

A - New Course Proposal V. 7.2022 : Entry # 2171**DEAN Decision**

Approved

Date

09/09/2022

Is this course intracollegiate or intercollegiate?

Intracollegiate

SCHOOL EPC Decision

Approved

Date

10/28/2022

GEC Decision

Approved

Date

11/29/2022

APIRC Decision

Approved

Date

12/09/2022

Begin Form**Today's Date**

09/07/2022

Your Name:

Amanda Allen

Your Email:aallen4@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

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Rick Schneid

Email address of your Department Chairfschneid@highpoint.edu**By checking below I am certifying that my department chair has seen and approved the new course that is in this proposal**

Yes

Please select the appropriate school overseeing this proposal:

Humanities and Behavioral Sciences

Which semester is this course to be taught for the first time?

Fall 2023

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

HST

Proposed Course Number

3103

Is this course cross listed?

No

Does this course replace a current course?

No

Enter the title of your proposed course

Reformers, Radicals, and Resisters: The Reformation in Europe

Enter the catalog description of your proposed course

This course will chart the Reformation movement in Europe from its origins in Humanism to its legacy beyond the sixteenth-century; in so doing the course will show this movement was a pivotal shift from the Medieval to Early Modern Age. The course will look at the figures who challenged the religious and political power of the Medieval Church with diverse theological interpretations; the Church's response; how these ideas impacted the rest of the European population with political and social consequences; and how this sparked questions about religious/political/social diversity in its own era and beyond its end. This course will rely on theological, cultural, and social historical methodologies.

Choose your proposed course's number of credits from the list below

4

How will the course be graded?

Letter grade

A - New Course Proposal V. 7.2022 : Entry # 2171**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?

No

Is this new course being proposed because of a proposal for a new or revised major or minor?

No

Gen Ed and Academic Programs**Is this course part of Gen Ed?**

- Yes

Does your course count in the general education core (one of the core classes that cannot be double-dipped in your major or minor)?

Humanities

Does this course count towards a major or a minor?

Yes

Please list the major / minor and whether it is required or an elective

History Major - Elective / History Minor - Elective

Will this course fulfill any of the below University academic program requirements?

- This course does not fulfill academic program requirements

Does this course include any community engagement?

Yes

Does this course participate in the GoGlobal Program?

No

Has it been reviewed and approved by the Global Experience Committee?

No

Information for Curriculum Review**Rationale for new course & consistency with departmental mission**

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This course will fit with two of the history department major pathways: 1) Society, Culture, and Thought 2) Nation and Empire. It will fulfill a timeframe needed to round out our offerings, specifically European focused. It will also serve to meet the department standards of improving historical research, critical analysis, writing skills, and connecting the past with current on-going topics/events.

Please list all student learning outcomes for this course

- 1) Write texts that address audiences in rhetorically appropriate ways.
- 2) Formulate and support ideas through the use of credible, historical sources.
- 3) Discern, paraphrase, and present in-depth information from relevant secondary and primary sources representing distinct points of view or approaches.
- 4) Organize evidence and logical inferences to reveal important patterns, differences, or similarities in the analysis of an issue or problem.
- 5) Analyze significant connections between the worldviews, power structures, aesthetics, and experiences between diverse religious and political leaders in the Reformation while students remain respectful of the various religious views presented.
- 6) Identify and describe how power and privilege, particularly as determined by racial and socioeconomic inequality, impact their own life circumstances and those of other people both locally and globally.
- 7) Organize evidence and logical inferences to reveal important patterns, differences, or similarities in the analysis of an issue or problem.
- 8) Reflect critically on their own values in light of alternatives.

Please list any units or content areas that will be required for all sections of this course

This will vary dependent on professor.

Please list any assignments, tests, or other assessments that will be required for all sections of this course

This course includes a public history group project that will always be incorporated.

Please list any readings or other materials that will be required for all sections of this course

Will vary dependent on professor.

Please list any course policies that will be required for all sections of this course

Will vary dependent on professor.

If you would like to specify anything about how requirements for contact hours must be met for all sections of this course, please indicate below (e.g., if any experiential learning activities will replace seat time)

The final week of the course will be devoted to research for the public history project. This will involve hours at the location to be used, and hours in the library or archives for the necessary local research.

Sample Syllabus

- [Ref-class-syllabus-proposal.docx](#)