HIST 197 Explorations in European History-CrsRvs-2017-10-29

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: <u>**ONLY**</u> change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- *If DUAL LISTED list BOTH courses in the page title*

Second Step: Click **"SAVE"** on bottom right

- *DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- *Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word **_DRAFT_** is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS**"(not EDIT) and start completing the template. When exiting or when done, click "**SAVE**"(not Save Draft) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

Indicates a required field

Proposer*	Scott Moore	**Proposer Email***	rsmoore@iup.edu
Contact Person*	Scott Moore	**Contact Email***	rsmoore@iup.edu
Proposing Department/Unit*	History	**Contact Phone***	7-2284

Course Level*	undergraduate-level

Course Revisions

(Check all that apply;fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:	Category B: course_revision liberal-studies *** Teacher Education: Please complete the Teacher Education section of this form (below)** *** Liberal Studies: Please complete the Liberal Studies section of this form (below)** *** Distance Education: Please complete the Distance Education section of this form (below)**

Rationale for Proposed Changes (All Categories)

(A) Why is the course being revised/deleted:*	We are revising our History 196/197/198 courses to bring them into closer alignment with IUP's Expected Student Learning Outcomes and to improve our assessment of these courses.

(B) University Senate Summary of Rationale*	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* We are revising our History 196/197/198 courses to bring them into closer alignment with IUP's Expected Student Learning Outcomes and to improve our assessment of these courses.
(C) Implications of the change on the program, other programs and the Students:*	None.

Current Course Information*	
Category A	
(D) Current Prefix*	
Proposed Prefix	
(E) Current Number*	
Proposed Number	
(F) Current Course Title*	
Proposed Course Title	
(G) Prerequisite(s)	
Proposed Prerequisite(s)	
(H) Current Catalog Description	
Proposed Catalog Description	

If changing Category A, no further action required.

Category B (if no change, leave blank)	
(I)Repeatable Course *This is for a course that can be repeated* *Multiple times e.g. Internship*	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
Proposed Repeatable Course	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Number of Credits	 Class Hours per week: Lab Hours: Credits:
Proposed Number of Credits	Class Hours:Lab Hours:Credits:

(K) Current Course Student Learning Outcomes (SLOs)	1) Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of Europe's past. 2) Identify important themes in European history. 3) Explain conflicting interpretations of European history. 4) Integrate analyses of race, ethnicity, class, and gender into the historical narrative about Europe. 5) Place historical developments in Europe within a larger global context. 6) Read and analyze historical texts. 7) Develop skills in chronological thinking and historical analysis.

(L) Proposed Course Student

Learning Outcomes (SLOs)

For each outcome, describe how

the outcome will be achieved

Note that the text box in the table expands

SLO #	Outcome	How outcome is assessed
1	Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of Europe's past, including contradictory historical interpretations.	Tests – Student performance in tests that include both objective and open-ended questions will provide evidence for demonstrating knowledge of the cultural, economic, social, and political elements that make up the history of Europe's past.
2	Analyze primary sources and historical documents to illustrate the thinking of men and women of different eras.	Primary Source Analysis Assignment – Student performance on a primary source analysis assignment (graded using a common rubric) will provide evidence for their ability to analyze primary sources and historical documents. .
3	Develop skills in chronological thinking and historical analysis using the methods of inquiry and vocabulary commonly used in the discipline.	Tests or Primary Source Analysis Assignment – Student performance on tests that include both objective and open-ended questions and/or on a primary source analysis assignment (graded using a common rubric) will provide evidence for developing skills in chronological thinking and historical analysis.

(M) Previous Brief Course Outline

(It is acceptable to copy

from old syllabus)

As outlined by the federal definition of a "credit hour", the following should be a consideration

regarding student work - For every one hour of classroom or direct faculty instruction,

there should be a minimum of two hours of out of class student work.

Course Outline
All courses should cover significant epochs and developments in European history. These can be presented in a chronological survey (e.g.: 20th century European History) OR based on a significant development/theme (e.g.: European Unification). All courses will provide opportunities for students to develop skills in chronological thinking and historical analysis (cause and effect, complex causation, corroboration, interconnections, e

1. The Greek Bronze Age

A. Sir Arthur Evans

B. Palaces and Redistribution

C. Heinrich Schliemann

D. Mycenaeans

2. The Greek Archaic Period

A. Hoplite Revolution and Political Consequences

B. Tyranny

C. Rise of the Polis

3. Sparta

A. Lycurgus and the Creation of the Military State

B. Conquest and Enslavement of the Messenians

C. Creation of the Peloponnesian League

Exam 1

4. Persia

A. Rise of Persia

B. Persian Religion and Politics

C. The Greco-Persian Wars

D. 3 Battles that changed the Greek World- Marathon, Thermopylae and Salamis

S. Athens

A. Draco and his laws

B. Solon and the Creation of Democracy

C. Cultural Explosion-History, Philosophy, Theater, Architecture, and Art

D. Delian League or Athenian Empire?

6. The Peloponnesian War

A. Athens vs. Sparta

B. The Rise of Leagues

	C. Federalism
	7. The Rise of Macedonia
	A. Philip I
	B. Alexander the Great and his journeys
	C. The Hellenistic Age and the coming of Rome
	Exam 2
	8. The Founding of Rome
	A. Romulus vs. Aeneas
	B. Etruscans
	C. The Kings of Rome
	9. The Early Roman Republic
	A. Struggle of the Orders
	B. Roman Expansion
	C. Hannibal and the Punic Wars
	10. The Roman Republic
	A. Sulla
	B. Cicero
	C. Julius Caesar
	11. Octavian/ Augustus
	A. The establishment of the Principate
	B. The Pax Romana
	C. The Res Gestae
	Exam3
	12. The Early Roman Empire
	A. Bread and Circuses
	B. Gladiators
	C. The 5 Good Emperors
	13. The Late Roman Empire
	A. The Crisis of the 3rd Century
	B. The Rise of Christianity
	C. Life in the Provinces
	14. Late Antiquity
	A. Diocletian
	B. Constantine
	C. The Fall of Rome
	Exam 4 during Finals Week
(N) Brief Course Outline *(Give sufficient detail to communicate the*	*As outlined by the federal definition of a "credit hour", the following should be a consideration* *regarding student work - For every one hour of classroom or direct faculty instruction,*

Course Outline
All courses should cover significant epochs and developments in European history. These can be presented in a chronological survey (e.g.: 20th-century European History) OR based on a significant development/theme (e.g.: European Unification). All courses will provide opportunities for students to develop skills in chronological thinking and historical analysis (cause and effect, complex causation, corroboration, interconnections, etc.).

1. The Greek Bronze Age

- Sir Arthur Evans
- Palaces and Redistribution
- Heinrich Schliemann
- Mycenaeans

2. The Greek Archaic Period

- Hoplite Revolution and Political Consequences
- Tyranny
- Rise of the Polis

3. Sparta

- A. Lycurgus and the Creation of the Military State
- B. Conquest and Enslavement of the Messenians
- C. Creation of the Peloponnesian League

4. Persia

- Rise of Persia
- Persian Religion and Politics
- The Greco-Persian Wars
- Battles that changed the Greek World- Marathon, Thermopylae and Salamis

5. Athens

- Draco and his laws
- Solon and the Creation of Democracy
- Cultural Explosion-History, Philosophy, Theater, Architecture, and Art
- Delian League or Athenian Empire?

6. The Peloponnesian War

- Athens vs. Sparta
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- Federalism

7. The Rise of Macedonia

- Philip I
- Alexander the Great and his journeys
- The Hellenistic Age and the coming of Rome

8. The Founding of Rome

- Romulus vs. Aeneas
- Etruscans
- The Kings of Rome

9. The Early Roman Republic

- Struggle of the Orders
- Roman Expansion
- Hannibal and the Punic Wars

10. The Roman Republic

- A. Sulla
- B. Cicero
- C. Julius Caesar

11. Octavian/ Augustus

- The establishment of the Principate
- The Pax Romana
- The Res Gestae

12. The Early Roman Empire

- Bread and Circuses
- Gladiators
- The 5 Good Emperors

13. The Late Roman Empire

- The Crisis of the 3rd Century
- The Rise of Christianity
- Life in the Provinces

14. Late Antiquity

- Diocletian
- Constantine
- The Fall of Rome

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	*NOTE: you must check this box if the Course has previously been approved for Distance Education*
Course Prefix/Number	
Course Title	
Type of Proposal	*See CBA, Art. 42.D.1 for Definition*
Brief Course Outline	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.*
Rationale for Proposal (Required Questions from CBA)	

How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	*NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies* liberal-studies

Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	history
Liberal Studies Elective	*Please mark the designation(s) that apply - must meet at least one*
Expected Undergraduate Student Learning Outcomes (EUSLOs) Map the Course Outcome to the ESULO's	*Map each course outcome to as many of the characteristics of the EUSLOs tha apply. Fill in the course outcome number* *See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs*

Informed Learners demonstrate:	Course SLO #

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• the ways of modeling the natural, social and technical worlds	
• The aesthetic facets of human experience	
• the past and present from historical, philosophical and social perspectives	1
• the human imagination, expression and traditions of many cultures	
• the interrelationshi ps within and across cultures & global communiites	1
• the interrelationshi ps within and across disciplines	
Empowered Learners demonstrate:	**Course SLO #**
• effective oral and written communication abilities	
• ease with textual, visual and electronically-mediated literacies	2
• problem solving skills using a variety of methods and tools	
• information literacy skills including the ablity to access, evaluate, interpret and use informatoin from a variety of sources	2

• the ablity to transform information into knowledge and knowledge into judgement and action	
• the ability to work within complex systems and with diverse groups	
• critical thinking skills including analysis, application and evaluation	3
• reflective thinking and the ability to synthesize information and ideas	3
Responsible Learners demonstrate:	**Course SLO #**
• intellectual honesty	
• concern for social justice	
• civic engagement	
• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world	
• an understanding of themselves and a respect for the identities, histories and cultures of others	1

How will each outcome be measured (note should mirror (L) Student Learning Outcomes* (SLO) from the course proposal	***Narrative on how the course will address the Selected Category Content***	
	Course SLO #	**Assessment Tool to be used to measure the outcome**
	1	Tests – Student performance in tests that include both objective and open-ended questions will provide evidence for demonstrating knowledge of the cultural, economic, social, and political elements that make up the history of Europe's past.
	2	Primary Source Analysis Assignment – Student performance on a primary source analysis assignment (graded using a common rubric) will provide evidence for their ability to analyze primary sources and historical documents.
	3	Tests or Primary Source Analysis Assignment – Student performance on tests that include both objective and open-ended questions and/or on a primary source analysis assignment (graded using a common rubric) will provide evidence for developing skills in chronological thinking and historical analysis.

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.	
Please answer the following questions.	
Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.	All sections offered under the rubric of the proposed HIST 197 will include the perspectives, experiences, and contributions of women as well as racial and ethnic minorities. History courses, by focusing on the totality of the period, by necessity include the contribution of all people living in the chronological period being studied.
Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.	The reading and use by students of at least one or more substantial works of fiction or nonfiction in addition to a text is a requirement for all history courses.

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, Check the Box to the Right:	***NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items***
Course Designations:	
Key Assessments	
	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric **File** **Modified** ▲ › 📄 11-60b HIST 197 Explorations in European History.pdf Oct 30, 2017 by Dr. Robert Scott Moore
Narrative Description of the **Required Content**	***How the proposal relates to the Education Major***