

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item: 16-58
Effective Summer 2017

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** HIS 5001
3. **Short title:** Summer Institute Grad History
4. **Long title:** Summer Institute in Graduate History
5. **Hours per week:** ☐ 1_ Class 0 Lab 1 Credit
6. **Terms:** ☐ Fall ☐ Spring ☒ Summer ☐ On demand
7. **Initial term:** ☐ Fall ☐ Spring ☒ Summer Year: 2017
8. **Catalog course description:** Introduction to the methods and fields of historical research.
9. **Course attributes:** N/A

General education component: _____

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active

10. Instructional delivery

Type of Course:

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: _____

Mode(s) of Delivery:

☒ Face to Face ☐ Online ☐ Study Abroad
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction _____

11. Course(s) to be deleted from the catalog once this course is approved. None

12. Equivalent course(s): None

a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No

13. Prerequisite(s): None

b. Can prerequisite be taken concurrently? ☐ Yes ☐ No

c. Minimum grade required for the prerequisite course(s)? ☐

d. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No

e. Who may waive prerequisite(s)?

☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): None

15. Enrollment restrictions

f. Degrees, colleges, majors, levels, classes which may take the course: MA in History Online Option for Teachers

g. Degrees, colleges, majors, levels, classes which may not take the course: all other students

16. Repeat status: X May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: ☐

18. Grading methods: X Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions:

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software_N/A

Course Fee ☐ No X Yes, Explain if yes _____

21. Community college transfer:

☐ A community college course may be judged equivalent.

X A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. X Course is required for the major(s) of MA in History, Online Option for Educators
___ Course is required for the minor(s) of _____
___ Course is required for the certificate program(s) of _____
___ Course is used as an elective
2. **Rationale for proposal:** The Online Option for Educators will be serving largely non-traditional graduate students, some of whom have been away from historical studies for some time and many of whom will be unfamiliar with EIU's campus, its faculty, and its resources. In particular, students will learn about the organization of the discipline, the basics of historical research methodology, the disciplinary expectations of historical writing, how to use online research resources. The face-to-face course will also provide students and faculty the opportunity to get to know one another, to build an intellectual community, before embarking on coursework in the online learning environment.
3. **Justifications for (answer N/A if not applicable)**
Similarity to other courses: N/A
Prerequisites: N/A
Co-requisites: N/A
Enrollment restrictions: This course is specifically designed for the MA in History Online Option for Teachers. It will not be appropriate for any other degree option.
Writing active, intensive, centered: N/A
4. **General education assurances (answer N/A if not applicable)**
General education component: N/A
Curriculum: N/A
Instruction: N/A
Assessment: N/A
5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**
Online or hybrid delivery justification: N/A
Instruction: N/A
Integrity: N/A
Interaction: N/A

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: HIS 5001: Summer Institute in Graduate History

2. Catalog description: Introduction to the methods and fields of historical research.
3. Learning objectives.
 - L1. Students will identify and explain the differences between fields of historical research. (G1)
 - L2. Students will identify and apply historical research resources and methodologies. (G4)
 - L3. Students will learn and apply the appropriate disciplinary citation system as well as citation management. (G4)
 - L4. Students will convey their understanding of the fields and methods of the discipline through written and oral communication. (G3)

These learning objectives correspond to the following graduate learning goals at EIU:

- G1. A depth of content knowledge
- G2. Critical thinking and problem solving skills
- G3. Effective oral and communication skills
- G4. Evidence of advanced scholarship through research and/or creative activity

4. Course materials.

Course texts:

Kate Turabian, *A Manual for Writers*, 8th Edition (Chicago, 2013)

Ludmilla Joradova, *History in Practice* (Bloomsbury, 2006/2017)

Mark Donnelly and Claire Norton, *Doing History: Research and Writing in the Digital Age* (Routledge, 2012).

Samuel S. Wineburg, *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* (Philadelphia: Temple University Press, 2001).

5. Weekly outline of content.

Note: Students will meet for 5 hours daily for 5 days.

- 1) History as a discipline

In this unit we examine the institutional framework for our discipline, including professional organizations and their major publications. We also examine how the discipline is organized into specialized fields, with introductions to members of the EIU History faculty and the fields in which they research and teach.

Reading: Ludmilla Jordanova, *History in Practice*

- 2) How Historians Think

In this unit, we examine historical thinking, how we do it and how we teach it.

Reading: Samuel S. Wineburg, *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* (Philadelphia: Temple University Press, 2001).

- 3) How Historians Read and Write

In this unit we look at the reading skills of the historian: reading for meaning in primary sources, reading for argument in secondary sources. We will also examine the different kinds of historical writing historians produce, including research essays and monographs, review essays and book reviews.

Reading: Mark Donnelly, *Doing History*

- 4) How Historians Work

In this unit we examine the process of historical research, through archival and print media, material culture, and film.

Unit includes site visits to Booth Library, IRAD and University Archives, and Lincoln Log Cabin.

Reading: None

5) Citation management

In this unit students review the complexities of the Chicago Manual citation system. They also examine citation management systems such as Zotero.org and Mendeley.com. They also learn how to construct an annotated bibliography.

Reading: Turabian, *Manual for Writers*

6. Assignments and evaluation, including weights for final course grade.

Class participation: 25%

Response essays: 25% (responses to the assigned readings)

Annotated bibliography: 25% (demonstrating ability to research a given subject using the resources provided)

Reflective essay: 25%

7. Grading scale.

90-100%=A

80-89%=B

70-79%=C

60-69%=D

<60%=F

8. Correlation of learning objectives to assignments and evaluation.

Learning Goal	Class participation 25%	Response essays 25%	Annotated Bibliography 25%	Reflective Essay 25%
L1/G1	X	X		X
L2/G2	X	X	X	
L3/G4			X	X
L4/G3	X	X	X	X

Date approved by the department or school: 9/23/16

Date approved by the college curriculum committee: 10/19/16

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

Date approved by CAA: CGS: