

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: 17-89](#)
[Effective Fall 2018](#)

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** HIS 5720 (1, 2, 3)
3. **Short title:** ☐ Seminar in Modern History
4. **Long title:** ☐ Seminar in Modern 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 after 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 ☒ 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 ☒ 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 N/A _____

Course Fee ☒ No ☐ Yes, Explain if yes _____

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ 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 _____

X 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 Modern 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 Modern World 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 5720 (1, 2, 3) allow the department to offer multiple special topics courses in Modern 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 5720: Seminar in Modern History.
2. Catalog description: Intensive study in special topics in world history after 1700 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 modern 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 modern 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 modern 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, Problems in Human Rights History)

Other readings on course reserve at Booth Library and available electronically through the course management system (D2L Brightspace)

Bonnie S. Anderson, *Joyous Greetings: The First International Women's Movement, 1830-1860* (Oxford University Press, 2000).

Michael N. Barnett, *Empire of Humanity : A History of Humanitarianism* (Ithaca, N.Y. : Cornell University Press, 2011)

Elizabeth Borgwardt, *A New Deal for the World: America's Vision for Human Rights* (Cambridge, Mass. : Belknap Press of Harvard University Press, 2005).

Mary Ann Glendon. *A World Made New : Eleanor Roosevelt and the Universal Declaration of Human Rights*. New York : Random House, 2001.

Lynn Hunt, *Inventing Human Rights : A History* (New York, New York : W.W. Norton & Company, 2008).

Jenny S. Martinez, *The Slave Trade and the Origins of International Human Rights Law*. 1 edition. Oxford University Press, 2012.

Samuel Moyn, *The Last Utopia : Human Rights in History* (Cambridge, Mass. : Belknap Press of Harvard University Press, 2010).

Sarah B. Snyder, *Human Rights Activism and the End of the Cold War: A Transnational History of the Helsinki Network* (Cambridge University Press, 2011).

María Teresa Tula, *Hear My Testimony: María Teresa Tula, Human Rights Activist of El Salvador* (Boston, Mass. : South End Press, 1994).

5. Weekly outline of content.

A sample course outline (Human Rights History) (weekly meetings are 2 ½ hrs)

Week	Topic	Readings and assignments
Part I	Contours of Debate	
Week 1	Introductions and Definitions	Burns Weston, “Human Rights” in <i>Encyclopedia Britannica</i> (2007), expanded edition
Week 2	Approaching the History of Human Rights	Peter Stearns, <i>Human Rights in World History</i> (2007) Kenneth Cmiel, “The Recent History of Human Rights,” <i>American Historical Review</i> 109, no. 1 (February 2004): 117–35.
Week 3	French Revolution	Hunt, <i>Inventing Human Rights</i> Edelstein, Dan. “Enlightenment Rights Talk.” <i>Journal of Modern History</i> 86, no. 3 (September 2014): 530–65. Joan Wallach Scott, <i>Only Paradoxes to Offer : French Feminists and the Rights of Man</i> (Cambridge, Mass. : Harvard University Press, 1996).(chapter 1)
Week 4	Second World War	Elizabeth Borgwardt, <i>A New Deal for the World: America’s Vision for Human Rights</i> (Cambridge, Mass.: Belknap Press of Harvard University Press, 2005).
Week 5	Rights Revolution?	Samuel Moyn, <i>The Last Utopia : Human Rights in History</i> (Cambridge, Mass. : Belknap Press of Harvard University Press, 2010).
Part II	What to do with the 19th century?	
Week 6	Humanitarianism	Michael N. Barnett, <i>Empire of Humanity : A History of Humanitarianism</i> (Ithaca, N.Y. : Cornell University Press, 2011)
		Bibliography and research proposal due
Week 7	Slavery and Human Rights	Jenny S. Martinez, <i>The Slave Trade and the Origins of International Human Rights Law</i> . 1 edition. Oxford University Press, 2012.

		William Mulligan and Maurice J. Bric, eds., <i>A Global History of Anti-Slavery Politics in the Nineteenth Century</i> (Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2013).(chapter 4)
Week 8	Women's Rights	Kathryn Kish Sklar, James Brewer Stewart, and Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, eds., <i>Women's Rights and Transatlantic Antislavery in the Era of Emancipation</i> (New Haven: Yale University Press, 2007). (selection) Bonnie S. Anderson, <i>Joyous Greetings: The First International Women's Movement, 1830-1860</i> (Oxford University Press, 2000).
Part III	Twentieth Century	
Week 9	League of Nations	Eric D. Weitz, "From the Vienna to the Paris System: International Politics and the Entangled Histories of Human Rights, Forced Deportations, and Civilizing Missions," <i>American Historical Review</i> 113, no. 5 (December 2008): 1313–43. Carole Fink, "Minority Rights as an International Question," <i>Contemporary European History</i> 9, no. 3 (November 1, 2000): 385–400. Keith David Watenpugh, "The League of Nations' Rescue of Armenian Genocide Survivors and the Making of Modern Humanitarianism, 1920-1927," <i>American Historical Review</i> 115, no. 5 (December 2010): 1315–39. Jessica R. Pliley, "Claims to Protection: The Rise and Fall of Feminist Abolitionism in the League of Nations' Committee on the Traffic in Women and Children, 1919–1936," <i>Journal of Women's History</i> 22, no. 4 (2010): 90–113.
Week 10	Genocide	Eric D. Weitz, <i>A Century of Genocide Utopias of Race and Nation</i> . (Princeton : Princeton University Press, 2008).
Week 11	Drafting the Universal Declaration of Human Rights	Mary Ann Glendon. <i>A World Made New : Eleanor Roosevelt and the Universal Declaration of Human Rights</i> . New York : Random House, 2001. Waltz, Susan. "Universal Human Rights: The Contribution of Muslim States." <i>Human Rights Quarterly</i> 26, no. 4 (November 1, 2004): 799–844. doi:10.2307/20069761.

		Bhagavan, Manu. "A New Hope: India, the United Nations and the Making of the Universal Declaration of Human Rights." <i>Modern Asian Studies</i> 44, no. 02 (March 2010): 311–47. doi:10.1017/S0026749X08003600.
		Research project draft due
Week 12	Research Presentations	Presentations in class
Week 13	Enforcing Human Rights	A. W. B. Simpson, <i>Human Rights and the End of Empire : Britain and the Genesis of the European Convention</i> (Oxford: Oxford University Press, 2001).
Week 14	Human Rights Activism: Women in Latin America	<p>Maria Teresa Tula, <i>Hear My Testimony: Maria Teresa Tula, Human Rights Activist</i></p> <p>Edward L. Cleary, <i>Mobilizing for Human Rights in Latin America</i> (Bloomfield, CT: Kumarian Press, 2007), chapter 2.</p> <p>T.M. Linda Scholz, "Beyond Roaring Like Lions: Comadrisimo, Counternarratives, and the Construction of a Latin American Subjectivity of Feminism," <i>Communication Theory</i> (online version, April 15, 2015).</p> <p>Film: "El Salvador: Portraits in a Revolution," (1994)</p>
Week 15	End of the Cold War	Sarah B. Snyder, <i>Human Rights Activism and the End of the Cold War: A Transnational History of the Helsinki Network</i> (Cambridge University Press, 2011).
		Final Research paper due
Week 16	Final Exam period	Final Response Paper/Exam

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

Weekly participation: 25%

Research Project (including the bibliography and proposal): 30%

Research Presentation: 5%

Response papers: 25%

Final response paper (Final exam): 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 25%	Response papers 25%	Final Exam (15%)	Research paper 30%	Presentation 5%
1. Students will acquire a depth of content knowledge in a particular topic in modern world history through analytical reading, critical analysis, and expository writing. (G1)	X	X	X		
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 modern world history that conveys their own		X	X	X	X

interpretation of events through analysis of primary sources and/or engagement with significant and relevant historiography. (G4).					
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: