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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 9/15/2020**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| J. Justin Castro 9/18/2020**Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (if applicable)**   |
| Warren Johnson 9/23/2020**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 9/23/20**Director of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| Gina Hogue 9/24/2020**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)**

Dr. Kellie Buford, kbuford@astate.edu, 3388

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

Spring 2021

**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\*** |  | 4253 |
| **Title** |  | WOMEN IN WORLD HISTORY |
| **Description\*\*** |  | WORLD HISTORY. A comparative global examination of women across various cultures and societies from pre-history to the twenty-first century with particular emphasis on the impact of laws, racial heritage, religious customs, marriage and family, motherhood, sexuality, activism, and work on women’s lives. |

 ***\**** (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? 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]**

*Not applicable to Graduate courses.*

Spring, even.

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.

Seminar

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.

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

 No

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: Women in Pre-History and Early Civilizations**

Week 1: Historicizing the Study of Women

 Week 2: Women in Pre-History and Ancient Egypt

 Week 3: Women in Classical Greece and the Late Roman Republic

 Week 4: Women in Ancient China and Southeast Asia

 Week 5: Women in Africa and the Americas, pre-European contact

**Unit 2: Women in Early World Religions**

Week 6: Women in Early Confucianism and Buddhism

 Week 7: Women in Early Hinduism and Judaism

 Week 8: Women in Early Islam and Christianity

**Unit 3: Women in the Age of Conquest and Colonialism**

Week 9: Women and Empire in Asia, India, and the Middle East

 Week 10: Women and the European Conquest of Africa and the Americas

 Week 11: Women, Property Rights, and Citizenship in the Age of Revolutions

**Unit 4: “New” Women, Feminisms, and Colonial Legacies**

Week 12: Women’s Liberation in Africa and the Middle East

 Week 13: Women’s Liberation in India, China, and Japan

 Week 14: Women’s Liberation in Europe and the Americas

 Week 15: Bringing It All Together, Round Table on Contemporary Issues Confronting All Women; complete “Uncovering Women’s Voices—A Collaborative Oral History Project”

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

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

N/A

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)

 **Academic Rationale:** This course will be the first and only comparative global history course about women offered by the History Department. It has been very popular when offered as a special topics course. The readings and assignments are designed to provide a balanced examination of women from all regions of the world without favoring the study of women in the “West” over women from the Mediterranean, Africa, Latin and South America, and Southeast Asia. As we analyze women through the ages using both primary and secondary sources, we will interrogate conceptual frameworks such as “West” versus “East,” “civilized” versus “uncivilized,” and “modern” versus “pre-modern” that inform our interpretive frameworks. By interrogating key issues that affected women’s lives in comparative contexts, including changing gender roles, religion, work, economics, sexuality, motherhood, violence, marriage, colonialism, and war, students will not only learn about what being a woman meant in different societies, they will also formulate educated opinions about the value of gender as an analytical lens through which to study history. Among other critical questions, we will answer and debate such questions as, “What did it mean to be women in different historical contexts?” and “How did factors such as race, religion, and marital status influence the different trajectory of women’s lives?”

 **Course Outcomes:**

 **1.** Analyze the origins, maintenance, and de-stabilization of matriarchal and patriarchal institutions across space and time.

 **2.** Evaluate the extent to which various early world religions, marriage customs, laws, war, and work, and changing constructions of race and gender both oppressed and liberated women.

 **3.** Compare and contrast women’s resistance and activism across cultures and eras.

 **4.** Assess the varying degrees of impact that racial heritage, religious affiliation, class status, and sexual orientation had on women’s different experiences.

 **5.** Interrogate conceptual frameworks and belief systems that inform unexamined biases and assumptions about women and gender.

 **6.** Empower students to harness historical knowledge to advocate for a more inclusive and equitable world for all women.

 **Course Skills Students Will Develop:**

 **1**. 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.

 **2.** The ability to clearly formulate and articulate evidence-based ideas and arguments, both orally and in writing.

 **3.** The ability to ask new questions, conduct sound historical research to seek possible answers, communicate conclusions, and, if applicable, take informed action.

 **4**. The ability to 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.

BA History and BSE Social Science majors who need upper level world history coursework, and any other students interested in women’s history in a global comparative context

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

This course’s seminar styles and rigorous weekly reading and writing requirements, along with the advanced analysis, synthesis, and evaluation skills necessary to complete these requirements and, constitute the amount and type of work typical of an upper level undergraduate history course.

**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 the BA History program’s three 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) articulate historical arguments and broader historiographical trends in comparative women’s history. This course meets the BA History and BSE Social Science program requirements for an upper level World History elective**.**

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 | Historical Research Papers, Final Research Project |
| Assessment Timetable | Two Research Papers administered throughout the semester; final research project administered in the final month of the semester |
| Who is responsible for assessing and reporting on the results? | Course Instructor |

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

|  |  |
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| **BA 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 | Historical Research Papers, Final Research Project |
| Assessment Timetable | Two Research Papers administered throughout the semester; final research project administered in the final month of the semester |
| Who is responsible for assessing and reporting on the results? | Course Instructor |

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| **BA 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 | Research Papers, Seminar Discussions, Final Research Project |
| Assessment Timetable | Two Research Papers administered throughout the semester; weekly whole group seminars of required primary and secondary source readings; final research project administered in the final month of the semester |
| Who is responsible for assessing and reporting on the results? | Course Instructor |

 **Course-Level Outcomes**

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

|  |  |
| --- | --- |
| **Outcome 1** | **1.** Analyze the origins, maintenance, and de-stabilization of matriarchal and patriarchal institutions across space and time. |
| Which learning activities are responsible for this outcome? | Seminar discussions, research papers, final research project |
| Assessment Measure  |  Seminar discussions, research papers, final research project |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | **2.** Evaluate the extent to which various early world religions, marriage customs, laws, war, and work both oppressed and liberated women. |
| Which learning activities are responsible for this outcome? | Seminar discussions, research papers, final research project |
| Assessment Measure  |  Seminar discussions, research papers, final research project |

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| **Outcome 3** | **3.** Compare and contrast women’s resistance and activism across cultures and eras.  |
| Which learning activities are responsible for this outcome? | Seminar discussions, research papers, final research project |
| Assessment Measure  |  Seminar discussions, research papers, final research project |

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| **Outcome 4** | **4.** Assess the varying degrees of impact that racial heritage, religious affiliation, class status, and sexual orientation had on women’s different experiences.  |
| Which learning activities are responsible for this outcome? | Seminar discussions, research papers, final research project |
| Assessment Measure  |  Seminar discussions, research papers, final research project |

|  |  |
| --- | --- |
| **Outcome 5** | **5.** Interrogate conceptual frameworks and belief systems that inform unexamined biases and assumptions about women and gender. |
| Which learning activities are responsible for this outcome? | Seminar discussions, research papers, final research project |
| Assessment Measure  |  Seminar discussions, research papers, final research project |

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| **Outcome 6** | **6.** Empower students to harness historical knowledge to advocate for a more inclusive and equitable world for all women. |
| Which learning activities are responsible for this outcome? | Final research project |
| Assessment Measure  | Final research project |

**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.**  |

**CURRENT**

**Undergraduate Bulletin 2020-2020, p. 496**

**HIST 3623. The American West** UNITED STATES HISTORY. The American West from the Lewis and Clark expedition to the closing of the frontier. Fall, even.

**HIST 3653. The American Indian** UNITED STATES HISTORY. History and culture of the American Indian and the role of government in Indian affairs. Spring, even.

**HIST 3673. African American History I** UNITED STATES HISTORY. Contributions of people of African descent in the creation of the United States from the Colonial period through Reconstruc- tion. Fall, odd.

**HIST 3683. African American History II** UNITED STATES HISTORY. The African American experience from Reconstruction to the present and its impact in U.S. History. Spring, even.

**HIST 3693. United States Women’s History** UNITED STATES HISTORY. The role of women in United States history from 1600 to the present. Cross listed as WGS 3693. Spring, odd.

**HIST 3743. The Urban Revolution in America** UNITED STATES HISTORY. Evolution of the American city and its impact on society. Spring, even.

**HIST 3853. U.S. Civil Rights Movement** UNITED STATES HISTORY. The transformation of America through campaigns for African Americans civil rights. Prerequisites, HIST 2773, or HIST 3683, or POSC 3163, or instructors permission. Fall, even.

**HIST 4113. Imperial Russia** WORLD AND EUROPEAN HISTORY. Russian history to the Revolution of 1917. Fall, odd.

**HIST 4123. Soviet Russia** WORLD AND EUROPEAN HISTORY. The U.S.S.R. 1917 to pres- ent. Spring, even.

**HIST 4133. History of Ancient China** WORLD HISTORY. Ancient Chinese civilization from the founding of the Shang Dynasty, 1766 B.C., to the end of the Three Kingdoms Period, A.D. 280. Spring, odd.

**HIST 4143. The Rise of Modern China** WORLD HISTORY. Major developments in Chinese history with emphasis on the twentieth century. Fall, odd.

**HIST 4213. History of England, 55 BC to AD 1689** WORLDANDEUROPEANHISTORY. The social, political, and ecclesiastical history of England from Julius Caesar’s reconnaissance to the Glorious Revolution. Fall, even.

**HIST 4223. History of Great Britain. 1688 to 1982** WORLDANDEUROPEANHISTORY. The social, political, economic, and imperial history of Great Britain from the Glorious Revolution to the Falklands War. Spring, odd.

**HIST 4243. The Vikings** WORLD AND EUROPEAN HISTORY. The impact of the Viking phenom- enon on Europe, and of Europe on Norse culture in the 7th-13th centuries. Fall, odd.

**HIST 4253. Women in World History WORLD HISTORY.** A comparative global examination of women across various cultures and societies from pre-history to the twenty-first century with particular emphasis on the impact of laws, racial heritage, religious customs, marriage and family, motherhood, sexuality, activism, and work on women’s lives. Spring, even.

**HIST 4263. Early Christianity** WORLD AND EUROPEAN HISTORY. Growth and influence of Christianity in Mediterranean and European lands, to 600 C.E. Dual listed HIST 5263. Fall, even.

**HIST 4273. History of Mexico** WORLD HISTORY. Emphasizes contemporary developments and relations with the United States. Spring, odd.

**HIST 4303. The Idea of History** GENERAL HISTORY. Study of the idea of history in its chronological, practical, and historiosophical manifestations. Spring.

**HIST 4312. Computer Technology for the History/Social Sciences Educator** GENERAL HISTORY. Hands on experience in evaluating, creating and using history web sites and software, and developing presentation skills using the computer, for teaching in the secondary classroom. Spring, Summer.

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

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**PROPOSED**

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**Undergraduate Bulletin 2020-2020, p. 496**

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