

RECEIVED

Syllabus received
NOV 9 7 2016

SEP 28 2016

FORMAT 2

Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	History	College/School	CLA
Prepared by	Laura Schneider	Phone	7126
Email Contact	llugar@alaska.edu	Faculty Contact	John Heaton

1. COURSE IDENTIFICATION: As the course now exists.

Dept	HIST	Course #	475	No. of Credits	3
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COURSE TITLE Historiography

2. ACTION DESIRED: ☒ Check the changes to be made to the existing course.

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what is changing.	Drop Course	<input type="checkbox"/>
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NUMBER		TITLE		DESCRIPTION	
PREREQUISITES*				FREQUENCY OF OFFERING	

*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution)		COURSE CLASSIFICATION	
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ADD A STACKED LEVEL (400/600)	<input checked="" type="checkbox"/>	Dept.	NORS	Course #	675
Include syllabi.					

How will the two course levels differ from each other? How will each be taught at the appropriate level?:	Graduate students will complete more reading and writing and will be expected to lead seminar discussions.
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Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

ADD NEW CROSS-LISTING	<input checked="" type="checkbox"/>	Dept. & No.	NORS 675	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING	<input type="checkbox"/>	Dept. & No.		Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify)				

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check <u>all</u> that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
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OTHER FORMAT (specify all that apply)

Mode of delivery (specify lecture, field trips, labs, etc.)

Lecture

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities ☐ S = Social Sciences ☐

Will this course be used to fulfill a requirement for the baccalaureate core? YES ☐ NO ☒ X

IF YES*, check which core requirements it could be used to fulfill:

O = Oral Intensive, ☐ W = Writing Intensive, ☐ X = Baccalaureate Core ☐
*Format 6 also submitted *Format 7 submitted

- 4.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES ☐ NO ☐ X ☒

5. **COURSE REPEATABILITY:**

Is this course repeatable for credit? YES ☐ NO ☐ X ☐

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aberiginal~~ Indigenous Rights and Policies (s)
3 Credits
Offered As Demand Warrants
~~Case study~~ Comparative approach in assessing ~~Aberiginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aberiginal situations~~
Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

HIST F475 Historiography Capstone (W, s)

3 Credits

Offered Fall

Seminar discussions and lectures introduce philosophical approaches to history. Examines various methodological approaches to historical inquiry. Includes the nature of historical evidence, questioning of the role of truth and objectivity in history, an examination of the role of the historian in interpreting historical evidence, and different interpretations of historical events and actions. Designed for history majors and minors, and graduate students seeking to conduct historical research.

Prerequisites: ENGL F111X; ENGL F211X or ENGL F213X; HIST F275; history major with senior standing; or permission of instructor.

Lecture + Lab + Other: 3 + 0 + 0

7. *COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:*

HIST F475 Historiography Capstone (W, s)

3 Credits

Offered Fall

Seminar discussions and lectures introduce philosophical approaches to history. Examines various methodological approaches to historical inquiry. Includes the nature of historical evidence, questioning of the role of truth and objectivity in history, an examination of the role of the historian in interpreting historical evidence, and different interpretations of historical events and actions. Designed for history majors and minors, and graduate students seeking to conduct historical research.

Prerequisites: ENGL F111X; ENGL F211X or ENGL F213X; HIST F275; history major with senior standing; or permission of instructor.

Stacked with NORS F675

Lecture + Lab + Other: 3 + 0 + 0

NORS catalog entry:

HIST F475 NORS F675 Historiography Capstone (W, s)

3 Credits

Offered Fall

Seminar discussions and lectures introduce philosophical approaches to history. Examines various methodological approaches to historical inquiry. Includes the nature of historical evidence, questioning of the role of truth and objectivity in history, an examination of the role of the historian in interpreting historical evidence, and different interpretations of historical events and actions. Designed for history majors and minors, and graduate students seeking to conduct historical research.

Prerequisites: ~~ENGL F111X~~; ~~ENGL F211X~~ or ~~ENGL F213X~~; ~~HIST F275~~; history major with senior Graduate standing; or permission of instructor.

Stacked with HIST F475

Lecture + Lab + Other: 3 + 0 + 0

8. **GRADING SYSTEM:** Specify only one.

LETTER: ☒

PASS/FAIL: ☐

9. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

No impact

10. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No ☒

Yes ☐

Not applicable ☐

11. **IMPACTS ON PROGRAMS/DEPTS:**

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

Arctic and Northern Studies

12. **POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive** and **negative** impacts on other courses, programs and departments resulting from the proposed action.


This class will benefit Grad students in the NORS history concentration. There will be no negative impacts.

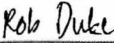
13. **JUSTIFICATION FOR ACTION REQUESTED**


The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

Graduate students in this course will be required to read more literature (about 30%) and write longer papers (about 30%) as well as take turns leading seminar discussions on the assigned readings.

APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

	Date	9-23-16
Signature, Chair, Program/Department of: History		

DocuSigned by: 	Date	November 3, 2016
Signature, Chair, College/School Curriculum Council for: UAF- Justice		

DocuSigned by: 	Date	November 4, 2016
Signature, Dean, College/School of: College of Liberal Arts		

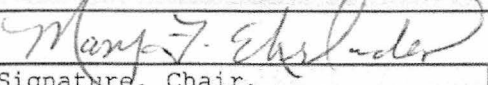
Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

	Date	
Signature of Provost (if applicable)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

	Date	
Signature, Chair		
Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC		
<input type="checkbox"/> Core Review <input type="checkbox"/> SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

	Date	9-23-16
Signature, Chair, Program/Department of: Arctic & Northern Studies		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus.

Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

☐ Title, ☐ number, ☐ credits, ☐ prerequisites, ☐ location, ☐ meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

☐ Name, ☐ office location, ☐ office hours, ☐ telephone, ☐ email address.

3. Course readings/materials:

☐ Course textbook title, ☐ author, ☐ edition/publisher.

☐ Supplementary readings (indicate whether ☐ required or ☐ recommended) and

☐ any supplies required.

4. Course description:

☐ Content of the course and how it fits into the broader curriculum;

☐ Expected proficiencies required to undertake the course, if applicable.

☐ Inclusion of catalog description is *strongly* recommended, and

☐ Description in syllabus must be consistent with catalog course description.

5. ☐ Course Goals (general), and (see #6)

6. ☐ Student Learning Outcomes (more specific)

7. Instructional methods:

☐ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

☐ A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

☐ Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

☐ Specify how students will be evaluated, ☐ what factors will be included, ☐ their relative value, and ☐ how they will be tabulated into grades (on a curve, absolute scores, etc.) ☐ Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

☐ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

☐ State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

5/21/2013

Historiography

HIST 475/NORS 675W
Fall 2017
Grue 204
Thurs 5:20-8:20 p.m.

John Heaton
Gruening 605B
Phone: 474-6508
jwheaton2@alaska.edu
Office Hours: T/Th 10-11am,
or by appointment

“History is a trick played by the living upon the dead.”
--Voltaire

Course Objectives:

This course has two main objectives. First, it examines the writing of history. Historiography describes historical arguments, theories, and interpretations as they developed over time, and how schools of thought on particular events changed. We will consider Western historical thinking, especially that of the late nineteenth and early twentieth centuries, along with some of the main issues and problems in historiography, philosophy of history, and historical method. Within this context, the course emphasizes the search for a “usable past.” Second, it provides an introduction to the writing of your senior thesis by giving you the opportunity to critically examine the historiography of a topic or field of study of your own choosing. The term paper that you generate will provide the historiographical context, the literary discourse, historical background, problem/question, and method on which you will base your senior essay.

Course Outcomes:

- Acquire a basic understanding of key debates in the field regarding epistemology, methods, and theory.
- Acquire a basic understanding about the contingent nature of History.
- Acquire a basic understanding about the nature of Historical problems/questions.
- Acquire a basic understanding about how modern historians have approached these problems/questions.
- Acquire a basic competence in the historical literature of a topic chosen by the student.

Course Requirements:

HIS 475/NORS 675 is a seminar course (that you are required to take to earn a degree in History at UAF). As such, class time will consist mainly of discussions. The primary responsibility will be on you and your peers to carry the conversation (**I reserve the right to give pop quizzes and/or unscheduled exams if I sense that students have not read the materials or sufficiently prepared for class discussions**). As the professor of this seminar, I will serve mainly as a moderator rather than as a lecturer. Attendance and participation is required. You will be expected to come to class on time prepared to talk about the assigned readings in detail.

Absences and excessive tardiness will be tolerated only in the case of documented emergencies. Ten points will be deducted for each instance.

Requirements for students in HIST 475 include an exam on the Novick book, completion of preparatory reviews (2 pages), completion of a comprehensive historiography paper (25 pages) on the topic you choose for your senior thesis, and active attendance at seminar meetings and writing conferences. The main paper will be based on fifteen secondary sources (at least 5 of which must be book length monographs). As this is a writing intensive course, there will be regular evaluation of your writing progress. The major written project will be supervised in stages and written materials will constitute the main portion of the final grade. All students will meet with the professor in personal conferences devoted to writing. I will evaluate drafts of papers and then return them to students for revision and re-submission.

Requirements for students in NORS 675 include completion of the requirements that HIST 475 students must complete along with these additional elements. The reading list for the main term paper must be at least 20 sources and include at least 15 book length monographs. The student paper must be at least 30 pages double-spaced, plus notes, and bibliography. Graduate students will also take turns leading class discussions of the readings.

Required Readings:

Reading Packet (more on this later)

Novick, *That Noble Dream: The "Objectivity Question" and the American Historical Profession*

The Final Grade will be based on the following:

Book Review	50 points
Essay Response	50 points
Participation	100 points
Exam	100 points
<u>Historiography Paper</u>	<u>100 points</u>
Total	400 points

- A 360 and above
- B 320 to 359
- C 280 to 319
- D 240 to 279
- F 239 and below

*******IMPORTANT NOTE: INCOMPLETES WILL ONLY BE ALLOWED IN THE MOST EXTREME CASES (SUCH AS HEALTH/MEDICAL RELATED EMERGENCIES). YOU MUST COMPLETE THE REQUIREMENTS FOR THIS COURSE ON TIME IF YOU WANT TO REGISTER FOR HIST 476 SENIOR THESIS IN SPRING SEMESTER 2013.**

Academic Honesty/Student Code of Conduct:

I expect students to abide by the policies on academic honesty and student conduct outlined on the UAF website. Please review the student code of conduct.

Disability Services:

Students with documented disabilities who may need reasonable academic accommodations should discuss these with me during the first two weeks of class.

Tentative Course Schedule:

Week 1:	Sept 1	Course Introduction Brainstorming for topics
Week 2:	Sept 8	Read: "Beginnings of Historical Consciousness" and <i>That Noble Dream</i> , 1-17 Paper Topics: Getting Started: Selecting a Subject Field
Week 3:	Sept 15	Objectivity Enthroned Read: <i>That Noble Dream</i> , p. 21-108, and outside readings. Paper Topics: Compiling a List of Literature First Draft essay response paper due
Week 4:	Sept 22	Objectivity Besieged Read: <i>That Noble Dream</i> , p. 111-278, and outside readings First Writing Conference
Week 5:	Sept 29	Objectivity Reconstructed Read: <i>That Noble Dream</i> , p. 281-411, and outside readings Final Draft essay response paper due
Week 6:	Oct 6	Objectivity in Crisis Read: <i>That Noble Dream</i> , p. 414-629 and outside readings Postcolonialism/Transnational history YOU SHOULD HAVE A READING LIST BY THIS POINT AND HAVE STARTED READING!
Week 7:	Oct 13	Novick Book Exam First Draft Book Review due
Week 8:	Oct 20	WHA Conference
Week 9:	Oct 27	Writing Conferences
Week 10:	Nov 3	Writing Conferences

Final Draft Book Review Due

Week 11: Nov 10	Writing Conferences Progress Reports “H” paper First Polished Draft Historiography Paper Due before Nov 22
Week 12: Nov 17	Writing Conferences
Week 13: Nov 24	No Class - Thanksgiving Break
Week 14: Dec 1	Writing Conferences
Week 15: Dec 8	Writing Conferences Final Draft Historiography Paper due at noon
Week 16: Dec 15	Exam Week