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| For Academic Affairs and Research Use Only | |
| Proposal Number |  |
| CIP Code: |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[X]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

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| --- | --- |
| Gary T. Edwards 9/16/2020 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Justin Castro 9/18/2020 **Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (if applicable)** |
| Warren Johnson 10/28/2020  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Director of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Gina Hogue 10/29/2020 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Gary Edwards, Dept. of History; [gedwards@astate.edu](mailto:gedwards@astate.edu); ext. 2313

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

.Term – Spring 2021

Bulletin – 2021-22

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

|  |  |  |
| --- | --- | --- |
|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | HIST |
| **Number\*** |  | 2003 |
| **Title** |  | History of Global Diversity |
| **Description\*\*** |  | GENERAL HISTORY. Historical perspectives on race, ethnicity, gender, class, sexuality, ability, and age. Examination of institutionalized oppression, inequality, and privilege in a global context through an analysis of how these social identities were learned and reinforced in different contexts over time. |

***\**** (Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

\*\*Forty words or fewer as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. No Are there any prerequisites?
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

Enter text...

1. No Is this course restricted to a specific major?
   1. If yes, which major? Enter text...
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Fall, Spring

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Lecture

1. **Proposed grade type [Modification requested? Yes/No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard Letter

1. No Is this course dual-listed (undergraduate/graduate)?
2. No Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

Enter text...

**b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

1. No Is this course in support of a new program?

a. If yes, what program?

Enter text...

1. No Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

**Unit 1 - Cultural Identities, Historical Consciousness:** Through historical case studies,we will analyze and compare various cultures’ values, perspectives, and realities. We will analyze how social identities across various cultures were learned and reinforced through social practices and examine how the manifestation of hegemonic identities (i.e. masculinity; ability; whiteness; heterosexuality, etc) have mediated institutionalized oppression over space and time by reinforcing forms of inequality and privilege. We will compare the causes and effects of oppressive systems and ideologies including racism, ethnocentrism, colorism, religious oppression, classism, sexism, heterosexism, ableism, ageism, adultism, and transgender oppression in societies around the world and evaluate how the intersections of these systems have reinforced each other.

Week 1: Introducing Key Terminology

Week 2: Theoretical Framework: Identities, Social Histories, and Difference

Week 3: Origins of Racism in World History

Week 4: The History of Racism in the United States

Week 5: Histories of Anti-racism in the 20th Century World

Week 6: Histories of Ethnocentrism and Colorism

Week 7: Histories of Religious Oppression and Resilience

Week 8: Histories of Classism

Week 9: Histories of Sexism and Heterosexism

Week 10: Histories of Transgender Oppression

Week 11: Histories of Ableism

Week 12: Histories of Ageism and Adultism

**Unit 2 - Research Project:** Students will conduct historical and/or contemporary research on the effects of prejudice and discrimination with regard to race, ethnicity, class, gender, sexual orientation, religious affiliation, ability, or a combination of the aforementioned.

Week 13: Group Research Project Meetings

Week 14: Group Research Project Meetings

Week 15: Group Research Project Presentations

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

Guest Speakers

1. **Department staffing and classroom/lab resources**

No additional staffing or resources needed

1. Will this require additional faculty, supplies, etc.?

Enter text...

1. No Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

By introducing students to historic and contemporary issues surrounding privilege and oppression, unconscious bias, and the consequences of prejudice and discrimination, this course supports the university’s mission to cultivate culturally-conscious and informed global citizens. **Course Learning Outcomes:** Global Awareness: Students will be able to demonstrate awareness of interrelated socio-cultural, historical, political and economic forces that have shaped the construction of difference in local and global cultures, and examine how cultural values have shaped lived experiences across space and time. Global Perspective: Students will be able to analyze how various forms of privilege/inequality (e.g. ableism, racism, sexism, classism, etc.) have evolved over space and time to manifest in diverse locales in the contemporary world including institutions, organizations, and policies. Global Engagement: Students will be able to demonstrate acceptance of shared responsibility for respecting cultural difference, as well as engaging in solving local, global and intercultural experiences of inequalities whether in terms of race, ethnicity, color, class, gender, sexual orientation, religious affiliation, age, or ability. **Course Skills:** Critical and Historical Thinking: Students will develop the ability to critically analyze and synthesize primary and secondary sources, consider multiple perspectives, evaluate the validity and bias of sources and arguments, and draw informed conclusions. Historical Research, Writing, and Communication: Students will develop the ability to clearly formulate and articulate evidence-based ideas and arguments, both orally and in writing, to ask new questions and conduct sound historical research to seek possible answers, and to communicate conclusions in a variety of modalities. Intercultural Awareness and Civic Responsibility: Students will develop the ability to take informed action to address contemporary issues of inequality and privilege and continuously interrogate their own frames of reference, biases, and privilege.

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

This course supports the History Department’s mission to offer rigorous and engaging learning environments that foster historical research, writing, and critical thinking skills in comparative contexts. This course is not mandated by an accrediting agency.

c. Student population served.

This course could potentially serve all undergraduate students enrolled at Arkansas State University. As an elective, it could complement a multitude of disciplinary curriculums ranging from education and business to pre-medicine and engineering. This course will also eventually serve as a foundational introductory course for BA History and BSE Social Science majors.

d. Rationale for the level of the course (lower, upper, or graduate).

This course is designed as an introduction for students with no formal training, coursework, or other academic background in global diversity and the histories of privilege and oppression. The readings and assignments are equivalent to 2000 level introductory courses in U.S. and World History and the core objectives of the course are introductory in nature.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes / No** Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

This course will support both the BA History and the BSE Social Science Program-level learning outcomes by offering students opportunities to 1) utilize and hone effective historical research skills, 2) cultivate the habit of critical thinking through primary and secondary source analysis, synthesis, and evaluation, and 3) harness content knowledge to contextualize contemporary issues of inequality and privilege in their appropriate historical contexts. For the BSE Social Science program in particular, this course is essential for cultivating civic responsibility by training future social studies educators in cross-cultural awareness, unconscious bias, and the deleterious effects of prejudice and discrimination.

1. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #19)** | Research Skills: A graduate with a BA in History will be able to utilize effective historical research skills. |
| Assessment Measure | Research Project |
| Assessment  Timetable | Each semester the course is taught |
| Who is responsible for assessing and reporting on the results? | Instructor |
| **Program-Level Outcome 2 (from question #19)** | Critical Thinking: A graduate with a BA in History will be able to synthesize primary and secondary historical sources |
| Assessment Measure | Discussion Responses, Reflections, Research Project |
| Assessment  Timetable | Each semester the course is taught |
| Who is responsible for assessing and reporting on the results? | Instructor |
| **Program-Level Outcome 3 (from question #19)** | Content Knowledge: A graduate with a BA in History will be able to articulate historical content and broader historiographical trends. |
| Assessment Measure | Discussion Responses, Reflections, Research Project |
| Assessment  Timetable | Each semester the course is taught |
| Who is responsible for assessing and reporting on the results? | Instructor |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

|  |  |
| --- | --- |
| **Outcome 1** | Global Awareness: Students will be able to demonstrate awareness of interrelated socio-cultural, historical, political and economic forces that have shaped the construction of difference in local and global cultures, and examine how cultural values have shaped lived experiences across space and time. |
| Which learning activities are responsible for this outcome? | Discussion responses, reflections |
| Assessment Measure | Discussion responses, reflections |

|  |  |
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| **Outcome 2** | Global Perspective: Students will be able to analyze how various forms of privilege/inequality (e.g. ableism, racism, sexism, classism, etc.) have evolved over space and time to manifest in diverse locales in the contemporary world including institutions, organizations, and policies. |
| Which learning activities are responsible for this outcome? | Discussion responses, reflections |
| Assessment Measure | Discussion responses, reflections |

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| --- | --- |
| **Outcome 3** | Global Engagement: Students will be able to demonstrate acceptance of shared responsibility for respecting cultural difference, as well as engaging in solving local, global and intercultural experiences of inequalities whether in terms of race, ethnicity, color, class, gender, sexual orientation, religious affiliation, age, or ability. |
| Which learning activities are responsible for this outcome? | Research Project |
| Assessment Measure | Research Project |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| --- |
| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** |

**Undergraduate Bulletin 2020-2021, p. 494**

**CURRENT:**

**History (HIST)**

**HIST 1003. Introduction to History and Social Studies**GENERALHISTORY.Firstyearexperience course. Introduction to the disciplines and fields that make up history and social studies, as well as skills to aid in college success. Fall

**HIST 1013. World History to 1500** WORLD HISTORY. The pre-modern world,with emphasis on the economic, political, and cultural processes that shaped societies before the rise of global interdependence. Fall, Spring, Summer. (ACTS#: HIST 1113)

**HIST 1023. World History since 1500** WORLD HISTORY. The modern world,with emphasis on the economic, political, and cultural processes that have increased global interdependence. Fall, Spring, Summer. (ACTS#: HIST 1123)

HIST 2003. History of Global Diversity GENERAL HISTORY. Historical perspectives on race, ethnicity, gender, class, sexuality, ability, and age. Examination of institutionalized oppression, inequality, and privilege in a global context through an analysis of how these social identities were learned and reinforced in different contexts over time. Fall, Spring.

**HIST 2763. The United States to 1876** UNITED STATES HISTORY. Social, economic, and political developments from Columbus to the end of Reconstruction. Fall, Spring, Summer. (ACTS#: HIST 2113)

**HIST 2773. The United States since 1876** UNITED STATES HISTORY. Social, economic, and political developments from Reconstruction to the present. Fall, Spring, Summer. (ACTS#: HIST 2123)

**HIST 3013. Civilizations of Africa** WORLD HISTORY. African history from its earliest beginnings to modern times. Specific attention given to social, economic, political, and religious factors. Regional focus on West Africa. Spring, even.

**HIST 3043. Asian History since 1500** WORLD HISTORY. Survey of Asian history from 1500 to the present, with a focus on interactions and connections within Asia, with the West and with the larger world. Fall, odd.

**HIST 3083. History of Arkansas** UNITED STATES HISTORY. An advanced survey of Arkansas history from prehistoric times to the present with an emphasis on political, economic, and social/cultural themes. Required of BSE Social Science majors. Fall, Spring, Summer.

**HIST 3123. Latin America, The Colonial Period** WORLD HISTORY. From the pre- Columbian Indian civilization to the era of independence. Fall, odd.

**HIST 3133. Latin America, The National Period** WORLD HISTORY. Development of Latin American nation states. Spring, even.

*The bulletin can be accessed at https://www.astate.edu/a/registrar/students/bulletins/*

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**PROPOSED:**

**History (HIST)**

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