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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

- New Course     
  Course Prefix Change     
  Course Deletion  
 Course Revision     
  Course Number and/or Title Change     
  Catalog Description Change

Current course prefix, number and full title: \_\_\_\_\_

Proposed course prefix, number and full title, if changing: **HIST295 Introduction to Historical Studies**

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

- Learning Skills   
  Knowledge Area   
  Global and Multicultural Awareness   
  Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)  
 Global Citizenship     
  Information Literacy     
  Oral Communication  
 Quantitative Reasoning     
  Scientific Literacy     
  Technological Literacy

3. Other Designations, as appropriate

- Honors College Course     
  Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

- Catalog Description Change     
  Program Revision     
  Program Title Change     
  New Track  
 New Degree Program     
  New Minor Program     
  Liberal Studies Requirement Changes     
  Other

Current program name: \_\_\_\_\_

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	11/1/11
Department Chairperson(s)	<i>[Signature]</i>	11/1/11
College Curriculum Committee Chair	<i>[Signature]</i>	10-3-2012
College Dean	<i>[Signature]</i>	10/4/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate	<i>Edel Reilly, JECC Exec Chair</i>	11/26/12
UWUCC Co-Chairs	<i>Gail Schrist</i>	2/5/13

Received

FEB 6 2013

Liberal Studies

Received

DEC 3 2012

Liberal Studies

## **Syllabus of Record**

### **I. Catalog Description**

HIST 295 Introduction to Historical Studies

3c-01-3cr

Prerequisites: HIST, HIST/PLAW or SSED majors

First of a two-course sequence. Introduces students to the study of history, analysis of primary and secondary sources, historical interpretation and historical writing. The student is encouraged to become a better historian and to identify with the historical profession.

### **II. Course Outcomes:**

Students will be able to

- a. Explain the central concepts, issues, and arguments relevant to the historical topic chosen for the course.
- b. Analyze various sources of historical knowledge, including primary sources, secondary material (e.g.: monographs, textbooks, and lecture).
- c. Identify and describe the different types of history (political, social etc.) and how each type of history addresses the question of historical causation.
- d. Analyze historical sources and be able to write a coherent short history essay, an analysis of a secondary source, and an analysis of a primary source.
- e. Identify possible careers for historians and describe how one can prepare for such careers.

### **III. Course Outline**

This is a sample course outline. Readings and assignments will vary depending on the instructor and the topic chosen. In this case the readings mostly center around the topic of the Boxer Uprising (1899-1900)

#### **Week 1 Reading a Textbook**

We will be learning to understand textbooks and how to analyze them by looking at a single event (in this case the Boxer Uprising of 1899-1900) in several different texts. Each of you will write a short analysis on some of these readings.

-- Benjamin, *A Student's Guide to History* pp. 20-35

-- Readings from Spence, *Search for Modern China*, Dryer *China at War*, Divine, Breen, et.al., *"America: Past and Present"*, Morris, *"America's Armed Forces: A History"*

Select ID terms -Each of you will select terms you think are significant from the readings and write short ID answers on them.

#### **Week 2 What to do in class?**

We will talk about what to do in a history class, how to take notes, and what you need to do as a discussion leader or as part of a group discussion. We will also discuss how to read the syllabus, how to

prepare for exams, and explore basic sources for research.

Readings:

Benjamin *A Student's Guide to History* pp.36-44

<http://apps.carleton.edu/curricular/history/study/notes/>

<http://www.historyguide.org/guide/notes1.html>

Assignment: Select and write ID terms, Graded notes

### **Weeks 3 & 4 Arnold and the history of History**

We will be reading Arnold and discussing the history of the profession and the relationship between facts and interpretation.

Readings:

John Arnold's *History: A Very Short Introduction* Oxford University Press, 2000

E.H. Carr *What is History?* 1961 (any edition) on interpretation.

### **Weeks 5 & 6 Varieties of historical topics and varieties of historical products**

We will be discussing the different sub-fields of history, the type of questions they ask, the types of sources historians working in these fields use and the products they produce. In this case we will be looking particularly at military, cultural, religious, diplomatic and economic history as ways of understanding the Boxer Uprising.

Readings:

Selections from Cohen, Paul A. *History in Three Keys: The Boxers as Event, Experience, and Myth*. Columbia University Press, 1998.

### **Weeks 7&8 Understanding primary sources.**

We will be discussing the various types of primary sources, how they are created, how they are preserved, and how to analyze them. Each of you will write analyses of two primary sources, explaining what problems they present and what conclusions historians can draw from them.

Readings:

Mark Twain "To the Person Sitting in Darkness"

*New York Times* readings

Liang Qichao "The New Citizen"

Boxer proclamations translated in Atwill

Assignment: Write and revise two primary source analysis papers (3-4 pages)

### **Weeks 9&10 Writing an essay**

Historians do a great deal of writing. As an undergraduate History major, you will frequently be called upon to write a short history essay. We will work on the types of essays a professor might ask of you, how to structure an argument and how to support it with historical evidence.

Assignment: Come up with possible essay topics. Write essays

### **Weeks 11&12 Reading an article.**

To succeed as a historian you need to be able to read, understand and analyze historical writing. We will be examine and analyze a group of articles and essays connected to our topic. (This could be done with a full monograph as well.)

Selections from Bickers, Robert. *The Boxers, China, and the World*. Rowman & Littlefield Publishers, Inc., 2007. (Assorted articles)  
Cohen, Paul A "The Contested Past: The Boxers as History and Myth." *The Journal of Asian Studies* 51, no. 1 (February 1, 1992): 82-113.  
Hevia, James L. "Leaving a Brand on China: Missionary Discourse in the Wake of the Boxer Movement." *Modern China* 18, no. 3 (July 1, 1992): 304-332.

Assignment: Write an article review (5-6 pages). Revise an article review

### **Weeks 13&14 Planning your career.**

We will discuss the various different careers open to history majors and how to plan for them. This will include discussion of how to plan you college career at IUP, language study, study abroad, internships etc. Some of this may be done through departmental workshops.

Assignment: Begin an academic portfolio

### **Finals Week Culminating Activity**

**IV. Evaluation Methods** Evaluation methods would vary based on instructor but must include a substantial piece of writing about a secondary source and one about a primary source and an academic portfolio.

Quizzes and other short assignments	20%
Essay assignments	15%
Primary source papers	30%
Article analysis paper	20%
Portfolio assignment	15%

### **V. Grading Scale**

Grading Scale: A:  $\geq 90\%$  B: 80-89% C: 70-79% D: 60-69% F:  $< 60\%$

### **VI. Attendance Policy**

Attendance policy will be set by the individual instructor, in accordance with university and department policy.

### **VII. Required textbooks, supplemental books and readings**

All sections of the course will have different readings, but all will be required to include at least one scholarly article, some primary sources and a guidebook that includes citation formats (in this case Benjamin A Student's Guide to History). All sections should also include a short introduction to the field, such as the Arnold text.

## VIII. Special resource requirements

None.

## IX. Bibliography

Cannadine, David. *What Is History Now?* Palgrave Macmillan, 2004.

Carr, Edward Hallet. *What Is History?* Vintage, 1967.

Davidson, James West, and Mark Lytle. *After the Fact: The Art of Historical Detection*. 6th ed. McGraw-Hill Humanities/Social Sciences/Languages, 2009.

Gaddis, John Lewis. *The Landscape of History: How Historians Map the Past*. Oxford University Press, USA, 2004.

Gugong Bowuyuan Ming Qing Dang'anbu [Palace Museum Archives of the Ming and Qing Dynasties] *Yihetuan Dang'an Shiliao [Archival Material of the Righteous Harmony Society]*. Beijing: Zhonghua Shuju, 1959.

Lowenthal, David. *The Past is a Foreign Country*. Cambridge University Press, 1999.

Seixas, Peter, and Sam Wineburg. *Knowing, Teaching, and Learning History: National and International Perspectives*. NYU Press, 2000.

Tosh, John. *The Pursuit of History*. 5th ed. Longman, 2010.

Williams, Robert C. *The Historian's Toolbox: A Student's Guide to the Theory and Craft of History*. 2nd ed. M.E.Sharpe, 2007.

Wineburg, Sam. *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*. Temple University Press, 2001.

### A. Details of the Course

- A1. This will be a required course for History and SSED majors, and a prerequisite for HIST 395.
- A2. HIST 295 and 395 will replace the existing HIST 200.
- A3. This course has not been offered before.
- A4. This course is not intended to be dual level.
- A5. This course is not to be taken for variable credit.
- A6. Similar courses are offered at the following institutions, among others: Arkansas State, Wright State, West Chester University, Western Michigan and Auburn.
- A7. No professional society, accrediting authority, law or other external agency recommends or requires the content or skills of this proposed course. It is, however, modeled in part on the 'foundations' course recommended in the American Historical Associations "Liberal Learning and the History Major" <http://www.historians.org/pubs/Free/LiberalLearning.htm>

### B. Interdisciplinary Implications

- B1. This course will be taught only by the History department.
- B2. The content of this course does not overlap with any other at the University.
- B3. This course is not cross-listed.

**C. Implementation**

- C1. Faculty resources are adequate. We will be able to offer HIST 295 without additional faculty due to several factors: 1) we can put more of our upper-division courses into rotations (eg., shifting from annual to alternate-year offerings). 2) we have increased our winter and summer online offerings of the required Liberal Studies History course and this has helped reduce fall/spring demand; 3) faculty who have been involved in commitments outside of the department are ending those commitments or are moving them to summer offerings (such as HIST 251), which will also free up faculty resources. Preparation and workload for this course will be assigned in the same manner as all other departmental courses.

Hist 295 will fill the same spot in the department rotation as HIST 200. We currently offer 4 sections of HIST 200 a year.

- C2. Current resources (space, equipment, library materials, and travel funds) are adequate.
- C3. None needed.
- C4. We expect this course to be offered every year and mainly taught in the spring semester since demand for sections of the required Liberal Studies History course is much lower in spring semesters (we usually offer 7-8 sections fewer sections) than in fall semesters.
- C5. We anticipate offering three sections each spring. If the number of majors increases, we plan to offer an additional section in the fall.
- C6. This course will be taught in sections of 30-35. We feel that this is the largest number of students we can accommodate and still include the amount of writing that we believe that this course requires.
- C7. No professional society recommends enrollment limits or parameters for this course.
- C8. This course does not involve the use of distance education.

Danielson's Domains	INTASC Principles	NCSS Standards/Program Objectives	Course Objectives	Assessments*
<p>Domain 1. Planning and Preparation – Knowledge of subject.</p> <p>Domain 4. Professional Responsibilities.</p>	<p>PRINCIPLE 4. The teacher understands concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>1-10 Varies depending on topic</p> <p>In the case of the Boxer Rebellion:  NCSS 1: Culture  NCSS 2: Time, Continuity and Change  NCSS 4: Individual Development and Identity  NCSS 5: Individuals, Groups, and Institutions  NCSS 6: Power, Authority and Governance  NCSS 9: Global Connections</p>	<p>a. Explain the central concepts, issues, and arguments relevant to the historical topic chosen for the course.</p> <p>b. Analyze various sources of historical knowledge, including primary sources, secondary sources (including textbooks and lecture).</p> <p>c. List and describe the different types of history (political, social etc.) and how each type of history addresses the question of historical causation.</p> <p>d. Write a coherent short history essay, an analysis of a secondary source, and an analysis of a primary source.</p> <p>e. Identify possible careers for historians and describe how one can prepare for such careers.</p>	<p>Essays (a, b, d)</p> <p>Primary Source Assignments (a, b)</p> <p>Article analysis (a, b, c, d)</p> <p>Academic Portfolio (a – e)</p>

\*These are not the selected key assessments for the program.