

**FORM B**  
**REQUEST FOR ADDITION OF A NEW COURSE**

**I. Course Identification**

- a. Proposed prefix and number: HIS 390
- b. Proposed title: Conceptualizing History Education
- c. Proposed catalogue description: This capstone course will examine conceptualization techniques in Texas, U.S., and World History. The course is designed to enable History students to organize a vast amount of material into a logical framework that will help them to better understand the interactions of individuals, communities, nations, and cultures across time and place. Special emphasis will be placed on subject areas included in the Texas Examination for Educator Standards.
- d. Credit hours: 3
- e. May course be repeated for credit? No
- f. Maximum number of credit hours that can be earned: 3
- g. Is the proposed course writing enhanced? (applies only to undergraduate courses) No
- h. Prerequisites:
  - i. Course prerequisite: 12 hours in History
  - ii. Classification prerequisite: Junior level is permitted; Senior level is preferred.
  - iii. Semester hour prerequisite: 80 hours
  - iv. Companion course: None
- i. Identify the majors and/or minors this course will be required for: History majors and minors seeking teacher certification; Social Studies Composite majors
- j. Identify the majors and/or minors this course will be an elective for: Other History majors and minors

**II. Statement of Need and Program Compatibility**

- a. Explain in detail why this course is needed (including how the proposed course will support the present program curriculum).

As a field of study, history provides the context that enables citizens to understand relationships between individuals, local communities, nation-states and cultures. After completing 12 to 36 credit hours of History course work, students have been exposed to a vast amount of information about diverse peoples, places, cultures and events. This capstone course is needed to assist students, especially future educators, to organize the various pieces of the past that they have studied into a logical framework that will enable them to better understand inter-relationships that can not be comprehended during a single semester of historical study.

This course also is needed to prepare future teachers to improve their test scores on the Texas Examination for Educator Standards (TEXES). During the last two years, the History Department has offered this course under the HIS 475 designation. The course has been taught once a year in the Fall semester, usually during the students' Methods Block of their Education Certification program. After the creation of this course, pass rates of SHSU students taking the TEXES have improved significantly, from about 50% to over 80%. However, the HIS 475 is described in the catalog as an Independent Readings class rather than a conceptualization class. Giving this course a separate number and a more focused description will both eliminate confusion and raise projected enrollments in the class.

- b. Explain how the addition of this course will directly or indirectly influence subsequent changes in the curriculum.

This course should have no influence on the future curriculum since it already is a standard course that is being offered under the HIS 475: Independent Readings designation.

- c. Are courses with similar titles of similar contents currently offered in other departments? If yes, explain how this course is different. Identify representatives from departments offering courses with similar titles or contents that have been made aware of, and have discussed this proposed course. There are no other courses with similar titles or content offered in other departments.
- d. Identify who is likely to be the instructor of this course and the impact of this new course on the departmental teaching assignments.

Dr. Caroline C. Crimm will be the instructor of this course. Since Dr. Crimm regularly teaches this course under the HIS 475 designation, the creation of a number for this course will not impact the teaching load of faculty in the department. The course will continue to be taught during the Fall semester.

### III. Course Content

a. List the course objectives:

- To provide an overview of the major periods, themes, and turning point events in Texas, U.S. and World History.
- To broaden the understanding of and appreciation for the key intellectual, religious, political and economic leaders that had influenced the course of civilization in the West and in the East.
- To better understand the associations between ideas, culture, religion, science, politics and economics of any given time and place.
- To help future History educators learn how to conceptualize the pieces of the past into an understandable whole.
- To help students prepare for the Texas Examination for Educator Standards.

b. Identify the proposed text(s) for the course (include author, title, date):

Author	Title And Publisher	Year
Bentley, et.al.	Traditions and Encounters (World History text)	2002
DeLoira, et.al.	This Land: A History of the United States	2002

c. Using a 15 week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Introduction: Conceptualization Techniques; take a practice TExES
Week 2	Early Human Societies: China, Africa, India
Week 3	Greeks, Romans, Christians, Islam
Week 4	Europe in Pre-modern Times
Week 5	China, Africa and the Americas
Week 6	Nation Building - Empire Building
Week 7	Latin America, Asian and Africa in the 17 <sup>th</sup> Century
Week 8	The Colonization of America
Week 9	Century of Revolutions
Week 10	Napoleon and International Affairs

Week 11	Industrialization and Empire Building
Week 12	The Emergence of the U.S. as a World Power
Week 13	World War I and Its Aftermath
Week 14	World War II and the Cold War
Week 15	Brave New World - Retake the TExES

**IV. Information on the Availability of and Need for Equipment and Library Resources required for the Course.**

- a. In order for the Library to better meet the needs of students who will enroll in this course, please indicate the types of resources you expect the students to use. This section is to help the Library review the adequacy of the collection and plan for future allocation of resources to support this course.

**Check all that apply:**

<i>Types of print/electronic library resources needed</i>	
Scholarly, Peer-Reviewed Journals	
Popular Magazines	
Newspapers	
Trade Journals	
Books	Needed
Electronic Databases	
Audio Visual	
(other)	

- b. Please identify **specific** resources for this class that are not available in the Library. These resources could include but are not limited to journals (both print and electronic), encyclopedias, dictionaries, books, and electronic databases.

None

- c. Identify the need for and the availability of equipment and technological resources.  
Students will not be using technological resources while taking this course.

**After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.**

**LIBRARY COLLECTION REVIEW for PROPOSED COURSE**

Proposed Course Prefix and Number: HIS 390

Proposed Title: Conceptualizing History Education

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.
2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.
3. Bibliographer's comments (state any concerns regarding the library's support of the course).

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Bibliographer

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Library Director