

CURRICULUM PROPOSAL FORM

DEADLINES:

REGULAR COURSE PROPOSALS: OCTOBER 23, 1998 FOR FALL, 1999 AND FEBRUARY 19, 1999 FOR SPRING, 2000
SHORT-TERM COURSE PROPOSALS: DECEMBER 11, 1998 FOR FALL, 1999 AND MARCH 26, 1998 FOR SPRING 2000

PROPOSAL TITLE: Colonial North America, 1500-1775; minor content change +

SPONSOR/S: Janet Moore Lindman, History Department and the Faculty of the History Department

DEPARTMENT: History Department

CHECK ALL THAT APPLY:
 UNDERGRADUATE GRADUATE

COLLEGE: LAS
If LAS: History/Humanities
 Math/Sciences
 Social/Behavioral Sciences

* * * * *

TYPE OF PROPOSAL (Check ALL that Apply)

<input type="checkbox"/> General Education	<input type="checkbox"/> New Course (NOT Gen. Ed.)
<input type="checkbox"/> New Course in <u>Bank</u>	<input type="checkbox"/> Name Change (Dept., School, Major)
<input type="checkbox"/> Existing course, Add To <u>Bank</u>	<input type="checkbox"/> Changes in Degree Requirements
<input type="checkbox"/> Multicultural/Global Designation	<input type="checkbox"/> Changes Involve Gen. Ed. requirements
<input type="checkbox"/> Writing Intensive Designation	<input checked="" type="checkbox"/> Minor Changes to Existing Courses
<input type="checkbox"/> New Minor/Concentration/Specialization	<input checked="" type="checkbox"/> Course is NOT General Education
<input type="checkbox"/> New Major/Degree Program	<input type="checkbox"/> Course IS General Education
<input type="checkbox"/> Short Term Course Proposal	

DEPARTMENT
(SIGNATURE INDICATES APPROVAL)

Janet Moore Lindman 10/14/98 Edmund C. F. 10/14/98
DEPT. CURRICULUM CHAIR / DATE DEPT. CHAIRPERSON / DATE

COLLEGE CURRICULUM COMMITTEE
DATE OF OPEN HEARING (if necessary) 2/16/99

APPROVED
 NOT APPROVED

COMMENTS:

[Signature] 2/16/99
SIGNATURE DATE

ACADEMIC DEAN (& GRADUATE DEAN, for New Graduate Programs Only)

APPROVED
 NOT APPROVED

COMMENTS:

[Signature] [Signature]
SIGNATURE (Academic Dean) DATE

[Signature] [Signature]
SIGNATURE (Graduate Dean) DATE

UNIVERSITY CURRICULUM COMMITTEE

DATE OF OPEN HEARING (if necessary) 2/5/99 (College level only)

APPROVED

NOT APPROVED

COMMENTS:

Patricia Reico 3/4/99
SIGNATURE DATE

SENATE

Date announced at Senate 2/23/99

Voted upon at Senate: Approved Not Approved Date:

EXECUTIVE VICE PRESIDENT/PROVOST

APPROVED

NOT APPROVED If no, reasons are as follows:

STUDENT CREDIT HOURS _____ FACULTY LOAD HOURS _____ EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE): _____

DATE/SIGNATURE EXECUTIVE VICE PRESIDENT/PROVOST [Signature]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED _____

HEGIS TAXONOMY & COURSE NUMBER ASSIGNED change of course title

DATE/SIGNATURE OF REGISTRAR Robert A. Lubat 3/29/99

NOTIFICATION FORWARD:

SENATE CURRICULUM COMMITTEE CHAIRPERSON

DEPARTMENT CHAIRPERSONS

ACADEMIC DEAN(S)

REGISTRAR

SPONSOR(S)

TM 3/31/99

COURSE TITLE: Colonial North America, 1500-1775

SPONSOR: Janet Moore Lindman, History Department
And the Faculty of the History Department

CREDIT HOURS: 3

COURSE LEVEL: Undergraduate, ⁴⁰⁰300-level

CURRICULAR EFFECT: This is a proposal to divide the existing upper level history elective course "Colonial North America, 1607-1800" into two courses. The first course would be truly colonial in nature and cover the European experience of conquest and colonization of North America from the 16th century up to the outbreak of the American Revolution, when thirteen of Britain's colonies became an independent state. In conjunction, a new course will be proposed (see separate proposal) to cover the early history of the United States from the Revolutionary Era through the Early Republic, 1775-1820.

PREREQUISITES: One (1) 100-level history course (U.S. History to 1865 - 2205.150)

SUGGESTED TIME AND SCALE OF IMPLEMENTATION: One section to be offered annually or biennially beginning in the fall of 1999-2000.

ADEQUACY OF PRESENT RESOURCES: No additional staff or resources required.

RATIONALE:

As one course, "Colonial North America", cannot contain both the colonial period of European conquest and colonization of the Americas and also the address the American Revolution, the War for Independence, and the Creation of the United States in more than a superficial way. To give adequate and equal treatment to the American Revolutionary Era--one of the most important periods in U.S. history--it is necessary to create a separate course. Dividing the course in two will allow us to explore both historical periods much more extensively, and provide students who have an interest in early American history the opportunity to pursue the subject matter in greater depth and detail.

ESSENCE OF THE COURSE:

a. Description of the Course:

The central focus of this course is the early colonial experience of Europeans in the Americas from Columbus' first voyage to the maturation of Euro-American societies in the eighteenth century. This will entail not only an investigation of the differences among Europeans in their conquest and colonization of the Americas but also the experience of Native Americans before and after the Europeans arrived. The interactions of European settlers with Native Americans and later enslaved Africans, as well as that between Indians and Africans, will be a major focus of the course. Students will read original sources as well as modern descriptions of the colonial past. They will be asked to discuss and analyze issues such as the impact of European colonization on native populations; the effects of Native American cultures on European societies; the contrasts and commonalities of European settlements in North America; the introduction of slavery into European colonies; and the creation of mature cultures in a multi-racial world.

b. Topical Outline of the Course:

The Americas Before European Contact
"Discovering" New Worlds
The Columbian Exchange
Native American Responses to Europeans and Africans
The Spanish Model of Conquest and Colonization
The Dutch and French Empires in North America
The Development of the Atlantic Trade
Religion and Society in Early America
Regional Differences among British Colonies
Family and Community in British America
Maturing Societies in North America
The Onset of Slavery and Creation of Racial Caste
The Imperial Crisis with England
Gender and Family Relations in Early America
The Genesis of American Institutions
The Creation of an American Consciousness

- c. Students will be evaluated and graded based on both written work and class participation. Means of assessing student learning may include written examinations in class, formal written papers, oral reports, student projects, and class participation.
- d. Students completing the course will be asked to fill out the History Department's course evaluation form. The department will also evaluate the course as part of its regular curricular reviews.

RESULTS OF CONSULTATION:

No other departments offer courses with similar content or titles. Dr. Dianne Ashton, Coordinator of the Liberal Studies/American Studies Program was consulted because students in these programs would also benefit from this course.

Description for Catalogue:

Colonial North America, 1500-1775
(prerequisite U.S. to 1865, 2205.150)

This course will examine in-depth the political, economic, social, and cultural forces that shaped North America from the time of Columbus' first voyage to the onset of the American Revolution. This will include study of the variety of European settlements, the impact of European conquest and colonization on native populations, and the threefold relationship between Native Americans, Europeans, and Africans that the colonial experience initiated in North America. This course may not be offered annually.

SENATE CURRICULUM COMMITTEE OPEN HEARING SUMMARY

PROPOSAL SCC# 99-604
DATE: 2/16/99 Colonial No.America, 1500-1775
Lindman, Hist. Dept.
His/Hum. Minor Chgs

TITLE

SPONSORS ATTENDING: no

SUMMARY OF HEARING -

Unanimously approved, but returned to
Dr. Lindman for addition of
Hogis # and clarification of
prerequisite.

PASS WITH NO CHANGES

PASSED - RETURN TO SPONSOR FOR MINOR CHANGES

***TABLED W/SUGGESTED MINOR CHANGES**

***NOT APPROVED**
