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**MEMORANDUM**

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**FINAL FACULTY SENATE APPROVAL ON 03/08/2016**

TO: Faculty Senate

FROM: Jack Kirby 

DATE: March 1, 2016

SUBJECT: Curriculum Proposal #15-16-07, REV #2

History Program – New Courses and Revisions

I recommend approval of the attached Revision #2, Curriculum Proposal #15-16-07. This proposal passed first reading by Faculty Senate with revisions requested on February 9, 2016. The revisions requested and addressed in this second revision are as follows:

- Specify that the prerequisite requirements will be waived for the two courses in women's history (HIST 3335 and HIST 4450) in order to facilitate completion of the Women's Studies minor.
- Correct the SOCY and PSYC 2240 courses to reflect the new title – Behavioral Statistics.
- Eliminate the SOCY 1111 (Introduction to Anthropology) course from the BS in History with rationale

Furthermore, the preparer made another revision, removing INTR 2200 (Race, Class and Gender), and replacing it with SOCY 2205 (Principles of Race, Class and Gender) in the BS in History program.

Given that this, in total, represented substantive change to the proposal, I requested that the Curriculum Committee review this revised proposal. The Curriculum Committee reviewed and approved the revisions and asked that I acknowledge their approval by cover memo and submit the proposal back to Faculty Senate for continued action to approve.



**C:**

**Dr. Christina Lavorata  
Dr. Deanna Shields  
Dr. Diana Noone  
Dr. Robin Payne  
Dr. Cherri Wemlinger  
Mr. Nenad Radulovich  
Ms. Leslie Lovett  
Ms. Cheri Gonzalez  
Dr. Shayne Gervais**



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**MEMORANDUM**

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TO: Curriculum Committee

FROM: Jack Kirby *JK*

DATE: February 23, 2016

SUBJECT: Curriculum Proposal #15-16-07, REV #2  
History Program – New Courses and Revisions

I recommend approval of the attached REVISION #2 Curriculum Proposal 15-16-07. This proposal is to create four new advanced electives in the history program, to revise the course descriptions in the catalog for several current history courses, to add a “majors only” prerequisite to HIST 2250 (the history program’s writing intensive course), and to revise the catalog to indicate that the General Studies courses listed in the academic catalog for the history program are recommendations rather than requirements.

C: Dr. Christina Lavorata  
Dr. Deanna Shields  
Dr. Diana Noone  
Dr. Robin Payne  
Dr. Cherri Wemlinger  
Mr. Nenad Radulovich  
Ms. Leslie Lovett  
Ms. Cheri Gonzalez  
Dr. Shayne Gervais





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## MEMORANDUM

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TO: Faculty Senate

FROM: Jack Kirby *JRK*

DATE: February 4, 2016

SUBJECT: Curriculum Proposal #15-16-07, REV #1  
History Program – New Courses and Revisions

I recommend approval of the attached REVISION #1 Curriculum Proposal 15-16-07. This proposal is to create four new advanced electives in the history program, to revise the course descriptions in the catalog for several current history courses, to add a “majors only” prerequisite to HIST 2250 (the history program’s writing intensive course), and to revise the catalog to indicate that the General Studies courses listed in the academic catalog for the history program are recommendations rather than requirements.

C: Dr. Christina Lavorata  
Dr. Deanna Shields  
Dr. Diana Noone  
Dr. Robin Payne  
Dr. Cherri Wemlinger  
Mr. Nenad Radulovich  
Ms. Leslie Lovett  
Ms. Cheri Gonzalez  
Dr. Shayne Gervais






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**MEMORANDUM**

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TO: Curriculum Committee

FROM: Jack Kirby 

DATE: November 19, 2015

SUBJECT: Curriculum Proposal #15-16-07  
History Program – New Courses and Revisions

I recommend approval of the attached Curriculum Proposal 15-16-07. This proposal is to create four new advanced electives in the history program, to revise the course descriptions in the catalog for several current history courses, to add a “majors only” prerequisite to HIST 2250 (the history program’s writing intensive course), and to revise the catalog to indicate that the General Studies courses listed in the academic catalog for the history program are recommendations rather than requirements.

C: Dr. Christina Lavorata  
Dr. Deanna Shields  
Dr. Diana Noone  
Dr. Robin Payne  
Dr. Cherri Wemlinger  
Mr. Nenad Radulovich  
Ms. Leslie Lovett  
Ms. Cheri Gonzalez  
Dr. Shayne Gervais



**CURRICULUM PROPOSAL** (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

**Proposal Number:** 15-16-07, Revision 2  
**School/Department/Program:** College of Liberal Arts, Department of Social Sciences,  
History Program (B.A. and B.S.)  
**Preparer/Contact Person:** Robin Payne; Cherri Wemlinger; Nenad Radulovich  
**Telephone Extension:** Ext. 4758 (Payne)  
**Date Originally Submitted:** 11/13/2015  
**Revision (Indicate date and label it  
Revision #1, #2, etc.):** Revision #2  
**Implementation Date Requested:** Fall 2016

- I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

The purpose of this proposal is to create four new advanced electives in the history program, to revise the course descriptions in the catalog for several current history courses, to eliminate HIST 4428 from the history course offerings, to add a “majors only” or “instructor approval” prerequisite to HIST 2250 (the history program’s writing intensive course), to replace INTR 2200 with SOCY 2205 as an option for History majors seeking the B.S., to replace SOCY 1111 with SOCY 3301 as an option for History majors seeking the B.S., and to revise the catalog to indicate that the General Studies courses listed in the academic catalog for the history program are recommendations rather than requirements. These revisions are designed to update the history program curriculum to more accurately reflect how courses are taught in light of developments within the field and current faculty expertise.

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

- A. Deletion of course(s) or credit(s) from program(s)

HIST 4428	Renaissance and Reformation
INTR 2200	Race, Class and Gender in Popular Culture
SOCY 1111	Introduction to Anthropology

Total hours deleted. 9

- B. Addition of course(s) or credit(s) from program(s)

HIST 3335	Women in World History (3 credit hours)
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HIST 3340	Popular Culture in Modern American History (3 credit hours)
HIST 4415	History of the Middle East: Muhammad to the Present (3 credit hours)
HIST 4450	History of American Sexualities (3 credit hours)

Total hours added. 12

C. Provision for interchangeable use of course(s) with program(s)

N/A

D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

The history program is revising the catalog descriptions for the courses listed below to more accurately reflect how these courses are taught according to current developments in the field as well as the expertise of current faculty on staff. These revisions also include three title changes as well as the addition of a “majors only” pre-requisite to one course.

See Appendix F-1 for current course descriptions and Appendix F-2 for proposed course descriptions.

- HIST 2250 The Historian’s Craft
  - Prerequisite addition
- HIST 3333 History of the American Woman
  - Title change
  - Course description revision
- HIST 4405 History of Africa
  - Course description revision
- HIST 4410 History of Asia
  - Title change
  - Course description revision
- HIST 4425 Medieval Europe
  - Course description revision
- HIST 4428 Renaissance and Reformation
  - Removal of course from curriculum
- HIST 4429 Age of Absolutism
  - Title change
  - Course description revision
- HIST 4430 19<sup>th</sup> Century Europe
  - Course description revision
- HIST 4431 Recent Europe
  - Course description revision

E. Other changes to existing courses such as changes to title, course number, and elective or required status.

As noted above, three history courses (HIST 3333, HIST 4410, HIST 4429) will also have new titles to better reflect course content. In addition, HIST 2250 (The Historian’s Craft), which will be taught every spring semester, is being revised to have a “majors only” or “instructor’s permission” restriction in order to ensure that the few seats available are reserved for History B.A. and B.S. majors as well as Social Studies Education majors.

In addition, the history program proposes to remove HIST 4428 (Renaissance and Reformation) from the current course offerings because per the revised course descriptions, the content previously covered in that course will now be covered in HIST 4425 (Medieval Europe) and HIST 4429 (Early Modern Europe – previously titled Age of Absolutism).

F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

The following courses are being created by the history program:

1. HIST 4450 HISTORY OF AMERICAN SEXUALITIES (3 credits hours)
  - Prerequisites: Sophomore Standing, HIST 1107 or HIST 1108
  - Ownership: FSU
  - Elective Course
2. HIST 3340 POPULAR CULTURE IN MODERN AMERICAN HISTORY (3 credit hours)
  - Prerequisites: Sophomore Standing, HIST 1107 or HIST 1108
  - Ownership: FSU
  - Elective Course
3. HIST 4415 HISTORY OF THE MIDDLE EAST—MUHAMMAD TO THE PRESENT (3 credit hours)
  - Prerequisites: Sophomore Standing, History 2211 or 2212 or 2213
  - Ownership: FSU
  - Elective Course
4. HIST 3335 WOMEN IN WORLD HISTORY (3 credit hours)
  - Prerequisites: Sophomore Standing, History 2211 or 2212 or 2213
  - Ownership: FSU
  - Elective Course

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

See course descriptions for the following courses in the corresponding appendices.

- HIST 4450 Appendix B-1
- HIST 3340 Appendix C-1
- HIST 4415 Appendix D-1
- HIST 3335 Appendix E-1

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

See detailed course outlines for the following courses in the corresponding appendices.

- HIST 4450 Appendix B-2



- HIST 3340 Appendix C-2
- HIST 4415 Appendix D-2
- HIST 3335 Appendix E-2

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

See Outcome Competencies and Methods of Assessment for the following courses in the corresponding appendices.

- HIST 4450 Appendix B-3
- HIST 3340 Appendix C-3
- HIST 4415 Appendix D-3
- HIST 3335 Appendix E-3

- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

This proposal does not affect the total number of hours required for completion of the History B.A. or B.S.; however, it does create four new advanced electives that history majors can choose from in fulfilling their major requirements and it removes one previously taught advanced history elective. None of these courses are required for completion of the program; however, students may take them to fulfill their required credit hours in advanced history electives. See Appendix A-1 and Appendix A-2 for details.

### III. RATIONALE FOR THE PROPOSAL.

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

The quantitative reasons warranting the inclusion of the four proposed advanced history electives include:

- Two of the proposed courses – HIST 4450 and HIST 3340 – have been offered two or more times as Selected Topics courses by Dr. Robin Payne in the history program. Enrollment has been consistent with enrollment levels in regularly offered advanced history electives and university policies require that Selected Topics courses become part of the official curriculum if they are taught regularly.
- Two of the proposed courses – HIST 4415 and HIST 3335 – have long been missing from the program's curriculum as key fields of historical inquiry. The recent hiring of Dr. Cherri Wemlinger, whose expertise focuses on world history, enables the program to incorporate these courses into the regular curriculum in order to fill existing gaps in the curriculum.
- Several of the proposed courses will also be of great benefit to other programs at Fairmont State University. For instance, HIST 4450 and HIST 3335 will eventually be included on the list of courses that can fulfill requirements for the Women's Studies minor. In fact, HIST 4450, previously taught as a Selected Topics course has already been approved as a substitute for the Women's Studies curriculum for several students. Having the course as part of the official curriculum for both History and Women's Studies will therefore eliminate the need for students to seek special approval for the course to fulfill their minor. The History program faculty will be

willing to waive pre-requisite requirements for HIST 3335 and HIST 4450 for Women's Studies minors attempting to complete the Women's Studies minor within the allotted 120 credit hours.

Similarly, HIST 4415, will not only be of great benefit to history majors, but National Security & Intelligence and Political Science majors will find the addition of this course instrumental in providing foundational knowledge required in their future professions. Finally, all four of the new history course offerings will also benefit Social Studies Education majors, who will gain a broader understanding of key aspects of U.S. and World history as they prepare to become educators.

In addition, the History program is replacing two of the listed course Social and Behavioral Sciences electives from which History B.S. majors choose towards completion of their degree. INTR 2200 (Race, Class and Gender in Popular Culture) is a Pierpont-owned course and will no longer be suitable for Fairmont students to take towards degree completion. This course offering will instead be replaced with SOCY 2205 (Principles of Race, Class, and Gender) as a more suitable option for Fairmont students. In addition, the history program is eliminating SOCY 1111 (Introduction to Anthropology) because it is no longer offered by the Sociology program. In replacement, History B.S. will have the option of taking SOCY 3301 (Cultural Anthropology) towards the completion of their Social and Behavioral Sciences electives.

Regarding the proposed revision to amend the academic catalog to indicate that the courses listed by the History program under General Studies are recommendations rather than requirements, the history program believes a revision is warranted in order to facilitate student progress towards completion of the degree. Though the program did not intend for this list to serve as requirements, they have been interpreted thusly. As a result, history faculty have had to send dozens of memos to the registrar's office during the last two years to allow students to substitute other General Studies approved courses to fulfill the individual attributes. Revising the catalog to demonstrate the flexibility students have in determining which General Studies courses best meet their needs will eliminate the need for such substitution memorandums following their senior audits and will enable them to complete their degrees with fewer complications.

Finally, the addition of a "majors only" prerequisite for HIST 2250 is necessary because as the history program begins to offer the course for the first time during the Spring 2016 semester, it has become apparent that at least one non-major has enrolled in the course. With limited enrollment required to satisfy the criteria of Writing Intensive Courses, it is imperative that the history program limit enrollment to History and Social Studies education majors in need of the class to fulfill their degree requirements and to prepare them for careers in fields specific to history.

- B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

In addition to the quantitative assessment outlined above, the proposed changes to the history program are primarily intended to update the curriculum to better reflect current trends in the field of history as well as to more accurately reflect the strengths and research expertise of current faculty. For instance, the decision to revamp course offerings in European history by re-naming and re-framing the content covered in HIST 4425 and HIST 4429, while eliminating HIST 4428, demonstrates recent developments in the field and will help streamline the material covered in those courses. Similar, the proposed title change for HIST 3333 reflects developments in the field of women's and gender history and more accurately reflects the content of the course. No new faculty, facilities, equipment, or library materials are required to implement the proposed changes.

- IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

N/A

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature

- V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

N/A

VI. ADDITIONAL COMMENTS.

The History program has two degree offerings – a Bachelor of Arts and a Bachelor of Science. Appendix A-1 outlines the current and proposed program requirements for the B.A. in History and Appendix A-2 outlines the current and propose program requirements for the B.S. in History. All other appendices related to the proposed courses and other revisions refer to both the B.A. and B.S. history curriculum.

This curriculum proposal constitutes the collaborative work of the history program. See below for information regarding individual faculty to specific components.

- Dr. Robin Payne, Assistant Professor of History
  - Compilation of various components into one proposal; curriculum revision rationales
  - Catalog Description Revisions
    - HIST 2250 The Historian's Craft
    - HIST 3333 Women in American History
  - New Course Proposals
    - HIST 4450 History of American Sexualities
    - HIST 3340 Popular Culture in Modern American History
- Dr. Cherri Wemlinger, Assistant Professor of History
  - Catalog Description Revisions
    - HIST 4405 History of Africa
    - HIST 4410 History of East Asia
  - New Course Proposals
    - HIST 4415 History of the Middle East: From Mohammad to the Present
    - HIST 3335 Women in World History
- Professor Nenad Radulovich, Temporary Assistant Professor of History
  - Catalog Description Revisions
    - HIST 4425 Medieval Europe
    - HIST 4429 Early Modern Europe
    - HIST 4430 19<sup>th</sup> Century Europe
    - HIST 4431 Recent Europe
- Dr. Ken Millen-Penn, Professor of History
  - Guidance and feedback

**APPENDIX A-1**  
 B.A. Degree in History  
 Current Program

<b>Required Major Courses</b>		<b>HRS</b>
HIST 1107	United States History I	3
HIST 1108	United States History II	3
HIST 2211	World Civilizations I	3
HIST 2212	World Civilizations II	3
HIST 2213	World Civilizations III	3
HIST 2250	The Historian's Craft	3
HIST 4498	Senior Seminar	3
<b>TOTAL Required Major Courses</b>		<b>21</b>
Advanced History Electives		27
HIST 3301	History of Intelligence and National Security	3
HIST 3302	West Virginia History	3
HIST 3310	Diplomatic History of the United States	3
HIST 3315	Colonial America	3
HIST 3316	The Early Republic	3
HIST 3317	Civil War and Reconstruction	3
HIST 3318	Gilded Age to the Great Crash	3
HIST 3319	Recent America	3
HIST 3333	Social History of the American Woman	3
HIST 3344	African-American History and Culture	3
HIST 3351	History of England	3
HIST 3352	History of Russia	3
HIST 4405	History of Africa	3
HIST 4410	History of Asia	3
HIST 4420	History of Latin America	3
HIST 4425	Medieval Europe	3
HIST 4428	Renaissance and Reformation	3
HIST 4429	Age of Absolutism	3
HIST 4430	19 <sup>th</sup> Century Europe	3
HIST 4431	Recent Europe	3
HIST 4455	Revolutions in History	3
HIST 4475	Philosophy of History	3
HIST 4499	Selected Topics	3
Foreign Language Requirements		12
FREN 1101, 1102, 2201, 2202		12
-OR-		
SPAN 1101, 1102, 2201, 2202		12
-OR-		
Department permission to substitute 12 hours of other language study		

<b>Required General Studies Courses</b>		
Attribute IA – Critical Analysis		3
	ENGL 2220 or 2221	
Attribute IB – Quantitative Literacy		3
	MATH 1107 or 1112	
Attribute IC – Written Communication		3
	ENGL 1104 (required)	
Attribute ID – Teamwork		3
	COMM 2201, CRIM 2295 or 3330	
Attribute IE – Information Literacy		3
	ENGL 1108 (required)	
Attribute IF – Technology Literacy		3
	BISM 1200, 2200 or TECH 1100	
Attribute IG – Oral Communication		3
	COMM 2200	
Attribute III - Citizenship		X
	Major Course - HIST 1107 or 1108	
Attribute IV - Ethics		3
	PHIL 3325 or SOCY 1110	
Attribute V - Health		2-3
	PHED 1100 or CRIM 2212	
Attribute VI - Interdisciplinary		3
	POLI 1103	
Attribute VIIA - Arts		3
	ART 1120 or INTR 1120 or MUSI 1120 or THEA 1120	
Attribute VIIB - Humanities		3
	ENGL 2230 or 2231	
Attribute VIIC – Social Sciences		3
	PSYC 1101 or GEOG 2210	
Attribute VIID - Natural Science		4
	Choose 4 hours from: any course with the prefix SCIE in VII.D	
Attribute VIII – Cultural Awareness		X
	Major Course – HIST 2211, 2212, or 2213	
Additional General Studies hours		X
<b>TOTAL GENERAL STUDIES HOURS</b>		<b>42-43</b>
<b>TOTAL FREE ELECTIVES</b>		<b>17-18</b>
<b>TOTAL HOURS</b>		<b>120</b>

**APPENDIX A-1**  
B.A. Degree in History  
Proposed Program

<b>Required Major Courses</b>		<b>HRS</b>
HIST 1107	United States History I	3
HIST 1108	United States History II	3
HIST 2211	World Civilizations I	3
HIST 2212	World Civilizations II	3
HIST 2213	World Civilizations III	3
HIST 2250	The Historian's Craft	3
HIST 4498	Senior Seminar	3
<b>TOTAL Required Major Courses</b>		<b>21</b>
Advanced History Electives		27
HIST 3301	History of Intelligence and National Security	3
HIST 3302	West Virginia History	3
HIST 3310	Diplomatic History of the United States	3
HIST 3315	Colonial America	3
HIST 3316	The Early Republic	3
HIST 3317	Civil War and Reconstruction	3
HIST 3318	Gilded Age to the Great Crash	3
HIST 3319	Recent America	3
HIST 3333	Women in American History	3
HIST 3335	Women in World History	3
HIST 3340	Popular Culture in Modern American History	3
HIST 3344	African-American History and Culture	3
HIST 3351	History of England	3
HIST 3352	History of Russia	3
HIST 4405	History of Africa	3
HIST 4410	History of East Asia	3
HIST 4415	History of the Middle East: Muhammad to the Present	3
HIST 4420	History of Latin America	3
HIST 4425	Medieval Europe	3
HIST 4429	Early Modern Europe	3
HIST 4430	19 <sup>th</sup> Century Europe	3
HIST 4431	Recent Europe	3
HIST 4450	History of American Sexualities	3
HIST 4455	Revolutions in History	3
HIST 4475	Philosophy of History	3
HIST 4499	Selected Topics	3
Foreign Language Requirements		12
FREN 1101, 1102, 2201, 2202		12
-OR-		
SPAN 1101, 1102, 2201, 2202		12

-OR-

Department permission to substitute 12 hours of other language study

**TOTAL HOURS FOR MAJOR (and minor if required)**

**60**

<b>Recommended General Studies Courses*</b>	
Attribute IA – Critical Analysis	3
ENGL 2220* or 2221*	
Attribute IB – Quantitative Literacy	3
MATH 1107* or 1112*	
Attribute IC – Written Communication	3
ENGL 1104 (required)	
Attribute ID – Teamwork	3
COMM 2201* or CRIM 2295*	
Attribute IE – Information Literacy	3
ENGL 1108 (required)	
Attribute IF – Technology Literacy	3
BISM 1200, * 2200* or TECH 1100*	
Attribute IG – Oral Communication	3
COMM 2200*	
Attribute III - Citizenship	X
Major Course - HIST 1107 or 1108	
Attribute IV - Ethics	3
PHIL 3325* or SOCY 1110*	
Attribute V - Health	2-3
PHED 1100* or CRIM 2212*	
Attribute VI - Interdisciplinary	3
POLI 1103*	
Attribute VIIA - Arts	3
ART 1120* or MUSI 1120* or THEA 1120*	
Attribute VIIB - Humanities	3
ENGL 2230* or 2231*	
Attribute VIIC – Social Sciences	3
PSYC 1101* or GEOG 2210*	
Attribute VIID - Natural Science	4
Choose 4 hours from: any course with the prefix SCIE* in VII.D	
Attribute VIII – Cultural Awareness	X
Major Course – HIST 2211, 2212, or 2213	
Additional General Studies hours	X

\* Any course marked with an asterisk (\*) above are recommended to complement the history curriculum; however, students may select any other courses from the approved General Studies list to fulfill the requirements for the individual Attributes as long as at least 30 credit hours towards General Studies requirements have been completed outside of the major.

**TOTAL GENERAL STUDIES HOURS**

**42-43**

**TOTAL FREE ELECTIVES**

**17-18**

**TOTAL HOURS**

**120**



**APPENDIX A-2**  
 B.S. Degree in History  
 Current Program

Required Major Courses		HRS
HIST 1107	United States History I	3
HIST 1108	United States History II	3
HIST 2211	World Civilizations I	3
HIST 2212	World Civilizations II	3
HIST 2213	World Civilizations III	3
HIST 2250	The Historian's Craft	3
HIST 4498	Senior Seminar	3
<b>TOTAL Required Major Courses</b>		<b>21</b>
Advanced History Electives		27
HIST 3301	History of Intelligence and National Security	3
HIST 3302	West Virginia History	3
HIST 3310	Diplomatic History of the United States	3
HIST 3315	Colonial America	3
HIST 3316	The Early Republic	3
HIST 3317	Civil War and Reconstruction	3
HIST 3318	Gilded Age to the Great Crash	3
HIST 3319	Recent America	3
HIST 3333	Social History of the American Woman	3
HIST 3344	African-American History and Culture	3
HIST 3351	History of England	3
HIST 3352	History of Russia	3
HIST 4405	History of Africa	3
HIST 4410	History of Asia	3
HIST 4420	History of Latin America	3
HIST 4425	Medieval Europe	3
HIST 4428	Renaissance and Reformation	3
HIST 4429	Age of Absolutism	3
HIST 4430	19 <sup>th</sup> Century Europe	3
HIST 4431	Recent Europe	3
HIST 4455	Revolutions in History	3
HIST 4475	Philosophy of History	3
HIST 4499	Special Topics	3
Additional Requirements		9
SOCY 2240	Nonparametric Statistics	3
-OR-		
PSYC 2240	Non Parametric Statistics	3
Social/Behavioral Electives		6
(Students must choose two from the following list):		
BSBA 2200	Economics	3

ENGL 3382	The World Novel	3
INTR 2200	Race, Class, and Gender in Pop Culture	3
PHIL 2250	The Great Philosophers	3
PHIL 3325	Ethics	3
POLI 2200	Introduction to Political Science	3
POLI 3304	Amer. Constitutional Government and Law	3
PSYC 2200	History of Psychology	3
PSYC 2230	Social Psychology	3
SOCY 1111	Introduction to Anthropology	3
SOCY 3360	Methods of Social Research	3
<b>TOTAL HOURS FOR MAJOR (and minor if required)</b>		<b>57</b>

<b>Required General Studies Courses</b>		
Attribute IA – Critical Analysis		3
	ENGL 2220 or 2221	
Attribute IB – Quantitative Literacy		3
	MATH 1107 or 1112	
Attribute IC – Written Communication		3
	ENGL 1104 (required)	
Attribute ID – Teamwork		3
	COMM 2201, CRIM 2295 or 3330	
Attribute IE – Information Literacy		3
	ENGL 1108 (required)	
Attribute IF – Technology Literacy		3
	BISM 1200, 2200 or TECH 1100	
Attribute IG – Oral Communication		3
	COMM 2200	
Attribute III - Citizenship		X
	Major Course - HIST 1107 or 1108	
Attribute IV - Ethics		3
	PHIL 3325 or SOCY 1110	
Attribute V - Health		2-3
	PHED 1100 or CRIM 2212	
Attribute VI - Interdisciplinary		3
	POLI 1103	
Attribute VIIA - Arts		3
	ART 1120 or INTR 1120 or MUSI 1120 or THEA 1120	
Attribute VIIB - Humanities		3
	ENGL 2230 or 2231	
Attribute VIIC – Social Sciences		3
	PSYC 1101 or GEOG 2210	
Attribute VIID - Natural Science		4
	Choose 4 hours from: any course with the prefix SCIE in VII.D	
Attribute VIII – Cultural Awareness		X
	Major Course – HIST 2211, 2212, or 2213	
Additional General Studies hours		X

<b>TOTAL GENERAL STUDIES HOURS</b>	<b>42-43</b>
<b>TOTAL FREE ELECTIVES</b>	<b>20-21</b>
<b>TOTAL HOURS</b>	<b>120</b>

**APPENDIX A-2**  
B.S. Degree in History  
Proposed Program

<b>Required Major Courses</b>		<b>HRS</b>
HIST 1107	United States History I	3
HIST 1108	United States History II	3
HIST 2211	World Civilizations I	3
HIST 2212	World Civilizations II	3
HIST 2213	World Civilizations III	3
HIST 2250	The Historian's Craft	3
HIST 4498	Senior Seminar	3
<b>TOTAL Required Major Courses</b>		<b>21</b>
Advanced History Electives		27
HIST 3301	History of Intelligence and National Security	3
HIST 3302	West Virginia History	3
HIST 3310	Diplomatic History of the United States	3
HIST 3315	Colonial America	3
HIST 3316	The Early Republic	3
HIST 3317	Civil War and Reconstruction	3
HIST 3318	Gilded Age to the Great Crash	3
HIST 3319	Recent America	3
HIST 3333	Women in American History	3
HIST 3335	Women in World History	3
HIST 3340	Popular Culture in Modern American History	3
HIST 3344	African-American History and Culture	3
HIST 3351	History of England	3
HIST 3352	History of Russia	3
HIST 4405	History of Africa	3
HIST 4410	History of East Asia	3
HIST 4415	History of the Middle East: Muhammad to the Present	3
HIST 4420	History of Latin America	3
HIST 4425	Medieval Europe	3
HIST 4429	Early Modern Europe	3
HIST 4430	19 <sup>th</sup> Century Europe	3
HIST 4431	Recent Europe	3
HIST 4450	History of American Sexualities	3
HIST 4455	Revolutions in History	3
HIST 4475	Philosophy of History	3
HIST 4499	Special Topics	3
Additional Requirements		9
SOCY 2240	Behavioral Statistics	3
-OR-		

PSYC 2240	Behavioral Statistics	3
Social/Behavioral Electives		6
(Students must choose two from the following list):		
BSBA 2200	Economics	3
ENGL 3382	The World Novel	3
PHIL 2250	The Great Philosophers	3
PHIL 3325	Ethics	3
POLI 2200	Introduction to Political Science	3
POLI 3304	Amer. Constitutional Government and Law	3
PSYC 2200	History of Psychology	3
PSYC 2230	Social Psychology	3
SOCY 2205	Principles of Race, Class, and Gender	3
SOCY 3301	Cultural Anthropology	3
SOCY 3360	Methods of Social Research	3
<b>TOTAL HOURS FOR MAJOR (and minor if required)</b>		<b>57</b>

<b>Recommended General Studies Courses*</b>		
Attribute IA – Critical Analysis		3
	ENGL 2220* or 2221*	
Attribute IB – Quantitative Literacy		3
	MATH 1107* or 1112*	
Attribute IC – Written Communication		3
	ENGL 1104 (required)	
Attribute ID – Teamwork		3
	COMM 2201* or CRIM 2295*	
Attribute IE – Information Literacy		3
	ENGL 1108 (required)	
Attribute IF – Technology Literacy		3
	BISM 1200,* 2200* or TECH 1100*	
Attribute IG – Oral Communication		3
	COMM 2200*	
Attribute III - Citizenship		X
	Major Course - HIST 1107 or 1108	
Attribute IV - Ethics		3
	PHIL 3325* or SOCY 1110*	
Attribute V - Health		2-3
	PHED 1100* or CRIM 2212*	
Attribute VI - Interdisciplinary		3
	POLI 1103*	
Attribute VIIA - Arts		3
	ART 1120* or MUSI 1120* or THEA 1120*	
Attribute VIIB - Humanities		3
	ENGL 2230* or 2231*	
Attribute VIIC – Social Sciences		3
	PSYC 1101* or GEOG 2210*	
Attribute VIID - Natural Science		4
	Choose 4 hours from: any course with the prefix SCIE* in VII.D	

Attribute VIII – Cultural Awareness	X
Major Course – HIST 2211, 2212, or 2213	
Additional General Studies hours	X

\* Any course marked with an asterisk (\*) above are recommended to complement the history curriculum; however, students may select any other courses from the approved General Studies list to fulfill the requirements for the individual Attributes as long as at least 30 credit hours towards General Studies requirements have been completed outside of the major.

<b>TOTAL GENERAL STUDIES HOURS</b>	<b>42-43</b>
<b>TOTAL FREE ELECTIVES</b>	<b>17-18</b>
<b>TOTAL HOURS</b>	<b>120</b>

**APPENDIX B-1**

B.A. and B.S. Degree in History  
HIST 4450 – History of American Sexualities  
Course Description

Course Description for Academic Catalog

HIST 4450 History of American Sexualities.....3 hrs.

History of American Sexualities provides students with a comprehensive overview of how and why ideas related to sex and sexuality have evolved from the pre-colonial era in America up until the present. In exploring sexuality as a historically contingent sociocultural category of analysis, the course will focus on how ideas about sexuality have been historically linked to ideas about gender, biology, race, and class; how and why modern categories of “homosexuality” and “heterosexuality” came into existence; and, the impact of efforts to reform, regulate, or challenge societal perceptions of sexuality and sexual behavior. PR: HIST 1107 or 1108.

**APPENDIX B-2**  
B.A. and B.S. Degree in History  
HIST 4450 – History of American Sexualities  
Course Outline

**Course Description**

In “History of American Sexualities,” you will learn about how and why ideas about sex and sexuality have evolved over the course of American history from the pre-colonial era up until the present. As with other sociocultural categories (such as race, class, or gender), ideas about sexuality are historically contingent — meaning that they have not had fixed meanings from the beginning of time, but rather that they have been socially constructed and have thus meant different things to different people at different points in time and place. In particular, we will seek to understand that process as it has related to American history with particular attention to guiding questions, such as:

- How are ideas about sexuality linked to ideas about sex (biology) and gender (masculinity and femininity)?
- How have ideas about sexuality been intertwined with notions of race and class?
- How and why did categories like “heterosexuality” and “homosexuality” come into existence — and what affect has that effort to categorize sexuality had on various communities?
- What types of efforts have people made at various points in time to regulate sexuality and to what effect?
- What means have people taken to challenge or change prevailing notions of sexuality in order to gain greater acceptance, liberation, or inclusion?

**Course Readings**

The following textbook is required:

- Kathy Peiss, *Major Problems in the History of American Sexuality* (Boston: Wadsworth Cengage Learning, 2002). ISBN 039590384.

Students will also select an historical monograph focusing on a topic within the field of sexuality in American history from an approved list and they will view the 2004 film *Kinsey*.

All other required course readings will be available digitally via Blackboard.

**Course Outcomes**

1. Explain how and why ideas about sexuality in American history have evolved over time.
2. Analyze how sociocultural categories such as race, gender, and social class intersect with notions of sexuality.
3. Demonstrate understanding of the impact of reform measures aimed at regulating sexuality in comparison with efforts to resist regulation.



4. Critique and analyze primary and secondary sources related to the history of sexuality in order to understand how ideas about sexuality are historically contingent.

### Assessment

Course outcomes will be assessed using the measures outlined below.

#### *Class Meetings:*

Lectures and Discussions/Activities (15%): While I will regularly present content-based lectures, this class will be heavily oriented around discussion requiring your participation. Each week we will deal with one chapter from your textbook, *Major Problems in the History of American Sexuality*, which combines secondary sources by historians and primary documents from the time period we are examining. In order to facilitate our discussions, it is important that you keep up with the reading and come to class prepared to share your interpretation of the material and ask questions. Towards that end, you will keep a journal (see below) to help you process your thoughts on the reading and prepare to discuss the material in class. *Please note: Evaluation will be based not on the quantity of your participation, but rather on the quality of your participation.*

#### *Writing and Exams:*

Journals (15%): Throughout the semester, you will regularly write reflective journal entries focusing on each week's reading assignment and class material. Your journal entries need not be overly formal, however, you should aim to write the equivalent of one to two typed, double-spaced pages per week in which you share your ideas on the material and raise questions for further discussion. While due dates for your entries are not absolutely set in stone, you should aim to write at least one entry per week and you **must** have completed at least three entries by the end of Week Five, another three entries by the end of Week Ten, and another three entries plus a final reflection by the end of Week Sixteen — entries made past those mile markers will receive half credit. I will regularly read your journals and I will offer you formal feedback and a grade at the mileposts outlined above. You will keep your journal on-line on Blackboard through the "journal" tool. Please note: aside from yourself, I will be the only person able to access your journal and your writing there will be kept strictly confidential.

Scholarly Book Review and In-Class Presentation (15% total): At some point over the course of semester you will give a five to ten minute presentation and write a three to four page scholarly review on a book that explores in depth some of our weekly topics. Very early in the semester, you will receive a hand-out with more specific instructions and a list of books to choose from. Please note: you will have some flexibility with the topic of your presentation and review as well as with the due date; however, you must plan accordingly to ensure you are prepared to meet your individual deadline.

Film Review (10%): During Week Thirteen, you will view the 2004 film, *Kinsey*,

that offers an interpretation of the life and work of Alfred Kinsey, who was (in)famous for his reports on human sexuality in the 1940s and 1950s. You will write a three to four page review of the film, which will be due on SafeAssign by **midnight on November 4**. We will have a discussion of the film during our class meeting on the following day.

Exams (45% total): You will have two midterm exams and a final exam, each consisting of various components, such as identifications, reading attributions, and an essay. More detailed instructions with essay questions will come well in advance of your exams, the dates of which are clearly marked on our calendar.

### **Course Outline**

- Note – the calendar below provides an overview of how this course is currently taught as a Selected Topics course. Student book review presentations occur on a rolling basis throughout the semester, with their selected topics supplementing any given week's topic.

Week One: *During the first week, students are introduced the basic theories and concepts of studying sexuality as an historical category of analysis.*

❖ Reading Assignment: Peiss, *Major Problems in the History of American Sexuality*, 1-24

Aug 18            Welcome and Introduction

Aug 20            Considering Sexuality in a Historical Context

Week Two: *During the second week, students will compare how European notions of sexuality compared to those of the indigenous peoples they encountered in the Americas during the 1500s and 1600s. Students will better understand how ideas of sexuality are historical contingent as well as have a framework for assessing how ideas about sexuality played a central role in shaping colonial encounters.*

❖ Reading Assignment: Peiss, *Major Problems in the History of American Sexuality*, 26-68

Aug 25        European vs. Indigenous Perceptions of Sexuality

Aug 27        Sexual Encounters in Colonial North America

Week Three: *During the third week, students will continue to compare competing notions of sexuality as they evolved in Puritan New England and the colonial Chesapeake. Students will understand how and why efforts to regulate sexuality in these regions played a central role in colonial developments, including the emergence of race-based slavery, as well as evidence that colonial notions of sexuality were more fluid than they were rigid.*

❖ Reading Assignment: Peiss, *Major Problems in the History of American Sexuality*, 70-105

Sept 1        Regulating Sexuality: Puritan New England

Sept 3        Regulating Sexuality: The Chesapeake

Week Four: *During the fourth week, students examine how the market revolution of the*

*early 1800s impacted ideas about gender and sexuality, leading to new notions of female “passionlessness” that in some ways gave women greater control over their sexuality while otherwise sharply circumscribing perceptions their sexual behaviors.*

❖ Reading Assignment: Peiss, *Major Problems in the History of American Sexuality*, 107-141

Sept 8 Conflict and Reform in the Early Nineteenth Century

Sept 10 Confronting Notions of “Passionlessness” in Victorian America

Week Five: *During the fifth week, students will learn how notions of race, sexuality, and violence were intimately interwoven throughout the 1800s. This unit will especially emphasize important continuities in the use of sexual violence as a means of enforcing racial hierarchies during the transition from antebellum slavery to the end of slavery following the Civil War.*

❖ Reading Assignment: Peiss, *Major Problems in the History of American Sexuality*, 142-185

Sept 15 Race, Sexuality, and Violence in Slavery

Sept 17 Race, Sexuality, and Violence in Freedom

Week Six: *The sixth week involves the first midterm examination before shifting to a study of how homosocial settings provided men and women living in Victorian America with particular types of romantic and sexual intimacy that challenged prevailing notions of “passionlessness.”*

❖ Reading Assignment (for AFTER the midterm): Peiss, *Major Problems in the History of American Sexuality*, 187-237

Sept 22 **Midterm I**

Sept 24 Love and Intimacy in Nineteenth Century-America

Week Seven: *During the seventh week, students will consider the emergence of a social purity movement by the end of the 1800s, that sought to significantly curb sexual behaviors deemed inappropriate by adherents to Victorian morality, alongside of competing “free love” impulses during the same era.*

❖ Reading Assignment: Peiss, *Major Problems in the History of American Sexuality*, 238-271

Sept 29 Notions of Free Love in Victorian America

Oct 1 Censorship and Social Purity in Victorian America

Week Eight: *During the eighth week, students will continue their discussion of the impact of social purists at the turn-of-the-twentieth century, with particular attention to the growing hysteria surrounding working class women’s sexuality as expressed via popular amusements, prostitution, and sex slavery.*

❖ Reading Assignment: Peiss, *Major Problems in the History of American Sexuality*, 273-306

Oct 6 Confronting Concerns Over Working-Class Women’s Sexuality at the Turn-of-the-Century

Oct 8 Progressive Reform and the Realities of Prostitution

Week Nine: *During the ninth week, students will examine the history of contraceptive and abortion practices from the colonial era, when they were generally socially acceptable, to their illegality by the end of the 1800s. This will involve a discussion of how and why that illegality gave rise to a birth control movement by the early 1900s as well as how and why a eugenics movement took hold in the nation at the same time.*

❖ Reading Assignment: Peiss, *Major Problems in the History of American Sexuality*, 308-336

Oct 13 Reproductive Politics: Evolving Ideas About Contraception and Abortion

Oct 15 Reproductive Politics: The Realities of Eugenics

Week Ten: *The tenth week of instruction includes the second midterm examination as well as flexibility to catch-up with course content or incorporate material students have expressed interest in exploring further.*

❖ Reading Assignment: catch-up for the midterm!

Oct 20 TBD

Oct 22 **Midterm II**

Week Eleven: *During the eleventh week, students examine the emergence of modern notions and definitions of “homosexuality” and “heterosexuality” as they evolved during the first several decades of the 1900s. In this process, the emergence of these new categories constituted important developments in shifting the previous preoccupation with sexual acts to sexual identity while situating “heterosexuality” as the norm and “homosexuality” as abnormal, resulting in the proliferation of thriving gay subcultures.*

❖ Reading Assignment: Peiss, *Major Problems in the History of American Sexuality*, 337-365

Oct 27 The Invention of “Heterosexuality”

Oct 29 The Invention of “Homosexuality”

Week Twelve: *During week twelve, students will continue their discussion of how the emergence of the categories of “homosexuality” and “heterosexuality” impacted American perceptions of sexuality, with particular attention to how those categories contributed to LGBTQ individuals facing sharp persecution during the early Cold War era. In addition, students will engage in a discussion on the efforts of zoologist Alfred Kinsey to destabilize notions of sexual normalcy by way of his groundbreaking studies on human sexuality in the 1940s and 1950s.*

❖ Reading Assignment:

○ Peiss, *Major Problems in the History of American Sexuality*, 367-403

○ *Kinsey* (2004 film)

▪ film review of *Kinsey* due by **midnight on Wednesday, November 4** via SafeAssign

Nov 3 Open Secrets in Cold War America

Nov 5 The Case of Alfred Kinsey and Challenging Sexual “Norms”

Week Thirteen: *During the thirteenth week, students will confront the notion that the 1960s and 1970s fomented a radical and transformative sexual revolution in the 1960s. After investigating evidence suggesting that something revolutionary was indeed*

*occurring, students will then analyze counterevidence suggesting that revolutionary change was perhaps not so evident after all.*

❖ Reading Assignment: Peiss, *Major Problems in the History of American Sexuality*, 405-443

Nov 10 A Sexual Revolution!

Nov 12 A Sexual Revolution?

Week Fourteen: *During the fourteenth week, students will consider how two crises related to sexually-transmitted infections – the Tuskegee Syphilis Study and the emergent AIDS crisis – underscored on-going discussions related to sexuality towards the end of the 20<sup>th</sup> century.*

❖ Reading Assignment: Peiss, *Major Problems in the History of American Sexuality*, 445-483

Nov 17 “Bad Blood”: The Realities of the Tuskegee Syphilis Study

Nov 19 The AIDS Crisis and Its Impact on American Sexualities

### Week Fifteen

*Thanksgiving Break — No Class*

Week Sixteen: *The final week of instruction will consider relevant issues related to sexuality and sexual identity at the dawn of the twenty-first century. Extra time will be devoted to exploring topics of interest to students as well as to synthesizing the course content in order to accentuate important continuities and changes related to ideals of American sexuality.*

❖ Reading Assignment: Peiss, *Major Problems in the History of American Sexuality*, 484-515

Dec 1 Sexual Identities and Family Matters at the Turn-of-the-Twenty-First Century

Dec 3 Synthesis and Review

## **APPENDIX B-3**

B.A. and B.S. Degree in History  
HIST 4450 – History of American Sexualities  
Outcome Competencies and Methods of Assessment

### **Outcome Competencies**

1. Explain how and why ideas about sexuality in American history have evolved over time.

2. Analyze how sociocultural categories such as race, gender, and social class intersect with notions of sexuality.

3. Demonstrate understanding of the impact of reform measures aimed at regulating sexuality in comparison with efforts to resist regulation.

4. Critique and analyze primary and secondary sources related to the history of sexuality in order to understand how ideas about sexuality are historically contingent.

### **Method of Assessment**

This outcome will be measured via in-class seminar-style discussions as well as in writing assignments, including student journals, written essays during examinations, a book review assignment, and a film review assignment.

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**APPENDIX C-1**  
B.A. and B.S. Degree in History  
HIST 3340 – Popular Culture in Modern American History  
Course Description

Course Description for Academic Catalog

HIST 3340 Popular Culture in Modern American History.....3 hrs.

With the guiding premise that popular culture illuminates underlying tensions and currents of thought in American society, Popular Culture in Modern American History utilizes revealing examples of commercial entertainments, including film, television, music, radio, sports, comics, and literature in order to analyze key developments in modern American history. Viewing popular culture as a dialogical process between producers and consumers of entertainment, this course focuses on the interactions between marginal, subversive, and mainstream forms of popular culture in order to demonstrate how popular culture has been a democratic medium that has offered openings for cultural representation to marginalized groups in American history. PR: HIST 1107 or 1108.

**APPENDIX C-2**  
B.A. and B.S. Degree in History  
HIST 3340 – Popular Culture in Modern American History  
Course Outline

**Course Description**

With the guiding premise that popular culture illuminates underlying tensions and currents of thought in American society, this course utilizes revealing examples of commercial entertainments, including film, television, music, radio, sports, comics, and literature in order to illuminate important developments in modern American history. Viewing popular culture as a dialogical process between producers and consumers of entertainment, we will especially focus on the interactions between marginal, subversive, and mainstream forms of popular culture. Whether or not popular culture is a democratic medium, offering openings for cultural representation that are otherwise denied to marginalized groups, will be a guiding question throughout the course.

**Course Readings**

The following books are required:

- Edgar Rice Burroughs, *Tarzan of the Apes*
- John Kasson, *The Little Girl Who Fought the Great Depression: Shirley Temple and 1930s America* (New York: W.W. Norton & Company, 2014)

Students will also view the 1968 film *Planet of the Apes* for a “mini-think piece” analysis paper and in-class discussion.

All other required course readings will be available digitally via Blackboard.

Note: different scholarly monographs or primary sources may be utilized in future iterations of the course

**Course Outcomes**

1. Explain how popular culture sources demonstrate underlying tensions in American history.
2. Analyze the process by which marginalized groups seek greater inclusion in American society by way of popular entertainments.
3. Compare examples of popular culture within appropriate historical context in order to understand the dialogical process of commercial entertainment.
4. Demonstrate ability to critique, analyze, and assess popular culture as primary historical sources.

**Assessment**

Course outcomes will be assessed using the measures outlined below.

*Class Meetings:*



Large Group “Lectures” and Discussions/Activities: I will usually present a lecture during our class meetings. These are not meant to be “passive” learning experiences in which you are disengaged from the learning process. At times, lectures will involve interactive activities, impromptu discussions based on what we’re learning about that day, and more formal discussions based on your reading assignments. In order for our lectures and discussions to succeed, I ask that you actively listen, take notes about the main themes and ideas we discuss, and ask questions or offer contributions when relevant.

*Important Disclaimer: Participation is an important part of your final grade in the course. If you are uncomfortable with verbal participation, you must meet with me early in the semester so that we can work together to find a way for you to participate accordingly. Evaluation will be based not on the quantity of your participation, but rather on the quality of your participation.*

*Writing and Exams:*

Scholarly Book Review: In order to better understand how historians utilize popular culture to assess broader cultural and social tensions in America, you will write a scholarly book review of John Kasson’s *The Little Girl Who Fought the Great Depression*. Your book review of the book should briefly describe what it is about; however, you should aim to go beyond summarization in order to critique the book. As with any scholarly book review, questions to consider include: What kind of argument is Kasson trying to make? What kind of evidence does he offer? What are the strengths and limitations of the book? How does Kasson use popular culture as historical evidence – and does it seem to be an effective strategy? How does the book fit in with what we’re learning in class otherwise? The review should be **three to four typed, double-spaced pages long with standard font and margins** and will be due via SafeAssign on Blackboard.

“Mini” Think Pieces: You will write two short analysis papers of the following relics of popular culture: the novel *Tarzan of the Apes* by Edgar Rice Burroughs and the film *Planet of the Apes* (1968). Handouts with more specific instructions for these papers will be distributed well in advance of the due dates (which are marked below on the class calendar); however, the primary goal will be to analyze the novel and the film within their specific historical contexts in order to assess what they might reveal about the times in which they were produced. These “mini think pieces” should be **two to three typed, double-spaced pages long with standard font and margins**. They will serve as practice for your longer primary source think piece (see below).

Primary Source Think Piece: For your capstone assignment, you will write a ten to twelve page primary source think piece that examines FOUR different primary sources of popular culture from any ten-year time period of your choosing in modern American history. For your primary sources, you should plan to use at least three different kinds of sources (possible sources might include novels, television shows, movies, comics, songs or albums, radio shows, sporting events, and so on). For instance, you might choose to examine the time period of 1925-1935 by looking at a popular novel, an episode of a

radio show, a movie, and an issue of a comic book in order to evaluate what popular culture can tell us about underlying tensions, transformations, and ideals during that historical moment. The goal is not to write a simple summary of your selected sources, but rather to offer an analysis or interpretation of the material that speaks to the possibilities and limitations of popular culture as a democratic process. During the eighth week of class, you will meet with me one-on-one to discuss your selected time frame and possible sources.

Exams: You will have two midterm exams and a final exam, each consisting of identifications and essays. More detailed instructions with essay questions will come well in advance of your exams, the dates of which are clearly marked on our calendar.


### Course Outline

- Note – the calendar below provides an overview of how this course is currently taught as a Selected Topics course. Student book review presentations occur on a rolling basis throughout the semester, with their selected topics supplementing any given week’s topic.

Week One: *During the first week of instruction, students will be introduced to the basic theories and concepts of studying popular culture as a dialogical process that reveals historical trends. An examination of the Chicago World’s Fair of 1892 and the rise of amusements parks (such as Coney Island) at the turn-of-the-century will introduce the students to the ways in which popular culture shaped an increasingly modern culture during this time frame.*

Jan 19      MLK Day — No Class  
Jan 21      Welcome and Introduction  
                 Chicago World’s Fair of 1892 -- The White City versus the Midway  
Jan 23      Coney Island and the Rise of Amusement Parks

Week Two: *The second week continues to examine the emergent culture of modernity around the turn-of-the-twentieth century with particular attention to how a new dance craze as well as the prevalence of strong man entertainers and escape artists spoke to underlying anxieties regarding gender and modernity. A discussion of Tarzan of the Apes, and a related writing assignment, will enable students to begin working directly with popular culture primary sources in order to understand its historical significance.*

Jan 26      From Burlesque to “Dance Madness”  
Jan 28      Manliness and Modernity  
**Jan 30      Discussion: Crises of Race, Class, and Gender in the Culture of  
Modernity**  
                  Edgar Rice Burroughs, *Tarzan of the Apes*  
**Mini-Think Piece Due via SafeAssign by midnight on Thursday, Jan. 29**

Week Three: *The third week will focus on vaudeville and minstrelsy, the rise of the motion picture industry, and developments in popular music in order to demonstrate democratic impulses at work in early twentieth century popular entertainments.*

Feb 2      “Something for Everyone”: Vaudeville and Minstrelsy at the Turn-of-the-  
                 Twentieth Century



- March 9 From Depression to War: Popular Culture Responses to World War II  
 March 11 Cold War Conformity and Cultural Consensus in 1950s America  
 March 13 **No Class — Individual Think-Piece Meetings**

Week Nine

Spring Break — No Class

Week Ten: *The tenth week of instruction will continue to explore the Cold War culture of consensus before shifting its attention to the ways in which popular culture reveals significant cracks in that consensus culture. The emphasis will remain on exploring how popular culture reveals underlying tensions and competing voices in contentious moments of history.*

- March 23 Togetherness and Consensus: Messages of Reassurance in Post-War Sports, Television, and the Wonderful World of Disney  
 March 25 Post-War Domestic Bliss?: Confronting Juvenile Delinquency and Family Discord  
 March 27 “All Shook Up”?: Teen Culture, Rebellion, and Rock ‘n’ Roll Culture

Week Eleven: *The eleventh week of instruction will conclude its discussion of “cracks in the consensus culture” by way of examining comedy, film noir, and science fiction entertainments in the 1950s. The unit will conclude with a second midterm examination followed by one-on-one meetings between students and the instructor to discuss their individual capstone think piece assignments.*

- March 30 Cold War Dissent and Cynicism in the World of Comedy, Noir, and Sci-Fi  
 April 1 **Midterm II Exam**  
 April 3 **Holiday — No Class**

Week Twelve: *During the twelfth week, students will begin to examine signs of 1960s ferment in the world of popular culture, with particular attention to how trends in advertising, television, and music were demonstrative of sociocultural upheavals on the horizon.*

- April 6 Signs of Sixties Ferment in the World of Advertising and Cultural Responses to the “Sexual Revolution”  
 April 8 “The Revolution Will Not Be Televised” . . . Or, Will It?  
 April 10 From Folk Revival to Psychedelic Rock: Music and Social Upheaval in the 1960s

Week Thirteen: *The thirteenth week of instruction will begin to shift its attention back to the film industry, which underwent significant transformations with the fall of censorship codes in favor of a more modern rating system as a new generation of filmmakers sought to challenge the status quo. The week will conclude with a discussion of the 1968 film Planet of the Apes, which will involve a paper assignment designed to help students utilize films as historical sources.*

- April 13 1960s Music (cont’d)  
 April 15 “Reel Disillusion”: The New Hollywood and Filmic Discontent  
 April 17 “Reel Disillusion” (cont’d)  
 📖 *Planet of the Apes* (1968)  
**Mini-Think Piece Due via SafeAssign by midnight on Tues., April 21**

Week Fourteen: *During the fourteenth week, students will begin to assess popular culture in the*

*1970s, with particular attention to developments in film, music, and television. Tensions between music genres like outlaw country, disco, and punk as well as the popularity of subversive television sitcoms produced by Norman Lear all pointed to underlying tensions as the nation transitioned from the 1960s into the 1980s.*

April 20 "Reel Disillusion" (cont'd)

April 22 1970s Apathy and the "Me" Decade: Outlaw Country, Disco Craze, and Punk Backlash

April 24 1970s Apathy and the "Me" Decade: Subversive Comedy and the World According to Norman Lear

Week Fifteen: *The penultimate week of instruction focuses on popular culture in Ronald Reagan's America. With a former entertainer occupying the highest elected office in the nation, an increasingly blurry line between entertainment and reality underscored competing trends in popular culture that simultaneously affirmed and undermined traditional values. The week concludes with a discussion of 1990s popular culture phenomena in the world of grunge and riot grrrl to demonstrate what happens when marginalized entertainments move into the mainstream.*

April 27 Morning in America and (Sub)Urban Discord: Popular Culture in Reagan's America

April 29 (Sub)urban Discord (cont'd)

May 1 Starbucks, Microsoft, and Grunge/Riot Grrrl: Cultural Complexities in the Emerald City in the 1990s

Week Sixteen: *The final week of instruction focuses on popular entertainments at the turn-of-the-twentieth century with particular attention to the impact of the terrorist attacks of 9/11 in order to gauge how the world of entertainment has registered important developments of the twenty-first century. Time will also be allotted for synthesis and review in preparation for the final examination.*

May 4 Turning Inward and Blurring Boundaries Between Entertainment and Reality at the Turn-of-the-Twenty-First Century

May 6 Popular Entertainments in a Post 9/11 World

May 8 Synthesis and Review

## **APPENDIX C-3**

B.A. and B.S. Degree in History  
HIST 3340 – Popular Culture in Modern American History  
Outcome Competencies and Methods of Assessment

### **Outcome Competencies**

1. Explain how popular culture sources demonstrate underlying tensions in American history.

2. Analyze the process by which marginalized groups seek greater inclusion in American society by way of popular entertainments.

3. Compare examples of popular culture within appropriate historical context in order to understand the dialogical process of commercial entertainment.

4. Demonstrate ability to critique, analyze, and assess popular culture as primary historical sources.

### **Method of Assessment**

This outcome will be measured via in-class seminar-style discussions as well as in writing assignments, including mini-think pieces, the capstone think piece primary source analysis paper, a scholarly book review, and written examinations in class.

This outcome will be measured via in-class seminar-style discussions as well as in writing assignments, including mini-think pieces, the capstone think piece primary source analysis paper, a scholarly book review, and written examinations in class.

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**APPENDIX D-1**

B.A. and B.S. Degree in History

HIST 4415 – History of the Middle East: Muhammad to the Present  
Course Description

Course Description for Academic Catalog

HIST 4415 History of the Middle East: Muhammad to the Present.....3 hrs.

History of the Middle East from Muhammad to the Present, surveys political and religious change in the Middle East from the time of Muhammad to the present. The course examines the origins and tenets of Islam, military and political realities of Islamic empires, the structure of families, religious interaction, and Middle Eastern models of just rule. Embedded in these topics are examinations of religious sectarianism, intellectualism, philosophy and spirituality. Additional major topics include relations between the Ottoman Empire and Europeans; World War I and the peace settlement which defined states in the Middle East; Western-Middle Eastern perceptions of one another; the historical roots of the Israeli-Palestinian struggle; and the rise of nationalism and religious fundamentalism. The course puts current events in the Middle East in context and considers how the history of the Middle East speaks to what the future may hold for the global community. PR: Sophomore Standing, HIST 2211 or 2212 or 2213.

**APPENDIX D-2**  
B.A. and B.S. Degree in History  
HIST 4415 – History of the Middle East: Muhammad to the Present  
Course Outline

**Course Description:**

This course, History of the Middle East from Muhammad to the Present, surveys political and religious change in the Middle East from the time of Muhammad to the present. Beginning with a brief discussion of the geographic area defined in the modern world as the Middle East, the course examines the origins and tenets of Islam in its early stages of expansion. Additionally, the cultures and societies that emerged from exchanges between the Muslim community and existing cultures and political systems are considered. The course addresses such issues as the military and political realities of Islamic empires, the structure of families, religious interaction, economics and trade, the interaction between nomadism and sedentary life, and Middle Eastern models of just rule. We also examine ideas of gender, race, religious sectarianism, intellectualism, philosophy and spirituality.

In the later portion of the course we survey, cultural, social, and political change in the Middle East from the rise of the Ottoman Empire around 1300 to the present. Topics in this later portion of the course include the shift in world trade from the Mediterranean to the Atlantic and its impact on the Middle East; relations between the Ottoman Empire and Europeans; imperialism and revolution; World War I and the peace settlement; Western-Middle Eastern perceptions of one another; state formation; the historical roots and consequences of the Israeli-Palestinian struggle; and the rise of nationalism and religious fundamentalism. Finally, the course puts the Arab Spring in context, examines radical movements in the Middle East, and considers how the history of the Middle East speaks to what the future may hold for the global community.

**Course Readings:**

Goldschmidt Jr., Arthur and Lawrence Davidson. *A Concise History of the Middle East, Edition 10*. Boulder: Westview Press, 2012. ISBN: 9780813348216

Khater, Akram Fouad. *Sources in the History of the Modern Middle East, 2<sup>nd</sup> Edition*. Boston: Wadsworth, Cengage Learning, 2011. ISBN 9780618958535

**Course Objectives:**

- To **provide** students with a basic understanding of the chronology of Middle Eastern history from the era of Muhammad to the present.
- To **engage** students in critical evaluation and analysis of the unique history that has shaped our perceptions of the Middle East and the people who live in the Middle East.
- To **support** student acquisition of historical literacy concerning the political, social and cultural aspects of the Middle East and to recognize the relevance of past global connections.



- To **contribute** to inter-cultural understanding and appreciation through the examination of the historical roots of shared experience.
- To **sharpen** student skills in relation to academic research such as: resource analysis, evaluation of sources, comparative examination of events and experiences, and exploration of problematic terms such as race, gender, and identity.
- To **develop** research, writing, and critical thinking skills.
- To **promote** student collaboration and cooperation through open academic inquiry, discussion, and teamwork.
- To **equip** students to better understand the origins of national and social conflict.

### **Course Outcomes: History of the Middle East from Muhammad to the Present**

- Outcome 1: Demonstrate a general knowledge of the main political, social, economic, cultural, gender, religious, and foreign policy realities of the Middle East from Muhammad to the Present.
- Outcome 2: Analyze primary and secondary historical materials offered in their assigned readings and lectures.
- Outcome 3: Compare both sides of debatable historical topics in writing.
- Outcome 4: Students will critique and explain both sides of debatable historical topics in class verbally.
- Outcome 5: Demonstrate a basic knowledge of the geography, vocabulary, political agreements, and significant persons relevant to the history of the Middle East.
- Outcome 6: Demonstrate a knowledge of the historical context and global impact of current issues in the Middle East.

### **Course Assessments**

Course outcomes and objectives will be assessed through a variety of exams, papers, and in-class activities. These assessments are described in Appendix D-3 in relation to the course outcomes.

### **Weekly Course Schedule:**

#### Week 1—Geography and Cultures of the Pre-Islamic Middle East

During this week students will be familiarized with the geographic definition of the Middle East based on connections within physical, religious, and cultural boundaries. Additionally, an overview of pre-Islamic cultures of the Middle East are discussed to provide context for the discussion of the development of Islamic societies and diverse cultures within the Middle East.

#### Week 2—First Muslim Revolutions and Early Arab Conquests

During this week Muhammad's early life will be discussed as well as the foundational beliefs of Islam. Additionally, the issues of succession after Muhammad's death and the early caliphate are examined as they pertain to the formation of Islamic government.

**Week 3—The High Caliphate, Shiites, Turks, Crusaders, and Mongols**

During this week an examination of the Umayyad and Abbasid Caliphates will be examined in the context of pressures from Turks and Mongols. Additionally, a consideration of the governance of non-Arab Islamic leaders and the conflict between Christian and Islamic worlds.

**Week 4—Islamic Civilization**

During this week the foundations of Islamic law and jurisprudence will be considered. Additionally, an examination of Islamic social institutions, intellectual and cultural life, as well as Islamic theology are analyzed. This includes the consideration of the role of women in Islamic society as well as slavery, the warrior class, and peoples of the book.

**Week 5—Firearms, Slaves, and Empires**

During this week the Safavid and Ottoman Empires are examined including the importance of gunpowder technology. Additionally, the roles of Mamluks and Janissaries in shaping the Middle East are examined in light of cultural acquisition of both Persian and Balkan peoples into the Islamic world.

**Week 6—European Imperialism, and Westernizing Reform in the Nineteenth Century**

During this week an examination of European interests including the Eastern Question and the weakening of the Ottoman Empire are considered. Additionally, the transformation of Egypt and the westernization of the Ottoman Empire are analyzed in preparation for the examination of the rise of nationalism in the Middle East.

**Week 7—The Rise of Nationalism and the Roots of Arab Bitterness**

During this week Ottomanism, Pan-Islamism, Turkism, and nationalism in Egypt and Persia will be considered, as well as the development of Arab Nationalism. Additionally, an examination of the Middle East in World War I, the postwar peace settlement, and the dismantling of the Ottoman Empire will be analyzed in preparation for a discussion of modernization of states in the Middle East.

**Week 8—Modernizing Rulers in the Independent States of the Middle East**

During this week we will examine the leaders of nationalist movements in the newly formed states in the Middle East. Additionally, this week's topics will include a consideration of how Saudi Arabia, Egypt, Turkey, Iraq, and Iran were shaped by western interests.

**Week 9—Egypt and the Fertile Crescent under European Control**

During this week we will examine the "pause" of independence movements during World War II. This will include the strategies used by Middle Eastern leaders to strengthen territorial sovereignty and determine their place in the community of nations. Specific topics will include independence for Lebanon, Syria, Iraq, and Egypt.

Week 10—The Contest for Palestine

During this week we will examine the background for the creation of the nation-state of Israel, the Zionist movement, and the challenges faced by Britain in managing the Palestinian Mandate.

Week 11—Israel's Rebirth and the Rise of Arab Nationalism

During this week we will examine the formal creation of the state of Israel, the end of the British Mandate in Palestine, the Arab-Israeli War of 1948, the Great Powers and the Arab states, as well as the rising tensions between Israel and the Arabs.

Week 12—War and the Quest for Peace

During this week we will consider peace efforts between Israel and the Arabs, as well as the Six Day War (1967) and the Yom Kippur War (1973). Additionally, we will examine political changes in the region, Jordan's role on the road to stability, leaders of the peace process including Anwar Sadat, Menachem Begin, and Jimmy Carter, and the Camp David Accords (1978).

Week 13—Reassertion of Islamic Power

During this week we will examine the increased role of religion in the politics of Middle Eastern states. This will include a discussion of the Iranian Revolution, the struggle for supremacy among the Persian Gulf states, as well as a retreat from the Camp David Accords. Additionally, we will consider Western policy formation and the Islamic polity.

Week 14—The War on Terrorism

During this week we will survey the growth of Islamic extremism, the role of Osama bin Laden, and the results of the September 11<sup>th</sup> attacks on the World Trade Center, the Pentagon, and Flight 93. Additionally, we will examine the U. S. response as well as the re-invigorated contest for Palestine.

Week 15—The Season of Arab Discontent

During this week we will put the Arab Spring into context and discuss the general unrest in the Middle East. This will include rebellion across the region, the rise of the Islamic State of the Levant (ISL), the Syrian Civil War beginning in 2011, and the repercussions of Middle Eastern instability for the global community.

## APPENDIX D-3

### B.A. and B.S. Degree in History HIST 4415 – History of the Middle East: Muhammad to the Present Outcome Competencies and Methods of Assessment

#### **Outcome Competencies**

Outcome 1: Demonstrate a general knowledge of the main political, social, economic, cultural, gender, religious, and foreign policy realities of the Middle East from Muhammad to the Present.

Outcome 2: Analyze primary and secondary historical materials offered in their assigned readings and lectures.

Outcome 3: Compare both sides of debatable historical topics in writing.

Outcome 4: Compare both sides of debatable historical topics in class.

Outcome 5: Demonstrate a basic knowledge of the geography, vocabulary, political agreements, and significant persons relevant to the history of the Middle East.

#### **Method of Assessment**

This outcome will be measured through writing a research paper of 1800 to 2000 words examining topics of the student's choice related to the course content. These papers must reflect evidence of the students understanding of the main political, social, economic, cultural, gender, religious, and foreign policy realities of the Middle East in their historical context.

This outcome will be measured through writing short papers discussing the historical context of a variety of primary and secondary sources. These papers will be followed up with student examinations of the sources in-class.

This outcome will be measured with five 800 to 1000 word response papers in which students examine the larger ideas discussed in each section of the course demonstrating their understanding of the complexities of the issues.

This outcome will be measured through in-class debates in which students will be placed in teams and assigned a debate topic including the position they must defend. These debates will be based on current issues and their historical context.

This outcome will be measured through exams which assess students' knowledge and understanding of the geography and terms applicable to Middle East history.

Outcome 6: Demonstrate a knowledge of the historical context and global impact of current issues in the Middle East.

This outcome will be measured through student analysis of news articles of their choice. Students will choose a relevant article, write a short 1000 to 1200 word paper describing the article topic, examining the historical context of the topic, and assessing how the historical context is reflected by the article author.

**APPENDIX E-1**  
B.A. and B.S. Degree in History  
HIST 3335 – Women in World History  
Course Description

Course Description for Academic Catalog

HIST 3335      Women in World History.....3 hrs.

This course examines the history of women around the globe by using a dual lens of gender and women’s experiences from the ancient world to the present. Going beyond the fragmentary inclusion of women in world history this course focuses on women’s experiences as central. Because women’s lives have been defined by socially constructed ideas of gender this course includes an examination of how gender has defined women’s experiences. Additional topics include, the roles and contributions of women around themes of family life, political engagement, their role in religion, economic production, education, and sexuality.

## APPENDIX E-2

B.A. and B.S. Degree in History  
HIST 3335 – Women in World History  
Course Outline

### Course Description:

In this course, we will examine the experiences of women around the globe by using a dual lens of gender and women's experiences from antiquity to the present. This course goes beyond the fragmentary inclusion of women in world history and focuses on women's experiences as central. Because women's lives have been defined by socially constructed ideas of gender this course includes an examination of how gender ideology has defined women's experiences. The course covers the roles and contributions of women around themes of family life, political engagement, their role in religion, economic production, education, and sexuality.

Although women have been marginalized in historical writing and in society this course examines the role of women not as victims, but in light of how women have struggled to define their own course, preserve identity, and gain or maintain power. It considers the struggles women have faced and their successes in overcoming obstacles. It also addresses the areas in which women are still struggling for equality and the power to define themselves on their own terms.

### Course Readings:

Hughes, Sarah Shaver and Brady Hughes. *Women in World History, Volume 1 Readings from Prehistory to 1500*. Armonk, NY: M.E. Sharpe, 1995.

Hughes, Sarah Shaver and Brady Hughes. *Women in World History, Volume 2 Readings from 1500 to the Present*. Armonk, NY: M.E. Sharpe, 1997.

Variety of course readings which will be available through the library or on Blackboard.

### Course Objectives:

- To **provide** students with a basic understanding of the changing experiences of women across a variety of cultures and the development of gender ideologies in the context of history.
- To **engage** students in critical evaluation and analysis of the unique experiences of women and the ways in which they have played a vital role in history, which is often obscured in historical studies.
- To **support** student acquisition of historical literacy concerning the political, social and cultural roles of women in history.
- To **contribute** to inter-cultural understanding and appreciation through the examination of the historical roots of shared experience among women globally.
- To **sharpen** student skills in relation to academic research such as: resource analysis, evaluation of sources, comparative examination of events and

experiences, and exploration of problematic terms such as race, gender, and identity as they specifically relate to women's experiences.

- To **develop** research, writing, and critical thinking skills.
- To **promote** student collaboration and cooperation through open academic inquiry, discussion, and teamwork.
- To **equip** students to better understand the origins of gender ideology and to examine this ideology in a local and global context.

### **Course Outcomes: History of the Middle East from Muhammad to the Present**

- **Outcome 1:** Demonstrate a general knowledge of the role women have played in history.
- **Outcome 2:** Compare and critically analyze primary and secondary historical materials offered in their assigned readings and lectures.
- **Outcome 3:** Critique and explain the role of women in society and aspects of gender ideology in writing.
- **Outcome 4:** Critique and explain the role of women in society and aspects of gender ideology verbally.
- **Outcome 5:** Demonstrate a knowledge of the historical context and global impact of current issues facing women.

### **Course Assessments**

Course outcomes and objectives will be assessed through a variety of exams, papers, and in-class activities. These assessments are described in Appendix E-3 in relation to the course outcomes.

### **Weekly Course Schedule:**

#### Week 1—Gendering World History, Globalizing Women's History

During this week students will be familiarized with a basic understanding of gender, the importance of gender as a tool for historical analysis, and the experiences of Pre-historic women. Additionally, we will examine differences among women and the importance of identifying victims and victors in relation to women's experiences.

#### Week 2—Women in Ancient Egypt and Women in the Han Dynasty of China—Examining Women with Power

During this week students will examine the reign of Hatshepsut and Empress Lu to gain an understanding of ways women navigated a patriarchal system to gain power. Additionally, we will examine ways women used marriage and to gain status and influence.

#### Week 3—Women and Religion—Examining Women in Hindu, Buddhist, and Jewish Cultures



During this week students will examine how religious systems in early history defined the role of women and marriage. Additionally, we will examine the idea of the “ideal wife” and the importance of reproduction for women’s status in society.

**Week 4—Women in Greece and Rome—Examining Patriarchy and Evolving Independence for Women**

During this week students will examine early Greek patriarchy and the expansion of women’s rights in the Roman Empire. Additionally, we will compare ideas of female slavery, courtesans, and divorce and re-marriage regulations as they define women in society.

**Week 5—Women in the Medieval World—Examining the Lives of Women in the Christian and Islamic World**

During this week students will examine how Christianity and Islam defined women’s roles in their holy texts. Additionally, we will consider the role of nuns, the importance of wives, and women’s occupations in Islamic and Christian societies.

**Week 6—Women’s Experiences in Asia—Examining the Lives of Women in China, Japan, and Southeast Asia**

During this week students will compare the patriarchal ideal in Japan and China to the autonomous lives of women in Southeast Asia. Additionally, we will consider differences in marriage, sexuality, and economic opportunity among women in Asia.

**Week 7—Women’s Experiences in Africa and the Americas—Examining Women’s Work, Witches, and Queens**

During this week students will examine the role of women in ritual ceremony and the supernatural. Additionally, we will consider the mysterious nature of the female body, reproduction, and food production.

**Week 8—Women’s Changing Roles in the Modern World—Examining Women’s Empowerment**

During this week students will examine how globalization and industrialization changed the lives of women. Additionally, we will consider the development of women’s international organizations and how these contributed to women’s human rights movements.

**Week 9—Women’s Experiences in China, Japan, and East-Asian States—Seeking Liberation in Asia**

During this week students will examine the lives of women in China and Japan under the Qing Dynasty and Tokugawa Shogunate. Additionally, we will consider the changes that occurred in China and Japan as women participate in nationalist revolutions and recognized their weak position in these states.

**Week 10—Women’s Experiences in the Islamic World—Examining the Lives of Women from the Harem to the Veil**

During this week students will examine the harem system in the Ottoman Empire and the changes to the lives of women after nationalist movements re-define the citizen. Additionally, we will consider feminism in the Islamic World and the idea of temporary marriage.

Week 11—Women’s Experiences in India—Examining Feminism and Nationalism in India

During this week students will examine the role of women’s writing in re-defining women in Indian society. Additionally, we will consider how women leaders impact the lives of women in the newly formed state of India and discuss the relationship between nationalism and feminism.

Week 12—Women’s Experiences in Europe—Examining Witches, Workers, Queens, and the New Woman

During this week students will examine the working life of women in Europe, the “witchcraze,” and women in power. Additionally, we will consider the development of feminism in Europe, the idea of voluntary motherhood, and the importance of revolution in defining women’s roles.

Week 13—Women’s Experiences in the Americas—Examining the Impact of Colonization and the Power of the Sisterhood

During this week students will examine the impact of colonization on women in the Americas including the influence of slavery of local populations as well as women brought to the Americas from Africa. Additionally, we will consider the development of the feminist movement in the Americas and the intersection of racial and feminist ideologies.

Week 14—Women’s Experiences in Africa—Examining the Impact of Slavery and Colonialism on Women in Africa

During this week students will examine the legacy of slavery in Africa, specifically considering how it influenced the lives of women. Additionally, we will consider the colonial legacy for women and their loss of power and attempts to regain status in African societies.

Week 15—Women Then and Now—Examining the Changing Status of Women Globally

During this week students will examine global feminism and global changes in the lives of women. Additionally, we will consider global accountability in relation to women’s issues and the importance of individually defined roles for women based on cultural and personal preferences.

### **APPENDIX E-3**

B.A. and B.S. Degree in History  
HIST 3335 – Women in World History  
Outcome Competencies and Methods of Assessment

#### **Outcome Competencies**

Outcome 1: Demonstrate a general knowledge of the role women have played in history.

Outcome 2: Compare and critically analyze primary and secondary historical materials offered in their assigned readings and lectures.

Outcome 3: Critique and explain the role of women in society and aspects of gender ideology in writing.

Outcome 4: Critique and explain the role of women in society and aspects of gender ideology verbally.

Outcome 5: Demonstrate a knowledge of the historical context and global impact of current issues facing women.

#### **Method of Assessment**

This outcome will be measured through a series of in class quizzes focusing on weekly readings.

This outcome will be measured with five 800 to 1000 word response papers in which students examine the larger ideas discussed in each section of the course demonstrating their understanding of the complexities of the issues.

This outcome will be measured by students keeping a course journal which analyzes course materials, course discussions, and personal thoughts regarding the material. These will be graded four times during the semester.

This outcome will be measured through in-class discussions in which students examine primary sources on a variety of topics and make connections between the historical context and current events.

This outcome will be measured through writing a research paper of 1800 to 2000 words examining an women's issue discussed in class in its historical context. Including analysis of points of change and challenges still present.

**APPENDIX F-1**  
B.A. and B.S. Degree in History  
Current Catalog Descriptions

*The following course descriptions appear on pages 165-165 of the 2015/2016 Academic Catalog.*

HIST 2250 The Historian's Craft..... 3 hrs.

*Writing Intensive*

The Historian's Craft is a writing intensive course designed to provide history majors with the skills necessary to write effectively and persuasively in the field of history, including familiarization with the Chicago-style of citation. Utilizing a workshop format, the course will introduce students to different styles of historical writing and it will give students the opportunity to practice and hone their skills in identifying and summarizing historical arguments, engaging in critical analysis and review, conducting original historical research, and writing argument-based, research-driven papers. PR: ENGL 1108 and sophomore standing.

HIST 3333 History of the American Woman..... 3 hrs.

An examination of women's changing roles and contributions to American society. PR: History 1107 or 1108.

HIST 4405 History of Africa ..... 3 hrs.

Survey of African history from prehistory to the present, with emphasis on the medieval, colonial, and modern periods. PR: 2211 or 2212 or 2213.

HIST 4410 History of Asia ..... 3 hrs.

An intensive survey of Asian cultural developments from prehistory to the present, with special emphasis on the impact of the West on Asian nations. PR: 2211 or 2212 or 2213.

HIST 4425 Medieval Europe .....3 hrs.

This course covers formative development in intellectual, social, economic, and political history of medieval Europe, beginning with the fall of Rome. PR: 2211 or 2212.

HIST 4428 Renaissance and Reformation .....3 hrs.

This course will comprehensively survey the political, economic, military, social and cultural, artistic and architectural history of Europe, from the late 5th century through the end of the 13th century, beginning with the formation and the rise of the national monarchies of France, England, Spain and the fragmented and inchoate Holy Roman Empire and the fractious Italian city-states. Major conflicts such as the Franco/Spanish invasions of Italy, investiture conflicts between the papacy and the French and German monarchs, and the portentous Babylonian Captivity of the Church and the ensuing great Schism, will be covered in detail. Medieval painting, architecture in the form of the gothic cathedral, sculpture and engraving will be integrated within the framework of each region producing such as masterworks. A major

component will be the eras of the Crusades, from the first in 1095 through the fourth in 1204, and every effort will be made to relate these Christian expeditions to the current 21st century military campaigns in the middle east, the Christian vs. the Muslim world, the clash of cultures, and the resultant failures of the West to prevail in the long run, both in the 11th, as well as in our present century. A second major component will be the Commercial revolution of the 10th through the 14th centuries, with the emergence of the famous Hanseatic League, the rise and expansion of the Ottoman Empire and its impact on Europe, and the concomitant necessary to find an all-water route to the Far East which led to the discovery of America. PR: HIST 2211 and 2212.

HIST 4429 Age of Absolutism .....3 hrs.

The Age of Absolutism will cover in depth the history of Europe from the Wars of religion climaxing in the peace of Augsburg (1555) through the 16th, 17th, and 18th centuries climaxing in the French revolution. Emphasis will be on the development of Absolutism in France, Germany, Austria, and Russia, and the contrast with England, where monarchy is unable to fully develop due to the British historical tradition, the Civil War and Glorious Revolution. PR: HIST 2212.

HIST 4430 19th century Europe .....3 hrs.

19th Century Europe will treat in depth the political, economic, military, intellectual, cultural, and geographic evolution of modern Europe from the Battle of Waterloo in 1815 to the outbreak of the Great War in 1914. Emphasis will be on the formation of national states, the significant revolutions throughout Europe in 1848, the growth of liberalism, socialism, communism, and the emergence of nationalism as ideological forces shaping the modern world. Highlights will be on the national unification movement of Germany and Italy, and the creation of European alliance systems which brought about the World War. PR: HIST 2213.

HIST 4431 Recent Europe .....3 hrs.

A study of problems of readjustment in the 20th century: the League of Nations, Fascism and Communism, the World Wars, the Cold War, and the European Community. Spring semester only. PR: HIST 2213.

**APPENDIX F-2**  
B.A. and B.S. Degree in History  
Proposed Catalog Descriptions

*The following revisions should be made to the 2016/2017 Academic Catalog.*

HIST 2250 The Historian's Craft..... 3 hrs.

*Writing Intensive*

The Historian's Craft is a writing intensive course designed to provide history majors with the skills necessary to write effectively and persuasively in the field of history, including familiarization with the Chicago-style of citation. Utilizing a workshop format, the course will introduce students to different styles of historical writing and it will give students the opportunity to practice and hone their skills in identifying and summarizing historical arguments, engaging in critical analysis and review, conducting original historical research, and writing argument-based, research-driven papers. Restricted to History and Social Studies Education majors, or must have instructor's approval to register. PR: ENGL 1108 and sophomore standing.

HIST 3333 Women in American History..... 3 hrs.

Women in American History focuses on the pivotal roles women have played in American history from the pre-colonial era up to the present day. By placing women at the center of American history, the course demonstrates how the experiences of American women have decisively shaped American society, culture, politics, and economics throughout the nation's history in order to offer a more complete and complicated vision of the American past. With particular attention to the ways in which gender roles are historically constructed, students will investigate how women have worked within, and pushed against, various boundaries in order to exercise control over their lives and to gain greater equality in American society. PR: HIST 1107 or 1108.

HIST 4405 History of Africa ..... 3 hrs.

This course examines the history of Africa from ancient times to the present analyzing contending ideas about the history of Africa and Africans. Topics covered include the origin of humans, early empires, and religion in Africa. The impact of outside influences from the African Diaspora to Imperialism and the Cold War are an integral part of the course. Additionally, an examination of African art, literature, music, and food provide a balanced picture of the rich history of the African continent and its people. PR: HIST 2211 or 2212 or 2213.

HIST 4410 History of East Asia ..... 3 hrs.

This survey course examines the history of East Asia including the areas that comprise modern day China, Japan, Korea, Vietnam, and parts of Southeast Asia from antiquity to the present. The course addresses the complex development of early East Asian cultures in relation to each other, as well as how commercial, military, religious, diplomatic and cultural relationships combined with internal processes to influence the development of East Asian societies and their connection to the rest of the world. PR: HIST 2211 or 2212 or 2213.

HIST 4425 Medieval Europe .....3 hrs.

This course covers change and continuity in Medieval Europe from the fall of Rome in the 5<sup>th</sup> century to the Renaissance of the early 16<sup>th</sup> century. PR: 2211 or 2212.

HIST 4428 Renaissance and Reformation .....3 hrs.

***THIS COURSE IS CUT FROM OUR CURRICULUM AND SHOULD BE REMOVED FROM THE 2016/2017 CATALOG, AS ITS MATERIAL WILL BE COVERED IN HIST 4425 AND HIST 4429***

HIST 4429 Early Modern Europe .....3 hrs.

Early Modern Europe will cover the history of Europe from 1500 to 1789, stretching from the Protestant Reformation to the beginning of the French Revolution. PR: HIST 2212.

HIST 4430 19th century Europe .....3 hrs.

This course will trace the history of Europe from the French Revolution in 1789 to the outbreak of the Great War in 1914. PR: HIST 2213.

HIST 4431 Recent Europe .....3 hrs.

Recent Europe covers the history of Europe from the beginning of World War I in 1914 through to the present. Spring semester only. PR: HIST 2213.

**From:** "Gonzalez, Cheri" <[Cheri.Varkonda@fairmontstate.edu](mailto:Cheri.Varkonda@fairmontstate.edu)>

**Date:** Monday, November 9, 2015 at 11:05 AM

**To:** Robin Payne <[rpayne4@fairmontstate.edu](mailto:rpayne4@fairmontstate.edu)>

**Subject:** RE: course number availability

Hi Robin,

All of those are available.

Thank you

Cheri

**HELP US IMPROVE OUR SERVICES: VISIT [HTTPS://WWW.SURVEYMONKEY.COM/R/FSU\\_ES\\_SURVEY](https://www.surveymonkey.com/r/fsu_es_survey) TO COMPLETE A SATISFACTION SURVEY.**

*Cheri L. Gonzalez*  
*Associate Registrar*  
*Fairmont State University*  
*Pierpont Community & Technical College*  
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**From:** Payne, Robin

**Sent:** Monday, November 09, 2015 10:38 AM

**To:** Gonzalez, Cheri

**Subject:** course number availability

Hi Cheri,

I am working on a curriculum proposal for the history program and I was hoping you could confirm for me whether the following course numbers are available for usage:

- HIST 3335
- HIST 3340
- HIST 4415
- HIST 4450

Thanks for your help!

Best,  
Robin

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