

# UNIVERSITY OF MARY WASHINGTON – PROGRAM CHANGE PROPOSAL

Electronically submit this completed form with attachments to the Chair of the College Curriculum Committee.

<b>COLLEGE (check one):</b>	<b>Arts and Sciences</b>	<input checked="" type="checkbox"/>	<b>Business</b>		<b>Education</b>
Proposal Submitted By: J. McClurken			Date Prepared: 9/10/12		
Department /Program:	<b>History</b>				

Note: for any program change entailing the addition any new courses, or revisions to existing courses, separate proposal for those course actions must also be submitted.

<b>PROPOSAL TO CHANGE EXISTING PROGRAM (check one of the following)</b>	
Revise requirements for existing <b>major</b>	X
Revise requirements for a concentration within an existing <b>major</b>	
Revise requirements for an existing <b>degree program</b>	
Revise requirements for existing <b>certificate</b> program	
Revise requirements for existing <b>minor</b>	
<b>Implementation Date: FALL semester, year:</b>	2013

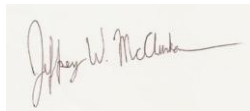
**REQUIRED ATTACHMENTS FOR CHANGES TO EXISTING PROGRAMS:**

1. **Rationale statement** (Why is this program change needed? What purposes will it serve?)
2. **Impact Statement** (Provide details about the Library, space, budget, technology, and impacts created by this program change. Supporting statements from the Library, IT Department, etc. evaluating the resource impact and feasibility of the program change are required.)
3. **Catalog Copy** (Provide the existing Catalog Description **and** the complete statement of the proposed new Catalog description that reflects the program changes)

<b>PROPOSAL TO CREATE PROGRAM NOT REQUIRING STATE ACTION (check one of the following)</b>	
<b>New concentration</b> within existing major	Name:
<b>New minor</b>	Name:
<b>New Major but NOT a new degree*</b>	Name:
*Use ONLY for interdisciplinary majors that will be grouped as part of the "Special Majors/General Liberal Arts and Sciences" degree (CIP Code 24.0101) or reported as a BLS degree (CIP Code 24.0199)	
<b>Implementation Date (semester and year):</b>	

**REQUIRED ATTACHMENTS FOR NEW PROGRAMS NOT REQUIRING STATE APPROVAL:**

1. **Rationale statement** (Why is this additional program needed? What purposes will it serve?)
2. **Impact Statement** (Provide details about the Library, space, budget, technology, and impacts created by this program change. Supporting statements from the Library, IT Department, etc. evaluating the resource impact and feasibility of adding the new program are required.)
3. **Catalog Copy** (Provide the complete Catalog Description for the proposed new program)



Department Chair Approval: \_\_\_\_\_

Date: September 10, 2012

CCC Chair Approval: Bradley Hansen

Date: Sep.19 2012

Dean Approval: Richard Finkelstein

Date: Oct. 5, 2012

UCC Chair Approval: \_\_\_\_\_

Date: \_\_\_\_\_

\*Provost Approval: \_\_\_\_\_

Date: \_\_\_\_\_

\*Required only in cases of proposals for new concentrations, new minors, or new majors that do not involve a new degree

# History

## Department of History and American Studies

Jeffrey W. McClurken, Chair

Porter Blakemore and Steven Harris, Career Advisors

### Faculty

#### Professors

Claudine L. Ferrell

Bruce R. O'Brien

Allyson M. Poska

#### Associate Professors

Nabil S. Al-Tikriti

Porter R. Blakemore

Susan R. Fernsebner

Steven E. Harris

Jeffrey W. McClurken

Krystyn R. Moon

#### Assistant Professor

Will B. Mackintosh

Jess M. Rigelhaupt

## The History Program

The History curriculum is widely diversified by topic and by approach and offers an extensive range of courses from ancient to modern times in American, Asian, European, and Latin American. The History major itself is distinctive for ~~three-four~~ courses that are particularly germane to student development of independent, critical judgment based on historical skills. The First-Year Seminars offer incoming students, particularly those who have completed AP courses, the opportunity to move quickly into the history major during their first year. The ~~Introduction to the Study of History two-semester History Colloquium and Practicum is-are~~ seminars typically completed during the sophomore or junior year that prepares majors in the critical evaluation of historical arguments, research and analysis of historical data, and historical writing. ~~This-These~~ courses ~~is-are~~ essential preparation for upper-level lecture courses and seminars and for the senior course Historical Research. This capstone course provides an opportunity to complete a historical research project working one-on-one with a member of the history faculty.

An internship option enhances the program by granting credit for history-related, career oriented work outside the classroom. The goal of the History program is to produce graduates with a command of factual and conceptual knowledge of the past; the analytical methods that historians use to recover, research, and write about the past; and well-honed writing and speaking skills. Graduates of the history program go on to a wide range of careers in which the ability to understand and solve historical problems, and in which skills of independent, critical judgment based on historical knowledge, are useful. Because the practice of history requires the ability to analyze and communicate ideas clearly as well as to retain factual information, it is an ideal preparation for law school and for careers in business, public policy, government, and journalism. Honors in History at Graduation requires a 3.5 grade-point average in the major and superior work in History 485, Historical Research, or 486, Historical Research Abroad. Phi Alpha Theta, the national history honorary society, enriches the quality of the History program and offers opportunities to participate in social and educational activities.

## Requirements for the History Major

The history major requires completion of 36 credits: 6 credits from one of the survey sequences (HIST 121-122, or HIST 131-132, or HIST 141-142); ~~HIST 299~~HIST 297-298; ~~48-15~~ elective credits at the 200-level or beyond; 9 credits at the 400 level, 3 of which must be HIST 485 or 486 and 3 of which may be HIST 491 (Individual Study). American Studies 202 or 303 (3 credits total) may count as an elective in the History major with permission from the Department Chair. Internships (HIST 499) are encouraged ~~but do not count in the major.~~ but count as electives in the major only with permission from the Department Chair.

## History Course Offerings (HIST)

### 121 – Western Civilization I (3)

From ancient Near Eastern origins through classical Greece and Rome, the Middle Ages and the Renaissance and Reformation Era to the 17th century.

### 122 – Western Civilization II (3)

From the seventeenth century through the Age of Absolutism, the Enlightenment, and the French Revolution to the era of nationalism and industrialism and the modernism of the 20th century.

### 131 – American History to 1865 (3)

The Age of Discovery and the Colonial Era through the American Revolution, nation building, the rise of the party system, slavery, and the Civil War.

### 132 – American History Since 1865 (3)

Reconstruction, the emergence of industrialism, the development of world power status through the World Wars, and post-1945 trends.

#### 141 – Asian Civilization I (3)

Asian civilization from its origins in India, China, Japan, and other societies through 1500 AD. Emphasis on social, intellectual, and technological change in the development of the culture and history of the area.

#### 142 – Asian Civilization II (3)

Asia in the modern era, 1500 AD to present, the age of Western expansion and penetration and the social, political, economic, and intellectual transformation of the 19th and 20th centuries.

#### 190 – Great Lives: Biographical Approaches to History and Culture (3)

Examination of various historical and cultural developments through the lives of notable individuals from ancient times to the present; specific lives change each semester and cover a wide range of areas of accomplishment.

#### 200 – Topics in History (3)

Listed in the Schedule of Courses, chosen according to timely interest.

#### 201- First-Year Seminar in European History (3)

Topical seminar for freshmen.

#### 202- First-Year Seminar in American History (3)

Topical seminar for freshmen.

#### 297 – History Colloquium (3)

Prerequisite: History 121 – 122; 131- 132; or 141 – 142, and major status. Introduction to what history is and what historians do with a focus on historiography, speaking, and writing.

#### 298 – History Practicum (3)

Prerequisite: History 297. Introduction to what history is and what historians do with a focus on research, speaking, and writing.

#### 299 – Seminar: Introduction to the Study of History (3)

Prerequisite: History 121 – 122; 131- 132; or 141 – 142, and major status. Introduction to what history is and what historians do with a focus on historiography, research, and writing. **[NOTE: This course offered for the last time in Fall 2013.]**

**Comment [JM1]:** This course will be phased out and this entry removed after the 2013-2014 transition year. HIST 299 is not equated to HIST 297 or HIST 298 (in the sense that C-, D or F students of 299 will not be able to retake 297/298 to improve their GPA).

### 300 – Topics in History (3)

Listed in the Schedule of Courses, chosen according to timely interest.

### 303 – The American South (3)

Slavery and the plantation system, rise of sectionalism, Civil War and Reconstruction, the era of segregation, and the civil rights movement.

### 304 – The Civil War (3)

Development of Southern nationalism and the Confederacy; emphasis on social, economic, and political as well as military aspects of the War.

### 305 – The American West (3)

Exploration of interactions among various peoples who have lived along the American frontier and/or the American “West.”

### 308 – U.S. Labor History (3)

Study of work and labor in the United States; emphasis on economic, political, social, and cultural changes in work and the labor movement.

### 311, 312 – History of Virginia (3, 3)

First semester, English origins and colonial developments through the revolutionary era; second semester, Jeffersonian period to the present.

### 313 – African American History through 1865 (3)

A survey of the African American experience in the British colonies in North America and in the early United States from African roots through the Civil War, with a focus on the experience of both slaves and free blacks.

### 314 – African American History since Slavery (3)

A survey of the African American experience since emancipation in 1865; covers segregation and lynching, black nationalism, the Great Migration, and the civil rights movement.

### 315 – U.S. Immigration History (3)

Experiences of immigrants in the United States and the creation of ethnic identity from the colonial period to the present.

### 318 – The American Revolution (3)

Overview of the cultural, economic, political and social factors that fueled the movement toward rebellion and independence.

### 320 – The Gilded Age (3)

Urbanization, industrialization, immigration, reform movements, and development in law, family, recreation, race, and labor from the Civil War to the turn of the 20th century.

### 321 – The Progressive Era (3)

A survey of the first quarter of the 20th century; covers reform efforts, and World War I, as well as developments in law, recreation, race, business, and labor.

### 325 – Technology and Culture (3)

Development of American technology and its relation to U.S. culture from the colonial period to the present.

### 327 – U.S. Women's History to 1870 (3)

Significant cultural, economic, and political developments that shaped the lives of women in the United States from the pre-colonial period to the passage of the 15th Amendment.

### 328 – U.S. Women's History since 1870 (3)

Women in the United States from the passage of the 15th Amendment to the present.

### 329 – U.S. History and Film (3)

History of how motion pictures have portrayed the American past and how they have shaped views of the past.

### 331 – History of Ancient Greece (3)

Greek history from Mycenae and Homer to the Hellenistic kingdoms; emphasis on primary source criticism.

### 332 – History of Ancient Rome (3)

Mythic origins of the city to the barbarian invasions; emphasis on primary source criticism.

### 334 – Early Modern European Women's History (3)

Explores key areas of European women's lives, including family life, religion, sexuality, and witchcraft, from 1300 to 1700.

### 335 – The Renaissance (3)

Provides an in depth look at the intellectual, political, social and artistic developments in Europe known as the Renaissance.

### 336 – The Reformation (3)

Provides an in depth look at the religious, intellectual, and social developments of the 16th and 17th centuries.

### 341, 342 – Europe in the Middle Ages (3, 3)

First semester, conversion of Constantine to the last Viking raids; second semester, Investiture crisis to the Italian Renaissance.

### 349 – History of the British Isles (3)

Ireland, England, and Wales from prehistory to the 20th century, emphasizing interaction of cultures in the British Isles and throughout the British Empire.

### 353, 354 – History of France (3, 3)

First semester, Gaul and the Franks to French Revolution and Napoleon; second semester, Restoration Era to de Gaulle.

### 356 – History of Germany (3)

From the early 19th century to the present, with emphasis on the era of Bismarck, World War I, the Weimar Republic, the Third Reich, and the Cold War.

### 357, 358 – History of Russia (3, 3)

First semester, Kiev, Muscovy, and Imperial Russia to 1856; second semester, the last Romanovs, Revolution, and Soviet Period.

### 360 – History of Spain (3)

The history of Spain and its political, economic, and social evolution.

### 361, 362 – History of Latin America (3, 3)

First semester, native cultures, Spanish conquest, and colonial institutions; second semester, 19th and 20th centuries.

### 364 – History of Japan (3)

Social, political, and intellectual development from the earliest times to the present; emphasis on the rise of Japan to world power.

### 365, 366 – History of China (3, 3)

Social, political, and intellectual development from the earliest times to the present; emphasis on the rise of modern nationalism, Maoist period.

### 368 – Gender in Chinese History (3)

Examines changing meanings of gender in Chinese history from the late imperial period through to the present day (12th-21st c.), with particular attention to notions of family and everyday life, gender in popular culture, sociopolitical critiques, 20th century feminism and revolution.

### 371, 372 – European Diplomatic History (3, 3)

First semester, development of the modern state system from the Thirty Years War to the middle of the 19th century; second semester, from the unification of Germany through the two World Wars to the Cold War.

### 375 – Military History (3)

The art of war and its impact on society from the 17th century to the present; analysis of military developments in terms of organization, technology, and strategy.

### 377 – The Second World War, 1939-1945 (3)

In-depth study of the origins, conduct, and consequences of the war with emphasis on its political, diplomatic, economic, and military aspects.

### 380 – United States Since 1945 (3)



Emphasis on major issues of the postwar era, including the Cold War, McCarthyism, civil rights movement, Vietnam, black militancy, and feminism.

### 381 – Europe Since 1945 (3)

Cold War, national developments, the Common Market, colonial independence movements, and the collapse of the Soviet empire.

### 383 – Islamic Civilization I (3)

Traces the political, religious, cultural, and institutional aspects of Islamic Civilization and its spread through Eurasia and Africa from the seventh to 15th centuries.

### 384 – Islamic Civilization II (3)

Traces the major political, religious, social, and cultural developments that shaped the modern Middle East from the 15th to the 21st century.

### 385 – The Arab-Israeli Conflict (3)

Survey of the “Arab-Israeli Conflict” from the mid-19th century to the present.

### 386 – Modern Iraq (3)

Explores the historical development of Iraqi society from late Ottoman rule to the present day.

### 390 – The United States and Vietnam (3)

Political, diplomatic, military, economic, and cultural study of Vietnam and of the United States’ role in Indochina.

### 395 – U.S. History and Popular Culture (3)

This course explores the history of the United States through the prism of popular culture. Topics include fashion, food ways, television, movies, and music.

### 396 – History of Sexuality in the U.S. (3)

This course looks at the various ways in which Americans have imagined and practiced sexuality from the colonial period to the present. Because of the sweeping nature of this subject, this course will borrow from a variety of fields of inquiry, including the history of science, law, religion, queer studies, and feminism.

#### 416 – American Legal History (3)

Prerequisite: junior or senior status. A study of politics, society, and economics through the mirror of law. Covers such issues as property, the family, and the legal profession.

#### 417 – American Constitutional History (3)

Prerequisite: junior or senior status. Major cases, questions, and issues from the revolutionary period through the 20th century.

#### 420 – The Great War, 1914-1918 (3)

Prerequisites: History [298 or](#) 299 and junior or senior status. The war's origins, its political and military leadership, the various land and sea campaigns, war poetry, the war's cultural legacy, the role of women, and peacemaking.

#### 421 – Nazi Germany (3)

Prerequisites: History [298 or](#) 299 and junior or senior status. German history from 1933-1945, including Hitler's rise to power, the causes of the 1939 war, the campaigns of World War II, the Holocaust, war crimes, and continuing Nazi legacy.

#### ~~422 – 20th Century American Presidents (3)~~

~~Prerequisites: History 299 and junior or senior status. Investigates American chief executives through tumultuous decades of the 20s-60s.~~

#### 426 – Nineteenth-Century American Families (3)

Prerequisites: History [298 or](#) 299 and junior or senior status. U.S. family from the Revolution through the early 20th century comparing idealized to actual families by exploring regional, class, and ethnic differences.

#### [428 – Digital History \(3\)](#)

[Prerequisites: History 298 or 299 and junior or senior status, or permission of instructor. The digital humanities, history and new media, and the creation of online historical resources.](#)

#### 431 – The World of Late Antiquity (3)

Prerequisites: History [298 or](#) 299 and junior or senior status. The Mediterranean world in a period of military collapse, barbarian invasion, intellectual revolution, and religious ferment.

#### 435 – Daily Life in Early Modern Europe (3)

Prerequisites: History [298 or](#) 299 and junior or senior status. The daily life of ordinary people in Europe during the early modern period (1350-1700), examining topics such as childbirth, literacy, disease, sexuality, and work.

#### 444 – American Slavery (3)

Prerequisites: History [298 or](#) 299 and junior or senior status. Slavery in America from its African origins to its demise during the Civil War.

#### 451 – Anglo-Saxon England (3)

Prerequisites: History [298 or](#) 299 and junior or senior status. England from the fifth-century migrations of Angles and Saxons to the Norman Conquest.

#### 455 – Forgery and History (3)

Prerequisites: History [298 or](#) 299 and junior or senior status. Investigates circumstances and consequences of forgery in its historical context from the Hellenistic period (third century BCE) to the 20th century.

#### 457 – History of Conspiracy Theories (3)

Prerequisites: History [298 or](#) 299 and junior or senior status. Examines the origins and impact of conspiracy theory thinking from the late 18th century to the present in a comparative context with special emphasis on France, the United States, and Russia.

#### 462 – Women in Latin America (3)

Prerequisites: History [298 or](#) 299 and junior or senior status. Role of women in Latin American society from the preconquest period to the present.

#### 466 – Cultural History of Late 20th Century China (3)

Prerequisites: History [298 or](#) 299 and junior or senior status. Explores the methods of cultural history while engaging in a study of the People's Republic of China and the four decades leading up to the turn of the twenty-first century. Key realms of focus include visual culture, cinema, and fiction, as well as the themes of memory, identity, politics, and global capitalism.

#### 471 – Special Studies in History (3)

Prerequisites: History [298 or 299](#) and junior or senior status or permission of the instructor. Topical Seminars. See Schedule of Courses each semester.

#### 485 – Historical Research (3)

Prerequisites: [History 298 or 299](#), senior status and faculty approval of research topic. Capstone research and writing course involving the in-depth investigation of a subject under close supervision by a member of the department.

#### 486 – Historical Research Abroad (3)

Prerequisites: [History 298 or 299](#), senior status and faculty approval of research topic. Capstone research and writing course conducted in foreign archives under close supervision by a member of the department.

#### 491 – Individual Study (3)

Prerequisite: permission of the instructor. Individual investigation of a subject of historical significance, directed by a member of the department.

#### 499 – Internship (Credits variable)

Supervised off-campus experience, developed in consultation with the department.

To: CAS Curriculum Committee

From: Department of History and American Studies

Re: Rationale for Replacing HIST 299 with HIST 297 and HIST 298 for the History Major

All history majors in the Department of History and American Studies must take our methods course, HIST 299: Introduction to the Study of History. As stated in the 2012-2013 university catalog, the chief scope and functions of the course are the following: "The Introduction to the Study of History is a seminar typically completed during the sophomore or junior year that prepares majors in the critical evaluation of historical arguments, research and analysis of historical data, and historical writing. This course is essential preparation for upper-level lecture courses and seminars and for the senior course [HIST 485] Historical Research" (page 142). HIST 485 is the major's capstone course and fulfills a history major's experiential learning requirement for General Education. In addition to serving as the prerequisite for seminars at the HIST 400-level and HIST 485, HIST 299 is critical to serving the underlining goals of the history major as stated in the university catalog: "The goal of the History program is to produce graduates with a command of factual and conceptual knowledge of the past; the analytical methods that historians use to recover, research, and write about the past; and well-honed writing and speaking skills" (page 142). HIST 299 also fulfills one Speaking Intensive credit and one Writing Intensive credit.

HIST 299 is capped at 15 students per class and our department presently offers three sections of the course every semester. In the course, students are taught the major stages of historical research and writing. As stated in the university catalog's entry for the course, HIST 299 provides an "introduction to what history is and what historians do with a focus on historiography, research, and writing" (page 143). To accomplish this, students research and write a paper proposal on a topic of their own choosing, a review of the scholarship on their topic, and a research paper on their topic that must include sufficient supporting evidence, a clearly stated thesis, and a bibliography. Students also deliver class presentations on their writing assignments for the course and meet individually with their instructor to discuss their research and writing. In addition, through scholarly readings and class discussions, instructors in the course teach students the fundamentals of historical thinking, the ways in which the body of historical literature on a topic changes and continues over time, and the different methods and processes historians use to examine the past.

The Department has identified significant problems with HIST 299 and how it limits our ability to meet our department's learning outcomes and properly prepare history majors for upper level lecture courses, seminars, and HIST 485. From a pedagogical perspective, the department has reached the conclusion that instructors are attempting to teach students too much in the span of one semester. They must cover the theory and practice of historical methods and thinking while also having students undertake a series of research, writing, and speaking assignments on their own projects. Of particular concern to department faculty is the fact that many transfer students who are inadequately prepared to undertake this rigorous course (and most coursework at UMW) are not acquiring the necessary skills to move on to HIST 300 and 400-level courses, as well as their HIST 485 projects. Our department has also identified through its assessment process the specific skill sets that HIST 299 students are simply not learning at a proficient level or higher.

In AY 2011-2012 we assessed HIST 299 for the learning outcome, “Conducting research in multiple sites (i.e., through a variety of primary and secondary sources).” Our assessment showed that most HIST 299 students were not proficient in this learning outcome and fell below our expectations. More specifically, “a majority of HIST 299 students were incapable of adequately identifying and using secondary sources (modern authorities) who use different kinds of methods and interpretations in their work.” (This was one of the criteria by which we assessed HIST 299 students’ work for this learning outcome, “conducting research in multiple sites.”) Our department also assessed HIST 299 for the learning outcome, “Reading critically primary sources and modern authorities.” Our department found through assessment of HIST 299 that “most students overall were insufficiently capable of reading critically primary sources and modern authorities.” In particular, a majority of HIST 299 students failed to meet our expectations to “evaluate the veracity of primary sources and modern authorities.” This was a criteria we used to assess the learning outcome, “Reading critically primary sources and modern authorities.” (Quotations are from 2011-2012 assessment reports.)

Our proposed solution is to divide HIST 299 into a two-semester sequence. The first semester of this sequence will be called HIST 297: History Colloquium; the second semester will be called HIST 298: History Practicum. The essential theory behind this division is that HIST 297 will focus upon historiography and HIST 298 will have students research and write their own history research papers. In short, this proposed division takes the two main pillars of HIST 299—historiography and the research/writing of a research paper—and assigns them to separate, one-semester courses.

The focus of HIST 297 will be historiography and the research methods and processes that historians use to examine the past. We want students in this course to explore what historians do and how they do it, the kinds of questions they ask and how they answer them, and why it matters. The main writing assignment in this course will be a review of the scholarly literature on a broad historiographical topic (e.g., World War I, slavery in American history, the Cold War). Each individual instructor will choose the topic and related readings for his or her section of HIST 297, as well as the readings students will research for all of the course’s writing assignments. The purpose here is to allow instructors the ability to choose topics and readings that match their professional expertise, thereby allowing them to teach to their strengths and knowledge of their field’s historiography.

The purpose of HIST 298 is to have students practice the research skills of a historian. Students in this course will choose their own research topics. They will write a paper proposal and a literature review, and undertake the research and writing of a history research paper on their chosen topics. The major skills and assignments in this course include the following: analysis of primary sources; how to choose a topic and develop a question that one can actually research; how to use the library’s digital and print resources; plagiarism—what it is and how to avoid it; bibliographies and footnotes.

Please see the attached sample syllabi for an overview of each course, its learning outcomes, its assignments, and its WI and SI components.

By reforming our methods course into a two-semester sequence, our department believes that we will be able to improve the history major’s preparation for 300-level and 400-level courses, as well as HIST 485. Our course proposals for HIST 297 and HIST 298 will help us raise history

majors' proficiency in the two learning outcomes assessed last year and discussed above, as well as the other learning outcomes indicated in each course syllabus. In addition, HIST 297 and HIST 298 will allow us to better prepare transfer students for all of their history courses. Transfer students entering the university in the fall semester will be able to take HIST 297 in their first semester at UMW. This will help them transition to the rigorous demands of our curriculum by taking a course that examines the fundamental methods and processes of the history major. It will also help to expedite their coursework toward graduation by allowing them to complete HIST 297 and HIST 298 as efficiently as possible so that they can continue with course work at the HIST 400-level and start planning their HIST 485 projects.

Finally, our department proposes to teach six sections of HIST 297 each fall semester and six sections of HIST 298 each spring semester. Only tenured or tenure-track professors will be eligible to teach either course; each professor will be expected to teach both courses.