

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

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** HIS 5820
3. **Short title:** Proseminar in Mod World Hist
4. **Long title:** Proseminar in Modern World 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: 2019
8. **Catalog course description:** Introduction to major problems and historiographical debates in modern world history since 1700. The course offers broad preparation for the MA comprehensive examination in the field of modern 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:

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: 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: None

18. Grading methods: X 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 X 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 modern world history, defined as 1700 to the present. 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 in modern 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 the curriculum of 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 5820: Proseminar in Modern World History

2. Catalog description: Introduction to major problems and historiographical debates in modern world history since 1700. The course offers broad preparation for the MA comprehensive examination in the field of modern world history.

3. Learning objectives

L1. Students will identify and explain key political, economic, social, and cultural events and developments in world history since 1700. (G1)

L2. Students will understand, analyze, and evaluate major interpretations and historiographical debates in modern world history. (G2)

L3. Students will plan and execute a research project relating to a major question in modern 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.

C.A. Bayly, *The Birth of the Modern World* (2004)

Horn, Jeff, Leonard Rosenband, and Merritt Roe Smith, eds., *Reconceptualizing the Industrial Revolution* (Cambridge, Mass.: MIT Press, 2010)

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (London: Verso, 1983).

Merry Wiesner-Hanks, "World History and the History of Women, Gender, and Sexuality," *Journal of World History* 18, no. 1 (March 2007): 53–67.

A. N. Porter, *European Imperialism, 1860-1914* (Houndmills, England : Macmillan, c1994.).

Michael Geyer and Sheila Fitzpatrick, *Beyond Totalitarianism: Stalinism and Nazism Compared* (Cambridge University Press, 2009).

Eric D. Weitz, *A Century of Genocide Utopias of Race and Nation*. (Princeton: Princeton University Press, 2008).

Odd Arne Westad, *Reviewing the Cold War: Approaches, Interpretations, Theory* (Routledge, 2013).

Jürgen Osterhammel and Dr Niels P. Petersson, *Globalization: A Short History* (Princeton University Press, 2005).

5. Weekly outline of content.

(Readings include supplemental readings)

Week	Topic	Reading/Assignments
1)	What is modernity?	C.A. Bayly, <i>The Birth of the Modern World</i> (2004) Selections from:

		<p>Winks, Robin W. and Joan Neuberger, (2005) <i>Europe and the Making of Modernity, 1815-1914</i></p> <p>Johnson, Paul, (1991) <i>The Birth of the Modern: World Society, 1815-1830</i></p> <p>Craig A. Lockard, "Global History, Modernization, and the World-System Approach," in Ross E. Dunn, <i>The New World History: A Teacher's Companion</i> (2000), 230-241.</p>
2)	Industrial Revolution	<p>Horn, Jeff, Leonard Rosenband, and Merritt Roe Smith, eds., <i>Reconceptualizing the Industrial Revolution</i> (Cambridge, Mass.: MIT Press, 2010)</p> <p>Required</p> <p>Ch. 1 Jeff Horn, Leonard Rosenband, and Merritt Roe Smith, "Introduction," pp. 1-20.</p> <p>Ch. 2 Patrick K. O'Brien, "Deconstructing the British Industrial Revolution as a Conjecture and Paradigm for Global Exchange," pp. 21-46.</p> <p>Ch. 4 Joel Mokyr, "The European Enlightenment and the Origins of Modern Economic Growth," pp. 65-86.</p> <p>De Vries, Jan. "The Industrial Revolution and the Industrious Revolution," <i>The Journal of Economic History</i> 54:2 (June 1994): 249-70.</p> <p>Berg, Maxine. "In Pursuit of Luxury: Global History and British Consumer Goods in the Eighteenth Century," <i>Past and Present</i> 182 (2004): 85-142.</p>
3	Enlightenment	<p>Immanuel Kant, "What is Enlightenment?" (1784).</p> <p>Ernst Cassirer, "The Mind of the Enlightenment," in <i>The Philosophy of the Enlightenment</i>, trans. Fritz C.A. Koelln and James P. Pettegrove (Princeton: Princeton University Press, 1951 [1932]), pp. 3-36.</p> <p>Max Horkheimer and Theodor W. Adorno, "The Concept of Enlightenment," <i>Dialectic of Enlightenment</i>, trans. John Cumming (New York: Continuum, 1997 [1944]), pp. 3-13.</p> <p>Peter Gay, "The Little Flock of Philosophes," in <i>The Enlightenment: An Interpretations. The</i></p>

		<p><i>Rise of Modern Paganism</i> New York: W.W. Norton, 1966), pp. 3-19.</p> <p>Antoine Lilti, "Private Lives, public space: a new social history of the Enlightenment," in ed. Daniel Brewer, <i>The Cambridge Companion to the French Enlightenment</i> (Cambridge: Cambridge University Press, 2014), 14-28.</p>
4	The Age of Revolutions	<p>Jeremy Adelman, "An Age of Imperial Revolutions," <i>American Historical Review</i> 113 (2008): 319-40.</p> <p>Pierre Serna, "Every Revolution is a War of Independence," in <i>The French Revolution in Global Perspective</i>, ed. Suzanne Desan, Lynn Hunt, and William Max Nelson (Ithaca: Cornell University Press, 2013), pp. 165-182.</p> <p>David A. Bell, "Questioning the Global Turn: The Case of the French Revolution," <i>French Historical Studies</i> 37:1 (2014): 1-24.</p>
5	Nations and Nationalism	<p>Selections from:</p> <p>Benedict Anderson, <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i> (London: Verso, 1983), pp. 1-7.</p> <p>Eric Hobsbawm and Terence Ranger, <i>The Invention of Tradition</i> (Cambridge University Press, 2012).</p> <p>Ernest Gellner and John Breuilly, <i>Nations and Nationalism</i> (Cornell University Press, 2008).</p>
6	Gender and the Nation	<p>Merry Wiesner-Hanks, "World History and the History of Women, Gender, and Sexuality," <i>Journal of World History</i> 18, no. 1 (March 2007): 53–67.</p> <p>Chapters from:</p> <p>Ida Blom, Karen Hagemann, and Catherine Hall, eds., <i>Gendered Nations: Nationalisms and Gender Order in the Long Nineteenth Century</i>, First Edition edition (Oxford: Bloomsbury Academic, 2000).</p>
7	Imperialism	<p>A. N. Porter, <i>European Imperialism, 1860-1914</i> (Houndmills, England : Macmillan, c1994.).</p> <p>Selections from:</p> <p>D. K. Fieldhouse, <i>Economics and Empire, 1830-1914</i> (Ithaca : Cornell University Press, 1973).</p>

		Antoinette M. Burton, <i>Empire in Question Reading, Writing, and Teaching British Imperialism</i> (Durham [N.C.] : Duke University Press, 2011).
8	Age of Total War	E. J. Hobsbawm, <i>The Age of Extremes: A History of the World, 1914-1991</i> , 1st American ed. (New York: Pantheon Books, 1994).
9	Nationalism in Asia	Prasenjit Duara, <i>Rescuing History from the Nation: Questioning Narratives of Modern China</i> (Chicago: University of Chicago Press, 1995), selection. Carol Gluck, "Thinking with the Past: History Writing in Modern Japan," <i>Sources on Japanese Tradition</i> (Vol. 2), Columbia UP, pp. 505-582. Robinson, Michael. "Narrative Politics, Nationalism, and Korean History." <i>Papers of the British Association of Korean Studies</i> 6 (1996): 26-40.
10	Fascism, Communism, Totalitarianism	Michael Geyer and Sheila Fitzpatrick, <i>Beyond Totalitarianism: Stalinism and Nazism Compared</i> (Cambridge University Press, 2009). Hannah Arendt, <i>The Origins of Totalitarianism</i> (New York: Harcourt, Brace & World, 1966). Mark Roseman, "National Socialism and the End of Modernity," <i>The American Historical Review</i> 116, no. 3 (June 1, 2011): 688–701, doi:10.1086/ahr.116.3.688.
11	World War II	Louise Young, <i>Japan's Total Empire: Manchuria and the Culture of Wartime Imperialism</i> (Berkeley : University of California Press, 1998).
12	Century of Genocide	Eric D. Weitz, <i>A Century of Genocide Utopias of Race and Nation</i> . (Princeton: Princeton University Press, 2008).
13	Cold War and decolonization	Odd Arne Westad, <i>Reviewing the Cold War: Approaches, Interpretations, Theory</i> (Routledge, 2013).

		Odd Arne Westad, <i>The Global Cold War: Third World Interventions and the Making of Our Times</i> (Cambridge University Press, 2007), selection..
14	Globalization	Jürgen Osterhammel and Dr Niels P. Petersson, <i>Globalization: A Short History</i> (Princeton University Press, 2005). A. G Hopkins, <i>Globalization in World History</i> (London: Pimlico, 2002). Frederick Cooper, "What Is the Concept of Globalization Good for? An African Historian's Perspective," <i>African Affairs</i> 100, no. 399 (April 2001): 189.
15	Postmodernity?	Selections from: Hans Bertens, <i>The Idea of the Postmodern: A History</i> Francis Fukuyama, <i>The End of History and the Last Man</i>
16	Research presentations	Final 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 textbook]	10% [Critique of a work of historical scholarship or
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 15%	Research paper 30%	Presentation 5%
L1. Students will identify and explain key political,	X	X			

economic, social, and cultural events and developments in world history since 1700. (G1)					
L2. Students will understand, analyze, and evaluate major interpretations and historiographical debates in modern world history. (G2)	X	X	X	X	
L3. Students will plan and execute a research project relating to a major question in modern world history that conveys their own interpretation of events and/or analyses of historiography. (G4)		X	X	X	X
L4. 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: