

HIST 198 Explorations in Global History-CrsRvs-2017-10-29

UNIVERSITY-WIDE CURRICULUM COMMITTEE

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**Indicates a required field*

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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)

<p>Category A:</p>	<p>Category B:</p> <p>course_revision liberal-studies</p> <p>* Teacher Education: Please complete the Teacher Education section of this form (below)</p> <p>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</p> <p>* Distance Education: Please complete the Distance Education section of this form (below)</p>
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Rationale for Proposed Changes (All Categories)

<p>(A) Why is the course being revised/deleted:*</p>	<p>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.</p>
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(K) Current C
Learning Out

- 1) Place historical developments in the Non-western world within a larger global context.
- 2) Read and analyze historical texts.
- 3) Develop skills in chronological thinking and historical analysis.

(L) Propose
Learning Out
For each of
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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 the Global 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 the Global past.
2	Analyze primary sources and historical documents to illustrate the	

*(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.**

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

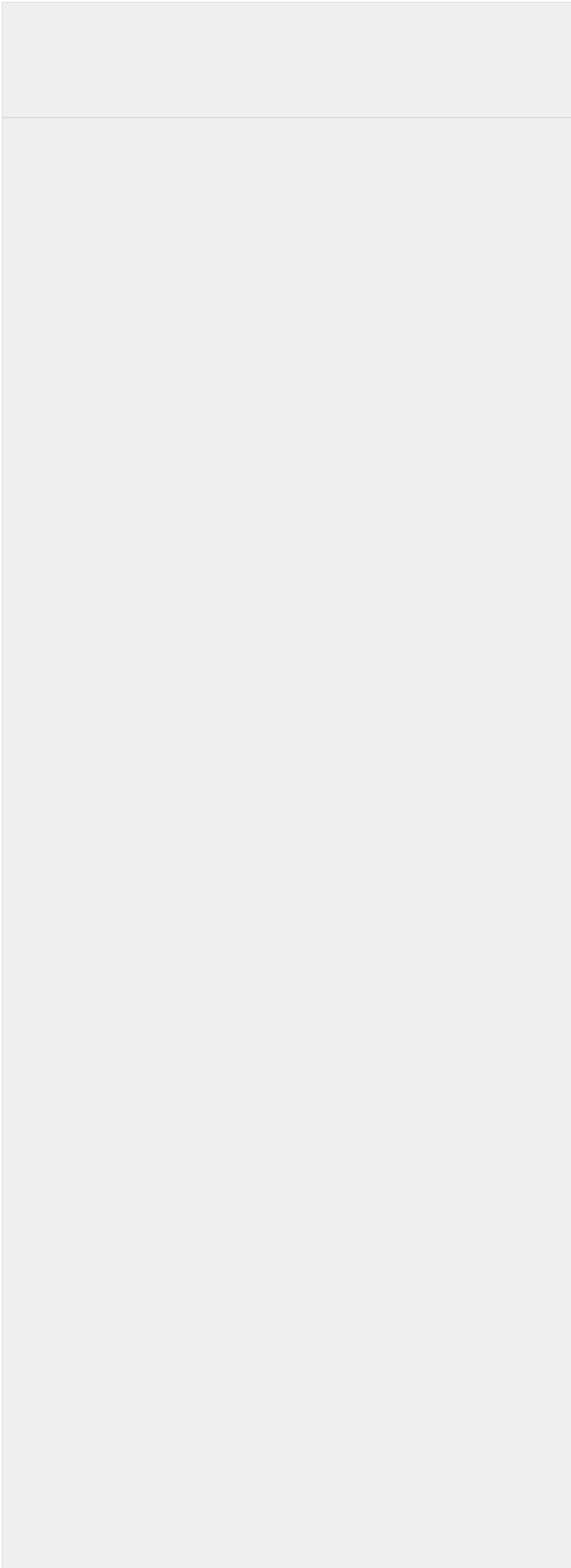
1. What is Colonialism?
 - a. Theory and concepts
 - b. Varieties
 - c. Origins
2. Portugal and Spain During the Age of Discovery
 - a. The Search for India and China
 - b. The *Reconquista* and the Consolidation of Empires
 - c. Pre-Columbine Shipping and Navigational Innovations
 - d. The Iberian Mindset and Religious Factors
3. Exploration, Encounter, and Conquest
 - a. Africa and the Atlantic Islands
 - b. Christopher Columbus and the Caribbean
 - c. Patterns of 15th and 16th Century Exploration and Conquest in the New World
4. The Colonial Experience in Spanish and Portuguese America
 - a. Foundations of Society and Culture
 - b. Disease, Diminution, and the Mestizo "Problem"
 - c. Mercantilism and the Role of the Church
5. Slavery
 - a. Africa in 1492
 - b. The Trans-Atlantic Slave Trade
 - c. Slavery and Resistance to Slavery in Latin America
6. The Western Invasion of Africa
 - a. Early contacts and pre-colonial activity
 - b. The Portuguese in Angola and the Congo
 - c. Religious incursions and "setting the stage"
 - d. The Scramble for Africa: Motives and Patterns
7. Colonial Africa

	<p>4. The Colonial Experience in Spanish and Portuguese America</p> <ul style="list-style-type: none"> • Foundations of Society and Culture • Disease, Diminution, and the Mestizo "Problem" • Mercantilism and the Role of the Church <p>5. Slavery</p> <ul style="list-style-type: none"> • Africa in 1492 • The Trans-Atlantic Slave Trade • Slavery and Resistance to Slavery in Latin America <p>6. The Western Invasion of Africa</p> <ul style="list-style-type: none"> • Early contacts and pre-colonial activity • The Portuguese in Angola and the Congo • Religious incursions and "setting the stage" • The Scramble for Africa: Motives and Patterns <p>7. Colonial Africa</p> <ul style="list-style-type: none"> • Varying styles of rule: British, French, German, Italian, Spanish, Portuguese and Belgian • The Rulers and The Ruled • Mistreatment and Resistance • Pan-Africanism and Movement toward Independence • Independence and post-colonial realities • The case of South Africa <p>8. Portuguese and British Imperialism in India</p> <ul style="list-style-type: none"> • Early Economic In-Roads and Local Reactions • 1757: India as a British Protectorate • The Rulers and The Ruled • The 1856 Rebellion: Tragedy and Consequence • The Indian Nationalism Movement • Gandhi, Nehru, and Ali Jinnah and the Independence of India • The Partition and post-colonialism in India <p>9. Final Exam Week</p>
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Distance Education Section

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

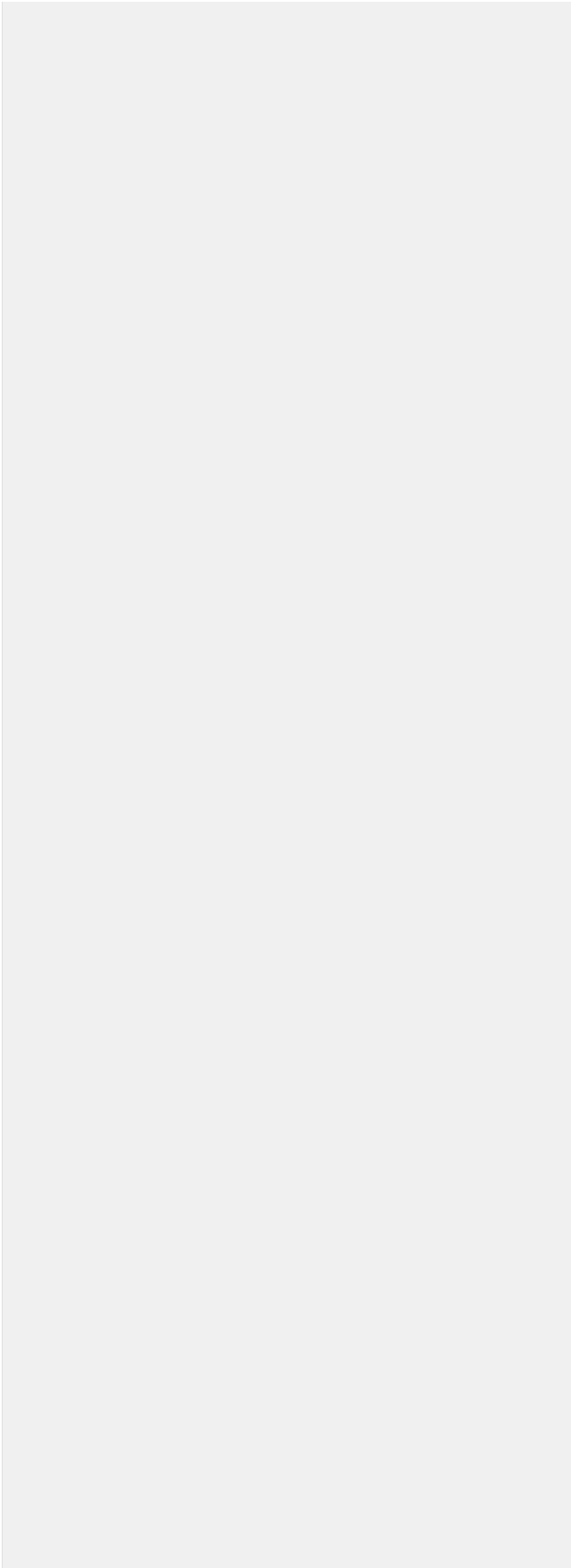
<p>If Completing this Section, Check the Box to the Right:</p>	<p><i>NOTE: you must check this box if the Course has previously been approved for Distance Education</i></p>
<p>Course Prefix/Number</p>	
<p>Course Title</p>	
<p>Type of Proposal</p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p>



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- an understanding of themselves and a respect for the identities, histories, and cultures of others

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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 the Global 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

30. f*

<p>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.</p>	<p>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.</p>
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Teacher Education Section

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

<p>If Completing this Section, Check the Box to the Right:</p>	<p><i>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</i></p>				
<p>Course Designations:</p>					
<p>Key Assessments</p>					
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> The Overall Program Assessment Matrix The Key Assessment Guidelines The Key Assessment Rubric <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">File</th> <th style="text-align: right; border-bottom: 1px solid black;">Modified ▲</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> 11-60a HIST 198 Explorations in Global History.pdf </td> <td style="padding: 5px;"></td> </tr> </tbody> </table>	File	Modified ▲	 11-60a HIST 198 Explorations in Global History.pdf 	
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