

A - New Course Proposal 2021/2022 : Entry # 1874

Does this proposal connect solely to programs in your school (Intra-Collegiate), or does it have connections to broader university programs and requirements (Inter-Collegiate)? Note that all proposals connected to University Academic Programs or within the General Education should be considered Inter-Collegiate proposals.

Intra-collegiate

[DEAN] I approve/deny this proposal for further advancement

Approve

Today's Date (REQUIRED)

12/20/2021

[SCHOOL COMMITTEE] This committee approves/denies advancement of this proposal

Approve

Today's Date (REQUIRED)

03/12/2022

[GEC] I approve/deny this proposal for further advancement

Approve

Today's Date (REQUIRED)

03/31/2022

[APIRC] This committee approves/denies advancement of this proposal

Approve

Today's Date (REQUIRED)

09/16/2022

Begin Form

Today's Date

12/16/2021

Your Name:

Amanda Allen

Your Email:

aallen4@highpoint.edu

Which semester is this course proposal applicable for?

Spring 2023

Please select the appropriate school overseeing this proposal:

Humanities and Behavioral Sciences

Is this course cross listed?

No

Choose the department designator for your proposed course from the list below.

HST

Proposed Course Number

3130

Does this course replace a current course?

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No	
Enter the title of your proposed course	
Victoria's Britain and Empire	
Enter the catalog description of your proposed course	
This course will analyze the ways in which Victorian British domestic policies, tensions, and advancements were connected with Britain's expansive Imperial policies ca. 1800-1900. This course will consider the British (domestic) cultural, racial, and socio-economic policies that shaped the ways in which the British government and public viewed Imperialism. In turn, the course will also look at the ways those under British control challenged British authority, largely through retaining their own culture and political structures, and how this too shaped British views on Imperialism. This course will rely heavily on close analysis of primary sources using a cultural historical methodology.	
Choose your proposed course's number of credits from the list below	
4	
How will the course be graded?	
Letter grade	
Please select the course repeat option for your proposed course:	
Not repeatable for credit	
Offering cycle for your proposed course:	
Alternate years	
Does your course have any prerequisites?	
Yes	
Please list all prerequisites this course requires:	
One 1000- or 2000- level history course or permission of the instructor.	
Is this new course being proposed because of a proposal for a new or revised major or minor?	
No	
Is this course part of Gen Ed?	
Diversity	
This course is intended to be:	
- An elective for majors - A general elective for majors and non-majors	
Does this course fulfill any of the below University academic program requirements?	
This course does not fulfill academic program requirements	
Please answer all of the questions as thoroughly as possible. Failure to do so can result in your proposal being delayed during review.	
Rationale for new course	
This course connects with several of the History major pathways including "Empire and Nation," "Society, Culture and Thought," and "Global Encounters." This class was taught successfully at HPU as a special topics course in Spring 2021, indicating the course is one that meets the interests of our students as well as providing valuable content for the major.	
Student Learning Outcomes	
Non-Gen Ed Student Learning Outcomes	

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Learning Outcome	Assessment Method
1) Critically analyze the ways in which the British Empire rose and fell and the impact thereof on the people of Britain and those under Imperial control, in order to develop sophisticated explanations of how power and culture work together and/or contribute to tensions and nationalism.	Final exam, discussions, culture presentation and paper
2) Demonstrate a mastery of various historical methodologies for historical research (historiographical review, constructive historical interpretation, genre-focused interpretation) and construct research papers that meet the discipline's expectations for evidence-based arguments using Chicago-style formatting.	Culture paper
3) Develop and improve written and oral communication skills and demonstrate the ability to apply professional language appropriate to the discipline through the various mediums of assessment.	Culture presentation and paper, documentary project, discussion leader, professionalism
Diversity: Analytic skills	
Not using this LO.	
Diversity: Ethical reasoning	
Not using this LO.	
Diversity: Appreciation of difference	
#1 Final exam, culture presentation and project, discussion leader, discussions, documentary project, professionalism #2 Culture paper, discussions (and discussion reflection papers), documentary project	
Mission Statement	
What is your department mission statement?	
The History Department cultivates in our students a passion for and a critical understanding of the past while developing intellectual, analytical, rhetorical and writing abilities that will help them to lead lives of significance in global communities. Through a variety of courses that examine societies far removed from each other in space and time, students discover the richness, diversity and complexity of human history. The department also helps students understand the contested nature of historical knowledge by introducing them to the various ways in which historians have interpreted the past. We engage students in issues that provoke historical debate and familiarize them with the nature and uses of historical evidence. This critical study of the past allows our students access to a far wider range of human experience than any individual could acquire in a single lifetime, making History essential to a liberal arts education	
How do your course's learning outcomes help to fulfill this mission?	
This course directly links with all of the skills and values in the history major- enhancing students' critical thinking, research skills, rhetorical skills, and understanding/appreciating diversity and global experiences.	
Documentation and Signature Pages	
Please attach your department approval signature page, syllabus, and any other supporting documents.	
HST-3130.pdf REVISED-HST-3130-Course-Proposal.pdf	
Is this proposal consistent with school and university mission?	
Yes	
Are necessary resources available to support this proposal?	
Yes	