

Eastern Illinois University
New Course Proposal

HIS 1595G, World History: Empires in Global History, Honors

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** HIS 1595G
2. **Title (may not exceed 30 characters, including spaces):** World History, Honors*
3. **Long title, if any (may not exceed 100 characters, including spaces):** World History: Empires in Global History, Honors
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☒ Fall ☒ Spring ☐ Summer ☐ On demand
6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:** 2012
7. **Course description (not to exceed four lines):**
This course examines the history of empires that shaped and influenced global politics, economy, and culture. How did the empires such as the Mongol, Ottoman, Spanish, British, Russian, Japanese, and American Empires rise and fall? Students will consider the legacies of these empires in today's global interactions.
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
HIS 1525G
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☒ No
 - b. **Prerequisite(s)**
 - **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
None
 - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☐ Yes ☒ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
 - c. **Who can waive the prerequisite(s)?** N/A
☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): N/A
 - e. **Repeat status:** ☒ Course may not be repeated.
☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:

g. Degree, college, major(s), level, or class to be excluded from the course, if any:

Social Science majors

- 9. Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]
General education, satisfying the Humanities requirement in Humanities and Fine Arts segment; Cultural diversity requirement for general education.

Honors

Writing Intensive

- 10. Grading methods** (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

☐ The grade for this course will not count in a student’s grade point average.

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

☐ The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

☐ Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

- 11. Instructional delivery method:** (Check all that apply.)

☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad
☐ Internet ☐ hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

- 1. List the student learning objectives of this course:**

- Identify, describe, and compare the structure and organization of the major empires since the Mongol empire.
- Explain and analyze how colonial and imperial systems affected social and cultural structures.
- Introduce students to interdisciplinary studies and the use of primary sources.
- Synthesize information from a variety of primary and secondary sources in a series of written assignments that will develop critical thinking.

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- **EIU graduates will write and speak effectively.**
- **EIU graduates will think critically.**
- **EIU graduates will function as responsible citizens.**
 1. Written exams, the research paper, the review, and other writing assignments listed will help students to write effectively. (GE)
 2. Discussion groups and the review presentation will help students learn to speak effectively. (GE)
 3. Interpreting and analyzing primary and secondary sources will hone students' critical thinking skills. (GE)
 4. Interpreting the origins and development of the empires will help students understand the imperial traditions and practices that continue to shape our world today, thus preparing them for responsible global citizenship. (GE)
 5. Comparing and contrasting diverse people in global context will develop cultural awareness in students (including issues of cultural distinctiveness and difference, i.e., ethnicity, race, gender, sexual orientation, disability) and prepare them to function as responsible global citizens. (GE)

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- **Depth of content knowledge**
- **Effective critical thinking and problem solving**
- **Effective oral and written communication**
- **Advanced scholarship through research or creative activity**

n/a

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Two Written Examinations
Book/Film Review and Presentation
One-Minute Essays & Mini Writing Assignments
Research Paper
Class Attendance and Participation

3. Explain how the instructor will determine students' grades for the course:

Student achievement of the stated objectives [including GE objectives] will be evaluated based on the following activities and grades assigned according to the given percentages:

	Written Examinations (2) 30% (15% each)	Book/Film Review and Presentation (25%) and Research Paper (25%)	One-Minute Essays & Mini Writing Assignments (10%)	Class Participation (10%)
Writing Effectively	X	X	X	
Speaking Effectively		X		X
Critical Thinking	X	X	X	X
Responsible Citizen	X		X	X
Analyzing primary and secondary sources	X	X	X	X
Interpreting the origins and development of global empires	X	X	X	X
Comparing and contrasting diverse people in global context	X	X	X	X

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
 - a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
 - b. Describe how the integrity of student work will be assured:
 - c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):
5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
 - a. course objectives;
 - b. projects that require application and analysis of the course content; and
 - c. separate methods of evaluation for undergraduate and graduate students.
6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

Writing-Intensive. The course includes several writing assignments accounting for 60% of the final grade and written examinations accounting for 30%. One of the writing assignments will include the provision for it to be revised after commented upon by the instructor.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Sample course schedule

Week 1 Introduction to "Empires" and "Modernity"

Week 2 The legacies of the Mongol Empire across the East and across the West

Week 3 The rise of the Ottoman Empire in Eurasia; European exploration

Week 4 The Spanish Empire; the Trans-Atlantic Trade

Week 5 The Colonial Expansion of the British Empire; Modern Imperialism

Week 6 Qing China; China and the West

Week 7 The Rise and Expansion of the Russian Empire; Russia between Europe and Asia

Week 8 The Meiji Restoration; the Japanese Imperialism

Week 9 America as an Empire; The Sentimental Imperialist?

Week 10 Legacies of Modern Empires in Global Trade

Week 11 Empire and the Concept of "Race"; Empire and the Concept of Class

Week 12 Women in Global Empires; The Culture of Empire

Week 13 The Use of Religions in Empire-Building Project; The Social Structure of Imperialism

Week 14 Empire, Food, and Environment; Ecological Narrative of Modern Empires

Week 15 Legacies of Global Empires in Globalization

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

HIS 1595G is being developed as part of an overhaul of the World History component of the General Education curriculum. The shift is away from broad, undefined survey courses and toward defined surveys around specific historical topics or issues in world history. The narrower focus will permit these courses to better develop critical thinking skills and model historical interpretation by concentration on a set of specific issues appropriate to the given topic. The courses will also better alert students toward the specific themes of a given courses, allowing students to select topics that will more directly engage their interests.

HIS 1595G in particular focuses on issues of empires—their establishment and maintenance. Such a focus allows students to engage directly with issues about justifications for empires, system of political organization, and failures of maintenance that have deeply shaped the development of the modern world.

a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.

HIS 1595G is part of the general education curriculum under the "Humanities" section of the Humanities and Fine Arts segment for the following reasons:

1. History is a Humanities discipline located in the College of Arts and Humanities.

2. HIS 1595G focuses on reading and interpreting historical sources and data within the tradition of humanistic scholarship.

- b. If the course or some sections of the course may be technology delivered, explain why.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

HIS 1595G is general education course that requires no prerequisites.

3. If the course is similar to an existing course or courses, justify its development and offering.

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
 - b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.

HIS 1595G is a revision of HIS 1592G, which is to be deleted from the curriculum.

4. Impact on Program(s):

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.

n/a

- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

n/a

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Jinhee Lee, Roger Beck, José Deustua, and any other qualified faculty

2. Additional costs to students: None

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. Text and supplementary materials to be used (Include publication dates):

Robert Tignor, et al. *Worlds Together, Worlds Apart* (Vol.C) (2008)

Jane Burbank and Frederick Cooper, *Empires in World History: Power and the Politics of Difference* (2010)

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

A community college course may be judged equivalent to this course

PART VII: APPROVALS

Date approved by the department or school: 10/13/11

Date approved by the college curriculum committee: 11/30/11

Date approved by the Honors Council (*if this is an honors course*): 2/16/12

Date approved by CAA: 3/8/12

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

**Student
Success
Center**

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

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