

To: McNichols Faculty Assembly  
From: McNichols Faculty Assembly Undergraduate Standards Committee  
Date: January 27, 2009  
Re: College of Liberal Arts and Education History Minor

The Undergraduate Standards Committee has carefully reviewed the proposal for History Minor from the College of Liberal Arts and Education submitted by Dr. Roy Finkenbine, Professor of History and Director of the Black Abolitionist Archives. The Undergraduate Standards Committee have discussed this minor and voted to submit the proposal for academic minor in History to the McNichols Faculty Assembly.

This proposal meets all of the requirements for academic minors. The proposal demonstrates academic integrity and intellectual merit by clearly elucidate a set of objectives and outcomes and a thorough plan of assessment. The College of Liberal Arts and Education is committed to use the results of assessment to modify the curriculum as needed and continuously improve instructional practices.

It is recommended that the current College of Liberal Arts and Education website and all related informational materials be updated to describe the History Minor. The updated website and all promotional materials should clearly indicate the academic standards required of all minors as well as the requirements specific to the Political Science Minor.

We conclude that the College of Liberal Arts and Education is well positioned to immediately implement the History Minor

Respectfully submitted by, Shirley Sherrick-Escamilla, Ph.D. for Dr. Robert Ross.

## **PROPOSAL FOR A MINOR IN HISTORY**

Submitted by: Dr. Roy Finkenbine, Professor of History and Director of the Black Abolitionist Archives and the Department of History

### **A. Summary**

We propose the following requirements for a minor in history:

- HIS 150 or HIS 264 (3 credit hours)
- Two other lower-division (200 level) history courses chosen from two different world areas (U.S.: HIS 250, 251; Europe: HIS 200, 210, 220, 230; World: HIS 240, 264, 270, 280, 290) (6 credit hours)
- Any three upper-division (300-400 level) history courses (9 credit hours)

Total hours in proposed minor (18 credit hours)

One purpose of the proposed minor in history is to allow all UDM undergraduate students to better understand themselves, their own society, and their world. History is a form of inquiry that explores the variety of human experiences and cultures through the study of the past, by examining processes of continuity and change over time. Students of history become familiar with major historical events, individuals, cultural processes, patterns, ideas, and values that have shaped human traditions. They also develop an understanding of the way in which historical evidence is discovered, evaluated, and interpreted and the degree to which historical interpretations are contested. Preparing UDM undergraduates, whatever their major, to operate with sensitivity to what has gone before and an appreciation for their global context is an essential part of educating the whole person.

A second purpose is to assist students in developing the longitudinal perspective and skills of research, analysis of evidence, construction of an interpretive argument, writing, and documentation that characterize history but have broad applicability in a variety of career choices.

Another virtue of the proposed minor is that nearly all undergraduate students complete three credit hours in history in fulfilling Objective 5A of the Core Curriculum. At present, they may do this by completing HIS 150, 200, 210, 220, 230, 250, 251, 264, 270, 280, 290, 348, or 448. In addition, with careful scheduling, they may complete Objective 3A (HIS 350), 5D (HIS 264, 365), and 6B (HIS 356) by taking history courses. Therefore, students may complete the proposed minor by taking only an additional six to fifteen hours beyond the Core Curriculum.

Furthermore, many students elect one or more additional courses in history beyond the Core Curriculum requirements. The proposed minor would allow these students to obtain a credential recognizing their interest in and knowledge of the discipline of history and to complement their major or professional program by selecting courses that provide an

historical perspective on their chosen area of concentration – law, politics, literature, technology, etc.

The proposed minor therefore consists of two parts: (1) three lower-division courses aimed at developing a broad set of contextual and methodological understandings in the student; and (2) three upper-division courses that can be tailored to a student's specific interests and career goals.

## **B. Description of the Minor**

### **B1 Narrative Description**

The 18 credit hour minor in history is designed for undergraduate students with an interest in the study of the past. It provides students with a basic grounding in the history of at least two different world areas, while permitting enough flexibility to develop knowledge in a particular subfield of the discipline or to meaningfully complement their major or professional program and career interests and goals with related courses in history.

### **B2 All Courses in the Curriculum**

All courses listed are three credit hour classes and are offered as part of the existing major in history.

#### HIS 150 Introduction to History

An examination of the ideas and values that have shaped modern consciousness and of the way that historical forces influence ideas and values. An introduction to the methods and materials of the historian.

#### HIS 200 The Ancient Mediterranean World

An examination of the history and culture of antiquity, with special emphasis on the development and historical significance of Greece and Rome. The readings are primary sources, such as works of literature, history, and philosophy. The evidence of art and archaeology is also considered.

#### HIS 210 Medieval Europe

An examination of the history and culture of Europe from late antiquity through the Renaissance, with a focus on the reading of primary sources. The art and architecture of the age are also studied.

#### HIS 220 Early Modern Europe

The major social, political, economic, cultural, and intellectual developments in European history from the 16th through the 18th centuries. Topics for consideration include life and thought in the Reformation, political ideas and structures, the Scientific Revolution, and the Enlightenment.

### HIS 230 Europe in the 19<sup>th</sup> and 20<sup>th</sup> Centuries

The major social, political, economic, cultural, and intellectual developments in European history from the French Revolution to the present. Some attention will be paid to European colonialism and imperialism during this period.

### HIS 240 Modern Middle East

An historical survey of the Middle East from the rise of Muhammad to the modern period. Among the topics to be discussed are the rise and development of Islam, the politics and culture of Islamic empires, women and gender in Islam, reactions to the West, Arab nationalism, and the Arab-Israeli conflict.

### HIS 250 The United States to 1877

A survey of American development from colonial beginnings through the end of Reconstruction. Among the topics examined are: the encounter of Native Americans, Europeans, and Africans in colonial America; the American Revolution; the emergence of the American political system and of distinctive cultural styles; changing patterns of work, economy, society, and technology; and the sectional crisis which divided the nation.

### HIS 251 The United States since 1877

A study of the emergence of modern America. Among the topics examined are industrialization, urbanization and (im)migration; the impact of new technologies; the rise of the United States as a military and economic superpower; the evolution of popular culture; and movements for social change.

### HIS 264 Comparative Civilizations

An introduction to history through the comparative study of civilizations. An investigation of the period from 1500 to the present and the global interaction of civilizations since the beginnings of western European exploration and expansion.

### HIS 270 Modern China and Japan

An introduction to the history of modern China and Japan, with an emphasis on their political and cultural development and their encounter with Western culture and technology.

### HIS 280 Modern Latin America

An introduction to Latin American history and culture, with attention to pre-Columbian civilizations and peoples, the colonial experience, and the vicissitudes of nationhood. U.S.-Latin American relations will also be explored.

### HIS 290 Modern Africa

This is an overview of the modern African past from the transatlantic slave trade to the present. Topics include the slave trade, state-making in pre-colonial Africa, colonial domination by Europeans, movements for independence, and post-independence issues.

### HIS 291 Historical Methods

This course is an introduction to historical research and writing. It allows students to explore the use of primary sources, the skills of historical analysis, questions of style, and diverse career paths related to history.

### HIS 309 History of the Catholic Church: Crystallizing Moments

Important moments in the history of the Catholic Church are explored, including the Constantinian settlement, reforms of the 11th Century, 18th Century revolutions, and the Second Vatican Council.

### HIS 316 History of American Women

Uses the methods of feminist analysis to examine the experiences and changing roles of women in particular periods of American history. Content varies (e.g., the Progressive Era, World War II, the 1950s).

### HIS 317 Social History of Art in Italy

The art and architecture of Italy in antiquity, the Middle Ages, and the Renaissance. Visits to museums, archaeological sites and surrounding historic cities, including Florence and Siena, are included in the course.

### HIS 330 England to 1485

A survey of political, legal, economic, social and religious institutions in England from the Anglo-Saxon period to the end of the fifteenth century. Special emphasis is placed on the creation of the English monarchy and the evolution of English law and legal institutions.

### HIS 331 Tudor-Stuart England

A survey of political, legal, economic, social and religious developments in England from 1485 to 1714. Special emphasis is placed on the role of religion in the transformation of the English monarchy and government and the on the redefinition of authority in government between Crown and Parliament.

### HIS 332 Modern Britain

A survey of political, legal, economic and social change in England and the new "Great Britain" from 1714 to the present. Emphasis is placed on cultural and intellectual developments, industrialization, and empire.

### HIS 341 History of Canada

A survey of Canadian history from aboriginal/pre-colonial settlement through the twentieth century, with particular attention to Confederation/nation building, political and social movements, relation to the Empire and Canada's position in international affairs.

### HIS 348 African American History

A survey of African-American history from the West African background to the present. Among the topics to be examined are: the transatlantic slave trade, the development of

African-American culture, slavery, free blacks, emancipation, life in the segregated South, 20th-century urban migrations, and the era of the civil rights movement.

HIS 355 The United States since 1945

An in-depth examination of American society and politics since the Second World War. Special attention is devoted to the impact of war on the American people; the evolving presidency; demographic, technological, and economic trends; and empowerment movements of women and minorities.

HIS 358 American Cultural Studies

A multidisciplinary course exploring specific aspects of American culture during different historical periods. A wide variety of source materials (e.g. literary works, art, films, television) are employed. The thematic focus and period will vary. Past topics have included: the American literary and artistic Renaissance of the 1830s and '40s; public representations of women and minorities; popular music; the culture of the Cold War; the decade of the 1950s, the 1960s, etc.

HIS 359 History of American Thought, 1865 to the Present

A survey of major trends in thought, literature and art from the Civil War to the present, with special attention to the impact of evolutionary theory, the reformers and visionaries of the Gilded and Progressive periods; the New Deal era; and the post World War II period.

HIS 360 History of American Technology

A study of the changing character of the "American technological style" as seen through major U.S. technical systems (e.g. railroads, telegraph, mass production, automotive production, electronic communications, agriculture, and nuclear) in terms of technical designs and their societal contexts.

HIS 365 Introduction to Gender History

A multicultural introduction to themes in gender history. Focuses on how men and women have responded to social, political, and economic changes. This course examines gender in community, labor, politics, social movements, and sexuality. Aimed at developing critical thinking about the evolving role of gender in the past.

HIS 399 History at the Movies

An examination of the ways the past has been represented in motion pictures. It opens up consideration of how our society sees, remembers, and shapes historical events, personalities and traditions. Content varies.

HIS 407 History of the English Common Law

An introduction to the development of the English legal tradition and system from the Anglo-Saxon period to the 17th century, when the basic institutions and concepts of the law were in place. Makes extensive use of primary sources to illustrate evolving English law.

#### HIS 425 Topics in the Italian Renaissance

An intensive examination of selected topics in the history of the Italian Renaissance, such as the history of the cities of Florence, Rome, and Venice; art and letters; humanism in its various forms; history and historiography.

#### HIS 448 Topics in African American History

An intensive examination of selected topics or periods in African-American history, such as the Atlantic slave trade, slavery, black abolitionists, the emancipation experience, life in the segregated South, the urban experience, the civil rights movement, African-American culture, and black nationalism.

#### HIS 449 Slavery and Sectionalism, 1815-1861

An examination of the dramatic transformation and expansion of the United States between 1815 and 1861, with a focus on the growing sectional tensions that emerged over slavery. Major topics include the rise of mass politics and the Second Party System, the emergence of mass culture, the market revolution in the North, the growth and maturation of slavery in the South, movements for reform, westward movement, and the growing division between North and South.

#### HIS 450 Reforms and Utopias: Nineteenth-Century America

This course explores the origins, ideologies, tactics, and outcomes of major utopian communities and reform movements in the United States during the nineteenth century.

#### HIS 451 Civil War and Reconstruction

An examination of the division and reunion of the United States between 1861 and 1877. Topics explored include: the causes of the Civil War; political, military, economic, and social aspects of the war years; and the successes and failures of Reconstruction.

#### HIS 456 Detroit in the 20<sup>th</sup> Century

An intensive examination of Detroit's dramatic changes, problems and prospects, with particular emphasis on the 20th Century. Examines "boom and bust" auto economy, the "Arsenal of Democracy," (im)migration and race, artistic and cultural contributions. Employs a multidisciplinary approach to bringing the city's past to life.

#### HIS 457 Michigan History

An examination of the history of Michigan. Topics include Native American cultures; the French and British colonial period; Michigan and the American Revolution and Civil War; industrialization, politics, and (im)migration patterns in the 20th century; Michigan and the Great Lakes in the global economy.

#### HIS 466 American Constitutional and Legal History

Designed to familiarize students with the development of the American legal tradition from the Civil War to the present. An emphasis will be placed on the analysis of major Supreme Court decisions in their political and social context.

#### HIS 491 Black Abolitionist Workshop

A workshop approach to the problems and issues of research and writing in African-American history, using the resources of the Black Abolitionist Archives. Students work collaboratively on ongoing projects examining personalities, communities, and social movements between 1830 and the end of the Civil War.

#### HIS 494 Introduction to Public History

Aimed at students interested in career opportunities in History beyond teaching and the law. Readings, projects, speakers, and field trips will introduce students to work in museums, archives, editing and publishing, historic preservation agencies, and historical societies.

#### HIS 495 Directed Study

An independent reading or research project, under the direction of a member of the History faculty, on a topic of special interest to the student. Usually open only to upper-division History majors.

#### HIS 498 Internship

Open by permission to selected undergraduate History majors. Provides an opportunity for students to gain practical experience in one of the settings encompassed by Public History, such as a museum, archive, or historic site.

#### HIS 499 Senior Seminar

An intensive research seminar required for completion of the major. Topic varies.

### **B3 Delivery Format**

The Department of History offers most of its courses in traditional day and evening sections, with required and core curriculum courses offered on an alternating schedule between day and evening. HIS 251 is also offered on as an eleven-week weekend course during most terms. In addition, several popular upper-division courses are offered as one-week or three-weekend intensive courses during the summer term.

### **B4 Academic Integrity and Intellectual Merit**

The proposed minor in history reflects academic integrity and intellectual merit. The entire full-time departmental faculty has the Ph.D. and actively contributes to scholarship in their respective subfields of the discipline. Nearly all of the courses in the curriculum are taught by the full-time departmental faculty, which is particularly attractive to the students we serve.

The curriculum is challenging and relatively broad for a department of our size. Most courses in the curriculum require students to engage competing interpretations and introduce them to the primary sources from which historical knowledge is constructed.

Historians beyond UDM have commented on the innovativeness of many of our upper-division electives. Students find these courses both challenging and attractive.

### **B5 Unusual or Unique Characteristics of the Minor**

As suggested in the summary section above, there are several unusual or unique features of the proposed minor:

- Undergraduate students may complete the minor conveniently because of the variety of course offerings and the range of convenient times, as well as the fact that they may complete three to twelve credit hours in history while fulfilling their Core Curriculum requirements.
- History takes students beyond their own place and time. The minor requires students to complete courses dealing with at least two different world areas historically, thus allowing for both longitudinal and comparative perspectives.
- The flexibility of three upper-division electives in the minor allows students to shape it to complement their own career needs and interests (e.g., courses in different world areas and the history of foreign policy for those preparing for careers in international business, intelligence analysis, or the foreign service; courses in the history of technology or history of art for those in engineering, science, and architecture or preparing for careers in urban planning or historic preservation; courses in politics, law, or other historical topics for those preparing for careers in journalism or other media; or courses in public history and internships for those interested in careers in museums or archives).
- History provides the research, critical thinking, and writing skills necessary for success in law school. Long-term analyses of those who take the Law School Admissions Test (LSAT) demonstrate that it is one of the three best majors in the liberal arts in preparing undergraduate students for the study of law. A minor in history would help prepare pre-law students in other majors.
- History is a valuable ancillary field for those preparing for graduate study in many of the liberal arts.

### **B6 Effect on Related Departments or Fields of Concentration**

We expect the effect of the proposed minor in history to be substantial in a positive way. All other disciplines have an historical dimension that can be highlighted through the minor. History illuminates and provides a context for understanding the origins and development of these other fields of knowledge, from the health professions to technology to the arts and sciences.

Undergraduate students from a variety of majors both within and beyond the liberal arts have expressed interest in a minor in history.

## **C. Mission**

The proposed minor in history would help to “provide excellent student-centered undergraduate . . . education,” as indicated in the University Mission Statement. Many UDM students have indicated their desire to or interest in a minor in history and the extent to which history’s breadth and time perspective allows them greater understanding of themselves, their society, and their world. An historical perspective enhances “the intellectual, spiritual, ethical, and social development of students.” It helps to highlight UDM’s urban context, Catholic heritage, and Jesuit and Mercy traditions. It is essential to citizenship and global understanding, as well as a sense of community and social justice. Many of these themes are addressed in specific courses or in the broader history curriculum.

#### **D. Objectives, Outcome, and Assessment**

Among other objectives, upon completing the minor, students should:

- Better understand themselves, their own society, and their world in an historical context;
- Better understand the way in which historical evidence is discovered, evaluated, and interpreted and the degree to which historical interpretations are contested;
- Have developed skills of research, analysis of evidence, construction of an interpretive argument, writing, and documentation that characterize history but have broad applicability in a variety of career choices.

An exit interview will be conducted with all undergraduate students completing the minor. A similar interview is now conducted with all graduating history majors. Each graduating minor (or major) student will be asked to respond to the same set of questions, which will be used to gauge both student satisfaction with and the effectiveness of the departmental curriculum. As part of the Department of History’s regular assessment process, all qualitative and quantitative feedback from these exit interviews will be discussed at our annual departmental assessment meeting each April. Major weaknesses or criticisms reflected in this feedback will continue to be the basis of our discussion (and possible action) on potential curriculum revisions.

In addition, students completing the minor will be required during their final term to provide the faculty of the Department of History with a mini-portfolio consisting of two or more research papers of seven or more pages each that they completed in history courses taken at UDM. This will allow the departmental faculty to evaluate their skills of research, analysis of evidence, construction of an interpretative argument, writing, and documentation. One paper must have been written for a 200-level history course; another must have been written for a 300 or 400-level history course. This exercise will not affect the student’s grades in the courses in which the papers were completed. It also will not affect the student’s ability to graduate. The mini-portfolio will be presented to the departmental faculty for assessment purposes only.

**E. New Resources**

A minor in History will not require any additional resources. The current enrollment figures will allow for additional students in each section (with the exception of some sections of HIS 150) without requiring additional sections.

**F. Revisions to Minor**

**Revisions to the minor will require the approval of the full-time faculty of the Department of History and the CLAE Curriculum Committee.**