

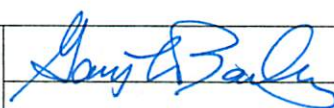
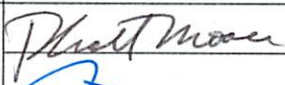

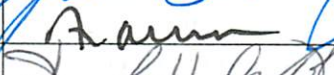
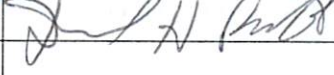

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		11-606.	AP-2/7/12	App-2/21/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Gary Bailey	Email Address glbailey@iup.edu
Proposing Department/Unit History Department	Phone (724) 357-2162

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

1. Course Proposals (check all that apply) <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change	
HIST 197 – Explorations in European History	
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>
2. Additional Course Designations: check if appropriate <input checked="" type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision	
<i>Current program name</i> <i>Proposed program name, if changing</i>	
4. Approvals	
Department Curriculum Committee Chair(s)	 Date: 10/26/11
Department Chair(s)	 Date: 10/26/11
College Curriculum Committee Chair	 Date: 11/9/11
College Dean	 Date: 11/17/11
Director of Liberal Studies *	 Date: 2/21/12
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	 Date: 2/9/12
Received	Received

Received Received Received Received
 FEB 09 2012 FEB 16 2012 DEC 5 2011 NOV 17 2011
 Liberal Studies Liberal Studies Liberal Studies Liberal Studies

SYLLABUS OF RECORD

I. Catalog Description

HIST 197 Explorations in European History

3 class hours

Prerequisite: None

0 lab hour

3 credits

(3c-01-3cr)

Interprets and analyzes the development of European History through the development of a chronological survey in a historical era or a topical theme central to European History. Examines, where appropriate, the intersection of race and ethnicity, gender and class. Emphasizes the recognition of historical patterns, the interconnectedness of historical events, and the incorporation of various sub-fields in the discipline of history.

II. Course Outcomes:

By the end of the semester, students will be able to

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.

III. Course Outline

Because this course will have multiple instructors it is not possible to provide a detailed course outline which each instructor will follow in its entirety. The department encourages instructors to exercise their individuality and creativity to offer the material in an enthralling and relevant fashion while at the same time takes the responsibility to ensure that 'basic equivalency' exists. To this end the department chair or his/her designee(s) will supervise the development of new syllabi.

All courses, however, should cover significant epochs/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 should provide opportunities for students to develop skills in chronological thinking, and historical analysis (cause and effect, complex causation, interconnections, etc.).

The syllabus of record for HIST 197 Explorations in European History: Greece, Rome and the Modern World is attached.

SYLLABUS OF RECORD

I. Catalog Description

HIST 197 Explorations in European History	3 class hours 0 lab hour 3 credits
Prerequisite: None	
	(3c-01-3cr)

Interprets and analyzes the development of European History through a chronological survey in a historical era or a topical theme central to European History. Examines, where appropriate, the intersection of race and ethnicity, gender and class. Emphasizes the recognition of historical patterns, the interconnectedness of historical events, and the incorporation of various sub-fields in the discipline of history.

II. Course Outcomes:

Objective 1:

Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of Europe's past.

Expected Student Learning Outcomes 1 and 2

Informed and Empowered Learners

Required History Content

- Examine several different aspects of history and their inter-relationships.

Rationale:

Assignments will require students to have a level of knowledge about political, economic, social, and international developments in U.S. history. They will also engage students in examining the complexities of causation and effect in historical developments. (EUSLO 1)

Assignments will also require students to make judgments about developments in U.S. history based on their knowledge about political, economic, social and international events in the nation's past. (EUSLO2)

Objective 2:

Identify important themes in European history.

Expected Student Learning Outcomes 1

Informed Learners

Required History Content

- Treats concepts, themes, and events in sufficient depth to enable students to appreciate the complexity of what is being studied, and not be merely cursory coverage of lists of topics.

Rationale:

Assignments will require students to evaluate developments in European history over time in order to identify recurring themes. (EUSLO 1)

Objective (3):

Explain conflicting interpretations of European history.

Expected Student Learning Outcomes 1 and 2

Informed and Empowered Learners

Required History Content

- Suggest major intellectual questions/problems which interest practitioners of the discipline and explore more critically important theories and principles presented by the discipline.
- Make students aware of various and sometimes contradictory historical interpretations.

Rationale:

Assignments will require students to demonstrate their understanding and knowledge of different interpretations of European history. (EUSLO 1)

Assignments will require students to apply critical thinking skills in order to evaluate different interpretations of European history. (EUSLO 2)

Objective 4:

Integrate analyses of race, ethnicity, class, and gender into the historical narrative about the Europe.

Expected Student Learning Outcomes 1, 2, and 3

Informed, Empowered, and Responsible Learners

Rationale:

Assignments will require students to show their knowledge about how racial and ethnic backgrounds, socioeconomic status, sex and sexual orientation have shaped the experiences of individuals and groups in European history. (EUSLO 1)

Assignments will require students to synthesize information about working people, men, women, and ethnic minorities in order to make judgments about how their experiences have changed over time. (EUSLO 2)

Assignments will engage students in assessing how the ethical and behavioral consequences of certain decisions and actions. They will engage the students in developing respect for the identities, histories and cultures of others. (EUSLO 3)

Objective 5:

Place historical developments in Europe within a larger global context.

Expected Student Learning Outcomes 1 and 2

Informed and Responsible Learners

Rationale:

Assignments will require students to examine how developments in European history fit within a larger global context. (EUSLO 1)

Assignments will engage students in examining how European history is shaped by the histories of other peoples and other lands as well as domestic developments that take place within European society. (EUSLO 3)

Objective 6:

Read and analyze historical texts.

Expected Student Learning Outcomes 2 and 3

Empowered and Responsible Learners

Required History Content

- Facilitate students' ability to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.

Rationale:

Assignments will engage students in interpreting and analyzing textual, visual, and electronically-mediated historical texts. (EUSLO 2)

Assignments will prompt students to read and analyze historical texts in an intellectually honest manner. (EUSLO 3)

Objective 7:

Develop skills in chronological thinking and historical analysis.

Expected Student Learning Outcome 2

Empowered Learner

Required History Content

- Facilitate students' ability to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Develop students' historical consciousness.
- Enable students to perceive contemporary experiences in historical perspective.

Rationale:

Assignments will require students to analyze developments in European history from a historian's viewpoint. They will engage students in examining the conditions that prompt change and continuity. (EUSLO 2)

All courses should cover significant epochs/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 should provide opportunities for students to develop skills in chronological thinking, and historical analysis (cause and effect, complex causation, interconnections, etc.).

III. Course Outline

1. The Greek Bronze Age (3 hours)
 - A. Sir Arthur Evans
 - B. Palaces and Redistribution
 - C. Heinrich Schliemann
 - D. Mycenaeans
2. The Greek Archaic Period (2 hours)
 - A. Hoplite Revolution and Political Consequences
 - B. Tyranny
 - C. Rise of the Polis

3. Sparta (3 hours)
- A. Lycurgus and the Creation of the Military State
 - B. Conquest and Enslavement of the Messenians
 - C. Creation of the Peloponnesian League
- Exam 1 (1 hour)
4. Persia (2 hours)
- 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
5. Athens (3 hours)
- 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 (3 hours)
- A. Athens vs. Sparta
 - B. The Rise of Leagues
 - C. Federalism
7. The Rise of Macedonia (3 hours)
- A. Philip I
 - B. Alexander the Great and his journeys
 - C. The Hellenistic Age and the coming of Rome
- Exam 2 (1 hour)
8. The Founding of Rome (2 hours)
- A. Romulus vs. Aeneas
 - B. Etruscans
 - C. The Kings of Rome
9. The Early Roman Republic (3 hours)
- A. Struggle of the Orders
 - B. Roman Expansion
 - C. Hannibal and the Punic Wars
10. The Roman Republic (3 hours)
- A. Sulla
 - B. Cicero
 - C. Julius Caesar
11. Octavian/Augustus (3 hours)
- A. The establishment of the Principate
 - B. The *Pax Romana*
 - C. The *Res Gestae*
- Exam 3 (1 hour)
12. The Early Roman Empire (3 hours)
- A. Bread and Circuses

- B. Gladiators
- C. The 5 Good Emperors
- 13. The Late Roman Empire (3 hours)
 - A. The Crisis of the 3rd Century
 - B. The Rise of Christianity
 - C. Life in the Provinces
- 14. Late Antiquity (3 hours)
 - A. Diocletian
 - B. Constantine
 - C. The Fall of Rome
- Exam 4 during Finals Week (2 hours)

IV. Evaluation Methods

1) Four Exams during the semester - (40%)

During the course of the semester three exams will be administered and a fourth will be given during exam week. These exams will consist of a variety of test questions (short answer, fill in the blanks, multiple choice, and essay)

2) Internet Project - (10%)

The students will submit a short written paper detailing internet resources (journals, websites, and databases) on a historical topic from the class of their choice.

3) Threaded Discussions – (20%)

The students will post short written responses to questions posed to them about their supplemental readings and then will submit additional responses to their classmates' original posts.

4) Written Individual Work – (10%)

The students will submit one page written responses to primary source documents/site plans/archaeological artifacts/artwork examined in class.

5) Written Group Work – (20%)

The students will work as group to compose short written responses to primary source documents distributed and discussed in class.

V. Grading Scale

A: 90% and above B: 80 - 89% C: 70-79% D: 60 - 69% F: Less than 60%

VI. Attendance Policy

Students are strongly encouraged to attend class. Individual faculty members may develop their own policies that comply with the university attendance policy.

VII. Required textbooks, supplemental books and readings

Textbook: Thomas Cahill, *Sailing the Wine-Dark Sea: Why the Greeks Matter*, 2004.

Textbook: Margaret Malamud, *Ancient Rome and Modern America*, 2008

Supplemental Reading: Plutarch, *Greek and Roman Lives*, 1992.

VIII. Special resource requirements

None.

IX. Bibliography

Greece

- Boardman, et al., *The Oxford History of Greece and the Hellenistic World*. (Oxford, 2002).
- Boedeker and Raaflaub, eds. *Democracy, empire, and the arts in fifth-century Athens*. (Cambridge, MA, 1998).
- Brock and Hodkinson, eds. *Alternatives to Athens. Varieties of Political Organization and Community in Ancient Greece* (Oxford, 2000).
- Cartledge, *Ancient Greece: A History in Eleven Cities*. (Oxford, 2010).
- Cohen, *Law, Sexuality, and Society* (Cambridge, 1991).
- Fisher and van Wees, eds. *Archaic Greece: new approaches* (London, 1998).
- Hansen, *Athenian Democracy in the Age of Demosthenes* (Oxford, 1991).
- Hodkinson and Powell, eds. *Sparta: New Perspectives* (London, 1999).
- Hornblower, *The Greek World 479-323 B.C.* (London, 2002).
- Hunter, *Policing Athens. Social Control in the Attic Lawsuits, 420-320 B.C.* (Princeton, 1994).
- Loraux. *The Children of Athena: Athenian ideas about citizenship and the division between the sexes* (Princeton, 1993).
- Malkin, *Religion and colonization in ancient Greece* (Leiden, 1987).
- Marinatos and Hägg, eds. *Greek sanctuaries: new approaches* (London, 1993).
- Marincola, *Greek Historians* (Oxford, 2001).
- Morgan, *Early Greek states beyond the polis* (London, 2003).
- Morrison and Coates, *The Athenian Trireme* (Cambridge, 1986).
- Murray and Price, eds. *The Greek City from Homer to Alexander*. (Oxford, 1990).
- Ober and Hedrick, eds. *Demokratia* (Princeton, 1996).
- Ober, *Mass and Elite in Democratic Athens: Rhetoric, Ideology, and the Power of the People* (Princeton, 1989).
- Osborne, *Classical Greece, 500-323 B.C.* (Oxford, 2000).

- Osborne, *Greece in the making: 1200-479 B.C.* (London 1996).
- Pollitt, *Art and Experience in Classical Greece* (New Haven, 1972).
- Powell, *Athens and Sparta: Constructing Political and Social History from 478 B.C.* (London, 1988).
- Shibley, *The Greek World after Alexander, 323-30 B.C.* (London, 1999).
- Snodgrass, *Archaic Greece: the age of experiment* (London, 1980).
- Strauss, *Athens after the Peloponnesian War: Class, Faction, and Policy, 403-386 B.C.* (London, 1989).
- Thomas, *Herodotus in Context: ethnography, science and the art of persuasion* (Cambridge 2000).
- Todd, *The Shape of Athenian Law* (Oxford, 1993).
- Wallace, *The Areopagus Council to 307 B.C.* (Baltimore, 1989).
- Rome**
- Alcock, *Graecia Capta: The Landscapes of Roman Greece* (Cambridge, 1993).
- Baker, *Ancient Rome: The Rise and Fall of an Empire* (London, 2007).
- Barnes, *Constantine and Eusebius* (Cambridge, 1981).
- Beard and North, *Pagan Priests: Religion and Power in the Ancient World* (Ithaca, 1990).
- Beard, Price, and North *Religions of Rome, vol. 1. A History* (Cambridge, 1998).
- Birley, *The Roman Army Papers, 1929-1986* (Amsterdam, 1986).
- Borkowski, *A Textbook of Roman Law* (London, 1994).
- Bowersock, *Hellenism in Late Antiquity* (Ann Arbor, 1990).
- Bowman, *Egypt After the Pharaohs* (Berkeley, 1986).
- Bradley, *Slaves and Masters in the Roman Empire* (Oxford, 1987).
- Brown, *The World of Late Antiquity* (London, 1981).
- Brunt, *Roman Imperial Themes* (Oxford, 1990).
- Cameron, *The Mediterranean World in Late Antiquity* (London, 1993).

Campbell *The Emperor and the Roman Army, 31 BC-AD235* (Oxford, 1984).

Champlin, *Final Judgments: Duty and Emotion in Roman Wills, 200 B.C.-A.D. 250* (Princeton, 1989).

Croix, *The Class Struggle in the Ancient Greek World* (Ithaca, 1981).

Crook, *Legal Advocacy in the Roman World* (Ithaca, 1995).

Duncan Jones *The Economy of the Roman Empire* (Cambridge, 1974).

Elton, *Warfare in Roman Europe, AD 350-425* (Oxford, 1996).

Forsythe, *A Critical History of Early Rome* (Berkeley, 2005).

Fowden, *From Empire to Commonwealth* (Princeton, 1994).

Fox, *Pagans and Christians* (New York, 1986).

Frend, *The Rise of Christianity* (Philadelphia, 1984).

Gabba, *Republican Rome, the Army, and the Allies* (Berkeley, 1976).

Garnsey and Saller, *The Roman Empire. Economy, Society and Culture* (Berkeley, 1987).

Garnsey, *Famine and Food Supply in the Greco Roman World* (Cambridge, 1988).

Goldsworthy, *How Rome Fell: Death of a Superpower* (New Haven, 2009).

Goldsworthy, *The Roman army at war, 100 BC-AD 200* (Oxford, 1996).

Gruen, *Culture and National Identity in Republican Rome* (Ithaca, 1992).

Gruen, E. *The Hellenistic World and the Coming of Rome* (Berkeley, 1984).

Harris, *Ancient Literacy* (Cambridge, 1989).

Heather, *Goths and Romans 332-489* (Oxford, 1991).

Hopkins, *Conquerors and Slaves* (Cambridge, 1977).

Kaster, *Guardians of Language* (Berkeley, 1988).

Keppie, *The Making of the Roman Army: From Republic to Empire* (Totowa, 1984).

Matthews, *The Roman Empire of Ammianus* (Baltimore, 1989).

Mattingly, *Tripolitania* (Ann Arbor, 1994).

- Millar, *The Roman Near East 31 BC - AD 337* (Cambridge, 1993).
- Mitchell, *Anatolia* (Oxford, 1993).
- Potter, *Ancient Rome: A New History* (London, 2009).
- Price, *Rituals and Power: The Roman Imperial Cult in Asia Minor* (Cambridge, 1984).
- Rawson, *Roman Culture and Society* (Oxford, 1991)
- Saller, *Patriarchy, Property, and Death in the Roman Family* (Cambridge, 1994).
- Salway, *The Oxford Illustrated History of Roman Britain* (Oxford, 1994).
- Speidel, *Roman Army Studies* (Amsterdam, 1984).
- Stambaugh, *The Ancient Roman City* (Baltimore, 1988).
- Treggiari, *Roman Marriage* (Oxford, 1991).
- Turcan, *The Cults of the Roman Empire* (Oxford, 1996).
- Veyne, *Bread and Circuses* (London, 1990).
- Wallace-Hadrill, *Houses and Society in Pompeii and Herculaneum* (Princeton, 1994).
- Ward, Heichelheim and Yeo *A History of the Roman People*, 3rd ed. (Upper Saddle River, 1998),
- Watson, *International Law in Archaic Rome: War and Religion* (Baltimore, 1993).
- Whittaker, *Frontiers of the Roman Empire* (Baltimore, 1994).
- Woolf, *Becoming Roman. The Origins of Provincial Civilization in Gaul* (Cambridge, 1998).

Course Analysis Questionnaire

A. Details of the Course

- A1. This course is designed to fulfill the Humanities: History course in the Liberal Studies program. It is specifically targeted for non-majors.
- A2. The proposed slate of new courses, HIST 196 – Explorations in American History, HIST 197 – Explorations in European History, and HIST 198 – Explorations in Global History are proposed as a substitute for the current university-wide HIST 195 – History of the Modern Era course. It, therefore, affects the liberal studies requirements of every program.
- A3. This course has not been offered in its proposed form.
- A4. This course is not intended to be dual level.
- A5. This course is not to be taken for variable credit.
- A6. Most universities include some liberal studies course that promotes historical awareness and analysis.
- A7. No professional society, accrediting authority, law or other external agency recommends or requires the content or skills of this proposed course.

B. Interdisciplinary Implications

- B1. The department is not considering a team-teaching approach at this time.
- B2. The content of this course does not overlap with any other at the University.
- B3. This course is not cross-listed.
- B4. Seats in this course will not be made available to students in the School of Continuing Education.

C. Implementation

- C1. Faculty resources for the slate of new classes (HIST 196, 197, 198) are as adequate as they are for the existing HIST 195 class, which they are meant to replace.
- C2. Other resources:
 - a. Current space allocations are adequate to offer this course.
 - b. No special equipment is needed for this course.
 - c. No laboratory supplies are necessary for this course.
 - d. Library holdings are as adequate as they are for HIST 195.
 - e. No Travel Funds are necessary.
- C3. No grant funds are necessary.

C4. This course will be offered every semester.

C5. The combination of HIST 196, 197, and 198 will amount to the same number of courses offered as HIST 195.

C6. We envision these classes as large lecture-style classes as has been the case with HIST 195 in the past. As in the past, the ultimate class size was determined by student enrollment and by the Dean. We anticipate an enrollment of at least 60-70 students.

C7. No professional society recommends enrollment limits or parameters for this course.

C8. This course does not involve the use of distance education.

D. Miscellaneous

No additional information.