

Eastern Illinois University
COURSE PROPOSAL FORMAT

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Gray boxes (except check boxes) will expand as you type in them.

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** HIS 5700
2. **Title (may not exceed 30 characters, including spaces):** Seminar in World History
3. **Long title, if any (may not exceed 100 characters, including spaces):** Seminar in World History
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer ☐ Year 2009
7. **Course description (not to exceed four lines):** Intensive Study in special topics in World History to be determined by the instructor.
8. **Registration restrictions:**
 - a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course). There are no equivalent courses
 - b. **Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. N/A
 - c. **Who can waive the prerequisite(s)?**
☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): None
 - e. **Repeat status:** Course may not be repeated.
☒ Course may be repeated with change in topics.
 - f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: MA, Graduate college, honors undergraduate history majors
 - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

10. Grading methods (check all that apply): X Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

11. Instructional delivery method: lecture (This is a drop-down menu.)

PART TWO: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment: N/A

- EIU graduates will write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

Students will

- (1) identify major developments in a particular area/topic of World history.
- (2) describe important historiographical debates regarding social, cultural, and political development in a particular area of World history.
- (3) analyze significant scholarly works related to one area/topic of World history, including standard and more recent works.
- (4) implement accepted methods of historical research to conduct their own research.
- (5) communicate the results of research and analysis both orally and in written format.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Sample assignments for a typical graduate class:

- 1a) Students will develop a research project on the topic of their choice that is relevant to the course material. This paper may be of one of two kinds: primary research or historiographic – that is, either a paper based on primary sources or a paper that examines a specific scholarly debate.
- 1b) To prepare students for this task, the student will be required before submitting a rough draft to submit an annotated bibliography of the books or sources he or she intends to use and a proposal outlining the scale and scope of the project as well as the major historiographical or historical question to be addressed.
- 1c) Each student will give a substantive presentation of the results of his or research to the rest of the group.
- 2a) Each student will lead one class discussion using pre-circulated discussion questions

developed by the student in consultation with the instructor and give an oral presentation of a work related to the common readings.

2b) Each student will write a 3-page book review of the work he or she presented to the class.

3a) Students are responsible for thoroughly and thoughtfully reading the common readings each week and actively participating in the class discussion.

3b) Students will write 2-page analyses of any five weeks' readings, due in class the day of discussion.

3. Explain how the instructor will determine students' grades for the course:

20-page research paper: 30%

Annotated Bibliography and Proposal: 10%

Presentation: 5%

Leading discussion, discussion questions: 5%

Book Review: 10%

Participation in Weekly Discussion: 30%

2-page analyses: 10%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following: N/A

a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:

b. Describe how the integrity of student work will be assured:

c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

a. course objectives;

b. projects that require application and analysis of the course content; and

c. separate methods of evaluation for undergraduate and graduate students.

N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered

courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

This course is 3-0-3 and will meet once a week in 2.5 hour units

A sample course outline for a special topics course to be taught under HIS 5700, entitled NARRATIVES OF COLLECTIVE VIOLENCE IN MODERN EAST ASIA (This course is designed around ten chronologically-organized "themes" centering on some of the most controversial and catastrophic events in modern China, Korea, and Japan. Some themes will require more than one week of seminar time):

THEME ONE Introduction

THEME TWO The Boxer Uprising and the Tonghak (Eastern Learning) Movement

THEME THREE “Karayuki-san” and “Comfort Women”

THEME FOUR Earthquake, Rumors, and the Massacre of Koreans

THEME FIVE Manchukuo

THEME SIX The Rape of Nanjing

THEME SEVEN The Asian-Pacific War, Hiroshima, and the Toyo War Tribunal

THEME EIGHT The Korean War

THEME NINE The Cultural Revolution

THEME TEN The Kwangju Uprising and the Tiananmen Square Massacre

REMAINING WEEKS: Individual Meetings, Research Papers

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
the future, this seminar will allow professors to develop additional World history courses.

The History Department recently added a World history concentration as an option for our graduate students. This course meets an immediate need, as currently there are no World history courses on the books. In the future, this seminar will allow professors to develop additional World history courses.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.

- b. If the course or some sections of the course may be technology delivered, explain why.

This course will not be technology delivered.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This course is designed as a graduate-level readings seminar with rigorous reading and writing requirements. There are no pre-requisites, co-requisites. Registration is restricted to graduate students enrolled in the History MA program or by consent of the instructor.

3. If the course is similar to an existing course or courses, justify its development and offering.

No similar courses exist.

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. N/A
 - b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled. N/A

4. Impact on Program(s):

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. N/A
 - b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

This course will not be a core requirement for all graduate students in the traditional MA program. It will be an approved elective.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Graduate faculty in History

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses. N/A

2. Additional costs to students:

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.) N/A

3. Text and supplementary materials to be used (Include publication dates):
Sample texts for Narratives of Collective Violence in Modern East Asia are as follows:

Paul Cohen. *History in Three Keys: The Boxers as Event, Experience, and Myth*. New York: Columbia University Press. 1997.

Joshua A. Fogel, ed. *The Nanjing Massacre in History and Historiography*. Berkeley: University of California Press. 2000.

George Hicks. *The Comfort Women: Japan's Brutal Regime of Enforced Prostitution in the Second World War*. New York: W.W.Norton & Company. 1997.

Yoshikuni Igarashi. *Bodies of Memory: Narratives of War in Postwar Japanese Culture, 1945-1970*. Princeton: Princeton University Press. 2000.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will **not** be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

N/A

PART VII: APPROVALS

Date approved by the department or school 9/26/07

Date approved by the college curriculum committee 2/4/09

Date approved by the Honors Council (if this is an honors course) _____

Date approved by CAA _____ CGS _____

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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