

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: 17-88](#)
[Effective Fall 2018](#)

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** HIS 5710 (1, 2, 3)
3. **Short title:** ☐ Seminar in Premodern History
4. **Long title:** ☐ Seminar 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:** Intensive study in special topics in world history before 1700 as determined by the instructor. Course may be repeated once with permission of department chair.
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. N/A _____

12. Equivalent course(s): None

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

13. Prerequisite(s): Admission to the M.A. in History program.

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

c. Minimum grade required for the prerequisite course(s)? N/A

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

e. Who may waive prerequisite(s)?

___ No one ___ Chair ___ Instructor ___ Advisor X Other (specify) History MA Graduate Coordinator

14. Co-requisite(s): None

15. Enrollment restrictions

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

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

16. Repeat status: May not be repeated X 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 ___ N/A _____

Course Fee ___ X ___ No ___ Yes, Explain if yes _____

21. Community college transfer:

___ A community college course may be judged equivalent.

X A community college course 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. ☐ Course is required for the major(s).

☐ 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 History MA Program is revising its non-US concentrations to better reflect our faculty's strengths as well as the direction of the discipline. Rather than European and Modern World, the concentration will now be Premodern World and Modern World. This special topics course will be taken by students with major or minor concentrations in Premodern World history.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: HIS 57001 and HIS 57002 are special topics courses in world history that up to this point have not specified a specific time period, though nearly all of the special topics have been modern (1700 to the present.) These courses will continue to be offered as diachronic courses (that is, thematic or geographic courses with focus in both time periods.) Furthermore, students with the Premodern concentration may need to take more than two special topics seminars to complete their programs of study, depending on staffing and course availability. The separate numbers HIS 5710 (1, 2, 3) allow the department to offer multiple special topics courses in premodern world history.

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: This course is only suitable for students in the MA in History program and students in related fields, with the permission of the graduate coordinator.

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 offered as an elective for the Online Option for Teachers. It may also be offered for our MA in History face-to-face option during the summer sessions.

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 5710: Seminar in Premodern History.
2. Catalog description: Intensive study in special topics in world history before 1700 as determined by the instructor. Course may be repeated once with permission of department chair.
3. Learning objectives:

L1. Students will acquire a depth of content knowledge in a particular topic in premodern world history through analytical reading, critical analysis, and expository writing. (Graduate Learning Goal 1: Depth of Content Knowledge)

L2: Students will read scholarly literature related to a specified topic in premodern world history in order to identify, compare, and contrast historiographical arguments. (Graduate Learning Goal 2: Critical Thinking and Problem Solving Skills).

L3: Students will plan and execute a research project relating to the specified topic in premodern world history that conveys their own interpretation of events through analysis of primary sources and/or engagement with significant and relevant historiography (Graduate Learning Goal 4: Effective Written Communication Skills; Evidence of Advanced Scholarship).

L4: Students will convey their analyses and interpretations through effective writing and oral communication. (Graduate Learning Goal 3: Effective Oral Communication Skills, Critical Thinking).

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 materials from a sample special topics course (this one, Bronze Age Aegean)
Some readings on course reserve at Booth Library and available electronically through the course management system (D2L Brightspace)

Higgins, Reynold. 1997. *Minoan and Mycenaean Art*.

Latacz, Joachim. 2004. *Troy and Homer: Towards a Solution of an Old Mystery*.

Cline, Eric H., ed. 2010. *The Oxford Handbook of the Bronze Age Aegean (ca. 3000 – 1000 BC)*. Oxford: Oxford UP.

Easton, D. F., J. D. Hawkins, A. G. Sherratt, and E. S. Sherratt. 2002. "Troy in Recent Perspective." *Anatolian Studies* 52: 75-109. [On WebCT]

Güterbock, Hans G. 1984. "Hittites and Akhaeans: A New Look." *Proceedings of the American Philosophical Society* 128.2: 114-22. [On WebCT]

Jablonka, Peter and C. Brian Rose. 2004. "Late Bronze Age Troy: A Response to Frank Kolb." *American Journal of Archaeology* 108.4: 615-30.

Hertel, Dieter and Frank Kolb. 2003. "Troy in Clearer Perspective." *Anatolian Studies* 53: 71-88.

Korfmann, Manfred. 1998. "Troia, an Ancient Anatolian Palatial and Trading Center: Archaeological Evidence for the Period of Troia VI/VII." *Classical World* 91.5: 369-85.

Pedley, John Griffiths. 2007. *Greek Art and Archaeology*. 4th ed. Upper Saddle River, NJ: Prentice Hall.

Rutter, Jeremy B. *The Prehistoric Archaeology of the Aegean*.
(http://projectsx.dartmouth.edu/history/bronze_age/)

Shelmerdine, Cynthia W., ed. 2008. *The Cambridge Companion to the Aegean Bronze Age*. Cambridge: Cambridge UP.

Van De Mieroop, Marc. 2006. *A History of the Ancient Near East ca. 3000–323 BC*. 2nd ed. Malden, MA: Blackwell.

Wood, Michael. 1998. *In Search of the Trojan War*. Berkeley: U of California P.

5. Weekly outline of content.

A sample course outline (Bronze Age Aegean) (weekly meetings are 2 ½ hrs)

	Topic	Readings and Assignments
Unit I	Introduction	
Week 1	Introduction; Overview of the Bronze Age Aegean; Techniques and History	Pedley pp. 11-22 Higgins pp. 7-15 Cynthia W. Shelmerdine, “Background, Sources, and Methods” = Shelmerdine pp. 1-18
Week 2	Background on the Minoan and Mycenaean Worlds	Pedley pp. 31-100
<u>Unit II:</u>	<u>The Minoan and Mycenaean Worlds</u>	
Week 3	Student Reports: The Minoan World	John G. Younger and Paul Rehak, “Minoan Culture: Religion, Burial Customs, and Administration” = Shelmerdine pp. 165-85 [required for everyone] Each of the following is required for the presenter of that site, as a baseline for further readings. These readings (Weeks 3-6) are recommended but not required for everyone else. 1) Knossos: Colin MacDonald = Cline pp. 529-42 2) Kommos: Joseph Shaw, Maria Shaw = Cline pp. 543-55

	Topic	Readings and Assignments
		3) Phaistos: Vincenzo La Rosa = Cline pp. 582-95
Week 4	Student Reports (cont.)	4) Malia: Jan Driessen = Cline pp. 556-70 5) Kato Zakros: Lefteris Platon = Cline pp. 509-17 6) Palaikastro: J. Alexander MacGillivray, L. Hugh Sackett = Cline pp. 571-81
Week 5	Student Reports: The Mycenaean World	Cynthia W. Shelmerdine and John Bennet, "Mycenaean States: Economy and Administration" = Shelmerdine pp. 289-309 [required for everyone] 1) Lerna: Martha Heath Wiencke = Cline pp. 660-70 2) Mycenae: Elizabeth French = Cline pp. 671-79 3) Tiryns: Joseph Maran = Cline pp. 722-34
Week 6	Student Reports (cont.)	4) Pylos: Jack L. Davis = Cline pp. 680-89 5) Thebes: Anastasia Dakouri-Hild = Cline pp. 690-711 6) Uluburun Shipwreck: Cemal Pulak = Cline pp. 862-76
Week 7	The Eruption of Thera; <u>Workshop on Term Papers</u>	Sturt W. Manning, "Eruption of Thera/Santorini" = Cline pp. 457-74 Students should have a topic selected by this point. We will discuss ways to approach and research paper topics.
Unit III:	Troy and the Trojan War	
Week 8	Early History of the Search: Schliemann to Blegen	Latacz pp. 1-12; Wood pp. 47-122 Short Paper #1 due (on Thera)
Week 9	Korfmann's Excavations	Korfmann; Latacz pp. 15-72
Week 10	The Debate Flares Up: Assessing Korfmann's Claims	Easton; Kolb; Jablonka <u>Research Paper Bibliographies due</u>
Week 11	The Hittite Evidence	Van De Mieroop pp. 156-63; Güterbock; Latacz pp. 73-140

	Topic	Readings and Assignments
Week 12	Conclusions about the Trojan War	Short Paper #2 due (on the Korfmann Debate)
Unit IV	The End of the Bronze Age	
Week 13	The Collapse of the Mycenaean World	Oliver Dickinson, "The Collapse at the End of the Bronze Age" = Cline pp. 483-90 Sigrid Deger-Jalkotzy, "Decline, Destruction, Aftermath" = Shelmerdine pp. 387-415 Van De Mieroop pp. 190-203
Week 14		Research Presentations
Week 15		Research Presentations
Week 16		Final drafts of Research projects due

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

Weekly participation: 15%

Research Project (including the bibliography and proposal): 35%

Research Presentation: 15%

Response papers: 20%

Student Reports or Book Reviews: 15%

7. Grading scale.

100-90% A

89.9%-80% B

79.9%-70% C

69.9%-60% D

below 60% F

Correlation of learning objectives to assignments and evaluation.

Learning Goal	Weekly discussion 15%	Response papers 20%	Book review (15%)	Research project 35%	Research Presentation 15%
1. Students will acquire a depth of content knowledge in a	X	X	X		

particular topic in modern world history through analytical reading, critical analysis, and expository writing. (G1)					
2. Students will read scholarly literature related to a specified topic in modern world history in order to identify, compare, and contrast historiographical arguments. (G2)	X	X	X	X	
3. Students will plan and execute a research project relating to the specified topic in premodern world history that conveys their own interpretation of events through analysis of primary sources and/or engagement with significant and relevant historiography. (G4).		X	X	X	X
4. Students will convey their analyses and interpretations through effective writing and oral communication. (G3)	X	X	X	X	X

Date approved by the department or school: 9/27/17

Date approved by the college curriculum committee:

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

Date approved by CAA: CGS: