

A - New Course Proposal V. 7.2022 : Entry # 3339**DEAN Decision**

Approved

Date

09/09/2024

Is this course intracollegiate or intercollegiate?

Intracollegiate

ACADEMIC PROGRAM Decision

Approved

Date

09/13/2024

Type the name of your committee

Jewish Studies Minor

SCHOOL EPC Decision

Approved

Date

10/18/2024

SCHOOL EPC Comments

HBS EPC requested revisions/clarifications on the method of assessment for LO #2 and #3 (inter-intrapersonal skills). The proposer provided a revised sample syllabus that added language to the explanation of expectations for Participation. The HBS EPC also requested clarification on how this course met expectations for an ITG (i.e., drawing from two different fields of study). The proposer added language to the sample syllabi under the course description on the first page. The committee members were satisfied with the revisions/clarifications and voted to approve this proposal.

GEC Decision

Approved

Date

11/08/2024

APIRC Decision

Approved

Date

11/15/2024

A - New Course Proposal V. 7.2022 : Entry # 3339**Begin Form****Today's Date**

09/09/2024

Your Name:

Frederick Schneid

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

No

Department Chair Name

Dr. Joey Fink

Email address of your Department Chairjfink@highpoint.edu**By checking below, I certify that my department chair has seen and approved the new course that I am proposing.**

Yes

Please select the appropriate school overseeing this proposal:

Humanities and Behavioral Sciences

When should this proposal take effect?

Fall 2025

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

ITG

Proposed Course Number?

3XXX

Is this course cross listed?

No

Does this course replace a current course?

No

A - New Course Proposal V. 7.2022 : Entry # 3339**What is the title of the new course?**

Europe and the Jews in the Age of Kings

Write the catalog description of your proposed course:

Integrative learning builds the ability to make connections among ideas and experiences to synthesize and transfer learning to new situations across courses, fields of study, over time, and between campus and community life. Integrative learning generates internal changes in the student, signifying growth as a confident, lifelong learner. It asks students to apply their intellectual skills and to develop their individual purpose, values, and ethics. Through integrative learning, students pull together their experiences inside and outside the classroom, making connections between theory and practice.

Course Description:

The course will explore Jewish experiences in Europe and the Mediterranean during the early modern era, through history and literature. Themes of survival, renewal, prosperity, prejudice, and tragedy will form prominent elements of the learning experience through Jewish and non-Jewish lenses.

How many credit hours will this course be?

4

How will the course be graded?

Letter grade

Please select the course repeat option for this course:

Not repeatable for credit

What is the offering cycle for this course?

Alternate years

Does your course have any prerequisites?

No

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

No

Any other comments for the Registrar at this time?

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)?

A - New Course Proposal V. 7.2022 : Entry # 3339

None of the above

Does your course count in any general education categories that can be double-dipped in the core or in a major/minor?

- Integrative Learning

Please provide a rationale for how your course is integrative. Please explain how you weave in different disciplines or fields of study. If your course is housed within one discipline, please explain how the epistemologies you integrate within the course are different from one another.

The study of Jewish History and culture requires an interdisciplinary approach, as the two are inextricably linked. This course will use historical scholarship and contemporary literature to help students see the connection between History and culture in the Jewish experience in Europe during the Early modern era.

While this course is housed within one discipline, it uses methodologies and theoretical frameworks from other disciplines (ie. literary analysis, cultural studies, ethnic studies, religious studies).

The course proposer feels it is imperative that the course be offered on a regular basis. By teaching the course solo, the course can be offered every alternate year and will not be dependent upon the availability of a co-instructor.

Because this course also satisfies an elective for the Jewish Studies minor, it is all the more important that students can depend on this course being offered every other year.

Will this course be team-taught?

No

Does this course count towards a major or a minor?

Yes

Please list the Major / Minor and if it is Required or Elective

History major or minor elective, Jewish Studies minor elective

Is this course part of an academic program?

- Jewish Studies

Have you received approval from the appropriate academic program committee to move forward with this proposal?

Yes

Does this course include any community engagement?

No

Does this course participate in the GoGlobal Program?

No

Information for Curriculum Review

A - New Course Proposal V. 7.2022 : Entry # 3339

Rationale and evidence for new course's consistency with departmental mission:

The History Department does not offer an upper level course that examines the History and identity of Jews in Europe. This a gap in our curriculum we have wanted to fill for some time. Also, the ability of historians to analyze literature in historical research projects is a valuable research skill for our majors. Finally, this course invites students to reflect on the connections between past and present, politics and culture, religion and identity.

List all student learning outcomes for this course.

- 1) Communication III: Speak to groups using sophisticated, context-appropriate, and interesting delivery techniques (posture, gesture, eye contact, and vocal expressiveness).
- 2) Inter- and Intrapersonal Skills I: Engage team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.
- 3) Inter-And Intrapersonal Skills III: Address conflict directly and constructively, helping to manage or resolve it in a way that strengthens overall team cohesiveness and future effectiveness
- 4) Integrative I: Connect concepts, theories, and frameworks of fields of study to life experiences, drawn from a variety of contexts (e.g., family life, creative endeavors, civic participation, work experience)
- 5) Integrative II: Adapt and apply skills, abilities, theories, or methodologies acquired in one situation or discipline to new situations or problems.

(see sample syllabi for course specific objectives)

List any units or content areas that will be required for all sections of this course.

Instructors have the liberty to choose the course content within the chronological parameters of the Early modern era, but are not limited to specific content. The richness of historical and Jewish studies literature is substantial, and therefore the instructor(s) may decide to regularly alter content each time the course is offered, as is often the case with established courses.

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

There are no assessment methods that are required for all sections of this course. Indeed, changes to the kinds of assessment methods are necessary to discourage academic dishonesty and to revise/adapt approaches based on student feedback and the instructor's evaluation of how well the learning outcomes were achieved in any given semester. You can consult the pages of the sample syllabi for examples of the kinds of assignments one could require for this course and how they will link to the learning outcomes.

Regardless of the assessment methods adopted by the instructor(s), students in this course will engage in team-based assignments wherein they will not only achieve / demonstrate their understanding of the academic content in question (Integrative II) but will also identify and persevere through conflicts and challenges encountered within their respective teams. (Inter- and Intrapersonal Skills I & III) Moreover, whether in a team or individual context, there will be assignments that require a form of verbal communication. (Communication III) Whether that communication is delivered through an in-person presentation or another medium that can achieve the same outcome will be at the instructor(s) discretion. Finally, as simultaneously a history and Jewish Studies course, the content will inevitably draw from real-life examples and demand the successful application of knowledge from both fields in graded coursework that require students to solve problems and address contemporary issues. (Integrative I) Additionally, by discussing these topics across time, it is inevitable that both the historical and Jewish Studies topics addressed by the instructor(s) will identify and discuss the consistencies and changes/developments within these respective fields (as well as their interaction with the other) across time and place. Thus, assessment methods will necessitate the student to demonstrate their understanding of how certain skills, abilities, theories, methodologies; etc. can be applied from one set of circumstances to another. (Integrative I and II)

List any readings or other materials that will be required for all sections of this course.

A - New Course Proposal V. 7.2022 : Entry # 3339

Instructors have the liberty to choose readings coinciding with the course content, but are not limited to specific textbooks. The richness of historical and Jewish studies literature is significant, and therefore the instructor(s) may decide to regularly change readings each time the course is offered, as is often the case with established courses. To ensure the interdisciplinary nature of the course, every time it is taught, at least 50% of assigned readings must be literature.

List any course policies that will be required for all sections of this course.

none

If you would like to specify 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)

N/A

Is there anything else the reviewing parties should know about this new course proposal that hasn't been addressed?

This ITG course proposal should be reviewed by Dean Elston, HBS.

Sample Syllabus

- [revised-Europe-and-Jews-Syllabus-Schneid-ITG.docx](#)