

Abilene Christian University

Application for a New Course v9

Course ID <i>Subject and Number</i>	(HIST 131) World History: Cultures and Connections since 1400
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Dr. Ron Morgan
2	Course Teacher	Drs. Ron Morgan, Kelly Elliott, or other dept. peers as needed
3	Course Title	World History: Cultures and Connections since 1400
4	Course Abbreviation (if title is over 30 characters)	
5	College	Arts & Sciences
6	Department	History
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	
11	Maximum number of hours credit	3
12	Explanation for variable credit	
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	3
13g	Course contact hours - Colloquium	
13h	Course contact hours - Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours - Other (specify)	
14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	30
17	Catalog Description (50 words or less)	Survey of the economic, political, and cultural interactions between major world regions and civilizations from the fifteenth century to the

		present, with attention to major global processes and movements.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
19	List any co-requisites	None
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	No
21	Does this course have any special student costs? Yes/No <i>Attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	
23a	How often will it be offered? Spring	Annually
23b	How often will it be offered? Summer	One face-to-face offering in summer 2014; thereafter, online offerings in summers.
23c	How often will it be offered? Fall	
24	Frequency?	Annually (to begin) + online summer sessions
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2015
26	List course/s that should be deleted. <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	No deletions required
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes See attached.
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	No
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	HIST 118 (Western Civilization II), but only very marginally; see justification for this new course under Section IV-D

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	Global Studies: HIST 131 will become a core requirement for the GLST degree plan, replacing ENGL 231. (See revised degree plan attached to this proposal.)
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	Degree Plan (Continued) Explanation of how this course affects degree requirements.	HIST, HSTT, HSST Degrees: HIST 131 will become an alternative for HIST 118 (Western Civ II), so that students in those degrees will have the following requirement: HIST 117 and EITHER HIST 118 or 131. [NOTE: This is subject to consultation and approval within our department.]
2	Justification State the justification for adding this course to the current curriculum. Represent the need	The addition of this new course follows the recent transfer of the International Studies degree from the former Dept. of Modern Languages to the Dept. of History. Our dept. is in the process of changing the name of the major to "Global Studies," an interdisciplinary field that has emerged in parallel with the development of World History as major field of historical study; most programs in Global Studies include World History requirements.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Open to all ACU students.
2	State the overarching course goal(s) in performance terms.	See competencies and measurements that follow. These equate to my "overarching course goal(s) in performance terms."

2. Competencies and Measurements

	Competency	Measurement
	<i>Students will successfully</i>	
1	Demonstrate knowledge and understanding of key features of the modern world.	In three written exams, identify and describe key persons, events, concepts, or movements, with analysis of their significance for a deeper understanding of the modern world.
2	Analyze causality, continuity and change, and periodization of world history.	In three exams, analytical essays require students to compare and contrast developments around the world, distinguish between periods of world history, and argue for how each period reflects elements of continuity and change from previous periods.
3	Evidence an awareness of how economic activity, technological innovation, political forms, ecological change, and social ideologies relate to & influence each other.	In the "Historical Artifacts" projects, use specific examples of material culture to demonstrate global connections via trade, cultural influences, power hegemonies, ideological evolution, etc.
4	Evaluate the relative merits of World History and Western Civilization.	In a critical essay, students will engage the debate between those who advocate World History as an alternative to the more traditional preference for Western Civilization as a focus of scholarly attention.

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

William Duiker and Jackson Spielvogel, *World History, Volume II: Since 1400* (4th ed.). Cengage Learning, 2011. ISBN-10: 0534603653

Mark Kishlansky, *Sources of World History, Volume II* (5th ed.). Cengage Learning, 2011. ISBN-10: 0495913189
Robert B. Marks, *The Origins of the Modern World*. 2nd ed. Lanham, MD: Rowman & Littlefield Publishers, 2007. ISBN: 0-7425-5419-8.
Mary Lynn Rampolla, *A Pocket Guide to Writing in History* 5th or 6th ed. (suggested)

2. For **combined undergraduate/graduate** courses, make two lists: **NA**

IV. Supporting Documentation

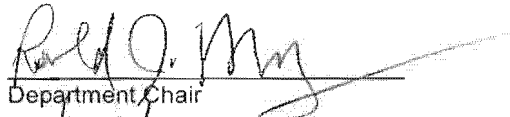
Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department



Department Chair
11/18/13

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Dean of the College

Date

Date

ACU New Course Application v9

(HIST 131) World History: Cultures and Connections since 1400
Dr. Ronald J. Morgan, Professor of History

Contacting Dr. Morgan

Email: rxm03c@acu.edu

Office: Ad Building 324

History Dept. Phone: 674-2370

Dr. Morgan's office: 674-2150

Course Times and Places

Time: MFW, 1:00-1:50

Ad Building 321

Office Hours: by appointment

Catalog Course Description: Survey of the economic, political, and cultural interactions between major world regions and civilizations from the fifteenth century to the present, with attention to major global processes and movements. (3 hours credit)

Course Synopsis

Historians increasingly give attention in their research and teaching to do global connections, interactions, and interdependencies. This course in World History serves as an entry point to Global Studies, an area of analysis located at the intersection of the social sciences, natural sciences, and the humanities. Employing tools from the academic discipline of History, we will raise questions about the historical processes that shaped our contemporary world.

The student who successfully completes this course will be able to demonstrate an understanding of the modern world, with particular attention to the periodic intensification and contraction of global interactions, as well as awareness of the relationship between economic activity, technological innovation, political forms, ecological change, and social ideologies. He or she will also be conversant with the scholarly literature and debates regarding the relative merits of World History versus Western Civilization (and vice versa) as the focus of academic attention.

Christian Perspectives on Teaching and Learning

My primary goal in teaching university students is to help form Christian adults who, through their ability to think critically and globally, as well as to write clearly, will make more useful contributions to the human community. My approaches and methods, therefore, are focused on forming such Christians.

My philosophy of teaching includes the goal of internationalizing students' outlooks on the world. During my years as director of ACU in Oxford, that goal was easy to make explicit; in my new role on the Abilene campus, I continue to make it a priority in my classroom.

In my view, the study of history should be both intellectual and moral; professor and students should use their critical thinking capacities not only to describe what happened in the past, but also to discerningly cast judgments on moral good and evil, frankly identifying failures as well as triumphs, injustices as well as important ethical and political achievements. For Western Christians, the study of global history invites us to cultivate the spiritual virtue of humility, to learn from the wisdom of the non-Christian, non-Western "other" and to acknowledge the failures and sins of our own civilization, as well as its virtues. Ideally, we cast both a critical and empathetic eye to the human past, thus enabling ourselves to evaluate more evenly the human present and future.

Texts, Readings, and Supplements

William Duiker and Jackson Spielvogel, *World History, Volume II: Since 1400* (4th ed.). Cengage Learning, 2011. ISBN-10: 0534603653

Mark Kishlansky, *Sources of World History, Volume II* (5th ed.). Cengage Learning, 2011. ISBN-10: 0495913189
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Teaching/Learning Methods and Format of Class Sessions

Studies of teaching and learning consistently show that students learn best, and most deeply, when they are active agents in the teaching and learning processes. In historical studies, active learners must directly engage primary sources and artifacts, seeking to interpret them within their historical context.

In this course, students may expect to read widely in preparation for face-to-face classroom sessions. Such broad preparation on the part of the learners will allow us to use classroom time for attention to case studies, group analysis of primary sources, and dialogue-based discussions through we teacher and learners seek to make meaning of our historical study. Because the history of global interactions lends itself to the study of material culture, students will develop oral-visual presentations based on the history of selected artifacts.

Activities students should expect in the course:

- weekly readings in preparation for class meetings, followed by quizzes over readings
- team assignments to primary source documents, with in-class presentations
- reading, group analysis, and written interpretation of a historical novel
- brief lectures on the part of the professor
- occasional film representations of historical moments
- material culture studies: artifacts as symbols of global interaction

Overall Learning Outcome & Competencies

Competency	Measurement
<i>Students will successfully</i>	<i>... through the following exercises.</i>
Demonstrate knowledge and understanding of key historical features of the modern world.	In three written exams, identify and describe key persons, events, concepts, or movements, with analysis of their significance for the modern world.
Analyze causality, continuity and change, and periodization of the history of World History.	In three exams, analytical essays require students to compare and contrast developments around the world, distinguish between periods of world history, and argue for how each period reflects elements of continuity and change from previous periods.
Evince an awareness of how economic activity, technological innovation, political forms, ecological change, and social ideologies relate to & influence each other.	In the "Historical Artifacts" projects, use specific examples of material culture to demonstrate global connections via trade, cultural influences, power hegemonies, ideological evolution, etc.
Interpret historical documents within their historical contexts.	Individuals will make weekly posts in OpenClass; as small teams, they will verbally explain historical documents in the classroom setting. Also demonstrate competency in this skill on essay exams.
Evaluate the relative merits of World History and Western Civilization.	In a critical essay, students will engage the debate between those who advocate World History as an alternative to the more traditional preference for Western Civilization as a focus of scholarly attention.

Demonstrating Student Learning Outcomes (i.e., Making the Grade)

A student's *final grade* reflects his/her innate intellectual abilities, skill development, mastery of subject matter, and work ethic. In this course, final letter grade is calculated based on the following scale: A=92-100, B=83-92, C=74-83, D=65-74; an F reflects a course average below 65%.

I. Participation (17.5%)

A. Short reading quizzes over assigned readings, at professor's discretion (7.5%)

B. Individual Written Postings & Team Oral Presentations on Primary Documents (10%)

Guidelines:

1. Post a personal written summary and analysis of your team's assigned primary source in OpenClass [between Wed. class meeting and Thursday at midnight (CST)]. See "Requirements: lary Source Summaries" on left margin in OpenClass. [Note: Dr. Morgan will periodically assess your individual posts for quality.]
2. Bring an accessible version of your individual post to class each Friday.
3. During the designated class time, discuss your assigned document and collectively create a summary and analysis of your primary source & present it to the class.
4. One designated team member will review the posts of each of her team members and create one final summary and analysis based on the best elements of those posts. Post this summation in the designated space in OpenClass by the following Monday at midnight.

II. History examinations (3x15%=45%). On three essay exams, students will demonstrate the ability to explain major themes in World History, using primary sources as evidence. They will also account for the alternate approaches to the periodization of World History.

III. Critical Essay: Historians Debate World History vs. Western Civilization (20%). Details TBA.

IV. Historical Artifacts: History of the World in Objects (7.5% + 10% = 17.5%).

In this assignment, students employ items of material culture to show how economic activity, technological innovation, political forms, ecological change, and/or religion relate to & shape one other. Inspired by methodologies employed for the popular 2010 radio series entitled *History of the World in 100 objects* (BBC and the British Museum), each student will develop a short presentation on the layered history behind one artifact of his/her choice. One object, for example, may give rise to explorations of kingship, religious belief, craftsmanship, language, or technological or social change.

- Twice in the semester, each student will identify an object of your choice and communicate that choice (along with 1 relevant url link) to Dr. Morgan (before class time on Friday, Jan. 31 and again on Wed., April 16).
- Research your artifact; create a bibliography of 5 sources, formatted in MLA style.
- Turn in a 5 minute presentation comprised of PPT or video with voice-over using Camtasia or similar program (Wed., Feb. 5 AND Wed., April 23)
- Dr. Morgan will select a few of the better projects for presentation in class on Feb. 7 & April 25.

A strong presentation will demonstrate a variety of thematic approaches to the artifact, make clear connections between things, be rich in analysis and eloquently presented.

Course Calendar: With Major Topics, Assignments & Due Dates

Date	Topic	Assignment
Part I	Emergence of New World Patterns (1400-1800)	
<i>Week 1</i> Jan.13	New Encounters & World Market	Duiker & Spielvogel ch.14
Jan.15		
Jan.17		
<i>Week 2</i> Jan.20	MLK, Jr. Holiday	Duiker & Spielvogel ch.15
Jan.22	Europe Transformed: Reform & State Building	
Jan.24		
<i>Week 3</i> Jan.27	Muslim Empires & East Asian World	Duiker & Spielvogel ch.16 & 17
Jan.29		
Jan.31		
<i>Week 4</i> Feb.3	The West on the Eve of a New World Order	Duiker & Spielvogel ch.18
Feb.5		Material Culture Presentations due
Feb.7	Material Culture Presentations in class	
Part II	Modern Patterns of World History	
<i>Week 5</i> Feb.10	Exam 1	Duiker & Spielvogel ch.19
Feb.12	19 th Century Industrialization & Nationalism	
Feb.14		
<i>Week 6</i> Feb.17	The West: Society & Culture High Tide of Imperialism	Duiker & Spielvogel ch.20 & 21
Feb.19		
Feb.21		
<i>Week 7</i> Feb.24	High Tide of Imperialism: Africa	Brief history of colonialism in Africa
Feb.26		
Feb.28		
<i>Week 8</i> March 3	Shadows over the Pacific: East Asia	Duiker & Spielvogel ch.22
March 5		
March 7		
<i>Week 9</i>	<i>Spring Break, March 10-14</i>	
<i>Week 10</i> March 17	20 th century crisis: War & Revolution Nationalism, Revolution and Dictatorship	Duiker & Spielvogel ch.23 & 24
March 19		
March 21		
<i>Week 11</i> March 24	Crisis Deepens: World War II	Duiker & Spielvogel ch.25
March 26		
March 28	Exam 2	
Part III	Toward a Global Civilization since 1945	
<i>Week 12</i> March 31	East & West in the Grip of Cold War	Duiker & Spielvogel ch.26
April 2		
April 4		

<i>Week 13</i> April 7	Brave New World: Communism on Trial	Duiker & Spielvogel ch.27
April 9		
April 11		
<i>Week 14</i> April 14	Europe & the Western Hemisphere since 1945	Duiker & Spielvogel ch.28
April 16		
April 18	Spring Holiday (Good Friday)	
<i>Week 15</i> April 21	Nation Building in Africa & the Middles East	Duiker & Spielvogel ch.29
April 23		Material Culture Presentations due
April 25	Material Culture Presentations in class	
<i>Week 16</i> April 28	Toward the Pacific Century?	Duiker & Spielvogel ch.30 & Epilog
April 30		
May 1		
<i>Week 17</i>	Final Exam (Wed., May 6, 8:00-9:45 a.m.)	

General Course Policies

Attendance policy: Attendance will affect the student's final course average as follows: 0 absences = +2%; 1 = +1%; 2-3 = +/--%; 4 = -2%; 5=-4%; 6=-8%; 7=-12%; 8=-15%; >8 = fail the course. (Note: I do not distinguish between "excused" and "unexcused" absences; any and all misses are included in one's attendance record. Also, 3 late arrivals will be counted as an absence; after that, each two subsequent late arrivals will count as a miss.)

Late Work: Unless I approve an extension prior to an assignment's due date, a late project will be penalized 5% for the first day and 2.5% per day for each additional day *up to one week*. After that, the assignment, if completed to a satisfactory standard, will receive either a D (68%, 7-14 days late) or an F (55%, more than 14 days).

Missing quizzes or exams: The purpose of periodic quizzes is to reward class attendance & daily reading, as well as to help the student be better prepared for the two major exams. Each unannounced quiz will cover the assigned reading for that day's class meeting.

Note: I will drop the lowest of quiz score; if you miss one, I simply drop that score. There are no make-ups for unannounced quizzes. If you do miss one quiz for an excusable reason (see below), be sure to document the reason for the absence (even though I will drop that 0 score). This will ensure that if you miss a second quiz for an excusable reason, there will be grounds for a make-up quiz.

Regarding the three exams, one may request a make-up for the following *excusable* reasons: (1) Absence on exam day due to participation in an official ACU-related activity; you must request a make-up exam **in advance of the date**; (2) Illness or family crisis; you may bring written medical (or otherwise appropriate) proof and arrange to make up the exam within one week of the original exam date. **Be on notice!** No make-up is offered for reasons of personal preference (travel, non-emergency medical, etc. – Before you arrange such things, check the syllabus to avoid exam dates).

If you **miss an exam** for an unexcused reason, you will receive a grade of zero. If for one of the above excusable reasons, be sure to document the reason, preferably before the exam date.

NOTE: You must bring **three 8.5" x 11" exam blue books** to class **by Wed., January 29**. Please write your name and course number on the cover. Failure to turn these in on time will result in a 5-point deduction from your first essay exam score.

Academic Integrity: It is expected that all students will adhere to the University's Academic Integrity Policy. Violations will be addressed as described in the Policy. While the University enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in their life. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full policy is available for review at the Provost's office web site (www.acu.edu/campusoffices/provost) and these offices: Provost, college deans, dean of campus life, director of student judicial affairs, director of residential life, and academic departments. **Consequences for violations** include a score of 0 on the assignment in question and immediate referral to the Dean of Students. A second violation will result in the student being dropped from the course with a grade of F.

Special Needs Policy

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented

disability and wish to discuss academic accommodations, please call the Alpha office directly at (325) 674-2667.

ACU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Policy on phones, social media, or recording in the classroom

Please set cell phones to “silent” during class; do not consult phones for text messages. Students may find laptops or ipads useful for in-class work. I expect such technology to serve *exclusively* our classroom purposes – no facebook or other surfing, please. Students who violate this policy will be advised after class and counted absent for that class period. *Under no circumstances may class sessions be audio or video recorded without the express written consent of the professor.*

Policy on questionable material

Occasionally, Abilene Christian University course designers and professors will include readings or audio-visual materials in courses that some individuals might deem offensive or questionable. The selection of activities, readings, and media are thoughtfully and prayerfully made. The decision to include such materials is made after careful consideration of several questions:

- *Does the material simulate or portray actual life experience that enhances the learning potential of this course?

- *Does the material deliver the information or experience in a manner that does not overly exaggerate or exploit the portrayal?

- *Are there other, less objectionable, materials that could be employed to provide an equal or superior learning experience?

When such questionable materials are employed, every effort is made to prepare students for exposure to the materials and to provide an appropriate advisory statement.

General Guidelines for Student Communication, Discussion and Wiki Content

The online environment is such that opportunities exist for students to post items that may not be tasteful or appropriate. Students, faculty and facilitators are expected to participate in all interactions with a tone of congeniality, professional courtesy, morality and Christian standards.

The following items are not considered appropriate.

- * Content that may infringe on the rights of a third party.
- * Items that make inappropriate use of hate or racist symbols or materials that glamorize the actions of hate or racist organizations or their leaders, past or present.
- * Use of marks that signify hate towards another group of people.
- * Inappropriate content, nudity or images that defame (deprecate) the human body.
- * Content that exploits images or the likenesses of minors.
- * Obscene and vulgar comments and offensive remarks that harass, threaten, defame or abuse others.
- * Content that glamorizes violence, is obscene, abusive, fraudulent or threatening.
- * Content that glamorizes the use of "hard core" illegal substances and drugs.
- * Use of God's or Jesus Christ's name, image or representation in a way that is offensive, as determined by Christian standards and the standards of Abilene Christian University.

The list outlined above should NOT be construed as an exhaustive list of offensive material but rather as a general guideline for you to follow. The lead teacher of each course will determine whether your content is in compliance with the guidelines outlined on this page. Both the lead

teacher and the facilitator retain the right to immediately remove any content that is deemed inappropriate.

Sanctions for Flagrant Abuse of above guidelines

If the facilitator and the lead teacher determine that a student has flagrantly abused the conduct standards as delineated above, the lead teacher will submit a request in writing to the department chair that the student be removed from the course with a failing grade. Documentation of the offense(s) must accompany the request. The student will receive a copy of this request as it is submitted. The department chair will make the final decision. Upon determination by the department chair that the infraction is deliberate and flagrantly abuses the conduct standards, a request will be submitted to the Dean of the Graduate School that the student be removed from the program. The student will receive a copy of this request as it is submitted. If a student is removed from a course or from a program, he or she may appeal the decision using the established ACU academic appeal process at: <http://www.acu.edu/campusoffices/registrar/suspension.html>.

Contacting Dr. Morgan

To visit with me about the course, an assignment, or life in general, please send me an email. When you email me, please do the following:

- Include HIST131 and your name in the subject line so I can easily distinguish your mail from the numerous messages I receive each day.
- Label any attached document with your last name and a descriptive label (e.g., Smith Annotated Bibliography).

HISTORY (BA)**Admission Requirements**

Before being admitted to this program, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog

BA: HISTORY DEGREE PLAN (HIST)**UNIVERSITY REQUIREMENTS**

Please see the *University Requirements* section of this catalog.

MAJOR REQUIREMENTS**Lower Level Requirements**

HIST 117 Civilization I	(3) ¹
HIST 118 Civilization II <i>or</i> HIST 131 World History	3
HIST 221 American History I	(3) ¹
HIST 222 American History II	3

Upper Level Requirements

HIST 353 Historical Methods (writing-intensive course)	3
HIST 459 Historiography Seminar (capstone course)	3
Advanced United States Selections	12
Advanced Non-United States Selections	15

Other Required Courses

GEOG 354 Cultural Geography	3
ENGL 231 (World Lit. I) <i>or</i> ENGL 232 (World Lit. II) <i>or</i> HIST 250 (Introduction to American Ethnic & Women's Studies) [*]	3
FLFR, FLGE, FLLA, or FLSP 221, 222	6
Choose one: ART 101, 221, 222, MUSM 230, MUSM 231, MUSM 232, MUSM 233, THEA 220 or THEA 250	(3) ¹

TOTAL

51

¹Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

ELECTIVES

A minor is optional as part of the electives.

Minimum

21

TOTAL MAJOR HOURS

72

OTHER GRADUATION REQUIREMENTS

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Ron Morgan 10/7/13 2:40 PM

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Minimum GPA in major	2.25
Minimum GPA for graduation	2.00
Minimum advanced hours	33
Minimum total hours	128
<i>Courses numbered 0** do not count in</i>	
<i>minimum hours required for degree.</i>	

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HIGH SCHOOL TEACHER CERTIFICATION - HISTORY (BS)

UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog.	
MAJOR REQUIREMENTS	
Teaching Field	
GEOG 354 Cultural Geography	3
HIST 117 Civilization I	(3) ¹
HIST 118 Civilization II <i>or</i> HIST 131 World History	3
HIST 221 American History I	(3) ¹
HIST 222 American History II	3
HIST 480 Texas History	3
HIST 496 History for Teachers	3
18 hours of advanced history evenly distributed between U.S. history, European history, and non-European world cultures; must include one writing-intensive course	18
TOTAL	33
Other Required Courses	
ECON 260 Principles of Macroeconomics <i>or</i> ECON 261 Principles of Microeconomics	3
POLS 225 National Government <i>or</i> POLS 226 States and Federal System	(3) ¹
HIST 353 Historical Methods	3
TOTAL	6
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

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PROFESSIONAL EDUCATION REQUIREMENTS	
EDUC 211 Educational Foundations and Multicultural Perspectives	3
EDUC 221 Educational Psychology	3
EDUC 412 Secondary Curriculum and Media (capstone course)	3
EDUC 432 Secondary Management and Methods (capstone course)	3
EDUC 476 Effective Strategies for English Language Learners	3
EDUC 490 Student Teaching (capstone course)	6
READ 322 Reading in Secondary Content Areas	3
SPED 371 Teaching Students With Special Needs (writing-intensive course)	3
TOTAL	27
ELECTIVES	
Minimum	6
TOTAL MAJOR HOURS	72
CRITERIA FOR ADMISSION TO TEACHER EDUCATION	
In accordance with Texas state law, students must meet the admission criteria described in the Teacher Education section.	
OTHER GRADUATION REQUIREMENTS	
Minimum GPA for graduation	2.75
Minimum advanced hours	33
Minimum total hours	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

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HIGH SCHOOL TEACHER CERTIFICATION - SOCIAL STUDIES (BS)

UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog.	
REQUIREMENTS FOR TEACHING FIELD	
Social Studies	
HIST 117 Civilization I	(3) ¹
HIST 118 Civilization II <i>or</i> HIST 131 World History	3
HIST 221 American History I*	(3) ¹
HIST 222 American History II*	3
HIST 404 The Gilded Age <i>or</i> HIST 405 U.S. History Since 1920 <i>or</i> HIST 451 American Diplomacy <i>or</i> HIST 481 Colonial America <i>or</i> HIST 402 American National Period <i>or</i> HIST 403 Jacksonian America <i>or</i> HIST 455 Social and Ethnic <i>or</i> HIST 482 American South <i>or</i> HIST 483 American West <i>or</i> HIST 484 Civil War	3
HIST 411 Ancient Near Eastern and Greek Civilization <i>or</i> HIST 412 Hellenistic and Roman Civilizations <i>or</i> HIST 413 The Medieval Era <i>or</i> HIST 472 Renaissance and Reformation <i>or</i> HIST 474 Recent Europe	3
HIST 436 History of Africa <i>or</i> HIST 478 Latin America Colonial Experience <i>or</i> HIST 479 Latin American Modern Era <i>or</i> HIST 495 Far East in Modern Times <i>or</i> HIST 414 Islam and the West <i>or</i> HIST 416 Near East in Modern Times <i>or</i> HIST 490 Mexico: Growth & Culture	3
HIST 480 Texas History	3
HIST 496 History for Teachers	3
GEOG 235 World Geography	3
GEOG 354 Cultural Geography	3
ECON 260 Principles of Macroeconomics	(3) ¹
ECON 261 Principles of Microeconomics	3
POLS 225 National Government <i>or</i> POLS 226 States and Federal System	3
POLS 384 American Judicial Process <i>or</i> POLS 432 Constitutional Law: Civil Rights	3
POLS 381 American Political Process <i>or</i> POLS 491 Recent Political Theory <i>or</i>	3

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POLS 492 American Political Thought <i>or</i> POLS 344 Comparative Politics	3
PSYC 120 Introduction to Psychology <i>or</i> SOCI 111 Introduction to Sociology	3
TOTAL	42
<i>*All non-transfer students must take HIST 221 and 222 in residence.</i> <i>¹Hours (in parentheses) may also fulfill university requirements and are not included in total major hours</i>	
PROFESSIONAL EDUCATION REQUIREMENTS	
EDUC 211 Educational Foundations and Multicultural Perspectives	3
EDUC 221 Educational Psychology	3
EDUC 412 Secondary Curriculum and Media (capstone course)	3
EDUC 432 Secondary Management and Methods (capstone course)	3
EDUC 476 Effective Strategies for English language Learners	3
EDUC 490 Student Teaching (capstone course)	6
READ 322 Reading in Secondary Content Areas	3
SPED 371 Teaching Students With Special Needs (writing-intensive course)	3
TOTAL	27
ELECTIVES	
Minimum	6
TOTAL MAJOR HOURS	75
CRITERIA FOR ADMISSION TO TEACHER EDUCATION	
In accordance with Texas state law, students must meet the admission criteria described in the Teacher Education section.	
OTHER GRADUATION REQUIREMENTS	

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Minimum GPA for graduation	2.75
Minimum advanced hours	33
Minimum total hours	131
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

Dr. Ronald J. Morgan
History Department
AD Building 321
Abilene Christian University

Re: New Course Application: HIST 131

Dear Dr. Morgan,

Thank you for the submission of your new course application. The Adams Center course evaluation team has had the pleasure of reviewing HIST 131: World History: Cultures and Connections Since 1400. We reviewed your application using the front matter to the Application for a New Course v9 hosted on the Adams Center's course design website. Your ways of measure student competency is encouraging and offers direct connections to the competencies required.

We have only very minor considerations prior to submitting to council. Under item II.1, you mentioned in the degree plan explanation that it is subject to consultation and approval within your department. It may be helpful to report the results of your departmental conversations, or when they will be taking place. This is for your consideration only and it is not necessary for you to resubmit any revision you choose to make, or not make, back to the Adams Center. This comprehensive document is ready to move forward in the application process.

If there is any aspect of the application you would like to discuss further, please let me know and we can schedule a time. Please know the Adams Center is here to serve you in any aspect of your course development, implementation, and/or ongoing teaching of the course.

Again, thank you for allowing the Adams Center team to review your course application. This course appears and if there is any way we can serve you, please know we are here to serve you.

For the Adams Center,

Scott E. Hamm, DEdMIN
Instructional Designer
Adams Center for Teaching and Learning

ABILENE CHRISTIAN UNIVERSITY
LIBRARY

M E M O R A N D U M

DATE: October 10, 2013
TO: Dr. Ron Morgan
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for HIST 131 – World History: Cultures and Connections Since 1400

After reviewing the course proposal and syllabus, the library can support the proposed course. Your library liaison Karen Hendrick (hendrick@acu.edu) is available to do instructional sessions for your students or provide additional resources in support of the class. Thank you for letting us review the course application.