



MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: March 4, 2020

SUBJECT: Curriculum Proposal #19-20-10

The purpose of this proposal is to accomplish the following changes to the history course offerings:

- Divide HIST 3318 (Gilded Age to the Great Crash) and HIST 3319 (Recent America) into three courses in order to allow for greater depth of coverage. The new courses will include HIST 3320 (Gilded Age and Progressive Era), HIST 3322 (Modern America from 1920-1960), and HIST 3324 (Recent America from 1960 to the Present).
- To create HIST 3314 (History of the American Revolution) – a new course focusing explicitly on the American Revolution.
- Divide HIST 4420 (History of Latin America) into two courses in order to allow for greater depth of coverage within the designated time periods. HIST 4420 will become HIST 4421 and HIST 4422.

cc: Richard Harvey
Cheri Gonzalez
Laura Ransom
Lori Schoonmaker

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

Proposal Number: #19-20-10
School/Department/Program: College of Liberal Arts, Department of Social Sciences,
History Program
Preparer/Contact Person: Robin Payne and Spencer Tyce
Telephone Extension: 4758 (Payne)
Date Originally Submitted: November 12, 2019
**Revision (Indicate date and label it
Revision #1, #2, etc.):** Revision #3
Implementation Date Requested: 2020/2021 Academic Catalog

- 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 accomplish the following changes to the history course offerings:

- Divide HIST 3318 (Gilded Age to the Great Crash) and HIST 3319 (Recent America) into three courses in order to allow for greater depth of coverage. The new courses will include HIST 3320 (Gilded Age and Progressive Era), HIST 3322 (Modern America from 1920-1960), and HIST 3324 (Recent America from 1960 to the Present).
- To create HIST 3314 (History of the American Revolution) – a new course focusing explicitly on the American Revolution.
- Divide HIST 4420 (History of Latin America) into two courses in order to allow for greater depth of coverage within the designated time periods. HIST 4420 will become HIST 4421 and HIST 4422.

- 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 3318	Gilded Age to the Great Crash
HIST 3319	Recent America
HIST 4420	History of Latin America

Total hours deleted. 9 hours

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

HIST 3314	History of the American Revolution
HIST 3320	Gilded Age and Progressive Era

HIST 3322	Modern American History from 1920-1960
HIST 3324	Recent America from 1960 to the Present
HIST 4421	Colonial Latin American History
HIST 4422	Modern Latin American History

Total hours added. 12 hours

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 course numbers and 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.

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

N/A

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

N/A.

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 technically being created by the History program; however, the content is not entirely new. The following current courses are being divided to allow for greater depth of coverage accordingly: HIST 3318 (Gilded Age through the Great Crash) and HIST 3319 (Recent America) are being divided into three courses – HIST 3320 (Gilded Age and Progressive Era), HIST 3322 (Modern American History from 1920-1960), HIST 3324 (Recent America from 1960 to the Present). HIST 4420 (History of Latin America) is being divided into two courses – HIST 4421 (Colonial Latin American History) and HIST 4422 (Modern Latin American History). In addition, a new course (HIST 3314 – History of the American Revolution) is being created to specifically focus on the American Revolution, previously covered in HIST 3315 (Colonial America).

1. HIST 3314 HISTORY OF THE AMERICAN REVOLUTION (3 credits hours)

- HIST 3314 Appendix B-3
- HIST 3320 Appendix C-3
- HIST 3322 Appendix D-3
- HIST 3324 Appendix E-3
- HIST 4421 Appendix F-3
- HIST 4422 Appendix G-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. or the Social Studies Education B.A.; however, it does create five new advanced electives that history majors can choose from in fulfilling their major requirements and it removes three previously taught advanced history electives. None of these courses are required for completion of either the History B.A. or B.S.; however, students may take them to fulfill their required credit hours in advanced history electives. One of the courses – HIST 3319 (Recent America), which will become HIST 3324 (Recent American History From 1960 to the Present) – is required for students seeking the B.A. in Social Studies Education. The course requirements as outlined in the academic catalog will be updated to reflect the new course number and title. See Appendix A-1, Appendix A-2, and Appendix A-3 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.

N/A

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?

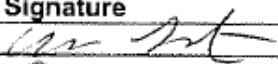
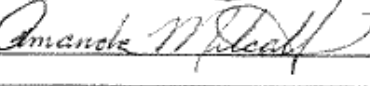
History programs across the nation typically offer advanced history electives (in addition to introductory survey courses in United States and World history) in a way that enable faculty to offer in-depth coverage of specific themes and/or chronological time periods. At Fairmont State University, the upper-level American history courses have been divided into five courses. In addition, the university has offered one upper-level course focusing on Latin American history. Due to the expertise of the faculty currently teaching this curriculum, it is worthwhile to expand the upper-level American history courses to include two additional courses and to divide the Latin American history course into two advance elective offerings.

The proposed course changes are therefore primarily intended to update the curriculum to better reflect current trends in the field of history, to allow for greater depth of focused study in advanced course work, and to more accurately reflect the strengths and research expertise of current faculty. 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.

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

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College/School	Dean	Signature
College of Liberal Arts	Dr. Chris Kast	
School of Education/Health and Human Performance	Dr. Amanda Metcalf	

- 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 proposed program requirements for the B.S. in History. Appendix A-3 outlines the current and proposed major requirements for the Social Studies Education B.A., to reflect the new course number and title for a required history course. All other appendices related to the proposed courses and other revisions refer to both the B.A. and B.S. history curriculum.

As outlined above, the advanced history electives being revised by this proposal are open to students across campus. History majors have the option to select 27 (or more) credit hours from an approved list of electives, which will include all of the courses outlined above. The only other major directly affected by the proposed change is the Social Studies Education major since students in that major are required to take HIST 3319 (Recent America). The Social Studies Education major will need to reflect the new course number – HIST 3324. Please see the following statement of support from Professor Nenad Radulovich – the faculty advisor to the Social Studies Education program – indicating that the change in chronological focus of this course (note: the start date for the course content is being pushed from 1941 to 1960) will be beneficial, rather than detrimental, to those majors. Dean Amanda Metcalf will be advised of this curricular change; however, the advising of Social Studies Education majors occurs with Professor Radulovich in the Department of Social Sciences.

Professor Nenad Radulovich: "Please note that starting with the 2020-2021 academic year, HIST 3324: Recent America from 1960 to the Present will replace the Social Studies Education program's requirement for HIST 3319: Recent America (which covered American history from 1941 to the present). Students who have already completed HIST 3319 can continue to use that course as the equivalent to HIST 3324 within the Social Studies Education program. The chronological shift to a later period in American History represented here reflects the reality of West Virginia and American high schools as they focus on the growing quantity of content from the past 60 years of U.S. History. The intense treatment of this time period in HIST 3324 will continue to be an essential form of preparation for the Social Studies Praxis II Content Exam."

Any students who have previously taken one of the now eliminated courses and wish to complete a D/F repeat will be allowed a course substitution or an independent study, if a substitution is not appropriate. For instance, a student wishing to repeat HIST 4420 might be authorized to complete HIST 4421 or HIST 4422 instead. Appropriate substitutions will be determined on a case by case basis in consultation with history faculty.

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

- Dr. Robin Payne, Associate Professor of History
 - Compilation of various components into one proposal; curriculum revision rationales
 - New Course Proposals
 - HIST 3320 Gilded Age and Progressive America
 - HIST 3322 Modern American History from 1920-1960
 - HIST 3324 Recent America from 1960 to the Present

- Dr. Spencer Tyce, Assistant Professor of History
 - New Course Proposals
 - HIST 3314 History of the American Revolution
 - HIST 4421 Colonial Latin American History
 - HIST 4422 Modern Latin American History

- Professor Nenad Radulovich, Assistant Professor of History and Social Studies Education
 - Statement of support from Social Studies Education program

APPENDIX A-1
 B.A. 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
TOTAL Required Major Courses		21
Advanced History Electives		27
HIST 3302	West Virginia History	3
HIST 3305	History of Intelligence and National Security	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 th 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
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		

Recommended General Studies Courses*	
Outcome 1 – Critical Analysis	3
ENGL 2220* or 2221*	
Outcome 2 – Quantitative Literacy	3
MATH 1407 or 1407 or higher in Outcome 2 (Required by Major)	
Outcome 3 – Written Communication	3
ENGL 1101 (Institutional Requirement)	
Outcome 4 – Teamwork	3
COMM 2201* or CRIM 2295*	
Outcome 5 – Information Literacy	3
ENGL 1102 (Institutional Requirement)	
Outcome 6 – Technology Literacy	3
BISM 1200* or BISM 2200* or TECH 1100*	
Outcome 7 – Oral Communication	3
COMM 2200*	
Outcome 8 - Citizenship	X
HIST 1107 or HIST 1108 (Satisfied in Major)	
Outcome 9 - Ethics	3
PHIL 3325* or SOCY 1110*	
Outcome 10 - Health	2-3
PHED 1100* or CRIM 2212*	
Outcome 11 - Interdisciplinary	3
POLI 1100*	
Outcome 12 - Arts	3
ART 1120* or MUSI 1120* or THEA 1120*	
Outcome 13 - Humanities	3
ENGL 2230* or ENGL 2231*	
Outcome 14 – Social Sciences	3
PSYC 1101* or GEOG 2210*	
Outcome 15 - Natural Science	4
Any course listed in Outcome 15	
Outcome 16 – Cultural Awareness	X
HIST 2211, HIST 2212, or HIST 2213 (Satisfied in Major)	
Additional General Studies hours	X
TOTAL GENERAL STUDIES HOURS	42-43
TOTAL FREE ELECTIVES	17-18
TOTAL HOURS	120

* 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.

APPENDIX A-1
B.A. Degree in History
Proposed 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
TOTAL Required Major Courses		21
Advanced History Electives		27
HIST 3302	West Virginia History	3
HIST 3305	History of Intelligence and National Security	3
HIST 3310	Diplomatic History of the United States	3
HIST 3312	Colonial America	3
HIST 3314	History of the American Revolution	3
HIST 3316	The Early Republic	3
HIST 3317	Civil War and Reconstruction	3
HIST 3320	Gilded Age and Progressive Era	3
HIST 3322	Modern American History from 1920-1960	3
HIST 3324	Recent America from 1960 to the Present	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 4421	Colonial Latin American History	3
HIST 4422	Modern Latin American History	3
HIST 4425	Medieval Europe	3
HIST 4429	Early Modern Europe	3
HIST 4430	19 th 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
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

* The General Studies recommendations in the academic catalog will be updated to reflect the university's new Core Curriculum in the 2020/2021 academic catalog.

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
TOTAL Required Major Courses		21
Advanced History Electives		27
HIST 3302	West Virginia History	3
HIST 3305	History of Intelligence and National Security	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 th 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
GEOG 2110	Introduction to Geography	3
PHIL 2275	Introduction to Logic and Critical Reasoning	3
PHIL 3325	Ethics	3
POLI 2220	Introduction to Political Science	3
POLI 3304	Amer. Constitutional Government and Law	3
PSYC 2200	History of Psychology	3
PSYC 2230	Social Psychology	3
-OR-		
SOCY 2230	Social Psychology	3
SOCY 2205	Principles of Race, Class, and Gender	3
SOCY 3301	Cultural Anthropology	3

TOTAL HOURS FOR MAJOR (and minor if required) 57

Recommended General Studies Courses*

Outcome 1 – Critical Analysis		3
	ENGL 2220* or 2221*	
Outcome 2 – Quantitative Literacy		3
	MATH 1407 or 1407 or higher in Outcome 2 (Required by Major)	
Outcome 3 – Written Communication		3
	ENGL 1101 (Institutional Requirement)	
Outcome 4 – Teamwork		3
	COMM 2201* or CRIM 2295*	
Outcome 5 – Information Literacy		3
	ENGL 1102 (Institutional Requirement)	
Outcome 6 – Technology Literacy		3
	BISM 1200* or BISM 2200* or TECH 1100*	
Outcome 7 – Oral Communication		3
	COMM 2200*	
Outcome 8 - Citizenship		X
	HIST 1107 or HIST 1108 (Satisfied in Major)	
Outcome 9 - Ethics		3
	PHIL 3325* or SOCY 1110*	
Outcome 10 - Health		2-3
	PHED 1100* or CRIM 2212*	
Outcome 11 - Interdisciplinary		3
	POLI 1100*	
Outcome 12 - Arts		3
	ART 1120* or MUSI 1120* or THEA 1120*	
Outcome 13 - Humanities		3
	ENGL 2230* or ENGL 2231*	
Outcome 14 – Social Sciences		3
	PSYC 1101* or GEOG 2210*	
Outcome 15 - Natural Science		4
	Any course listed in Outcome 15	
Outcome 16 – Cultural Awareness		X

HIST 2211, HIST 2212, or HIST 2213
(Satisfied in Major)

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
 Proposed 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
TOTAL Required Major Courses		21
Advanced History Electives		27
HIST 3302	West Virginia History	3
HIST 3305	History of Intelligence and National Security	3
HIST 3310	Diplomatic History of the United States	3
HIST 3312	Colonial America	3
HIST 3314	History of the American Revolution	3
HIST 3316	The Early Republic	3
HIST 3317	Civil War and Reconstruction	3
HIST 3320	Gilded Age and Progressive Era	3
HIST 3322	Modern American History from 1920-1960	3
HIST 3324	Recent America from 1960 to the Present	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 4421	Colonial Latin American History	3
HIST 4422	Modern Latin American History	3
HIST 4425	Medieval Europe	3
HIST 4429	Early Modern Europe	3
HIST 4430	19 th 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
GEOG 2110	Introduction to Geography	3
PHIL 2275	Introduction to Logic and Critical Reasoning	3
PHIL 3325	Ethics	3
POLI 2220	Introduction to Political Science	3
POLI 3304	Amer. Constitutional Government and Law	3
PSYC 2200	History of Psychology	3
PSYC 2230	Social Psychology	3
-OR-		
SOCY 2230	Social Psychology	3
SOCY 2205	Principles of Race, Class, and Gender	3
SOCY 3301	Cultural Anthropology	3
TOTAL HOURS FOR MAJOR (and minor if required)		57

* The General Studies recommendations in the academic catalog will be updated to reflect the university's new Core Curriculum in the 2020/2021 academic catalog.

APPENDIX A-3

B.A. Degree in Social Studies Education Current Program

Required Major Courses		HRS
BSBA 2200	Economics	3
GEOG 2210	Introduction to Geography	3
GEOG Elective		3
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 3302	West Virginia	3
HIST 3319**	Recent America	3
HIST 4431**	Recent Europe	3
POLI 1103	American Government	3
POLI 2200	Introduction to Political Science	3
PSYC 1101	Introduction to Psychology	3
SOCY 1110	Introduction to Sociology	3
SOCY 3301	Cultural Anthropology	3
SSCI 4431*	Methods & Materials of Teach. Soc. Studies	3
SSCI 4498*	Interdisciplinary Seminar	3
TOTAL Required Major Courses		54

* Offered only in the Fall Semester

** Offered only in the Spring Semester

APPENDIX A-3
 B.A. Degree in Social Studies Education
 Proposed Program

Required Major Courses		HRS
BSBA 2200	Economics	3
GEOG 2210	Introduction to Geography	3
GEOG		
Elective		3
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 3302	West Virginia	3
HIST 3324**	Recent American History from 1960 to the Present	3
HIST 4431**	Recent Europe	3
POLI 1103	American Government	3
POLI 2200	Introduction to Political Science	3
PSYC 1101	Introduction to Psychology	3
SOCY 1110	Introduction to Sociology	3
SOCY 3301	Cultural Anthropology	3
SSCI 4431*	Methods & Materials of Teach. Soc. Studies	3
SSCI 4498*	Interdisciplinary Seminar	3
TOTAL Required Major Courses		54

* Offered only in the Fall Semester

** Offered only in the Spring Semester

APPENDIX B-1

B.A. and B.S. Degree in History
HIST 3314 – History of the American Revolution
Course Description

Course Description for Academic Catalog

HIST 3314 *History of the American Revolution*.....3 hrs.

This course examines the political, economic, and social causes of the American Revolution from an Atlantic World context. In addition to the military history of the Revolution, the course will also study the home front, early American diplomatic efforts, and cultural problems that emerged during the conflict. Furthermore, this course will expose students to the historiographical debates surrounding the conflict. PR HIST 1107.

APPENDIX B-2
B.A. and B.S. Degree in History
HIST 3314 – History of the American Revolution
Course Outline

Course Description

History of the American Revolution covers the foundational moment of the United States of America. While the event is casually understood by most Americans, many are unaware of its political and economic origins, the social and cultural conflicts that emerged before and during the Revolution, as well as the military efforts required to establish the Early Republic. This course will cover the events resulting from the Seven Years War, the commercial problems that emerged in the early 1770s, and the social distinctions that blinded the British Empire to the realities of American ideas of independence and self-governance. Through both primary and secondary sources, this course will examine the military conflict, the diplomatic and economic struggles of its first revolutionary government, and the establishment of a democratic system of government on the continent.

Course Readings

The following textbook is required:

- Morison, *Sources and Documents Illustrating the American Revolution, 1764-1788*
ISBN: 9780195002621
- Wood, *The American Revolution: A History* ISBN: 9780812970418

Students will also be required to write an essay based on the assigned readings and selections from other monographs, including Bernard Bailyn's *The Ideological Origins of the American Revolution*. All other course readings and documents will be available via BlackBoard.

Course Outcomes

1. Identify the political, economic, and social origins of the American Revolution as seen by the revolutionaries, their colonial and royal authorities, and other actors in the Atlantic World.
2. Explain the military efforts in completing a violent revolution and the problems associated with the creation of a national military force.
3. Discuss how social, cultural, and religious forces shaped the development of a revolutionary North America and how those forces dealt with the effects of the conflict.
4. Critique and analyze primary and secondary sources related to the history of the American Revolution to understand how later generations of Americans viewed the conflict's various meanings.

Assessment

Course outcomes will be assessed using the measures outlines below.

- 1) Class participation is an integral part of the course, counting **15%** towards determining the final grade. Students are required to attend class on time, complete each assignment for the class, and they must be prepared to discuss readings, themes and concepts. There will be weekly quizzes to encourage students to complete the readings, counting towards their participation grade.
- 2) Each student must write an essay of three to five pages on the primary source monograph assigned for this particular semester. Complete details concerning this paper are appended to the syllabus. We will also discuss the book and the paper assignment in class. The paper will count **20%** of the final grade. **Late papers will be penalized one letter grade for each day late. I will not accept electronic copies.**
- 3) There will be a film review that will count for **15%** of the final grade. Students will view *The Patriot*, *Drums Along the Mohawk*, or *All for Liberty*
- 4) There will be a **midterm examination** that will count **25%** of the final grade. It will be composed of a short identification section and an essay question. We will pass out a study sheet with sample essay questions; one or more of the questions from the study sheet **will appear** on the midterm exam. The same general format applies to the **final examination**, which will compose **25%** of your final grade.

General Course Outline

Week One	Introduction to Course; Popular Memory and the Revolution; <i>Sources</i> ; Wood pt. 1
Week Two	The Empire After the Seven Years War; Wood pt. 1
Week Three	The Empire and its Discontents; <i>Sources</i> ; Wood pt. 1
Week Four	The Empire and its Discontents; <i>Sources</i> ; Wood pt. 2
Week Five	Revolutionary Actions; <i>Sources</i> ; Wood pt. 2
Week Six	Revolutionary Actions; <i>Sources</i>
Week Seven	Violence in America; Wood pt. 3
Week Eight	War and Society; Wood pt. 3; Midterm Exam
Week Nine	War and Change
Week Ten	War and Change; <i>Sources</i> ; Wood pt. 4
Week Eleven	Winners of the Revolution; <i>Sources</i> ; Wood pt. 5
Week Twelve	Political Changes in America; Wood pt. 6; Film Review Due
Week Thirteen	Losers of the Revolution; Wood pt. 6; <i>Sources</i>
Week Fourteen	The Development of a Democracy; Wood pt. 7; <i>Sources</i> ; Essay Due
Week Fifteen	Deeper Meanings and Legacies; Wood pt. 7
Week Sixteen	Deeper Meanings and Legacies; Final Exam

APPENDIX B-3

B.A. and B.S. Degree in History
HIST 3314 – History of the American Revolution
Outcome Competencies and Methods of Assessment

Outcome Competencies

1. Identify the political, economic, and social origins of the American Revolution as seen by the revolutionaries, their colonial and royal authorities, and other actors in the Atlantic World.

2. Explain the military efforts in completing a violent revolution and the problems associated with the creation of a national military force.

3. Discuss how social, cultural, and religious forces shaped the development of a revolutionary North America and how those forces dealt with the effects of the conflict.

4. Critique and analyze primary and secondary sources related to the history of the American Revolution to understand how later generations of Americans viewed the conflict's various meanings.

Method of Assessment

This outcome will be measured via in-class seminar-style discussions as well as in writing assignments, written essays during examinations, a long-form essay assignment, a film review, and weekly quizzes.

This outcome will be measured via in-class seminar-style discussions as well as in writing assignments, written essays during examinations, a long-form essay assignment, a film review, and weekly quizzes.

This outcome will be measured via in-class seminar-style discussions as well as in writing assignments, written essays during examinations, a long-form essay assignment, a film review, and weekly quizzes.

This outcome will be measured via in-class seminar-style discussions as well as in writing assignments, written essays during examinations, a long-form essay assignment, a film review, and weekly quizzes.

APPENDIX C-1

B.A. and B.S. Degree in History
HIST 3320 – Gilded Age and Progressive Era
Course Description

Course Description for Academic Catalog

HIST 3320 *Gilded Age and Progressive Era*3 hrs.

This course focuses on key social, cultural, political, and economic developments in United States history from 1877 until 1920 – a time frame which encapsulates the Gilded Age and the Progressive Era. Major topics include the Industrial Revolution, the labor movement, the immigrant experience, the rise of the New South, the impact of territorial expansion domestically and abroad, populism, progressivism, and World War I. PR: HIST 1108.

APPENDIX C-2
B.A. and B.S. Degree in History
HIST 3320 – Gilded Age and Progressive Era
Course Outline

Course Description

In this class, you will learn about key political, economic, social, and cultural developments in United States history from the Gilded Age (beginning roughly in 1877) through the Progressive Era, which came to a close at the dawn of the 1920s. During this time frame, the nation underwent key transformations as it entered into a modern era, from the aftermath of the Civil War through to American involvement in the Great War – World War I. In order to understand this era and the impact it had on the nation, we will cover topics such as the industrial revolution, the rise of the New South, on-going westward expansion, the United States' changing role in the world and the emergence of imperialistic tendencies, progressivism and populism, social justice movements, and America's role in the Great War.

Course Readings

The following books may be **purchased** from the FSU Bookstore in the Falcon Center. They are also on reserve at the library. Other readings (articles and documents) will be posted on Blackboard or they will be available through the FSU Library.

- Jackson Lears, *Rebirth of a Nation: The Making of Modern America, 1877-1920*, ISBN: 978-0-06-074750-3
- William A. Link and Susannah J. Link, ed. *The Gilded Age and Progressive Era: A Documentary Reader*, ISBN 978-1-4443-3139-4
- Upton Sinclair, *The Jungle*, Dover Thrift Edition. ISBN: 0486419231

Course Outcomes

1. Explain the key social, cultural, political, and economic developments of the Gilded Age, especially in relationship to industrialization.
2. Explain territorial expansion within the United States as well as abroad during this time frame, with particular attention to imperialistic tendencies and America's changing role in the world.
3. Evaluate the key social, cultural, political, and economic developments of the Progressive Era, especially in relationship to social reform movements and the changing political landscape.
4. Analyze how and why the United States became involved in the Great War (World War I) in relationship to international and domestic developments.
5. Critique and analyze primary and secondary sources related to the history of the Gilded Age and Progressive era.

Assessment

Course outcomes will be assessed using the measures outlines below.

- 1) Attendance and Participation: Most class meetings will involve a blend of lecture and discussion. 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. Participation in class meetings will constitute an important element of assessment.
- 2) Primary Source Analysis Papers and Discussions: Students will write three analytical papers that assess different types of primary sources within their appropriate historical context. Each paper will be three to four typed, double-spaced pages long. Formal discussions in class will follow the submission of the analysis papers, giving students a chance to articulate historical analysis in written and oral formats.
- 3) Exams: Students will complete three exams, each consisting of short answer identifications and argument-based essays.

General Course Calendar

Week One	Captains of Industry or Robber Barons?: The Rise of the Gilded Age
Week Two	Immigrant and Worker Experiences in an Era of Ostensible Opulence
Week Three	Social Unrest and the Rise of Organized Labor
Week Four	Social Unrest and the Rise of Organized Labor (cont'd) — Chicago as Case Study
Week Five	The Battle Between Labor and Industry at the Century's End
Week Six	The New South and the Rise of Jim Crow
Week Seven	Resisting Jim Crow – Civil Rights Activism in a Progressive Era
Week Eight	The “New” West and Expansionist Impulses within the United States
Week Nine	Imperialist and Anti-Imperialist Outlooks at the Turn-of-the-Century
Week Ten	Populists and Progressives — The Reform Impulse Surges
Week Eleven	Society and Culture in the Progressive Era
Week Twelve	Political Developments of the Progressive Era
Week Thirteen	America and the “Great War” (WWI)
Week Fourteen	The Great War at Home: WWI and Progressivism
Week Fifteen	Synthesis and Review

APPENDIX C-3

B.A. and B.S. Degree in History
HIST 3320 – Gilded Age and Progressive Era
Outcome Competencies and Methods of Assessment

Outcome Competencies

1. Explain the key social, cultural, political, and economic developments of the Gilded Age, especially in relationship to industrialization.

2. Explain territorial expansion within the United States as well as abroad during this time frame, with particular attention to imperialistic tendencies and America's changing role in the world.

3. Evaluate the key social, cultural, political, and economic developments of the Progressive Era, especially in relationship to social reform movements and the changing political landscape.

4. Analyze how and why the United States became involved in the Great War (World War I) in relationship to international and domestic developments.

5. Critique and analyze primary and secondary sources related to the history of the Gilded Age and Progressive era.

Method of Assessment

This outcome will be measured via in-class seminar-style discussions as well as in primary source analysis papers and essay-based examinations.

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APPENDIX D-1

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

HIST 3322 – Modern American History from 1920-1960

Course Description

Course Description for Academic Catalog

HIST 3322 *Modern American History from 1920-1960*.....3 hrs.

This courses focuses on key social, cultural, political, and economic developments in United States history from 1920 until 1960 – a time frame in which a discernably modern American society emerged. Major topics include the Jazz Age and the Harlem Renaissance, 1920s nativism, the Great Depression, the New Deal and the modern presidency, American involvement in World War II, the emergence of the United States as a world power, the early stages of the Cold War between the United States and the Soviet Union, and important sociocultural and political developments of the 1950s. PR: HIST 1108.

APPENDIX D-2
B.A. and B.S. Degree in History
HIST 3322 – Modern American History from 1920-1960
Course Outline

Course Description

In this class, you will learn about key political, economic, social, and cultural developments in United States history from 1920 to 1960. During this time frame, a discernably modern American culture and political system emerged as the nation underwent a critical transformation from a relatively isolationist nation to a world superpower. In order to understand this era and the impact it had on the nation, we will cover topics such as the “roaring” cultural changes of the 1920s, the jazz age, the rise of the “flapper,” and the Harlem Renaissance; the “nativist” and isolationist impulses of the 1920s; the economic crisis of the Great Depression and Franklin Roosevelt’s New Deal; American involvement in World War II and the ways in which the nation’s role in the world was transformed as a result; the early stages of the Cold War between the United States and the Soviet Union; and the sociocultural developments of the 1950s, ranging from the suburban revolution to the emergence of the modern civil rights movement.

Course Readings

The following books may be **purchased** from the FSU Bookstore in the Falcon Center. They are also on reserve at the library. Other readings (articles and documents) will be posted on Blackboard or they will be available through the FSU Library.

- Timothy Egan, *The Worst Hard Time*, ISBN 978-0-618-773473
- Nella Larsen, *Quicksand*, Dover Thrift Edition, ISBN: 0486451402
- Anne Moody, *Coming of Age in Mississippi*. ISBN-13: 978-0440314882

Course Outcomes

1. Explain the key social, cultural, political, and economic developments of the 1920s, especially in relationship to the contrast between the “roaring” social and cultural upheavals of the era and that of nativist resistance to change.
2. Analyze how the economic crisis of the Great Depression and the New Deal, which emerged in response to that crisis, transformed the American political landscape.
3. Evaluate how and why the United States became involved in World War II in relationship to international and domestic developments and the impact of that conflict on the nation’s role in the world.
4. Explain how and why the United States became involved in the Cold War with the Soviet Union in the immediate aftermath of World War II and the impact of that ideological conflict on the nation’s foreign policy and domestic sociocultural climate.
5. Analyze the key social, cultural, political, and economic developments of the immediately post-World War II era (1945-1960).
6. Critique and analyze primary and secondary sources related to the history of modern America.

Assessment

Course outcomes will be assessed using the measures outlines below.

- 1) Attendance and Participation: Most class meetings will involve a blend of lecture and discussion. 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. Participation in class meetings will constitute an important element of assessment.
- 2) Primary Source Analysis Papers and Discussions: Students will write three analytical papers that assess different types of primary sources within their appropriate historical context. Each paper will be

three to four typed, double-spaced pages long. Formal discussions in class will follow the submission of the analysis papers, giving students a chance to articulate historical analysis in written and oral formats.

- 3) Exams: Students will complete three exams, each consisting of short answer identifications and argument-based essays.

General Course Calendar

Week One	The Roaring Twenties Erupt – America in the Jazz Age
Week Two	Henry Ford’s America: The Roaring Twenties vs. the Nativist Twenties
Week Three	The 1920s and the Politics of Normalcy
Week Four	The Great Crash and the Coming of the Great Depression
Week Five	Confronting Hard Times -- From Hoover to Roosevelt
Week Six	FDR’s New Deal for the American People
Week Seven	Cultural Responses to the Economic Crisis
Week Eight	The “Good War”? -- WWII on the Home Front and Abroad
Week Nine	Allied Victory and the Terrifying Prospect of “Total Victory”
Week Ten	Origins and Escalation of the Cold War
Week Eleven	Containing Communism Abroad
Week Twelve	Containing Communism at Home
Week Thirteen	“Domestic Bliss”? – American Society and Culture in the 1950s
Week Fourteen	The Long Civil Rights Movement Escalates
Week Fifteen	Synthesis and Review

APPENDIX D-3

B.A. and B.S. Degree in History
HIST 3322 – Modern American History from 1920-1960
Outcome Competencies and Methods of Assessment

Outcome Competencies

1. Explain the key social, cultural, political, and economic developments of the 1920s, especially in relationship to the contrast between the “roaring” social and cultural upheavals of the era and that of nativist resistance to change.

2. Analyze how the economic crisis of the Great Depression and the New Deal, which emerged in response to that crisis, transformed the American political landscape.

3. Evaluate how and why the United States became involved in World War II in relationship to international and domestic developments and the impact of that conflict on the nation’s role in the world.

4. Explain how and why the United States became involved in the Cold War with the Soviet Union in the immediate aftermath of World War II and the impact of that ideological conflict on the nation’s foreign policy and domestic sociocultural climate.

5. Analyze the key social, cultural, political, and economic developments of the immediately post-World War II era (1945-1960).

6. Critique and analyze primary and secondary sources related to the history of modern America.

Method of Assessment

This outcome will be measured via in-class seminar-style discussions as well as in primary source analysis papers and essay-based examinations.

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APPENDIX E-1
B.A. and B.S. Degree in History
HIST 3324 – Recent America from 1960 to the Present
Course Description

Course Description for Academic Catalog

HIST 3324 *Recent America from 1960 to the Present*3 hrs.

This course focuses on key social, cultural, political, and economic developments in United States history from 1960 to the present. Major topics include the social, cultural, and political upheavals of the 1960s, with particular attention to the “movement of movements” and the presidencies of JFK and LBJ; the evolution of the Cold War into the 1960s, especially by way of the conflict in Vietnam; the conservative ascendancy and the rise of the New Right, with close attention to the presidencies of Nixon and Reagan; the impact of the information revolution and globalization at the end of the twentieth century; America’s continued changing role in the world, especially pre- and post-9/11; and significant sociocultural and political transformations at the turn-of-the-twenty-first century. PR: HIST 1108.

APPENDIX E-2
B.A. and B.S. Degree in History
HIST 3324 – Recent America from 1960 to the Present
Course Outline

Course Description

In this class, students will learn about key political, economic, social, and cultural developments in United States history from 1960 to the present. The nation underwent key transformations during the second half of the twentieth century and into the dawn of the twenty-first century, including its predominance as a world power, significant social and cultural upheaval, and persistent efforts to maintain and more fully realize the ideals upon which the nation was founded. In order to understand this era, we will focus on how America fared during major transitional moments such as the “movements” of the 1960s and 1970s, the rise of a new conservatism by the 1980s, and the challenges the nation faces in a post-9/11 world. In order to get at the diverse lived experiences of people living in America, the course will also seek to understand how categories such as race and ethnicity, gender and sexuality, social class, age, and regional location shaped how people saw themselves in relationship to the country.

Course Readings

The following books may be **purchased** from the FSU Bookstore in the Falcon Center. They are also on reserve at the library. Other readings (articles and documents) will be posted on Blackboard or they will be available through the FSU Library.

- David Farber, *The Age of Great Dreams: America in the 1960s*, ISBN 0-8090-1567-6
- Bruce J. Schulman, *The Seventies: The Great Shift in American Culture, Society, and Politics*, ISBN 0-306-81126-X
- James T. Patterson, *Restless Giant: The United States from Watergate to Bush v. Gore*, ISBN 978-0-19-530522-7
- Tim O'Brien, *If I Die in a Combat Zone: Box Me Up and Ship Me Home*. ISBN-13: 978-0007204977

Course Outcomes

1. Evaluate the key social, cultural, political, and economic developments of the 1960s and 1970s, especially in relationship to the “movement of movements” of the era.
2. Identify and analyze key transformations in the political landscape of the United States from the 1960s to the present, with particular attention to the evolving role of the federal government, presidential politics, and the realignment of the major political parties.
3. Explain the Cold War as it evolved from the 1960s to its final stages at the end of the twentieth century.
4. Analyze the key social, cultural, political, and economic developments of the turn of the twenty-first century, with particular attention to the impact of deindustrialization, the information revolution, and globalization.
5. Explain the impact of the attacks of 9/11 on American politics, foreign policy, and society.
6. Critique and analyze primary and secondary sources related to the history of recent America.

Assessment

Course outcomes will be assessed using the measures outlines below.

- 1) Attendance and Participation: Most class meetings will involve a blend of lecture and discussion. 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. Participation in class meetings will constitute an important element of assessment.
- 2) Primary Source Analysis Papers and Discussions: Students will write three analytical papers that assess different types of primary sources within their appropriate historical context. Each paper will be

three to four typed, double-spaced pages long. Formal discussions in class will follow the submission of the analysis papers, giving students a chance to articulate historical analysis in written and oral formats.

- 3) Exams: Students will complete three exams, each consisting of short answer identifications and argument-based essays.

General Course Calendar

Week One	JFK and the Promise of “Camelot”
Week Two	Civil Rights Movement: Escalation and Fragmentation
Week Three	The Movement of Movements: The 1960s and Social Justice Undercurrents
Week Four	From New Frontier to Great Society
Week Five	Tune In, Turn On, Drop Out: The Counterculture
Week Six	Vietnam: Origins and Escalation
Week Seven	Nixon’s America — Vietnam and Watergate
Week Eight	1970s America: Stagflation, the Rust Belt, and Urban Decay
Week Nine	The Rise of the New Right
Week Ten	Reagan’s America: Society and Culture
Week Eleven	Cold War Thaw and a “New World Order”?
Week Twelve	Society, Culture, and Politics at the Turn-of-the-Century
Week Thirteen	“One of Those Moments in Which History Splits” -- America in a Post 9/11 World
Week Fourteen	America in the Early 21st Century — Still an Unfinished Journey?
Week Fifteen	Synthesis and Review

APPENDIX E-3

B.A. and B.S. Degree in History HIST 3324 – Recent America from 1960 to the Present Outcome Competencies and Methods of Assessment

Outcome Competencies

1. Evaluate the key social, cultural, political, and economic developments of the 1960s and 1970s, especially in relationship to the “movement of movements” of the era.

2. Identify and analyze key transformations in the political landscape of the United States from the 1960s to the present, with particular attention to the evolving role of the federal government, presidential politics, and the realignment of the major political parties.

3. Explain the Cold War as it evolved from the 1960s to its final stages at the end of the twentieth century.

4. Analyze the key social, cultural, political, and economic developments of the turn of the twenty-first century, with particular attention to the impact of deindustrialization, the information revolution, and globalization.

5. Explain the impact of the attacks of 9/11 on American politics, foreign policy, and society.

Method of Assessment

This outcome will be measured via in-class seminar-style discussions as well as in primary source analysis papers and essay-based examinations – both of which will require students to demonstrate their mastery of appropriate disciplinary knowledge in alignment with state-required content standards.

This outcome will be measured via in-class seminar-style discussions as well as in primary source analysis papers and essay-based examinations – both of which will require students to demonstrate their mastery of appropriate disciplinary knowledge in alignment with state-required content standards.

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This outcome will be measured via in-class seminar-style discussions as well as in primary source analysis papers and essay-based examinations – both of which will require students to demonstrate their mastery of appropriate disciplinary knowledge in alignment with state-required content standards.

6. Critique and analyze primary and secondary sources related to the history of recent America.

This outcome will be measured via in-class seminar-style discussions as well as in primary source analysis papers and essay-based examinations – both of which will require students to demonstrate their mastery of appropriate disciplinary knowledge in alignment with state-required content standards.

APPENDIX F-1
B.A. and B.S. Degree in History
HIST 4421 – Colonial Latin American History
Course Description

Course Description for Academic Catalog

HIST 4421 *Colonial Latin American History*3 hrs.

Colonial Latin American History is an introductory survey of early Latin America from the Pre-Columbian period through the Age of Revolution. No prior knowledge of the region is required. The course will focus on a series of historical problems including: the development of indigenous American cultures; European invasion and political consolidation; the formation of a new colonial society; and, various problems of race, ethnicity, class, and gender. Furthermore, this class will provide an interpretive framework for understanding the historical changes taking place by examining institutions, political and economic systems, and cultural developments.

PR: HIST 2211, 2212, or 2213.

APPENDIX F-2
B.A. and B.S. Degree in History
HIST 4421 – Colonial Latin American History
Course Outline

Course Description

In Colonial Latin American History you will learn about the development of indigenous American cultures, the opening of the Americas to the Atlantic World, and the formation of new political, economic, and social cultures resulting from the interactions between the peoples of Africa, Europe, and the Americas. This course will pay particular attention to the experiences of the indigenous societies disrupted by the arrival of Atlantic peoples and institutions, their challenges in developing a new social and political order, and the ethnic and class conflicts that eventually led to the independence movements of the early nineteenth century.

Course Readings

The following textbook is required:

- Lane and Restall, *Latin America in Colonial Times*, 2nd Ed. ISBN: 9781108403467

Students will also be required to write an essay based on another text, usually primary in nature, to be determined. All other course readings and documents will be available via BlackBoard.

Course Outcomes

- 1) Identify how indigenous American political, economic, and social systems developed before the opening of the Atlantic World.
- 2) Explain the problems experienced by indigenous Americans during and after the Conquest period.
- 3) Analyze the effects of European political consolidation in the Americas, including the development and expansion of new labor systems, religious movements, ethnic and class conflicts, and gender relations.
- 4) Assess and examine primary and secondary sources related to the history of Latin America in order to understand deeper, modern concerns of the region.

Assessment

Course outcomes will be assessed using the measures outlined below.

- 1) Class participation is an integral part of the course, counting **15%** towards determining the final grade. Students are required to attend class on time, complete each assignment for the class, and they must be prepared to discuss readings, themes and concepts. There will be weekly quizzes to encourage students to complete the readings, counting towards their participation grade.
- 2) Each student must write an essay of three to five pages on the primary source monograph assigned for this particular semester. Complete details concerning this paper are appended to the syllabus. We will also discuss the book and the paper assignment in class. The paper will count **20%** of the final grade. **Late papers will be penalized one letter grade for each day late. I will not accept electronic copies.**
- 3) There will be a map quiz that will count for **5%** of the final grade. Students will be expected to know the locations of the various indigenous civilizations before the opening of the Atlantic World, the major cities and commercial centers during the colonial period, and the political districts created and recreated from the 1500s to the mid 1820s.
- 4) There will be a **midterm examination** that will count **25%** of the final grade. It will be composed of a short identification section and an essay question. We will pass out a study sheet with sample essay questions; one or more of the questions from the study sheet **will appear** on the midterm exam. The same general format applies to the **final examination**, which will compose **35%** of your final grade.

General Course Outline

Week One	Introduction to Course; Pre-Columbian Worlds; Textbook Ch. 1
Week Two	Pre-Columbian Worlds; Textbook Ch. 2
Week Three	Pre Columbian Worlds; Textbook Ch. 3

Week Four	Age of Invasion and Conquest; Textbook Chs. 4, 5
Week Five	Age of Invasion and Conquest; Textbook Chs. 6, 7
Week Six	Colonial Rule and Control; Textbook Ch. 8, 9
Week Seven	Colonial Rule and Control; Begin Reading Primary Source Reading
Week Eight	Production and Exchange; Midterm Exam
Week Nine	Production and Exchange
Week Ten	Class, Ethnicity, and Gender; Textbook Ch. 10
Week Eleven	Family and Honor; Textbook Ch. 11
Week Twelve	Daily Life in the Empire; Textbook Ch. 12; Essay Due
Week Thirteen	Expansion and Reform; Map Quiz
Week Fourteen	Crisis, Revolution, and Independence; Textbook Ch. 13
Week Fifteen	Crisis, Revolution, and Independence; Textbook Chs. 14, 15
Week Sixteen	Crisis, Revolution, and Independence; Final Exam

APPENDIX F-3

B.A. and B.S. Degree in History
HIST 4421 – Colonial Latin American History
Outcome Competencies and Methods of Assessment

Outcome Competencies

1. Identify how indigenous American political, economic, and social systems developed before the opening of the Atlantic World.

2. Explain the problems experienced by indigenous Americans during and after the Conquest period.

3. Analyze the effects of European political consolidation in the Americas, including the development and expansion of new labor systems, religious movements, ethnic and class conflicts, and gender relations.

4. Assess and examine primary and secondary sources related to the history of Latin America in order to understand deeper, modern concerns of the region.

Method of Assessment

This outcome will be measured via in-class seminar-style discussions as well as in writing assignments, written essays during examinations, a long-form essay assignment, and weekly quizzes.

This outcome will be measured via in-class seminar-style discussions as well as in writing assignments, written essays during examinations, a long-form essay assignment, and weekly quizzes.

This outcome will be measured via in-class seminar-style discussions as well as in writing assignments, written essays during examinations, a long-form essay assignment, and weekly quizzes.

This outcome will be measured via in-class seminar-style discussions as well as in writing assignments, written essays during examinations, a long-form essay assignment, and weekly quizzes.

APPENDIX G-1

B.A. and B.S. Degree in History
HIST 4422 – Modern Latin American History
Course Description

Course Description for Academic Catalog

HIST 4422 *Modern Latin American History*3 hrs.

Modern Latin American History is an introductory survey of Latin America from the early republican period through the twenty-first century. No prior knowledge of the region is required. The course will focus on a series of historical problems including: post-independence political, economic, and social reforms; the end of slavery and increased ethnic conflict; and the development of national identities. Furthermore, this class will provide an interpretive framework for understanding the historical changes taking place by examining institutions, political and economic systems, and cultural developments. PR: HIST 2211, 2212, or 2213.

APPENDIX G-2
B.A. and B.S. Degree in History
HIST 4422 – Modern Latin American History
Course Outline

Course Description

This course presents a cultural, economic, and political history of Latin America from independence to the modern era. This course will examine unique historical developments in these parts of the world. The themes we will analyze include the influence of Spain on the early republican governments; the cultural impact of conquest on the indigenous peoples during the modern era; land and labor systems; popular resistance movements; revolutions; military governments; neoliberalism; and the politicization of ethnic identities. This course will allow the student to be more aware of how culture has been used for political and social ends, including confronting racial discrimination, economic exploitation, and social injustice.

Course Readings

The following textbook is required:

- Charlip and Burns, *Latin America: An Interpretive History*, 10th Ed.
ISBN: 9780205982318

Students will also be required to write an essay based on another text, usually primary in nature, to be determined.

All other course readings and documents will be available via BlackBoard.

Course Outcomes

- Students will compare and contrast the histories of Modern Latin America by examining the interconnected regional and national developments since the 1820s.
- Explain the formation and rise of the Latin American nation-state and some of the important forces that help to shape an increasingly global community in the twenty-first century.
- Identify political and social movements that led not only to the independence of the Americas from Spain, but also the rise and expansion of political and economic policies developed in the modern era.
- Assess and examine primary and secondary sources related to the history of Latin America in order to appraise deeper, modern concerns of the region.

Assessment

Course outcomes will be assessed using the measures outlines below.

- 1) Class participation is an integral part of the course, counting **15%** towards determining the final grade. Students are required to attend class on time, complete each assignment for the class, and they must be prepared to discuss readings, themes and concepts. There will be weekly quizzes to encourage students to complete the readings, counting towards their participation grade.
- 2) Each student must write an essay of three to five pages on the primary source monograph assigned for this particular semester. Complete details concerning this paper are appended to the syllabus. We will also discuss the book and the paper assignment in class. The paper will count **20%** of the final grade. **Late papers will be penalized one letter grade for each day late. I will not accept electronic copies.**
- 3) There will be a map quiz that will count for **5%** of the final grade. Students will be expected to know the location of all Latin American countries and their capitals, major waterways and other geographical features, as well as the location of key economic centers such as mines, farmland, and other resources.
- 4) There will be a **midterm examination** that will count **25%** of the final grade. It will be composed of a short identification section and an essay question. We will pass out a study sheet with sample essay

questions; one or more of the questions from the study sheet **will appear** on the midterm exam. The same general format applies to the **final examination**, which will compose **35%** of your final grade.

General Course Outline

Week One	Introduction to Course; People of Latin America; Textbook Ch. 1
Week Two	The Colonial Past; Textbook Ch. 2
Week Three	Independence; Textbook Ch. 3
Week Four	Independence
Week Five	National Origins; Textbook Ch. 4
Week Six	National Origins
Week Seven	Modern Statecraft; Textbook Ch. 5; Begin Reading Primary Source Reading
Week Eight	Modern Statecraft; Midterm Exam
Week Nine	U.S. Political and Economic Oversight; Textbook Ch. 6
Week Ten	The Mexican Revolution; Textbook Ch. 7
Week Eleven	World Wars and the Cold War Problem; Textbook Ch. 8
Week Twelve	Revolutions and the US; Textbook Ch. 9; Essay Due
Week Thirteen	Dictatorships on the Left and Right; Textbook Ch. 10; Map Quiz
Week Fourteen	Liberalization, Hard Right, New Left; Textbook Ch. 11
Week Fifteen	Post-Cold War Developments and Issues; Textbook Ch. 12
Week Sixteen	Post-Cold War Developments and Issues; Final Exam

APPENDIX G-3

B.A. and B.S. Degree in History
HIST 4422 – Modern Latin American History
Outcome Competencies and Methods of Assessment

Outcome Competencies

1. Compare and contrast the histories of Modern Latin America by examining the interconnected regional and national developments since the 1820s.
2. Explain the formation and rise of the Latin American nation-state and some of the important forces that help to shape an increasingly global community in the twenty-first century.
3. Identify political and social movements that led not only to the independence of the Americas from Spain, but also the rise and expansion of political and economic policies developed in the modern era.
4. Assess and examine primary and secondary sources related to the history of Latin America in order to appraise deeper, modern concerns of the region.

Method of Assessment

This outcome will be measured via in-class seminar-style discussions as well as in writing assignments, written essays during examinations, a long-form essay assignment, and weekly quizzes.

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

The following course descriptions appear on pages 165-165 of the 2019/2020 Academic Catalog.

HIST 3318 The Gilded Age to the Great Crash3 hrs.
A history of the U.S. from 1877 to the attack on Pearl Harbor. Major topics include the Industrial Revolution, the labor movement, the New South, the Old West and Native Americans, the spoils system, populism, progressivism, World War I and the League of Nations, the Roaring Twenties, the Great Depression, the New Deal and the diplomatic crises of the inter-war years. PR: HIST 1108.

HIST 3319 Recent America Since 19413 hrs.
Examines America's emergence as the leading world power. Topics to be explored will include World War II at home and overseas, the origins, rise and fall of the Cold War, the rise and fall of the liberal consensus, civil rights, feminism, Vietnam War and the anti-war movement and the new conservatism of the post-Nixon years. PR: HIST 1108.

HIST 4420 History of Latin America.....3 hrs.
Topics include conquest and colonial developments in South America, from Columbus to Latin America's role in contemporary perspectives. PR: HIST 2212 or 2213.

APPENDIX H-1
B.A. and B.S. Degree in History
Proposed Catalog Descriptions

The following revisions/additions should be made to the 2020/2021 Academic Catalog.

HIST 3314 History of the American Revolution3 hrs.
This course examines the political, economic, and social causes of the American Revolution from an Atlantic World context. In addition to the military history of the Revolution, the class will also study the home front, early American diplomatic efforts, and cultural problems that emerged during the conflict. Furthermore, this course will expose students to the historiographical debates surrounding the conflict. PR HIST 1107.

HIST 3318 The Gilded Age to the Great Crash3 hrs.
THIS COURSE IS CUT FROM OUR CURRICULUM AND SHOULD BE REMOVED FROM THE 2020/2021 CATALOG, AS ITS MATERIAL WILL BE COVERED IN HIST 3320 and HIST 3322.

HIST 3319 Recent America Since 19413 hrs.
THIS COURSE IS CUT FROM OUR CURRICULUM AND SHOULD BE REMOVED FROM THE 2020/2021 CATALOG, AS ITS MATERIAL WILL BE COVERED IN HIST 3322 and HIST 3324.

HIST 3320 Gilded Age and Progressive Era3 hrs.
This course focuses on key social, cultural, political, and economic developments in United States history from 1877 until 1920 – a time frame which encapsulates the Gilded Age and the Progressive Era. Major topics include the Industrial Revolution, the labor movement, the immigrant experience, the rise of the New South, the impact of territorial expansion domestically and abroad, populism, progressivism, and World War I. PR: HIST 1108.

HIST 3322 Modern American History from 1920-19603 hrs.
This course focuses on key social, cultural, political, and economic developments in United States history from 1920 until 1960 – a time frame in which a discernably modern American society emerged. Major topics include the Jazz Age and the Harlem Renaissance, 1920s nativism, the Great Depression, the New Deal and the modern presidency, American involvement in World War II, the emergence of the United States as a world power, the early stages of the Cold War between the United States and the Soviet Union, and important sociocultural and political developments of the 1950s. PR: HIST 1108.

HIST 3324 Recent America from 1960 to the Present3 hrs.
This course focuses on key social, cultural, political, and economic developments in United States history from 1960 to the present. Major topics include the social, cultural, and political upheavals of the 1960s, with particular attention to the “movement of movements” and the presidencies of JFK and LBJ; the evolution of the Cold War into the 1960s, especially by way of the conflict in Vietnam; the conservative ascendancy and the rise of the New Right, with close attention to the presidencies of Nixon and Reagan; the impact of the information revolution and globalization at the end of the twentieth century; America’s continued changing role in the world, especially pre- and post-9/11; and significant sociocultural and political transformations at the turn-of-the-twenty-first century. PR: HIST 1108.

HIST 4420 History of Latin America.....3 hrs.
THIS COURSE IS CUT FROM OUR CURRICULUM AND SHOULD BE REMOVED FROM THE 2020/2021 CATALOG, AS ITS MATERIAL WILL BE COVERED IN HIST 4421 and 4422.

HIST 4421 Colonial Latin American History3 hrs.
Colonial Latin American History is an introductory survey of early Latin America from the Pre-Columbian period through the Age of Revolution. No prior knowledge of the region is required. The course will focus on a series

of historical problems including: the development of indigenous American cultures; European invasion and political consolidation; the formation of a new colonial society; and, various problems of race, ethnicity, class, and gender. Furthermore, this class will provide an interpretive framework for understanding the historical changes taking place by examining institutions, political and economic systems, and cultural developments. PR: HIST 2211, 2212, or 2213.

HIST 4422 Modern Latin American History.....3 hrs.

Modern Latin American History is an introductory survey of Latin America from the early republican period through the twenty-first century. No prior knowledge of the region is required. The course will focus on a series of historical problems including: post-independence political, economic, and social reforms; the end of slavery and increased ethnic conflict; and the development of national identities. Furthermore, this class will provide an interpretive framework for understanding the historical changes taking place by examining institutions, political and economic systems, and cultural developments. PR: HIST 2211, 2212, or 2213.