

Approval Chart for Curriculum Changes

A = Approval I = Information*

Course Number HIST131

or Degree Plan(s)

State the requested change and reason. A memo may be attached if more space is necessary.

Add HIST131 to the University Requirements menu for Cultural Awareness. (See proposal on p.4, below).

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

COUNCIL**

	Change to a Course	Academic	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)		A	A	A			I		I	I
2.	Description (not affecting content)		A	A	A			I		I	I
3.	Content (substantive change)		A	A	A			I		A	A
4.	Number of hours (lecture, lab, contact)		A	A	A			A		A	A
5.	Course number within the hundred		A	A	I			I		I	I
6.	Course number beyond the hundred		A	A	A			A		A	A
7.	Prerequisites		A	A	A			I		I	I
8.	Course fee(s)		A	--	A			--		A	I
9.	From U to G <i>or</i> G to U		A	A	A			A		A	A
10.	Cross list with another dept: U or G level		A	A	A			A		A	A
11.	Department of record		A	A	A			A		A	A
12.	Open or close a course		A	A	A			A		A	A
13.	New course — See Adams Center for packet. This change includes combining or splitting a course(s).		A	A	A			A		A	A

* Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

**Courses offered only to students seeking teacher certification must go through the Teacher Education Council.

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<i>Signature</i>	<i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

College Academic Council(s)	
<i>Signature</i>	<i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

Dean(s)	
<i>Signature</i>	<i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

Teacher Education Council	
<i>Chair's signature</i>	<i>Approval date</i>

General Education Council	
<i>Chair's signature</i>	<i>Approval date</i>

Undergraduate Academic Council	
<i>Chair's signature</i>	<i>Approval date</i>

Graduate Council	
<i>Chair's signature</i>	<i>Approval date</i>

Provost	
<i>Signature</i>	<i>Approval date</i>

Faculty	
<i>Chair of faculty senate</i>	<i>Approval date</i>

President	
<i>Signature</i>	<i>Approval date</i>

Proposal: HIST 131 (World History) should be approved for the Cultural Awareness Menu.

In recent decades, there has been much debate within the Historian's guild about the relative merits of teaching the History of World Civilizations rather than, or alongside, Western Civilization. The latter, which was hegemonic for so long, may rightly highlight the unique role played by Western institutions and values over the past few centuries; but it may also, consciously or not, instill biases about Western superiority or even of the inevitability of Western dominance in the world. World History, on the other hand, examines Western success in a broader context, relativizes Western dominance, and gives greater attention to the cultural and economic contributions of other great poles of global power and influence.

HIST 131 will provide critical background to contemporary issues of globalization, hybridized social identities, and environmental challenges. It challenges students to consider historical processes and events as the product of multivalent interactions, as well as to explore a variety of cultural *interpretations* of those same historical processes.

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. The course explores major themes such as the creation of the early modern and modern state, exploration and colonization, slavery and the Atlantic economy, comparative social and political revolution, and the global impact of the World Wars, Cold War, and post-CW period of globalization.

Purpose of this course: To cultivate the student's ability to think critically, consider information in context, and write about historical themes in a clear, analytical fashion. *The course also seeks to promote global citizenship, historical curiosity and cultural sensitivity. By examining the historical processes that shaped the modern world, this course should foster empathy and a sense of shared humanity.*

Course Goals/Student Outcomes and Competencies: Upon completion of this course, students will be able to demonstrate knowledge and skills in keeping with Terrel L. Rhodes's recommendations:

Through study of historical events like the Cuban and Iranian Revolutions, the student will be challenged to *reflect on own cultural rules and biases and to critically engage those biases in writing*. Similar, such historical engagement will prepare them *to consider experiences and issues from the perspectives of others with □differing worldviews*. Through examination of the historic opposition between Marxist and capitalist ideologies, the student will *raise complex questions about the beliefs, values, and practices of other cultures and articulate answers to those questions that reflect flexible cultural □understanding*. And by means of a prepared interview on a question of historical interpretation, the student will *interact with individual(s) from culture(s) other than her own*. The cultivation of such sensitivities and skills should result in the desired *cultural humility*, which is both a valuable human and Christian quality.