Colonnade General Education Committee
Western Kentucky University

Report to the University Senate Executive Committee
Date: December 29, 2015
From: Dr. Marko Dumančić, Chair

The Colonnade General Education Committee met on December 8, 2015 and submits the
following report for consideration to the University Senate:

CONSENT ITEM REPORT:

1. Inclusion into the Colonnade program Connections category

   a. HIST 305
   b. HIST 306
   c. HIST 407
   d. HIST 364
   e. HIST 365

INFORMATIONAL ITEM REPORT:

1. Cosmetically Revised Applications for Colonnade Connections Courses.

   a. Local to Global
   b. Social and Cultural
   c. Systems

***Contact Person*:** Dr. Eric J. Kondratieff, Assistant Professor of Roman History, Dept. of History. eric.kondratieff@wku.edu , 270-745-8861

Please complete the following and return electronically to colonnadeplan@wku.edu.

1. **A. What course does the department plan to offer in *Connections*?**

    HIST 305 – Ancient Greece

    B. Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)

    Systems

2. **How will this course meet the specific learning objectives of the appropriate sub-category? Please address all of the learning outcomes listed for the appropriate subcategory.**

    HIST 305 is divided into two main units that cover the evolution, elaboration, and disintegration of systems throughout Greek history: Part I: Bronze Age to Archaic Era (2300 – 480 BCE); Part II: The Classical Period (480 – 323 BCE). Throughout we examine how local, regional, and (eventually) Mediterranean-wide factors influenced, and were influenced by Greek social, political, and military systems, particularly those of Sparta and Athens

    The first half considers the several Greek systems of societal organization. It moves rapidly from the chieftainships of the earliest Greek societies, to the highly elaborated Mycenaean palace system (modeled on Minoan and Near Eastern palatial systems) with its tightly controlled redistributive economy as seen in the palace layout and scribal records (Linear B). The demise of Bronze Age societies due to systems collapse (brought on by climate change, population movements, and warfare) leads to new experiments in political organization, with self-governing *poleis* (s. *polis*), or city-states, becoming the norm. it also covers the evolution of two very different systems of political, economic, societal organization as seen in Sparta and Athens, both in response to the same sorts of pressures found in many other city states of the Archaic Period. This unit ends with a consideration of a super-system, the Persian empire and its subsystem components, and the clash of this empire with a coalition of Greek city-states which, despite their different political and economic systems, share a military system (hoplite warfare) that, along with their common language and religious practices, allows them to unite in a successful defense of their mutual homeland.

    The second half considers the evolution of the Athenian empire and its component subsystems (including governmental, religious, judicial, gendered, and slave-based systems), and the microsystems that make up the Athenian *polis* at home (households and localized municipalities called demes) and abroad (*cleruchies*, or colonies, and subject states). This close examination of Athenian society, is followed by a multi-session consideration of the Peloponnesian War, with a particular focus on the resources which two disparate systems — Sparta, Athens — bring to bear against one another, and how both societies made systems-level decisions and policies that would determine the short-term success or failure of each, and the long-term viability of both, as hegemonic powers. The course ends with a look at the evolution of a new Greek system originating in Macedon, an empire of territory and cultural diffusion inaugurated by the conquests of Alexander the Great and continued by his successors in the Hellenistic Age.

1. Analyze how systems evolve

This learning outcome is addressed by the following course leaning outcome: Student will analyze how Greek political, economic, military and religious systems changed in relationship with each other from ca. 2300 BCE to ca. 323 BCE.

To elaborate, both units examine change — from creation to dissolution — of human systems. The first considers the evolution of the Bronze Age Greek palace systems and their ultimate unsustainability as they depend on a fragile trade network and a tiny cadre of trained scribes to control the redistributive economy. The collapse of this system is followed by a reversion to simple chieftainships. But, with the increase of trade contacts with Phoenician traders, heirs to thousands of years of Near Eastern city-state traditions, Greek communities closest to the networks of trade and cultural exchange adopt and adapt the idea of the city state and coalesce from communities of householders to full-fledged poleis (synoecization). A major part of this section deals with the concurrent evolution of multiple systems (political, military, economic, communications, religious), in a mutually reinforcing feedback loop called peer-polity interaction (keeping up with the Joneses on a macro-level). As noted above, following the evolution of this new (borrowed) form of polity is an examination of two very different permutations: Sparta's highly militarized warrior state, supported by an entire population of enslaved Greeks (the helots of Messenia) following a venture in internal colonization; and Athens' experimentation with oligarchy, tyranny, and finally, democracy in a series of attempts to deal with economic pressures and inequities. In terms of systems evolution, this unit concludes with a consideration of the Persian empire and how its administrative, monetary, and taxation systems (among others), were articulated by Darius I to create more efficiency in governing the empire's 3 million square miles of territory.

The second half of the course traces the evolution of the Delian League into the Athenian empire and its multiple systems of control: *phoros* (monetary tribute), *episkopoi* (inspectors), conscript military service, *cleruchies* (citizen colonies planted in subject territories), and the violent subjugation and enslavement of "allied" states wishing to secede from the empire, among other things. An interlude for this themes occurs with the examination of multiple component systems within Athenian society and a consideration of the war between Athens and Sparta. The last several sessions discuss the rise and fall of different hegemonic powers, and conclude with the creation of the Macedonian empire, from the small beginnings under Philip II, to the vast empire conquered by Alexander which becomes a vehicle for Hellenic cultural diffusion in the Hellenistic Age.

With regard to Athens and Sparta in particular, the only way to fully understand their mutual antagonism that resulted in the Great Peloponnesian War (431-404 BCE) is to trace the different paths along which their societies evolved, their component subsystems, and how these differences created differences also in system-level thinking and decision making (well elucidated by some set speeches in Thucydides' work that compare the Athenian, Corinthian, Spartan character, policies, and abilities to think and act on a macro-system level).

2. Compare the study of individual components to the analysis of entire systems.

Each system that the course considers (both over time and throughout the Hellenic world) had political, military, economic, and religious elements. Each of these systems was characterized by vertical tensions (leaders and led, commanders and commanded, rich and poor), lateral tensions within the political élite (factionalism, extreme competition for elective offices) as well as center-periphery tensions between regional elements (client kingdoms, allied states, subject ter-

ritories) in the system and the central authority as represented by the hegemonic powers (Sparta, Athens, Persia, and Macedon, to name a few). There were also tensions inherent in the between the people and to their appointed and/or elected officials within the Spartan mixed constitution (Kings, Council of Elders, Ephors, and Citizen Assembly), and in the Athenian democratic system (resolved largely by courts of scrutiny that could call former-elected officials to account for actions done while in office). To be sure, there were numerous forces pulling at the fabric of societal cohesion in nearly every Greek polity (just read Thucydides: plenty of civil strife there).

These different factors of tension give rise to different responses toward resolution. While Sparta gets quite a bit of attention, Athens gets much more because so much more is known about how the Athenians organized their community. For this reason, we take a look at how the democratic system of government worked, from the functions of officials high and low, to efforts to break the powers of factionalism by gerrymandering the municipalities (*demes*) that made up the Athenian tribal system (or *phylae*). This is not the place for a discussion of complicated distributions and functions of political units—from individual citizens, to *oikoi* (households), to *demes*, to tribes, to the *polis* itself; but rest assured that these things are all discussed in detail in class. This is because understanding how Greek systems of government developed (and functioned) in the Archaic and Classical periods, particularly the governments of Athens and Sparta, requires teasing out the connections between the subsystems and explaining how they affected, and were affected, by other subsystems (and how they could be manipulated, or not).

3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

Speaking for the first half of the course, the major tensions that enveloped the life of Athens arose from inequities in land-holding/ownership, judicial practice, access to power, and debt-bondage. These systemic issues were exacerbated by serious economic problems (poor harvests) and inequities (wealth distribution) that resulted in the enslavement of numerous Athenians because of their practice of using a person's body as collateral for loans (the alienation of land was illegal, and few had any other goods worthy of use as collateral). The problem became so acute that various reforms to resolve the many inequities were attempted: the legal reforms of Solon, which abolished debt-bondage, incorporated the lowest free classes into the assembly, and ranked people by income level rather than by blood; a mixed form of government (with 5 aristocrats, 3 farmers and 2 craftsmen in a dekarchy); the tyranny of Peisistratus, supported in part by the middle and lower classes who benefited most from his varied economic reforms; and, finally, democracy, which evolved from a more equitable distribution of voting power and participation in city-wide councils, to the Classical Democracy (covered in the second half of the course) in which the lot reigned supreme, and poor citizens were encouraged to participate by the distribution of small subventions to compensate them for lost income while doing their civic duty (citizen assemblies and jury duty). All of these reforms were the result of system-level thinking and efforts resolve the inequities inherent in any Mediterranean society. Some were more or less sustainable; the Athenians did not adhere to traditional ways that were clearly unworkable.

The Spartan system gets less time, but is also considered in terms of systems-level thinking at home, as the sustainability of their warrior class was made unsustainable by decisions to end the lives of male infants who were deemed too weak; by an education system that could be fatal to children and youths; by a gender-divided system of habitation in which husbands slept in barracks, so had less frequent contact with their wives, hence less opportunities to have sons to turn into Spartan soldiers; and by rules that expelled Spartiatae (the elite soldiers) from the system

for any number of infractions, all of which made it that much more difficult to keep up the numbers of citizen soldiers in the face of battle casualties, etc. In short, the Spartan "constitution" had inherent flaws that were observed but ignored (due to Spartan conservatism), and these flaws can be shown to have lead directly to the failure of Spartan society itself.

Considering Sparta and Athens together, one can see that the two systems represent extremes of flexibility and rigidity, at least most of the time, with the exception of the Peloponnesian War, when these attitudes were reversed. In fact, it is in his account of Peloponnesian War, that Thucydides provides a "birdseye" view of (seemingly) quite self-aware systems-level thinking among Spartans, Athenians, Corinthians, Syracusans and others in the debates to determine appropriate responses to a variety of crises. In short, this course is all about 1) shared culture but disparate systems; 2) the makeup, or components / subsystems of each society; and 3) how system-level thinking determined the sustainability or demise of the societies making those decisions.

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should <u>this course</u> be in Colonnade)? Discuss in detail.

This course is a summative learning experience as it requires students to apply the basic knowledge and skills they have acquired through Colonnade Foundations and Exploration courses to address the complex systemic issues of the Greek city-states (in particular, Athens and Sparta). This can be seen in the History 305 and History Department Learning objectives outlined in Question 5, below.

Ancient Greece remains a compelling topic of interest for many undergraduate students. I have observed that, when it fulfilled the old gen. ed. requirements as well as major / minor requirements, my Ancient Greece courses consistently enrolled students from a wide variety of backgrounds and degree programs, including other humanities disciplines, business management, and STEM+I. In my start-of-semester surveys, they invariably report enthusiasm for, or interest in, the period. Thus, it makes a good candidate for inclusion in Colonnade requirements, as it is a proven draw from outside the discipline of history.

The course also has a broad appeal because of its interdisciplinarity. As a historian who has trained broadly in Classics, Archaeology, and Greek and Latin languages (and a variety of subdisciplines), I am not tied only to literary texts in my approach to history. I am equally at ease with the proper use of archaeological remains — architecture, art, inscriptions, pots, coins, daily-use items — to illustrate, or even make, important points in discussions of historical processes. Images of such items, along with extensive use of maps (from building layouts to city plans to maps of the Afro-Eurasian land mass) exposes students to an important visual culture and learning element that my work for them better than textual approaches (albeit most of the written work is focused on historical literary evidence, as this meets History Dept. objectives).

Because the period covered is long and the geography broad (Greece, the Aegean, and the Mediterranean world to the Indus River Valley from ca. 2300 BCE to ca. 323 CE), the subject is ideally suited for system-level thinking about patterns of human life and societal organization over a long period of time and a wide expanse of territory. This was a period of experimentation with different governmental forms and ways to organize and distribute authority collectively and individually, and the viability (or not) of city-states attempting to create and maintain hegemony over similar city states (e.g., the Athenian and Spartan empires). Also, students may observe how Athenian flexibility and a willingness to experiment with more equitable systems of

government, while not approved of by ALL citizens, appealed to the majority and created a longer lasting an more vibrant society with a much greater legacy even in our era than did the Spartans with their conservative, inflexible and wrongheaded policies (with the ironic difference that Spartan women had many more freedoms and legal rights than their Athenian sisters).

Finally, understanding how the Greek city states and the territory they encompassed (through widespread colonization, a topic of Unit 1) changed during these years also requires students to think carefully about how different levels (local, regional, Mediterranean-wide) and types (political, military, economic, and religious) of human activity are related. More important is that by systematically dissecting a series of governmental systems developed by the Greeks (especially the Spartans and Athenians), and by examining their strengths and weaknesses, their successes and failures, students will develop a set of "systems analysis" skills that they can apply to any number of human organizations, skills that may not be as readily developed within their own major.

4. **Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.**

   None, although it would help if the students who take this course has already taken either HIST 101 (a Colonnade Foundations Course) and/or English 100 (also a Colonnade Foundation Course)

5. **Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.**
   Colonnade Learning Objectives.
   A Systems course in the Colonnade program will:
   - analyze how systems evolve;
   - compare the study of individual components to the analysis of entire systems;
   - evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

   In History 305, you will:
   - analyze how Greek political, economic, military, religious and cultural systems evolved and changed in relation to one another, especially in Sparta and Athens;
   - learn and discuss how local, regional, and Mediterranean-wide developments interacted with each other from earliest Greek history to the time of Alexander the Great;
   - evaluate how ancient Greeks thought of their place in society and the world, and how that shaped politics and society.

   History Department Learning Objectives:
   As an upper-division course, HIST 305 has multiple overlapping objectives. Upon completing this course, you will be able to:
   - identify the general outline of trends and events in Greek history from ca. 2300 to 323 BCE;
   - contextualize primary sources produced in the Greek period and relate them to broader historical developments;
   - develop interpretive strategies for dealing with unfamiliar primary sources;
   - synthesize primary (ancient) and secondary (modern) material into a concise interpretation of the past;
   - read and understand scholarly articles concerning the ancient Greek world;
   - learn and practice how professional historians collect and deploy evidence to prove arguments;
   - assess the strengths & weakness of a scholarly argument.

6. **Give a brief description of how the department will assess the course beyond student grades for these learning objectives.**

HIST 305 students will complete two essay-based tests and three specific assignments (the third one being multi-phased) that are designed to measurably assess objectives outlined in the course syllabus and the Connections category for the Systems area. In some cases, the assignments overlap the stated learning objectives for this course. The two exams in particular will assess, holistically, the students' progress in understanding systems at all three levels as described in the Connections: Systems learning objectives.

Essay Exams: Students will synthesize and discuss historical events surrounding a Greek system or subsystem that incorporates questions relating to the system's evolution, an analysis of components of the system in relation to the whole, and the viability/sustainability of the system. ***Connections Learning Outcomes #1, 2, & 3.***

> **Sample Question:** *Compare the defensive and non-expansionist policy of Pericles at the beginning of the Peloponnesian war with the high-risk expansionist plan (the Sicily campaign) promoted by Alcibiades fifteen years later. What changes in Athenian experience and government precipitated this policy change? Or, what factors do you think contributed to that shift in system-level policy- and decision making? At what levels of Athenian society, as reported by Thucydides, was this change in policy supported? Finally, what arguments against the viability of this plan did Nicias offer? Be specific, and cite historical examples from the speeches and debates described by Thucydides.*

Students will also write two papers and conduct a multi-phase research project during the course of the term. **See Question 7, below, for details on the formal essays.**

At the end of the term, the department's assessment committee will randomly select 30% of the relevant assignments and evaluate this sample for the three *Connections* outcomes discussed above (#2 of this proposal):

A holistic rubric will be developed using a 4-point scale:

> 4 = outstanding (far exceeds expectations)
>
> 3 = good (exceeds expectations)
>
> 2 = average (meets basic expectations)
>
> 1 = poor (does not meet basic expectations)

The committee's targets are:

> 70% of the work will score 2 or higher.
>
> 30% of the work will score 3 or higher.

Below is a sample of the holistic rubric that may be used to assess the Connections learning objectives for the HIST 305 course assignments:

Connections Learning Objectives	Criteria			
	1 **Poor** (does not meet basic expectations)	**2** **Competent** (meets basic expectations)	**3** **Good** (exceeds expectations)	**4** **Excellent** (far exceeds expectations)
Analyze how systems evolve	Has a limited understanding of human systems / organizations and how they are formed; lacks ability to contextualize historically	Identifies different systems and comprehends the major components and functions of systems as they developed over time	Capably expresses in reasonable detail how systems developed over time in their proper socio-historical context	Critically analyzes key factors underlying the creation and interrelationships of institutions within developing systems, and accurately assesses their strengths and weaknesses within their proper context
Compare the study of individual components to the analysis of entire systems	Discussions of individual components in systems may reflect only a basic understanding of function and interrelationships.	Accurately identifies the most important reasons for analyzing a subsystem as it relates to understanding how complex systems function.	Meaningfully expresses some sub-system complexities with relation to the larger systems of which they are part.	Demonstrates sophisticated understanding of complex systems and accurately describes the interrelationships of a variety of subsystems to each other and to the greater system of which they are part.
Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Exhibits superficial understanding and faulty reasoning with regard to system-level thinking and the strengths and weaknesses inherent in human systems in general.	Exhibits interest and basic understanding of system-level thinking and policy making that influenced outcomes in real-world problems faced by ancient societies	Demonstrates clear understanding of system-level thinking and policy making that influenced outcomes in real-world (ancient) problems; clear analysis of solutions and outcomes	Demonstrates sophisticated understanding of unique, system-level policy problems within their socio-historical context; makes good use of primary sources to provide well-developed, articulate analysis and advanced evaluation of historical problems.

7. **Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.**

   HIST 305 students will complete two essay-based tests (see Question 6, above) and three specific formal assignments (the third one being multi-phased) that are designed to measurably assess learning outcomes outlined in the course syllabus and the Connections category for the Systems area. In some cases, the assignments overlap the stated learning outcomes for this course. The two exams in particular will assess, holistically, the students' progress in understanding systems at all three levels as described in the Connections: Systems learning objectives. As for the formal assignments,

   The first paper requires students to find on JSTOR a scholarly article on a major topic of debate in Greek history related to one of its major systems (e.g., political, religious, judicial, military, etc.).

   • In their first paper (**Syllabus: Assignments: Paper 1**), students will analyze a scholarly article on a major topic of debate in Greek history related to one of its major systems (e.g., political, religious, judicial, military,etc.). Students will summarize the article clearly and concisely, demonstrating that they understand clearly how a professional historian uses evidence to construct an argument; they will also look for clues to how the author places his/her argument in relation to the field at large, whether s/he is responding to earlier arguments on the same topic, how convincingly s/he deploys evidence and argument, and the overall utility of the article. This project enhances information literacy, evaluation skills, and persuasive writing skills. While analyzing the article as directed, they will read, analyze and write about the author's discussion of the system / subsystem being investigated. This will help them understand how to effectively deal with all elements of *Connections Learning Outcomes #1, 2, & 3.*

   • In their second paper (**Syllabus: Assignments: Paper 2**), students will apply their developing analytical skills to two or more ancient source documents from regarding a systems-based historical problem in Greek history (e.g., Solon's reforms, Peisistratus' tyranny, or Cleisthenes' democratic reforms: **see syllabus, Assignment 2**), guided by a series of questions that will help them learn to sift through authorial bias (generic and personal). The guiding questions will direct them to work on aspects of the documents to meet *Connections Learning Outcomes #1, 2, & 3.*

   • The research project (**Syllabus: Assignments: Paper 3a-d**) is a multi-phase assignment that guides students through the process of successfully conducting a research project in Greek history (again, emphasizing one of the major systems, or subsystems). They have to produce over the course of the semester a proposal; a detailed, annotated bibliography of modern and ancient sources they will use for their paper; a working outline; and the paper itself (again, on a problem or debate in Greek history). Feedback and (re)direction is given on each part of the project before the next one is due; rewrites are allowed if necessary. The paper itself has the additional requirement of students evaluating sources and scholarly arguments relevant to the "big debate" they have chosen to focus on, while arguing persuasively one side or the other (or their own side, if so inclined). If done as instructed, this project meets *Connections Learning Outcomes #1, 2, & 3*

   See Attachment #1 for the general criteria on which the papers will be evaluated (*Formal requirements*).

8. **How many sections of this course will your department offer each semester?**

   This course will be offered one semester each year.

9. **Please attach sample syllabus for the course.** PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.

ATTACHMENT #1

Grading Rubric for written assignments (from the syllabus)

ASSIGNMENTS
GENERAL INFORMATION FOR WRITTEN ASSIGNMENTS

Evaluation: Your papers will be graded on the following criteria:

Thesis: Do you present a thesis that is easily identifiable, plausible, and clear?

Use of Evidence: Do you support your argument with relevant evidence and examples drawn from primary sources? Do you properly integrate these examples into your overall argument? Do you provide accurate and relevant factual information? Do you properly cite your sources, whether quoted, paraphrased, or summarized?

Logic and Argumentation: Does your overall argument flow logically? Is it reasonable and sound? Do you make original connections that support your thesis?

Identification of Ethical Issues: Are you able to identify the various ethical perspectives related to your topic? Are you able to objectively discuss the assumptions and implications of those differing ethical perspectives?

Structure: Is your argument organized in a way that provides appropriate support for your thesis? Do you provide clear and logical transitions from point to point in your argument? Does each paragraph provide clear and logical support for its topic sentence?

Mechanics: Is your diction (word usage), punctuation, and grammar correct? Do you correctly cite sources?

Word Count (Length): Minimum word count means main text only, exclusive of title, identifying information, bibliography, or footnotes.

Citations: You must *always* cite the ancient evidence used to support your essay, whether quoted or only summarized in your own words. References to specific evidence must be cited as in the examples below (next section).

Instructor:　Dr. Eric Kondratieff　　　**Office Phone**:　745–8861 (office hours only)
Office:　Cherry Hall 217　　　**E–mail**:　eric.kondratieff@wku.edu
Office Hours:　Tu & Th, 1:30–2:15 and by appt.　　　**Dept. Associate:**　Janet Haynes, CH 200

COURSE OVERVIEW & LEARNING OBJECTIVES

Using a combination of ancient literature, material evidence, and modern scholarship, we will survey ancient Greek history (2000 BCE to 323 BCE) and the variety of systems Hellenic peoples developed to organize their societies, especially in the Archaic and Classical periods (750 – 323 BCE). These include: governmental systems (democracy, oligarchy, monarchy, tyranny); economic systems (redistributive, trade-based, slave-driven); legal systems (public/private, criminal/civil); military systems; gender- and class-based systems of activity; and more. We will examine how component microsystems (*oikoi* / households, *demes* / municipalities) formed the building blocks of macrosystems (*poleis* / city-states). And, we will closely consider system-level thinking in policy and decision-making in, e.g., Sparta and Athens in their defense of Greece and their struggles for regional hegemony.

Colonnade Learning Objectives.

A Systems course in the Colonnade program will:

- analyze how systems evolve;
- compare the study of individual components to the analysis of entire systems;
- evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

In History 305, you will:

- learn about and analyze how Greek political, economic, military, religious and cultural systems evolved and changed in relation to one another, especially in Sparta and Athens;
- understand how local, regional, and Mediterranean-wide developments interacted with each other from earliest Greek history to the time of Alexander the Great;
- evaluate how ancient Greeks thought of their place in society and the world, and how that shaped politics and society.

History Department Learning Objectives:

As an upper-division course, HIST 305 has multiple overlapping objectives. Upon completing this course, you will be able to:

- identify the general outline of trends and events in Greek history from ca. 2300 to 323 BCE;
- contextualize primary sources produced in the Greek period and relate them to broader historical developments;
- develop interpretive strategies for dealing with unfamiliar primary sources;
- synthesize primary (ancient) and secondary (modern) material into a concise interpretation of the past;
- read and understand scholarly articles concerning the ancient Greek world;
- understand how professional historians collect and deploy evidence to prove arguments;
- assess the strengths & weakness of a scholarly argument.

REQUIRED TEXTS (see also schedule for PDFs on Blackboard)

Pomeroy (and 4 others): *A Brief History of Greece*, 3rd ed. (Oxford 2014; ISBN 978–0199981557)

Nagle (and Burstein): *Readings in Greek History*, 2nd ed. (Oxford 2013; ISBN: 9780199978458)

Herodotus* *The Histories*, transl. by P. Mensch (Hackett 2014; ISBN 9781624661136) [Order direct]
　　　*Recommended edition. Other acceptable editions include Penguin (2003); Oxford World Classics (1st, 1998/ 2nd, 2008).

REQUIRED LEARNING ACTIVITIES / ASSIGNMENTS

ITEM TO BE ASSESSED (See Schedule below for Due Dates)	POINTS	%
Participation (may include online or in–class quizzes or writing based on readings, discussions):	150	(15%)
Midterm (I.D./Short Answers; 1 Short Essay; 1 Long Essay)	150	(15%)
Final Exam (I.D./Short Answers; 1 Short Essay; 1 Long Essay)	150	(15%)
Paper 1–Critical Analysis of Scholarly Article from JSTOR published after 2000 (1000 words):	100	(10%)
Paper 2–Critical Analysis of Ancient Sources (1000 words):	100	(10%)
Paper 3*–Research Project (using ancient primary sources as your *main* evidence)		
a) Proposal + Thesis Statement:	20	(2.0%)
b) Annotated Bibliography (1000+ words on 4 modern items + relevant ancient sources):	100	(10%)
c) Detailed Working Outline:	30	(3.0%)
d) Research Paper (2000+ words + *return all previously graded elements of your project*)	200	(20%)
Total Points	1000	(100%)

Points = Grade: 900+ = A; 800–899 = B; 700–799 = C; 600–699 = D; <600 or failure to complete all assignments = F

Dr. E. J. Kondratieff　　　　　　　　　　　*Colonnade Proposal Version 1 as of 12/1/15, 7:39 PM*

COURSE SCHEDULE
Note: This schedule is subject to revision as deemed necessary; advance notice will be given.

Mon., 2/1   **Full semester classes –** Last day to: add a class; drop a class without a grade; change a class from Audit to Credit; receive 100% refund for a class (refer to **Tuition and Refund Policy** online).

Fri., 3/18   **Full semester classes –** Last day to: drop a class with a W; change a class from Credit to Audit.

Thu., 5/12   FINAL EXAM: **1:00 to 3:00 p.m. in our regular classroom.**

LECTURE / DISCUSSION TOPICS, **Reading Assignments**	**ITEMS DUE**

UNIT I: BRONZE AGE TO THE END OF THE ARCHAIC ERA (2300 — 480 BCE)

Week 1: Jan. 26, 28 — Setting the Scene; Pre-Greek Societies in Hellas

1   INTRODUCTION TO SOURCES: Material & Literary Evidence
        Pomeroy xvii–xxv (Intro), 3–12
        Nagle i–xxv (Intro)

2   FROM FRANCHTHI TO KNOSSOS: The Rise of Complex Societies in the Aegean:
        Pomeroy 13–25

Week 2: Feb. 2, 4 — The Rise of Complex Greek Societies and Systems Collapse in the Bronze Age

3   FROM RAIDERS TO TRADERS: Mycenae, Rich in Gold (2300– 1200 BCE)
        Pomeroy 25–39
        Nagle 2–9 = § 1A (Documents on Greece in the Bronze Age)

4   THE GREEK DARK AGES: From Palace Systems to Proto-*Polis* (1200 – 800 c. BCE)
        Pomeroy 41–58
        Homer Extracts § 1–2 (Odysseus in Egypt; A Hero's Funeral: PDF on Blackboard)

Week 3: Feb. 9, 11 — The Development of New Economic and Political Systems in the Archaic Period

5   RENAISSANCE & REVOLUTION: Trade, Colonization, and the Effects of Cultural Contacts
        Pomeroy 58–66
        Homer Extracts § 3–4 (Odysseus in the Land of the Cyclops; Traders and Slaves: PDF on Blackboard)

6   ARCHAIC GREEK SYSTEMS I: The Rise of the *Polis* System at Home and Abroad   ==*PAPER 1 DUE*==
        Pomeroy 67–74
        Homer Extracts § 5–8 (Shield of Achilles and Proto-*polis* life in Homer: PDF on Blackboard)
        Nagle 9–29 = § 1B–1F (The *Polis*; Life in the Early *Polis*; Colonization)

Week 4: Feb. 16, 18 — Systems of Competition, Cooperation and Coexistence in the Archaic Age

7   ARCHAIC GREEK SYSTEMS II: Aristocratic Warriors, Citizen Soldiers, and the Rise of Tyranny
        Pomeroy 74–83
        Homer Extracts § 9–11 (Guest Friendship; Aristocratic Life in Homer: PDF on Blackboard)
        Nagle 29–35, 47–55, 59–71 = § 1G–1H, 2A–2C and 2E–2F3 (Docs on Aristocratic Life & Tyrants)

8   ARCHAIC GREEK SYSTEMS III: Panhellenic Culture, Inter-Polis Rivalry, and Greek Identities
        Pomeroy 83–98
        Gates 238-251 (Greek Sanctuaries – Delphi and Olympia: PDF on Blackboard)
        Homer Extracts § 12–13 (Early Athletic Competition, Funeral Games: PDF on Blackboard)
        Nagle 42–45 = § 1J (The Role of Athletics in Creating Social Status at Home and Abroad)

Week 5: Feb. 23, 25 — Rival Systems of Political Organization

9   ARCHAIC GREEK SYSTEMS IV: Sparta's Slave-Supported Military State
        Pomeroy 99–120
        Nagle 35–42 = § 1I (The Hoplite *Polis*: extracts on Sparta)
        Xenophon *Spartan Constitution* (PDF on Blackboard)
        Aristotle *On the Spartan Constitution* (PDF on Blackboard)
        (Optional: **Plutarch** *Life of Lycurgus* [PDF on Blackboard[)

LECTURE / DISCUSSION TOPICS, **Reading Assignments**	ITEMS DUE

Week 5 (Cont'd): Feb. 23, 25 — Rival Systems of Political Organization and Policy-making

10   ARCHAIC GREEK SYSTEMS V: Oligarchy, Tyranny, and Democracy in Athens   *PAPER 2 DUE*
  Pomeroy 121–136
  Aristotle *Athenian Constitution* Part I, § 1-21 **(**Draco to Cleisthenes, PDF on Blackboard)
  Herodotus 1.29–33, 1.59–64, 5.55–78 (Selections on Athens, PDF on Blackboard)
  Thucydides 6.53–59 (Selection on Athenian History, PDF on Blackboard)
  (Optional: **Plutarch,** *Life of Solon* [PDF on Blackboard])

Week 6: Mar. 1, 3 — New Systems of Learning and Empire-building   *RESEARCH PROPOSAL DUE*

11   HISTORIOGRAPHY I: Ionian Inquiry, the Pre-Socratics, and Herodotus
  Pomeroy 92–93 (Review)
  Herodotus *Translator's Introduction*

12   MACROSYSTEMS ABROAD—The Creation and Articulation of the Persian Imperial State (c. 550-486 BCE):
  Pomeroy 136–138
  Herodotus 1.1–5, 1.95–140, 1.201–214 (Cyrus the Great); 2.1, 3.1–38 (Cambyses) 3.61–97 (Darius I)
  Nagle 78–84 = § 3A (Persian Documents)

Week 7: Mar. 7 to Mar. 11 — *N O   C L A S S E S   —   S P R I N G   R E C E S S*

Week 8: Mar. 15, 17 — Warfare and the Consequences of Systems-based Decision Making

13   PERSIAN WARS I (499–480 BCE): Sardis to Thermopylae
  Pomeroy 138-151
  Nagle 95 = § 3C.3 (The Themistocles Decree)
  Herodotus 1.1–5, 5.28-41, 5.49–54, 5.97–105, 6.28–32, 6.42–93 (skim), 6.94-139, 7.1-239

14   PERSIAN WARS II (480–478 BCE): Battles of Salamis and Plataea; Aftermath...
  Pomeroy 148–151
  Herodotus 8.1—9.122

UNIT II: THE CLASSICAL PERIOD (480 – 323 BCE)

Week 9: Mar. 22, 24 — Midterm; Evolution of the Athenian Imperial System

15   *M I D T E R M   E X A M*   *M I D T E R M   E X A M*

16   HISTORIOGRAPHY II: Thucydides; Athens: From Delian League to Empire
  Pomeroy 152–60, 198–200, 206–211
  Nagle 158–174 = Chapter 5 Intro and § 5A–5C2 (Delian League to Athenian Empire)
  Thucydides 1.189–117 (Athens' Rise to Empire: PDF on Blackboard)

Week 10: Mar. 29, 31 — Athenian Systems of Religious Activity

17   SACRIFICE, RITUAL, AND RITES OF PASSAGE: Religion in Classical Athens
  Nagle 143-150 = § 4E (Docs on Religion in the Classical *Polis*)
  Ancient Sources on Greek Religion (PDF on Blackboard)

18   PERFORMANCES FOR THE GODS: Athenian Tragedy and Comedy
  Pomeroy, 200–211, 228–231

Week 11: Apr. 5, 7 — Components and Microsystems of the Athenian Democracy I

19   ATHENS: The Physical *Polis* and Its Democratic Institutions   *ANNOTATED BIBLIO DUE*
  Pomeroy 160-170, 182-194
  Nagle 175–182 = Ch. 5 Intro, § 5C3 (Pericles on Athens' Democracy)
  Aristotle *Athenian Constitution* Part II, § 22-27, Part IV § 42-68 (Pericles, Athenian govt.: PDF on Blackboard)

20   *OIKOS* & *POLIS* I: The Athenian (Male) Citizen
  Pomeroy 170–177
  Nagle 204–216 = Chapter 6 Intro, § 6A–6B (Intellectual Developments in Athens)

LECTURE / DISCUSSION TOPICS, **Reading Assignments**	**ITEMS DUE**

Week 12: Apr. 12, 14 — Components and Microsystems of the Athenian Democracy II

21   *OIKOS* & *POLIS* II: Lives of Women; Households and Family Life
         Pomeroy 170–177 (Review)
         Nagle 110–129, 134–143 = § 4A–4B, 4D (Docs. on Family, Household, and Morality)

22   *OIKOS, POLIS* & ECONOMY: The Greek System of Slavery   ==**WORKING OUTLINE DUE**==
         Pomeroy 177–181
         Nagle 129–134 = § 4C (Docs. on Greek Slavery)

Week 13: Apr. 19, 21 — The Evolution of Systems-Level Policy in Periods of Conflict

23   PELOPONNESIAN WAR I: Causes & Origins; Of Mice, Men, and Fleas
         Pomeroy 218–228
         Thucydides 2.34-46 and 2.50-65 ("Two Speeches of Pericles": PDF on Blackboard)

24   PELOPONNESIAN WAR II: Corcyra, Mytilene, Melos, and the Tragedy of Sicily
         Pomeroy 231–246
         Nagle 182–193 = § 5C4–5D (Revolution at Corcyra; Melian Dialogue; Opposition to War at Athens)
         Thucydides Selections (PDF on Blackboard)
         Aristotle *Athenian Constitution* Part III § 28-33 (Rise of Demagogues; Revolution: PDF on Blackboard)

Week 14: Apr. 26, 28 — Systems-Level Decision-Making and Systems Collapse

25   PELOPONNESIAN WAR III: Athens in Defeat, Socrates on Trial
         Pomeroy 247-253
         Nagle 193-197, 215-223 = § 5E, 6C–6D (Defeat and Hard Times; The Threat of Socrates)
         Xenophon *Hellenica* 1.1–2.4 (PDF on Blackboard)
         Aristotle *Athenian Constitution* Part III § 34-41 (Athens at the end of the war: PDF on Blackboard)

26   THE END OF CLASSICAL GREECE: Shifting Hegemonies; The *Polis* in Decline   ==**RESEARCH PAPER DUE**==
         Pomeroy 253-281
         Nagle 226–248 = § 7A–7B (Decline and Fall of Sparta; Crisis of the *Polis* in the 4th c. BCE)

Week 15: May 3, 5 — Globalizing Greek Political and Cultural Systems

27   FOUNDATIONAL SYSTEMS OF MACEDONIAN IMPERIALISM: Philip II and the Rise of Macedon:
         Pomeroy 283-300
         Nagle 257–265 = § 7D (Philip II and the Emergence of Macedon)
         (Optional: **Plutarch** *Life of Alexander*, Chs. 1–10 [PDF on Blackboard])

28   CONQUEST, COLLAPSE, AND CREATION: Alexander, Persia, and the New (Hellenistic) World Order
         Pomeroy 301–325
         Nagle 265–285 = § 7E–7I (Selections on Alexander and his legacy)
         (Optional: **Plutarch** *Life of Alexander*, Chs. 11-77: PDF on Blackboard])
         (Optional: **Arrian** *Campaigns of Alexander*, Selections: PDF on Blackboard)

Week 16: May 9 – 13 — FINALS WEEK

2 9   ==*F I N A L E X A M* : **Thursday, 5/12, 1:00 to 3:00 p.m. in our regular classroom.**==

ASSIGNMENTS

INSTRUCTIONS FOR PAPER 1

Critical Analysis of a 20+ pp scholarly article from JSTOR on ancient Greek history; 1000+ words, 100 pts (10%)
The article *must* deal with one of the systems topics noted in the Course Overview (above). Use proper citation!

Requirement: Articles **must** be from **POST–2000**, peer–reviewed journals archived on **JSTOR** in the Classical studies section: http://www.jstor.org.libsrv.wku.edu/action/showJournals?discipline=43693391. **You must include a full JSTOR URL in your "works–cited"; you must also email me a pdf copy of the article.**

NOTE: This project is an extended version of the type of critical analysis you will do for your annotated bibliography for your research project. Try to pick an article that covers a topic you might wish to have as your research project.

Your task is not merely to summarize, but also to demonstrate that you have understood and critically evaluated the article. In other words, you will both summarize your understanding of the article, then assess it in terms of its overall argument and effectiveness in persuading readers to the author's viewpoint.

Guiding Questions: Back up your evaluation with specific references from your text in Chicago style footnotes, for which please see the WKU History Department Style Sheet for Citations on Blackboard).

1) What is the article's main or central argument? Summarize it precisely in a paragraph or two.
2) Where does the author place his/her argument in relation to the field of study to which his/her article relates?
3) What does the author claim his/her project provides in terms of advancement in his/her field of study?
4) Does the author try to correct the work of other scholars in the field? Provide examples (Check the footnotes!).
5) How well does the author use evidence (ancient or modern) to support his/her argument? Provide examples.
6) How persuasive was the author in his/her overall project?
7) Offer your best objective assessment of how / why other researchers might benefit from reading this article.

INSTRUCTIONS FOR PAPER 2

Critical Analysis of Ancient Source + Synthesis of Data/Evidence: 1000+ words, 100 points (10%)

This paper requires you to critically analyze conflicting source materials about one (1) of three (3) Athenian leaders: Solon, Peisistratus, or Cleisthenes. You will restrict your comments to the assigned primary source material, as this assignment is an exercise in close reading, critical thinking, and interpretation of ancient documents (in translation).

(Paper 2) OPTION 1: The Reforms of Solon the Athenian, ca. 594 BCE

Reading: Plutarch's *Life of Solon;* Aristotle, *Athenian Constitution* 5-13

Objective: To learn about Solon's policies to reform Athens' struggling economic, political, and judicial system; also, to detect biases inherent in the genre of biography, which is often is our only source for certain persons and events.

Background: Tradition holds that Solon was elected *archon* (chief magistrate) in 594 BCE to institute reforms that would free Athenian society from civil conflict arising from systemic economic, political, and judicial inequities. The best sources, Aristotle's *Athenian Constitution* and Plutarch's biography, were written centuries after Solon's life; both authors had access to earlier sources, including Solon's own writings. Aristotle, however, was interested in the broad scope of Athenian history, while Plutarch wished to provide moral examples to potential leaders in his day.

Assignment: Use the assigned passages to answer *all* of the questions below. Your essay must have a focused introduction, and a conclusion that reviews your findings and states what these documents tell us about archaic Athens.

• What reforms did Solon implement to deal with systemic land, debt, and political problems? Why?

• What response did his laws elicit from rich and poor Athenians? Explain their positions as noted in the sources.

• Can Solon's reforms be seen as a step toward a more democratic society? If so, how? If not, why not?

• Where can *you* detect in this account bias, positive or negative, from Plutarch? Provide some examples, and discuss how they affect *your* impression of Plutarch's accuracy and/or reliability in relation to Aristotle's.

Be specific in your answers. Provide **footnote** citations from your readings (e.g., Plut. *Solon 3,* Aristot. *Ath. Pol.* 11).

(Paper 2) OPTION 2: Peisistratus, Tyrant of Athens (561-526 BCE)

Reading: Herodotus 1.59-64; Aristotle, *Athenian Constitution* 13-17

Objective: To detect the underlying social movements or pressures in political systems that allowed "grassroots" leaders to seize power. Also, to determine if claims Herodotus makes for the Alcmaeonids stand up to scrutiny.

Background: Peisistratus succeeded, after three attempts, in establishing a tyranny-dynasty and a new, hybridized political system that lasted until the last decade of the 6th-c. BCE that contributed much to the development of Athens and Athenian democracy. One of the rival factions competing against Peisistratus for leadership in Athens was headed by Megacles, the head of the powerful Alcmeonid family (the family of Cleisthenes and Pericles).

Assignment: Use the assigned passages to answer *all* of the questions below. Your essay must have a focused introduction, and a conclusion that reviews your findings and states what these documents tell us about archaic Athens.

- What appear to have been the strengths and weaknesses of the Athenian political system in the mid-6th c. BCE?

- Which parts of Athenian society did Peisistratus call upon in his three attempts to establish a tyranny? Why?

- How does Aristotle's account of Peisistratus' rise to power overlap with, or differ from, Herodotus' account?

- What did Peisistratus accomplish with regard to Athenian judicial, economic, religious and cultural systems that caused people to look back on his tyranny as a 'golden age.' Use evidence from *both* accounts.

- Finally, what is the significance of the Alcmaeonids' involvement in these episodes? How does their *later* claim that they *never* supported tyranny appear when viewed in the light of *these* episodes?

Be specific in your answers. Provide **footnote** citations from your readings (e.g., *Hdt.* 1.59, Aristot. *Ath. Pol. 14*).

(Paper 2) OPTION 3: Cleisthenes, Reformer of Athens (510-507 BCE)

Reading: Herodotus 5.55-78; Aristotle *Athenian Constitution* 20-22

Objective: To determine what available sources reveal about Athens' transition from a governmental system based in tyranny to an early version of democracy, and how those changes were implemented through the replacement of culturally-embedded systems of social and political identity on micro (individual) and macro (*polis*-wide) levels; also, to consider critically the relative reliability of different source authors who discuss the same historical developments.

Background: Cleisthenes is famous for completely reconfiguring Athens' political system ca. 508/7 BCE, setting Athens on the road toward full democracy. It is possible, however, that his role has been overemphasized to the exclusion of other social forces that were moving Athenian society in that direction already.

Herodotus claims that Cleisthenes changed the names of Athens' tribes to imitate the actions of his grandfather, Cleisthenes, tyrant of Sicyon (be sure not to confuse the two). There are surface similarities, but the motivation and purpose of these systemic changes were quite different, making one wonder whether Herodotus understood much about the structural reforms instituted by Cleisthenes of Athens, whereas Aristotle is certainly knowledgeable about the ramifications of these changes.

Assignment: Use the assigned passages to answer *all* of the questions below. Your essay must have a focused introduction, and a conclusion that reviews your findings and states what these documents tell us about archaic Athens.

- What were Cleisthenes' motives in putting forward his reforms, according to Herodotus?

- What were Cleisthenes' motives in putting forward his reforms, according to Aristotle?

- How does Aristotle describe the function of Cleisthenes' new tribal system? How was it *more* democratic?

- According to Herodotus, what systems-level policy decisions did the *boulé* (council) make and Athenians support to answer challenges to their new, democratized tribal system posed (by Isagoras and Cleomenes)?

- Finally, what evidence does Herodotus provide (at 5.77-78) to prove that the new democratic system was "better" for Athens than tyranny? Include why you agree or disagree with Herodotus' final assessment.

Be specific in your answers. Provide **footnote** citations from your readings (e.g., *Hdt.* 5.58, Aristot. *Ath. Pol. 22*).

ASSIGNMENTS

INSTRUCTIONS FOR PAPER 3 – RESEARCH PROJECT BASED ON PRIMARY SOURCES
Includes Proposal/Thesis, Annotated Bibliography, Outline, Final Paper: 350 points total (35%)

The project *must* deal with one of the "systems" topics noted in the course overview at the top of page 1 of this syllabus.

General Overview: Each student will undertake a research project on a topic or problem in ancient Greek History (in, e.g., history, historiography, social history, Greek law, religion, warfare, etc.) **based primarily on the evidence of primary sources and focusing on one of the systems topics noted on p. 1, above**. It is to be written and submitted in stages (see schedule) and will involve investigation into a question raised by our course material(s).

First, choose an area about which you would like to learn more. By Week 6, when your research proposal is due, you will need to identify an open question in that area for which primary sources are the main evidence, and on which modern scholars are *currently* working (for example: marriage laws in Athens, women in Sparta, etc.). You will *not* need to resolve this disciplinary problem, but your research paper should do the following:

   (a) explain the background of the problem;

   (b) identify why this problem is significant in the field and still unresolved;

   (c) **discuss the ancient sources in question and what they say about the issue, including what *you* think the evidence says about the problem (this should be the main portion of your paper);**

   (d) determine what is keeping the problem from being resolved (as seen in modern scholarship); and

   (e) provide your conclusions about the problem and *suggest* possible approaches to resolve the problem in future.

The main component of this assignment is the research paper itself. However, the assignment is broken into smaller parts to provide multiple opportunities for feedback and to help you get started long before week it is due.

You must submit each of these assignments when due; otherwise, I will not accept your final research paper.

Style: See the online Writing Guide for WKU History Essays.

Sources: In addition to the primary sources, you will need to find **at least three (3)** *modern* **scholarly sources** that provide different perspectives on your chosen topic (NOT including class texts, which you may use in addition to your outside sources). These sources should demonstrate some variety; instead of using 3 books or 3 journal articles, try to choose a combination of these types of sources.

NOTE: Your outside scholarly sources for this paper MUST have been published since 1990 or later.

3a) RESEARCH PAPER Part 1: PROPOSAL / THESIS (1–2 pages, subject to revision). 20 pts (2%).

   1) Write a brief description of the research question (or questions) you plan to investigate in your paper. Keep it tightly focused; broad topics are impossible to address in a short paper.

   2) You must also answer the following in your discussion: Why is this question significant to the specific field? What do you already know about this topic? What will you need to do to investigate further?

   3) Provide a (preliminary) thesis statement.

3b) RESEARCH PAPER Part 2: ANNOTATED BIBLIOGRAPHY (1,000+ words). 100 points (10%).

You must include at least four (4) modern SCHOLARLY (from JSTOR) articles or SCHOLARLY books. You must also include relevant ancient sources *which may include* assigned primary sources.

Annotated bibliographies provide an overview of each of the major sources, books or articles that you are using for your project. The annotations have two functions: (1) they indicate to readers that you have read, understood, and evaluated each text within the context of your project, and (2) they give your readers a basis on which to decide whether these texts might be useful for their own research. In other words, annotated bibliographies summarize your understanding of a text, and then assess the text. Annotations that simply summarize are not considered successful–your role is to *evaluate* the text and locate it within the context of your field of study or specific research.

ASSIGNMENTS

INSTRUCTIONS FOR PAPER 3 – RESEARCH PROJECT BASED ON PRIMARY SOURCES (cont'd)
Includes Proposal/Thesis, Annotated Bibliography, Outline, Final Paper: 350 points total (35%)
The project *must* deal with one of the "systems" topics noted in the course overview at the top of page 1 of this syllabus.

3b) RESEARCH PAPER Part 2: ANNOTATED BIBLIOGRAPHY (cont'd)

Guiding Questions / Suggestions for Modern Works (post–1980) in Your Annotated Bibliography

The following questions may be applied modern texts; most may be applied to the ancient source texts you will use as well. You do not necessarily need to answer directly each question in each annotation, but it must be very clear that you have considered these issues carefully. Back up your evaluation with specific references properly footnoted.

(Questions are on the next page)

- What is the central argument of the text in question? Try to summarize that argument in a sentence or two.
- What part(s) of the text may be applicable or useful for the specific project that you are working on? Be sure to explain *how* or *why* you believe the ideas connect to your project.
- What part(s) of the texts seem problematic or unhelpful? Be sure to explain specifically what you considered problematic, and point out other authors whose works might better explain or clarify that problem.
- Are there any connections between, or related ideas shared by, this text and other texts on your list?
- Is there a link between concepts that you have not seen mentioned elsewhere?
- Overall, why or why not was this text valuable and worth reading for researchers in your field?

3c) RESEARCH PAPER Part 3: WORKING OUTLINE (1–2 pages, subject to revision). 30 points (3%).

Develop a working outline for your paper that reflects your organizational strategy at this point in your process. It is not written in stone: you are free to rearrange, delete, or supplement the ideas that you include here. The outline should also have a well thought out thesis statement at its head, and a provisional conclusion at the end (this may change over time as your thinking on the topic matures, but you should already have some notion of how you intend your argument to end up).

1. Your outline is a map of your paper. It must begin with a thesis statement, formulated as an "argument" delineating your position (which side of the argument you are going to support in the course of your essay).

    Please put your thesis statement in bold type so that it is easy to discern.

2. Divide the outline into introduction, sections for each sub-argument, and conclusion. Your outline *must* be organized in the traditional alphanumeric system (I, II, III; A, B, C; 1, 2, 3). See a simplified example at:

    Blackboard: Content: Writing Assignments: Instructions for Assignment 3c - Working Outline.

3. *Your* outline should include several quotes and/or citations that you plan to use to support your sub-arguments. It is not necessary to include all the citations that you intend to use; 4 or 5 should suffice as an indicator.

4. As with the final paper, **grammar and spelling count in the grading of this exercise.** I will not be grading on style, since this is not a formal paper assignment, but complete sentences should be used at all times.

The purpose of this exercise is to encourage you to think about your paper and its organization *before* the day it is due. It will also give me the opportunity to remark on your argument and provide feedback before the final product, as there is not enough time at the end of the semester for the reading of rough drafts. On the basis of this assignment, students who seem to be struggling with their topic may be asked to meet with me to discuss their paper.

3d) RESEARCH PAPER Part 4: Paper (2,000+ words). 200 points (20%).

Note: you will receive credit for this part of the project only *if you have completed and turned in the other parts of the research project, including the first version, <u>on time</u>!* See (a–c) above.

See WKU History Dept. Guidelines For Writing History Essays (online) for formatting and citation instructions.

ASSIGNMENTS

GENERAL INFORMATION FOR WRITTEN ASSIGNMENTS

Evaluation: Your papers will be graded on the following criteria:

Thesis: Do you present a thesis that is easily identifiable, plausible, and clear?

Use of Evidence: Do you support your argument with relevant evidence and examples drawn from primary sources? Do you properly integrate these examples into your overall argument? Do you provide accurate and relevant factual information? Do you properly cite your sources, whether quoted, paraphrased, or summarized?

Logic and Argumentation: Does your overall argument flow logically? Is it reasonable and sound? Do you make original connections that support your thesis?

Identification of Ethical Issues: Are you able to identify the various ethical perspectives related to your topic? Are you able to objectively discuss the assumptions and implications of those differing ethical perspectives?

Structure: Is your argument organized in a way that provides appropriate support for your thesis? Do you provide clear and logical transitions from point to point in your argument? Does each paragraph provide clear and logical support for its topic sentence?

Mechanics: Is your diction (word usage), punctuation, and grammar correct? Do you correctly cite sources?

Word Count (Length): Minimum word count means main text only, exclusive of title, identifying information, bibliography, footnotes, and extensive quotes (your paper should include no more than 15% quoted material).

Citations: You must *always* cite the ancient evidence used to support your essay, whether quoted or only summarized in your own words. References to specific evidence must be cited as in the examples below (next section).

PROPER CITATION FOR WRITTEN ASSIGNMENTS

Citing MODERN Authors: First footnote must be a complete Chicago style footnote (i.e., full bibliographic entry); in subsequent footnotes for that work, you need to cite only the author and page number.

Citing ANCIENT Authors: First footnotes must be complete Chicago style footnotes, *including* the appropriate source citation as below; subsequent footnotes cite only Author, Work, Book and Chapter as below. The first example is from Plutarch's biographies (for instance, on Tiberius Gracchus): Your <u>first</u> footnote should look like this (the footnotes are in blue here *only* to make them stand out better; use black on your paper):

> [1] Herodotus, *The Histories.* P. Mensch, translator (Hackett 2014): 1.56.

Note: The "1.56" refers to "Chapter 56" in Book 1. Because different translations have different pagination, you should *never* cite ancient authors by page number, but by the book / chapter divisions established centuries ago. Your <u>second</u> footnote for the same author and work should look like this. Note that Plutarch's name and the title of his biography are now abbreviated according to standard scholarly usage:

> [2] Hdt. 1.58

<u>For a book that has selections from multiple ancient authors</u>, such as Nagle and Burstein's "Readings" used in this course, footnotes should follow the format below. The example is Hesiod's *Works and Days*:

> [1] Hesiod, *Works and Days (Selections)* in D. B. Nagle and S. M. Burstein, eds., "Early Greece," Chapter 1 in *Readings in Greek History: Sources and Interpretations,* 2nd ed. (Oxford 2013) 19 – 20.

> [2] Hesiod, *Works and Days*, 21.

Note that the two Hesiod citations (for *Works and Days*) are found in Nagle and Burstein's *Readings* on pages 19-20 and 21. But in both cases, you would cite by <u>book and chapter divisions</u> as found in <u>any</u> translation of Appian's work. The only time to put in page numbers is for the first footnote, showing the pages on which the selections from Book 1 may be found.

ASSIGNMENTS

PROPER CITATION FOR WRITTEN ASSIGNMENTS (continued)

Finally, some <u>additional examples of ancient author / work abbreviations</u> (**bolded**) from several authors whose work you will encounter over the course of the semester:

> **Plut.** *Lyc*. **26.2** = Plutarch, *Lycurgus*, ch. 26.2 Citation abbreviations for Plutarch's biographies also include:
>> *Sol.* = Solon; *Them*. = Themistocles; *Per.* = Pericles; *Nic.* = Nicias; *Alc.* = Alcibiades; *Alex.* = Alexander
>
> **Hom.** *Il.* **4.181–193** = Homer, *Iliad*, Book 4, lines 181–193; *Od. = Odyssey*
> **Hdt. 5.44** = Herodotus, *Histories*, Book 5, ch. 44
> **Thuc. 1.1** = Thucydides, *History of the Peloponnesian War*, Book 1, ch. 1 (see note above on Herodotus).

Note: if an author wrote only one work, you need not mention the work itself when citing it.

Acceptable Fonts: Papers must be written in <u>Times</u> or <u>Times New Roman</u> (12 pt), *or* <u>Palatino</u> (11 pt).

ASSISTANCE FOR STUDY SKILLS AND WRITING ASSIGNMENTS

In addition to meeting with your instructor during office hours or by appointment, options for assistance include:

On–Campus: Academic Success Center: Cherry Hall 202 M–F, 8:00 to 3:00 (help from WKU History Grad Students). As this schedule is subject to modification, check directly with the Academic Success Center.

On–Campus: Writing Center tutors are trained to provide helpful feedback to students at all phases of a writing project: they can help you structure your essay, clarify your purpose, strengthen logic and support, properly integrate and credit sources, edit for clarity and correctness, etc. They *will not* (and must not) revise or edit the paper *for you*, as the finished product must reflect your thoughts and "voice." To make online or face–to–face appointments, visit www.wku.edu/writingcenter, or call (270) 745–5719 during operating hours.

On–Campus: The Learning Center (TLC): DSU A330 (https://www.wku.edu/tlc/). **TLC** tutors cover most undergraduate subjects / course levels, along with "Workshops for Success" to help students with study skills, computer literacy, time management, test–taking strategies, and test anxiety. To make an appointment or request a tutor for a specific course call 745–6254 or stop by.

Online: TLC also provides online tutoring for students (http://www.wku.edu/tlc/online_tutoring.php). Visit the **TLC** website for a description of these services at http://www.wku.edu/tlc/service_descriptions.php.

Online: Carleton College's "History Study Guides" website offers several excellent tutorials on effective reading, studying, note–taking, and research–paper writing: http://apps.carleton.edu/curricular/history/resources/study/.

Students With Disabilities: According to Western Kentucky University Policy: "Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Student Disability Service office located in the Student Success Center in DUC A–200 in Downing University Center, telephone 745 5004 and TTY, 745 3030. Per University policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services."

For help with other courses, see the list here: https://www.wku.edu/tlc/academic_assistance.php

COURSE POLICIES – HOUSE RULES

Attendance & Participation: A significant part of your grade depends on your active and thoughtful participation in class discussions. Thus, regular, timely attendance is mandatory, as is your preparation to discuss assigned readings. Roll and attendance and participation records will be kept throughout the semester.

Students who miss the first two (2) class sessions in a course meeting multiple times per week may be dropped from the class, per university policy (*WKU 2014–2015 Undergraduate Catalog*, p. 29, "Attendance Policy").

Note: If you are uncomfortable speaking in class or having difficulty with the material, please see me during office hours (but, I do not repeat lesson material during office hours; if you miss class, please get notes from a classmate).

Class Citizenship: At WKU, we strive to make classes collegial and comfortable so that all may participate. All students must do their part to be good class citizens to ensure that a collegial atmosphere exists for all participants.

Students who disturb the class or disrupt lectures or presentations by consistently arriving late or leaving early (*without* prior notification and approval) will be counted as absent. Likewise, students who consistently talk to other students, do homework, read the newspaper, send or receive texts or phone calls, sleep, or in any other way disturb the class, should expect their attendance and discussion grades to suffer accordingly.

    Electronics: To avoid undue distractions and disturbances, *all* laptops, cell phones, iPhones, iPods, iPads, tablets, MP3 players or like items must be turned *off* (do *not* put phones on "vibrate") and put away while in class.

    Recording Devices of *any* kind may *not* be used to record discussions, lectures, etc., without my prior approval.

    Food/Drink: Non-alcoholic beverages in covered containers are allowed; chewable items, smoking/vaping are not.

Absences–Unexcused: Students are allowed two (2) unexcused absences for any reason without penalty. Use them wisely. Your overall grade will diminish significantly for each additional unexcused absence. Six (6) unexcused absences will result in an automatic failing grade for this course section.

Absences–Excused: A student's absence may be excused for the following, properly–documented reasons:

    Serious accident, illness or medical emergency involving the student. Documentation: *Original* police report, hospital documents, doctor's letter, etc.

    Scheduled medical/dental procedures involving the student. Documentation: *Original* letter on official letterhead, signed and dated by your physician. Inform me of scheduled procedures, in writing, within the first two weeks of class.

    Scheduled participation in a university–sponsored event. Documentation: *Original* letter—in advance of the event—on official letterhead from and signed by your WKU coach, ROTC Commander or Faculty Advisor.

    Death of a family member. Documentation: *Original* funeral program, obituary, etc.

Extended Absence(s): If you must leave the university for an unspecified amount of time and will miss a significant number of class sessions, you or your family should contact the Academic Advising and Retention Center at (270) 745–5065 so that an Emergency Notification may be sent to *all* of your instructors.

Makeup exams: These are given only in case of an excused and properly-documented absence, or by prior arrangement for pre-approved, WKU-sponsored activities (see above). Proper documentation must be turned in immediately upon return to class in case of medical or other emergency (see above), and in advance of a university-sponsored event. No documentation = no makeup exam. Makeup exams must be taken on the scheduled makeup day, so plan accordingly. FYI, makeup exams **will not** be the same as those given in class, but **will** cover the same unit / material.

Late Work: Unless due to an excused absence, informal assignments, worksheets, or quizzes not turned in or completed on time will **not** be accepted. Any such assignments *emailed* to the instructor without prior approval will not be accepted. Formal papers / assignments (as specified in "Course Requirements," above) will be penalized 5% of the total possible points for every calendar day they are late. Be sure to plan ahead to turn in assignments **in class and on time**. Pop–quizzes: there are no makeups for those who arrive late or miss class, regardless of the reason.

COURSE POLICIES – ACADEMIC HONESTY

1) **Academic Honesty:** Every student is required to demonstrate academic honesty and integrity in all aspects of this course, as outlined in the _Statement on Student Rights and Responsibilities_ (*WKU 2014–2015 Undergraduate Catalog,* 346–7). Violations of this policy include the following **(***WKU 2014–2015 Undergraduate Catalog,* p. 352, Academic Offenses; see also pp. 32–3):

"***Academic Dishonesty****—Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of the Dean of Student Life for disciplinary sanctions.*

"***Plagiarism****—To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism"* [See #2, 3].

"***Cheating****—No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination."*

"*Other Type of Academic Dishonesty—Other types of academic offenses, such as the theft of sale of tests, should be reported to the Office of Judicial Affairs at (270) 745–5429 for judicial sanction."*

2) **Plagiarism in Essays and Other Written Work:** In *all* writing assignments, including quizzes, exams, and in–class writing, you *must* avoid *any* form of intentional or unintentional plagiarism. Plagiarism includes, but is not limited to:

- **Submitting previously graded work of your own from this or another course;**
- **Directly copying or paraphrasing part or all an assignment from another student's work;**
- **Directly copying from print or internet sources of any kind without quotation and/or proper citation;**
- **Paraphrasing concepts or ideas from print or internet sources of any kind without providing proper citation;**
- **Group Work:** The purpose of writing assignments is to develop *your* ability to think critically *as an individual*. Therefore, your work cannot be the result of group work, even at the level of simply discussing the primary sources, since you risk having your ideas plagiarized or plagiarizing someone else's ideas. In the case of clear group work the individual assignments, essays or exams of each student involved will be treated as plagiarized.

Any of the above will result in a zero for the assignment and the course. Refer to the links on plagiarism in our *Writing a History Essay* site (on Blackboard) for a fuller discussion of what can and cannot be considered your own work.

3) **Summaries:** Overusing concepts or ideas from print or web sources, cited or not, or merely paraphrasing or summarizing secondary material and/or the introductory material to primary documents render the essay not your own except for the processes of paraphrasing and summarizing. Such essays will also receive a zero.

4) **Exams and Quizzes:** Any student who gives, shares, or receives unauthorized information **before, during, or after** an exam or assignment, whether verbal, written, or code, and any student who uses an electronic device of any kind to retrieve or acquire course–related notes, documents, materials, or other information **during an exam** will receive an automatic failing grade for the *entire* course *and* be reported to Judicial Affairs.

NOTE: *All* student work may be checked using plagiarism detection software, such as Turnitin.com (instructions on Blackboard). Specialized definitions of plagiarism and of cheating given on this syllabus, on supplemental handouts, or by verbal instruction from the professor are binding on *all* students.

Contact Person: Dr. Eric J. Kondratieff, Assistant Professor of Roman History, Dept. of History. eric.kondratieff@wku.edu , 270-745-8861

Please complete the following and return electronically to colonnadeplan@wku.edu.

1. **A. What course does the department plan to offer in *Connections*?**

   HIST 306 – Ancient Rome,

   B. Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)

   Systems

2. **How will this course meet the specific learning objectives of the appropriate sub-category? Please address all of the learning outcomes listed for the appropriate subcategory.**

   HIST 306 is divided into two main units that cover the evolution, elaboration, and disintegration of systems that formed the basis of Rome's two main phases of government (leaving out the early kings of legend): republic (Part I: Origins to 44 BCE) and empire (Part II: 44 BCE to 337 CE). Throughout we examine how local, regional, and (eventually) empire-wide factors influenced, and were influenced by Rome's social, political, and military systems.

   The first half considers the rise of Roman power under an evolving republican system of government that reveals itself as ill-adapted for governing an empire. We conclude this section with a consideration of internal problems and external stressors that contributed to the ultimate failure of the Republic. The second half considers the creation and recreation of several imperial systems of government in response to internal challenges and/or external shocks, including: the principate, concerned with projecting an image of republican constitutionality and consensus among formal and informal networks or power; the tetrarchy, the rule of four, which was remote, autocratic, and exceedingly formal and hierarchical; and the Constantinian system, which distributed power among imperial, civil, military and ecclesiastical authorities. It also considers the Roman system on the micro-level of cities that made up the empire.

   1. Analyze how systems evolve

   This learning outcome is addressed by the following course leaning outcome: Students will analyze how Roman political, economic, military and religious systems changed in relationship with each other from ca. 750 BCE to ca. 350 CE. To elaborate, Both units examine change — from creation to dissolution — of human systems. The first considers the evolution of the Roman republic in terms of its political and social systems and the benefits and challenges posed by the rapid expansion of Roman influence and power from regional leader to territorial "state" to mistress of a massive empire. Naturally, a major part of this section deals with the evolution of multiple systems (political, military, and economic), and how each influences the other to create conditions that reveal the inherent inadequacies of a city-state government attempting to rule an empire.

   The second half of the course traces the development innovatory systems intended to maintain control of the empire. We examine the different patterns of governance and the repurposing, adaptation, or rejection of traditional political and cultural ideas. We also examine the limits and decentralization of imperial power at the macro level before examining the empire at the micro-

level: individual cities that made up the fabric of empire, their political constitutions, and their institutional (religious, social, cultural) connections to the imperial center. This section concludes with two final iterations of governmental systems developed to meet the challenges of internal and external pressures, including the tetrarchy (rule of four) under Diocletian, and the reconsolidation of power under Constantine, who set the trajectory of governance on a path of power shared by imperial, civil, military and ecclesiastical authorities.

2. Compare the study of individual components to the analysis of entire systems.

Each system that the course considers (the several iterations of republic and imperial systems) had political, military, economic and religious elements. Each of these systems was characterized by vertical tensions (leaders and led, commanders and commanded, rich and poor), lateral tensions within the political élite (factionalism, extreme competition for elective offices) as well as center-periphery tensions between regional elements (client kingdoms, allied states, subject territories) in the system and the central authority as represented by the senate and people in Rome (the SPQR) or by Romans abroad. There were also tensions inherent in the conflicting and overlapping spheres of authority distributed to the people and to their officers and magistrates within the republican system itself. In short, there were numerous forces tearing at the fabric of the republican system in many different directions.

These tensions, as seen in the era of the republic can be see in a study of the activities of the tribunes of the plebs, a *collegium* of ten officers of the people elected annually to represent the interests of the vast majority of Roman citizens (the *plebs*), and to protect them against the arbitrary treatment of the magistrates of the republic (consuls, praetors, etc.), who had civil, judicial, and military functions. All of these officials, elected by the same people, but in different electoral assemblies, had overlapping and conflicting duties and spheres of authorities. By examining how they related to and interacted with each other, with the senate, and with the people of Rome (in whom actual sovereignty resided), students learn about serious complexities inherent in the Roman governmental system as a whole, and the difficulties of navigating this system — and getting things done. It required diplomacy and powers of persuasion, i.e., the ability to build enough of a consensus to get a legislative program through the assembly, or a decree passed by the senate. Those who had such abilities became successful politicians and leaders; those who did not, became lawyers or businessmen. As many of Roman politicians we study turn out to have used, even developed tactics still in use today (see Quintus Cicero's handbook on electioneering), students find that they can both relate to the Romans and their political maneuvers, and better understand the patterns of power and persuasion that exist in our own society.

In short, understanding how Roman systems of government developed in the republican and imperial periods requires teasing out the connections between the subsystems and explaining how they affected, and were affected, by others.

3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

Speaking for the first half of the course, the major tensions that enveloped the life of the republic were: concerns over fair governance; power sharing (between senate, magistrates, and the people as represented by their officers, the tribunes of the plebs); and equitable distribution of the spoils of war (in particular, spear-won territory). In times of crisis, e.g., the war against Hannibal, these tensions could be set aside. In general practice, however, the senate failed to appreciate the delicate balance achieved when everyone needed and desired consensus, and in times of relative calm, increasingly arrogated to itself and its members the lion's share of re-

sponsibility and riches. The sources (literary and archaeological) concur that the inability of the governing and business classes (senate and *equites*) to stave off outcome of such behavior through policy change resulted first in economic crisis and political disenfranchisement for a large portion of Rome's citizens, then radicalization of populist politicians seeking to redress these inequities, followed by the introduction of violence into politics and the politicization of armies (largely conscripted from the now landless poor), and the eventual collapse of the republican system itself. Ancient source documents written during and after this period allow students to think about how systems that may be laudable in some respects can fail in their overall "mission" when elements of that system are hijacked for the advantage of the few, or fall out of balance with one another. It is a mark of Roman conservatism in political thought that for generations after the collapse of the republic, some elites wished to see it returned, regardless of the obviously deleterious effect the republican system had exerted on the bulk of Rome's population (and provincial subjects) in its last few decades.

3. **In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should <u>this course</u> be in Colonnade)? Discuss in detail.**

This course is a summative learning experience as it requires students to apply the basic knowledge and skills they have acquired through Colonnade Foundations and Exploration courses to address the complex systemic issues of the Roman republic and empire. This can be seen in the History 306 and History Department Learning objectives outlined in Question 5, below.

Ancient Rome remains a compelling topic of interest for many undergraduate students. I have observed that, when it fulfilled the old gen. ed. requirements as well as major / minor requirements, my Ancient Rome course consistently enrolled students from a wide variety of backgrounds and degree programs, including other humanities disciplines, business management, and STEM+I. In my start-of-semester surveys, they invariably report enthusiasm for, or interest in, the period. Thus, it makes a good candidate for inclusion in Colonnade requirements, as it is a proven draw from outside the discipline of history.

The course also has a broad appeal because of its interdisciplinarity. As a historian who has trained broadly in Classics, Archaeology, and Greek and Latin languages (and a variety of sub-disciplines), I am not tied to literary texts in my approach to history. I am equally at ease with the proper use of archaeological remains — architecture, art, inscriptions, coins, daily-use items — to illustrate, or even make, important points in discussions of historical processes. Images of such items, along with extensive use of maps (from building layouts to city plans to maps of the Afro-Eurasian land mass) exposes students to an important visual culture and learning element that my work for them better than textual approaches (albeit most of the written work is focused on historical literary evidence, as this meets History Dept. objectives).

Because the period covered is long and the geography broad (Rome, Italy, and the Mediterranean world from ca. 750 BCE to ca. 400 CE), the subject is ideally suited for system-level thinking about patterns of human life and societal organization over a long period of time and a wide expanse of territory. This was a period of experimentation with different governmental forms and ways to organize and distribute authority collectively and individually, balancing between centralizing tendencies in Rome and the diffusion of power among the provinces and cities of the empire along vertical and horizontal lines of connection. Also, students may observe how once the old system eventually pulled apart at the seams, it was replaced not by an entirely

new system, but by a patchwork of old and new, with the old over time, being replaced by new subsystems introduced in each iteration of imperial government, from the republicanesque, consensus-dependent principate, to the starkly remote "lord and god" emperors of the autocratic tetrarchy. Finally, understanding how Rome and the territory it controlled changed during these years also requires students to think carefully about how different levels (local, regional, Mediterranean-wide) and types (political, military, economic, and religious) of human activity are related. More important is that by systematically dissecting a series of governmental systems developed by the Romans, and by examining their strengths and weaknesses, their successes and failures, students will develop a set of "systems analysis" skills that they can apply to any number of human organizations, skills that may not be as readily developed within their own major.

4. **Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.**

    None.

5. **Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.**
Colonnade Learning Objectives.

A Systems course in the Colonnade program will:
- analyze how systems evolve;
- compare the study of individual components to the analysis of entire systems;
- evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

In History 306, you will:
- analyze how Roman political, economic, military and religious systems changed in relationship with each other from ca. 750 BCE to ca. 350 CE;
- learn and discuss how local, regional, and Mediterranean-wide developments interacted with each other from the beginnings of Rome until the death of Constantine;
- evaluate how Romans thought of their place in society and the world, and how that shaped Roman politics and society.

History Department Learning Objectives:
    As an upper-division course, HIST 306 has multiple overlapping objectives. Upon completing this course, you will be able to:
- identify the general outline of trends and events in Roman history from 750 BCE to 337 CE);
- contextualize primary sources produced during the Roman period and relate them t broader developments;
- develop interpretive strategies for dealing with unfamiliar primary sources;
- synthesize primary and secondary material into a concise interpretation of the past;
- read, comprehend and knoweledgably discuss scholarly articles concerning the Roman world;
- learn and practice how professional historians collect and deploy evidence to prove arguments;
- assess the strengths & weakness of a scholarly argument.

6. **Give a brief description of how the department will assess the course beyond student grades for these learning objectives.**

HIST 306 students will complete two essay-based tests and three specific assignments (the third one being multi-phased) that are designed to measurably assess objectives outlined in the course syllabus and the Connections category for the Systems area. In some cases, the assignments overlap the stated learning objectives for this course. The two exams in particular will assess, holistically, the students' progress in understanding systems at all three levels as described in the Connections: Systems learning objectives.

Essay Exams: Students will synthesize and discuss historical events surrounding a Roman system or subsystem that incorporates questions relating to the system's evolution, an analysis of components of the system in relation to the whole, and the viability/sustainability of the system. ***Connections Learning Outcomes #1, 2, & 3.***

> **Sample Question:** What was the Principate? What crises (political and social) at the end of the Roman republic made the creation of monarchic government feasible? How did this new system evolve (in terms of history and function), between 31 BCE and 14CE? What were the major powers conferred upon the emperor, and how did each sustain his authority? Finally, looking beyond 14 CE, how sustainable or not was this new system? Be sure to include names, dates, powers / offices, and refer to some of the major primary sources.

Students will also write two papers and conduct a multi-phase research project during the course of the term. **See Question 7, below, for details on the formal essays.**

At the end of the term, the department's assessment committee will randomly select 30% of the relevant assignments and evaluate this sample for the three *Connections* outcomes discussed above (#2 of this proposal):

A holistic rubric will be developed using a 4-point scale:

> 4 = outstanding (far exceeds expectations)
>
> 3 = good (exceeds expectations)
>
> 2 = average (meets basic expectations)
>
> 1 = poor (does not meet basic expectations)

The committee's targets are:

> 70% of the work will score 2 or higher.
>
> 30% of the work will score 3 or higher.

Below is a sample of the holistic rubric that may be used to assess the Connections learning objectives for the HIST 306 course assignments:

HIST 306 Ancient Rome Connections: Systems (E.J. Kondratieff)

Connections Learning Objectives	Criteria			
	1 **Poor** (does not meet basic expectations)	**2** **Competent** (meets basic expectations)	**3** **Good** (exceeds expectations)	**4** **Excellent** (far exceeds expectations)
Analyze how systems evolve	Has a limited understanding of human systems / organizations and how they are formed; lacks ability to contextualize historically	Identifies different systems and comprehends the major components and functions of systems as they developed over time	Capably expresses in reasonable detail how systems developed over time in their proper socio-historical context	Critically analyzes key factors underlying the creation and interrelationships of institutions within developing systems, and accurately assesses their strengths and weaknesses within their proper context
Compare the study of individual components to the analysis of entire systems	Discussions of individual components in systems may reflect only a basic understanding of function and interrelationships.	Accurately identifies the most important reasons for analyzing a subsystem as it relates to understanding how complex systems function.	Meaningfully expresses some subsystem complexities with relation to the larger systems of which they are part.	Demonstrates sophisticated understanding of complex systems and accurately describes the interrelationships of a variety of subsystems to each other and to the greater system of which they are part.
Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	Exhibits superficial understanding and faulty reasoning with regard to system-level thinking and the strengths and weaknesses inherent in human systems in general.	Exhibits interest and basic understanding of system-level thinking and policy making that influenced outcomes in real-world problems faced by ancient societies	Demonstrates clear understanding of system-level thinking and policy making that influenced outcomes in real-world (ancient) problems; clear analysis of solutions and outcomes	Demonstrates sophisticated understanding of unique, system-level policy problems within their socio-historical context; makes good use of primary sources to provide well-developed, articulate analysis and advanced evaluation of historical problems.

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

HIST 306 students will complete two essay-based tests (see Question 6, above) and three specific formal assignments (the third one being multi-phased) that are designed to measurably assess learning outcomes outlined in the course syllabus and the Connections category for the Systems area. In some cases, the assignments overlap the stated learning outcomes for this course. The two exams in particular will assess, holistically, the students' progress in understanding systems at all three levels as described in the Connections: Systems learning objectives. As for the formal assignments,

The first paper requires students to find on JSTOR a scholarly article on a major topic of debate in Roman history related to one of its major systems (e.g., political, religious, judicial, military, etc.).

• In their first paper (**Syllabus: Assignments: Paper 1**), students will analyze a scholarly article on a major topic of debate in Roman history related to one of its major systems (e.g., political, religious, judicial, military,etc.). Students will summarize the article clearly and concisely, demonstrating that they understand clearly how a professional historian uses evidence to construct an argument; they will also look for clues to how the author places his/her argument in relation to the field at large, whether s/he is responding to earlier arguments on the same topic, how convincingly s/he deploys evidence and argument, and the overall utility of the article. This project enhances information literacy, evaluation skills, and persuasive writing skills. While analyzing the article as directed, they will read, analyze and write about the author's discussion of the system / subsystem being investigated. This will help them understand how to effectively deal with all elements of *Connections Learning Outcomes #1, 2, & 3.*

• In their second paper (**Syllabus: Assignments: Paper 2**), students will apply their developing analytical skills to two or more ancient source documents from regarding a systems-based historical problem in Roman history (e.g., the Gracchan reforms, or the Catilinarian conspiracy: **see syllabus, Assignment 2**), guided by a series of questions that will help them learn to sift through authorial bias (generic and personal). The guiding questions will direct them to work on aspects of the documents to meet *Connections Learning Outcomes #1, 2, & 3.*

• The research project (**Syllabus: Assignments: Paper 3a-d**) is a multi-phase assignment that guides students through the process of successfully conducting a research project in Roman history (again, emphasizing one of the major systems, or subsystems). They have to produce over the course of the semester a proposal; a detailed, annotated bibliography of modern and ancient sources they will use for their paper; a working outline; and the paper itself (again, on a problem or debate in Roman history). Feedback and (re)direction is given on each part of the project before the next one is due; rewrites are allowed if necessary. The paper itself has the additional requirement of students evaluating sources and scholarly arguments relevant to the "big debate" they have chosen to focus on, while arguing persuasively one side or the other (or their own side, if so inclined). If done as instructed, this project meets *Connections Learning Outcomes #1, 2, & 3*

See Attachment #1 for the general criteria on which the papers will be evaluated (*Formal requirements*).

8. How many sections of this course will your department offer each semester?

This course will be offered one semester each year.

9. **Please attach sample syllabus for the course.** PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.

ATTACHMENT #1

Grading Rubric for written assignments (from the syllabus)

ASSIGNMENTS

GENERAL INFORMATION FOR WRITTEN ASSIGNMENTS

Evaluation: Your papers will be graded on the following criteria:

Thesis: Do you present a thesis that is easily identifiable, plausible, and clear?

Use of Evidence: Do you support your argument with relevant evidence and examples drawn from primary sources? Do you properly integrate these examples into your overall argument? Do you provide accurate and relevant factual information? Do you properly cite your sources, whether quoted, paraphrased, or summarized?

Logic and Argumentation: Does your overall argument flow logically? Is it reasonable and sound? Do you make original connections that support your thesis?

Identification of Ethical Issues: Are you able to identify the various ethical perspectives related to your topic? Are you able to objectively discuss the assumptions and implications of those differing ethical perspectives?

Structure: Is your argument organized in a way that provides appropriate support for your thesis? Do you provide clear and logical transitions from point to point in your argument? Does each paragraph provide clear and logical support for its topic sentence?

Mechanics: Is your diction (word usage), punctuation, and grammar correct? Do you correctly cite sources?

Word Count (Length): Minimum word count means main text only, exclusive of title, identifying information, bibliography, or footnotes.

Citations: You must *always* cite the ancient evidence used to support your essay, whether quoted or only summarized in your own words. References to specific evidence must be cited as in the examples below (next section).

Instructor:	Dr. Eric Kondratieff	**Office Phone**:	745–8861 (office hours only)
Office:	Cherry Hall 217	**E–mail**:	eric.kondratieff@wku.edu
Office Hours:	Tu & Th, 1:30–2:15 and by appt.	**Dept. Associate**:	Janet Haynes, CH 200

COURSE OVERVIEW & LEARNING OBJECTIVES

In this course we will survey Rome's political and social history from Iron Age to Late Antiquity, paying special attention to the creation, evolution, and collapse of the Roman republic — a system of government including Senate, magistrates and assemblies — and the transition to a Principate, an imperial system of government that likewise evolved and transformed in the face of numerous internal and external challenges. We will also explore the interrelated social, economic, and political consequences of Rome's Mediterranean-wide hegemony; limitations to its power; the urban systems and institutions through which Rome maintained a hold on its provinces and "Romanized" Western Europe and North Africa; and some of the challenges that ended Roman rule in the West. In doing this we will closely examine ancient literature, material evidence, and modern scholarship.

Colonnade Learning Objectives.

A Systems course in the Colonnade program will:
- analyze how systems evolve;
- compare the study of individual components to the analysis of entire systems;
- evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

In History 306, you will:
- analyze how Roman political, economic, military and religious systems changed in relationship with each other from ca. 750 BCE to ca. 350 CE;
- understand how local, regional, and Mediterranean-wide developments interacted with each other from the beginnings of Rome until the death of Constantine;
- evaluate how Romans thought of their place in society and the world, and how that shaped Roman politics and society.

History Department Learning Objectives:

As an upper-division course, HIST 306 has multiple overlapping objectives. Upon completing this course, you will be able to:
- identify the general outline of trends and events in Roman history from 750 BCE to 337 CE);
- contextualize primary sources produced during the Roman period and relate them t broader developments;
- develop interpretive strategies for dealing with unfamiliar primary sources;
- synthesize primary and secondary material into a concise interpretation of the past;
- read and understand scholarly articles concerning the Roman world;
- understand how professional historians collect and deploy evidence to prove arguments;
- assess the strengths & weakness of a scholarly argument.

REQUIRED TEXTS (see also schedule for PDFs on Blackboard)

*Romans: Boatwright, M.T. *et alii*, *A Brief History of the Romans 2nd Edition* Oxford 2013. ISBN 978-0199987559.

*Plutarch: *Plutarch's Roman Lives.* R. Waterfield (translator) Oxford 2009. ISBN 978-0199537389.

*Suetonius: *Lives of the Caesars.* C. Edwards (translator) Oxford 2009. ISBN 978-0199537563.

Historians: R. Mellor, *The Historians of Ancient Rome. An Anthology, 3rd* ed., Routledge 2013. ISBN 978-0415527163.

REQUIRED LEARNING ACTIVITIES / ASSIGNMENTS

ITEM TO BE ASSESSED (See Schedule below for Due Dates)	POINTS	%
Participation (may include online or in–class quizzes or writing based on readings, discussions):	150	(15%)
Midterm (I.D./Short Answers; 1 Short Essay; 1 Long Essay)	150	(15%)
Final Exam (I.D./Short Answers; 1 Short Essay; 1 Long Essay)	150	(15%)
Paper 1–Critical Analysis of Scholarly Article from JSTOR published after 2000 (1000 words):	100	(10%)
Paper 2–Critical Analysis of Ancient Sources (1000 words):	100	(10%)
Paper 3*–Research Project (using ancient primary sources as your *main* evidence)		
a) Proposal + Thesis Statement:	20	(2.0%)
b) Annotated Bibliography (1000 words on 4 modern items + relevant ancient sources:	100	(10%)
c) Detailed Working Outline:	30	(3.0%)
d) Research Paper (2000 words + *return all previously graded elements of your project*)	200	(20%)
Total Points	1000	(100%)

Points = Grade: 900+ = A; 800–899 = B; 700–799 = C; 600–699 = D; <600 or failure to complete all assignments = F

COURSE SCHEDULE
Note: This schedule is subject to revision as deemed necessary; advance notice will be given.

MARK YOUR CALENDARS:

Mon., 8/31	**Full semester classes** – Last day to: add a class; drop a class without a grade; change a class from Audit to Credit; receive 100% refund for a class (refer to **Tuition and Refund Policy** online).
Wed., 10/14	**Full semester classes** – Last day to: drop a class with a W; change a class from Credit to Audit.
Friday, 12/13	FINAL EXAM:**, 10:30-12:30 p.m. in our regular classroom.**

Themes and Discussion Topics	Reading Assignments	ITEMS DUE

PART I: FROM EARLIEST ROME TO THE COLLAPSE OF THE REPUBLIC

Week 1: Aug. 25, 27 — Setting the Scene

1	*Intro: Overview, Material & Literary Sources*	--------------
2	*Early Italy, Latium & (Pre-)Rome*	**Romans** 1-16 **Historians** xiii-xxx (Introduction)

Week 2: Sep. 1, 3 — From the Sovereignty of Kings to Popular Sovereignty (Regal Period and Early Republic)

3	*Regal Rome: 'Traditional' History* *vs. Archaeological Evidence*	**Romans** 17-23 **Historians** 118-21, 133-151 = **Livy** (Preface; The later kings)
4	*Early Republic, Struggle of the Orders:* *Establishing New Political Systems*	**Romans** 24-30, 32-41 **Historians** 155-166 = **Livy** (Decemvirate, XII Tables) **Historians** 1-4 = **The Twelve Tables** (selections)

Week 3: Sep. 8, 10 — Rome's System of Alliances Established; Clash of Cultures (Middle Republic)

5	*The Roman Confederation* *& The conquest of Italy*	**Romans** 30-31, 41-49 **Historians** 167-185 = **Livy** (Gallic Invasion, Sack of Rome)
6	*The First Punic War:* *Roman Republic vs. Carthage, Inc.*	**Romans** 50-58 **Historians** 10-15, 40-48 = **Polybius** (Intro; Roman Army of the Republic)

Week 4: Sep. 15, 17 —System of Alliances Tested (Classical Republic)   **Paper 1–Article Analysis due (Tuesday)**

7	*Roman Alliance in the Crucible:* *The War Against Hannibal*	**Romans** 58-64 **Historians** 185-210 = **Livy** (Selections on Hannibalic War)
8	*Rome, Italy & the Consequences of Empire:* *My Big Fat Hellenized Republic*	**Romans** 64-73 **Historians** 241-52 = **Livy** (Bacchanalian Conspiracy) **Plutarch** *Cato the Elder* (entire)

Week 5: Sep. 22, 24 — The Challenges of Governing an Empire (Late Republic)   **Paper 3a–Research Proposal due (Thur.)**

9	*Rome's Postwar Government:* *Politics at Home, Governing Abroad*	**Romans** 64-66 (review); 74-84; 104-106 **Roman Republican Constitution** (@Blackboard: Course Docs) **Historians** 30-40, 48-9 = **Polybius** (Roman Constitution)
10	*Pressures of Empire & Revolution:* *The Flaw in the Machine Revealed*	**Romans** 84-92 **Plutarch** *Tiberius and Gaius Gracchus* (entire) **Historians** 478-490 = **Appian** *Civil Wars* 1.1-2, 1.6-26

Week 6: Sep. 29 only — Roman Institutions Transformed (Late Republic)

11	*Marius Reforms the Military,* *Sulla Reconstructs the Government*	**Romans** 94-104; 107-120; 126-128 **Historians** 65-73 = **Sallust** *Jugurthine War* chs. 21-35 **Plutarch** *Marius* (entire); *Sulla* (chs. 1-12, 27-38)
—	**Fall Break Oct. 2-3: No Class Meeting**	

Themes and Discussion Topics	Reading Assignments	ITEMS DUE

Week 7: Oct. 6, 8 — Collapse of the Republican System (Late Republic)   <mark>Paper 2–Anc. Source analysis due! (Tues.)</mark>

12	*Sulla's Reconstruction Deconstructed:*	**Romans** 120-126; 128-135
	Crises and Conspiracies in the 70s and 60s	**Plutarch** *Pompey* chs. 1-46
		Historians 50-65 = **Sallust,** *Catilinarian Conspiracy* (selections)
13	*Rome's Shadow Government:*	**Romans** 136-150
	The 1ˢᵗ Triumvirate	**Plutarch** *Pompey* 47-57; *Caesar* 1-27
		Historians 81-110 = **Caesar** *Gallic War* 1.1-54; 6.11-28

Week 8: Oct. 13, 15 — First Attempt at a New 'Imperial' System (Late Republic)

14	*Caesar or Rex? The Deified Dictator*	**Romans** 150-159
		Plutarch *Pompey* 58-80; *Caesar* 28-69; *Antony* 1-15
		Suetonius C. Edwards' *Introduction; Life of Julius Caesar*
15	<mark>**MIDTERM EXAMINATION**</mark>	<mark>--------------------</mark>

PART II: IMPERIAL SYSTEMS, FROM PRINCIPATE TO TETRARCHY

Week 9: Oct. 20, 22 — The Era of Warlords (Imperatorial Period)

16	*Competition of Political Ideologies:*	**Romans** 160-171
	Caesarians vs. Pompeians (44-36)	**Plutarch** *Antony* 16-32
		Suetonius *Augustus* 1-18
		Historians 78-80 = **Cicero** *to Atticus* 16.8; *from D. Brutus* 11.20
17	*Competition of Political, Cultural Ideologies:*	**Romans** 160-173
	Octavian vs. Cleopat… er, Antony (36-30)	**Plutarch** *Antony* 33-87
		Historians 491-6 = **Cassius Dio** (Death of Antony)

Week 10: Oct. 27, 29 — The New Order (Early Principate)

18	*The New Emperor's Old Clothes:*	**Romans** 173-179; 181-192
	Cloaking the Principate in the Ideology	**Historians** 496-502 = **Cassius Dio** (Selections on the 1ˢᵗ Settlement)
	of Traditionalism	**Suetonius** *Augustus* 19-101
		Historians 254-62 = **Augustus** *Res Gestae Divi Augusti*
19	*How Firm a Foundation?*	**Romans** 179-180; 193-195
	The Problem of Succession	**Historians** 306-44 = **Tacitus** (Problems in the reign of Tiberius)
		Suetonius *Tiberius*

Week 11: Nov. 3, 5 — The Imperial System Undone (Early Principate)   <mark>Paper 3b–Annotated Biblio. due! (Thur.)</mark>

20	*Toward Tyranny or Hellenistic Kingship?*	**Romans** 195-200
	Caligula, Claudius and Nero	**Historians** 344-66 = **Tacitus** *Annals* (Selections on Claudius & Nero)
		Suetonius: *Claudius, Nero*
21	*Collapse of the Principate:*	**Romans** 201-205
	The Year of the Four Emperors	**Suetonius** *Galba, Otho, Vitellius*
		Historians 367-378 = **Tacitus** *Histories* (The "Secret of Empire"; Civil War)

Week 12: Nov. 10, 12 — The Imperial System Formalized (High Empire)   <mark>Paper 3c–Working Outline due! (Thur.)</mark>

22	*Restoration and Consolidation:*	**Romans** 213-219
	Vespasian's Neo-Augustan Imperial System	**Suetonius** *Vespasian, Titus*
		Tacitus *Histories* 2.74-86, 4.81-2 (Vespasian @ BB: Course Docs: Tacitus)
23	*Trajan and the Limits of Empire;*	**Romans** 219-227
	Hadrian and the Roman Commonwealth	**Historians** 392-4 = **Pliny** *Letters* 10.96-97 (to/from Trajan)
		Historians 544-60 = **Scriptores Historiae Augustae** *Life of Hadrian*

Themes and Discussion Topics	Reading Assignments	ITEMS DUE

Week 13: Nov. 17, 19 — The Roman Empire: Macro- and Micro-systems (High Empire)

24	*The Emperor in the Roman World* *(Antonines to Severans)*	**Romans** 237-256 **Historians** 516-24 = **Dio** 72:33-6 (@ BB: Course Docs: Cassius Dio link)
25	*An Empire of Cities I:* *Urban Systems in the 1st & 2nd centuries*	**Romans** 205-212; 228-233 **Historians** 388-92 = **Pliny** *Letters* 6.16, 6.20 (Vesuvius and Pompeii) **Pompeian Graffiti** (@BB: Course Docs)

Week 14: Nov. 24 only — Microsystems cont'd (High Empire) <mark>**Paper 3d—Research Paper Due! (Tuesday)**</mark>

26	*An Empire of Cities II:* *Urban Entertainments & Amenities*	**Romans** 233-235 **Sources on Roman Spectacle** (@ BB: Course Docs: Sand and Circus) **Video:** *Colosseum: A Gladiator's Story* (BBC Video)
—	**Nov. 26 Thanksgiving: No Class Meeting**	

Week 15: Dec. 1, 3 — New Challenges and New Trajectories: The Tetrarchy and Constantine (Late Antiquity)

27	*From 3rd Century Crisis to Recovery;* *Diocletian and the Tetrarchic System*	**Romans** 256-270; 273-279 **Historians** 301-6 = **Tacitus** *Germania* (Selections) **Historians** 525-6 = **Lactantius** *Death of the Persecutors*
28	*Constantine, Christianity, and Nova Roma*	**Romans** 256-260 (rev.); 270-273; 281-301 (Optional: 302-322, Fall of Rome) **Historians** 527-43 = **Eusebius** *Life of Constantine* 1.1-42 **Historians** 573-9 = **Zosimus** *On Constantine*

<mark>**Week 16: Finals Week (Dec. 7-11)**</mark>

<mark>**FINAL EXAM: Tuesday, December 8, 1:00 to 3:00 pm, in our regular classroom**</mark>

ASSIGNMENTS

INSTRUCTIONS FOR PAPER 1
Critical Analysis of 20+ pp scholarly article from JSTOR on a Roman system/subsystem. 1000+ words, 100 pts (10%)

Requirements: <mark>Articles **must** be **POST–2000**</mark> and come from peer–reviewed history/classics journals archived in JSTOR's Classical Studies section: http://www.jstor.org.libsrv.wku.edu/action/showJournals?discipline=43693391

<mark>You must include a full **JSTOR** URL in your "works–cited" and email me a pdf copy of the article you will work on.</mark>

Your task is to indicate to your reader that you have properly understood and critically analyzed the article you have chosen. You will summarize the article's argument and assess it in terms of its overall effectiveness and persuasive-ness. Back up your evaluation with specific references from your text in Chicago-style footnotes (for which see the WKU History Department Style Sheet for Citations on Blackboard).

Format: Use Times New Roman 12-point font, double-spaced, with one-inch margins all the way around.

In your paper, be sure to answer / address ALL of the following guiding questions:

1) What is the article's central argument? Summarize it in a detailed paragraph or two.
2) Where does the author locate this argument in relation to the relevant (sub)field of study?
3) What claims does the author make for advancing knowledge in the field of study to which the article relates?
4) Does the author attempt to comment on, or correct, the work of other authors in the field? Provide examples (check the author's footnotes; many "corrective" comments will be placed there).
5) How well does the author use evidence (ancient or modern) to support his/her argument? Provide examples.
6) How persuasive was the author in his/her overall argument?
7) Offer your objective assessment of how other researchers might benefit from reading this particular article.

NOTE: This is an in-depth version of the critical analysis you will provide in your annotated bibliography for Paper 3.

ASSIGNMENTS

INSTRUCTIONS FOR PAPER 2

Critical Analysis of Ancient Source + Synthesis of Data/Evidence: 1000+ words, 100 pts (10%)

This paper involves critical analysis of conflicting source materials about an axial event in Roman history that exemplifies the complexities and problems of the government and policy making in the late Republic. You will restrict your research to the assigned primary source materials, as this assignment is an exercise in close reading and critical thinking about, and interpretation of, ancient documents (in translation).

Reading: Sallust *Catilinarian Conspiracy* <u>and</u> **Cicero** *First Catilinarian Speech* (online, on Blackboard; do not use Mellor's **Historians**, as it only provides short selections that are inadequate for this assignment).

Objectives: To learn how to use a political full of invective (insults and negative spin) as a historical source; to learn how contextualize the speech using a historical monograph; to learn how to use both genres to understand underlying patterns in system-wide decision- and policy-making in the late Republic.

Background: Lucius Sergius Catilina was from an ancient and prestigious patrician family. As a young man, he—along with Pompey and others—supported the patrician reactionary, Sulla, in efforts to stabilize the state. As you will know from earlier readings, in the 70s BCE, Sulla's helpers—who had engendered much ill-feeling among Romans and Italians due to the bloody, vengeful and self-serving proscriptions of the late 80s—continued to cause a great deal of destabilization in the years following Sulla's regime. Catilina himself is said to have committed murder during the proscription, including torturing and slaughtering one of his own relatives. To be sure, Catilina learned many lessons from Sulla, none of which included respect for the law, or for the lives, livelihood or liberty of others.

Fast-forward to the 60s BCE: Frustrated over three failed attempts to win a consulship, Catilina resorted to conspiracy. He allegedly intended to stage a coup d'état which would include murdering the consuls of 63 (M. Tullius Cicero and C. Antonius Hybrida), slaughtering a large portion of the Senate, and burning sections of Rome to the ground. What he thought he would rule after all that destruction is a mystery. His plot was exposed before it could be enacted, and Cicero, as consul, took matters in hand... For the rest, you have to read the Sallust and Cicero selections.

Assignment: <u>Use the assigned passage(s) to answer all of the questions below</u>.

<mark>Be *specific* in your answers, providing <u>proper citations</u> for <u>all evidence</u>, <u>even when paraphrased!</u></mark>

How do Cicero and Sallust use past events and history to lay the background for Catilina's conspiracy? What does each author reveal about the evolution of power and authority in the Late Republic? What flaws in the system are described or inferable? Is the republican government they describe sustainable? Why or why not?

What evidence for systems-level decision-making or policy development does each author provide? Look for details and evidence in Cicero's speech and Sallust's account of the senate debate about the conspirators' fate. Consider how these proposals and decisions both discuss and create precedents in / of policy.

Having read a speech and a historical account covering the same events, which one do you feel is more reliable, and why? What kinds of facts can you find in Cicero's speech that are not in Sallust's monograph, and vice-versa?

How do you feel about how the authors of *A Brief History of the Romans* Boatwright summarized this material? What additional evidence do they provide for the continued viability of the republic as it was in the 60s BCE?

Helpful tips for success on this assignment:

• Read both passages closely, as you need to compare and contrast events asked about in the questions.

• Make a list or chart to help keep track of what each author writes in regard to these events.

• *Be specific in your answers, providing <u>proper citations</u> for <u>all evidence</u>, <u>even when paraphrased</u>!*

• *Keep in focus the demands of different genres—Public Accusation Speech (Cicero) and History (Sallust).*

• Pay close attention to tone, spin, etc., as well.

ASSIGNMENTS

INSTRUCTIONS FOR PAPER 3 – RESEARCH PROJECT BASED ON PRIMARY SOURCES
4 Parts, 350 points (35%) total. NOTE: Additional guidance and examples may be found on Blackboard

General Overview: Each student will undertake a research project on a topic or problem (involving a crisis or change) concerning a system or subsystem of ancient Roman society (e.g., judicial, religious, military, governmental) **based on the evidence of primary sources**. It is to be written and submitted in stages throughout the semester.

 Your research project will involve further investigation into a question raised by our course material(s). First, choose an area about which you would like to learn more. By Week 5, when your research proposal is due, you will need to identify an open question in that area for which primary sources are the main evidence, and on which modern scholars are currently working (for example: marriage laws in Rome, the reforms of Marius, or Cleopatra's challenge to Rome, etc.). You will *not* need to resolve this disciplinary problem, but your research paper should:

(a) explain the background of the problem;

(b) identify why this problem is significant in the field and remains unresolved;

(c) **discuss the <u>ancient sources</u> in question and what they say about the issue, including what *you* think the evidence says about the problem (this must be the main focus of your paper);**

(d) determine what is keeping the problem from being resolved, and

(e) provide your conclusions about the problem and suggest possible approaches to address the problem in future.

The main component of this assignment is the research paper itself. However, the assignment is broken up into smaller parts to provide multiple opportunities for feedback throughout the semester and to prevent you from writing the entire paper the night before it is due. ***You must submit each of these assignments when due; otherwise, I will not accept your final research paper.***

Style: See the online Writing Guide for WKU History Essays.

Sources: In addition to the primary sources, you will need to find **at least four (4)** *modern* **scholarly sources** that provide different perspectives on your chosen topic (NOT including class texts, which you may use in addition to your outside sources). These sources should demonstrate some variety; instead of using 4 books only, or 4 journal articles only, use a combination of these types of sources.

<mark>NOTE: Your modern scholarly sources MUST have been published in the last 25 years or so, i.e., since 1990.</mark>

3a) RESEARCH PAPER Part 1: PROPOSAL / THESIS (subject to revision). 20 pts (2%).

1) Write a brief description of the research question (or questions) you plan to investigate in your paper. Keep it tightly focused; broad topics are impossible to address in a short paper.

2) Answer the following in your discussion:
 Why is this question significant to the specific field?
 What do you already know about this topic?
 What will you need to investigate further?

3) Provide a (preliminary) thesis statement.

3b) RESEARCH PAPER Part 2: ANNOTATED BIBLIOGRAPHY (1000+ words). 100 points (10%).

<u>You must include at least four (4) modern SCHOLARLY (from JSTOR) articles or SCHOLARLY books AND the relevant ancient sources (*ancient sources may include some of your assigned primary sources*).</u>

Annotated bibliographies provide an overview of each of the major sources, books or articles that you are using for your project. The annotations have two functions: (1) they indicate to your reader(s) that you have read, understood, and evaluated each text within the context of your project, and (2) they help your readers decide whether these

ASSIGNMENTS

texts might be useful for their own research. Thus, your role is both to summarize and *evaluate* the text, while locating it within the context of your field of study / specific research.

Guiding Questions for Modern Works (post–1990) in Annotated Bibliography

The following questions may be applied modern texts; most may be applied to the ancient source texts you will use as well. You do not necessarily need to answer directly each question in each annotation, but it must be very clear that you have considered these issues carefully. Back up your evaluation with specific references properly footnoted.

- What is the central argument of the text in question? Try to summarize that argument in a sentence or two.
- What part(s) of the text may be applicable or useful for the specific project that you are working on? Be sure to explain how or why you believe the ideas connect to your project.
- What part(s) of the texts seem problematic or unhelpful? Be sure to explain specifically what you considered problematic, and point out other authors whose works might better explain or clarify that problem.
- Did you notice any connections between this text and other texts on your list?
- Were there related ideas? Did one text attempt to comment on or correct another?
- Is there a link between concepts that you have not seen mentioned elsewhere?
- Overall, did you think this text was valuable and worthwhile for researchers in your field?
- Offer your assessment of whether other researchers might benefit from reading it.

3c) RESEARCH PAPER Part 3: WORKING OUTLINE (subject to revision). 30 points (3%).

Develop a working outline for your paper that reflects your organizational strategy at this point in your process. It is not written in stone: you are free to rearrange, delete, or supplement the ideas that you include here. The outline should also have a well thought out thesis statement at its head, and a provisional conclusion at the end (this may change over time as your thinking on the topic matures, but you should already have some notion of how you intend your argument to end up).

1. Your outline is a map of your paper. It must begin with a thesis statement, formulated as an "argument" delineating your position (which side of the argument you are going to support in the course of your essay). **Please put your thesis statement in bold type so that it is easy to discern.**
2. Divide the outline into introduction, main body (with sub–arguments clearly separated), and conclusion sections, to help you organize your thoughts.
3. Your outline should include several quotes and/or citations that you plan to use to support your argument. It is not necessary to include all the citations that you intend to use; 4 or 5 should suffice as an indicator.
4. As with the final paper, **grammar and spelling count in the grading of this exercise.** I will not be grading on style, since this is not a formal paper assignment, but complete sentences should be used at all times.

The purpose of this exercise is to encourage you to think about your paper before the day it is due. It will also give me the opportunity to remark on your paper and provide feedback before the final product, as there is not enough time at the end of the semester for the reading of rough drafts. On the basis of this assignment, students who seem to be struggling with their topic may be asked to meet with me on a one–to–one basis to discuss their paper.

3d) RESEARCH PAPER Part 4: Paper (2000+ words). 200 points (20%).

Note: you will receive credit for this part of the project only *if you have completed and turned in the other parts of the research project, including the first version, *<u>on time</u>*!* See (a–c) above.

See WKU History Dept. Guidelines For Writing History Essays (online) for formatting instructions; see also below for additional help on content and citation.

ASSIGNMENTS

GENERAL INFORMATION FOR WRITTEN ASSIGNMENTS

Evaluation: Your papers will be graded on the following criteria:

Thesis: Do you present a thesis that is easily identifiable, plausible, and clear?

Use of Evidence: Do you support your argument with relevant evidence and examples drawn from primary sources? Do you properly integrate these examples into your overall argument? Do you provide accurate and relevant factual information? Do you properly cite your sources, whether quoted, paraphrased, or summarized?

Logic and Argumentation: Does your overall argument flow logically? Is it reasonable and sound? Do you make original connections that support your thesis?

Identification of Ethical Issues: Are you able to identify the various ethical perspectives related to your topic? Are you able to objectively discuss the assumptions and implications of those differing ethical perspectives?

Structure: Is your argument organized in a way that provides appropriate support for your thesis? Do you provide clear and logical transitions from point to point in your argument? Does each paragraph provide clear and logical support for its topic sentence?

Mechanics: Is your diction (word usage), punctuation, and grammar correct? Do you correctly cite sources?

Word Count (Length): Minimum word count means main text only, exclusive of title, identifying information, bibliography, or footnotes.

Citations: You must *always* cite the ancient evidence used to support your essay, whether quoted or only summarized in your own words. References to specific evidence must be cited as in the examples below (next section).

PROPER CITATION FOR WRITTEN ASSIGNMENTS

Citing MODERN Authors: First footnote must be a complete Chicago style footnote (i.e., full bibliographic entry); in subsequent footnotes for that work, you need to cite only the author and page number.

Citing ANCIENT Authors: First footnotes must be complete Chicago style footnotes, *including* the appropriate source citation as below; subsequent footnotes cite only Author, Work, Book and Chapter as below. The first example is from Plutarch's biographies (for instance, on Tiberius Gracchus): Your first footnote should look like this (the footnotes are in blue here *only* to make them stand out better; use black on your paper):

> [1] Plutarch, *Roman Lives.* R. Waterfield, translator (Oxford 2009): *Life of Tiberius Gracchus*, 10.

Note: The "10" refers to "Chapter 10" on page 90 of this edition of Plutarch. Because different translations have different pagination, you should *never* cite ancient authors by page number, but by the book / chapter divisions established centuries ago. Your second footnote for the same author and work should look like this. Note that Plutarch's name and the title of his biography are now abbreviated according to standard scholarly usage:

> [2] Plut. *Ti Gracc.* 15

For a book that has selections from multiple ancient authors, such as Mellor's "Historians" used in this course, footnotes should follow the format below. The example is Appian's *Civil Wars*, Book 1, chapters 12 and 15:

> [1] Appian, *The Civil Wars* (selections from Book 1), in R. Mellor, *The Historians of Ancient Rome. An Anthology of the Major Writings*, 3rd ed. (Routledge 2013), 478-490. App. *Civ.* 1.12

> [2] App. *Civ.* 1.15

Note that the two Appian citations (for Civil Wars, Book 1, Chapters 12 and 15, are found in Mellor's *Historians* on pages 482-3 and 484. But in both cases, you would cite by book and chapter divisions as found in any translation of Appian's work. The only time to put in page numbers is for the first footnote, showing the pages on which the selections from Book 1 may be found.

ASSIGNMENTS

PROPER CITATION FOR WRITTEN ASSIGNMENTS (continued)

Finally, some additional examples of ancient author / work abbreviations (**bolded**) from several authors whose work you will encounter over the course of the semester:

Plut. *Caes*. 26 (Plutarch, *Life of Caesar*, ch, 26).

Plut. *Cat. Mai.* *(Plutarch, Life of Cato the Elder)*

Plut. *Ti Gracch.* *(Plutarch, Life of Tiberius Gracchus)*

Plut. *C Gracch.* *(Plutarch, Life of Gaius Gracchus)*

Plut. *Mar.* *(Plutarch, Life of Marius)*

Plut. *Sull*. *(Plutarch, Life of Sulla)*

Plut. *Pomp.* *(Plutarch, Life of Pompey the Great)*

Plut. *Brut.* *(Plutarch, Life of M. Iunius Brutus)*

Plut. *Ant.* *(Plutarch, Life of M. Antonius*

Sall. *Cat*. 1 = Sallust, *Catilinarian Conspiracy* ch. 1;

Sall. *Jug*. 1 = Sallust, *Jugurthine War*, ch. 1

Suet. *Jul*. 19 = Suetonius, *Julius,* ch. 19.

Abbreviations for subsequent "Lives" by Suetonius are as follows: *Aug., Tib., Gai., Claud., Ner., Galba, Otho, Vit., Vesp., Titus, Domit.*

Tac. *Ann*. 1.1 = Tacitus, *Annals*, Book 1, ch. 1;

Tac. *Hist*. 1.1 = Tacitus, *Histories*, Book 1, ch. 1

Note: if an author wrote only one work, you need not mention the work itself when citing it.

Acceptable Fonts: Papers must be written in Times or Times New Roman (12 pt), *or* Palatino (11 pt).

ASSISTANCE FOR STUDY SKILLS AND WRITING ASSIGNMENTS

In addition to meeting with your instructor during office hours or by appointment, options for assistance include:

On–Campus: Academic Success Center: Cherry Hall 202 M–F, 8:00 to 3:00 (help from WKU History Grad Students). As this schedule is subject to modification, check directly with the Academic Success Center.

On–Campus: Writing Center tutors are trained to provide helpful feedback to students at all phases of a writing project: they can help you structure your essay, clarify your purpose, strengthen logic and support, properly integrate and credit sources, edit for clarity and correctness, etc. They *will not* (and must not) revise or edit the paper *for you*, as the finished product must reflect your thoughts and "voice." To make online or face–to–face appointments, visit www.wku.edu/writingcenter, or call (270) 745–5719 during operating hours.

On–Campus: The Learning Center (TLC): DSU A330 (https://www.wku.edu/tlc/). **TLC** tutors cover most undergraduate subjects / course levels, along with "Workshops for Success" to help students with study skills, computer literacy, time management, test–taking strategies, and test anxiety. To make an appointment or request a tutor for a specific course call 745–6254 or stop by.

Online: TLC also provides online tutoring for students (http://www.wku.edu/tlc/online_tutoring.php). Visit the **TLC** website for a description of these services at http://www.wku.edu/tlc/service_descriptions.php.

Online: Carleton College's "History Study Guides" website offers several excellent tutorials on effective reading, studying, note–taking, and research–paper writing: http://apps.carleton.edu/curricular/history/resources/study/.

Students With Disabilities: According to Western Kentucky University Policy: "Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Student Disability Service office located in the Student Success Center in DUC A–200 in Downing University Center, telephone 745 5004 and TTY, 745 3030. Per University policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services."

For help with other courses, see the list here: https://www.wku.edu/tlc/academic_assistance.php

COURSE POLICIES – HOUSE RULES

Attendance & Participation: A significant part of your grade depends on your active and thoughtful participation in class discussions. Thus, regular, timely attendance is mandatory, as is your preparation to discuss assigned readings. Roll and attendance and participation records will be kept throughout the semester.

Students who miss the first two (2) class sessions in a course meeting multiple times per week may be dropped from the class, per university policy (*WKU 2014–2015 Undergraduate Catalog*, p. 29, "Attendance Policy").

Note: If you are uncomfortable speaking in class or having difficulty with the material, please see me during office hours (but, I do not repeat lesson material during office hours; if you miss class, please get notes from a classmate).

Class Citizenship: At WKU, we strive to make classes collegial and comfortable so that all may participate. All students must do their part to be good class citizens to ensure that a collegial atmosphere exists for all participants.

Students who disturb the class or disrupt lectures or presentations by consistently arriving late or leaving early (*without* prior notification and approval) will be counted as absent. Likewise, students who consistently talk to other students, do homework, read the newspaper, send or receive texts or phone calls, sleep, or in any other way disturb the class, should expect their attendance and discussion grades to suffer accordingly.

    Electronics: To avoid undue distractions and disturbances, *all* laptops, cell phones, iPhones, iPods, iPads, tablets, MP3 players or like items must be turned *off* (do *not* put phones on "vibrate") and put away while in class.

    Recording Devices of *any* kind may *not* be used to record discussions, lectures, etc., without my prior approval.

    Food/Drink: Non-alcoholic beverages in covered containers are allowed; chewable items, smoking/vaping are not.

Absences–Unexcused: You are allowed two (2) unexcused absences for any reason without penalty. Use them wisely. Your overall grade will diminish significantly for each additional unexcused absence. <u>Six (6) unexcused absences will result in an automatic failing grade for this course section</u>.

Absences–Excused: A student's absence may be excused for the following, properly–documented reasons:

    Serious accident, illness or medical emergency involving the student. Documentation: *Original* police report, hospital documents, doctor's letter, etc.

    Scheduled medical/dental procedures involving the student. Documentation: *Original* letter on official letter-head, signed and dated by your physician. Inform me of scheduled procedures, in writing, within the first two weeks of class.

    Scheduled participation in a university–sponsored event. Documentation: *Original* letter—in advance of the event—on official letterhead from and signed by your WKU coach, ROTC Commander or Faculty Advisor.

    Death of a family member. Documentation: *Original* funeral program, obituary, etc.

Extended Absence(s): If you must leave the university for an unspecified amount of time and will miss a significant number of class sessions, you or your family should contact the Academic Advising and Retention Center at (270) 745–5065 so that an Emergency Notification may be sent to *all* of your instructors.

Makeup exams: These are given <u>only</u> in case of an excused and properly-documented absence, or by prior arrangement for pre-approved, WKU-sponsored activities (see above). Proper documentation must be turned in immediately upon return to class in case of medical or other emergency (see above), and in advance of a university-sponsored event. No documentation = no makeup exam. Makeup exams must be taken on the scheduled makeup day, so plan accordingly. FYI, makeup exams **will not** be the same as those given in class, but **will** cover the same unit / material.

Late Work: Unless due to an <u>excused absence</u>, informal assignments, worksheets, or quizzes not turned in or completed on time will **not** be accepted. Any such assignments *emailed* to the instructor without prior approval will not be accepted. Formal papers / assignments (as specified in "Course Requirements," above) will be penalized 5% of the total possible points for every calendar day they are late. Be sure to plan ahead to turn in assignments **in class and on time**. Pop–quizzes: there are no makeups for those who arrive late or miss class, regardless of the reason.

COURSE POLICIES – ACADEMIC HONESTY

1) Academic Honesty: Every student is required to demonstrate academic honesty and integrity in all aspects of this course, as outlined in the _Statement on Student Rights and Responsibilities_ (*WKU 2014–2015 Undergraduate Catalog,* 346–7). Violations of this policy include the following **(***WKU 2014–2015 Undergraduate Catalog,* p. 352, Academic Offenses; see also pp. 32–3):

"*Academic Dishonesty—Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of the Dean of Student Life for disciplinary sanctions.*

"*Plagiarism—To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism*" [See #2, 3].

"*Cheating—No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.*"

"*Other Type of Academic Dishonesty—Other types of academic offenses, such as the theft of sale of tests, should be reported to the Office of Judicial Affairs at (270) 745–5429 for judicial sanction.*"

2) Plagiarism in Essays and Other Written Work: In *all* writing assignments, including quizzes, exams, and in–class writing, you *must* avoid *any* form of intentional or unintentional plagiarism. Plagiarism includes, but is not limited to:

- **Submitting previously graded work of your own from this or another course;**

- **Directly copying or paraphrasing part or all an assignment from another student's work;**

- **Directly copying from print or internet sources of any kind without quotation and/or proper citation;**

- **Paraphrasing concepts or ideas from print or internet sources of any kind without providing proper citation;**

- **Group Work:** The purpose of writing assignments is to develop *your* ability to think critically *as an individual*. Therefore, your work cannot be the result of group work, even at the level of simply discussing the primary sources, since you risk having your ideas plagiarized or plagiarizing someone else's ideas. In the case of clear group work the individual assignments, essays or exams of each student involved will be treated as plagiarized.

Any of the above will result in a zero for the assignment and the course. Refer to the links on plagiarism in our *Writing a History Essay* site (on Blackboard) for a fuller discussion of what can and cannot be considered your own work.

3) Summaries: Overusing concepts or ideas from print or web sources, cited or not, or merely paraphrasing or summarizing secondary material and/or the introductory material to primary documents render the essay not your own except for the processes of paraphrasing and summarizing. Such essays will also receive a zero.

4) Exams and Quizzes: Any student who gives, shares, or receives unauthorized information **before, during, or after** an exam or assignment, whether verbal, written, or code, and any student who uses an electronic device of any kind to retrieve or acquire course–related notes, documents, materials, or other information **during an exam** will receive an automatic failing grade for the *entire* course *and* be reported to Judicial Affairs.

NOTE: *All* student work may be checked using plagiarism detection software, such as Turnitin.com (instructions on Blackboard). Specialized definitions of plagiarism and of cheating given on this syllabus, on supplemental handouts, or by verbal instruction from the professor are binding on *all* students.

Please complete the following and return electronically to <u>colonnadeplan@wku.edu</u>.

1. What course does the department plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)

HIST407: The Crusades
Local to Global

2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address **all** of the learning outcomes listed for the appropriate subcategory.

This course covers the crusades from their roots ca. 1050 through the end of the eighth crusade in 1270. Crusading did not cease in 1270, but after this point the enterprise became more of an ideal than a practical reality as recovery of the Holy Land came to look increasingly impossible.

The crusades were one of the most important ways Europeans interacted with the broader world, especially the Muslim world, after a long period in which contact with the outside was minimal. Fired by a distinctively Latin Christian vision of piety and warfare, the crusades resulted in warfare and overseas conquest that some have pointed to as a possible forerunner of modern colonialism. Although crusading required Europeans to think and plan on a global scale, it was grounded in basically local and regional ideologies and identities, beliefs that sustained crusading as a generally-accepted idea even in the face of continuous failures and setbacks in reality.

1. Analyze issues on local and global scales.

This course traces practices and ideas of crusade as they developed from a distinctive and restricted local or regional style of religious devotion (1000-1200), into a 'universal' mission or activity that touched the lives of all Europeans, whether directly or indirectly (1200-1300). Throughout, students will be asked to think in different ways how the relationship between local or regional commitments to holy war developed in tandem with the global scale of activity necessary to live out those commitments. Students will also be asked to analyze how Latin Christian interactions with Muslims and Jews abroad while on crusade may have shaped attitudes to religious minorities at home – how the global activity of holy war shaped local religious affairs and attitudes

2. Examine the local and global interrelationships of one or more issues.
The local/global issues that this course will explore include:

* how attitudes to warfare, violence, and religion that responded to European conditions led to global consequences (papally-approved military expeditions to far-off places)
* how the creation of permanent Latin settlements overseas influenced both Christian and Muslim ideas about holy war

* how the practice of holy wars waged abroad re-shaped attitudes to religious minorities in Europe
* how the institutionalization of foreign wars to recover the Holy Land in turn reshaped European politics

3. Evaluate the consequences of decision-making on local and global scales.
The local/global dimensions of decision making this course will explore include:

* how participation in the first crusade grew out of the concerns of local aristocrats, and how its quasi-miraculous success encouraged Europeans to look and think internationally about holy war
* how crusading (as a distinctive and international form of holy war) depended on both central authority (the papacy, kings) and popular enthusiasm for its continued execution
* how the failure of every crusading expedition after the first encouraged decision-makers to reform society at home, and how the enthusiasm for recovering the holy land and the charisma of successful crusaders empowered popes and kings to act in unprecedented ways

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should <u>this course</u> be in Colonnade)? Discuss in detail.

The crusades are a topic of interest for many undergraduate students, as well as a subject with obvious relevance to contemporary politics. Yet while students are aware of the crusades as an important topic for study, they tend to think of warfare between different religious groups (whether crusade, *jihad*, or some other kind of holy war) as both natural and inevitable, just a matter of 'how things are.' Rather than showing students facile solutions to modern problems or playing up the miniscule links between 11th century and 21st century religious violence, this course will highlight the gap between medieval and modern religious violence. This is intended to help students understand three important things.

First, that not all kinds of religious violence are the same. Although holy wars of various kinds were fought before and have been fought since, the crusades were a highly distinctive form of holy war – defensive warfare on behalf of Christ, authorized by the pope, and performed as a penance for sin (not wars of conversion or extermination, nor truly wars for territorial expansion). As such, it can helpfully be distinguished from other medieval or modern forms of religiously-based violence.

Second, that there are specific cultural, political, and social circumstances that lead to holy wars at some times and places, but not in others. Holy wars do not 'naturally' occur, and when they occur frequently, it is because of specific historical developments that institutionalize and perpetuate the patterns of religious violence. Although crusading presupposed global-scale activity, its performance and perpetuation depended on basically local beliefs, practices and institutions.

Third, that crusading activity on a global scale had important effects back on European society, politics, and religion. The complexity of organizing a global holy war required substantial local

organization in Europe, so that events overseas empowered reformers of both church and state at home. Also, the experience of preparing to fight Muslims abroad had corollary effects on the way Europeans thought about the place of religious minorities in their own society.

The thinking required of students is fundamentally interdisciplinary, and thus well-suited to the Colonnade program. In order to answer even basic questions (such as, 'why did anyone participate in the first crusade?'), students will need to be able to combine different modes of analysis:

        economic (What material resources were required? How were they obtained? What were the material goals of the expeditions?),

        religious or cultural (Why did the pope's message appeal to the crusaders? What were the crusaders' existing attitudes to violence?),

        … and literary (How was our apparently 'factual' evidence, authors' later narrative accounts, shaped by considerations of genre and style?).

4. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.

No specific prerequisites beyond the requirement that students have taken 21 hours of Colonnade Foundation and Exploration courses before enrolling in a Connections course.

5. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

    Colonnade Learning Objectives:
A Local-to-Global course in the Colonnade program will:
1. Analyze issues on local and global scales.
2. Examine the local and global interrelationships of one or more issues.
3. Evaluate the consequences of decision-making on local and global scales.

In History 407, you will:
* explain how attitudes to warfare, violence, and religion that responded to European conditions led to global consequences (papally-approved military expeditions to far-off places)
* analyze the ways that the practice of holy wars waged abroad re-shaped attitudes to religious minorities in Europe
* explain how the prestige of crusading as a global activity empowered political and religious authorities to enact local reforms at home

History Department Learning Objectives:
As an upper division course, History 407 has multiple, overlapping course objectives. Upon completing this course, you will be able to:
* outline of major events and trends in the development of the Crusades from 1050 to 1300
* explain different definitions and explanations of "crusading"
* contextualize primary sources relevant to the crusades and explain their significance
* develop interpretive strategies for dealing with unfamiliar primary sources
* read primary documents as functioning objects, not transparent reflections of the past

* synthesize primary and secondary material into a concise interpretation of the past
* read and understand scholarly articles concerning the crusades
* understand how professional historians collect and deploy evidence to prove arguments
* assess the strengths and weakness of a scholarly argument

6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

The four take-home essays will each pose questions to students that engage with local-to-global issues in various ways. These will give them practice at thinking about the interrelationship of local and global phenomena (see '*The Prompts*', ATTACHMENT #1, page 5 of this proposal).

The major class project will be a research paper. That paper will require the students to pose their own questions about local and global issues related to the crusades, based on a source of their choosing. Having seen examples of good historical questions on the take-home essays, students should be well prepared to develop their ability to ask as well as answer complex questions about how local and global dimensions of crusading were linked. (see point 3 under '*A good proposal…*', ATTACHMENT #2, page 6 of this proposal).

Each term, I will select 33% of final papers to be evaluated. The goal is to have 70% of the sample achieve a 3 or better on ALL learning objectives and a 2 or better on AT LEAST two. See also ATTACHMENT #3 for a sample rubric with which students will be evaluated.

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

In 2008 the History Department adopted writing standards for all History courses. The standards are designed to be cumulative and focus on the analysis of sources and the evaluation and construction of arguments. The minimum standard for 400-level History courses is:

There will be a variety of writing assignments requiring a minimum total of 20 pages. One of these assignments will require the students to synthesize and evaluate historical interpretations. The assignments will also include a research paper based upon primary and secondary sources. The minimum length of this paper will be 12 pages.

History 407 will meet these standards.

Individual assignments will be assessed at least as much on how successfully and logically the student is able to develop an argument from evidence as they will be on the specific answer to the questions posed. The '*Intellectual requirements*' on the prompts are both the instructions to students and the things I will be looking for in grading the four take-home essays. See '*Intellectual requirements*', ATTACHMENT #1, (page 5 of this proposal).

8. How many sections of this course will your department offer each semester?

This course will be taught one semester per year, two years out of three.

9. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.

ATTACHMENT #1
Sample prompt for take-home exam #1
Due electronically and in hard copy by the beginning of class on Monday, March 23.
At the risk of beating a dead horse: *The use of the internet is strictly forbidden!*

Formal requirements:
(1). Write an essay of around 1000 words addressing one of the questions below. Include a word count either in the header or at the top of the first page. Footnotes should not be included in the word count.
(2). Your essay should be double-spaced, written in Times New Roman 12 point font, with 1" margins on all sides.
(3). You must cite all of your sources using footnotes. This means both primary and secondary readings. I will not accept papers that do not use footnotes and will consider them late until they are submitted properly. Some errors in your citation format (what is italicized, where to use a period vs. a comma) are acceptable (though I will ask you to fix them going forward), but I need to be able to identify clearly what source you consulted and from what page you drew your information.

Intellectual requirements:
Address one of the prompts below, relying on the ***primary sources*** you have read to justify your answer. Your answers should be grounded in the sources, not in the secondary material.

Organize your thoughts clearly into an argumentative essay. Convince me that, with the sources available, your answers to the prompts are the most reasonable. You should consider possible counter-arguments or objections to your argument. If there are citations that seem to disprove what you claim, a good essay will address those directly and explain why they do not undermine its claims.

Show some higher-order thinking about history. This could mean source criticism – being aware of how our witnesses' accounts of the past are shaped by their own perspectives, needs, and goals. This could also mean thinking carefully about the terms you use in your argument. How you define your terms will shape your answers, so reflect carefully before defining key terms.

The prompts
Choose one. Write an essay of around 1000 words addressing one of the questions below. Include a word count either in the header or at the top of the first page. Footnotes should not be included in the word count.

(1). How and why did European attitudes to violence and assessments of its legitimacy change before, during, and after the first crusade? How did the global reach and 'miraculous' success of the first crusade reshape local ideas about legitimate violence?

(2). Based on your close reading of the sources, to what extent was the first crusade a war of foreign colonization or acquisition? To what extent was it driven by local religious ideas and anxieties about salvation?

ATTACHMENT #2
Guidelines for final paper proposal, to result in a 3000 word essay due at the end of term

A good proposal should do three things.
1. Identify the primary source you will work with. Be sure to tell me what edition of the text you are using. Be specific – show me you have it in your possession.

2. Describe the source and its content. When and where was it created? By whom, if we know? What does it cover? Why was it written? What do we know about the background, perspective, knowledge and interests of the author? (This requires using the introduction.)

3. Explain what, specifically, your source may be able to tell us about the local and global dimensions of crusading. Why do you think this source will be insightful? Is it better suited to thinking about the ideas or practices of crusading? Or does it cover both? Explain.

This last part of the proposal is the most important – the research question your paper will answer must develop out of careful thinking about what your source is actually good for.

Places to go when you are looking for a source
Madden's bibliography
Allen & Amt bibliographic notes
Me.
Crusade Texts in Translation series.

Length:
A couple of paragraphs. Not 1000 words.

ATTACHMENT #3
IT'S A RUBRIC!
Sample Rubric for Assessing Learning Outcomes for Connections Courses:
Local to Global

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
1. Analyze issues on local and global scales	Provides detailed analysis of primary and secondary material to explain local, regional, and global dimensions of major issues.	Clearly articulates significance of major trends at local, regional, and global levels.	Shows awareness of local, regional, and global importance of some issues, but analysis is incomplete.	Has serious difficulty making connections between local, regional, and global dimensions of major issues.
2. Examine the local and global interrelationships of one or more issues	Closely examines interrelationships of multiple issues, including causes, effects and feedback between major issues, based on critical analysis of primary sources and secondary scholarship.	Traces regional and international dimensions of political, economic, and social issues, including change over time.	Shows comprehension of some transregional and transnational relationships, but lacks discussion of change over time.	Is unable to trace interrelationships of any key issues affecting both local and global scales.
3. Evaluate the consequences of decision-making on local and global scales	Analytically evaluates source material to explain causes and consequences of major or influential decisions in different periods. Incorporates concrete examples in analysis of decision-making on a local, regional, and global scale.	Clearly assesses consequences of major or influential decisions at the local, regional, and global levels; shows understanding of temporal context for process of decision-making.	Describes major or influential decisions, with some difficulty explaining consequences across a local, regional, or global scale.	Cannot demonstrate understanding of concrete impact of major or influential decisions at different levels.

History 407 - The Crusades   **Instructor:** Dr. Jeffrey Miner
Western Kentucky University   **Office:** Cherry Hall 214B
Spring 2016   **Office Phone:** (270) 745-3841
                                                            Office Hours: TBD
Current 11/24/2015   **E-mail:** jeffrey.miner@wku.edu

Course Description:
It is frequently assumed that warfare between different religious groups (whether crusade, jihad, or some other kind of holy war) as both natural and inevitable, just a matter of 'how things are.' This course is designed to show you three important things.

First, that not all kinds of religious violence are the same. Although holy wars of various kinds were fought before and have been fought since, the crusades were a highly distinctive form of holy war – defensive warfare on behalf of Christ, authorized by the pope, and performed as a penance for sin (not wars of conversion or extermination, nor truly wars for territorial expansion). As such, it can helpfully be distinguished from other medieval or modern forms of religiously-based violence.

Second, that there are specific cultural, political, and social circumstances that lead to holy wars at some times and places, but not in others. Holy wars do not 'naturally' occur, and when they occur frequently, it is because of specific historical developments that institutionalize and perpetuate the patterns of religious violence. Although crusading presupposed global-scale activity, its performance and perpetuation depended on basically local beliefs, practices and institutions.

Third, that crusading activity on a global scale had important effects back on European society, politics, and religion. The complexity of organizing a global holy war required substantial local organization in Europe, so that events overseas empowered reformers of both church and state at home. Also, the experience of preparing to fight Muslims abroad had corollary effects on the way Europeans thought about the place of religious minorities in their own society.

Ultimately, this course will NOT help you solve problems in the modern world, NOR will it tell you that the crusades were actually the origin of contemporary religious violence or holy wars. Instead, by highlighting the gap between medieval and modern religious violence, it will help you to think more critically about the world you live in.

Summary of Course Content
This course will introduce you to the events, sources, and scholarly debates surrounding the origins of the crusading movement from its roots ca. 1050 through the end of the eighth crusade in 1270. Crusading did not cease in 1270, but after this point the enterprise became more of an ideal than a practical reality as recovery of the Holy Land came to look increasingly impossible.

The course is divided into units, each centered on a major theme in the study of the crusades. The first unit will trace the origins of the movement and the major expeditions to recover, defend, and recover Jerusalem (again). The second unit will focus on the reconquest of Iberia by Christian armies, looking at how crusading ideas and practices may have shaped the dynamics of Iberian warfare and religious experience. The third unit will examine connections between the crusades and the treatment of religious minorities in medieval Europe, considering ways the concept of crusading may have shaped attitudes and treatment of non-Christians at home as well as during official crusades. Finally, we will investigate the capture of the crusading movement by popes and kings and the effect this shift had on political life in Europe.

Although crusading required Europeans to think and plan on a global scale, it was grounded in basically local and regional ideologies and identities, beliefs that sustained crusading as a generally-accepted idea even in the face of continuous failures and setbacks in reality. Throughout, we will think in different ways about how the relationship between local or regional commitments to holy war developed in tandem with the global scale of activity necessary to live out those commitments. We will also analyze how Latin Christian interactions with Muslims and Jews abroad while on crusade may have shaped attitudes to religious minorities at home – how the global activity of holy war shaped local religious affairs and attitudes

If you read carefully, it will be clear that this is NOT a military history course. Although military campaigns and maneuvers were significant to the outcome of the crusades, their historical significance lies more in the way crusading ideology shaped political, social, and religious life.

Colonnade Learning Objectives:
A Local-to-Global course in the Colonnade program will:
1. Analyze issues on local and global scales.
2. Examine the local and global interrelationships of one or more issues.
3. Evaluate the consequences of decision-making on local and global scales.

In History 407, you will:
* explain how attitudes to warfare, violence, and religion that responded to European conditions led to global consequences (papally-approved military expeditions to far-off places)
* analyze the ways that the practice of holy wars waged abroad re-shaped attitudes to religious minorities in Europe
* explain how the prestige of crusading as a global activity empowered political and religious authorities to enact local reforms at home

History Department Learning Objectives:
As an upper division course, History 407 has multiple, overlapping course objectives. Upon completing this course, you will be able to:
* outline of major events and trends in the development of the Crusades from 1050 to 1300
* explain different definitions and explanations of "crusading"
* contextualize primary sources relevant to the crusades and explain their significance
* develop interpretive strategies for dealing with unfamiliar primary sources
* read primary documents as functioning objects, not transparent reflections of the past
* synthesize primary and secondary material into a concise interpretation of the past
* read and understand scholarly articles concerning the crusades
* understand how professional historians collect and deploy evidence to prove arguments
* assess the strengths and weakness of a scholarly argument

Required texts:
Except for Madden's *Concise History*, I expect you to have a physical copy of each of these books so that you can underline, annotate, and otherwise mark up your copy. The ISBN numbers below should help those of you ordering them otherwise than through the bookstore to ensure you have the correct edition.

Thomas F. Madden, *The Concise History of the Crusades*. Third Edition. Rowman & Littlefield (2014).
       Book: ISBN 978-1-4422-1574-0   OR   E-Book: ISBN 978-1-4422-3116-0
S.J. Allen and Emilie Amt, eds. *The Crusades: A Reader*. Second edition. Broadview Press (2014).
       ISBN 978-1-4426-0623-4
Christopher Tyerman, ed. *Chronicles of the First Crusade*. Penguin Books (2004).

ISBN 978-0-241-95522-2
Burton Raffel, trans. *The Song of the Cid*. Penguin Books (2009).
ISBN 978-0-14-130565-7
Usama ibn Munqidh, *The Book of Contemplation: Islam and the Crusades*. Penguin Books (2008).
ISBN 978-0-140-45513-7
Jean de Joinville and Geoffrey Villehardouin, *Chronicles of the Crusades*. Caroline Smith, trans. Penguin Books (2009).
ISBN 978-0-140-44998-3

Course requirements:
Research Paper   33%   Take-home exams   33%   Participation   33%

Paper
For this course, you will write a 3000 word research paper on a topic of your choosing. This paper will require you to read primary documents (historical sources) in order to address a major theme of modern crusades scholarship (secondary sources). The paper grade will include grades for your initial proposal (due at the end of week six) and for your annotated bibliography (due at the end of week thirteen) as well as for the paper itself. Further instructions on each of these assignments will be posted on blackboard and distributed closer to their due date.

Take-home exams
One third of your grade will come from four take-home essay exams of 1000 words, on topics to be distributed by the instructor. These will ask you to explain major developments or themes in the history of the crusades with reference to the primary documents.

Attendance and participation
The final portion of your grade will be for participation. This grade will be based on occasional pop quizzes and homework assignments as well as my subjective assessment of your participation in discussions. Although you do not earn any points from merely attending class, any more than two unexcused absences will count against you. A total of five absences will result in a failing grade.

Extensions, late assignments, and absences
I will excuse you from attendance if and ONLY if (1) you inform me of your problem by the time of the class, or due-date; and (2) you provide me as soon as you return to class with written documentation of your inability to attend class or complete the assignment. Unexcused late papers will be penalized one letter grade per day late.

Special accommodations
According to Western Kentucky University Policy: "Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Student Disability Service office located in the Student Success Center in DUC A-200 in Downing University Center, telephone 745-5004 and TTY, 745 3030. Per University policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services."

Honor Code:
All forms of academic dishonesty, which consists of receiving ANY unauthorized assistance or representing another's work as one's own, will not be tolerated. Any instance of plagiarism or cheating will result at the least in a failing grade for the assignment, and in many cases also for the course.

Formal policies and requirements:

For more detailed statements on academic honesty, plagiarism, further explanation of the course requirements and suggestions for places to get help with the course content, see the Formal Policies handout posted on Blackboard.

Schedule of readings and assignments

Week 1   Introductions
Jan 26 : Course introduction, formal requirements
Jan 28 : Popular ideas about crusade/crusading
   Madden, *Concise History*, Preface, p.viii-x.
   Tyerman, *Chronicles of the First Crusade*, "Foreword."
Jan 26 : Historical thinking & ethics
   [BLACKBOARD] Marc Bloch, *The Historian's Craft*, p.3-19, 138-44, 172-89.

UNIT 1 : ORIGINS OF THE MOVEMENT AND ITS DEVELOPMENT TO 1204
Week 2   Background to the First Crusade

Feb 2 : Lecture - Religion and Violence Before the Crusades
   Madden, *Concise History*, Ch.1 "The Call" p.1-14.
Feb 4 : The Ideas Behind Crusading
   Allen & Amt, *The Crusades*,
     #2 Augustine of Hippo on the Just War (p.5-8),
     #6 Early Indulgences (p.17-8),
     #9 Declaration of the Truce of God (p.24-8),
     #11 Gregory VII's Call for Assistance to the Greeks (p.31-2).
Feb 6 : Recruitment and Preaching of the First Crusade
   Tyerman, *Chronicles of the First Crusade*, "The Call to Arms," p.1-30.

Week 3   The First Crusade

Feb 9 : Lecture – The Course of the First Crusade
   Madden, *Concise History*, Ch.2 "The First Crusade" p.15-34
Feb 11 : Conduct of the Crusade part one
   Tyerman, *Chronicles of the First Crusade*, "The Holy Lance," p.214-240.
Feb 13 : Conduct of the Crusade part two
   Tyerman, *Chronicles of the First Crusade*, "Jerusalem," p.317-333 and "Rejoicing and
     Lamentation," p.349-353, 354-8, 360-71.

Week 4   The First Crusade : Aftermath and Achievements

Feb 16 : Lecture – Aftermath & Achievements
   Madden, *Concise History*, Ch.3 p.35-60
Feb 18 : The Crusader States
   Allen & Amt, *The Crusades*,
     #24 William of Tyre's *History* (p.82-5)
     #25 Fulcher of Chartres's *History* (p.85-9)
     #26 Venetian Treaty (p.89-91)
     #27 Laws of the Kingdom of Jerusalem (p.91-7)
Feb 20 : The Crusading Orders
   Allen & Amt, *The Crusades*,
     #51 Liturgy for Pilgrims and Crusaders (p.191-194)
     #36 Bernard of Clairvaux, *In Praise of the New Knighthood* (p.128-32)
     #37 The Rule of the Templars (p.132-5)

Week 5   *The Second Crusade and Muslim Reactions*
February 23 - Take-home essay #1 due

Feb 23 : The Second Crusade
       Madden, *Concise History*, Ch.3 p.35-60
       Allen & Amt, *The Crusades*,
             #35 Letter of Bernard of Clairvaux (p.125-128)
             #38 Odo of Deuil, *The Journey of Louis VII to the East* (p.135-140)
             #39 John Kinnamos, *The Deeds of John and Manuel Comnenus* (p.140-2)
             #40 Analyses of the Second Crusade (p.142-4)
Feb 25 ; Muslim Reactions (1)
       Allen & Amt, *The Crusades*,
             #3 The Quran (p.8-12)
             #5 The Pact of Omar (p.15-7).
Feb 27 : Muslims and Latins in the East
       Usama ibn Munqidh, *Book of Contemplation*, p. xv-xxxviii, p. 125-163

Week 6   *Saladin and the Third Crusade*
[Same as last week: Madden, *Concise History*, Ch.4, p.61-92]

Mar 2 : The Third Crusades in Latin Perspective
       Allen and Amt, *The Crusades*,
             #44 Letters on the Fall of Jerusalem (p.157-162)
             #45 Taxation and Regulations for the Third Crusade (p.162-5)
             #47 Accounts of the Third Crusade (p.169-177)
Mar 4 : The Third Crusade in Muslim Perspective
       [BLACKBOARD] *The Excellent History of Saladin*, selections.
Mar 6 : Wars and History
       [BLACKBOARD] Yuval Noah Harari, "The Concept of "Decisive Battles" in World History."
             Journal of World History 18:3 (2007), 251-266.
March 6 - Paper proposal due at the beginning of class

SPRING BREAK : Mar 9

Week 7   *The Fourth Crusade*

Mar 16 : Lecture – Debate over the Fourth Crusade
       Madden, *Concise History*, Ch.5, p.93-114
Mar 18 : Roots of the "change of course"
       Allen and Amt, *The Crusades*,
             #15 Anna Comnena's *Alexiad* (p.51-6)
             #16 The Deeds of the Franks (p.56-58)
             #39 John Kinnamos, *The Deeds of John and Manuel Comnenus* (p.140-2)
Mar 20 : Villehardouin
       Joinville and Villehardouin, *Chronicles*, xxiv-xxxi, sections [47]-[74] (p.16-21), sections [144]-
             [261] (p.38-70).
[Last day to drop for a W or switch to audit]

UNIT 2 : CRUSADING IN THE IBERIAN PENINSULA

Week 8 **Iberia and the Crusades – Part One**

March 23 - Take-home essay #2 due at the beginning of class

Mar 23 : Lecture – Was there a reconquest? Was it a crusade?
    Madden, *Concise History*, Ch.6, p.115-134
Mar 25 : Warfare before the Crusades
    Allen and Amt, *The Crusades*,
        #7 Ibnu Hayyan on Warfare in Spain (p.18-22)
        #8 The Song of Roland (p.22-4)
    [BLACKBOARD] R.A. Fletcher, "Reconquest and Crusade in Spain, c.1050-1150."
        Transactions of the Royal Historical Society, 37(1987), pp. 31-47
Mar 27 : El Cid on the Frontier(s)
    The Song of the Cid, p.1-95.

Week 9 **Iberia and the Crusades – Part Two**

Mar 30 : El Cid and crusading?
    [BLACKBOARD] Simon Barton, "El Cid, Cluny and the Medieval Spanish *Reconquista*."
        English Historical Review Vol. CXXVI n.520 (2011), p.517-543.
Apr 1 : The Second Crusade & Iberia
    [BLACKBOARD] *The Conquest of Lisbon* (selections).
Apr 3 : The Reconquista continued
    [BLACKBOARD] *The Book of Deeds of James I of Aragon* (selections).

UNIT 3 : CRUSADING AND THE TREATMENT OF RELIGIOUS MINORITIES IN EUROPE

Week 10 **Crusading and Religious Minorities – Part One**

Madden, *Concise History*, Ch.6, p.115-134

April 6 : Take-home essay #3 due at the beginning of class

Apr 6 : The Jews and the First Crusade   *[60% point of semester]*
    Tyerman, *Chronicles of the First Crusade*, "The First Victims," p.30-71.
Apr 8 : The Persecutory Mindset
    Allen & Amt, *The Crusades*,
        #60 Bernard Gui's Manual for Inquisitors (p.234-9)
        #61 William of Tudela's *Song of the Cathar Wars* (p.239-241)
Apr 10 : The Persecutory Mindset (continued)
    [BLACKBOARD] R.I. Moore, *Formation of a Persecuting Society*, selections.

Week 11 **Crusading and Religious Minorities – Part Two**

Apr 13 : Lecture – Iberia = Multi-Religious Crusading Society?
    Madden, *Concise History*, Ch.6, p.115-134
Apr 15 : The Rules of Interaction
    Allen & Amt, *The Crusades*,
        #78 Muslim-Christian Treaty (p.301-3)

#80 Christian Laws (p.306-313)
Apr 17 : Cataclysmic versus Routine Violence
       [BLACKBOARD] Nirenberg, *Communities of Violence*, selections.

UNIT 4 : THE THIRTEENTH CENTURY – CRUSADING, DIPLOMACY AND THE STATE

Week 12   Crusading and Political Life – Part One

April 20 - Take-home essay #4 due at the beginning of class

Apr 20 : Lecture – Crusading Popes and Crusading Kings
       Madden, *Concise History*, Ch.7, 135-172.
Apr 22 : Crusading and Christendom: The Papacy and Later Crusades
       Allen & Amt,
              #63 Decrees of the Fourth Lateran Council (p.244-9).
Apr 24 : Crusades of Frederick II
       Allen & Amt,
              #72 Philip of Novara on Frederick II's Crusade (p.275-7)
              #73 Frederick II on His Taking of Jerusalem etc. (p.277-81)
              #74 Responses to Frederick II's crusade (p.281-5).

Week 13   Crusading and Political Life – Part Two

Apr 27 : Crusading as Political Discourse
       [BLACKBOARD] Weiler, "Negotium terrae sanctae."
Apr 29 : Crusading and monarchy, the long tail of crusading
       Madden, *Concise History*, Ch.8, p.155-172.
May 1 : The Crusades of St. Louis IX
       Joinville, *Chronicles*, p.312-327.
May 1 – Annotated bibliography due at the beginning of class

Week 14   Reading & writing week
May 4 & 6 : Reserved for individual meetings
May 8 : Reserved for writing

May 13 : Final paper due by 5pm

Proposal for Connections: Social and Cultural
Contact Person: Marc Eagle, History Department: marc.eagle@wku.edu, 745-7026

1. **What course does the department plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)**

   HIST 364 Colonial Latin America, 1400-1825; Subcategory: Social and Cultural

   Course Description: An overview of Latin American history and culture during the colonial period, from pre-Columbian times to the age of independence in the early nineteenth century, emphasizing the contact between America, Europe, and Africa that created a Latin American world, and the development of the Spanish and Portuguese empires and their colonial societies during the three centuries prior to independence.

2. **How will this course meet the specific learning objectives of the appropriate sub-category? Please address all of the learning outcomes listed for the appropriate subcategory.**

   This course examines the birth and development of a new cultural world in present-day Latin America, as indigenous American, European, and African individuals and cultures combined to create distinctively colonial societies. These societies were deeply divided by ethnic, gender, and class distinctions, at the same time they were marked by continuous contact and mixing of individuals of different backgrounds, and so students will consider the unique perspectives of a variety of individuals and groups as well as the ethical frameworks and cultural values that linked individuals in colonial Latin America up to the time of independence in the early 19th century.

   HIST 364 will address the specific Colonnade learning outcomes for Connections: Social and Cultural as follows:

   Learning Outcome #1: Analyze the development of self in relation to others and society.

   Students will discuss the imposition of a colonial political and religious framework that was planned by metropolitan authorities in Spain and Portugal but shaped by negotiation and contention from a variety of individuals and groups, before moving on to consider the ways in which individuals preserved and created meaningful cultural content both within and outside the larger colonial system. For example, using both primary and secondary sources we will consider such issues as how enslaved Africans drew on their common cultural roots to create new forms of cultural expression within the colonial Catholic church, how indigenous communities adapted to colonial rule by both preserving pre-Columbian worldviews and participating in the economic, political, and religious changes brought by Europeans, or how European-born and mixed-race individuals developed a uniquely American perspective in the period leading up to independence.

   Learning Outcome #2: Examine diverse values that form civically engaged and informed members of society.

   By tracing the development of colonial Latin America over three centuries and focusing on the perspectives of different individuals and groups, students will build an understanding of how colonial society was fundamentally shaped by diversity. Deeply unequal colonial Latin American societies were marked by resistance and occasional outbreaks of violence – and students will

examine important episodes such as riots, indigenous rebellions, or conflicts involving groups of runaway slaves – but colonial Latin America was, on the whole, characterized by general acceptance of the ruling order, in the sense that radically different groups of people found ways to coexist within the colonial system. Using primary documents from the 16th to the early 19th centuries, students will analyze the values and actions of individuals at all levels of society, from viceroys to heads of households, to see how these societies functioned and how they communicated and processed information about the larger colonial world.

Learning Outcome #3: Evaluate solutions to real-world social and cultural problems.

Beginning with the conquest period, students will continually analyze why and how colonial Latin America developed the way it did, how relatively durable colonial rule worked, and why these colonies became independent when they did. Students will use recent scholarship to move beyond simplistic explanations for events, such as the persistent myth that indigenous Americans believed the Spanish conquistadores to be gods, and instead discuss the variety of factors (including technology, active and substantial indigenous participation, or disease) to understand how Spain and Portugal were able to claim and rule enormous overseas territories. Students will seek to understand the often conflicting goals of numerous different groups and actors, to see how European and local authorities managed to sustain rule over such diverse groups, how urban and rural groups worked to reinforce the bounds of their communities and maximize their rights and opportunities, and how independence fighters tried to overcome the deep divisions among colonial Latin American subjects to successfully break away from Spain and Portugal in the early 19th century.

3. **In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should <u>this course</u> be in Colonnade)? Discuss in detail**.

Colonial Latin America, founded as it was on the collision of European, indigenous American, and African worlds, offers an ideal topic for students to grapple with questions of social and cultural identity. Colonial societies were both deeply diverse and deeply unequal, and within these territories – nominally ruled by Spanish and Portuguese monarchs – there were a multitude of different ways that colonial subjects conceived of both culture and society. Students in this course will explore the perspectives of many of these actors, from the ruling authorities trying to create and control an ordered society with common religious values, to indigenous nobles who used the Spanish administrative system to reinforce their own traditional authority within their communities, to mixed-race individuals in the hinterlands of Brazil creating hybrid communities that experienced royal authority mainly as a distant and abstract concept. Perhaps the most useful problem students in this course confront is the tension between diversity and inequality. Spanish and Portuguese were the ruling authorities, but they were a very small minority of the colonial population; while they did not value diversity and frequently sought to eradicate or minimize cultural differences, they were forced to confront the reality of a colonial world where this diversity had to be incorporated into their ruling strategies. Likewise, the lives of a wide variety of colonial subjects over the course of three centuries reflected ongoing negotiation between their own cultural outlooks and the political and religious hegemony of the Spanish and Portuguese. The interdisciplinary nature of the topic also makes this an excellent Colonnade course, since students will need to examine (for example) geographic, political, anthropological, social, economic, and cultural factors as part of understanding the dynamics of colonial Latin America. As a result, they can apply skillsets developed in other disciplines in this course, as well as pursuing questions of personal interest in classes taken in other departments. Ultimately,

students in this course – most of whom, in my experience, have little or no existing knowledge of Latin America – will develop a practical understanding of diversity by exploring the issue of how deeply different groups of people interacted with and affected each other under Spanish and Portuguese rule. This often uncomfortable approach to diversity is extremely useful for getting students to think about both the creation of the modern world and about cultural diversity as it relates to both conflict and cooperation in our own society.

4. **Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.**

   No specific prerequisites beyond the requirement that students have taken 21 hours of Colonnade Foundation and Exploration courses before enrolling in a Connections course.

5. **Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.**

   In HIST 364, we will trace the genesis and development of colonial Latin America society from its pre-Columbian roots up to the era of independence in the early nineteenth century. At all stages, we will read and discuss primary documents to understand the diverse perspectives of the inhabitants and rulers of colonial Latin America related to the European conquest of the region, the creation of a political, religious, and economic framework for these territories, social changes and political reforms, and the coming of independence. Students will examine the cultural expressions of different social groups, as well as the interactions between these groups and the ways they negotiated with, resisted, strengthened, or challenged the colonial order. Assignments in this course will encourage students to think analytically about diversity within Latin America, and about the ways that royal control over these colonial territories coexisted with a wide variety of cultural outlooks and practices.

   By the end of this course, students will be able to:
   • demonstrate knowledge of the major events, social processes, key individuals, economic pressures, and cultural developments in colonial Latin America.
   • analyze the relationship between the diverse cultural groups that made up colonial Latin America and royal efforts to establish and maintain control over these territories.
   • evaluate the legacy of the Spanish and Portuguese empires in the Americas.

6. **Give a brief description of how the department will assess the course beyond student grades for these learning objectives**.

   Students in HIST 364 will write two longer papers and one shorter article analysis, on a scholarly article of their choosing. These written assignments will be assessed for the following:

   • Does the student's work reflect an understanding of the different perspectives of the individuals and groups we are studying? (Learning Outcomes 1 and 2: Students will analyze individual perspectives within a wider social context, and see how both groups and individuals relate to each other and to the colonial state.)
   • Does the student's work show an ability to critically evaluate primary documents and situate them within the broader cultural and ethical context of colonial Latin America? (Learning Outcomes 2 and 3: Students will consider the production and intent of documents related to information passing between different social groups with contrasting values, and discuss both

how subordinate groups sought to achieve specific goals and how administrative officials processed information about the society they helped rule.)

• Does the student's work demonstrate an analytical approach to both primary and secondary sources in order to understand interactions between the diverse social groups that made up colonial Latin America? (Learning Outcomes 2 and 3: Students will focus on relations between social groups, including unequal relations that often remained outside the documentary record, and will analyze how control and resistance functioned in practice during the colonial period.)

See Attachment 1 for a sample rubric to be used in evaluating these three written assignments. I will select 30% of the three assignments as a sample, and will check to ensure that at least 70% of this work is at the "Good" or higher level of the rubric to assess whether the course is meeting the goals of the Social and Cultural subcategory for Connections courses.

7. **Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence**.

   In 2008 the History Department adopted writing standards for all History courses. The standards are designed to be cumulative and focus on the analysis of sources and the evaluation and construction of arguments. The minimum standard for 300-level History courses is:

   *"**300-level classes:** There will be at least three separate writing assignments requiring a minimum total of 15 pages. Each of these assignments will emphasize different types of writing. These three assignments will include one requiring students to synthesize ideas, one requiring students to provide a critical analysis of an article or monograph, and a short research paper based upon primary sources."*

   The coursework in HIST 364 will meet this standard. Throughout the course, students will discuss primary documents in class, in which they will need to identify the biases of the author and evaluate the historical insights presented by these sources. Students will also complete three written assignments over the course of the semester. The first is an analytical essay based on primary sources related to the Spanish conquest of Mexico, in which students will need to reconcile multiple, often conflicting contemporary accounts in the light of secondary scholarship. The second is a shorter article analysis on a topic of the students' choosing, which they will also have to present and evaluate in class. The final assignment is a model research paper, based primarily on documents from the course reader (due to the limited availability of translated sources), which will allow the students to demonstrate toward the end of class how well they have understood the connections between specific social groups and the larger colonial context. Students' papers will be assessed using the attached rubric. This assessment will be separate from the assignment grade. (See Attachment 2. Please note, this is the standard rubric used by the department in assessing student writing.)

8. **How many sections of this course will your department offer each semester?**

   One section of this course will be offered every second semester.

9. **Please attach sample syllabus for the course.**

   See Attachment 3.

Attachment 1

Sample Rubric for Assessing Learning Outcomes for Connections Courses:
Social and Cultural

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
1. Analyze the development of self in relation to others and society	Provides detailed analysis of source material to show how individuals developed in the context of colonial Latin America; makes sophisticated comparisons across groups and time periods.	Clearly articulates how the colonial environment shaped the self from a variety of different perspectives; makes connections across social divisions.	Demonstrates partial understanding of different perspectives of colonial social groups. Comparisons are problematic or incomplete.	Shows very limited understanding of individual perspectives of different colonial Latin America groups.
2. Examine diverse values that form civically engaged and informed members of society	Closely examines how diverse values are represented and how royal government reinforced universal values using primary source material. Clearly analyzes evolution of royal policy as well as how policy was shaped and experienced by a variety of colonial social groups.	Discusses values of specific social and cultural groups, as well as shared values linking colonial inhabitants. Explains connections between state and subjects for a variety of different social groups, including change over time.	Shows comprehension of diverse values of colonial Latin America but has difficulty linking them with shared values. Provides limited characterization of information flow between state and subjects.	Is unable to clearly explain value systems of colonial social groups or make connections between state and subjects.
3. Evaluate solutions to real-world social and cultural problems	Analytically evaluates source material to evaluate success of royal government in confronting social and cultural problems, and of colonial subjects in advancing own goals. Clearly explains conflict and cooperation across cultural and political boundaries at both specific and abstract levels.	Uses primary documents to discuss how colonial control functioned and how different social groups negotiated with or resisted state authority. Can explain concrete goals and strategies used by both royal authorities and colonial subjects from different social groups.	Describes specific problems related to colonial context, but has difficulty explaining motivations and strategies using examples. Limited understanding of royal government's control over colonial society.	Relies on sweeping generalizations; demonstrates lack of understanding of specific goals and motivations of colonial subjects and royal authorities.

RUBRIC for HISTORY DEPARTMENT ESSAYS

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
A. THESIS	Thesis is easily identifiable, plausible, novel, sophisticated, insightful, and clear.	Thesis is promising, but may be slightly unclear, or lacking insight or originality.	Thesis is unclear or unoriginal. Uses vague language. Provides little around which to structure the paper.	Thesis is difficult to identify, non-existent, or merely restates the question. Shows little effort or comprehension of the assignment.
B. STRUCTURE	Structure is evident, understandable, and appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.	Structure is generally clear and appropriate, though may wander occasionally. Essay may have a few unclear transitions, or a few paragraphs without strong topic sentences.	Structure is generally unclear, often wanders, or jumps around. Transitions are few and/or weak, and many paragraphs lack topic sentences.	Structure is unclear, often because thesis is weak or non-existent. Essay has little or no structure or organization. Transitions are confusing and unclear. Topic sentences are few or non-existent.
C. USE OF EVIDENCE	Primary source and historical context information is incorporated to support every point. Examples support thesis and fit within paragraph. Quoted material is fully integrated into sentences. Factual information is incorporated. Primary source cited correctly, completely, and using correct footnoted format including proper punctuation.	Author uses examples to support most points. Some evidence does not support point or is out of place. Quotations are generally integrated well into sentences and paragraphs. Some factual information is incorporated. Primary source cited correctly, completely, and using correct footnoted format including proper punctuation.	Author uses examples to support some points. Quotations may be poorly integrated into sentences and paragraphs. There may not be a clear point. Moderate amount of factual information is incorporated. Footnotes are not correctly or fully cited.	Very few or weak examples. Paper is weakened by a general failure to support statements. Evidence supports no particular point. Little or no factual information is incorporated, and primary sources remain mostly not interpreted or are merely summarized. Lacks citations.
D. LOGIC AND ARGUMENTATION	All ideas flow logically. The argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments. Makes original connections that illuminate thesis.	Argument is clear and usually flows logically and makes sense. Some counter-arguments are acknowledged, though perhaps not addressed. Occasional insightful connections to evidence appear.	The argument may often be unclear or not make sense. Author may not address counter-arguments or make sufficient connections with the thesis. Essay may contain logical contradictions.	Ideas do not flow at all, usually because there is no argument to support. Essay displays simplistic view of topic, and no consideration of possible alternative views. Any attempts to relate evidence to argument are very weak. Argument is too incoherent to determine.
E. MECHANICS	Language is clearly organized. Word usage, punctuation, sentence structure, and grammar are correct. Sources are correctly cited. Spelling errors are minimal or non-existent. Absolutely no run-on sentences or comma splices mar the	Sentence structure and grammar are strong despite occasional lapses. Punctuation and citation style are generally used correctly. Some spelling errors and run-on sentences, sentence fragments, or comma splices, mar	Essay includes minor problems in sentence structure and grammar, and/or multiple errors in punctuation, citation style, and spelling. It may have several run-on sentences, sentence fragments, and comma splices that	Major problems in sentence structure and grammar mar the paper. These problems may include frequent major errors in citation style, punctuation, and spelling. Essay may have many run-on sentences, sentence fragments, and comma splices that

	paper. Meets word/page length requirement.	the paper. Meets word/page length requirement.	detract from coherence of writing. Meets word/page length requirement.	significantly detract from coherence. Major problems in mechanics make the writing very difficult to understand. Fails to meet word/page length requirement.
F. ETHICS	Student identifies different ethical perspectives related to historical topic and can discuss the assumptions and implications of those different ethical perspectives.	Student identifies different ethical perspectives related to historical topics but discussion of assumptions and implications is inadequate.	Student identifies at least one of the ethical perspectives related to the historical topic but is unable to identify the assumptions and implications of that perspective.	Student is unable to identify any ethical perspectives and cannot discuss assumptions and implications.

*This rubric is a composite of those used in several American and World courses taught at Jacksonville University, Barry University, Bowdoin College, Yale University, Manatee Community College, and Florida International University.

Attachment 3
Syllabus for HIST 364: Colonial Latin America, 1400-1825

Course Description
This course is intended to provide an overview of Latin American history and culture during the colonial period, from pre-Columbian times to the age of independence in the early nineteenth century. We will discuss the contact between America, Europe, and Africa that created a Latin American world, and examine the development of the Spanish and Portuguese empires and their colonial societies during the three centuries prior to independence.

Learning Outcomes
In HIST 364, we will trace the genesis and development of colonial Latin America society from its pre-Columbian roots up to the era of independence in the early nineteenth century. At all stages, we will read and discuss primary documents to understand the diverse perspectives of the inhabitants and rulers of colonial Latin America related to the European conquest of the region, the creation of a political, religious, and economic framework for these territories, social changes and political reforms, and the coming of independence. Students will examine the cultural expressions of different social groups, as well as the interactions between these groups and the ways they negotiated with, resisted, strengthened, or challenged the colonial order. Assignments in this course will encourage students to think analytically about diversity within Latin America, and about the ways that royal control over these colonial territories coexisted with a wide variety of cultural outlooks and practices.

By the end of this course, students will be able to:
• demonstrate knowledge of the major events, social processes, key individuals, economic pressures, and cultural developments in colonial Latin America.
• analyze the changing cultural formation of a variety of different colonial subjects. (Connections Learning Outcome 1)
• examine the relationship between the diverse cultural groups that made up colonial Latin America and royal efforts to establish and maintain control over these territories. (Connections Learning Outcome 2)
• evaluate the successes, failures, and legacy of the Spanish and Portuguese empires in the Americas. (Connections Learning Outcome 3)

Required Texts
• Mark Burkholder and Lyman Johnson, *Colonial Latin America*, 9th edition (2014). (The 7th or 8th edition is also acceptable, though you'll need to pay attention to the differences in the later chapters).
• Stuart Schwartz, ed., *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico* (2000).
• Kenneth Mills, William Taylor, Sandra Graham, eds., *Colonial Latin America: A Documentary History* (2002).

The reading assignments in the course schedule below should be finished by the start of class on the week they are listed under. I will announce additional readings during the semester that will be posted on Blackboard. **You are responsible for all books and articles assigned**.

Grading and Course Requirements

Grades will be based on the following criteria:

10%:   Classroom discussion/participation
10%:   Quizzes/short writing assignments (including article analysis)

15%:   Paper 1
20%:   Paper 2
20%:   Midterm Exam
25%:   Final Exam

There will be regular quizzes and short assignments to ensure that students are keeping up with the assigned reading. There will also be two longer written assignments, one for the first half and one for the second half of the class, in addition to an analysis of a scholarly article that you will choose from a list, turn in during the week it is related to, and present to the class. Further details will be provided when the assignments for these papers are handed out in class.

Computer or printer problems are not an acceptable excuse for late work – make sure that you back up your work and arrange to print it out with sufficient time to address any problems. Late writing assignments will be docked 10 points for the first day past the due date, and 5 additional points for each calendar day beyond that; late quizzes will not be accepted. Assignments **may not** be emailed to me without a previous agreement; it is your responsibility to plan ahead so that you may turn in your assignments on time. There will be no make-up exams without prior arrangement, and any make-up exams I do give will not have a selection of possible questions to answer.

Attendance

Attendance is mandatory, since classroom discussion is an important part of this course. I will take roll each class session. Arriving late or leaving class early will be considered half of an absence. Students are allowed four unexcused absences; each additional absence will lower your total grade by a half-grade.

Academic Dishonesty

Academic dishonesty absolutely will not be tolerated in this class. **Any** instance of academic dishonesty (including cheating on tests, failing to properly cite your work, or copying all or part of an assignment from a book, article, online source, or classmate) will result in an immediate failing grade for the entire course and a report to the Dean's office. Refer to "Academic Offenses" in WKU's online Student Handbook for details on the university's policy on academic dishonesty.

Please see me if you have **any** questions at all on what constitutes academic dishonesty.

General Policies

Cell phones may not be used in class; turn them off before class begins. Students who violate this policy will receive an absence for the day. The use of notebook computers and tablets is discouraged, since it tends to lead to poorer comprehension of lecture material, though it will be allowed unless I feel it is disrupting class or I receive complaints from other students.

Any students with special needs should contact the Office for Student Disability Services in DUC A200 (tel. 745-5004/TTY 745-3030) as soon as possible after the start of the semester to request a letter of accommodation, which I will be happy to honor. If other problems arise during the course of the semester, please let me know as soon as you can instead of waiting until after you have missed class sessions and assignments.

Students are always welcome to come to my office hours or contact me by email or phone, especially if you are having any difficulties in this class. I am also more than happy to look at a draft version of your written assignments before they are due if you need assistance with grammar or spelling. Students are

also strongly encouraged to make use of WKU's Learning Center in DUC A330 (tel. 745-6254) for academic assistance.

The course schedule below is subject to change as the semester progresses.
Course Schedule

Week 1
    Introduction
    Pre-Columbian America
    Reading: Burkholder and Johnson, Ch. 1

Week 2
    America and Europe before 1500
    Early Contact
    Reading: Schwartz, pp. 1-39; MTG (Mills, Taylor, and Graham), Docs. 1-2 (skim), 5 (skim)

Week 3
    The Birth of a New World
    Transatlantic Changes
    Reading: Burkholder and Johnson, Ch. 2 (begin); Schwartz, pp. 40-78 (skim), 79-155; MTG, Doc. 7

Week 4
    The Columbian Exchange
    Mexico from Aztec to Spanish rule; **Paper 1 given**
    Reading: Burkholder and Johnson, Ch. 2 (finish); Schwartz, pp. 156-213; Townsend article
            (Blackboard)

Week 5
    Assessing the Conquest
    Genesis of a Colonial Society
    Reading: Burkholder and Johnson, Ch. 3 (begin); Schwartz, pp. 214-243; MTG, Docs. 10-12, 16

Week 6
    Establishing a Colonial Framework; **Paper 1 due**
    Religion and Culture
    Reading: Burkholder and Johnson, Ch. 3 (finish); MTG, Docs. 3, 9, 13, 14, 19, 23, 27

March 9-13: Spring Break

Week 7
    Indian and African Labor
    Midterm Exam
    Reading: Burkholder and Johnson, Ch. 4; MTG, Doc. 33

Week 8
    The Colonial Economy
    Defending the Empire
    Reading: Burkholder and Johnson, Ch. 5; MTG, Doc. 15

Week 9

Colonial Societies
Social Divisions
Reading: Burkholder and Johnson, Ch. 6, 7 (begin); MTG, Docs. 24-25, 30-32, 48

Week 10
Family and Status; **Paper 2 given**
Living in an Empire
Reading: Burkholder and Johnson, Ch. 7 (finish), 8; MTG, Docs. 17, 28, 34, 38-39, 50-51

Week 11
Spain in the Seventeenth Century
Breaking the Iberian Monopoly
Reading: Burkholder and Johnson, Ch. 5 (review); additional reading on Blackboard

Week 12
Into the Eighteenth Century; **Paper 2 due**
Developing an American Identity
Reading: Burkholder and Johnson, Ch. 9; MTG, Docs. 43-45, 47

Week 13
18th-Century Reform and Rebellion
The Seeds of Independence
Reading: Burkholder and Johnson, Ch. 10; MTG, Docs. 40-2, 52-54

Week 14
Latin American Independence
Assessing the Colonial Legacy
Reading: Burkholder and Johnson, Ch. 11-13; MTG, Docs. 55-57

Week 15: Final exam

Proposal for Connections: Social and Cultural
Contact Person: Marc Eagle, History Department: marc.eagle@wku.edu, 745-7026

1. **What course does the department plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)**

   HIST 365 Modern Latin America, 1400-1825; Subcategory: Local to Global

   Course Description: An overview of Latin American history and culture in the national period, from the time of independence in the early 1800s to the present day, focusing on the social pressures, political changes, external influences, and economic forces affecting Latin American countries in order to analyze the unique problems and potential of both individual countries and the entire region in a global context.

2. **How will this course meet the specific learning objectives of the appropriate sub-category? Please address all of the learning outcomes listed for the appropriate subcategory.**

   This course examines the development of the nations of Latin America as they gained independence from Spain and Portugal and struggled for political, social, and economic stability in a global context up to the present day. As one of the earliest post-colonial regions of the modern era, Latin America has been deeply shaped by external influences and connections, often to the detriment of many Latin Americans. Students in this course will trace the way that international connections and demands grew and shaped the societies of the nations of Latin America, and how their governments as well as specific individuals and groups operated on a global stage.

   HIST 365 will address the specific Colonnade learning outcomes for Connections: Local to Global as follows:

   Learning Outcome #1: Analyze issues on local and global scales.

   Throughout the semester, students will discuss the way that issues affecting the lives of individual Latin Americans – such as political unrest, income inequity, or economic dependence – are connected to larger global trends, such as the divergence between industrialized nations and the under-industrialized Latin American region. Major events and changes within individual nations, such as the Mexican Revolution of the early 20th century, will be analyzed in the light of regional and international pressures affecting all of Latin America (in this instance, U.S. and British control of key Mexican resources such as oil or railroads).

   Learning Outcome #2: Examine the local and global interrelationships of one or more issues.

   As part of analyzing the economic, political, and social development of the Latin America region over the course of two centuries, students will examine such key issues as the search for a stable and diverse economic base, from the colonial roots of transatlantic market commodities up to present-day international trade agreements meant to protect domestic markets and increase the volume of external commerce. Since this course focuses on the entire area of Latin America, it will actually incorporate three levels of analysis – local, regional, and global – so that students can understand the larger relationships that affected not just individual countries but also seemingly isolated social groups, like the primarily indigenous inhabitants of the highlands of

Bolivia. This local to global approach will also be applied to the cultural development of Latin America to the present day, as students discuss and debate the ways that not only pre-Columbian, Iberian, and African but also Northern European or U.S. cultural elements (such as accordion music or baseball) have been combined and re-interpreted to produce something distinctively Latin American, which in turn has had an effect on the rest of the world (for example in the global tango craze of the early 20th century, or in its resurgence in recent decades).

Learning Outcome #3: Evaluate the consequences of decision-making on local and global scales.

Beginning with the independence period, students will examine decisions made by local and national leaders, as well as by individuals and entities external to Latin America in order to understand their impact on the development of specific countries and the region as a whole. This includes, for example, the choices made by post-independence leaders who sought to avoid foreign entanglements, by later 19th-century progressives who eagerly pursued foreign expertise and investment, by leaders of foreign nations or U.S.-based firms like the United Fruit Company, which directly intervened in the political affairs of Central American countries, or by revolutionaries and counter-revolutionaries during the Cold War. Students will further reflect on why such decisions were motivated by the international context of the time, and why they so often failed to ameliorate some of the chronic problems of the region such as the wide gap between the rich and poor, a lack of national control over natural resources, or a lack of social justice.

3. **In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should <u>this course</u> be in Colonnade)? Discuss in detail**.

In HIST 365, students will trace the development of a significant but understudied region of the world as its inhabitants attempted to break free from its colonial past and find a tenable place on the global stage. From its transatlantic roots to the nineteenth-century political and military intervention of nations like France, Spain, or Britain, to the growth of U.S. hegemony over the region at the turn of the twentieth century, to the tragic impact of the global Cold War struggle, to the present-day rise of China as a development and trade partner, Latin America has been fundamentally shaped by international connections. Students in this course will read primary sources, recent secondary scholarship, and literature in order to help understand Latin Americans' own perspectives on the changes in this region and their personal experience of relations with the wider world. These perspectives include those of national leaders, urban and rural workers, revolutionaries, and indigenous groups seeking worldwide attention to help ensure their survival and preserve their cultural distinctiveness. More broadly, this course is ideal for the Connections category of the Colonnade program since we will study the region using approaches that cut across disciplines, by reading scholarship and incorporating approaches from fields such as Geography, Economics, Anthropology, Sociology, Gender Studies, Political Science, or Popular Culture. Since students are able to choose a research topic of personal interest, they will be able to employ skills they have developed and refined in courses in other departments at WKU, and will also be able to reflect and expand on both the content and methodology of the HIST 365 course in subsequent classes in other departments. By the end of the Modern Latin America course, students will have gained an understanding of how local, regional, and global connections directly impact the lives of individuals in Latin America, and – based on feedback from students in previous versions of this course – will develop a new awareness of the global significance of current trends in Latin America.

4. **Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.**

No specific prerequisites beyond the requirement that students have taken 21 hours of Colonnade Foundation and Exploration courses before enrolling in a Connections course.

5. **Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.**

In HIST 365, students will acquire a general understanding of key political shifts, social and economic conditions, changing cultural traditions, regional and global pressures, and significant events affecting the history of the countries of Latin America up to the present day. In particular, students will combine the study of individual nations with an analysis of common Latin American themes, in order to answer the question of why Latin America should be treated as a region rather than simply as a collection of different countries. Students will also become familiar with important scholarly debates over the development of Latin America and its international relationships. Assignments in this course will encourage students to think analytically about political, economic, social, cultural, and ethical issues and challenges affecting all of modern Latin America, and about the region's future in a modern global context.

By the end of this course, students will be able to:
• demonstrate knowledge of the major issues affecting the lives of Latin Americans from independence to the present day, and discuss their causes and development.
• analyze the evolving relationship of Latin America with the wider world, and its political, economic, and social effects at the local, regional, and global levels.
• evaluate the reasons for and consequences of policies advocated by political leaders inside and outside Latin America, as well as their impact on the people of Latin America.

6. **Give a brief description of how the department will assess the course beyond student grades for these learning objectives**.

Students in HIST 365 will write a final research paper on a topic of their choosing, as well as a shorter thematic essay and an analysis of a scholarly article related to their research paper. These written assignments will be assessed for the following:

• Is the student able to explain the local, regional, and global importance of key issues affecting Latin Americans? (Learning Outcome 1)
• Does the student's work demonstrate an understanding of the way that international pressures and relationships have affected the development of Latin American countries and the lives of individuals over time? (Learning Outcome 2)
• Can the student evaluate the temporal and global context of policy decisions made by political and economic leaders inside and outside Latin America, as well as their consequences for the people of Latin America? (Learning Outcome 3)

See Attachment 1 for a sample rubric to be used in evaluating these three written assignments. I will select 30% of the three assignments as a sample, and will check to ensure that at least 70% of this work is at the "Good" or higher level of the rubric to assess whether the course is meeting the goals of the Local to Global subcategory for Connections courses.

7. **Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence**.

In 2008 the History Department adopted writing standards for all History courses. The standards are designed to be cumulative and focus on the analysis of sources and the evaluation and construction of arguments. The minimum standard for 300-level History courses is:

*"**300-level classes:** There will be at least three separate writing assignments requiring a minimum total of 15 pages. Each of these assignments will emphasize different types of writing. These three assignments will include one requiring students to synthesize ideas, one requiring students to provide a critical analysis of an article or monograph, and a short research paper based upon primary sources."*

The coursework in HIST 365 will meet this standard. Throughout the course, students will discuss short primary and secondary documents in class, in which they will need to identify the biases and major arguments of the author and evaluate the significance of these sources for understanding modern Latin America. Students will also complete three written assignments over the course of the semester. The first is an analytical essay in which students demonstrate their understanding of 19th-century trends in Latin America by connecting specific examples drawn from our source material with broader discussion of the entire region. The second is a brief analysis of a scholarly article connected to the theme of their final paper, in which they will explain the major arguments of the article's author and place them in the context of the overall narrative of the course. The final assignment is a short research paper on a topic of their choosing, in which they will choose a recent scholarly monograph and make connections between secondary scholarship and primary material (drawn primarily from the course reader due to the limited availability of translated sources) in order to make their own argument related to a specific issue relevant to the development of Latin America. Students will also give a short presentation on this research paper to the rest of the class. Students' papers will be assessed using the attached rubric. This assessment will be separate from the assignment grade. (See Attachment 2. Please note, this is the standard rubric used by the department in assessing student writing.)

8. **How many sections of this course will your department offer each semester?**

One section of this course will be offered every second semester.

9. **Please attach sample syllabus for the course.**

See Attachment 3.

Attachment 1
Sample Rubric for Assessing Learning Outcomes for Connections Courses:
Local to Global

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
1. Analyze issues on local and global scales	Provides detailed analysis of primary and secondary material to explain local, regional, and global dimensions of major issues affecting Latin America.	Clearly articulates significance of major trends in modern Latin American at local, regional, and global levels.	Shows awareness of local, regional, and global importance of some issues, but analysis is incomplete.	Has serious difficulty making connections between local, regional, and global dimensions of major issues.
2. Examine the local and global interrelationships of one or more issues	Closely examines interrelationships of multiple issues in Latin American history, including causes, evolution, and impact on lives of Latin Americans, based on critical analysis of primary sources and secondary scholarship.	Traces regional and international dimensions of political, economic, and social issues in Latin American history, including change over time.	Shows comprehension of some transregional and transnational relationships affecting Latin America, but lacks discussion of change over time.	Is unable to trace interrelationships of any key issues affecting Latin Americans from the local to the global level.
3. Evaluate the consequences of decision-making on local and global scales	Analytically evaluates source material to explain causes and consequences of major policy decisions affecting Latin America in different periods. Incorporates concrete examples in analysis of impact of policies on a local, regional, and global scale.	Clearly assesses consequences of major policy decisions at the local, regional, and global levels; shows understanding of temporal context for process of decision-making.	Describes major policy decisions affecting Latin Americans, with some difficulty explaining consequences across a local, regional, or global scale.	Cannot demonstrate understanding of concrete impact of major policy decisions at different levels.

Attachment 2
RUBRIC for HISTORY DEPARTMENT ESSAYS

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
A. THESIS	Thesis is easily identifiable, plausible, novel, sophisticated, insightful, and clear.	Thesis is promising, but may be slightly unclear, or lacking insight or originality.	Thesis is unclear or unoriginal. Uses vague language. Provides little around which to structure the paper.	Thesis is difficult to identify, non-existent, or merely restates the question. Shows little effort or comprehension of the assignment.
B. STRUCTURE	Structure is evident, understandable, and appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.	Structure is generally clear and appropriate, though may wander occasionally. Essay may have a few unclear transitions, or a few paragraphs without strong topic sentences.	Structure is generally unclear, often wanders, or jumps around. Transitions are few and/or weak, and many paragraphs lack topic sentences.	Structure is unclear, often because thesis is weak or non-existent. Essay has little or no structure or organization. Transitions are confusing and unclear. Topic sentences are few or non-existent.
C. USE OF EVIDENCE	Primary source and historical context information is incorporated to support every point. Examples support thesis and fit within paragraph. Quoted material is fully integrated into sentences. Factual information is incorporated. Primary source cited correctly, completely, and using correct footnoted format including proper punctuation.	Author uses examples to support most points. Some evidence does not support point or is out of place. Quotations are generally integrated well into sentences and paragraphs. Some factual information is incorporated. Primary source cited correctly, completely, and using correct footnoted format including proper punctuation.	Author uses examples to support some points. Quotations may be poorly integrated into sentences and paragraphs. There may not be a clear point. Moderate amount of factual information is incorporated. Footnotes are not correctly or fully cited.	Very few or weak examples. Paper is weakened by a general failure to support statements. Evidence supports no particular point. Little or no factual information is incorporated, and primary sources remain mostly not interpreted or are merely summarized. Lacks citations.
D. LOGIC AND ARGUMENTATION	All ideas flow logically. The argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments. Makes original connections that illuminate thesis.	Argument is clear and usually flows logically and makes sense. Some counter-arguments are acknowledged, though perhaps not addressed. Occasional insightful connections to evidence appear.	The argument may often be unclear or not make sense. Author may not address counter-arguments or make sufficient connections with the thesis. Essay may contain logical contradictions.	Ideas do not flow at all, usually because there is no argument to support. Essay displays simplistic view of topic, and no consideration of possible alternative views. Any attempts to relate evidence to argument are very weak. Argument is too incoherent to determine.
E. MECHANICS	Language is clearly organized. Word usage, punctuation, sentence structure, and grammar are correct. Sources are correctly cited. Spelling errors are minimal or non-existent. Absolutely no run-on sentences or comma splices mar the	Sentence structure and grammar are strong despite occasional lapses. Punctuation and citation style are generally used correctly. Some spelling errors and run-on sentences, sentence fragments, or comma splices, mar	Essay includes minor problems in sentence structure and grammar, and/or multiple errors in punctuation, citation style, and spelling. It may have several run-on sentences, sentence fragments, and comma splices that	Major problems in sentence structure and grammar mar the paper. These problems may include frequent major errors in citation style, punctuation, and spelling. Essay may have many run-on sentences, sentence fragments, and comma splices that

	paper. Meets word/page length requirement.	the paper. Meets word/page length requirement.	detract from coherence of writing. Meets word/page length requirement.	significantly detract from coherence. Major problems in mechanics make the writing very difficult to understand. Fails to meet word/page length requirement.
F. ETHICS	Student identifies different ethical perspectives related to historical topic and can discuss the assumptions and implications of those different ethical perspectives.	Student identifies different ethical perspectives related to historical topics but discussion of assumptions and implications is inadequate.	Student identifies at least one of the ethical perspectives related to the historical topic but is unable to identify the assumptions and implications of that perspective.	Student is unable to identify any ethical perspectives and cannot discuss assumptions and implications.

*This rubric is a composite of those used in several American and World courses taught at Jacksonville University, Barry University, Bowdoin College, Yale University, Manatee Community College, and Florida International University.

Syllabus for HIST365: Modern Latin America, 1800-Present

Course Description
An overview of Latin American history and culture in the national period, from the time of independence in the early 1800s to the present day, focusing on the social pressures, political changes, external influences, and economic forces affecting Latin American countries in order to analyze the unique problems and potential of both individual countries and the entire region in a global context.

Learning Outcomes
In HIST 365, students will acquire a general understanding of key political shifts, social and economic conditions, changing cultural traditions, regional and global pressures, and significant events affecting the history of the countries of Latin America up to the present day. In particular, students will combine the study of individual nations with an analysis of common Latin American themes, in order to answer the question of why Latin America should be treated as a region rather than simply as a collection of different countries. Students will also become familiar with important scholarly debates over the development of Latin America and its international relationships. Assignments in this course will encourage students to think analytically about political, economic, social, cultural, and ethical issues and challenges affecting all of modern Latin America, and about the region's future in a modern global context.

By the end of this course, students will be able to:
• demonstrate knowledge of the major local, regional, and global issues affecting the lives of Latin Americans from independence to the present day, and discuss their causes and development. (Connections Learning Outcome 1)
• analyze the evolving relationship of Latin America with the wider world, and its political, economic, and social effects at the local, regional, and global levels. (Connections Learning Outcome 2)
• evaluate the reasons for and consequences of policies advocated by political leaders inside and outside Latin America, as well as their impact on the people of Latin America. (Connections Learning Outcome 3)

Required Texts
• Teresa A. Meade, *A History of Modern Latin America*, 2nd ed. (2015).
• James A. Wood and John Charles Chasteen, *Problems in Modern Latin American History: Sources and Interpretations*, 4th ed. (2013).
• Gabriel García Márquez, *One Hundred Years of Solitude* (1967) – any edition is okay.

The reading assignments in the course schedule below should be finished before class on the final day of the week, which is when we will have our discussions. I will announce additional readings during the semester that will be posted on the Blackboard website (http://blackboard.wku.edu). Expect to read at least one more book-length work and several articles for writing assignments. **You are responsible for all books and articles assigned**.

Grading and Course Requirements
Grades will be based on the following criteria:

10%:   Classroom discussion/participation
10%:   Quizzes/short writing assignments (including article analysis)
15%:   Paper 1
15%:   Midterm
25%:   Final Paper and Presentation

25%:   Final

Much of this class will be based around discussion of the assigned reading, and participation is an important part of your grade. Students who are not comfortable asking questions or speaking in class are strongly encouraged to contact me during office hours or by email or phone with any questions that may arise. We will be discussing the selections in the Wood and Chasteen reader every week unless otherwise noted.

At least one map quiz will be given during the semester to ensure that students understand the geographical scope of lectures and readings. We will have a number of quizzes and short writing assignments to ensure that students are keeping up with the assigned reading. There will be two longer writing assignments, an essay in the first half of the semester and a short research paper in the second half; you will also write a brief analysis of a scholarly article connected to your research paper topic. Further details will be provided when the assignments are handed out in class.

Computer or printer problems are not an acceptable excuse for late work – make sure that you back up your work and arrange to print it out with sufficient time to address any problems. Late writing assignments will be docked 10 points for the first day past the due date, and 5 additional points for each calendar day beyond that; late quizzes will not be accepted. Assignments **may not** be emailed to me without a previous agreement; it is your responsibility to plan ahead so that you may turn in your assignments on time.

There will be no make-up exams without prior arrangement, and any make-up exams I do give will not have a selection of possible questions to answer.

Attendance
Attendance is mandatory, since much of this course will be based on classroom discussion. I will take roll each class session. Arriving late or leaving class early constitutes an absence. Students are allowed four unexcused absences; each additional absence will lower your total grade by a half-grade.

Academic Dishonesty
I take academic dishonesty very seriously. **Any** instance of academic dishonesty (including cheating on tests, failing to properly cite your work, or copying all or part of an assignment from a book, article, online source, or classmate) will result in an immediate failing grade for the entire course and a report to Judicial Affairs. This includes, for example, copying even a small part of your paper from Wikipedia. Refer to "Academic Offenses" in WKU's online Student Handbook, at http://www.wku.edu/handbook/ for details on the university's policy on academic dishonesty.

Please see me if you have **any** questions at all on what constitutes academic dishonesty.

General Policies
Cell phones may not be used in class; turn them off before class begins. Students who violate this policy will receive an absence for the day. The use of notebook computers and tablets is discouraged, since it tends to lead to poorer comprehension of lecture material, though it will be allowed unless I feel it is disrupting class or I receive complaints from other students.

Any students with special needs should contact the Office for Student Disability Services in DUC A200 (tel. 745-5004/TTY 745-3030) as soon as possible after the start of the semester to request a letter of accommodation, which I will be happy to honor. If other problems arise during the course of the semester, please let me know as soon as you can instead of waiting until after you have missed class sessions and assignments.

Students are always welcome to come to my office hours or contact me by email or phone, especially if you are having any difficulties in this class. I am also more than happy to look at a draft version of your written assignments before they are due if you need assistance with grammar or spelling. Students are strongly encouraged to make use of the Learning Center in DUC A330 (tel. 745-6254) for general academic assistance, and the Writing Center in Cherry Hall 123 (tel. 745-5719) for help with writing assignments.

The course schedule below is subject to change as the semester progresses.

Course Schedule

Week 1
    Introduction
    The Colonial Legacy
    Reading: Meade, Ch. 1; Wood and Chasteen, Ch. 1

Week 2
    Independence
    Post-Independence Problems
    Reading: Meade, Ch. 2, 3; Wood and Chasteen, Ch. 2

Week 3
    Creating New Nations
    Social Patterns: Race and Class
    Reading: Meade, Ch. 4; Wood and Chasteen, Ch. 3; Lasso article on Blackboard

Week 4
    Nineteenth-Century Political Changes; **Paper 1 given**
    Foreign Entanglement
    Reading: Meade, Ch. 5; Wood and Chasteen, Ch. 4

Week 5
    External and Internal Wars
    Progress and Positivism
    Reading: Meade, Ch. 6; Wood and Chasteen, Ch. 5

Week 6
    Changing Societies; **Paper 1 due**
    Midterm Exam
    Reading: (review Meade); Wood and Chasteen, Ch. 6

Week 7
    Mexican Revolution
    New Nationalism
    Reading: Meade, Ch. 7; Wood and Chasteen, Ch. 7

Week 8
    Depression and Dictatorship
    Latin American Women
    Reading: Meade, Ch. 8; Wood and Chasteen, Ch. 8

Week 9
    Discussion: *One Hundred Years of Solitude* (Part 1)
    Populism; **Paper 2 given**
    <u>Reading</u>: García Márquez (first half); Meade, Ch. 9; Wood and Chasteen, Ch. 9

Week 10
    Discussion: *One Hundred Years of Solitude* (Part 2)
    The Cold War
    <u>Reading</u>: García Márquez (second half); Meade, Ch. 10

Week 11
    Film: *The Motorcycle Diaries*
    Film/discussion: *The Motorcycle Diaries*
    <u>Reading</u>: Meade, Ch. 11

Week 12
    Modern Latin American Culture
    Revolution and Reaction
    <u>Reading</u>: Meade, Ch. 12; Wood and Chasteen, Ch. 10, 11

Week 13
    Redemocratization
    Modern Issues; **Paper 2 due**
    <u>Reading</u>: Meade, Ch. 13, Wood and Chasteen, Ch. 12

Week 14
    Recent Political and Economic Shifts
    Looking towards the Future
    <u>Reading</u>: Meade, Ch. 14; Wood and Chasteen, Ch. 13

Week 15: Final exam

Colonnade Program Course Proposal: Connections Category

Connections: **Understanding Individual and Social Responsibility**

Connections courses direct students to apply and integrate discipline-specific knowledge and skills to the significant issues challenging our individual and shared responsibility as global citizens. Students will learn to analyze and evaluate cultural contexts, examine issues on both a local and global scale, and apply system-level approaches to the stewardship of our social and physical environments. Although they may be used with a major or minor program, *Connections* courses are classes at the 200-level or above designed for the general student population, and may be taken *only after* students have earned at least 21 hours in **WKU Colonnade Program** coursework or have achieved junior status. *Connections* courses may not have graduate components or prerequisites other than approved courses within the **WKU Colonnade Program**.

The **Colonnade Program** is designed to incrementally build student skills in <u>argumentation</u> and the use of <u>evidence</u> beginning with discipline-specific coursework in the *Foundations* and *Explorations* categories. By extension, *Connections* courses are intended to be summative learning experiences in which students apply basic knowledge to larger and more complex social, global and systemic issues of concern, in other words, to use appropriate *evidence* to support cogent *arguments*. Proposals should address how *evidence and argument* are integral in the design of the course and the assessment of student learning.

Proposed courses must be designed to address specifically the goals and outcomes of <u>one</u> (1) of the subcategories listed below.

Social and Cultural (3 hours): Students will investigate ways in which individuals shape, and are shaped by, the societies and cultures within which they live. Courses will consider the ethical questions and shared cultural values that shape societal norms and behaviors, the independent and collective or collaborative artistic expression of those values, and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs. Students who complete this course will:
1. Analyze the development of self in relation to others and society.
2. Examine diverse values that form civically engaged and informed members of society.
3. Evaluate solutions to real-world social and cultural problems.

Local to Global (3 hours): Students will examine local and global issues within the context of an increasingly interconnected world. Courses will consider the origins and dynamics of a global society, the significance of local phenomena on a global scale, and/or material, cultural, and ethical challenges in today's world. Students who complete this course will:
1. Analyze issues on local and global scales.
2. Examine the local and global interrelationships of one or more issues.
3. Evaluate the consequences of decision-making on local and global scales.

Systems (3 hours): Students will examine systems, whether natural or human, by breaking them down into their component parts or processes and seeing how these parts interact. Courses will consider the evolution and dynamics of a particular system or systems and the application of system-level thinking. Students who complete this course will:
1. Analyze how systems evolve.
2. Compare the study of individual components to the analysis of entire systems.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

Glossary of Terms

Connections Subcategory Goals: The broader statements in each subcategory that describe the type of learning experience fostered in the subcategory. The paragraphs preceding each subcategory's list of three Connections student learning outcomes on page 1 of this document are the *Connections Subcategory Goals*. For example, in the Social and Cultural subcategory, the goals statement begins: "Students will investigate ways in which individuals shape, and are shaped by, the societies and cultures within which they live. . . . and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs."

Course Goals: Applicants must articulate how the proposed course will facilitate the Connections Subcategory Goals. This articulation results in a statement of *course goals*, a description of the specific learning experience that is fostered in the proposed course. For example, applicants in the Social and Cultural subcategory should explain specifically how the proposed course engages students in investigations of the "ways in which individuals shape, and are shaped by, the societies and cultures within which they live. . . . and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs."

Connections Student Learning Outcomes (Connections SLOs): The statements that describe, in behavioral terms, how students demonstrate that each course goal has been met. The *Connections student learning outcomes* (3 per subcategory) are listed on page 1 of this document and begin with the verbs *analyze, examine,* and *evaluate*. For example, a course goal for PHIL 212 is: "Students will examine how intersections of sex, race, class, and sexual orientation shape how gender is expressed." The *Connections student learning outcome* that is aligned with this course goal is: Students will "analyze the development of self in relation to others and society."

Student Learning Outcomes (SLOs): A *student learning outcome* is a clear, concise, measurable statement that describes, in behavioral terms, how students can demonstrate their mastery of a concept, process, skill, theory, etc. Course proposals and syllabi will likely include *student learning outcomes* in addition to the Connections SLOs, but are not required to. Applicants are encouraged to reference Bloom's Taxonomy and the WKU Center for Faculty Development's lecture by Dr. Jerry Daday and the PDF of the slides from the lecture when composing measurable learning outcomes, in particular in choosing *verbs* that describe student learning (students *evaluate* and *synthesize* and *analyze*, for instance, rather than *understand* or *explore*).

Assessment: For the purposes of this document, *assessment* is "an ongoing process designed to monitor and improve student learning. Faculty explicitly define what they want students to learn, collect empirical data that indicate the extent of the learning, and use the data to improve the program."[1] *Assessment* must be distinguished from *evaluation* of student learning in the sense that instructors evaluate students and assign grades, which may not be used directly as an assessment for Connection courses. An *assessment* plan must determine the degree to which the course has facilitated student learning in the context of the Connections subcategory goals and Connections SLOs. Random sampling of 20% of the whole is often the best approach for assessing Connections SLOs for courses with multiple sections per semester. Assessment of a sample of the whole might be a better approach for courses that are offered only once or twice per year.

Evaluation: The determination of a student's success or failure on a particular assignment or in a course. In other words, *evaluation* means assigning student grades. For the purposes of this application, *evaluation* is distinguished from assessment.

Artifact: The evidence of student learning that will be used in the assessment of Connections SLOs. *Artifacts* may be examinations, clean (unmarked) copies of student papers, a student-produced written synthesis/reflection of student learning, a project or presentation, or other tangible evidence of student learning may be assessed with the rubric provided by the Colonnade Committee or with another rubric proposed by the applicant.

---

[1] Allen, M. J. (2006). *Assessing General Education Programs*. San Francisco: Jossey-Bass. p. 1.

Application Process

Applicants must complete each step of the process in order.

1. Download this application form and the sample Connections proposal from the Colonnade website and read each carefully. Consult with the Colonnade Committee Chair as questions arise and before submitting the proposal.
2. Draft the Connections Course Proposal and the Undergraduate Curriculum Committee's Proposal to Create a New Course (if applicable) in consultation with the applicant's home department and any other relevant departments.
3. E-mail the Connections Course Proposal, the UCC Proposal to Create a New Course, and a sample syllabus for the proposed course to colonnadeplan@wku.edu and, ideally, attend the Colonnade Committee meeting in which the course proposal will be considered.
4. When necessary, the applicant will need to meet (in person or via Skype, phone, or other means) with a consultant from the Colonnade Committee to discuss sections of the proposal that need to be refined or revised before full consideration. The Colonnade Committee Chair will make this determination and will arrange the required consultation.
5. If necessary, revise the proposal and complete #3 and #4 again.
6. After approval from the Colonnade Committee, proposals for new courses should continue through the normal curricular process, beginning with the College's curriculum committee.

Proposal Contact Name, E-mail, and Phone:
College and Department: Proposal Date:

1. **Course Details:**
    1.1   Course prefix (subject area), number and title:
    1.2   Credit hours:
    1.3   Prerequisites[2]:
    1.4   Crosslisted and/or equivalent courses (prefix and number):
    1.5   Expected number of sections offered each semester/year:
    1.6   Is this an existing course or a new course?
    1.7   Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.)

2. Provide a brief course description (100-200 words).

3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience). Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

4. List the *course goals* (see Glossary of Terms), and explain how are they aligned with the Connections student learning outcomes. In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Social and Cultural subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
Example: Analyze issues on local and global scales.	*Example: Students will analyze a range of issues relevant to an understanding of African American internationalism and Diaspora Studies. Two specific examples are:* • *An emphasis on African American civil rights activism, paying particular attention to how non-violent struggles for citizenship rights in communities in the southern United States impacted the direction of the civil rights advocacy on a national level as well as African independence struggles on an international level.* • *An emphasis on how African liberation movements and the image of newly independent African states inspired an African American struggle for respect and recognition. Emphasis in this regard will be given to those spaces that facilitated the creative interaction between African and African American*

---

[2] Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

	communities, namely churches, historically black colleges, newspapers, and political organizations. Organizations like the Pan African Congress movement linked the struggle for Civil Rights in the United States to struggles for African independence.
1. Analyze issues on local and global scales.	
2. Examine the local and global interrelationships of one or more issues.	
3. Evaluate the consequences of decision-making on local and global scales.	

5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).

6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*. Applicants are encouraged, but not required, to adopt or adapt the Connections Student Learning Outcomes rubric (available on the Colonnade website). Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

Connections Student Learning Outcomes	Identify the "artifact(s)" (assignments, papers, activities, etc) that will be used for assessing each learning outcome *beyond course grades*. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a *separate evaluative rating* for each Connections SLO.
Example: Analyze issues on local and global scales.	*Example: Students will write two book reviews, three to five pages in length. All of the assigned readings deal with an aspect of African Diaspora history, culture, and experiences. As such, students will be required, in their reviews, to identify and discuss the ways in which the author successfully addresses the interrelationship of social realties, events, people, and/or social movements in local, national, and global contexts.* *Students will also be required to*	*Example: At the end of the semester, students will be required to submit their book reviews and final research paper in a portfolio. The department's assessment team will then collect a random sample of 30% of student portfolios and evaluate the portfolios using the Connections rubric, which provides a separate rating for each Connections Learning Outcome.*

	complete an eight to ten page research paper (excluding title page and bibliography) on any aspect of the African Diaspora experience. *The artifact for assessment is a portfolio that includes these three written assignments.*	
1. Analyze issues on local and global scales..		
2. Examine the local and global interrelationships of one or more issues.		
3. Evaluate the consequences of decision-making on local and global scales.		

6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment). If the assessment plan will utilize the Connections rubric available on the Colonnade website, state as much.

7. Evidence & Argument Artifact. As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one "artifact" (research paper, presentation, major project, etc.) that can be used to evaluate students' ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What "artifact" in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same "artifact" identified in 6a above.)

8. Attach a sample course syllabus. The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

Evaluation Form for Connections Proposals

This form is made available to applicants in order to provide a sense of the criteria by which the application will be evaluated by the Colonnade Committee. An evaluation form completed by the Committee Chair will be returned to the applicant no more than ten business days following the Committee meeting during which the proposal is considered. Future iterations of proposals that are returned for revision must address each area identified as "requires revision." Additional feedback from the committee might prompt revisions to the proposal that are not required. Such improvements are certainly encouraged.

Evaluative Criterion   *Rating*

1. Application is complete. Information provided for each item is   ❑ Acceptable   ❑ Requires Revision
    the information required. Application is accompanied by the
    required materials, including a syllabus, UCC Proposal to Create
    a New Course w/Department approval (if applicable), and
    Connections assessment rubric.

    Feedback:

2. The explanation of how the course provides a *capstone* and   ❑ Acceptable   ❑ Requires Revision
    integrative learning experience is sufficient.

    Feedback:

3. Course goals are described in detail and are aligned with   ❑ Acceptable   ❑ Requires Revision
    the Connections student learning outcomes.

    Feedback:

4. The proposed artifact for assessment is appropriate for the   ❑ Acceptable   ❑ Requires Revision
    purposes of Colonnade assessment.

    Feedback:

5. The proposed assessment plan is manageable and reasonable   ❑ Acceptable   ❑ Requires Revision
    for the department to commit to for the foreseeable future.

    Feedback:

6. Statements on the application are consistent with the sample   ❑ Acceptable   ❑ Requires Revision
    course syllabus (course goals, student learning outcomes, etc.).

    Feedback:

7. The course provides instruction in identifying, synthesizing, and   ❑ Acceptable   ❑ Requires Revision
    utilizing evidence in support of cogent and persuasive arguments.

    Feedback:

8. The course syllabus is readable and easily understood from a   ❑ Acceptable   ❑ Requires Revision
    student's perspective. The application and syllabus are
    generally error-free.

    Feedback:

Overall Evaluation: ❑ Course is approved   ❑ Proposal may be reconsidered after revision

Colonnade Program Course Proposal: Connections Category

Connections: **Understanding Individual and Social Responsibility**

Connections courses direct students to apply and integrate discipline-specific knowledge and skills to the significant issues challenging our individual and shared responsibility as global citizens. Students will learn to analyze and evaluate cultural contexts, examine issues on both a local and global scale, and apply system-level approaches to the stewardship of our social and physical environments. Although they may be used with a major or minor program, *Connections* courses are classes at the 200-level or above designed for the general student population, and may be taken *only after* students have earned at least 21 hours in **WKU Colonnade Program** coursework or have achieved junior status. *Connections* courses may not have graduate components or prerequisites other than approved courses within the **WKU Colonnade Program**.

The **Colonnade Program** is designed to incrementally build student skills in <u>argumentation</u> and the use of <u>evidence</u> beginning with discipline-specific coursework in the *Foundations* and *Explorations* categories. By extension, *Connections* courses are intended to be summative learning experiences in which students apply basic knowledge to larger and more complex social, global and systemic issues of concern, in other words, to use appropriate *evidence* to support cogent *arguments*. Proposals should address how *evidence and argument* are integral in the design of the course and the assessment of student learning.

Proposed courses must be designed to address specifically the goals and outcomes of <u>one</u> (1) of the subcategories listed below.

Social and Cultural (3 hours): Students will investigate ways in which individuals shape, and are shaped by, the societies and cultures within which they live. Courses will consider the ethical questions and shared cultural values that shape societal norms and behaviors, the independent and collective or collaborative artistic expression of those values, and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs. Students who complete this course will:
1. Analyze the development of self in relation to others and society.
2. Examine diverse values that form civically engaged and informed members of society.
3. Evaluate solutions to real-world social and cultural problems.

Local to Global (3 hours): Students will examine local and global issues within the context of an increasingly interconnected world. Courses will consider the origins and dynamics of a global society, the significance of local phenomena on a global scale, and/or material, cultural, and ethical challenges in today's world. Students who complete this course will:
1. Analyze issues on local and global scales.
2. Examine the local and global interrelationships of one or more issues.
3. Evaluate the consequences of decision-making on local and global scales.

Systems (3 hours): Students will examine systems, whether natural or human, by breaking them down into their component parts or processes and seeing how these parts interact. Courses will consider the evolution and dynamics of a particular system or systems and the application of system-level thinking. Students who complete this course will:
1. Analyze how systems evolve.
2. Compare the study of individual components to the analysis of entire systems.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

Glossary of Terms

Connections Subcategory Goals: The broader statements in each subcategory that describe the type of learning experience fostered in the subcategory. The paragraphs preceding each subcategory's list of three Connections student learning outcomes on page 1 of this document are the *Connections Subcategory Goals*. For example, in the Social and Cultural subcategory, the goals statement begins: "Students will investigate ways in which individuals shape, and are shaped by, the societies and cultures within which they live. . . . and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs."

Course Goals: Applicants must articulate how the proposed course will facilitate the Connections Subcategory Goals. This articulation results in a statement of *course goals*, a description of the specific learning experience that is fostered in the proposed course. For example, applicants in the Social and Cultural subcategory should explain specifically how the proposed course engages students in investigations of the "ways in which individuals shape, and are shaped by, the societies and cultures within which they live. . . . and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs."

Connections Student Learning Outcomes (Connections SLOs): The statements that describe, in behavioral terms, how students demonstrate that each course goal has been met. The *Connections student learning outcomes* (3 per subcategory) are listed on page 1 of this document and begin with the verbs *analyze, examine,* and *evaluate*. For example, a course goal for PHIL 212 is: "Students will examine how intersections of sex, race, class, and sexual orientation shape how gender is expressed." The *Connections student learning outcome* that is aligned with this course goal is: Students will "analyze the development of self in relation to others and society."

Student Learning Outcomes (SLOs): A *student learning outcome* is a clear, concise, measurable statement that describes, in behavioral terms, how students can demonstrate their mastery of a concept, process, skill, theory, etc. Course proposals and syllabi will likely include *student learning outcomes* in addition to the Connections SLOs, but are not required to. Applicants are encouraged to reference Bloom's Taxonomy and the WKU Center for Faculty Development's lecture by Dr. Jerry Daday and the PDF of the slides from the lecture when composing measurable learning outcomes, in particular in choosing *verbs* that describe student learning (students *evaluate* and *synthesize* and *analyze*, for instance, rather than *understand* or *explore*).

Assessment: For the purposes of this document, *assessment* is "an ongoing process designed to monitor and improve student learning. Faculty explicitly define what they want students to learn, collect empirical data that indicate the extent of the learning, and use the data to improve the program."[1] *Assessment* must be distinguished from *evaluation* of student learning in the sense that instructors evaluate students and assign grades, which may not be used directly as an assessment for Connection courses. An *assessment* plan must determine the degree to which the course has facilitated student learning in the context of the Connections subcategory goals and Connections SLOs. Random sampling of 20% of the whole is often the best approach for assessing Connections SLOs for courses with multiple sections per semester. Assessment of a sample of the whole might be a better approach for courses that are offered only once or twice per year.

Evaluation: The determination of a student's success or failure on a particular assignment or in a course. In other words, *evaluation* means assigning student grades. For the purposes of this application, *evaluation* is distinguished from assessment.

Artifact: The evidence of student learning that will be used in the assessment of Connections SLOs. *Artifacts* may be examinations, clean (unmarked) copies of student papers, a student-produced written synthesis/reflection of student learning, a project or presentation, or other tangible evidence of student learning may be assessed with the rubric provided by the Colonnade Committee or with another rubric proposed by the applicant.

---

[1] Allen, M. J. (2006). *Assessing General Education Programs.* San Francisco: Jossey-Bass. p. 1.

Application Process

Applicants must complete each step of the process in order.

1. Download this application form and the sample Connections proposal from the Colonnade website and read each carefully. Consult with the Colonnade Committee Chair as questions arise and before submitting the proposal.
2. Draft the Connections Course Proposal and the Undergraduate Curriculum Committee's Proposal to Create a New Course (if applicable) in consultation with the applicant's home department and any other relevant departments.
3. E-mail the Connections Course Proposal, the UCC Proposal to Create a New Course, and a sample syllabus for the proposed course to colonnadeplan@wku.edu and, ideally, attend the Colonnade Committee meeting in which the course proposal will be considered.
4. When necessary, the applicant will need to meet (in person or via Skype, phone, or other means) with a consultant from the Colonnade Committee to discuss sections of the proposal that need to be refined or revised before full consideration. The Colonnade Committee Chair will make this determination and will arrange the required consultation.
5. If necessary, revise the proposal and complete #3 and #4 again.
6. After approval from the Colonnade Committee, proposals for new courses should continue through the normal curricular process, beginning with the College's curriculum committee.

Proposal Contact Name, E-mail, and Phone:
College and Department: Proposal Date:

1. Course Details:
      1.1   Course prefix (subject area), number and title:
      1.2   Credit hours:
      1.3   Prerequisites[2]:
      1.4   Crosslisted and/or equivalent courses (prefix and number):
      1.5   Expected number of sections offered each semester/year:
      1.6   Is this an existing course or a new course?
      1.7   Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.)

2. Provide a brief course description (100-200 words).

3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience). Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

4. List the *course goals* (see Glossary of Terms), and explain how are they aligned with the Connections student learning outcomes. In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Social and Cultural subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
Example: 1. Analyze the development of self in relation to others and society.	*Example: Students will consider various theories of vice that examine how one's background (including one's culture) and situational influences contribute to the development of character. For example, students will discuss possible cultural and societal influences of tragedies such as the Holocaust and the Rwandan Genocide as well as the impact of traumatic experiences in childhood on a person's development. Students will analyze both how bad individuals come to power as well as how groups interact in the face of evil.*
1. Analyze the development of self in relation to others and society.	
2. Examine diverse values that form civically engaged and informed members of society.	
3. Evaluate solutions to real-world social and cultural problems.	

---

[2] Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).

6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*. Applicants are encouraged, but not required, to adopt or adapt the Connections Student Learning Outcomes rubric (available on the Colonnade website). Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

Connections Student Learning Outcomes	Identify the "artifact(s)" (assignments, papers, activities, etc) that will be used for assessing each learning outcome *beyond course grades*. Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a *separate evaluative rating* for each Connections SLO.
Example: Analyze the development of self in relation to others and society.	*The 7-10 page final paper is the artifact for assessment. See attached syllabus for details of the final paper assignment.*	*Example: Because this course is offered only once per semester, with only 25 enrolled, a 50% sample will be randomly selected from all students who complete the course in a single academic year. Two faculty members, one who regularly teaches the course and one who does not, will individually evaluate the final paper using the Connections rubric attached to this application, which provides an individual rating for each Connections SLO as well as an overall rating. The initial goal will be that 70% of students are rated as "Milestone 2" for each Connections SLO, and no student is rated at "Benchmark" for each Connections SLO. Additionally, an overall rating of Milestone 2 for 85% of students is desired. Assessment goals will be revisited after an initial three-year cycle. The three-year cycle will also be used to accumulate enough assessment data to make meaningful comparisons between Bowling Green campus, IVS-Glasgow, IVS Elizabethtown, and IVS Owensboro student learning experiences.*
1. Analyze the development of self in relation to others and society.		

2. Examine diverse values that form civically engaged and informed members of society.		
3. Evaluate solutions to real-world social and cultural problems.		

6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment). If the assessment plan will utilize the Connections rubric available on the Colonnade website, state as much.

7. Evidence & Argument Artifact. As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one "artifact" (research paper, presentation, major project, etc.) that can be used to evaluate students' ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What "artifact" in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same "artifact" identified in 6a above.)

8. Attach a sample course syllabus. The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

Evaluation Form for Connections Proposals

This form is made available to applicants in order to provide a sense of the criteria by which the application will be evaluated by the Colonnade Committee. An evaluation form completed by the Committee Chair will be returned to the applicant no more than ten business days following the Committee meeting during which the proposal is considered. Future iterations of proposals that are returned for revision must address each area identified as "requires revision." Additional feedback from the committee might prompt revisions to the proposal that are not required. Such improvements are certainly encouraged.

Evaluative Criterion   *Rating*

1. Application is complete. Information provided for each item is   ❑ Acceptable   ❑ Requires Revision
    the information required. Application is accompanied by the
    required materials, including a syllabus, UCC Proposal to Create
    a New Course w/Department approval (if applicable), and
    Connections assessment rubric.

    Feedback:

2. The explanation of how the course provides a *capstone* and   ❑ Acceptable   ❑ Requires Revision
    integrative learning experience is sufficient.

    Feedback:

3. Course goals are described in detail and are aligned with   ❑ Acceptable   ❑ Requires Revision
    the Connections student learning outcomes.

    Feedback:

4. The proposed artifact for assessment is appropriate for the   ❑ Acceptable   ❑ Requires Revision
    purposes of Colonnade assessment.

    Feedback:

5. The proposed assessment plan is manageable and reasonable   ❑ Acceptable   ❑ Requires Revision
    for the department to commit to for the foreseeable future.

    Feedback:

6. Statements on the application are consistent with the sample   ❑ Acceptable   ❑ Requires Revision
    course syllabus (course goals, student learning outcomes, etc.).

    Feedback:

7. The course provides instruction in identifying, synthesizing, and   ❑ Acceptable   ❑ Requires Revision
    utilizing evidence in support of cogent and persuasive arguments.

    Feedback:

8. The course syllabus is readable and easily understood from a   ❑ Acceptable   ❑ Requires Revision
    student's perspective. The application and syllabus are
    generally error-free.

    Feedback:

Overall Evaluation: ❑ Course is approved   ❑ Proposal may be reconsidered after revision

Colonnade Program Course Proposal: Connections Category

Connections: **Understanding Individual and Social Responsibility**

Connections courses direct students to apply and integrate discipline-specific knowledge and skills to the significant issues challenging our individual and shared responsibility as global citizens. Students will learn to analyze and evaluate cultural contexts, examine issues on both a local and global scale, and apply system-level approaches to the stewardship of our social and physical environments. Although they may be used with a major or minor program, *Connections* courses are classes at the 200-level or above designed for the general student population, and may be taken *only after* students have earned at least 21 hours in **WKU Colonnade Program** coursework or have achieved junior status. *Connections* courses may not have graduate components or prerequisites other than approved courses within the **WKU Colonnade Program**.

The **Colonnade Program** is designed to incrementally build student skills in <u>argumentation</u> and the use of <u>evidence</u> beginning with discipline-specific coursework in the *Foundations* and *Explorations* categories. By extension, *Connections* courses are intended to be summative learning experiences in which students apply basic knowledge to larger and more complex social, global and systemic issues of concern, in other words, to use appropriate *evidence* to support cogent *arguments*. Proposals should address how *evidence and argument* are integral in the design of the course and the assessment of student learning.

Proposed courses must be designed to address specifically the goals and outcomes of <u>one</u> (1) of the subcategories listed below.

Social and Cultural (3 hours): Students will investigate ways in which individuals shape, and are shaped by, the societies and cultures within which they live. Courses will consider the ethical questions and shared cultural values that shape societal norms and behaviors, the independent and collective or collaborative artistic expression of those values, and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs. Students who complete this course will:
1. Analyze the development of self in relation to others and society.
2. Examine diverse values that form civically engaged and informed members of society.
3. Evaluate solutions to real-world social and cultural problems.

Local to Global (3 hours): Students will examine local and global issues within the context of an increasingly interconnected world. Courses will consider the origins and dynamics of a global society, the significance of local phenomena on a global scale, and/or material, cultural, and ethical challenges in today's world. Students who complete this course will:
1. Analyze issues on local and global scales.
2. Examine the local and global interrelationships of one or more issues.
3. Evaluate the consequences of decision-making on local and global scales.

Systems (3 hours): Students will examine systems, whether natural or human, by breaking them down into their component parts or processes and seeing how these parts interact. Courses will consider the evolution and dynamics of a particular system or systems and the application of system-level thinking. Students who complete this course will:
1. Analyze how systems evolve.
2. Compare the study of individual components to the analysis of entire systems.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

Glossary of Terms

Connections Subcategory Goals: The broader statements in each subcategory that describe the type of learning experience fostered in the subcategory. The paragraphs preceding each subcategory's list of three Connections student learning outcomes on page 1 of this document are the *Connections Subcategory Goals*. For example, in the Social and Cultural subcategory, the goals statement begins: "Students will investigate ways in which individuals shape, and are shaped by, the societies and cultures within which they live. . . . and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs."

Course Goals: Applicants must articulate how the proposed course will facilitate the Connections Subcategory Goals. This articulation results in a statement of *course goals*, a description of the specific learning experience that is fostered in the proposed course. For example, applicants in the Social and Cultural subcategory should explain specifically how the proposed course engages students in investigations of the "ways in which individuals shape, and are shaped by, the societies and cultures within which they live. . . . and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs."

Connections Student Learning Outcomes (Connections SLOs): The statements that describe, in behavioral terms, how students demonstrate that each course goal has been met. The *Connections student learning outcomes* (3 per subcategory) are listed on page 1 of this document and begin with the verbs *analyze, examine,* and *evaluate*. For example, a course goal for PHIL 212 is: "Students will examine how intersections of sex, race, class, and sexual orientation shape how gender is expressed." The *Connections student learning outcome* that is aligned with this course goal is: Students will "analyze the development of self in relation to others and society."

Student Learning Outcomes (SLOs): A *student learning outcome* is a clear, concise, measurable statement that describes, in behavioral terms, how students can demonstrate their mastery of a concept, process, skill, theory, etc. Course proposals and syllabi will likely include *student learning outcomes* in addition to the Connections SLOs, but are not required to. Applicants are encouraged to reference Bloom's Taxonomy and the WKU Center for Faculty Development's lecture by Dr. Jerry Daday and the PDF of the slides from the lecture when composing measurable learning outcomes, in particular in choosing *verbs* that describe student learning (students *evaluate* and *synthesize* and *analyze*, for instance, rather than *understand* or *explore*).

Assessment: For the purposes of this document, *assessment* is "an ongoing process designed to monitor and improve student learning. Faculty explicitly define what they want students to learn, collect empirical data that indicate the extent of the learning, and use the data to improve the program."[1] *Assessment* must be distinguished from *evaluation* of student learning in the sense that instructors evaluate students and assign grades, which may not be used directly as an assessment for Connection courses. An *assessment* plan must determine the degree to which the course has facilitated student learning in the context of the Connections subcategory goals and Connections SLOs. Random sampling of 20% of the whole is often the best approach for assessing Connections SLOs for courses with multiple sections per semester. Assessment of a sample of the whole might be a better approach for courses that are offered only once or twice per year.

Evaluation: The determination of a student's success or failure on a particular assignment or in a course. In other words, *evaluation* means assigning student grades. For the purposes of this application, *evaluation* is distinguished from assessment.

Artifact: The evidence of student learning that will be used in the assessment of Connections SLOs. *Artifacts* may be examinations, clean (unmarked) copies of student papers, a student-produced written synthesis/reflection of student learning, a project or presentation, or other tangible evidence of student learning may be assessed with the rubric provided by the Colonnade Committee or with another rubric proposed by the applicant.

---

[1] Allen, M. J. (2006). *Assessing General Education Programs*. San Francisco: Jossey-Bass. p. 1.

Application Process

Applicants must complete each step of the process in order.

1. Download this application form and the sample Connections proposal from the Colonnade website and read each carefully. Consult with the Colonnade Committee Chair as questions arise and before submitting the proposal.
2. Draft the Connections Course Proposal and the Undergraduate Curriculum Committee's Proposal to Create a New Course (if applicable) in consultation with the applicant's home department and any other relevant departments.
3. E-mail the Connections Course Proposal, the UCC Proposal to Create a New Course, and a sample syllabus for the proposed course to colonnadeplan@wku.edu and, ideally, attend the Colonnade Committee meeting in which the course proposal will be considered.
4. When necessary, the applicant will need to meet (in person or via Skype, phone, or other means) with a consultant from the Colonnade Committee to discuss sections of the proposal that need to be refined or revised before full consideration. The Colonnade Committee Chair will make this determination and will arrange the required consultation.
5. If necessary, revise the proposal and complete #3 and #4 again.
6. After approval from the Colonnade Committee, proposals for new courses should continue through the normal curricular process, beginning with the College's curriculum committee.

Colonnade Connections Course Proposal
Systems Subcategory

Proposal Contact Name, E-mail, and Phone:
College and Department: Proposal Date:

1. Course Details:

      1.1   Course prefix (subject area), number and title:

      1.2   Credit hours:

      1.3   Prerequisites[2]:

      1.4   Crosslisted and/or equivalent courses (prefix and number):

      1.5   Expected number of sections offered each semester/year:

      1.6   Is this an existing course or a new course?

      1.7   Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.)

2. Provide a brief course description (100-200 words).

3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience). Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

4. List the *course goals* (see Glossary of Terms), and explain how are they aligned with the Connections student learning outcomes. In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Systems subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
Example: Analyze how systems evolve.	*Example: Students analyze both the development and evolution of the mental system within an individual (e.g., (i) the utilization of various mental and sensori-motor components in an individual's development of a theory of mind and a capacity for joint attention, and (ii) causal and historical conditions of reference of singular terms and their neural realizers in an individual's cognitive system) as well as the essential role that causal history plays in the development across individuals of mental states with propositional contents (e.g., how the evolution of syntactic processing in humans' mental system can account for conditions of veridical representation of one's environment).*
1. Analyze how systems evolve.	
2. Compare the study of individual components to the analysis of entire systems.	

---

[2] Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	

5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).

6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades***.** Applicants are encouraged, but not required, to adopt or adapt the Connections Student Learning Outcomes rubric (available on the Colonnade website). Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

Connections Student Learning Outcomes	Identify the "artifact(s)" (assignments, papers, activities, etc) that will be used for assessing each learning outcome *beyond course grades***.** Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a *separate evaluative rating* for each Connections SLO.
Example: Analyze how systems evolve.	*Example: The department will use several questions, added to the final exam, in order to assess how well the course's learning outcomes are being met. Each question will correspond to a separate Connections Student Learning Outcome for the Systems Subcategory.*	*Example: At the end of each semester the final exam answers of 30% of the students in the course will be selected at random for assessment. Each answer will correspond to one of the three Colonnade Student Learning Outcomes. At the beginning of the next semester a faculty member will assess each answer using the attached rubric. The names of the students and of the instructor will be eliminated before the assessment takes place. Assessment results will be communicated to the Department Head, who will then follow up with the faculty who teach the course and the department.*
1. Analyze how systems evolve.		
2. Compare the study of individual components to the analysis of entire systems.		
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the		

sustainability of the system itself.		

6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment). If the assessment plan will utilize the Connections rubric available on the Colonnade website, state as much.

7. Evidence & Argument Artifact. As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one "artifact" (research paper, presentation, major project, etc.) that can be used to evaluate students' ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What "artifact" in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same "artifact" identified in 6a above.)

8. Attach a sample course syllabus. The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

Evaluation Form for Connections Proposals

This form is made available to applicants in order to provide a sense of the criteria by which the application will be evaluated by the Colonnade Committee. An evaluation form completed by the Committee Chair will be returned to the applicant no more than ten business days following the Committee meeting during which the proposal is considered. Future iterations of proposals that are returned for revision must address each area identified as "requires revision." Additional feedback from the committee might prompt revisions to the proposal that are not required. Such improvements are certainly encouraged.

Evaluative Criterion	*Rating*	
1. Application is complete. Information provided for each item is the information required. Application is accompanied by the required materials, including a syllabus, UCC Proposal to Create a New Course w/Department approval (if applicable), and Connections assessment rubric. Feedback:	❏ Acceptable	❏ Requires Revision
2. The explanation of how the course provides a *capstone* and integrative learning experience is sufficient. Feedback:	❏ Acceptable	❏ Requires Revision
3. Course goals are described in detail and are aligned with the Connections student learning outcomes. Feedback:	❏ Acceptable	❏ Requires Revision
4. The proposed artifact for assessment is appropriate for the purposes of Colonnade assessment. Feedback:	❏ Acceptable	❏ Requires Revision
5. The proposed assessment plan is manageable and reasonable for the department to commit to for the foreseeable future. Feedback:	❏ Acceptable	❏ Requires Revision
6. Statements on the application are consistent with the sample course syllabus (course goals, student learning outcomes, etc.). Feedback:	❏ Acceptable	❏ Requires Revision
7. The course provides instruction in identifying, synthesizing, and utilizing evidence in support of cogent and persuasive arguments. Feedback:	❏ Acceptable	❏ Requires Revision
8. The course syllabus is readable and easily understood from a student's perspective. The application and syllabus are generally error-free. Feedback:	❏ Acceptable	❏ Requires Revision

Overall Evaluation: ❏ Course is approved   ❏ Proposal may be reconsidered after revision