

**Library Resource Form Required for New Non-Gen-Ed**

**Submission Deadlines: Fall - October 11, 2005 Spring - February 14, 2006**

**TITLE** Colloquium  
~~Graduate Study~~ in Global History

Sponsor(s) Dr. Edward Wang wangg@rowan.edu  
Dr. Corinne Blake blake@rowan.edu  
e-mail:

**DEPARTMENT** History  
**College** Liberal Arts and Sciences

If LAS -check:  History/Humanities  Social/Behavioral Sciences  
 Math/Science

UNDERGRADUATE  GRADUATE

New non gen-ed  Major

Short-Term non gen-ed

Minor curricular changes (fewer than three) to:

Existing non gen-ed course

Non gen-ed degree requirements

Major

Minor, specialization, concentration, track, certificate program

**Signatures Required: representing approval before submission to Office of the Senate**

Department Chair: [Signature] Date: 10/6/05  
Department CURRICULUM Chair: [Signature] Date: 10/6/05  
Academic DEAN: [Signature] Date: 10-6-05

COLLEGE CURRICULUM COMMITTEE: Open Hearing Date: 11/30/05  
Approved \_\_\_\_\_  
Not Approved \_\_\_\_\_

Signature: College Curriculum Chair [Signature]

Signature: SENATE CURRICULUM CHAIR \_\_\_\_\_  
Date: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

Signature: Executive Vice President/Provost: [Signature] Date: 9/25/06

Approved: \_\_\_\_\_  
Not Approved: \_\_\_\_\_

Signature: REGISTRAR [Signature]  
Date: 9/26/06 Course Description Received & Approved  
Hegis Taxonomy & Course # HIST 05.505

Notification Forward:  
 SCC CHAIR  Academic Dean  
 IR  Department Chair  
 CAP  VP/Student Affairs  
 Registrar  Other-

**COURSE PROPOSAL**  
**GRADUATE STUDY IN GLOBAL HISTORY (Hegis # 2205.503)**

**Details:**

- a. COURSE TITLE: *Graduate Study in Global History* (Hegis # 2205.503)
- b. SPONSOR: Edward Wang, Corinne Blake and the History Department
- c. CREDIT HOURS: 3
- d. COURSE LEVEL: Graduate
- e. PREREQUISITES: There are no prerequisites; this course is open to all graduate students enrolled in the History Department's Certificate of Graduate Study (COGS) in History and COGS in World History; these new graduate programs have been approved by the university's curriculum committee and are pending approval by the provost. Students enrolled in the College of Education's Master's of Education (M. Ed.) in Standards-based Practice who are pursuing a COGS in history or world history as part of their M.Ed may also enroll in the course.
- f. SUGGESTED TIME AND SCALE OF IMPLEMENTATION: The department plans to offer two graduate courses, which may include one section of this course, every summer from summer 2007. As the COGS programs gain support and faculty resources become available, additional sections will be offered during the academic year.

**Curricular Effect:**

OFFERINGS: No classes will be dropped or offered less frequently as a result of this course.

ADEQUACY OF PRESENT RESOURCES: The History Department currently includes six tenured or tenure track faculty members who teach global history. All of the professors in the department who specialize in global history are designated as graduate faculty: they hold Ph.D. degrees from prominent institutions of higher learning and are qualified to teach graduate courses in their area of historical specialization. Collectively, these faculty members have published numerous books, journal articles, book reviews, and encyclopedia entries; they regularly attend professional meetings to present their research or comment on the research of their colleagues; and all have obtained grant funding related to their research. Areas of specialization include Africa, China, Latin America, Middle East, Russia and Eastern Europe, and ancient Middle East; topics include political, social, cultural, and women's history.

*Graduate Study in Global History* (Hegis # 2205.503) will initially be offered during the summer; the History Department has enough staff interested in teaching during the summer to offer two sections of this and/or other new graduate courses without decreasing the number of summer undergraduate courses. As outlined in the COGS

program proposals, additional sections will be offered based on the availability of faculty resources.

Since this course will be offered during the summer or in the evening, current classroom space allocations are adequate. Current computer resources are adequate to support the proposed courses.

**RECOMMENDED LIBRARY RESOURCES:** The COGS program proposals discussed recommend library resources in depth. Relevant sections are excerpted in Appendix I below.

**EVALUATION OF SHORT-TERM COURSE:** This course has never been offered.

**Rationale:**

*Graduate Study in Global History* (Hegis # 2205.503) will be offered as part of a new history graduate program that will enable students at Rowan to earn a 15 credit COGS in History or COGS in World History. These programs have been approved by the university's curriculum committee, but they can not be implemented until graduate courses in history such as *Graduate Study in Global History* (Hegis # 2205.503) are approved. Students may take different sections of this course to fulfill the 15 credit requirement for a COGS in History; students enrolled in the COGS in World History program may also take sections of this course to fulfill their course requirements.

*Graduate Study in Global History* (Hegis # 2205.503) will be offered as part of a new history graduate program that further the mission of Rowan University and is directly in keeping with Rowan's emphasis upon professional training within a setting of liberal learning and intellectual exploration. In our program proposal, we demonstrated that this region is in need of a graduate program in history that is academically rigorous, affordable, and within commuting distance for residents in southern New Jersey. Surveys of social studies teachers, Rowan alumni, and current undergraduates conducted by the department indicate that there is a high level of interest in graduate education, especially graduate education in history at Rowan University. The surveys indicate a sufficient student demand to fill a selective program that emphasizes further professional training for public school teachers, who need graduate education for recertification, promotion, and/or tenure. The quality of the History Department at Rowan University, the research activity of the current faculty, and the reputation of the program will attract students from the area. In addition, the cost of graduate education at Rowan University is affordable when compared to programs at private institutions in the region.

Rowan also needs the COGS programs to provide graduate training in history for teachers enrolled in the College of Education's M.Ed. who would like to choose history as their focus area to enrich their teaching. As a public university, it is Rowan's obligation to respond to these needs.

Offering graduate courses in history is also a high priority goal for the History Department; this graduate course and the proposed graduate programs will enable the department to extend beyond what is already being accomplished at the undergraduate level. The COGS in History and in COGS in World History will enhance our capacity to promote high quality scholarship, to prepare students for a complex technological society, to integrate theory and practice, to cultivate

learning communities, to engender civic responsibility, and to increase student understanding of the global community.

The university has already approved the implementation of these graduate programs in history contingent upon the acceptance of course proposals. Since we do not currently have any graduate courses on the books, *Graduate Study in Global History* (Hegis # 2205.503) will play a critical role in enabling the department to implement the COGS programs.

### **Essence of the Course:**

a. **OBJECTIVES:** The central aim of this course is to introduce graduate students to in-depth historical analysis in global history. In completing this course, students should learn to read historical accounts critically, to reconstruct historical events from original documents, comprehend the current theories and debates in history, conduct research that is based on primary sources and applies historical methodologies, and to write coherent historical analysis.

b. **TOPICAL OUTLINE/CONTENT:** Content will vary according to the specific theme of each section (which in turn will vary with the areas of expertise of the different faculty members teaching the course; see attached sample course descriptions in Appendix II). Common to all content areas, however, will be attention to the following:

a) Original sources. To promote analytical thinking about history, students will use the building blocks from which historians reconstruct the past. Wherever original sources are appropriate and available, students in this course will work with historical evidence, which may include both translated written documents and less traditional sources related to global history such as art, architecture, archaeological evidence, statistics, etc.

b) Historiography. Students will examine how various historians have approached and interpreted the same subject. The aim of such study is to make students aware that historical accounts are constructed by historians, not dictated directly by events. In analyzing how history is 'made' by historians, students should learn to read critically rather than absorb information passively.

c) Historical Research. Students will engage in historical research on topics in global history using primary and secondary sources available in the library and Internet including databases, monographs, newspapers, primary source collections, government documents, etc. Students may also be asked to conduct research in off campus sites such as the Free Library of Philadelphia and/or the University of Pennsylvania library.

d) Intensive writing. Central to any historical analysis is the ability to express one's thoughts in intelligible and cogent form. This course will integrate writing assignments with analysis of historical sources, class discussion, and critical comparison of historical approaches. Through both formal and informal writing, and through drafting and rewriting, the course will explore the uses of writing both as an aid to thought and as a means of communication.

e) Seminar format. Joint exploration of themes drawn from the readings and writing assignments in class are a critical part of graduate study. Students will be asked to summarize, analyze, and integrate assigned readings in class discussions. The seminar format is an important component of graduate education as well as another means of encouraging active rather than passive learning. (It is worth noting that this is true even for students who cling to their right to remain silent; they construct the class's meaning from the interplay of ideas rather than absorbing a linear discourse.)

c. **EVALUATION**: Students will be evaluated and graded based on both written work and class participation. Because this is a graduate course, the formal, graded written work will be a series of papers analyzing the course material.

d. **COURSE EVALUATION**: During the first three years of the graduate program, each course will be assessed each semester. Thereafter, assessment of courses will occur at least every year to allow continuing course development and necessary adjustments. Methods of evaluation will include student feedback, self-assessment, and peer review. *Student Feedback*: Students completing the course will be asked to fill out a graduate history course evaluation form, which, in addition to standard questions about the quality of the course and instruction, will ask them specifically to assess the course's contribution to their skills in historical analysis and writing. Students will also be asked to complete written evaluations of the course.

*Self Assessment*: Faculty teaching graduate courses in the department will evaluate their courses each semester in order to assure high quality, excellent academic standards, and rigorous requirements (e.g., infusing current research and new theoretical developments).

*Peer Review*: During the first three years, all professors who teach this course will meet with the History Department's curriculum committee to assess the course's success in meeting the goals of the graduate program in history and those of the college. The courses will also be evaluated on the basis of their consistency with other high quality programs, appropriateness of materials and workload, relevance of material in current graduate programs, and student satisfaction. Selected sections of the course will be observed by other faculty members teaching graduate courses.

After the first three years, the department curriculum committee will evaluate the course on an annual basis; the results of these consultations will be presented to the History Department as a whole.

### **Results of Consultations:**

No other departments offer courses with similar content or titles. The following letters of support for the COGS programs are included below in Appendix III:

- Dr. Mark Meyers, Assistant Dean of the College of Education
- Dr. Jay Harper, Dean of the College of Arts and Sciences
- Dr. Jay Kuder, Dean of the Graduate School

**Catalog Description**

2205.503.....3 S.H.

**Graduate Study in Global History**

(no prerequisites)

This course introduces students to in-depth historical analysis of a selected theme in global history, including work with historical sources, critical reading of historians' accounts, intensive research and writing, and class discussion. Proposed areas of specialization include Africa, Asia, Eastern Europe, Latin American, and the Middle East.

This form **MUST BE COMPLETED FOR NEW COURSE or PROGRAM PROPOSALS, and EXTENSIVE CHANGES TO A COURSE or PROGRAM.**

The purpose of this form is to provide a channel of communication between the Campbell Librarians and faculty when submitting new course or program proposals, or making extensive changes to existing courses or programs. The information will be used to assess the resources available in the library, and to identify resources the library should acquire to support the new courses/programs, or extensive changes to same. The information will also provide the rationale for institutional support for library acquisitions. This form should be completed in a coordinated effort between the course sponsor(s) and the academic department liaison librarian.

**Note:** Sponsor(s) complete parts A & B  
If assistance is required to complete, please notify the librarian liaison.  
Forward this form to the librarian who will complete parts C, D & E

**When form is completed, attach to the original curriculum proposal before submitting to the Senate office.**

A. College: LAS Department: History

Proposed by: Dr. Wang & Dr. Blake Date: Oct. 10, 2005

COURSE ~ Graduate Study in Global History

Anticipated Date for Course/Program Offering: summer 2007

**B. List specific resources that should be acquired to support this course.**

*The Journal of World History*  
*Journal of Near Eastern Studies*  
*The Oxford Encyclopedia of Archeology in the Near East*  
*The Oxford Encyclopedia of Ancient Egypt*

**C. Describe the resources available in the library to support this course/program, including reference, monographic, electronic databases, audio-visual materials, etc. A summary statement is sufficient.**

The Campbell Library has a large number of books and journals relating to history. It also has electronic databases, such as Historical Abstracts, JStor, Declassified Documents Reference System, Facts on File, AP Photo Archive, LION, New York Times, Historical PBS Video Database, Lexis/Nexis, Project Muse and VALE that provide useful resources for students in History.

**D. List key periodicals available in the library to support this course/program.**

attached

**E. Librarian comments & recommendations:**

*The library has the reference work Oxford Encyclopedia of Ancient Egypt. It also has electronic access to the full text of Journal of World History from 1996 to present and Journal of Near East*

LIBRARIAN LIAISON: *Nicholas Younck*

Signature: *Nicholas Younck*

*Status up to 2000*

History Publications Currently Received Relevant for “Graduate Study in Global History:

*Americas*

*The Americas: A Quarterly Review of Inter-American Cultural History*

*Annual Bulletin of Historical Literature*

*Asia Major*

*Asian Thought and Society*

*China Quarterly*

*Current History*

*Diplomatic History*

*Economic History Review*

*Harvard Journal of Asiatic Studies*

*Historian*

*Historical Journal*

*Historical Methods*

*History*

*History Teacher*

*History Today*

*International Review of Social History*

*International Spectator*

*Journal of African History*

*Journal of Asian Studies*

*Journal of Contemporary History*

*Journal of Imperial and Commonwealth History*

*Journal of Interdisciplinary History*

*Journal of Military History*

*Journal of Modern History*

*Journal of Popular Culture*

*Journal of Social History*

*Journal of Society of Architectural Historians*

*Journal of Southeast-Asian Studies*

*Labor History*

*Late Imperial China*

*MHQ – Quarterly Journal of Military History*

*Military History*

*Modern China*

*Nineteenth Century Studies*

*Pacific Affairs*

*The Pacific Historical Review*

*Past and Present*

*Population Studies*

*Russian History Reviews in American History*

*Slavic Review*

*Slavonic and Eastern European Review*

*Speculum*

*Triquarterly*

*World War II*

## **Appendix I: Library Resources for “Graduate Study in Global History”**

### **LIBRARY RESOURCES**

The Campbell Library has a large number of books and journals relating to global history. It also has electronic databases, such as Historical Abstracts, JStor, Declassified Documents Reference System, Facts on File, AP Photo Archive, LION, New York Times, Historical PBS Video Database, Lexis/Nexis, Project Muse and VALE that provide useful resources for students in History. The History Department currently has a budget of ten thousand dollars (\$10,000) for books, journals, and videos

This graduate course could be offered with existing library resources. To better serve the needs of the graduate faculty and students in the History Department, however, the library would need to increase the collections of historical sources and scholarly monographs, in addition to academic journals, either online or in hard copy. Specifically, the library should acquire *The Journal of World History*, *Journal of Near Eastern Studies*, *Oxford Encyclopedia of Archeology in the Near East*, and *Oxford Encyclopedia of Ancient Egypt*.

We request that the current level of library budget allocated to the History Department be increased by \$5,000 (phased in two years) on the basis of graduate student enrollment and the needs of the proposed graduate program.

## **Appendix II: Proposed Topics for *Graduate Study in Global History***

**The Age of the Ramessides.** The course will examine the reigns of the Ramesside kings of the 19th-20th Dynasties, along with their "super-power" competition with the Hittites over control of Syria-Palestine. A particular concern will be Ramesside domestic policies in dealing with political opposition from groups within Thebes.

**Biology, History, and Human Societies.** This course investigates Jared Diamond's argument in *Guns, Germs, and Steel* (1997) and compares it to alternative explanations for differences in the development of societies. The course traces the interactions among early societies in Eurasia, the Americas, Africa, Australia, and the Pacific Islands.

**Gender, Colonialisms, and Nationalism in African History.** This course concerns itself with the relationship between gender and the phenomena of colonialisms, imperialism, and nationalism in African history. The course de-emphasizes the white Eurocentric focus of much of North American feminist women's and gender history by focusing on the experiences of non-Western women. Another impetus for the course comes from the need to understand colonialisms, imperialisms and nationalisms as gendered processes. A major goal of the course is to enhance our ability to ferret out the implicit workings of gender in rhetoric and image rather than uncritical acceptance of the ideas and ideological underpinnings of the three phenomena.

**History of the Pacific Rim.** The Pacific Rim, which includes regions and countries in East Asia, Southeast Asia, and North America, has played an increasingly visible role in world politics and economy. This course will comparatively examine the history of the Pacific Rim, centering on the U.S., China and Japan.

**Islamic Political Movements.** This course examines the historical development of Islamic political movements from the Wahhabis in the 18<sup>th</sup> century to the internationalist groups that utilize terrorism in the late 20<sup>th</sup> century. The course will examine the development of Islamic movements in a variety of Muslim countries and the writings of prominent ideologues associated with these movements.

**Maoism and the Cultural Revolution.** Mao Zedong, the Chinese communist leader, has left a lasting legacy in the modern world. Focusing on the Cultural Revolution Mao launched in 1960s China, this course will examine critically Mao's position both in China and the world over.

**Modern Africa.** A history of the development of Africa during the modern period, including European penetration, the Colonial era, African resistance and independence, and contemporary issues. Through reading and discussing seminal works on colonialism and nationalism, we will discuss the connections between the colonial encounter, modern notions of nation and the emergence of nationalism. Topics include: theories of colonialism nationalism, the representation of national history, the idea of the "invented nation", and the connections between history and colonialism.

**The Ottoman Empire.** This course will examine the history and development of the Ottoman Empire from 1299 to 1920. Topics to be covered include theories about the rise of the empire, its system of government, the role of women, debates about the “decline” of the empire, and 19<sup>th</sup> and 20<sup>th</sup> century reform movements.

**The Peloponnesian War.** The course will examine the history and historiography of Thucydides' Peloponnesian War; in particular Thucydides' analysis of naval power and Athenian leadership. Attention will be given to modern historians' views of the conflict, especially Gomme, Kagan, Ste. Croix, and Hanson.

**Race, Identity and History in East Asia.** Nationalism is a major force that shaped modern history, especially the history of modern East Asia. This course will focus on recent scholarship on racism and nationalism and describe the emergence of nation-states in East Asia from a comparative perspective.

**Race, Inequalities and History in South Africa.** From the establishment of a Dutch colony on the Cape in 1652 to the end of Apartheid in 1995, the history of South Africa was shaped by race and ethnicity and characterized by inequality. Drawing on autobiography, fiction, personal correspondence and visual evidence, we will explore the diverse and changing meanings attached to race, ethnicity and nationalities in South Africa from the seventeenth through the twentieth centuries. What forces have shaped the idea of race, history and identities in South Africa and what impact have those identities had on its history?

**The Soviet Empire.** This course examines the rise and fall of the Soviet Union. It focuses on revolutionary ideology, the nationality question, and the balance of coercion and enthusiasm in the party-state's efforts to construct a new "socialist" society.

**Totalitarianism in Comparative Perspective.** This class examines the concept and practice of "totalitarianism" as historical problems. By comparing the experience of Mussolini's Italy, The Third Reich, and the USSR, we will compare and contrast three modern European dictatorships and examine the degree to which the concept of "totalitarian" applies to each state and society.

**Women in the African World.** An examination of the ideas, institutions, and events in African Civilizations which specifically affected women. Lectures and readings will be organized topically rather than geographically or chronologically. Areas to be examined include religion, education, sex and marriage, the family, work, feminist and social movements.

### **Appendix III: Letters of Support**

- Dr. Mark Meyers, Assistant Dean of the College of Education
- Dr. Jay Harper, Dean of the College of Liberal Arts and Sciences
- Dr. Jay Kuder, Dean of the Graduate School



*Office of the Dean, College of Education*

August 22, 2005

Dr. Q. Edward Wang  
Chair, History Department  
Rowan University

Dear Dr. Wang:

It has been my pleasure to be consulted on your Certificate of Graduate Studies in History program since last summer. I have to compliment you on your professionalism and open mindedness throughout this process. I was particularly impressed with your efforts to incorporate into your program items content study that fits the needs of teachers in the Southern New Jersey region.

I believe the program that you are presenting achieves a balance between service to students and university resources that should be commended. The need for a graduate program in history has been evident in the feedback from educators for the past few years. With your program, students who wish to pursue a higher degree have that option, while teachers who wish further content training yet remain in the classroom are also serviced.

Thank you again for allowing me to consult with your department on this proposal. It is my belief that this program would be a terrific addition to Rowan University.

Sincerely yours,

D. Mark Meyers  
Associate Dean



*College of Liberal Arts and Sciences  
Office of the Dean*

August 22, 2005

To Whom It May Concern

I am writing to give my support for the curriculum proposal by the History department to develop and offer a Certificate of Graduate Study in History. Because of the outstanding level of scholarship and professionalism exhibited by the current faculty and their commitment to student learning I am confident that the proposed graduate courses would be of the highest quality.

World history courses would provide in-service teachers the necessary background to make their classes more interesting and contribute to their status as "highly qualified".

The Certificate of Graduate Studies could be offered with existing resources.

Sincerely,

J.A. Harper, Dean  
College of Liberal Arts and Sciences

JAH/jds



*Dean of The Graduate School*

Edward Wang, Ph.D.  
Department of History  
Rowan University

Dear Dr. Wang:

Thank you for the opportunity to review the proposal for Certificates of Graduate Study in History and in World History.

I support the proposed programs because they would provide the opportunity for students from throughout the region to pursue graduate study at Rowan University. The proposed certificate programs have been carefully designed to meet the specific needs of in-service teachers who need to pursue advanced study in history.

I believe that the proposed programs would fit in well with the other graduate programs offered by the university as well as within the mission of the university as a whole. The programs are intended to meet a regional need. They build on an existing undergraduate program and utilize expertise already available within the faculty.

I hope you are successful in obtaining approval of these programs. I look forward to working with you to implement all of the elements of the programs and to inform potential students of this new and exciting opportunity.

Sincerely,

S. Jay Kuder, Ed.D.  
Associate Provost for Research and  
Dean of The Graduate School

cc. Dean Jay Harper

**COURSE PROPOSAL**  
**COLLOQUIUM IN GLOBAL HISTORY (Hegis # 2205.503)**

**Details:**

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- b. SPONSOR: Edward Wang, Corinne Blake and the History Department
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### **Rationale:**

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**Essence of the Course:**

a. OBJECTIVES: The central aim of this course is to introduce graduate students to in-depth historical analysis in global history. In completing this course, students should learn to read historical accounts critically, to reconstruct historical events from original documents, comprehend the current theories and debates in history, conduct research that is based on primary sources and applies historical methodologies, and to write coherent historical analysis.

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d. **COURSE EVALUATION:** During the first three years of the graduate program, each course will be assessed each semester. Thereafter, assessment of courses will occur at least every year to allow continuing course development and necessary adjustments. Methods of evaluation will include student feedback, self-assessment, and peer review.

*Student Feedback:* Students completing the course will be asked to fill out a graduate history course evaluation form, which, in addition to standard questions about the quality of the course and instruction, will ask them specifically to assess the course's contribution to their skills in historical analysis and writing. Students will also be asked to complete written evaluations of the course.

*Self Assessment:* Faculty teaching graduate courses in the department will evaluate their courses each semester in order to assure high quality, excellent academic standards, and rigorous requirements (e.g., infusing current research and new theoretical developments).

*Peer Review:* During the first three years, all professors who teach this course will meet with the History Department's curriculum committee to assess the course's success in meeting the goals of the graduate program in history and those of the college. The courses will also be evaluated on the basis of their consistency with other high quality programs, appropriateness of materials and workload, relevance of material in current graduate programs, and student satisfaction. Selected sections of the course will be observed by other faculty members teaching graduate courses.

After the first three years, the department curriculum committee will evaluate the course on an annual basis; the results of these consultations will be presented to the History Department as a whole.

### **Results of Consultations:**

No other departments offer courses with similar content or titles. The following letters of support for the COGS programs are included below in Appendix III:

- Dr. Mark Meyers, Assistant Dean of the College of Education
- Dr. Jay Harper, Dean of the College of Arts and Sciences
- Dr. Jay Kuder, Dean of the Graduate School

**Catalog Description**

2205.503.....3 S.H.

**Colloquium in Global History**

(no prerequisites)

This course introduces students to in-depth historical analysis of a selected theme in global history, including work with historical sources, critical reading of historians' accounts, intensive research and writing, and class discussion. Proposed areas of specialization include Africa, Asia, Eastern Europe, Latin American, and the Middle East.

**Appendix I**  
**Library Resources for *Colloquium in Global History* (Hegis # 2205.503)**

**LIBRARY RESOURCES**

The Campbell Library has a large number of books and journals relating to global history. It also has electronic databases, such as Historical Abstracts, JStor, Declassified Documents Reference System, Facts on File, AP Photo Archive, LION, New York Times, Historical PBS Video Database, Lexis/Nexis, Project Muse, Academic Search Premier, and VALE that provide useful resources for students in History. The History Department currently has a budget of ten thousand dollars (\$10,000) for books, journals, and videos.

This graduate course could be offered with existing library resources. To better serve the needs of the graduate faculty and students in the History Department, however, the library should increase the collections of historical sources and scholarly monographs, in addition to academic journals, either online or in hard copy. Specifically, the library should acquire *The Journal of World History*, *Journal of Near Eastern Studies*, *Oxford Encyclopedia of Archeology in the Near East*, and *Oxford Encyclopedia of Ancient Egypt*.

We recommend that the current level of library budget allocated to the History Department be increased on the basis of graduate student enrollment and the needs of the proposed graduate program.

## **Appendix II**

### **Proposed Topics for *Colloquium in Global History* (Hegis # 2205.503)**

**The Age of the Ramessides.** The course will examine the reigns of the Ramesside kings of the 19th-20th Dynasties, along with their "super-power" competition with the Hittites over control of Syria-Palestine. A particular concern will be Ramesside domestic policies in dealing with political opposition from groups within Thebes.

**Biology, History, and Human Societies.** This course investigates Jared Diamond's argument in *Guns, Germs, and Steel* (1997) and compares it to alternative explanations for differences in the development of societies. The course traces the interactions among early societies in Eurasia, the Americas, Africa, Australia, and the Pacific Islands.

**Gender, Colonialisms, and Nationalism in African History.** This course concerns itself with the relationship between gender and the phenomena of colonialisms, imperialism, and nationalism in African history. The course de-emphasizes the white Eurocentric focus of much of North American feminist women's and gender history by focusing on the experiences of non-Western women. Another impetus for the course comes from the need to understand colonialisms, imperialisms and nationalisms as gendered processes. A major goal of the course is to enhance our ability to ferret out the implicit workings of gender in rhetoric and image rather than uncritical acceptance of the ideas and ideological underpinnings of the three phenomena.

**History of the Pacific Rim.** The Pacific Rim, which includes regions and countries in East Asia, Southeast Asia, and North America, has played an increasingly visible role in world politics and economy. This course will comparatively examine the history of the Pacific Rim, centering on the U.S., China and Japan.

**Islamic Political Movements.** This course examines the historical development of Islamic political movements from the Wahhabis in the 18<sup>th</sup> century to the internationalist groups that utilize terrorism in the late 20<sup>th</sup> century. The course will examine the development of Islamic movements in a variety of Muslim countries and the writings of prominent ideologues associated with these movements.

**Maoism and the Cultural Revolution.** Mao Zedong, the Chinese communist leader, has left a lasting legacy in the modern world. Focusing on the Cultural Revolution Mao launched in 1960s China, this course will examine critically Mao's position both in China and the world over.

**Modern Africa.** A history of the development of Africa during the modern period, including European penetration, the Colonial era, African resistance and independence, and contemporary issues. Through reading and discussing seminal works on colonialism and nationalism, we will discuss the connections between the colonial encounter, modern notions of nation and the emergence of nationalism. Topics include: theories of colonialism nationalism, the representation of national history, the idea of the "invented nation", and the connections between history and colonialism.

**The Ottoman Empire.** This course will examine the history and development of the Ottoman Empire from 1299 to 1920. Topics to be covered include theories about the rise of the empire, its system of government, the role of women, debates about the “decline” of the empire, and 19<sup>th</sup> and 20<sup>th</sup> century reform movements.

**Race, Identity and History in East Asia.** Nationalism is a major force that shaped modern history, especially the history of modern East Asia. This course will focus on recent scholarship on racism and nationalism and describe the emergence of nation-states in East Asia from a comparative perspective.

**Race, Inequalities and History in South Africa.** From the establishment of a Dutch colony on the Cape in 1652 to the end of Apartheid in 1995, the history of South Africa was shaped by race and ethnicity and characterized by inequality. Drawing on autobiography, fiction, personal correspondence and visual evidence, we will explore the diverse and changing meanings attached to race, ethnicity and nationalities in South Africa from the seventeenth through the twentieth centuries. What forces have shaped the idea of race, history and identities in South Africa and what impact have those identities had on its history?

**The Soviet Empire.** This course examines the rise and fall of the Soviet Union. It focuses on revolutionary ideology, the nationality question, and the balance of coercion and enthusiasm in the party-state's efforts to construct a new "socialist" society.

**Women in the African World.** An examination of the ideas, institutions, and events in African Civilizations which specifically affected women. Lectures and readings will be organized topically rather than geographically or chronologically. Areas to be examined include religion, education, sex and marriage, the family, work, feminist and social movements.

### **Appendix III: Letters of Support**

- Dr. Mark Meyers, Assistant Dean of the College of Education
- Dr. Jay Harper, Dean of the College of Liberal Arts and Sciences
- Dr. Jay Kuder, Dean of the Graduate School