This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Gray boxes (except check boxes) will expand as you type in them.

Please check one:  X New course   □ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: HIS 5430
2. Title (may not exceed 30 characters, including spaces): Modern Germany
3. Long title, if any (may not exceed 100 characters, including spaces): History of Modern Germany
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   X On demand
6. Initial term of offering: X Fall   □ Spring   □ Summer   □ Year 2007
7. Course description (not to exceed four lines): A reading and discussion course that examines selected topics in modern German history. Readings will cover standard works and recent scholarship on German social, cultural, and political history.

8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). There are no equivalent courses.
   b. 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. N/A
   c. Who can waive the prerequisite(s)?
      □ No one   □ Chair   □ Instructor   □ Advisor   □ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one): None
   e. Repeat status:   X Course may not be repeated.
      □ Course may be repeated to a maximum of hours or times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: MA, Graduate college.
   g. Degree, college, major(s), level, or class to be excluded from the course, if any:
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] writing intensive

10. **Grading methods** (check all that apply): X 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.)

11. **Instructional delivery method**: lecture (This is a drop-down menu.)

**PART TWO: ASSURANCE OF STUDENT LEARNING**

1. List the student learning objectives of this course:

   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: N/A
      - EIU graduates will write and speak effectively.
      - EIU graduates will think critically.
      - EIU graduates will function as responsible citizens.

   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:

      Students will
      1. identify major developments in German history from 1871 to 1990.
      2. describe important historiographical debates regarding Germany’s social, cultural, and political development in that period.
      3. analyze significant scholarly works in the field of modern German history, including standard and more recent works.
      4. implement accepted methods of historical research to conduct their own research.
      5. communicate the results of research and analysis both orally and in written format.

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

   1a) Students will develop a research project on the topic of their choice that is relevant to the course material. This paper may be of one of two kinds: primary research or historiographic – that is, either a paper based on primary sources or a paper that examines a specific scholarly debate.

   1b) To prepare students for this task, the student will be required before submitting a rough draft to submit an annotated bibliography of the books or sources he or she intends to use and a proposal outlining the scale and scope of the project as well as the major historiographical or historical question to be addressed.

   1c) Each student will give a substantive presentation of the results of his or research to the rest of the group.
2a) Each student will lead one class discussion using pre-circulated discussions developed by the student in consultation with the instructor and by giving an oral presentation of a work related to the common readings.

2b) Each student will write a 3-page book review of the work he or she presented to the class.

3a) Students are responsible for thoroughly and thoughtfully reading the common readings each week and actively participating in the class discussion.

3b) Students will write 2-page analyses of any five weeks’ readings, due in class the day of discussion.
3. Explain how the instructor will determine students’ grades for the course:

<table>
<thead>
<tr>
<th></th>
<th>Book Review (10%)</th>
<th>Presentation and discussion questions (5%)</th>
<th>Five 2-page response papers (10%)</th>
<th>20 Page Research paper (30%)</th>
<th>Weekly discussion of common readings (30%)</th>
<th>Annotated Bibliography and proposal (10%)</th>
<th>Presentation of Research (5%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify major developments</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Describe historiographical debates</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Analyze significant works</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Implement historical methods/research</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Oral and written communication</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following: N/A
   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.
   N/A

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 *.)

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.
This course is 3-0-3 and will meet once a week in 2.5 hour units

Sample course outline:
Week 1: The German “Sonderweg” Thesis: Proponents and Critics
Week 2: Forging unity? Nationalism and liberalism under the Second Empire
Week 3: Race, nation, and colonialism
Week 4: The Limits of assimilation: Jews and German society in the Kaiserreich
Week 5: Militarism, foreign policy, and the coming of the Great War
Week 6: Continuity or change? Politics and the home front
Week 7: Continuity or change? Postwar Germany and the search for “normalcy”
Week 8: The Rise of National Socialism
Week 9: Consent and coercion in the Nazi State
Week 10: German Society and the Second World War
Week 11: Genesis and Implementation of the Final Solution
Week 12: Cold War and popular culture in Divided Germany
Week 13: The politics of memory in divided Germany
Week 14: Presentations of research
Week 15: Presentations of research

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
   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. This course has already been offered twice as a special topics course (HIS 5400: Readings in European History), both times at capacity. The course partially satisfies requirements for students with a major or a minor concentration in European history. The course is designed to not only cover major problems in the historiography of modern Germany, but also to deal with broader historiographical and methodological problems and approaches that are relevant to any advanced study of history. Because Germany was central to the tortured history of the twentieth century (the world wars, Nazism, the Berlin Wall, and the east German socialist state), this course will likely continue to attract wide student interest.
   b. If the course or some sections of the course may be technology delivered, explain why. This course will not be technology delivered.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
   This course is designed as a graduate-level readings seminar with heavy reading and writing requirements. There are no pre-requisites, co-requisites. Registration is restricted to graduate students enrolled in the History MA program or by consent of the instructor.

3. If the course is similar to an existing course or courses, justify its development and offering.
   No similar courses exist.
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. N/A
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. N/A

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. This course will not be a core requirement for graduate students in the traditional MA program.

   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:

   Dr. Sace Elder

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses. N/A

2. Additional costs to students:

   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.) N/A

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

   Sample texts include:
Lora Wildenthal, *German Women for Empire, 1884-1945* (2001)
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.

N/A

PART VII: APPROVALS

Date approved by the department or school: **11-15-06**

Date approved by the college curriculum committee: **1-24-07**

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

Date approved by CAA: **Not applicable** CGS: **2-20-07**

*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).