

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: 16-60
Effective Fall 2018

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** HIS 5810
3. **Short title:** Proseminar in Premod Hist
4. **Long title:** Proseminar in Premodern History
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☒ Fall ☐ Spring ☐ Summer Year: 2018
8. **Catalog course description:** Introduction to major problems and historiographical debates in premodern world history up to 1700. The course offers broad preparation for the MA comprehensive examination in the field of premodern world history.

9. Course attributes:

General education component: N/A

☐ 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: Seminar

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

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

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

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

d. Who may waive prerequisite(s)?

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

14. Co-requisite(s): None

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: MA in History

b. Degrees, colleges, majors, levels, classes which may not take the course: all others

16. Repeat status: ☒ 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: None

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

19. Special grading provisions: None

☐ 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 None

Course Fee ☒ No ☐ Yes, Explain if yes _____

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ 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 Teachers
☐ 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:** This course will be required of all students seeking the online MA option for history teachers. It is also intended for eventual inclusion in the “face to face” option of the MA in History Program, pending curriculum revisions. The online option is being proposed alongside this course proposal. The course is designed as a broad introduction to major historiographical problems and interpretations in the field of premodern world history, defined as ancient period to 1700. As such, it will provide broad preparation for the comprehensive examinations in that field.
3. **Justifications for (answer N/A if not applicable)**
Similarity to other courses: HIS 54001 and HIS 54002: Readings in European History and HIS 57001 and HIS 57002: Readings in World History are special topics courses taught around specific themes, including potentially themes in premodern European or world history, rather than a broad introduction to major problems in the field.
Prerequisites: N/A
Co-requisites: N/A
Enrollment restrictions: This course is only suitable for students in the MA in History Program.
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: The online version of this course will be a requirement of the online History MA for Teachers option.
Instruction: The online version of this course will be offered through the University’s online learning management system, supplemented as needed by other online learning technologies (for example, email or Illuminate.) Faculty teaching the online version will have completed the Online Course Development Institute or other training recognized by EIU as equivalent.

The instructional materials and assessments in the online course will be used to support student achievement of the specified learning objectives.

Integrity: As in the face-to-face course, students in the online course will be expected to produce a significant amount of original writing in the form of response papers, discussion posts, and research papers. Assignments will require analysis of specific sources and integration of those sources into individual written papers, which will make plagiarism difficult and obvious. Anti-plagiarism software can also be used by faculty to assure the integrity of submissions. Evaluation of students in the online offering will be open book (exams, papers, etc.) but based on questions that require critical analysis and synthesis of historiographical sources.

Interaction: Students will interact with instructor and each other through regular, frequent discussions and through email. Students will also receive feedback on assignments from instructor. Online discussions will take place via discussion boards, through which faculty will facilitate rigorous interactive engagement of the course material. Through this platform, students will discuss course material with the instructor and with each other. Faculty will establish guidelines and expectations for student contributions to online discussions.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title HIS 5810: Proseminar in Premodern History
2. Catalog description Introduction to major problems and historiographical debates in premodern world history up to 1700. The course offers broad preparation for the MA comprehensive examination in the field of premodern world history.
3. Learning objectives
 - L1. Students will identify and explain key political, economic, social, and cultural events and developments in world history up to 1700. (G1)
 - L2. Students will understand, analyze, and evaluate major interpretations and historiographical debates in premodern world history. (G2)
 - L3. Students will plan and execute a research project relating to a major question in premodern world history that conveys their own interpretation of events and/or analyses of historiography. (G4)
 - L4. Students will convey their analyses and interpretations through effective writing 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.

- Bourdieu, Pierre. "Rethinking the State: Genesis and Structure in the Bureaucratic Field." *Sociological Theory* 12:1 (1994): 1-18.
- Bourdieu, Pierre. "From the King's House to the Reason of State: A Model of the Genesis of a Bureaucratic Field." In *Pierre Bourdieu and Democratic Politics*, edited by Loïc Wacquant, 589-612. Hoboken, N.J.: Wiley, 2005.
- Bouwisma, William. "The Waning of the Middle Ages Revisited." In idem, *A Usable Past: Essays in European Cultural History* (Berkeley: University of California Press, 1990), 325-335.
- Davis, Kathleen. *Periodization and Sovereignty: How Ideas of Feudalism and Secularization Govern the Politics of Time*. University of Pennsylvania Press, 2008.
- Davis, Natalie Zemon. "Boundaries and the Sense of Self in Sixteenth-Century France." In *Reconstructing Individualism: Autonomy, Individuality, and the Self in Western Thought*, edited by Thomas C. Heller, et al, 53-63, 332-336. Stanford, CA: Stanford University Press, 1986.
- Davies, Rees. "Nations and National Identities in the Medieval World: An Apologia." *Revue Belge d'Histoire Contemporaine* 34 (2004): 567.
- de Vries, Jan. "The Crisis of the Seventeenth Century: The Little Ice Age and the Mystery of the 'Great Divergence.'" *Journal of Interdisciplinary History* 44, no. 3 (2014): 369-77.
- Dunn, Ross E., Laura J. Mitchell, and Kerry Ward, eds. *The New World History: A Field Guide for Teachers and Researchers*. 2nd ed. edition. Oakland, California: University of California Press, 2016, part III.
- Ertman, Thomas. *Birth of Leviathan: Building States and Regimes in Medieval and Early Modern Europe*. Cambridge: Cambridge University Press, 1997, 1-34.
- Foucault, Michel. "Governmentality." In *The Foucault Effect*, edited by Graham Burchell, Colin Gordon, and Peter Miller, 87-104. Chicago: University of Chicago Press, 1991.
- Geary, Patrick J. *The Myth of Nations: The Medieval Origins of Europe*. Princeton: Princeton University Press, 2002.
- Ginzburg, Carlo. *The Night Battles: Witchcraft and Agrarian Cults in Sixteenth and Seventeenth Centuries*. Baltimore, 1982.
- Goldstone, Jack A. "The Problem of the 'Early Modern' World." *Journal of the Economic and Social History of the Orient* 41 (1998): 249-84.
- Grafton, Anthony. *Magic and Technology in Early Modern Europe*. Washington, DC: Smithsonian Institution Libraries, 2005. <http://tinyurl.com/276pnsx>
- Harvey, Barbara. "Introduction: The Crisis of the Early Fourteenth Century." In *Before the Black Death: Studies in 'Crisis' of the Early Fourteenth Century*, edited by Bruce Campbell, 1-24. St. Martin's Press, 1991.
- Hellyer, Marcus. "Editor's Introduction: What was the Scientific Revolution?" In *The Scientific Revolution: The Essential Readings*, edited by Marcus Hellyer, 1-15. Malden, MA: Wiley-Blackwell, 2003.
- "Interview With Author-Historian Geoffrey Parker," *HistoryNet*, May 1, 2013, <http://www.historynet.com/interview-with-author-historian-geoffrey-parker.htm>.
- Isaac, Benjamin. *The Invention of Racism in Classical Antiquity*. Princeton: Princeton University Press, 2004.

- Ladner, Gerhardt. "Terms and Ideals of Renewal." In *Renaissance and Renewal in the Twelfth Century*, edited by Robert L. Benson, Giles Constable, and Carol D. Lanham, 1-34. Toronto: University of Toronto Press, 1991.
- Loomba, Ania. "Early Modern or Early Colonial?" *Journal for Early Modern Cultural Studies* 14, no. 1 (2014): 143–148.
- Marshall, Peter, ed. *The Oxford Illustrated History of the Reformation*. Oxford University Press, 2015.
- Mignolo, Walter D. "The Darker Side of the Renaissance: Colonization and the Discontinuity of the Classical Tradition." *Renaissance Quarterly* 45:4 (Winter 1992): 808–828.
- Moore, R. I. *The Formation of a Persecuting Society: Authority and Deviance in Western Europe 950-1250*. 2nd ed. Malden, MA: John Wiley & Sons, 2007.
- Muir, Edward. "The Idea of Community in Renaissance Italy." *Renaissance Quarterly* 55:1 (2002): 1–18.
- Nelson, J. L. "On the Limits of the Carolingian Renaissance." In *Politics and Ritual in Early Medieval Europe*, edited by Janet L. Nelson. London: Hambledon Press, 1986.
- Pincus, Steven. "The state and civil society in early modern England: capitalism, causation and Habermas' bourgeois public sphere." In *The Politics of the Public Sphere in Early Modern England*, edited by Steven Pincus and Peter Lake, 213–231. Manchester, 2007.
- Roupp, Heidi, ed. *Teaching World History in the Twenty-First Century* M.E. Sharpe, 2010.
- Starn, Randolph. "Review Article: The Early Modern Muddle." *Journal of Early Modern History* 6:3 (2002): 296–307.
- Tibebu, Teshale. "On the Question of Feudalism, Absolutism, and the Bourgeois Revolution," *Review* (Fernand Braudel Center) 13, no. 1 (1990): 49–152.
- Tilly, Charles. *Coercion, Capital, and European States AD 990-1992*. Oxford: Blackwell, 1990. [ch. 3 "How War Made States, and Vice Versa," 67-95]

5. Weekly outline of content.

Week	Topic	Reading/Assignments
1	Introduction	Dunn
2	Conceptualizing Periodization: Change & Continuity, Past & Present	Goldstone, Bouwsma, Starn, Roupp
3	Ethnicity and Origins I	Geary, Roupp, Isaac
4	Ethnicity and Origins II	Geary
5	Agriculture, Market, and Trade (Feudalism) I	Harvey, Tibebu, K. Davis
6	Agriculture, Market, and Trade II	de Vries, "Interview"
7	Renaissances I	Nelson, Ladner
8	Renaissances II	Grafton, Mignolo, Hellyer
9	Reformations I	Moore, Gordon (in Moore)

10	Reformations II	Roper, Marshall, and Walsham (in Marshall), Ginzburg
11	Community and The Individual I	Muir, N. Z. Davis
12	State Formation, Communitas, and Lineages (premodern colonialism) I	Davies, Tilly, Ertman
13	State Formation, Communitas, and Lineages (beyond the Feudal State) II	Pincus, Foucault, Bourdieu (1994 and 2005)
14	Early Colonial	Loomba
15	Presentations: Research Project	
16	Conclusion	Final research papers due

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

Weekly discussions	25% [participation in facilitated course discussion]
Response papers	30% [Essays responding to specific writing prompts]
Scholarly review	10% [Critique of a work of historical scholarship or textbook]
Research paper	30% [20 page research paper]
Presentation	5% [15-20 minute oral presentation of research paper.]

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	Weekly discussion 25%	Response papers 30%	Scholarly review 10%	Research paper 30%	Presentation 5%
1. Students will identify and explain key political, economic, social, and cultural events and developments in	X	X			

world history up to 1700. (G1)					
2. Students will understand, analyze, and evaluate major interpretations and historiographical debates in premodern world history. (G2)	X	X	X	X	
3. Students will plan and execute a research project relating to a major question in premodern world history that conveys their own interpretation of events and/or analyses of historiography. (G4)		X	X	X	X
4. Students will convey their analyses and interpretations through effective writing and oral communication. (G3)				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: