 357-5715

October 15, 1990

SUBJECT: B.A. in History

TO: Merle Rife

FROM: Liberal Studies Committee



At our October 11, 1990, meeting we approved your request for history majors to fulfill the Humanities/History requirement by completing HI 202 Western Civilization since 1600 and HI 203 United States History for Historians. These two major courses together will provide the coverage of Europe and the United States and will more than fulfill the other criteria for this category.

Liberal Studies Course Approval Form

This is a request to have history majors fulfill the Liberal Studies Humanities: History requirement by a sequence of required courses -- HI 202, and HI 203.

PART I. BASIC INFORMATION

- A. Knowledge Areas
 Humanities: History
- B. Regular Approval Requested
- C. Not an approved substitute

PART II. WHICH LIBERAL STUDIES GOALS WILL THIS MEET?

A. All six of the required courses and five electives contribute to these 7 points in the following ways. Special note is made of pertinent courses:

A. Intellectual Skills and Modes of Thinking

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

Primary - The study of history encompasses the effort to analyze the causes of events, or always to raise the question "why." In examining varying views of developments (such as the causes of World War I), inquiry, etc. are employed to judge which sources are the most reliable and accurate. It is especially important to develop the ability to challenge one's preconceived ideas about issues. These objectives are sought by reading and discussing accounts of events. It is necessary to synthesize diplomatic, political, economic, and social factors in such a process.

- 2. Literacy -- writing, reading, speaking, listening

Primary - These courses rely heavily on reading, being able to synthesize, and reach logical conclusions therefrom. These processes are advanced by class discussions and lectures which train students better to learn by listening. Writing out the results of all this sharpens the students' abilities of logical expression and synthesis.

- 4. Historical Consciousness -- "We hold these truths to be self evident."

---- Thomas Jefferson.

Primary - It is important to understand the dimension of time or chronology in examining progress (or the lack thereof) in any area. It is also vital to understand how old some concepts are, such as human rights, or the use of money, and how slow the nature of progress is. It is also useful to study history to avoid past mistakes in efforts to plan for the future. Why did Germany start World War II after losing World War I? The reading, discussion, and writing exercises in these courses lend themselves to these goals.

6. Values

Primary - The reading, lecturing, and discussion all lend themselves to the description and comparison of value systems. HI 202 covers the Enlightenment in these respects. HI 202 and 203 include the Modern Era. Other courses cover these questions in the respective geographical and time frames of each course. In all cases comparisons are made among the systems with constant attention to evaluating which items are preferable and tend to be universal. And in class discussions, historical results and judgements in given situations are constantly compared with current problems.

7. Aesthetic Mode of thinking

Secondary - The various eras of creative activity are included in the texts, readings, and discussions in these courses -- Classical, Medieval, Renaissance, Baroque, Romantic, Impressionist, Post Impressionist, and Modern. Each is defined in general terms and related to what they reflect about each age. This encourages students to develop an awareness and understanding of aesthetics.

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

Primary - In addition to acquiring substantial information about the past, students also develop a frame of reference essential to an educated person. Through, readings, discussions, lectures and writing in all of these courses they relate specific events, personalities, and institutions resulting in a historical consciousness and understanding of world cultures. See also 4 above.

D - 1. Use of the library

Secondary - Historians often make the argument that the library is our laboratory. Although it is not a primary goal, these courses will provide opportunities to use the library. More specific instruction on library use -- its cataloging systems, how to compile a bibliography, and use of reference materials -- is covered in HI 200 which is taught concurrently with HI 202.

PART III. DOES THIS MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES?

- A. These are one-section courses. They would be taught by one instructor who, in the case of HI 202 and HI 203, would be following a departmental syllabus, and would be monitored by the departmental Curriculum Committee.
- B. Ethnic, racial, and gender issues are stated objectives in the attached syllabi for HI 202 and HI 203, and over a period of a year are discussed more frequently than in HI 195.
- C. Textbooks and additional reading are part of these courses as described in the attached syllabi.

D. As introductory courses for majors these courses can cover more material than is covered in Hi 195. In addition historiography is given more attention, as are the problems of evaluating conflicting sources and of determining cause and effect.

E. 1. Every phase of the past record of people has been confronted with ethical issues. Every history course offers the opportunity to discuss the pros and cons of some of these issues. Students read, discuss, and listen to these issues, and reach their own judgement about them. They also have opportunity to analyze and synthesize these issues through discussions, papers and exams. See also Part II, A, 6 above.

An example of "suspended judgement" exists in the causes of World War I. Although the Triple Alliance nations started the shooting on both fronts, the Triple Entente was not blameless in creating the prewar frictions. Authorities, even with all the documents available, do not agree on this issue. Each historian must decide.

2. Defining and analyzing problems occurs at many points in studying history: what is the issue, why did this happen, could negative developments have been avoided, could positive developments be repeated. It is impossible to repeat historical events since they are past. But similar situations offer opportunity to apply previously successful policies, or avoid past mistakes. For example Germany was not charged reparations after World War II because the tradition was such a failure after World War I that nobody wished to repeat the policy. Also see Part II, A, 1 above.

3. The history courses in question emphasize writing as a means of expression. Invariably, essay exams are included, and additional papers or essays are part of the reporting and evaluating process. Speaking is improved through class discussions and oral reports. Also see Part II, A, 2 above.

4. Creative thinking is at the heart of historical teaching and learning. From the outset, students are required to seek and articulate syntheses about historical significance, similarities, differences, cause and effect, and relationships among varied chronological developments. Both guided and independent practice, accompanied by frequent feed-back, lead students through stages of creative thinking in low-risk supportive environments.

5 & 6. Drawing parallels between past and present -- or for that matter within either the past or present -- can be hazardous. Students are alerted frequently to both the risks and opportunities arising from the seeking of parallels. Nonetheless, especially through concepts that help elucidate patterns in human behavior, students are encouraged to reflect upon the past and use it to better understand the present, and even to speculate about the future. It is this habit of informed reflection on the past, present and future that can be one of the rich legacies of studying history.

The value of using history to understand current events and problems is

emphasized throughout. Whether it is the basic matter of educated voting, or involvement in the more complicated activities in life after college, such as participating in various kinds of social planning or involvement in legislative or other policy-making processes, we stress that the learning of history and its application to the present is necessarily a life-long process.

See also Part II - C above.

PART IV. HUMANITIES: HISTORY CATEGORY (See next page)

CHECK LIST -- HUMANITIES: HISTORY

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.

History Area Criteria which the course must meet:

- Treat Western civilization including at least the Age of Enlightenment through the present.
- Treat several different kinds of history, e.g., political history, economic history, cultural history.
- Treat the two centers of Western civilization, Europe and America, and consider Western civilization in a global context.
- Consider the ideas and experiences of both men and women as well as treating dominant cultures and various subcultures.

Additional History Area Criteria which the course should meet:

- Develop students' historical consciousness, that is, an understanding of the interrelationship of various aspects of culture at a given time and an ability to explore continuity and change among historical events and movements.
- Enable students to perceive contemporary experiences in historical perspective.
- Make students aware of various and sometimes contradictory historical interpretations.
- Communicate the importance of primary sources which express the thinking of men and women of different ages.