

# **VALDOSTA STATE UNIVERSITY**

**ACADEMIC COMMITTEE PACKET**

**ACADEMIC COMMITTEE**

**MONDAY,  
October 1, 2012**

**2:30 p.m.**

**Rose Room  
UNIVERSITY CENTER**

**Stanley Jones  
Registrar/Secretary of the Academic Committee**

ACADEMIC COMMITTEE  
AGENDA  
October 1, 2012

1. Minutes of the September 10, 2012 meeting. (pages 1-2) approved by email September 12, 2012.
2. **COLLEGE OF NURSING**
  - a. Revised degree requirements – MSN - FPMHNP (pages 3-5).
  - b. New course NURS 7251 (pages 6-12)
  - c. New course NURS 7251L (pages 13-18)
  - d. New course NURS 7252 (pages 19-25)
  - e. New course NURS 7351 (pages 26-32)
  - f. New course NURS 7351L (pages 33-36)
  - g. Deactivation of NURS 7130, 7140, 7251, and 7352 (page 37)
3. **COLLEGE OF EDUCATION**
  - a. Revised course prerequisite RSCH 9820 (pages 38-40)
  - b. Revised course prerequisite RSCH 9830 (pages 41-43)
  - c. Revised course prerequisite RSCH 9840 (pages 44-46)
  - d. Revised course prerequisite RSCH 9850 (pages 47-49)
  - e. Revised course prerequisite RSCH 9870 (pages 50-52)
  - f. New/Reactivated degree EDS – Special Education (pages 53-57)
  - g. New admission requirements for the EDS in Special Education (pages 58-61)
  - h. New catalog narrative for the EDS in Special Education (pages 62-66)
  - i. Revised course title SPEC 8030 (pages 67-76)
  - j. Revised course title and description SPEC 8040 (pages 77-86)
  - k. Revised course description SPEC 8110 (pages 87-95)
  - l. Revised credit hours SPEC 8999 (pages 96-105)
  - m. Revised admission requirements for the MS in Psychology (pages 106-108)
4. **COLLEGE OF ARTS AND SCIENCES**
  - a. Revised credit hours CS 1301 (pages 109-111)
  - b. Revised credit hours CS 1302 (pages 112-114)
  - c. New course PHYS 4300 (pages 115-121)
  - d. Revised catalog narrative, admission deadlines, and degree requirements for the MA in History (pages 122-124)
  - e. New course HIST 4244 (pages 125-131)
  - f. Revised title and course description HIST 4226 (pages 132-134)
  - g. Revised title and course description HIST 6226 (pages 135-137)
  - h. Revised title HIST 6303 (pages 138-140)
  - i. New course HIST 4305 (pages 141-150)
  - j. New course HIST 6305 (pages 151-160)
  - k. New course HIST 4306 (pages 161-168)
  - l. New course HIST 6306 (pages 169-176)
  - m. New course HIST 4320 (pages 177-191)
  - n. New course HIST 6320 (pages 192-206)
  - o. New course HIST 7104 (pages 207-212)
  - p. New course HIST 7303 (pages 213-218)
  - q. New course HIST 7901 (pages 219-230)
  - r. New course HIST 7902 (pages 231-242)
5. **Pending items**
  - a. BA in Transatlantic Studies Program – BOR and SACS approval (Dec 10 AC)
  - b. Revised course CHEM 1010 – USG General Education Council approval
  - c. Inclusion of GEOG 1125 into Area D.1 – BOR approval (DEC 11 AC)
  - d. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)
  - e. Prospectus – BBA in Healthcare Administration – BOR approval (SEP12 AC)
  - f. Prospectus – PSM – Professional Science Master’s in Chemistry and Biochemistry – BOR approval (SEP12 AC)
  - g. Minor – Entrepreneurship – BOR notification (SEP12 AC)
  - h. Certificate – Public Administration – Public Management, Human Resources Management, and Non-Profit Management – BOR notification (SEP12 AC)

VALDOSTA STATE UNIVERSITY  
ACADEMIC COMMITTEE MINUTES  
September 10, 2012

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, September 10, 2012. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Melissa Benton, Ms. Catherine Schaeffer (Proxy for Dr. Vivianne Foyou), Dr. Ray Elson (Proxy for Dr. Nathan Moates), Dr. Dawn Lambeth, Ms. Catherine Schaeffer, Dr. Frank Flaherty, Dr. Kathe Lowney, Dr. Ray Elson, Dr. Melissa Benton (Proxy for Dr. Michelle Dykes), Dr. Carol Rossiter, Dr. Jimmy Bickerstaff, and Dr. Colette Drouillard.

Members Absent: Dr. Michael Sanger, Dr. Vivianne Foyou, Dr. Nathan Moates, Dr. Frank Barnas, Dr. Aubrey Fowler, Dr. Nicole Gibson, Dr. Michelle Dykes, and Dr. Selen Lauterbach.

Visitors Present: Dr. Darrell Ross, Dr. James Peterson, Dr. Alfred Fuciarelli, Dr. Jackson Rainer, Dr. L. Wayne Plumly, Dr. John Barbas, Dr. Larry Hilgert and Dr. Jane Kinney.

The Minutes of the April 9, 2012 meeting were approved by email on April 13. (pages 1-8).

**A. College of Nursing**

1. New Program Prospectus – DNP – Doctor of Nursing Practice was noted. (pages 9-10). Information item only \*\*BOR Approval required\*\*

**B. College of Education**

1. Revised degree requirements for the EDS in School Psychology were approved effective Fall Semester 2013 with the effective date changed from 2012 to 2013. (pages 13-14).
2. New course, Psychology (PSYC) 8895, "Capstone Project", (CAPSTONE PROJECT – 3 credit hours, 3 lecture hours, 1 lab hours, and 4 contact hours), was approved effective Fall Semester 2012. (pages 15-24).

**C. College of Business**

1. New minor in Entrepreneurship was approved effective Fall Semester 2013 with the effective date changed from 2012 to 2013. (pages 11-12). \*\*\*Information item for BOR\*\*\*
2. Revised electives for the BBA in Management – Certificate in Human Resource Management was approved effective Fall Semester 2013 with the option of PERS 2485 (if not taken in Area B) added to the list of courses, and the effective date was changed from 2012 to 2013. (pages 25-26).
3. Revised minor list on page 77 of current catalog to include Entrepreneurship effective Fall Semester 2013. (pages 27-29).
4. New course, Accounting (ACCT) 2099, "Accounting Principles for Entrepreneurs", (ACCOUNTING FOR ENTREPRENEURS – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...An introduction to financial and managerial accounting and federal taxation to develop potential entrepreneurs' financial literacy. Non-business majors only, may not be taken for credit by business majors. (pages 30-37).
5. New course, Master of Business Administration (MBA) 7640, "Strategic Human Resources Management", (STRATEGIC HRM – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Spring Semester 2013 with the description changed to read ...A study of theories and methods of strategic, operational, and tactical planning and their relationship to human resources activities. . (pages 38-42).
6. New Program Prospectus – BBA with a major in Healthcare Administration was noted. (pages 43-44). Information Item Only \*\*\*BOR approval required\*\*\*

**D. College of Arts and Sciences**

1. Revised Admission requirements for the MS in Criminal Justice was approved effective Fall Semester 2013 with

effective date changed from 2012 to 2013. (pages 45-46).

2. Revised degree requirements for the MS in Criminal Justice were approved effective Fall Semester 2013 with the effective date changed from 2012 to 2013. (pages 47-50).
3. Revised course description, Criminal Justice (CRJU) 7910, "Criminal Justice Internship", (CRIMINAL JUSTICE INTERNSHIP – 3-6 credit hours, 0 lecture hours, 9-18 lab hours, and 9-18 contact hours), was approved effective Fall Semester 2012. (pages 51-53).
4. Revised Selected Educational Outcomes for the MS in Marriage and Family Therapy was approved effective Fall Semester 2013. (pages 54-56).
5. Revised program description for the MS in Marriage and Family Therapy was approved effective Fall Semester 2013. (pages 57-59).
6. New Marriage and Family Therapy philosophy statement was approved effective Fall Semester 2013. (pages 60-62).
7. Revised Outcome Assessments for the MS in Marriage and Family Therapy was approved effective Fall Semester 2013. (pages 63-65).
8. Revised program description for the MS in Marriage and Family Therapy (beginning of 2<sup>nd</sup> paragraph) was approved effective Fall Semester 2013. (pages 66-68).
9. New certificate program for Public Administration – Public Management, Public Sector Human Resources Management, and Non-Profit Management was approved effective Fall Semester 2013 with certificate description changed to read ...Program Chair. Students must complete their certificate within three years. Students must hold... (pages 69-74).
10. New Program Prospectus – PSM – Professional Science Master's in Chemistry and Biochemistry was noted. (pages 75-76). Information Item Only \*\*\*BOR approval required\*\*\*

**E. Miscellaneous**

1. Dr. Melissa Benton and Ms. Catherin Schaeffer agreed to be the Academic Committee Liaisons to the Faculty Senate. They will present the minutes of the Academic Committee to the Faculty Senate for approval on behalf of the Academic Committee Chair.

Respectfully submitted,

Stanley Jones  
Registrar



**RECEIVED**

SEP 12 2012

**REQUEST FOR A CURRICULUM CHANGE**

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Select Area of Change:**

Core Curriculum     Senior Curriculum     Graduate Curriculum     Other Curriculum

Specify: Area A,B,C,D,F

**Current Catalog Page Number:**  
160

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): 1/13

**Degree & Program Name:**  
(e.g., BFA, Art): MSN,  
FPMHNP

**Present Requirements:**

NURS 7100 Advanced Pathophysiology 3 cr.  
NURS 7110 Philosophical and Theoretical Foundations for Advanced Nursing Practice 2 cr.  
NURS 7150 Nursing and Health Care Information Systems 2 cr.  
NURS 7160 Health Care Delivery Systems, Economics, and Policy 2 cr.  
NURS 7200 Advanced Health Assessment 3 cr.  
NURS 7200L Advanced Health Assessment Lab 1 cr.  
NURS 7220 Advanced Evidence-based Practice 3 cr.  
NURS 7230 Advanced Pharmacology 3 cr.  
  
NURS 7251 Mental Health Nursing with Person 6 cr.  
NURS 7352 Mental Health Nursing with Persons 6 cr.  
NURS 7563 Thesis or NURS 7473 Project 6 cr.

**Total credit hours: 37**

**Proposed Requirements (Underline changes after printing this form:**

NURS 7100 Advanced Pathophysiology 3 cr.  
NURS 7150 Nursing and Health Care Information Systems 2 cr.  
NURS 7160 Health Care Delivery Systems, Economics, and Policy 2 cr.  
NURS 7200 Advanced Health Assessment 3 cr.  
NURS 7200L Advanced Health Assessment Lab 1 cr.  
NURS 7220 Advanced Evidence-based Practice 3 cr.  
NURS 7230 Advanced Pharmacology 3 cr.  
  
NURS 7330 Diagnostic and Therapeutic Applications: Acute and Self Limiting Problems 3 cr.  
NURS 7350 Diagnostic and Therapeutic Applications: Chronic and Complex Problems 3 cr.  
NURS 7250 Theoretical Foundations for Advanced Psychiatric Mental Health Nursing (PMHN) 3 cr.  
NURS 7251 Advanced Psychopharmacology 2 cr.  
NURS 7251L Advanced Psychopharmacology Practicum 1 cr.  
NURS 7252 Family Systems and Groups Process for Advanced PMHN 3 cr.  
NURS 7351 Advanced PMHN for Individuals Across the Lifespan 3 cr.  
NURS 7351L Advanced PMHN for Individuals Across the Lifespan Practicum 3 cr.  
NURS 7352 Advanced PMHN for Families and Groups Across the Lifespan 3 cr.  
NURS 7352L Advanced PMHN for Families and Groups Across the Lifespan Practicum 3 cr.  
NURS 7450 Family PMHNP Capstone 3 cr.

Total credit hours 50

**Justification:**

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improve student learning outcomes:

Adopting current best practice(s) in field: Individuals need a healthcare provider who is accountable for their overall health and wellness. Primary care providers, such as nurse practitioners, not only provide traditional diagnostic and therapeutic services, but also coordinate care and link individuals to other providers and community services as necessary. The need for increased access to integrated medical and mental health primary health care in Georgia and across the nation has resulted in the transition to the demand for psychiatric nurse practitioners. The graduates of this program will be ready to sit for certification as a Family Psychiatric Mental Health Nurse Practitioner, and to assume positions in a variety of health care settings, promoting comprehensive, integrated medical, mental health, and substance abuse treatment services.

Meeting mandates of state/federal/outside accrediting agencies: Changes to the requirements for certification in advanced practice nursing in psychiatric mental health. In 2015 the certification as a Clinical Nurse Specialist will be terminated. In addition, certification as an adult psychiatric nurse practitioner or a child psychiatric nurse practitioner will no longer be available. The only recognized ANCC (American Nurses Credentialing Center) certification in advanced practice psychiatric nursing will be the Family Psychiatric Mental Health Nurse Practitioner (FPMHNP). Valdosta State University is collaborating with Georgia State University and Georgia Health Sciences University to make sure our masters programs in psychiatric nursing conform to eligibility standards for this advanced practice role. The proposed curriculum addresses the current standards, as documented by ANCC, for acceptable program criteria

Other:

**Source of Data to Support Suggested Change:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Input from our psychiatric mental health clinical facilities, across all disciplines, has indicated the need for the psychiatric nurse practitioner. Notification from the American Nurses Credentialing Center has informed us that the Family Psychiatric Mental Health Nurse Practitioner will be the only advanced practice psychiatric nursing role certified by 2015. All graduate nursing programs offering a track in psychiatric mental health care nursing must adopt this curricular model.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).**

**Data Sources:**

**Indirect measures:** SOIs; student, employer, or alumni surveys, etc.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Assessment of Electronic Clinical Portfolios and Family Psychiatric Mental Health Nurse Practitioner Certification rates

**Approvals:**

Department Head: *Brenda Dye* Date: *9/12/12*

College/Division Exec. Committee: *Melinda Bentes* Date: *9/12/12*

Dean(s)/Director(s): *Quita Hufft* Date: *9/12/12*

Grad. Exec. Committee:  
(for graduate course) *[Signature]* Date: *9-21-12*

Graduate Dean:  
(for graduate course) *[Signature]* Date: *9-21-12*

Academic Committee: \_\_\_\_\_ Date: \_\_\_\_\_

RECEIVED

SEP 12 2012

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Date of Submission: 9/5/12 (mm/dd/yyyy)

Department Initiating Request:

College of Nursing

Faculty Member Requesting:

Anita Hufft

Proposed New Course Prefix & Number:

(See course description abbreviations in the catalog for approved prefixes)

NURS 7251

Proposed New Course Title:

Advanced Psychopharmacology

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Advanced Psychopharmacology

Semester/Year to be Effective:

Spring/2013

Estimated Frequency of Course Offering:

once a year

Indicate if Course will be :  Requirement for Major  Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 2

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Principles of psychopharmacology required for the prescription of and management of medications by advanced practice psychiatric nurses for the treatment of psychiatric disorders across the lifespan.

STET

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field: Psychiatric nurse practitioners must be able to prescribe and manage medications for the treatment of psychiatric disorders as a part of integrated health care delivery.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: This is a required course for certification as an advanced practice psychiatric nurse: Family Psychiatric Mental Health Nurse Practitioner

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Input from professionals in region working in and managing behavioral health and primary health care settings have indicated the need for the FPMHNP; This course is a required to meet the standards now required as part of the criteria for eligibility to sit for the APRN certification as a Family Psychiatric Mental Health Nurse Practitioner.

- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting program's learning outcomes** (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Portfolios; Certification pass rates.
- Other:

**\*\*Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.\*\***

<b>Approvals:</b>		
Dept. Head: <i>Brenda Dyal</i>		Date: 9/12/12
College/Division Exec. Comm.: <i>Melissa DeLan</i>		Date: 9/12/12
Dean/Director: <i>Acita Hussey</i>		Date: 9/12/12
Graduate Exec. Comm.: (for graduate course): <i>[Signature]</i>		Date: 9-21-12
Graduate Dean: (for graduate course): <i>[Signature]</i>		Date: 9-21-12
Academic Committee:		Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY  
COLLEGE OF NURSING  
GRADUATE PROGRAM**

**COURSE SYLLABUS**

<b><u>COURSE NUMBER</u></b>	NURS 7251
<b><u>COURSE TITLE</u></b>	Advanced Psychopharmacology
<b><u>COURSE CREDIT</u></b>	2-0-2
<b><u>PLACEMENT IN CURRICULUM</u></b>	Graduate course
<b><u>PRE- OR CO-REQUISITE</u></b>	NURS 7230 Advanced Pharmacology or permission of Instructor

**CATALOG DESCRIPTION**

Application of psychopharmacology to the prescription of and management of medications for the treatment of psychiatric disorders across the lifespan.

**COURSE FACULTY**

Linda Floyd, EdD., RN  
(229) 333-5959

**COURSE OBJECTIVES**

**Upon completion of this course the learner will be able to:**

<b>Course Objectives:</b>	<b>VSU MSN Program Objectives</b>	<b>AACN Master's Essential Competencies</b>
1. Apply neurophysiologic principles to action of psychotropic medications.	1	I. Scientific Background for Practice
2. Describe assessment and diagnostic considerations for the use of pharmacological agents in the treatment of mental disorders across the lifespan	1	I. Scientific Background for Practice
3. Explain the psychological, neurological, and other physiological effects of drugs, along with potential for drug interactions among multiple pharmacological agents, and with non-prescribed substances.	2	I. Scientific Background for Practice VI. Health Policy and Advocacy

4. Discuss psychopharmacological options and develop plans of care that maximize effectiveness while minimizing adverse reactions.	1	I. Scientific Background for Practice
5. Demonstrate clinical application of psychopharmacology through case study discussion.	1	I. Scientific Background for Practice
6. Identify professional, ethical and legal issues related to prescribing and furnishing drugs to clients with mental disorders.	1	III. Quality Improvement and Safety V. Informatics and Healthcare Technologies VI. Health Policy and Advocacy VII. Interprofessional Collaboration VIII. Clinical Prevention

**TOPICAL OUTLINE**

- I. Neurobiology
  - a. Brain development across the lifespan
  - b. Neurotransmitters
  - c. Monoamines
  - d. Cholinergics
  - e. Amino acids
  - f. Pharmacokinetics
  - g. Metabolism
- II. Psychotropic drugs (typical and atypical)
  - a. Antipsychotics
  - b. Antidepressants
  - c. Antianxiety drugs
- III. Prescriptive practices and patient management guidelines
  - a. Culturally and developmentally appropriate assessment
  - b. Ethnopharmacology
  - c. Mental health literacy
  - d. Major side-effects, medical management, patient monitoring and patient education
  - e. Long term effects and ethical considerations
  - f. Legal parameters of prescriptive practice

**TEACHING STRATEGIES**

Lecture, discussion, group and individual critical thinking exercises, and written papers.



## **TEXTBOOKS**

- Lichtblau, L. (2010). *Psychopharmacology demystified*. Clifton Park, NY: Delmar Cengage Learning.
- Rhoads, J. & Murphy, P.J.M. (2012). *Clinical consult to psychopharmacology for primary care providers*. New York: Springer Publishing.
- Schatzberg, A.F. (2006). *Essentials of psychopharmacology*. New York: American Psychological Publishing.

Additional required and recommended readings are listed on the course schedule.

## **EVALUATION METHODS**

Student performance will be based on a variety of assessment strategies which may include written assignments (discussion boards, formal papers), quizzes and examinations.

## **GRADING CRITERIA: (as used in College of Nursing courses)**

- A (90-100)
- B (80-89)
- C (74-79)
- D (66-73)
- F (less than 66)

### **ADA STATEMENT**

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

### **HIPAA STATEMENT:**

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) requires health care providers to abide by the regulations for privacy and confidentiality of protected health information and covers all individually identifiable health information whether the information is electronic, paper or spoken. All students are provided HIPAA guidelines and instructions for conduct regarding protection of patient/client information in each course and are responsible for implementing HIPAA standards and procedures as specified in each clinical setting in which student are placed. Violation of HIPAA may result in dismissal for the nursing program.

**POLICY ON STANDARDIZED TESTING**

Valdosta State University College of Nursing implements a comprehensive standardized testing program as a part of its curriculum. The standardized computer-generated tests are used to identify academic nursing performance consistent with national norms to support documentation of student mastery of essential content. This data is used for individual and group feedback remediation, and as part of data to make decisions on progression and graduation. Certain tests have been selected as measures for student progression; students must achieve a target score identified through psychometric analysis consistent with success in nursing in order to progress in the program. Other tests have been identified for student remediation and development. Students who are unsuccessful on standardized tests are referred to the Office of the Assistant Dean for participation in the Student Success Program, which includes a variety of options, including but not limited to online testing, audio review, face-to-face seminars, enrollment in coursework, academic counseling, tutoring and immersion clinical coursework.

**DRUG TESTING AND CRIMINAL BACKGROUND CHECK STATEMENT:**

All students and faculty are subject to the rules and regulations of the clinical facilities with which we affiliate. Students will submit to drug screening and criminal background checks as requested by clinical agencies at their own expense. Information regarding drug screen and criminal background check will be maintained by the requesting agency, who has the right to inform the College of Nursing of a student's eligibility to access that facility for student learning experiences. Inability to access clinical facilities due to drug screening or criminal background check may be grounds for dismissal from the program.

12

**REQUEST FOR A NEW COURSE**  
Valdosta State University

**RECEIVED**

SEP 12 2012

**Date of Submission:** 9/5/12 (mm/dd/yyyy) VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

<b>Department Initiating Request:</b> College of Nursing	<b>Faculty Member Requesting:</b> Anita Hufft
<b>Proposed New Course Prefix &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) NURS 7251L	<b>Proposed New Course Title:</b> Advanced Psychopharmacology Practicum  <b>Proposed New Course Title Abbreviation:</b> (For student transcript, limit to 30 character spaces) Advanced Psychopharmacology Practicum
<b>Semester/Year to be Effective:</b> Spring/2013	<b>Estimated Frequency of Course Offering:</b> once a year

**Indicate if Course will be :**  Requirement for Major  Elective

<b>Lecture Hours:</b> 3	<b>Lab Hours:</b> 0	<b>Credit Hours:</b> 2
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**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Application of psychopharmacology to the prescription of and management of medications for the treatment of psychiatric disorders across the lifespan.

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field: Psychiatric nurse practitioners must be able to prescribe and manage medications for the treatment of psychiatric disorders as a part of integrated health care delivery.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: This is a required course for certification as an advanced practice psychiatric nurse: Family Psychiatric Mental Health Nurse Practitioner

Other:

**Source of Data to Support Suggested Change:**

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Input from professionals in region working in and managing behavioral health and primary health care settings have indicated the need for the FPMHNP; This course is a required to meet the standards now required as part of the criteria for eligibility to sit for the APRN certification as a Family Psychiatric Mental Health Nurse Practitioner.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting program's learning outcomes**  
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Portfolios; Certification pass rates.
- Other:

**\*\*Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.\*\***

Approvals:		
Dept. Head: <i>Brenda Dyal</i>		Date: <i>9/12/12</i>
College/Division Exec. Comm.: <i>[Signature]</i>		Date: <i>9/12/12</i>
Dean/Director: <i>Anita H. Hefft</i>		Date: <i>9/12/12</i>
Graduate Exec. Comm.: (for graduate course): <i>[Signature]</i>		Date: <i>9-21-12</i>
Graduate Dean: (for graduate course): <i>[Signature]</i>		Date: <i>9-21-12</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY  
COLLEGE OF NURSING  
GRADUATE PROGRAM**

**COURSE SYLLABUS**

**COURSE NUMBER** NURS 7251L

**COURSE TITLE** Advanced Psychopharmacology Practicum

**COURSE CREDIT** 0-4-1

**PLACEMENT IN CURRICULUM** Graduate course

**PRE- OR CO-REQUISITE** NURS 7351 Advanced Psychopharmacology or permission of Instructor

**CATALOG DESCRIPTION**

Application of psychopharmacology to the prescription of and management of medications for the treatment of psychiatric disorders across the lifespan

**COURSE FACULTY**

Linda Floyd, EdD., RN  
(229) 333-5959

**COURSE OBJECTIVES**

Upon completion of this course the learner will be able to:

<b>Course Objectives:</b>	<b>VSU MSN Program Objectives</b>	<b>AACN Master's Essential Competencies</b>
1. Apply comprehensive, holistic health assessment to the prescription and management of psychopharmacological interventions across the lifespan.	1, 4	I Background for Practice from Sciences and Humanities IX Master's Level Nursing Practice
2. Document actions to establish a therapeutic alliance and medication adherence with patients across the lifespan.	1,4	III Quality Improvement and Safety IX Masters's Level Nursing Practice
3. Demonstrate effective strategies for patient education related to psychopharmacological treatment.	1, 4	VIII Clinical Prevention and Population Health IX Master's Level Nursing Practice

4. Incorporate psychopharmacological options and develop plans of care that maximize effectiveness while minimizing adverse reactions.	1, 4	I Background for Practice from Sciences and Humanities IX Master's Level Nursing Practice
5. Demonstrate effective documentation of psychopharmacological interventions consistent with regulatory and professional standards.	1, 4, 5	V Informatics and Healthcare Technologies IX Master's Level Nursing Practice
6. Analyze professional, ethical and legal issues related to prescribing and furnishing drugs to clients with mental disorders.	1, 3, 4	I Background for Practice from Sciences and Humanities VI Health Policy and Advocacy IX Master's Level Nursing Practice

### **TEACHING STRATEGIES**

Lecture, discussion, group and individual critical thinking exercises, and written papers.

### **TEXTBOOKS**

Rhoads, J. & Murphy, P.J.M. (2012). *Clinical consult to psychopharmacology for primary care providers*. New York: Springer Publishing.

Additional required and recommended readings are listed on the course schedule.

### **EVALUATION METHODS**

Student performance will be based on a variety of assessment strategies which may include written assignments (discussion boards, formal papers), quizzes and examinations.

### **GRADING CRITERIA: (as used in College of Nursing courses)**

- A (90-100)
- B (80-89)
- C (74-79)
- D (66-73)
- F (less than 66)

### **ADA STATEMENT**

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**POLICY ON STANDARDIZED TESTING**

Valdosta State University College of Nursing implements a comprehensive standardized testing program as a part of its curriculum. The standardized computer-generated tests are used to identify academic nursing performance consistent with national norms to support documentation of student mastery of essential content. This data is used for individual and group feedback remediation, and as part of data to make decisions on progression and graduation. Certain tests have been selected as measures for student progression; students must achieve a target score identified through psychometric analysis consistent with success in nursing in order to progress in the program. Other tests have been identified for student remediation and development. Students who are unsuccessful on standardized tests are referred to the Office of the Assistant Dean for participation in the Student Success Program, which includes a variety of options, including but not limited to online testing, audio review, face-to-face seminars, enrollment in coursework, academic counseling, tutoring and immersion clinical coursework.

**DRUG TESTING AND CRIMINAL BACKGROUND CHECK STATEMENT:**

All students and faculty are subject to the rules and regulations of the clinical facilities with which we affiliate. Students will submit to drug screening and criminal background checks as requested by clinical agencies at their own expense. Information regarding drug screen and criminal background check will be maintained by the requesting agency, who has the right to inform the College of Nursing of a student's eligibility to access that facility for student learning experiences. Inability to access clinical facilities due to drug screening or criminal background check may be grounds for dismissal from the program.



**RECEIVED**

**REQUEST FOR A NEW COURSE**  
Valdosta State University

SEP 12 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** 9/5/12 (mm/dd/yyyy)

**Department Initiating Request:**  
College of Nursing

**Faculty Member Requesting:**  
Anita Hufft

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
NURS 7252

**Proposed New Course Title:**  
Family Systems and Group Process for Advanced Psychiatric Mental Health Nursing

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Family Systems and Group Process

**Semester/Year to be Effective:**  
Spring/2013

**Estimated Frequency of Course Offering:**  
once a year

**Indicate if Course will be :**  Requirement for Major  Elective

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Analysis of theories and current trends in primary, secondary, and tertiary prevention of psychiatric disorders and promotion of mental health within a social systems framework. Focus is on application of family systems theory and group dynamics to advanced practice psychiatric mental health nursing.

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field: Psychiatric nurse practitioners must be able to assess, diagnose and intervene with families and groups experiencing psychiatric disorders and mental health problems.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: This is a required course for certification as an advanced practice psychiatric nurse: Family Psychiatric Mental Health Nurse Practitioner

Other:

**Source of Data to Support Suggested Change:**

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Input from professionals in region working in and managing behavioral health and primary health care settings have indicated the need for the FPMHNP; This course is a required to meet the standards now required as part of the criteria for eligibility to sit for the APRN certification as a Family Psychiatric Mental Health Nurse Practitioner.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting program's learning outcomes** (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Portfolios; Certification pass rates.

Other:

**\*\*Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.\*\***

Approvals:		
Dept. Head:	<i>Brenda Dyal</i>	Date: <i>9/12/12</i>
College/Division Exec. Comm.:	<i>Melissa Barton</i>	Date: <i>9/12/12</i>
Dean/Director:	<i>Quita H. Huff</i>	Date: <i>9/12/12</i>
Graduate Exec. Comm.: (for graduate course):	<i>Capwell</i>	Date: <i>9-21-12</i>
Graduate Dean: (for graduate course):	<i>Capwell</i>	Date: <i>9-21-12</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY  
COLLEGE OF NURSING  
GRADUATE PROGRAM**

**COURSE SYLLABUS**

**COURSE NUMBER**

NURS 7252

**COURSE TITLE**

Family Systems and Group Process for Advanced Psychiatric/Mental Health Nursing

**COURSE CREDITS**

3-0-3

**PLACEMENT IN CURRICULUM**

Graduate Course

**PRE- OR CO-REQUISITE**

NURS 7250 OR Permission of Instructor

**CATALOG DESCRIPTION**

Analysis of theories and current trends in primary, secondary, and tertiary prevention of psychiatric disorders and promotion of mental health within a social systems framework. Focus is on application of family systems theory and group dynamics to advanced practice psychiatric/mental health nursing.

**COURSE OBJECTIVES:**

**Upon completion of the course the learner will be able to:**

<b>Course Objective:</b>	<b>VSU MSN Program Objectives</b>	<b>AACN Master's Essential Competencies</b>
1. Comprehensively assess the mental health of families and groups in all stages of growth and development	1, 4, 6	I: Background for practice from sciences and humanities
2. Formulate advanced nursing strategies for the use of specific psychotherapeutic modalities for families across the lifespan based on bio-psychosocial sciences, evidence-based standards of care, and practice guidelines	1, 4, 5, 6	I: Background for practice from sciences and humanities IV: Translating and integrating scholarship into practice VII: Interprofessional collaboration for improving patient and population health outcomes VIII: Clinical prevention and population health

3. Evaluate the effectiveness of strategies used to provide mental health care for family members across the lifespan	2, 3, 5	III: Quality improvement and safety IV: Translating and integrating scholarship into practice
4. Incorporate knowledge about culture and ethnicity into the development, implementation and evaluation of psychiatric/mental health nursing strategies with families and groups	1, 4, 6	I: Background for practice from sciences and humanities III: Quality improvement and safety VI: Health policy and advocacy VII: Interprofessional collaboration for improving patient and population health outcomes VIII: Clinical prevention and population health for improving health
5. Apply legal and ethical principles to the development, implementation and evaluation of advanced nursing strategies with families and groups	1, 2, 4, 5, 6	I: Background for practice from sciences and humanities III: Quality improvement and safety
6. Use research evidence in the development, implementation and evaluation of advanced nursing strategies with families and groups	2, 5	III: Quality improvement and safety IV: Translating and integrating scholarship into practice

### **TOPICAL OUTLINE**

- I. Theoretical foundations for psychotherapeutic interventions with families and groups
- II. Multi-cultural counseling issues and trends
  - a. Cultural competency in advanced nursing practice
  - b. Values clarification regarding cultural care
- III. Group process and group dynamics
  - a. Types of groups
    - i. Psychotherapy
    - ii. Psycho-education
    - iii. Brief therapy
    - iv. Process
    - v. Peer support
  - b. Group theory
  - c. Formation, facilitation and termination of groups
- IV. Foundations for evidence-based practice
  - a. Standards of care
  - b. Practice guidelines
  - c. Current research trends
  - d. Patient/client dynamics
- V. Legal/ethical issues
  - a. Competency with families and groups
  - b. Confidentiality when working with families and groups
  - c. Privacy
- VI. Roles and scope of advanced nursing practice in family and group care

## **TEACHING STRATEGIES**

Lecture, discussion, group and individual critical thinking exercises, and written papers.

## **TEXTBOOKS**

Corey, G. & Corey, C. (2010). *Groups: Process and practice*. Belmont, CA: Brooks/Cole.

Gabbard, G.O. (Ed.).(2009). *Textbook of psychotherapeutic treatments*. Arlington, VA: American Psychiatric Publishers, Inc.

Yalom, I.D. & Leszcz, M. (2005). *The theory and practice of group psychotherapy*. New York: Basic Books.

Additional required and recommended readings are listed on the course schedule.

## **EVALUATION METHODS**

Students' performance will be based on a variety of assessment strategies which may include written assignments (discussion boards, formal papers), quizzes and examinations.

## **GRADING CRITERIA: (as used in College of Nursing courses)**

A (90-100)

B (80-89)

C (74-79)

D (66-73)

F (less than 66)

### **ADA STATEMENT**

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

### **HIPAA STATEMENT:**

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) requires health care providers to abide by the regulations for privacy and confidentiality of protected health information and covers all individually identifiable health information whether the information is electronic, paper or spoken. All students are provided HIPAA guidelines and instructions for conduct regarding protection of patient/client information in each course and are responsible for implementing HIPAA standards and procedures as specified in each clinical setting in which student are placed. Violation of HIPAA may result in dismissal for the nursing program.

**Gun Law SB 308**

Students and faculty are bound by applicable federal laws, state laws, and clinical regulations of any clinical practice setting in which students are assigned.

**DRUG TESTING AND CRIMINAL BACKGROUND CHECK STATEMENT:**

All students and faculty are subject to the rules and regulations of the clinical facilities with which we affiliate. Students will submit to drug screening and criminal background checks as requested by clinical agencies at their own expense. Information regarding drug screen and criminal background check will be maintained by the requesting agency, who has the right to inform the College of Nursing of a student's eligibility to access that facility for student learning experiences. Inability to access clinical facilities due to drug screening or criminal background check may be grounds for dismissal from the program.

**ACADEMIC DISHONESTY**

All assignments are expected to be the individual work of the student, unless they are marked as team assignments. Students are referred to the policy on cheating and plagiarism, located in the Undergraduate Catalog and the College of Nursing Undergraduate Student Handbook, both of which are available online. Any student who is determined by a faculty member to be cheating or plagiarizing, either on examination or assignments, will have the work confiscated and given a zero grade. Academic misconduct extends to those who give inappropriate assistance as well as those who accept it. Academic misconduct is grounds for dismissal from the nursing program.

**Note:** Your instructors have access to plagiarism detection software and may use it to conduct periodic checks of submitted assignments.

**REQUEST FOR A NEW COURSE**

Valdosta State University

**RECEIVED**

SEP 12 2012

**Date of Submission:** 9/5/12 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Department Initiating Request:**

College of Nursing

**Faculty Member Requesting:**

Anita Hufft

**Proposed New Course Prefix & Number:**

(See course description abbreviations in the catalog for approved prefixes)  
NURS 7351

**Proposed New Course Title:**

Advanced Psychiatric Mental Health Nursing for Individuals Across the Lifespan

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)  
FPMHNP Individuals across Lifespan

**Semester/Year to be Effective:**

Spring/2013

**Estimated Frequency of Course Offering:**

once a year

**Indicate if Course will be :**  Requirement for Major  Elective

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Advanced nursing management of individuals with acute and chronic mental health problems. Therapeutic foundations for short-term intervention with adults experiencing time-limited crises and who have no long-term mental health problems, and adults with persistent conditions that are stabilized, but confronting short-term stressors and for those needing long-term therapeutic case management.

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field: Psychiatric nurse practitioners must be able to manage the care of individuals across the lifespan experiencing psychiatric disorders and mental health problems.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: This is a required course for certification as an advanced practice psychiatric nurse: Family Psychiatric Mental Health Nurse Practitioner
- Other:

**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Input from professionals in region working in and managing behavioral health and primary health care settings have indicated the need for the FPMHNP. This course is a required to meet the standards now required as part of the criteria for eligibility to sit for the APRN certification as a Family



Psychiatric Mental Health Nurse Practitioner.

- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting program's learning outcomes** (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Portfolios; Certification pass rates.
- Other:

**\*\*Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.\*\***

Approvals:		
Dept. Head:	Brenda Royal	Date: 9/12/12
College/Division Exec. Comm.:	[Signature]	Date: 9/12/12
Dean/Director:	Quita Hufft	Date: 9/12/12
Graduate Exec. Comm.: (for graduate course):	[Signature]	Date: 9-21-12
Graduate Dean: (for graduate course):	[Signature]	Date: 9-21-12
Academic Committee:		Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY  
COLLEGE OF NURSING  
GRADUATE PROGRAM**

**COURSE SYLLABUS**

<b><u>COURSE NUMBER</u></b>	NURS 7351
<b><u>COURSE TITLE</u></b>	Advanced Psychiatric/Mental Health Nursing for Individuals across the Lifespan
<b><u>COURSE CREDIT</u></b>	3-0-3
<b><u>PLACEMENT IN CURRICULUM</u></b>	Graduate course
<b><u>PRE- OR CO-REQUISITE</u></b>	NURS 7250 Theoretical Foundations for Advanced Psychiatric/Mental Health Nursing Practice

**CATALOG DESCRIPTION**

Advanced nursing management of individuals with mental health problems. Therapeutic foundations for 1) short-term intervention with individuals experiencing time-limited crises, with no long-term mental health problems, 2) those individuals with persistent mental health conditions that are stabilized, but confronting short term stressors, or 3) individuals needing long term therapeutic management.

**COURSE OBJECTIVES**

**Upon completion of this course the learner will be able to:**

Course Objectives:	VSU MSN Program Objective	AACN Master's Essential Competencies
1. Apply screening strategies for mental health status, substance abuse, including potential for violence	1, 4	I: Background for practice from sciences and humanities IV: Translating and integrating scholarship into practice VIII: Clinical prevention and population health for improving health
2. Apply comprehensive and focused health history to the diagnosis and treatment planning for individuals with psychiatric disorders or mental health problems	1, 4	I: Background for practice from sciences and humanities IV: Translating and integrating scholarship into practice VIII: Clinical prevention and population health for improving health
3. Implement developmental evaluation, physical system review and behavioral evaluations into systematic patient assessment	1, 4	I: Background for practice from sciences and humanities IV: Translating and integrating scholarship into practice VIII: Clinical prevention and population health for improving health

4. Differentiate among normal, variations of normal and abnormal mental health assessment findings.	1, 5, 6	I: Background for practice from sciences and humanities IV: Translating and integrating scholarship into practice VIII: Clinical prevention and population health for improving health
5. Apply the DSM-IV-TR to diagnostic classification of patients	1, 5	I: Background for practice from sciences and humanities IV: Translating and integrating scholarship into practice
6. Provide therapeutic interventions of advocacy, support, counseling and case management to individuals with psychiatric disorders and mental health problems.	1, 4, 5, 6	III: Quality Improvement and Safety IV: Translating and Integrating Scholarship into Practice
7. Design, implement and evaluate psycho-education, mental health promotion interventions and advocacy for individuals.	1, 4, 5, 6	VI: Health Policy and Advocacy VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes VIII: Clinical Prevention and Population Health for Improving Health

### CONTENT OUTLINE

- I. Review of concepts and principles guiding care of individuals
  - a. Therapeutic use of self
  - b. Review of brain anatomy and physiology and behavioral models in
    1. Mental processes and symptoms
    2. Models of human behavior
  - c. Behavioral theory
- II. Assessment of mental health in individuals across the lifespan
  - a. Assessment tools
  - b. Mental Health History
  - c. Mental Status Examination
  - d. Laboratory Tests for mental health: Basic screening tests, Neuroendocrine Tests, Blood levels of psychoactive agents, Urine screens for substance abuse
  - e. Neuropsychological testing
  - f. Imaging techniques: MRI, PET, SPECT
  - g. Other
- III. Application of classification systems for individuals with mental health problems
  - a. Diagnostic and Statistical Manual of Mental Disorders
  - b. Nursing diagnoses
- IV. Contemporary advanced nursing practice modalities
  - a. Brief Psychotherapy
  - b. Cognitive Behavioral Therapy (CBT)
  - c. Social Skills Training
  - d. Case Management
  - e. Psycho-educational Interventions
- V. Crisis Intervention
  - a. Psychiatric emergencies
  - b. Transitional (maturational and situational) Crises across the life span

- c. Techniques of crisis intervention
  - d. Evaluation of outcomes
- VI. Biological Therapies
  - a. Role of pharmacological management
  - b. Light as therapy
  - c. Electroconvulsive therapy (ECT)
- VII. Other therapies
  - a. Social support manipulation
  - b. Curanderism and other folk medicine approaches to mental health
  - c. Stress management techniques
    - 1. Critical Incident Stress Management
  - d. Affirmations and visualization
- VIII. Ethical/Legal Issues: Mental Health Code, Human/Patient Bill of Rights specific to protected populations
- IX. Delivery of evidence-based clinical and preventive mental health services.
- X. Cultural components of care
- XI. Mental health care services and funding

### **TEACHING STRATEGIES**

Lecture, discussion, group and individual critical thinking exercises, and written papers.

### **TEXTBOOKS**

Cavanaugh, J. C., & Blanchard-Fields, F. (2011). *Adult Development and Aging* (6<sup>th</sup> ed.). Belmont, CA: Wadsworth.

Perese, E.F. (2012). *Psychiatric advanced practice nursing: A biopsychosocial foundation for practice*. Philadelphia: Davis.

Rhoads, J. & Murphy, P. (Eds.). (2012). *Clinical consult to psychiatric nursing for advanced practice*. New York: Springer Publishing.

Wheeler, K. (2007). *Psychotherapy for advanced practice psychiatric nursing*. New York: Elsevier.

Yearwood, E.L., Pearson, G.S. & Newland, J.A. (2012). *Child and adolescent behavioral health: A resource for advanced practice psychiatric and primary care practitioners in nursing*. New York: Wiley-Blackwell.

Additional required and recommended readings are listed on the course schedule.

### **EVALUATION METHODS**

Student performance will be based on a variety of assessment strategies which may include written assignments (discussion boards, formal papers), quizzes, presentations, participation in seminar discussion, and examinations.

**GRADING CRITERIA: (as used in College of Nursing courses)**

- A (90-100)
- B (80-89)
- C (74-79)
- D (66-73)
- F (less than 66)

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## REQUEST FOR A NEW COURSE

Valdosta State University

**RECEIVED**

SEP 12 2012

**Date of Submission:** 9/5/12 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Department Initiating Request:**

College of Nursing

**Faculty Member Requesting:**

Anita Hufft

**Proposed New Course Prefix & Number:**

(See course description abbreviations in the catalog for approved prefixes)

NURS 7351L

**Proposed New Course Title:**

Advanced Psychiatric Mental Health Nursing for Individuals Across the Lifespan Practicum

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)  
FPMHNP Individual Practicum

**Semester/Year to be Effective:**

Spring/2013

**Estimated Frequency of Course Offering:**

once a year

**Indicate if Course will be :**     Requirement for Major     Elective

**Lecture Hours:** 0

**Lab Hours:** 12

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Diagnosis and management of individuals with psychiatric disorders and mental health problems. This course focuses on development of skills in clinical decision making, comprehensive and focused assessment, interpretation of data, establishment of therapeutic relationship with individuals, and interprofessional collaboration.

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field: Psychiatric nurse practitioners must be able to manage the care of individuals across the lifespan experiencing psychiatric disorders and mental health problems. This course contributes to the required minimum of 500 clinical hours for the track.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: This is a required course for certification as an advanced practice psychiatric nurse: Family Psychiatric Mental Health Nurse Practitioner

Other:

**Source of Data to Support Suggested Change:**

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Input from professionals in region working in and managing behavioral health and primary health care settings have indicated the need for the FPMHNP. This course is required to meet the standards now required as part of the criteria for eligibility to sit for the APRN certification as a Family

Psychiatric Mental Health Nurse Practitioner.

- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting program's learning outcomes** (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Portfolios; Certification pass rates.
- Other:

**\*\*Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.\*\***



Approvals:	
Dept. Head: <i>Brenda Dyal</i>	Date: <i>9/12/12</i>
College/Division Exec. Comm.: <i>Melissa Berto</i>	Date: <i>9/12/12</i>
Dean/Director: <i>Acita D. Huff</i>	Date: <i>9/12/12</i>
Graduate Exec. Comm.: (for graduate course): <i>Ally Hill</i>	Date: <i>9-21-12</i>
Graduate Dean: (for graduate course): <i>Ally Hill</i>	Date: <i>9-21-12</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY  
COLLEGE OF NURSING  
GRADUATE PROGRAM**

**COURSE SYLLABUS**

<b><u>COURSE NUMBER</u></b>	NURS 7351L
<b><u>COURSE TITLE</u></b>	Advanced Psychiatric Mental Health Nursing for Individuals across the Lifespan Practicum
<b><u>COURSE CREDIT</u></b>	0-12-3
<b><u>PLACEMENT IN CURRICULUM</u></b>	Graduate course
<b><u>PRE- OR CO-REQUISITE</u></b>	NURS 7351 Advanced Psychiatric Mental Health Nursing for Individuals across the Lifespan

**CATALOG DESCRIPTION**

Diagnosis and management of individuals with psychiatric disorders and mental health problems. This course focuses on development of advanced practice nursing skills in clinical decision making, comprehensive and focused assessment, interpretation of data, establishment of therapeutic relationship with individuals and interprofessional collaboration.

**COURSE OBJECTIVES**

**Upon completion of this course the learner will:**

Course Objectives:	VSU MSN Program Objective	AACN Master's Essential Competencies
1. Perform and document screening strategies for mental health status, substance abuse, including potential for violence	1, 4	I: Background for practice from sciences and humanities IV: Translating and integrating scholarship into practice V: Informatics and health care technologies VIII: Clinical prevention and population health for improving health IX: Master's level nursing practice
2. Demonstrate competency in the development of a comprehensive and focused health history to the diagnosis and treatment planning for individuals with psychiatric disorders or mental health problems	1, 4	I: Background for practice from sciences and humanities IV: Translating and integrating scholarship into practice VIII: Clinical prevention and population health for improving health IX: Master's level nursing practice



September 12, 2012

Dr. Alfred Fuciarelli  
Dean, Graduate School  
Valdosta State University  
Valdosta, Georgia 31698

**RECEIVED**  
SEP 12 2012  
VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Dear Dr. Fuciarelli:

The College of Nursing requests deactivation of the following coursework:

NURS 7130 Seminar in Issues and Health Policy	0-3-1
NURS 7140 Leadership in Advanced Nursing Roles	3-0-3
NURS 7251 Mental Health Nursing with Person	3-9-6
NURS 7352 Mental Health Nursing with Persons	3-9-6

Respectfully,

Anita G. Hufft PhD, RN

**Office of the Dean • College of Nursing**

**Location** S. Walter Martin Hall • **Address** 1300 N. Patterson St. • Valdosta, GA 31698-0130  
**Phone** 229.333.5959 • **Fax** 229.333.7300 • **Web** [www.valdosta.edu/nursing](http://www.valdosta.edu/nursing)

*Regional Leaders for Nursing Excellence and Student-centered Education*

A Regional University of the University System of Georgia & an Equal Opportunity Institution

37

**RECEIVED**

SEP 13 2012

**REQUEST FOR A REVISED COURSE**

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** 08/29/12 (mm/dd/yyyy)

**Department Initiating Revision:**  
Curriculum, Leadership, and Technology

**Faculty Member Requesting Revision:**  
Dr. Jerry Siegrist

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
RSCH 9820 Qualitative Research Methods

**List Current and Requested Revisions:** (only fill in items needing to be changed)

**Current:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:**  
**Prerequisites:** none  
**Co-requisites:**  
**Course Description:**

**Requested:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:**  
**Prerequisites:** RSCH 9800  
**Co-requisites:**  
**Course Description:**

**Semester/Year to be Effective:**  
Spring, 2013

**Estimated Frequency of Course Offering:**  
Each fall and spring semester

**Indicate if Course will be :**  Requirement for Major  Elective

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes: The RSCH 9800 course is a foundation for all other doctoral research courses.
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Appropriately reflects the adopted course of study sequence for doctoral research courses.

**Source of Data to Support Suggested Change:**

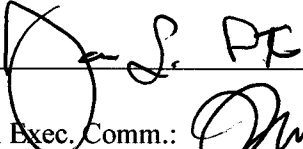

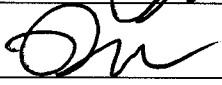


- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course curriculum and comprehensive exams.

**Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).**

**Data Sources:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course grades, performance on comprehensive exams, and program completion rates.

<b>Approvals:</b>		
Dept. Head:		Date: 8/29/12
College/Division Exec. Comm.:		Date: 9/13/12
Dean/Director:		Date: 9/13/12
Graduate Exec. Comm.: (for graduate course)		Date: 9-21-12
Graduate Dean: (for graduate course)		Date: 9-21-12
Academic Committee:		Date:

Form last updated: January 6, 2010

**RECEIVED**

SEP 13 2012

**REQUEST FOR A REVISED COURSE**  
Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** 08/29/12 (mm/dd/yyyy)

<b>Department Initiating Revision:</b> Curriculum, Leadership, and Technology	<b>Faculty Member Requesting Revision:</b> Dr. Jerry Siegrist
--	--

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
RSCH 9830 Advanced Qualitative Research Methods

**List Current and Requested Revisions:** (only fill in items needing to be changed)

<b>Current:</b> <b>Course Prefix and Number:</b> <b>Credit Hours:</b> <b>Course Title:</b> <b>Prerequisites:</b> none <b>Co-requisites:</b> <b>Course Description:</b>	<b>Requested:</b> <b>Course Prefix and Number:</b> <b>Credit Hours:</b> <b>Course Title:</b> <b>Prerequisites:</b> RSCH 9820 <b>Co-requisites:</b> <b>Course Description:</b>
--	---

<b>Semester/Year to be Effective:</b> Spring, 2013	<b>Estimated Frequency of Course Offering:</b> Each fall and spring semester
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**Indicate if Course will be :**  Requirement for Major  Elective

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: The RSCH 9820 course is a foundation for the advanced qualitative methods course.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Appropriately reflects the adopted course of study sequence for doctoral research courses.

**Source of Data to Support Suggested Change:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course curriculum and comprehensive exams.

**Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).**

**Data Sources:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course grades, performance on comprehensive exams, and program completion rates.



Approvals:		
Dept. Head:	<i>J. L. Peto</i>	Date: 8/29/12
College/Division Exec. Comm.:	<i>DW</i>	Date: 9/13/12
Dean/Director:	<i>DW</i>	Date: 9/13/12
Graduate Exec. Comm.: (for graduate course)	<i>Ally</i>	Date: 9-21-12
Graduate Dean: (for graduate course)	<i>Ally</i>	Date: 9-21-12
Academic Committee:		Date:

Form last updated: January 6, 2010

**RECEIVED**

SEP 13 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**REQUEST FOR A REVISED COURSE**

Valdosta State University

**Date of Submission:** 08/29/12 (mm/dd/yyyy)

**Department Initiating Revision:**  
Curriculum, Leadership, and Technology

**Faculty Member Requesting Revision:**  
Dr. Jerry Siegrist

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
RSCH 9840 Quantitative Research Methods

**List Current and Requested Revisions:** (only fill in items needing to be changed)

**Current:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:**  
**Prerequisites:** none  
**Co-requisites:**  
**Course Description:**

**Requested:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:**  
**Prerequisites:** RSCH 9800  
**Co-requisites:**  
**Course Description:**

**Semester/Year to be Effective:**  
Spring, 2013

**Estimated Frequency of Course Offering:**  
Each fall and spring semester

**Indicate if Course will be :**  Requirement for Major  Elective

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes: The RSCH 9800 course is a foundation for all other doctoral research courses.
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Appropriately reflects the adopted course of study sequence for doctoral research courses.

**Source of Data to Support Suggested Change:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course curriculum and comprehensive exams.

**Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).**

**Data Sources:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course grades, performance on comprehensive exams, and program completion rates.

Approvals:		
Dept. Head:	<i>J. P. K.</i>	Date: 8/29/12
College/Division Exec. Comm.:	<i>DM</i>	Date: 9/13/12
Dean/Director:	<i>DM</i>	Date: 9/13/12
Graduate Exec. Comm.: (for graduate course)	<i>Alford</i>	Date: 9-21-12
Graduate Dean: (for graduate course)	<i>Alford</i>	Date: 9-21-12
Academic Committee:		Date:

Form last updated: January 6, 2010

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SEP 13 2012

REQUEST FOR A REVISED COURSE Valdosta State University VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL

Date of Submission: 08/29/12 (mm/dd/yyyy)

Department Initiating Revision: Curriculum, Leadership, and Technology Faculty Member Requesting Revision: Dr. Jerry Siegrist

Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) RSCH 9850 Advanced Quantitative Research Methods

List Current and Requested Revisions: (only fill in items needing to be changed)

Table with 2 columns: Current and Requested. Rows include Course Prefix and Number, Credit Hours, Course Title, Prerequisites, Co-requisites, and Course Description.

Semester/Year to be Effective: Spring, 2013 Estimated Frequency of Course Offering: Each fall and spring semester

Indicate if Course will be : [X] Requirement for Major [ ] Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- [X] Improving student learning outcomes: The RSCH 9840 course is a foundation for the advanced quantitative methods course.
[ ] Adopting current best practice(s) in field:
[ ] Meeting Mandates of State/Federal/Outside Accrediting Agencies:
[X] Other: Appropriately reflects the adopted course of study sequence for doctoral research courses.

Source of Data to Support Suggested Change:

- [ ] Indirect measures: SOIs, student, employer, or alumni surveys, etc.
[X] Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course curriculum and comprehensive exams.

**Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).**

**Data Sources:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course grades, performance on comprehensive exams, and program completion rates.

Approvals:		
Dept. Head:	<i>J. S. Peto</i>	Date: 8/29/12
College/Division Exec. Comm.:	<i>DM</i>	Date: 9/12/12
Dean/Director:	<i>DM</i>	Date: 9/13/12
Graduate Exec. Comm.: (for graduate course)	<i>APM</i>	Date: 9-21-12
Graduate Dean: (for graduate course)	<i>APM</i>	Date: 9-21-12
Academic Committee:		Date:

Form last updated: January 6, 2010

**RECEIVED**

**REQUEST FOR A REVISED COURSE**

Valdosta State University

SEP 13 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

<b>Date of Submission:</b> 08/29/12 (mm/dd/yyyy)	
<b>Department Initiating Revision:</b> Curriculum, Leadership, and Technology	<b>Faculty Member Requesting Revision:</b> Dr. Jerry Siegrist
<b>Current Course Prefix, Title, &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) RSCH 9870 Dissertation Topic Conceptualization	
<b>List Current and Requested Revisions:</b> (only fill in items needing to be changed)	
<b>Current:</b> <b>Course Prefix and Number:</b> <b>Credit Hours:</b> <b>Course Title:</b> <b>Prerequisites:</b> none <b>Co-requisites:</b> <b>Course Description:</b>	<b>Requested:</b> <b>Course Prefix and Number:</b> <b>Credit Hours:</b> <b>Course Title:</b> <b>Prerequisites:</b> RSCH 9820 and 9840 <b>Co-requisites:</b> RSCH 9830, 9850, or 9860 <b>Course Description:</b>
<b>Semester/Year to be Effective:</b> Spring, 2013	<b>Estimated Frequency of Course Offering:</b> Each fall, spring, and summer semester
<b>Indicate if Course will be :</b> <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
<b>Justification:</b> Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input checked="" type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: Appropriately reflects the adopted course of study sequence for doctoral research courses.	
<b>Source of Data to Support Suggested Change:</b> <input type="checkbox"/> <b>Indirect measures:</b> SOIs, student, employer, or alumni surveys, etc. <input checked="" type="checkbox"/> <b>Direct measures:</b> Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course curriculum	



**Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).**

**Data Sources:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program completion rates.

Approvals:		
Dept. Head:	<i>James S. P...</i>	Date: 9/13/12
College/Division Exec. Comm.:	<i>DW</i>	Date: 9/13/12
Dean/Director:	<i>DW</i>	Date: 9/13/12
Graduate Exec. Comm.: (for graduate course)	<i>Al Bull</i>	Date: 9-21-12
Graduate Dean: (for graduate course)	<i>Al Bull</i>	Date: 9-21-12
Academic Committee:		Date:

Form last updated: January 6, 2010

**RECEIVED**  
SEP 13 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**REQUEST FOR A CURRICULUM CHANGE**

Valdosta State University

**Select Area of Change:**

Core Curriculum       Senior Curriculum       Graduate Curriculum       Other Curriculum  
Specify: Area A,B,C,D,F

**Current Catalog Page Number:**  
Currently dormant program

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): Spring / 2013

**Degree & Program Name:**  
(e.g., BFA, Art): Ed.S.,  
Special Education

**Present Requirements: Dormant program, not in current catalog.**

**CORE:**

**SPEC 8010 - Readings in Issues of the Education of Children and Youth with Disabilities - 3 hours**

**\*SPEC 8110 - Advanced Capstone Experience - 3 hours OR**

**SPEC 8999 - Thesis - 6 hours**

**REQUIRED SPECIALIZATION COURSES:**

**SPEC 8020 - Characteristics of Effective School Structures for Children and Youth with Disabilities - 3 hours**

**SPEC 8030 Administration of Special Education Programs - 3 hours**

**SPEC 8040 - Developing Professional Training Programs in Special Education- 3 hours**

**SPEC 8050 - Advanced Applications of Technology for Special Education Programs and Research - 3 hours**

**RESEARCH REQUIREMENTS:**

**RSCH 8000 Advanced Research Methodology - 3 hours**

**SPEC 8060 - Single Subject Designs for Special Education - 3 hours**

**\*Approved elective (If selecting SPEC 8110) - 3 hours**

**Total Hours - 27 hours**

**Proposed Requirements (Underline changes after printing this form:**

**CORE:**

EDUC 5999 - Professional Orientation - 0 hours

**SPEC 8010 - Readings in Issues of the Education of Children and Youth with Disabilities - 3 hours**

**\*SPEC 8110 - Advanced Capstone Experience - 3 hours OR**

**SPEC 8999 - Thesis - 6 hours**

**REQUIRED SPECIALIZATION COURSES:**

**SPEC 8020 - Characteristics of Effective School Structures for Children and Youth with Disabilities - 3 hours**

**SPEC 8030 Leadership in Special Education Programs - 3 hours**

**SPEC 8040 - Using Advanced Technology for Professional Development in Special Education - 3 hours**

**RESEARCH REQUIREMENTS:**

**RSCH 8000 Advanced Research Methodology - 3 hours**

**SPEC 8060 - Single Subject Designs for Special Education - 3 hours**

\*Approved electives - 3-6 hours

**Total Hours - 27 hours**

--	--

**Justification:**

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

*Council for Exceptional Children (CEC)* —

Improve student learning outcomes: This program is aligned with the ~~SEP~~ Advanced Standards. The standards outline the knowledge and skills special educators who are experienced, seeking an advanced degree or certification, or going into administration or higher education should know. CEC will also use the standards in the National Council for Accreditation of Teacher Education (NCATE) review process for college and university special education advanced programs.

Adopting current best practice(s) in field: According to the ~~Council for Exceptional Children~~ <sup>CEC</sup>, "after mastering initial special education professional standards, many special educators continue their professional growth toward mastery of advanced professional standards at the post baccalaureate levels, including masters, specialists, and doctoral degree programs, as well as non-degree advanced certificate programs." For some this means deepening their understandings and expertise and adding new responsibilities for leadership within the classroom. Some special educators choose to specialize their ~~knowledge~~ <sup>in</sup> educating individuals with a given disability, age-range or functional area. Others work toward assuming functions outside the classroom, moving into specializations, administering special education programs and services, or moving into teacher preparation and research roles.

At the advanced level, special educators share an array of functions and responsibilities in common. Reflecting this commonality, CEC has validated knowledge and skills that all special educators should demonstrate as a part of their preparation for advanced practice. The knowledge and skill sets are organized within the six Advanced Content Standards (ACS) that broadly describe in rich narrative what is expected of special educators upon completion of an advanced program. Programs preparing special educators at the advanced level should ensure that their programs coordinate with the six ACS as informed by the knowledge and skill sets. In addition, while the six ACS provide a rich narrative focus and organizing heuristic, CEC also has validated specific knowledge and skills sets that differentiate the emphasis, focus, and contextualized skills for varying roles. These validated knowledge and skill sets

inform and differentiate the specific skills and contextual expertise expected in the various roles. Programs preparing special educators at the advanced level should use the advanced common core and, if appropriate, the additional knowledge and skills set(s) within the development of the preparation programs to inform the program's curriculum of study and to design the program assessment plan." (CEC Advanced Program Standards)

### Georgia Professional Standards Commission (PSC)

Meeting mandates of state/federal/outside accrediting agencies: The revised program is aligned with the CEC Advanced Standards and ~~CEC~~ PSC Advanced Educator Standards (see standards matrix)

Other: Capacity at VSU to Accommodate Program

As this program will be conducted totally online there is no requirement for classroom space or hard copy class handouts (printing and paper). The department (Early Childhood and Special Education) currently has qualified faculty to cover coursework. Two considerations regarding faculty assignments are first, the decrease in current online MAT programs in special education and second, course offerings at no more than two courses offered per semester on a rotating basis so the candidates can complete degree requirements in a timely fashion (five semesters). Three electives and RSCH 8000 are taken outside of the departmental offerings from currently existing courses. Only six of the required nine courses require faculty from the department. No additional faculty is anticipated. The Office of Strategic Research and Analysis projects if existing and summer staff is used, the program will generate positive net revenue in Year 3 (See attached Strategic Focus 2012).

#### Source of Data to Support Suggested Change:

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc.

During the summer of 2012, 45 special educators completed an electronic interest survey. 43 of the 45 teachers indicated an interest in attaining an Ed.S. in Special Education. 41 of those teachers indicated an interest in a totally online program. 35 of the teachers indicated an interest in beginning such a program in the spring of 2013, 5 during summer of 2013, 2 during fall of 2013 and one at a later date.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

The information provided below is a summary provided by Strategic Research and Analysis (2012). The complete report is attached.

#### Programs and Number of Degrees Conferred

Currently four USG institutions offer the Ed.S. in special education in a face to face delivery (UGA, UWG, GCSU and recently UWG). Most current data (2011) show a total of 148 degrees conferred across these institutions from 2007-2011. (USG Degree Conferred Report, FY2007-2011) In addition total enrollment in these programs has seen a steady increase from of 45 in 2007 to 120 in 2011. (USG Five-Year Enrollment Trends 2007-2011)

#### Potential Candidates

Master's degrees in Special Education (all areas) awarded totaled 1051 from 2007 – 2011 from nine four-year institutions in Georgia. It is estimated that 267 master's degrees in special education were conferred in 2011. Additionally, VSU's two online Master of Arts in Special Education (through Georgia ONMYLINE) showed an enrollment of 952 over the past five years

with an average of 190 students per year. While these numbers are very impressive, we see a continuing decline in the enrollment numbers from an average of 257 in the peak years of 2008-09 to 128 in 2011. However, these teachers represent a large group of potential candidates seeking certificate upgrade and salary increases in the near future. These potential candidates have also successfully competed online programs and support this means platform for graduate education. Most current data (2011) show increases from the T-5 to T-6 from \$4,997.00 to \$7,518.00 depending on years of service. During the summer of 2012, 45 special educators completed an electronic interest survey; 43 of the 45 teachers indicated an interest in attaining an Ed.S. in Special Education; 41 of those teachers indicated an interest in a totally online program; 35 of the teachers indicated an interest in beginning such a program in the spring of 2013; 5 during summer of 2013; 2 during fall of 2013; and one at a later date. In addition, to students currently enrolled in master's programs, those teacher currently employed in Georgia and surrounding states as special education teachers are likely candidates (approximately 13,234 across the state). In the past, we have many students in the GOML MAT special education programs from Louisiana, Tennessee and Florida who took coursework for their state certification and or endorsement.

from  
—  
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—  
—

**Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).**

**Data Sources:**

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc. SOI, Advanced Graduate Survey for Program Improvement, Employer Survey for Program Improvement
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Dewar College of Education Advanced Program Assessments (COE Advanced Portfolio / Capstone Assessment; COE Advanced Observation Instrument; COE Advanced Impact on P-12 Learning Assessment; COE Advanced Literature Review Assessment; COE Advanced Self Assessment; COE Advanced Teacher Disposition Assessment (see assessment matrix).

**Approvals:**

Department Head:	<i>Peggy P. Auman</i>	Date: 9/12/12
College/Division Exec. Committee:	<i>[Signature]</i>	Date: 1/13/12
Dean(s)/Director(s):	<i>[Signature]</i>	Date: 1/13/12
Grad. Exec. Committee: (for graduate course)	<i>[Signature]</i>	9-21-12

	Date:
Graduate Dean: (for graduate course)	Date: 9-21-12
Academic Committee:	Date:

Form last updated: January 6, 2010

# REQUEST FOR A REVISED CATALOGUE COPY

(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

**RECEIVED**

SEP 13 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Area of Change:  Core  Senior  Graduate

Current Catalogue Page Number: Graduate School Website

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Spring 201<sup>3</sup>

Degree and Program Name: Ed.S. in Special Education

Present Requirements: (Presently, this program is not on the Graduate School website)

Proposed Requirements: (highlight changes after printing)

Online Graduate Application

- Application Fee \$35 (credit or debit card and e-checks accepted). This fee is non-refundable.
- Apply Online at:  
<https://www.applyweb.com/apply/vsug/menu.html>

Official Transcript

- Applicants must have completed a master's degree at an accredited or approved institution.
- Minimum graduate GPA of 3.0 on a 4.0 ~~g~~ scale. GPA will be calculated on all attempted graduate coursework in which a letter grade was awarded.

GRE or MAT

- Minimum GRE Requirements:  
850 combined Verbal and Quantitative or Analytical, with a Verbal score no less than 400
- Minimum MAT Requirement: 390



**Justification:** (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

- Improving Student Learning Outcomes This program is aligned with the (CEC) Advanced Standards. The standards outline the knowledge and skills special educators who are experienced, seeking an advanced degree or certification, or going into administration or higher education should know. CEC will also use the standards in the National Council for Accreditation of Teacher Education (NCATE) review process for college and university special education advanced programs.
- Adopting Current Best Practice(s) in Field CEC
- Meeting Mandates of State/Federal/Outside Accrediting Agencies The revised program is aligned with the CEC Advanced Standards and PSC Advanced Educator Standards. ~~The revised program is aligned with the CEC Advanced Standards and PSC Advanced Educator Standards (see standards matrix) standards~~ (see standards matrix)
- Other Program was removed from the 2008-2009 catalog.

**Source of Data to Support Suggested Change:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. During the summer of 2012, 45 special educators completed an electronic interest survey; 43 of the 45 teachers indicated an interest in attaining an Ed.S. in Special Education; 41 of those teachers indicated an interest in a totally online program; 35 of the teachers indicated an interest in beginning such a program in the spring of 2013; 5 during summer of 2013; 2 during fall of 2013; and one at a later date.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **The information provided below is a summary provided by Strategic Research and Analysis (2012). The complete report is attached.**

**Programs and Number of Degrees Conferred**

Currently four USG institutions offer the Ed.S. in special education in a face to face delivery (UGA, UWG, GCSU and recently UWG). Most current data (2011) show a total of 148 degrees conferred across these institutions from 2007-2011. (USG Degree Conferred Report, FY2007-2011) In addition total enrollment in these programs has seen a steady increase from of 45 in 2007 to 120 in 2011. (USG Five-Year Enrollment Trends 2007-2011)

**Potential Candidates**

Master's degrees in Special Education (all areas) awarded totaled 1051 from 2007 – 2011 from nine four-year institutions in Georgia. It is estimated that 267 master's degrees in special education were conferred in 2011. Additionally, VSU's two online Master of Arts in Special Education (through Georgia ONMYLINE) showed an enrollment of 952 over the past five years with an average of 190 students per year. While these numbers are very impressive, we see a continuing decline in the enrollment numbers from an average of 257 in the peak years of 2008-09 to 128 in 2011. However, these teachers represent a large group of potential candidates seeking certificate upgrade and salary increases in the near

from  
future. These potential candidates have also successfully competed online programs and support this means platform for graduate education. Most current data (2011) show increases from the T-5 to T-6 from \$4,997.00 to \$7,518.00 depending on years of service. During the summer of 2012, 45 special educators completed an electronic interest survey; 43 of the 45 teachers indicated an interest in attaining an Ed.S. in Special Education; 41 of those teachers indicated an interest in a totally online program; 35 of the teachers indicated an interest in beginning such a program in the spring of 2013; 5 during summer of 2013; 2 during fall of 2013; and one at a later date. In addition, to students currently enrolled in master's programs, those teacher currently employed in Georgia and surrounding states as special education teachers are likely candidates (approximately 13,234 across the state). In the past, we have many students in the GOML MAT special education programs from Louisiana, Tennessee and Florida who took coursework for their state certification and or endorsement.

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

**Data Sources:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **OI, Advanced Graduate Survey for Program Improvement, Employer Survey for Program Improvement**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Dewar College of Education Advanced Program Assessments (COE Advanced Portfolio / Capstone Assessment; COE Advanced Observation Instrument; COE Advanced Impact on P-12 Learning Assessment; COE Advanced Literature Review Assessment; COE Advanced Self Assessment; COE Advanced Teacher Disposition Assessment (see assessment matrix).**

<b>Approvals:</b>		
Department Head:	<i>Peggy P. Auman</i>	Date: 9/12/12
College/Division Exec. Committee:	<i>[Signature]</i>	Date: 9/13/12
Dean(s)/Director(s):	<i>[Signature]</i>	Date: 9/13/12
Graduate Exec. Comm.: (for grad program)	<i>[Signature]</i>	Date: 9-21-12
Graduate Dean: (for grad program)	<i>[Signature]</i>	Date: 9-21-12
Academic Committee:		Date:

Form last updated: January 6, 2010

# REQUEST FOR A REVISED CATALOGUE COPY

(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

**RECEIVED**

SEP 13 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Area of Change:  Core  Senior  Graduate

Current Catalogue Page Number: 101

Proposed Effective Date for Revised Catalogue Copy: (new or revised) ~~Fall 2012~~

Spring 2013

Degree and Program Name: Ed.S. in Special Education

**Present Requirements:** (Presently, this program is not in the Graduate Catalog)

**Proposed Requirements:** (highlight changes after printing)

The Education Specialist (Ed.S.) program in Special Education was developed for practicing special educators who wish to upgrade their professional skills, primarily focusing on those who wish to pursue leadership positions. Information and skills acquired and developed at the undergraduate and master's level are specifically designed for and focused on the provision of services. The Ed.S. program focuses on information and skills required of professionals in becoming effective leaders and problem solvers within a variety of settings.

(See program description to be added below)

**Justification:** (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field CEC
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Program was removed from the 2008-2009 catalog.

**Source of Data to Support Suggested Change:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

62

**Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).**

**Data Sources:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**EDUCATION SPECIALIST DEGREE WITH MAJOR IN SPECIAL EDUCATION**

**Selected Educational Outcomes**

**Advanced Candidates:**

1. demonstrate a strong knowledge of content areas(s) appropriate for their certification levels.
2. use assessment and research to make data/evidence-based decisions to ensure the continuous development of all learners.
3. create positive learning environments for all learners.
4. use their knowledge of students and their learning to design and plan appropriate learning experiences for all learners.

**Examples of Outcome Assessments**

**Advanced Candidates demonstrate:**

1. content knowledge through course-based content assessment.
2. effective use of data and research to make data/evidence-based decisions through completion of a review of current literature.
3. positive learning environments through video-taped evidence.
4. evidence of positive impact on learners through an applied research project.

**Admission Deadlines:**

Fall Deadline: July 15

Spring Deadline: November 15

Summer Deadline: ??

**Requirements for the Ed.S. Degree with a Major in Special Education**

**Core Courses.....9 hours**

SPEC 8010.....3 hours

SPEC 8110 and elective.....6 hours

OR

SPEC 8999.....6 hours

**Required Specialization Courses.....9 hours**

SPEC 8020.....3 hours

SPEC 8030.....3 hours

SPEC 8040.....3 hours

**Research Requirements.....6 hours**

RSCH 8000.....3 hours

<b>SPEC 8060.....</b>	<b>3 hours</b>
<b>Approved Elective.....</b>	<b>3 hours</b>
<b>Total Hours Required for the Degree.....</b>	<b>27 hours</b>

<b>Approvals:</b>		
Department Head:	<i>Peggy P. Quinan</i>	Date: 9/12/12
College/Division Exec. Committee:	<i>[Signature]</i>	Date: 9/13/12
Dean(s)/Director(s):	<i>[Signature]</i>	Date: 9/13/12
Graduate Exec. Comm.: (for grad program)	<i>[Signature]</i>	Date: 9-21-12
Graduate Dean: (for grad program)	<i>[Signature]</i>	Date: 9-21-12
Academic Committee:		Date:

Form last updated: January 6, 2010



**RECEIVED**

SEP 13 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**REQUEST FOR A REVISED COURSE**

Valdosta State University

**Date of Submission:** 08/01/2112 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Patti Campbell

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
SPEC 8030 Administration of Special Education Programs

**List Current and Requested Revisions:** (only fill in items needing to be changed)

**Current:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:** Administration of Special Education Programs  
**Prerequisites:**  
**Co-requisites:**  
**Course Description:**

**Requested:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:** Leadership in Special Education Programs  
**Prerequisites:**  
**Co-requisites:**  
**Course Description:**

**Semester/Year to be Effective:**  
Spring / 2013

**Estimated Frequency of Course Offering:**  
Once a year

**Indicate if Course will be :**  Requirement for Major  Elective

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field: This course title change reflects the focus of the program. Because the program does not lead to an administrative credential, rather will help prepare teachers as leaders in the field of special education.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: Aligned with <sup>it</sup> (CEC) Advanced Standards.
- Other:

*↑*  
*↑*  
Council for Exceptional Children

**Source of Data to Support Suggested Change:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).**

**Data Sources:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOI, Advanced Graduate Survey for Program Improvement
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) COE Advanced Portfolio assessments

Approvals:		
Dept. Head:	<i>Peggy P. Auman</i>	Date: 9/12/12
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 9/13/12
Dean/Director:	<i>[Signature]</i>	Date: 9/13/12
Graduate Exec. Comm.: (for graduate course)	<i>[Signature]</i>	Date: 9-21-12
Graduate Dean: (for graduate course)	<i>[Signature]</i>	Date: 9-21-12
Academic Committee:		Date:

Form last updated: January 6, 2010

**SPEC 8030**  
**Leadership in Special Education Programs**  
**3 SEMESTER HOURS**

.....

**Dewar College of Education**  
**Valdosta State University**  
**Department of Early Childhood and Special Education**  
**Conceptual Framework: Guiding Principles**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**REQUIRED TEXTBOOKS**

All required readings provided by the instructor through the online Learning Modules LiveText Portfolio

**COURSE DESCRIPTION**

A review of and in-depth study of legal issues that govern programs for children and youth with disabilities.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- VI. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.

### **COURSE OBJECTIVES (CO):**

Advanced candidates will:

1. assess administrative/leadership practices related to effective schools for children and youth with disabilities through observations and interviews with the special education director using a variety of data collection techniques. (CFS III, IV, VI)
2. read about the historical and social significant of laws, regulations and policies as they apply to the administration/leadership of programs and the provision of services for children and youth with disabilities and their families. (CFS I, II, III, VI)
3. discuss (in written form) emerging issues legal (national and state) and trends that potentially affect the school community and the mission of the school as they relate to legal rights, and responsibilities for children and youth with disabilities, their families/guardians and staff. (CFS I, II, III)
4. discuss (in written form) local, state, and national fiscal policies and funding mechanisms in education, social, and health agencies as they apply to the provision of services for children and youth with disabilities and their families. (CFS I, II, III, VI)

5. use models, theories, and philosophies to assess the foundation for the administration/leadership of programs and services to children and youth with disabilities and their families. (CFS I, II, III, IV)
6. apply leadership, organization, and systems change theory to the provision of evidence-based policy, and services and practice recommendations in the least restrictive environment for children and youth with disabilities and their families. (CFS I, II, III, VI)
7. self-evaluate communication of high ethical administrative/leadership and advocacy when working with staff and other educators serving children and youth with disabilities and their families. (CFS VI)

### **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

Advanced candidates will:

1. Field Experience Journal-Special Education Director. Document at least 20 hours field experience hours collaborating with the district special education director. Activities to include, but not limited to classroom observations (with appropriate permissions), meetings with principals, compliance planning, inservice and other professional activities (committees and other school meetings), disciplinary actions, and other such activities that are appropriate to the position. A written journal that describes the purpose of the activity, what happened and the consequence of each activity is required. Specific instructions are provided in the learning module. (CO 1)
2. Findings of Assessment of Local Policies. Conduct a needs assessment and write report of findings. From interview of director of special education (#1 above), using a format provided in learning module, describe administration/leadership policies and foundation of local programs and services children and youth with disabilities and their families. Include descriptions of models, theories, and philosophies in current practice. (CO 1, 4, 5)
3. Evidence-based Policy/Service Recommendations. Based on findings (#2 above), write recommendations (with director of special education as mentor) based on current leadership, organization, and systems change theory to the provision of evidence-based policy, and services and practice recommendations in the least restrictive environment for children and youth with disabilities and their families. Also include measurable procedures to assess the impact of recommendations on providing services to children and youth with disabilities. (C 2, 3, 4, 5)
4. Learning Module QuikWrites. POST research-based responses to assignments and issues related to national and state emerging administration and leadership issues and trends of

programs and services children and youth with disabilities and their families. Responses are considered formal writing, use APA style and cite resources. Specific instructions are provided in the learning module. (CO 2, 3, 4, 5)

5. QuickWrite Responses to Colleagues. RESPONSE to discussion board POSTs of colleagues is required. Responses are considered formal writing. This means that they should be grammatically correct and have no errors in punctuation and spelling. Points awarded for DB responses and POSTs are based on quality not length. They should be supported with research-based evidence (citations required—use APA style). (CO 1, 2, 3, 4, 5, 6, 7)
6. Final Examination. Material covered on the final examination will come from the learning modules, QuikWrites, discussion boards, and assigned readings. The final examination is comprehensive. (CO 1, 2, 3, 4, 5, 6, 7)
7. COE Advanced Dispositions Survey. Self-evaluate communication of high ethical administrative/leadership and advocacy when working with staff and other educators serving children and youth with disabilities and their families using the COE Advanced Dispositions Survey in LiveText portfolio. (CO 7)

#### General Requirements:

1. Each class member is responsible for all assigned readings, LM materials, videos, discussion board POSTs and group and individual assignments.
2. Discussion boards (DBs). Respond to discussion board POSTs made by the course instructor and course colleagues for each learning module. You will be assigned to a group for all assignments. Points are earned based on quality of individual participation.
3. Tentative Course Schedule. Course instructor reserves the right to change tentative course assignment schedule of due dates based on the individual needs of the class. Changes and updates will be POSTed on the General Course DB.
4. Computer malfunction or loss of internet service in not grounds for failure to meet course requirements. It is required that class members will have a back up for technology issues.
5. Each class member is responsible for all information on the course syllabus.
6. Each class member is responsible for all information on the tentative course schedule.
7. Assignments are NOT accepted late.

## COURSE EVALUATION

\*Assignments submitted to LiveText portfolio

Assignment #	Point Value	Assignment
1.	25	Field Experience Journal-Special Education Director
2.	50	*Findings of Assessment of Local Policies
3.	75	*Evidence-based Policy/Service Recommendations
4.	75	Learning Module QuikWrites 5 @ 15
5.	70	QuikWrite Responses TO Colleagues 7 @ 10
6.	50	Final Exam
7.	10	*COE Advanced Dispositions Survey
	355	Total Points

If 0 points are recorded in any of the categories, the advanced candidate is ineligible to receive a grade of A in the course.

### Grading Scale

A = 355-319

B = 318-284

C = 283-248

D = 247-213

F = 212 and below

## ATTENDANCE POLICY

Participation/preparation in LMs is required—think of this as coming to class. Being prepared is a professional responsibility. Class members are responsible for participating in all LM assignments and discussions. Therefore, expectation is to come to this virtual class thoroughly prepared. This means having all materials submitted in the required format and due date and all required selections read. Class members are responsible for discussion board (DB) ideas, concepts and issues in the required format and due date. Class members are required to check the general class discussion board at least weekly for updates. It is the place where you ask and respond to course content, requirements and questions (think of it as “raising your hand in class”).

## PROFESSIONALISM

Advanced candidates are expected to abide by the Code of Ethics developed by the Georgia Professional Standards Commission while engaged in all aspects of their teacher training experiences.



## **DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

### **FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

### **SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

## **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam

Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

### **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

### **INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

**RECEIVED**

SEP 13 2012

**REQUEST FOR A REVISED COURSE**

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** 08/01/2012 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Patti Campbell

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
SPEC 8040 Developing Professional Training Programs in Special Education

**List Current and Requested Revisions:** (only fill in items needing to be changed)

**Current:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:** Developing Professional Training Programs in Special Education  
**Prerequisites:**  
**Co-requisites:**  
**Course Description:** The study of and development of professional training programs in the field of special education.

**Requested:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:** Using Technology for Professional Development in Special Education  
**Prerequisites:**  
**Co-requisites:**  
**Course Description:** The application and implementation of advanced technology applications, hardware, software and the Internet for professional training and staff development programs in the field of special education.

**Semester/Year to be Effective:**  
Spring / 2013

**Estimated Frequency of Course Offering:**  
Once a year

**Indicate if Course will be :**  Requirement for Major  Elective

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field: This revised course reflects the new modes of professional development delivery practiced in P-12 educational settings.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: Aligned with <sup>(CEC)</sup> Advanced Standards.
- Other:

*Council for  
Exceptional  
Children*

**Source of Data to Support Suggested Change:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).**

**Data Sources:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOI, Advanced Graduate Survey for Program Improvement
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) COE Advanced Portfolio assessments

Approvals:		
Dept. Head:	<i>Peggy P. Corman</i>	Date: 9/12/12
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 9/13/12
Dean/Director:	<i>[Signature]</i>	Date: 9/13/12
Graduate Exec. Comm.: (for graduate course)	<i>[Signature]</i>	Date: 9-21-12
Graduate Dean: (for graduate course)	<i>[Signature]</i>	Date: 9-21-12
Academic Committee:		Date:

Form last updated: January 6, 2010

**SPEC 8040**  
**Using Advanced Technology for Professional Development in Special Education**  
**3 SEMESTER HOURS**

.....

**Dewar College of Education**  
**Valdosta State University**  
**Department of Early Childhood and Special Education**  
**Conceptual Framework: Guiding Principles**  
**(adapted from the Georgia Systemic Teacher Education Program Accomplished**  
**Teacher Framework)**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**REQUIRED TEXTBOOKS**

All required readings provided by the instructor through the online Learning Modules LiveText Portfolio

**COURSE DESCRIPTION**

The application implementation of advanced technology applications, hardware, software, and the Internet, for professional training and staff development programs in the field of special education.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
- IV. **ASSESSMENT:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.

## **COURSE OBJECTIVES**

Advanced candidates will:

1. use multiple measures to analyze staff development needs that improve planning, instruction, and management and write and implement a technology based assessment to identify needs. (CFS IV)
2. write a vision for a staff development sequence that promotes identified goals and objectives for serving students with disabilities and/or their families. (CFS I, V)
3. list and evaluate, using an evaluation procedure provided, specific technology resources available at the school site and district level that could support a coherent staff development sequence. (CFS IV, VI)
4. write an organized plan of the components to conduct a personnel preparation effort. (CFS II, VI)
5. write and implement (as field experience component) a well-organized plan that uses current and available technology for conducting a staff development sequence. (CFS II, V)
6. use suitable technology based productivity tools and content to complete a technology supported staff development sequence. (CFS II)

7. write formative and summative measures to evaluate a staff development sequence.  
(CSF IV)

### **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

Activities are used to assess application of skills targeted in course content. See the Tentative Course Schedule for due dates.

1. Discussion Board Questions and Responses to Colleagues. Write responses to issues related to advanced technology and professional development in the education of children and youth with disabilities POSTed by the course instructor on the discussion board (DB). These responses while limited in length (maximum 250 words) are not opinion. Responses are considered formal writing and should be documented with appropriate APA citations. This means that they should be grammatically correct and have no errors in punctuation and spelling. Unit Discussion Questions are found on the discussion board-Post your response to the discussion board. Discussion postings, one (1) initial post and two (2) posts responding to colleagues. (CO 1-7)
2. Learning Modules Units (LMU) Labs: Each LMU is self-contained and provides specific content needed to complete the LMU labs. Each lab is designed to help develop the specific information and skills needed to complete a staff development project. Labs are located in each unit. (CO 1-7)
3. Technology Needs Assessment. Assess a class and/or school to determine current needs of professional, paraprofessional staff and/or parents in a specific skill (approved by course instructor and building principal). Describe findings in a written report. Results will serve as baseline data for the staff development project. (CO 1)
4. Web-supported Staff Development Project: Use the staff development skills and technology based tools learned in modules and labs and results of needs assessment (#3 above) to write and demonstrate to the class a staff development instructional sequence training professional staff or parents. This includes implementation of the instructional sequence and evaluation of results. Website or PowerPoint format should contain 25 – 35 pages or slides, least five current references (no older than five years and from professional journals—you may include additional references that do not meet the above requirements), at least 15 links to supporting information, and use APA format. A minimum of five hours training is required. For example, mentoring a new teacher using an evidence-based technique/strategy, co-teaching (across disciplines) using an evidence-based technique/strategy or paraprofessional or parent training for specific skill acquisitions. (CO 2-7)

General Requirements.



1. Each class member is responsible for all assigned readings, LM materials, videos, discussion board POSTs and group and individual assignments.
2. Discussion boards (DBs). Respond to discussion board POSTs made by the course instructor and course colleagues for each learning module. You will be assigned to a group for all assignments. Points are earned based on quality of individual participation.
3. Tentative Course Schedule. Course instructor reserves the right to change tentative course assignment schedule of due dates based on the individual needs of the class. Changes and updates will be POSTed on the General Course DB.
4. Computer malfunction or loss of internet service in not grounds for failure to meet course requirements. It is required that class members will have a back up for technology issues.
5. Each class member is responsible for all information on the course syllabus.
6. Each class member is responsible for all information on the tentative course schedule.
7. Assignments are NOT accepted late.

**COURSE EVALUATION**

\*Assignments to be submitted to LiveText portfolio.

Assignment	Point Value	Assignment
1.	90	Discussion Board (DB) Questions 6 @ 15
2.	120	Learning Module Unit (LMU) Labs 6 @ 20
3.	40	*Technology Needs Assessment
4.	100	*Web supported Staff Development Project & Evaluation
.	<b>350</b>	<b>TOTAL</b>

If 0 points are recorded in any of the categories above, the advanced candidate will be ineligible to receive a grade of A.

Grading Scale

A = 350-315

B = 314-280

C = 279-245

D = 244-210

F = 209 and below

## **ATTENDANCE POLICY**

Participation/preparation in LMs is required—think of this as coming to class. Being prepared is a professional responsibility. Class members are responsible for participating in all LM assignments and discussions. Therefore, expectation is to come to this virtual class thoroughly prepared. This means having all materials submitted in the required format and due date and all required selections read. Class members are responsible for discussion board (DB) ideas, concepts and issues in the required format and due date. Class members are required to check the general class discussion board at least weekly for updates. It is the place where you ask and respond to course content, requirements and questions (think of it as “raising your hand in class”).

## **PROFESSIONALISM**

Students are expected to abide by the Code of Ethics developed by the Georgia Professional Standards Commission while engaged in all aspects of their teacher training experiences.

## **DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). The consequences for acts of academic dishonesty in the Dewar College of Education are:

### **FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

### **SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

### **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

### **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

**INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

**RECEIVED**

SEP 13 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**REQUEST FOR A REVISED COURSE**

Valdosta State University

**Date of Submission:** 08/01/2012 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Patti Campbell

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
SPEC 8110 Advanced Capstone Experience

**List Current and Requested Revisions:** (only fill in items needing to be changed)

**Current:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:**  
**Prerequisites:**  
**Co-requisites:**  
**Course Description:** Culminating course; a variety of research-validated practices to demonstrate advanced teachers' ability to positively impact K-12 learning.

**Requested:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:**  
**Prerequisites:**  
**Co-requisites:**  
**Course Description:** Culminating course. Advanced candidates identify course assignments or products that meet each of the Dewar College of Education's Conceptual Framework Standards and write personal reflections ~~and~~ describe how the evidence has contributed to the development of his/her knowledge, skills, and dispositions for each Conceptual Framework Standard.

**Semester/Year to be Effective:**  
Spring / 2013

**Estimated Frequency of Course Offering:**  
Once a year

**Indicate if Course will be :**  Requirement for Major  Elective

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field: This course is fully aligned with the COE Conceptual framework standards and provides evidence for this advanced teacher preparation program.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: Aligned with <sup>(CEC)</sup> Advanced Standards.

Council for Exceptional Children

Other:

**Source of Data to Support Suggested Change:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).**

**Data Sources:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOI, Advanced Graduate Survey for Program Improvement

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) COE Advanced Portfolio

<b>Approvals:</b>		
Dept. Head:	<i>Peggy P. Auman</i>	Date: 9/12/12
College/Division Exec. Comm.:	<i>Dul</i>	Date: 9/13/12
Dean/Director:	<i>Dul</i>	Date: 9/13/12
Graduate Exec. Comm.: (for graduate course)	<i>Ally</i>	Date: 9-21-12
Graduate Dean: (for graduate course)	<i>Ally</i>	Date: 9-21-12
Academic Committee:		Date:

Form last updated: January 6, 2010

**SPEC 8110**  
**Advanced Capstone Experience**  
**3 SEMESTER HOURS**

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**Dewar College of Education**  
**Valdosta State University**  
**Department of Early Childhood and Special Education**  
**Conceptual Framework: Guiding Principles**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**REQUIRED TEXTBOOKS**

LiveText Portfolio

**COURSE DESCRIPTION**

Culminating course. Advanced candidates identify course assignments or products that meet each of the Dewar College of Education's Conceptual Framework standards and write personal reflections and describe how the evidence has contributed to the development of his/her knowledge, skills, and dispositions for each Conceptual Framework Standards.



## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.

### **COURSE OBJECTIVES (CO):**

Advanced candidates will:

1. submit all required documents Livetext portfolios (CFS VI).
2. select appropriate artifacts (course assignments and/or products) that support fulfillment of each of the Dewar College of Education Conceptual Framework standards ( CFS I-VI).
3. write personal reflections describing how the artifacts contributed to the mastery of their knowledge, skills, and dispositions for each Dewar College of Education Conceptual Framework Standards (CFS I-VI).
4. collaborate with colleagues regarding impact of program artifacts on professional development (CFS VI).

### **ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

Activities are used to assess application of skills targeted in course content. See the Tentative Course Schedule for due dates.

1. LiveText Portfolio. List all required courses in the Education Specialist program of study in

their Livetext portfolio. (CO 1)

2. Educational Philosophy and Resume. Write a personal educational philosophy and resume and POST on portfolio. (CO 1)
3. Standard Reflections. Write description, impact, and reflection statements for each course artifact in their portfolio. (CO 3)
4. SPEC 8110 Tabs. Create a separate page for each of the six Conceptual Framework Standards in their Livetext Capstone Course tab (SPEC 8110). (CO 1)
5. Artifacts. Attach to the six pages created in item 4 above ONE artifact (assignment/product) from TWO different courses listed in the table provided in the Capstone instructions (in the Learning Modules) and ONE additional artifact from any of the other courses taken in the candidate's program as evidence to support mastery of each of the six Conceptual Framework Standards (total of THREE artifacts for each standard). (CO 2)
6. Artifact and Dispositions Reflections. Write a single-spaced narrative (personal reflection) for each of the six Conceptual Framework Standards, describing how the three artifacts have changed and impacted the candidate's knowledge, skills, and dispositions as a teacher and how student behavior was impacted. Narratives should be a minimum of one-and-a-half to two pages in length, and should include specific examples and descriptions from the products (evidence-based) to support reflections. Excessive grammatical or spelling errors will result in a reduction in the grade earned. POST all reflections in Livetext. (CO 3)
7. Discussion Board POSTs and Responses. Interact, in writing, with colleagues by reviewing and providing comments and suggestions to reflection POSTs of classmates. (CO 4)

#### General Requirements:

1. Each class member is responsible for all assigned readings, LM materials, videos, discussion board POSTs and group and individual assignments.
2. Discussion boards (DBs). Respond to discussion board POSTs made by the course instructor and course colleagues for each learning module. You will be assigned to a group for all assignments. Points are earned based on quality of individual participation.
3. Tentative Course Schedule. Course instructor reserves the right to change tentative course assignment schedule of due dates based on the individual needs of the class. Changes and updates will be POSTed on the General Course DB.
4. Computer malfunction or loss of internet service in not grounds for failure to meet course requirements. It is required that class members will have a back up for technology issues.
5. Each class member is responsible for all information on the course syllabus.

6. Each class member is responsible for all information on the tentative course schedule.

7. Assignments are NOT accepted late.

### **COURSE EVALUATION**

\*Assignments to be submitted to LiveText portfolio.

<b>Assignment</b>	<b>Point Value</b>	<b>Assignment</b>
1.	P/F	*LiveText Portfolio
2.	P/F	*Educational Philosophy and Resume
3.	P/F	*Standard Reflections
4.	P/F	*SPEC 8110 Tabs
5.	P/F	*Artifacts
6.	140	*Artifact Reflections & Dispositions Reflections (7 @ 20)
	60	Discussion Board POSTs and Responses (6 @ 10)
.	<b>200</b>	<b>TOTAL</b>

\*\*Please note: ALL P/F (pass/fail) items must receive a P or final grade will be lower by one letter grade.

If 0 points are recorded in any of the categories above, the advanced candidate will be ineligible to receive a grade of A.

Grading Scale

A = 200-180

B = 179-160

C = 159-140

D = 139-120

F = 119 and below

Artifact Reflections and Depositions Reflections Grading Policy as recorded in LiveText

A 20-18/20

B 17-16/20

C 15-14/20.

D 13-12/20.

F >12/20

### **ATTENDANCE POLICY**

Participation/preparation in LMs is required—think of this as coming to class. Being prepared is a professional responsibility. Class members are responsible for participating in all LM assignments and discussions. Therefore, expectation is to come to this virtual class thoroughly prepared. This means having all materials submitted in the required format and due date and all required selections read. Class members are responsible for discussion board (DB) ideas,

concepts and issues in the required format and due date. Class members are required to check the general class discussion board at least weekly for updates. It is the place where you ask and respond to course content, requirements and questions (think of it as “raising your hand in class”).

## **PROFESSIONALISM**

Advanced candidates are expected to abide by the Code of Ethics developed by the Georgia Professional Standards Commission while engaged in all aspects of their teacher training experiences.

## **DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

### **FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

### **SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, “a second level two concern form will result in the

student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee.”

3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

### **ACCESS OFFICE**

Class members requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

### **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all class members are expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term) is sent from the College of Education. SOI responses are anonymous, and instructors will view only a summary of all responses two weeks after they have submitted final grades. While instructors cannot view individual responses or access any of the responses until after final grade submission, they can see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at

<http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

### **INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website: \*

RECEIVED

SEP 13 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**REQUEST FOR A REVISED COURSE**

Valdosta State University

**Date of Submission:** 08/01/2012 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Patti Campbell

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
SPEC 8999 Thesis

**List Current and Requested Revisions:** (only fill in items needing to be changed)

**Current:**

**Course Prefix and Number:**

**Credit Hours:** 3 hours credit

**Course Title:**

**Prerequisites:**

**Co-requisites:**

**Course Description:**

**Requested:**

**Course Prefix and Number:**

**Credit Hours:** 1-3 hours credit

**Course Title:**

**Prerequisites:**

**Co-requisites:**

**Course Description:**

**Semester/Year to be Effective:**  
Spring / 2013

**Estimated Frequency of Course Offering:**  
Once a year

**Indicate if Course will be :**  Requirement for Major  Elective

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: Candidates electing the thesis option will be required to take 6 hours of thesis credit. However, the thesis can take more than two terms to complete, therefore having an option for variable credit will allow candidates to take 1, 2, or 3 hours of thesis credit until they complete their program.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

**Source of Data to Support Suggested Change:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).**

**Data Sources:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOI, Advanced Graduate Survey for Program Improvement.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Thesis

<b>Approvals:</b>		
Dept. Head:	<i>Peggy P. Auman</i>	Date: 9/12/12
College/Division Exec. Comm.:	<i>Due</i>	Date: 9/13/12
Dean/Director:	<i>Due</i>	Date: 9/13/12
Graduate Exec. Comm.: (for graduate course)	<i>Ally Pitt</i>	Date: 9-21-12
Graduate Dean: (for graduate course)	<i>Ally Pitt</i>	Date: 9-21-12
Academic Committee:		Date:

Form last updated: January 6, 2010



**SPEC 8999**  
**Thesis**  
**1-3 Semester Hours**

\*\*\*\*\*

**Dewar College of Education**  
**Valdosta State University**  
**Department of Early Childhood and Special Education**  
**Conceptual Framework: Guiding Principles**

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

## **COURSE INFORMATION**

### **Required Textbooks**

American Psychological Association (2010). Publication manual of the American Psychological Association (6th ed). Washington, DC: Author

Valdosta State University (2002) Valdosta State University graduate school thesis and dissertation guide: Valdosta, GA: Author

## **COURSE DESCRIPTION**

Development and defense of the thesis. Must be taken each semester until the thesis is completed. Number of hours taken per semester must be approved by a Thesis Chair. A minimum of six (6) hours must be taken to complete the course of study for this program.

## **COE CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

### **Standards Addressed in this Course**

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) that are appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.

### **Course Objectives (CO):**

Advanced candidates will:

1. articulate (both verbally and in writing) the scientific method and knowledge of research and statistical terminology, and critically evaluate research based on methodology used and conclusions drawn. (CFS I, IV, V)
2. use research, statistics, and evaluation methods to investigate a problem or issue related to the education and training of students with disabilities. (CFS II)
3. evaluate research, translate research into practice, and use research design and statistics to plan and conduct investigations and program evaluations for improvement of services for students with disabilities. (CFS I, II, III, IV, V)
4. follow appropriate professional and institutional guidelines regarding ethical standards and procedures. (CFS VI)
5. write, implement, and defend an approved research thesis related to the education and training of students with disabilities. (CFS I, II, III, IV, V)
6. present a power-point presentation of their thesis to fellow students and faculty available. (CFS VI)

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Activities are used to assess application of skills targeted in course content. See the Tentative Course Schedule for due dates.

1. Basic Certification through the Grants and Contracts Office. Prior to submitting any protocol to the Institutional Review Board (IRB) all individuals conducting research using human research subjects, whether faculty, staff, or students, must complete the training provided on-line through the VSU Institutional Review Board (IRB). The required training modules are numbered 1 through 6. These are modest in size, usually four to six questions for each module, and may be completed relatively quickly. Modules may be retaken the modules until passed satisfactorily, with at least an 80% correct score. A certificate is issued, and the VSU Office of Grants and Contracts will be notified of successful completion of the training. No IRB review will be processed without this certificate of satisfactory completion. Contact the IRB Administrator at 333-7837 or the IRB Chair, with any questions. (CO 4)  
Access the training program at: <http://www.citiprogram.org>
2. Learning Modules Units (LMU). Each LMU is self-contained and provides specific content needed to complete the thesis process. Each will provide for a specific assignment related to the topic of the LMU and one step in the process. (CO 1-6)
3. Thesis Proposal Approval. Submit a formal proposal, chapters one through three (problem statement, review of related literature and procedures) to committee for review. The advanced candidate is expected to respond to committee questions and comments during a formal meeting with committee. While not required, the advanced candidate may request a face-to-face meeting with committee or committee chair. Otherwise, this meeting can take place via phone or other electronic venue. (CO 1-3)
4. Institutional Review Board (IRB) Approval. Thesis proposal must be submitted to and approved by the Institutional Review Board at Valdosta State University. Necessary IRB forms may be found at:  
<http://www.valdosta.edu/grants/institutional.shtml> (CO 3)
5. Thesis. The thesis is an original piece of research completed under the direction of a department thesis committee. While the thesis chair need not be a special education faculty member, it is recommended that at least one special education faculty member be included on the thesis committee for special education major. Specific thesis guidelines and requirements are found in the VSU Thesis and Dissertation Guide. All other evaluation related issues are based on a candidate's departmental thesis committee and the Graduate School. (CO 5)
6. Thesis Defense. Submit a final thesis, chapters one through five (problem statement, review of related literature and procedures, findings, discussion) to committee for review. The advanced candidate is expected to respond to committee questions and comments during a formal meeting with committee. While not required, the advanced candidate may request a face-to-face meeting with committee or committee chair. Otherwise, this

meeting can take place via phone or other electronic avenue. Submission of a powerpoint presentation is recommended to guide committee through the defense. (CO 6)

**General Requirements:**

1. Each class member is responsible for all assigned readings, LM materials, videos, discussion board POSTs and group and individual assignments.
2. Discussion boards (DBs). Respond to discussion board POSTs made by the course instructor and course colleagues for each learning module. You will be assigned to a group for all assignments. Points are earned based on quality of individual participation.
3. Tentative Course Schedule. Course instructor reserves the right to change tentative course assignment schedule of due dates based on the individual needs of the class. Changes and updates will be POSTed on the General Course DB.
4. Computer malfunction or loss of internet service in not grounds for failure to meet course requirements. It is required that class members will have a back up for technology issues.
5. Each class member is responsible for all information on the course syllabus.
6. Each class member is responsible for all information on the tentative course schedule.
7. Assignments are NOT accepted late.

**COURSE EVALUATION**

\*Assignments to be submitted to LiveText portfolio.

<b>Assignment</b>	<b>Point Value</b>	<b>Assignment</b>
1.	P/F	Basic certification through the Grants and Contracts Office
2.	P/F	Learning Modules Units
3.	P/F	Thesis Proposal Approval
4.	P/F	IRB Approval
5.	P/F	*Thesis
6.	P/F	Thesis Defense
	P/F	<b>Total Points</b>

**Grading Scale**

To successfully complete course requirements a P (pass) must be achieve in all assignments above.

## **ATTENDANCE POLICY**

Participation/preparation in LMs is required—think of this as coming to class. Being prepared is a professional responsibility. Class members are responsible for participating in all LM assignments and discussions. Therefore, expectation is to come to this virtual class thoroughly prepared. This means having all materials submitted in the required format and due date and all required selections read. Class members are responsible for discussion board (DB) ideas, concepts and issues in the required format and due date. Class members are required to check the general class discussion board at least weekly for updates. It is the place where you ask and respond to course content, requirements and questions (think of it as “raising your hand in class”).

## **PROFESSIONALISM**

Advanced candidates are expected to abide by the Code of Ethics developed by the Georgia Professional Standards Commission while engaged in all aspects of their teacher training experiences.

## **DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

### **FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

## SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

## ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

## STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

**INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

# REQUEST FOR A REVISED CATALOGUE COPY

(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

RECEIVED

Area of Change:  Core  Senior  Graduate

SEP 14 2012

Current Catalogue Page Number: 128-129

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall, 2013

ALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Degree and Program Name: MS in Psychology

### Present Requirements:

A. Regular Admission. To be considered for admission, the applicant must submit the following:

1. An appropriate undergraduate degree. Usually those holding either the B.S. or B.A. degree in psychology, or an undergraduate degree in a related field, with a minimum of 15 semester hours in psychology, would meet this requirement. Specific prerequisite courses will be determined by the department admissions committee.
2. The applicant must have earned a minimum 3.0 undergraduate GPA, on a 4.0 scale, calculated on all work attempted in which letter grades were awarded, and must present a minimum score of 1000 on the combined Verbal and Quantitative sections of the Graduate Record Examination (GRE), with neither score below 400.
3. Three letters of recommendation from professionals acquainted with the applicant's academic or vocational background and interests. These letters must reflect the ability, interest, and motivation of the applicant to be successful in the program of study and the career field.
4. A written statement of no more than 250-500 words describing the applicant's interest in this program and post-degree plans. This written statement must demonstrate articulation, writing skill, and goals consistent with the outcomes of the degree program.

B. Probationary Admission  
The applicant may qualify for probationary

### Proposed Requirements: (highlight changes after printing)

A. Regular Admission. To be considered for admission, the candidate must submit the following:

- 1) An appropriate undergraduate degree. Usually those holding either the B.S. or B.A. degree in Psychology, or an undergraduate degree in a related field, with a minimum of 15 semester hours in psychology, would meet this requirement. Specific prerequisite courses may be determined by the department admissions committee.
- 2) The student must have earned a minimum 3.0 undergraduate GPA, calculated on all work attempted in which letter grades were awarded, and must present a minimum score of 153 (62nd percentile) on the Verbal Reasoning section of the GRE and a minimum score of 145 (32nd percentile) on the Quantitative Reasoning section of the GRE.
- 3) Three letters of recommendation from professionals (at least two of which should be from faculty, if possible) acquainted with the applicant's academic and/or vocational background and interests. These letters must reflect the ability, interest, and motivation of the candidate to be successful in the program of study and the career field.
- 4) A written statement of no more than 250 words describing the student's interest in this program and their plans post-degree. This ~~sample~~ must demonstrate articulation, writing skill, and aims consistent with the mission of the degree program.

B. Probationary Admission  
For consideration for probationary admission, students should submit all materials outlined above and meet one of the two following conditions:

1) ~~2.0 or above~~ undergraduate GPA and scores of

of 3.0 or above

Written statement



of 2.75 or above

admission by meeting requirements A-1, A-3, and A-4 as set forth above, and one of the two following conditions. (NOTE: An applicant scoring below the necessary minimum of 400 on the Verbal scale of the GRE may receive probationary admission, if a score of 3.5 or better is obtained on the GRE analytic writing section.)

- 1) Minimum 3.0 undergraduate GPA and 800 combined Verbal and Quantitative GRE scores, with neither score below 400.
- or
- 2) Minimum 2.5 undergraduate GPA and 1000 combined Verbal and Quantitative GRE scores, with neither score below 400.

at least 145 on the Verbal Reasoning section of the GRE and 141 on the Quantitative Reasoning section of the GRE.\*

2) ~~2.75 or above~~ (undergraduate GPA) and scores of at least 153 on the Verbal Reasoning section of the GRE and 145 on the Quantitative Reasoning section of the GRE.\*

\*In addition to standardized test scores, letters of recommendation, personal statement, and GPA, the Admission Committee may consider the TOEFL (where appropriate) and disaggregated characteristics of academic transcripts (with special attention to grades in last two years of undergraduate program and psychology coursework).

**Justification:** (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Consistency with similar program copy. Undergraduate psychology graduation requirements raised to 2.5. GPA

**Source of Data to Support Suggested Change:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Review of data concerning previously admitted M.S. students**

**Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).**

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Student performance in coursework and on comprehensive exams.**

<b>Approvals:</b>		
Department Head:	<i>Jackson P. Rainie</i>	Date: 8.29.12
College/Division Exec. Committee:	<i>DM</i>	Date: 8/29/12
Dean(s)/Director(s):	<i>DM</i>	Date: 8/23/12
Graduate Exec. Comm.: (for grad program)	<i>AMH</i>	Date: 9-21-12
Graduate Dean: (for grad program)	<i>AMH</i>	Date: 9-21-12
Academic Committee:		Date:

Form last updated: January 6, 2010

## REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 4/4/2012 (mm/dd/yyyy)

**Department Initiating Revision:**  
Math&CS

**Faculty Member Requesting Revision:**  
Said Fares

**Current Course Prefix, Title, & Number:**

(See course description abbreviations in the catalog for approved prefixes)

CS 1301: Principles of Programming I

**List Current and Requested Revisions:** (only fill in items needing to be changed)

**Current:**

**Course Prefix and Number:**

**Credit Hours:** 4-0-4

**Course Title:**

**Prerequisites:**

**Co-requisites:**

**Course Description:**

**Requested:**

**Course Prefix and Number:**

**Credit Hours:** 3\_2\_4

**Course Title:**

**Prerequisites:**

**Co-requisites:**

**Course Description:**

**Semester/Year to be Effective:**

Fall/2013

**Estimated Frequency of Course Offering:**

Every semester

**Indicate if Course will be :**     Requirement for Major     Elective

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: The additional time will provide students with supervised hands-on practices and individual help from the instructor and student assistant.

Adopting current best practice(s) in field: The proposed change will be in line with the practice applied at other state universities such as:

1. University of Georgia
2. Kennesaw State University
3. Georgia Southern State University
4. Southern Polytechnic State University

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The two-hour lab will enhance student programming skills that are essential in the computer science field. Also, it will help increase the recognized low passing rate in the computer science four course sequence.

**Source of Data to Support Suggested Change:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. the SOIs and the midterm student feedback questionnaires suggest additional laboratory times and recitation times

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).**

**Data Sources:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. The SOIs and midterm student feedback will be evaluated and analyzed

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student performance and GPAs will be evaluated and analyzed

<b>Approvals:</b>	
Dept. Head: <i>Dreg Howell</i>	Date: <i>8-21-12</i>
College/Division Exec. Comm.: <i>Janice Richards</i>	Date: <i>9/12/12</i>
Dean/Director: <i>Janice Richards</i>	Date: <i>9/12/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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## REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 4/4/2012 (mm/dd/yyyy)

**Department Initiating Revision:**  
Math&CS

**Faculty Member Requesting Revision:**  
Said Fares

**Current Course Prefix, Title, & Number:**

(See course description abbreviations in the catalog for approved prefixes)

CS 1302: Principles of Programming II

**List Current and Requested Revisions:** (only fill in items needing to be changed)

**Current:**

**Course Prefix and Number:**

**Credit Hours:** 4-0-4

**Course Title:**

**Prerequisites:**

**Co-requisites:**

**Course Description:**

**Requested:**

**Course Prefix and Number:**

**Credit Hours:** 3\_2\_4

**Course Title:**

**Prerequisites:**

**Co-requisites:**

**Course Description:**

**Semester/Year to be Effective:**

Fall/2013

**Estimated Frequency of Course Offering:**

Every semester

**Indicate if Course will be :**     Requirement for Major     Elective

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: The additional time will provide students with supervised hands-on practices and individual help from the instructor and student assistant.

Adopting current best practice(s) in field: The proposed change will be in line with the practice applied at other state universities such as:

1. University of Georgia
2. Kennesaw State University
3. Georgia Southern State University
4. Southern Polytechnic State University

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The two-hour lab will enhance student programming skills that are essential in the computer science field. Also, it will help increase the recognized low passing rate in the computer science four course sequence.

**Source of Data to Support Suggested Change:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. the SOIs and the midterm student feedback questionnaires suggest additional laboratory times and recitation times
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).**

**Data Sources:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. The SOIs and midterm student feedback will be evaluated and analyzed
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student performance and GPAs will be evaluated and analyzed

<b>Approvals:</b>	
Dept. Head: <i>Ang Hamer</i>	Date: <i>8-21-12</i>
College/Division Exec. Comm.: <i>Lennie Kishada</i>	Date: <i>9/12/12</i>
Dean/Director: <i>Lennie Kishada</i>	Date: <i>9/12/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010



## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 09/05/2012 (mm/dd/yyyy)

**Department Initiating Request:**  
Physics Astronomy and Geosciences

**Faculty Member Requesting:**  
Dr. Dereth Janette Drake

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
PHYS 4300

**Proposed New Course Title:**  
Plasma Physics  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Plasma Physics

**Semester/Year to be Effective:**  
Fall 2013

**Estimated Frequency of Course Offering:**  
Once every 2 years

**Indicate if Course will be :**     Requirement for Major     Elective

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: MATH 2263 and PHYS 2212K with a grade of "C" or better. An introductory level course on the physics of ionized gases. Topics include orbit theory, guiding center motion, ionization balance description of plasmas by fluid variables and distribution functions, linearized wave motions, instabilities, and magnetohydrodynamics.

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field: This is an important area in physics, a considerable amount of research is currently being conducted in this field.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. There is a strong interest in this area among students. In the past it has been taught as a directed study at the request of students interested in this field.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting program's learning outcomes** (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. Enrollment data and grade distributions will be used to assess the retention and success of students in this course.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) All students will complete the pre- and post-test to determine their knowledge in the area of plasma physics at the beginning and end of the course. Students will apply mathematical techniques to solve physical problems in astrophysical plasma environments. In addition, students will prepare a paper and oral presentation for a chosen plasma environment and present these results to the class.
- Other:

**\*\*Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.\*\***

<b>Approvals:</b>	
Dept. Head: Edward E. Chatham	Date: 9/4/12
College/Division Exec. Comm.: Lannie Richards	Date: 9/12/12
Dean/Director: Lannie Richards	Date: 9/12/12
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

## Course Syllabus

**Lecturer:** Dr. D. J. Drake  
Email: [djdrake@valdosta.edu](mailto:djdrake@valdosta.edu)  
Office: Nevins Hall 2210  
Office hours:

**Textbook:** *Introduction to Plasma Physics and Controlled Fusion* by F. F. Chen, Springer Publishing Co.

**Suggested Text:** *DIV, Grad, Curl, & All That: An Informal Text on Vector Calculus* by Harry M. Schey, W. W. Norton Publishing Co.

**Prerequisite:** MATH 2263, PHYS 2212K with a grade of "C" or better

### Course Schedule: Day, Time, Location

Lectures will be devoted to discussing and clarifying text material, to working illustrative problems, and to demonstrating physical principles and their applications. Your experience will be most rewarding if you read the sections to be covered (see Course Outline) before coming to lecture. You may not understand all the material, but a prior reading will help you focus your attention on the portion of the lecture that covers it. As soon after lecture as possible, study the text and the notes you took in class. Remember you are required to know not only what is covered in the lectures, but also what is covered in the text book. You must bring a scientific calculator to all class and lab sections. Please note that a cell phone cannot be used in place of a calculator at any time in the course, this includes, but is not limited to, tests, and exams.

**Course Description:** An introductory level course on the physics of ionized gases. Topics include orbit theory, guiding center motion, ionization balance description of plasmas by fluid variables and distribution functions, linearized wave motions, instabilities, and magnetohydrodynamics

**Material to be Covered:** This course is designed to teach the principles of plasma physics through the study of fluid mechanics, magnetohydrodynamics, and wave motion. Work will be done with orbit theory, guiding center motion, plasma instabilities, and the ionization balance description of plasmas using fluid variables and distribution functions. Those taking this class must be proficient in algebra, trigonometry, and elementary differential and integral calculus; work will involve linear, quadratic, and circular functions, using scientific notation, graphing data, factoring polynomials, and solving systems of equations. From an engineering or science perspective, a student will be able to apply advanced mathematics and physical principles to demonstrate that he/she understands the principles of plasma physics through problem-solving and course discussions.

### Educational Outcomes and Assessments:

1. Outcome: Students will demonstrate knowledge in the field of plasma physics.  
Assessment: All students will take test to determine their level of understanding of the concepts in plasma physics both at the beginning of the course and at the end.

2. Outcome: Students will apply the techniques of mathematical analysis to physical problems.  
Assessment: All students will use mathematical tools to solve problems in various plasma environments, including astrophysical plasmas and man-made plasmas.
3. Outcome: Students will effectively use computers and calculators for scientific calculation and word processing.  
Assessment: Students will prepare a paper and presentation on a chosen plasma environment and present the results to the class in the form of a poster presentation.

**Final Course Grade:** A letter grade is determined only at the end of the term. Course grades will be based on test grades, final exam grade, assigned homework, laboratory work, and quizzes. The relative weight is the following:

Final Exam: 30%  
Tests: 20% each  
Homework: 15%  
Presentation: 15%

The course grading scale will be follows:

A 90% - 100%  
B 80% - 89%  
C 70% - 79%  
D 60% - 69%  
F 0 - 59%

**Final Exam:** The final exam for this class will be held on December 25, 2013 at 12:00pm. The exam will be cumulative. You will be allowed a calculator (cannot be shared with another student), pencil/pen, scrap paper, and a one page formula sheet. No words are allowed on your formula sheet, which must be turned in with your test. If you put any words on your formula sheet, **10 points** will be deducted from your final exam grade. A make-up exam can be granted only if the absence is considered an excused absence as listed in the attendance policy below.

**Tests:** During this semester you will have two closed book tests. The first will be held on September 18<sup>th</sup> and the second on October 30<sup>th</sup>. A brief review will be provided for each test. You will be allowed a calculator (cannot be shared with another student), pencil/pen, scrap paper, and a one page formula sheet. **No words** are allowed on your formula sheet, which must be turned in with your test. If you put any words on your formula sheet, 10 points will be deducted from your final test grade. All tests must be turned in at the end of the class period with no exceptions. Make-up tests can be granted only if the absence is considered an excused absence as listed in the attendance policy below.

**Homework:** Homework will be given weekly based on the material discussed in class during the previous week. This includes, but is not limited to, problem sets, reading assignments, and short videos which demonstrate specific concepts being discussed in class. Homework is due by the date and time indicated in class. No make-ups will be given for missed homework.

**Presentation:** On the last class day of the semester all students will give a poster presentation on a specific plasma environment. This presentation will include an 8-10 page paper. Papers must be double spaced in 12 point Times New Roman font with 1" margins. All papers must have the page number in the bottom right hand corner, except the cover page which should list the title, your name, date, and the course title and number. A reference page must be included and all references must be formatted in the style of *Physical Review*. More information about exact content and layout for both the poster and paper will be given in class.

**Attendance Policy:** The university attendance policy states, "The university expects that all students shall regularly attend all scheduled class meetings held for instruction or examination." This includes lectures, recitation, and laboratory meetings. In addition, "All students are held responsible for knowing the specific attendance requirements as prescribed by their instructor. . . . When students are to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course.

There are **five categories** of acceptable reasons under which a student may request a make-up test or exam. Make-up tests will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original test or exam.

- **Death or serious illness in the immediate family.** The immediate family includes spouse, children, parent, siblings, grandparents and uncles/aunts. Verification may be required.
- **Serious illness or injury of the student.** A physician/health care professional must be consulted about the injury or illness, and home-rest or hospitalization that would prevent your attendance, must be prescribed. ***Required Verification:*** A letter from the student's physician is required, noting the duration of the time that the student was directed to rest at home.
- **Court ordered appearances or a call to jury duty.** ***Required Verification:*** A copy of the official notification.
- **Military duty and deployments.** ***Required Verification:*** A duty bill, note from the commanding officer or a copy of the deployment orders is required.
- **Religious prohibitions.** Verification may be required.

**Student Opinion of Instruction (SOI):** At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators. Instructors will be able to view only a summary of all responses three days after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the data until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

**Disruptive Behavior Policy:** Disruptive students may be removed from the class. Disruptive behavior includes but is not limited to: offensive language and behavior, incessant talking, interrupting class with personal or non academic concerns, distracting students from the task at hand, drawing on desk tops, taking frequent unscheduled breaks, annoying other students, tardiness, leaving early, using cell phones, or pagers in class, etc. All cell phones, pagers, and beepers must be turned off or set on vibrate during class time. If you realize that you have an incoming call that you must attend to, leave the room quietly to do so. Do not attend to it in class. Students are responsible for being aware of the policies, procedures and student responsibilities contained within the current edition of the Valdosta State University Catalog and Student Handbook.

**Classroom and Laboratory Emergency Procedure:** In the event of a bomb threat, tornado, or fire, students and staff may be asked to evacuate the building or move to a secure location within the building. Evacuation routes for movement to an external location or to a shelter within the building are posted at the front of the room. Students should review the maps and make sure that the exit route and assembly location for the building are clearly understood. If you have a disability that may require assistance during an evacuation, please let your faculty know at the end of the first class.

**Disability Services Policy:** Reasonable accommodations will be made for students with disabilities provided those students have registered with the Access Office for Students with Disabilities in Faber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP), and 229-219-1348 (TTY). Present your instructor with the documentation.

**Academic Misconduct and Dishonesty Policy:** Students are expected to abide by the VSU student code of conduct. Violation of academic honesty includes, but is not limited to, the following actions:

1. Cheating on an examination or quiz – either giving or receiving information
2. Copying information from another person for graded assignments
3. Using unauthorized materials during tests
4. Collaborating during examinations
5. Buying, selling or stealing examinations
6. Arranging a substitute for oneself during an examination
7. Substituting for another person, or arranging such a substitution
8. Plagiarism – the intentional or accidental presentation of another's words or ideas as your own
9. Submission of work other than your own for written assignments.
10. Incorporating the words or ideas of an author into one's paper without giving the author due credit
11. Collaboration with another person or persons in submitting work for credit in class or lab, unless such collaboration is approved in advance by the instructor

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SEP 13 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

### Select Area of Change:

Core Curriculum       Senior Curriculum       Graduate Curriculum       Other Curriculum

Specify: Area A,B,C,D,F

**Current Catalog Page Number:**  
50-52

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): Fall 2013

**Degree & Program Name:**  
(e.g., BFA, Art): M.A.,  
History

### Present Requirements: (p. 50)

The Department of History offers a graduate program that leads to the Master of Arts degree with a major in history. The graduate major in the Department of History is designed to provide students with advanced instruction and training, and courses are available in in the history of the United States, Europe, Latin America, Africa, and Asia. The program also equips students with the knowledge, skills, and values required for professional careers in history and gives qualified students the foundation for doctoral study in history.

\*  
\*

### (p. 51) ADMISSION DEADLINES

Fall Deadline: May 15  
Spring Deadline: November 15

\*  
\*

### (p. 52) REQUIREMENTS FOR THE MASTERS OF ARTS DEGREE WITH A MAJOR IN HISTORY PLAN A (thesis program)..... 36 semester hours required

The thesis option is designed primarily for those students who plan on pursuing a Ph.D. in history upon completion of the M.A. at Valdosta State.  
HIST 7000.....3 hours  
HIST Graduate Seminars.....6 hours  
HIST Graduate courses.....18 hours  
HIST 7999.....6 hours  
Electives (graduate courses outside of history)....3 hours

PLAN B (non-thesis program) .....33 semester hours required

The non-thesis option is designed primarily for students currently employed as secondary education teachers, those seeking an advanced degree in history to teach at the community college level, or those seeking a graduate degree

### Proposed Requirements (Underline changes after printing this form: The Department of

History offers a graduate program that leads to the Master of Arts degree with a major in history. The graduate major in the Department of History is designed to provide students with advanced instruction and training, and courses are available in the history of the United States, Europe, Latin America, Modern Middle East, and Ancient World. The program also equips students with the knowledge, skills, and values required for professional careers in history and gives qualified students the foundation for doctoral study in history.

\*  
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### (p. 51) ADMISSION DEADLINES

Fall Deadline: April 1  
Spring Deadline: October 1

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### (p. 52) REQUIREMENTS FOR THE MASTERS OF ARTS DEGREE WITH A MAJOR IN HISTORY

PLAN A (thesis program)..... 36 semester hours required

The thesis option is designed primarily for those students who plan on pursuing a Ph.D. in history upon completion of the M.A. at Valdosta State.  
HIST 7000.....3 hours  
HIST Graduate Seminars.....9 hours  
HIST Graduate courses.....12 hours  
HIST 7999.....6 hours

Electives (must include at least one 3-hour history graduate course outside of primary and secondary fields and may include one 3-hour graduate course outside of history) .....6 hours

PLAN B (non-thesis program) ...33 semester hours required

The non-thesis option is designed primarily for students currently employed as secondary education



**in history for any personal or professional reason.**  
 HIST 7000..... 3 hours  
 HIST graduate seminars.....6 hours  
 HIST graduate courses.....18 hours  
 Electives (graduate courses outside of history) ...  
 6 hours

teachers, those seeking an advanced degree in history to teach at the community college level, or those seeking a graduate degree in history for any personal or professional reason.  
 HIST 7000..... 3 hours  
 HIST graduate seminars.....9 hours  
 HIST graduate courses.....15 hours  
 Electives (must include at least one 3 hour history graduate course outside of primary and secondary fields and may include one 3-hour graduate course outside of history).....6 hours

**Justification:**

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes: The requested change to increase the number of graduate seminars that history students must take better prepares them for more advanced graduate courses or, if they wish to be teachers, better prepares them with content knowledge for classroom use. Whether on the thesis or non-thesis track, the additional graduate seminar will deepen students' exposure to historical content and to critical historiographic issues in the discipline.
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: The change in the electives is intended to give students more flexibility in selecting the courses they take and to increase the program's completion rate.

The change in admission deadlines is intended to give the members of the History Graduate Studies Committee ample time to make admissions decisions.

**Source of Data to Support Suggested Change:**

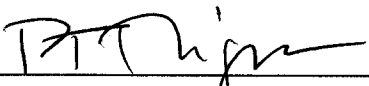




- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

**Data Sources:**

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The Masters degree in History is assessed through written and oral comprehensive examinations.

**Approvals:**

Department Head:		Date: 9/7/12
College/Division Exec. Committee:		Date: 9/12/12
Dean(s)/Director(s):		Date: 9/12/12
Grad. Exec. Committee: (for graduate course)		Date: 9-21-12
Graduate Dean: (for graduate course)		Date: 9-21-12
Academic Committee:		Date:

Form last updated: January 6, 2010

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 08/29/2012 (mm/dd/yyyy)

**Department Initiating Request:**  
History

**Faculty Member Requesting:**  
Dr. D. Haggard

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
HIST 4244

**Proposed New Course Title:**  
The Hollywood Indian: Native Americans in Film  
  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Native Americans in Film

**Semester/Year to be Effective:**  
Fall 2013

**Estimated Frequency of Course Offering:**  
Every other year

**Indicate if Course will be :**     Requirement for Major     Elective

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Study of the portrayal of Native Americans in film. The course will explore how films have depicted Native Americans, particularly in terms of accuracy and the extent to which films have created, perpetuated, or corrected ethnic stereotypes. The course will also study how films about Native Americans reflect attitudes prevalent in American culture as a whole.

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: This course will enhance our offerings in U.S. history and Native American history.

**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting program's learning outcomes**  
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The BA in History is regularly evaluated using an approved assessment plan that includes pre/post-test and evaluation of student research papers.
- Other:

**\*\*Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.\*\***

<b>Approvals:</b>	
Dept. Head: <i>P. T. Dign...</i>	Date: <i>9/7/12</i>
College/Division Exec. Comm.: <i>Lannie Richards</i>	Date: <i>9/12/12</i>
Dean/Director: <i>Lannie Richards</i>	Date: <i>9/12/12</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

SYLLABUS  
HISTORY 4244  
THE HOLLYWOOD INDIAN: NATIVE AMERICANS IN FILM

Department of History  
College of Arts and Sciences  
Valdosta State University

INSTRUCTOR: Dixie Haggard  
TELEPHONE: 249-4834  
OFFICE HOURS: Tuesday –Thursday 1:00 to 2:00; or by appointment

OFFICE: #6 History Dept. Annex, 111 W. Moore St.  
EMAIL: drhaggard@valdosta.edu

**REQUIRED TEXT:**

1. Rollins, Peter C. and John E. O'Connor, eds. *Hollywood's Indian: The Portrayal of the Native American in Film*, expanded edition. Lexington: University Press of Kentucky, 2003. ISBN: 0-8131-9077-0

There will be some additional reading assignments that can be acquired through Odum Library's online journals and electronic reserve.

**COURSE DESCRIPTION:**

Study of the portrayal of Native Americans in film. The course will explore how films have depicted Native Americans, particularly in terms of accuracy and the extent to which films have created, perpetuated, or corrected ethnic stereotypes. The course will also study how films about Native Americans reflect attitudes prevalent in American culture as a whole.

**PURPOSE OF THE COURSE:**

In viewing the way Native Americans have been portrayed in films during the twentieth century, this course will focus on answering several basic questions:

- 1) How does each film specifically portray Native Americans, and how does that portrayal reflect the attitudes of the American public and American idealism toward Native Americans during the time period the film was made?
- 2) How accurately does the film portray Native Americans with regards to the historic period covered by the film, and what impact does this coverage have on the American public's understanding of Native people in American history?
- 3) What role did the film and Hollywood as a whole have in developing and perpetuating negative stereotypes of Native Americans?
- 4) What role did the film and Hollywood as a whole have in correcting negative stereotypes of Native Americans?
- 5) How does each film reflect American idealism at the time it was made, and how accurately does it portray historical events in American history?

**Learning Objectives: Students will be able to...**

A. Demonstrate proficiency in analyzing historical arguments and the use of historical evidence. To be assessed using exams, papers, and instructor questioning during class discussion. [Dept. Outcome 4]

B. Demonstrate content knowledge in Native American history. To be assessed using exams and instructor questioning during class discussion. [Dept. Outcome 1 and 2]

C. Demonstrate proficiency in written communication. To be assessed using exams and papers. [Dept. Outcome 3]

### OUTLINES AND HANDOUTS:

At the beginning of the semester, students are given a calendar for when reading assignments are expected to be completed. These **deadlines** are the **very last** dates for which the assignments should be read so that the student will be able to actively participate in discussions. Other useful information is handed out in class from time to time. Students should make the most of the calendar, lecture outlines, and handouts; they are clear indication of what the instructor considers important and what the students might expect to find on upcoming tests.

### FINAL GRADE:

The final grade will consist of three, four page thought papers, and a participation grade. Each of the four parts of the grade will have the same value in computing the final average for the semester. Each thought paper will be graded on a scale of 0 to 100. The participation grade will be based upon the level the student actively participates in classroom discussion. Therefore, it is highly recommended that the student come to class with the day's reading completed so that the student can discuss the subject matter. Attendance will factor into this grade. Role will be taken twice a day with the first being taken at the beginning of class and the second later in the class period.

**\*Regardless of average, the student must complete all assignments for the class in order to receive a passing grade.**

**\*\*Any student that arranges a meeting with the instructor outside of posted office hours and fails to show up for that meeting will lose ten points off of their final grade.**

### UNDERGRADUATE GRADING SCALE AND ASSIGNMENT PERCENTAGE:

A) 90-100	1 <sup>st</sup> THOUGHT PAPER 25%
B) 80-89	2 <sup>nd</sup> THOUGHT PAPER 25%
C) 70-79	3 <sup>rd</sup> THOUGHT PAPER 25%
D) 60-69	PARTICIPATION 25%
F) 0-59	

### THOUGHT PAPERS:

The goal of these assignments is to produce a thorough written of the films watched during the week. This paper must be typed in a 12 pt. font, double spaced with 1" margins. It must be between a minimum four pages and a maximum of five pages with a separate title page. It should also include your assessment of the films, and it must integrate the reading assignments into the assessment. No paper will be accepted after the deadline. Failure to turn in either paper will result in the student failing the course. Cheating is absolutely unacceptable and will result in a grade of "0" on the work in question. Any student not completely clear on the subject of cheating is advised to consult the student handbook.

### ATTENDANCE:

In a history course where great blocks of time and material are covered through discussion, regular class attendance is essential for success. *(Please keep in mind that attendance still factors into your participation grade. So any day missed will detract from that portion of your grade.)* **Based on VSU policy, any student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course.** Therefore, any student that misses more than three days, regardless of the reason, can fail the class. Any student asked by the instructor to leave a class before the class is officially over will be considered absent. Students are individually responsible for all material covered in class (including handouts), whether they are in attendance or not. *With the exception of handouts, the instructor will not provide absentees with notes on lectures missed or videos shown during the students' absence. Notes on class activities can be acquired from other students in attendance.*

**DISABILITIES:**

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty). Staff from the Access Office will then contact the instructor about the special accommodations or modification needs that need to be implemented for the student.

**SOME FRIENDLY ADVICE:**

This is your class, so make the best use of it! Ask questions -- before, during, and after class -- or you may come to the end of the course as uneducated as you were at the beginning. Education is, of course, a two-way street. At least half the responsibility is yours. You must come to class, read, and study. You must pay attention to what you are doing. One of the most important parts of getting an education is learning to distinguish between the important and the trivial. Above all, you must learn to think, and you must do it. Finally, relax! At the very least, history is a good story filled with interesting people; it is much better than any novel or soap opera could ever be. At its best by showing you the way we were, history will help explain how we got to be the way we are now.

**\* The instructor retains the right to change or revise this syllabus and/or the calendar at his discretion.**

**\*\* Any student with special needs regarding their ability to participate successfully in the course should see the instructor as soon as possible.**

Maymester CALENDAR  
Monday through Friday 2:00 to 4:50

Thurs. May 10	<i>500 Nations</i>
Fri. May 11	<i>500 Nations</i>
Mon. May 14	<i>500 Nations and The Spirit of Crazy Horse</i> Rollins and O'Connor, "Introduction. The Study of Hollywood's Indian: Still on a Scholarly Frontier," 1-11. Jojola, "Absurd Reality II: Hollywood Goes to the Indians," 12-26.
Tues. May 15	<i>The Vanishing American</i> (1924) O'Connor, "The White Man's Indian: An Institutional Approach," 27-38. Riley, "Trapped in the History of Film: <i>The Vanishing American</i> ," 58-72.
Wed. May 16	<i>Drums Along the Mohawk</i> (1939) Nolley, "The Representation of Conquest: John Ford and the Hollywood Indian (1939-1964)," 73-90.
Thurs. May 17	<i>Fort Apache</i> (1948)
Fri. May 18	<i>Broken Arrow</i> (1950) Manchel: "Cultural Confusion: <i>Broken Arrow</i> ," 91-106.
Mon. May 21	<i>Tell Them Willie Boy is Here</i> (1969) Sandos and Burgess: "The Hollywood Indian versus Native Americans: <i>Tell Them Willie Boy is Here</i> ," 107-120. <b>First Thought Paper Due</b>
Tues. May 22	<i>A Man Called Horse</i> (1970) Electronic Reserve: Howard, "Comments on <i>A Man Called Horse</i> ."



- Wed. May 23            *Little Big Man* (1970)  
Kasdan and Tavernetti, "Native Americans in a Revisionist Western: *Little Big Man*,"  
121-136.
- Thurs. May 24        *Powwow Highway* (1989)  
Anderson, "Driving the Red Road: *Powwow Highway*, 137-152.
- Fri. May 25            *Dance with Wolves* (1990)  
Baird, "'Going Indian': *Dances with Wolves*," 152-169.
- Mon. May 28           **No Class Memorial Day**
- Tues. May 29         *Last of the Mohicans* (1992)  
Walker, "Deconstructing an American Myth: *The Last of the Mohicans*," 170-186.  
**Second Thought Paper Due**
- Wed. May 30          *The Indian in the Cupboard* (1995) or *Pocohontas* (1995)  
Strong, "Playing Indian in the 1990s: *Pocohontas* and *The Indian in the Cupboard*," 187-  
205.
- Thurs. May 31        *Smoke Signals* (1998)  
Cobb, "This is What It Means to Say *Smoke Signals*: Native American Cultural  
Sovereignty," 206-228.
- Fri. June 1            **Third Thought Paper Due**

## REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 08/07/2012 (mm/dd/yyyy)

**Department Initiating Revision:**  
History

**Faculty Member Requesting Revision:**  
Dr. D. Haggard

**Current Course Prefix, Title, & Number:**

(See course description abbreviations in the catalog for approved prefixes)

HIST 4226: Southeastern Colonial Experience

**List Current and Requested Revisions:** (only fill in items needing to be changed)

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:** Southeastern Colonial Experience

**Prerequisites:**

**Co-requisites:**

**Course Description:** A study of the American southeast in colonial times. The course will examine English, Spanish, and French colonial activity as well as the distinctive history of African Americans and Native Americans in the region as they relate to the colonizing powers.

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:** Colonial South

**Prerequisites:**

**Co-requisites:**

**Course Description:** A study of the American South in colonial times, with special emphasis on the Deep South. The course will examine the interaction of African, English, French, Native American, and Spanish cultures.

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Every other year

**Indicate if Course will be :**     Requirement for Major     Elective

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: To update and make more accurate the title of the course and the course description to reflect the ways in which it has changed since its creation several years ago. The course is substantially the same.

**Source of Data to Support Suggested Change:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Students report being confused by the title of the course.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).**

**Data Sources:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The BA in History is regularly evaluated using an approved assessment plan that includes pre/post tests and evaluation of student research papers.

<b>Approvals:</b>	
Dept. Head: <i>T. T. T. T. T.</i>	Date: <i>9/5/12</i>
College/Division Exec. Comm.: <i>Lannie Richards</i>	Date: <i>9/12/12</i>
Dean/Director: <i>Cornie Richards</i>	Date: <i>9/12/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**RECEIVED**

**REQUEST FOR A REVISED COURSE**

Valdosta State University

SEP 13 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** 08/07/2012 (mm/dd/yyyy)

**Department Initiating Revision:**

History

**Faculty Member Requesting Revision:**

Dr. D. Haggard

**Current Course Prefix, Title, & Number:**

(See course description abbreviations in the catalog for approved prefixes)

HIST 6226: Southeastern Colonial Experience

**List Current and Requested Revisions:** (only fill in items needing to be changed)

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:** Southeastern Colonial Experience

**Prerequisites:**

**Co-requisites:**

**Course Description:** A study of the American southeast in colonial times. The course will examine English, Spanish, and French colonial activity as well as the distinctive history of African Americans and Native Americans in the region as they relate to the colonizing powers.

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:** Colonial South

**Prerequisites:**

**Co-requisites:**

**Course Description:** A study of the American South in colonial times, with special emphasis on the Deep South. The course will examine the interaction of African, English, French, Native American, and Spanish cultures.

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Every other year

**Indicate if Course will be :**  Requirement for Major  Elective

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: To update and make more accurate the title of the course and the course description to reflect the ways in which it has changed since its creation several years ago. The course is substantially the same.

**Source of Data to Support Suggested Change:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Students report being confused by the title of the course.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).**

**Data Sources:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The MA in History is regularly evaluated using an approved assessment plan, including oral and written comprehensive examinations.

Approvals:		
Dept. Head:	<i>DT Tuj</i>	Date: 9/5/12
College/Division Exec. Comm.:	<i>Lannie Richards</i>	Date: 9/12/12
Dean/Director:	<i>Lannie Richards</i>	Date: 9/12/12
Graduate Exec. Comm.: (for graduate course)	<i>[Signature]</i>	Date: 9-21-12
Graduate Dean: (for graduate course)	<i>[Signature]</i>	Date: 9-21-12
Academic Committee:		Date:

Form last updated: January 6, 2010

# REQUEST FOR A REVISED COURSE

Valdosta State University

**RECEIVED**  
SEP 13 2012

**Date of Submission:** 08/07/2012 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Department Initiating Revision:**

History

**Faculty Member Requesting Revision:**

Dr. D. Haggard

**Current Course Prefix, Title, & Number:**

(See course description abbreviations in the catalog for approved prefixes)

HIST 6303: The Spanish Borderlands

**List Current and Requested Revisions:** (only fill in items needing to be changed)

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:** The Spanish Borderlands

**Prerequisites:**

**Co-requisites:**

**Course Description:**

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:** U.S. Spanish Borderlands

**Prerequisites:**

**Co-requisites:**

**Course Description:**

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Every other year

**Indicate if Course will be :**  Requirement for Major  Elective

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: To update the title of the course to current disciplinary standards and to make the course content more clear from the title of the course -- ie. its focus on territories within the continental U.S. (Some student apparently believe that the course is about the Iberian peninsula.)

**Source of Data to Support Suggested Change:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Students report being confused by the title of the course.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests,



portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).**

**Data Sources:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The MA in History is regularly evaluated using an approved assessment plan, including oral and written comprehensive examinations.

<b>Approvals:</b>		
Dept. Head:	<i>T. T. Nijm</i>	Date: 9/5/12
College/Division Exec. Comm.:	<i>Lannie Richards</i>	Date: 9/12/12
Dean/Director:	<i>Lannie Richards</i>	Date: 9/12/12
Graduate Exec. Comm.: (for graduate course)	<i>[Signature]</i>	Date: 9-21-12
Graduate Dean: (for graduate course)	<i>[Signature]</i>	Date: 9-21-12
Academic Committee:		Date:

Form last updated: January 6, 2010

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 08/31/2012 (mm/dd/yyyy)

**Department Initiating Request:**

History

**Faculty Member Requesting:**

Dr. Owen Jones

**Proposed New Course Prefix & Number:**

(See course description abbreviations in the catalog for approved prefixes)

HIST 4305

**Proposed New Course Title:**

History of Mexico

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

History of Mexico

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Every other year.

**Indicate if Course will be :**     Requirement for Major     Elective

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Survey of the history of Mexico from pre-Columbian times to the present. The course will examine social, economic, and cultural aspects of colonialism; imperial reform; independence and nation-building; Liberalism and Monarchism; Federalism and Centralism; foreign intervention; Mexican Revolution; industrialization; and neo-liberalism.

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: Course deepens and improves the curriculum in the history of Latin America.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

**Source of Data to Support Suggested Change:**

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Students have expressed interest in more detailed courses in Latin American history.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting program's learning outcomes** (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The BA in History is regularly evaluated using an approved assessment plan, including a pre/post test and evaluation of student research papers.
- Other:

**\*\*Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.\*\***

<b>Approvals:</b>	
Dept. Head: <i>PTT Lijn</i>	Date: <i>9/7/12</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>9/12/12</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>9/12/12</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**Professor: Owen H. Jones**  
**e-mail: [ohjones@valdosta.edu](mailto:ohjones@valdosta.edu)**  
**phone: (229) 333-7116**

### **HIST 4305/6305: The History of Mexico**

Survey of the history of Mexico from pre-Columbian times to the present. The course will examine social, economic, and cultural aspects of colonialism; imperial reform; independence and nation-building; Liberalism and Monarchism; Federalism and Centralism; foreign intervention; Mexican Revolution, industrialization; and neo-liberalism  
Prerequisite: None

#### **STUDENT LEARNING OBJECTIVES AND ASSESSMENTS:**

- A) demonstrate knowledge of major political and social developments in history. To be assessed using exams, papers, and instructor questioning during class discussions. [Department Outcomes 1 & 2]
- (B) utilize reading, listening, & writing/oral expression. To be assessed using exams, papers, and instructor questioning during class discussions. [Department Outcome 3]
- (C) utilize critical analysis (the ability to evaluate WHY a historical development occurred). To be assessed using exams, papers, and instructor questioning during class discussions. [Department Outcome 4].

#### **STUDENT LEARNING OUTCOMES:**

The student learning outcomes from this course will allow you to critically examine Mexico's ancient, colonial, and modern pasts and to consider the impact that indigenous, African, and Spanish societies had on the creation of Mexico as a nation state. One of the major themes that we will be addressing in this course is the impact that indigenous societies left on the modernization of Mexico and the residuals and invention of indigenous culture that still affects Mexico in the present. We will also examine how Mexico relates to the rest of the world, especially to their powerful neighbor to the north, the United States of America.

1. Describe the diverse geography of Mexico (highland, desert, tropical lowlands).
2. Identify the social, economic, and political structures of the pre-Columbian civilizations of Mesoamerica. (Teotihuacán, Toltec, Maya, Aztec)
3. Describe the general origins and evolution of major economic and political trends, which characterized Mexico from prehistory to the modern period.
4. Demonstrate an understanding and knowledge of cultural change in Mexican history.
5. Identify the major events, trends, and people in Mexican history.
6. Synthesize materials from various sources and fields into coherent and logical explanations of trends, events, and phenomena.
7. Interpret works drawn from visual, literary, and popular arts, connecting them with the events or themes of the historical era.
8. Identify and assess the economic, social, and political issues and events that will affect the present and future of Mexico.
9. Conduct individual research about a significant event or phenomenon, resulting in a structured, organized, logical understanding of the subject of research.

## Required Texts

- Meyer, Michael C., William L. Sherman, & Susan M. Deeds, *The Course of Mexican History, Eighth Edition*, Oxford University Press: 2007
- Joseph, Gilbert M. & Timothy J. Henderson, Editors, *The Mexico Reader: History Culture, Politics*, Duke University Press: 2002
- Townsend, Richard F., *The Aztecs, Revised Edition* Thames and Hudson: 1992 & 2000
- Cope, R. Douglas, *The Limits of Racial Domination, Plebian Society in Colonial Mexico City, 1660 - 1720*, The University of Wisconsin Press: 1994
- Bonfil Batalla, Guillermo, *México Profundo, Reclaiming a Civilization*, Philip A. Dennis, translator, University of Texas Press, Austin: 1996

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## Useful Websites

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<http://lanic.utexas.edu/>  
<http://www.academicinfo.net/latinamhist.html>  
<http://www2.qeh.ox.ac.uk/oxlad/>  
<http://www.georgetown.edu/pdba/english.html>  
<http://www.lib.utexas.edu/maps>  
<http://courses.ncsu.edu/classes/hi300001/bkmarks.htm>  
<http://www.msubillings.edu/history/LatAmSites.htm>  
<http://lcweb2.loc.gov/hlas>

Mesoamerican civilizations: archaeology and history  
<http://www.mesoweb.com>  
<http://www.famsi.org/>  
<http://www.utmesoamerica.org/research.php>  
<http://www.mexicolore.co.uk/index.php?one=azt&two=aaa>  
<http://www.ancientweb.org/mexico/>  
<http://www.public.asu.edu/~mesmith9/>  
<http://mayapanperiphery.net/>  
<http://www.mexicon.de/index.html>

Colonial Mexico: New Spain  
[http://cipher.uiah.fi/mexico\\_new/](http://cipher.uiah.fi/mexico_new/)  
<http://www.history.com/content/mexico/colonial-mexico>  
<http://www.loc.gov/exhibits/treasures/trm153.html>  
[http://www.history.com/states.do?action=detail&state=Timeline&contentType=State\\_Gen\\_eric&contentId=55561&parentId=MEXICO](http://www.history.com/states.do?action=detail&state=Timeline&contentType=State_Gen_eric&contentId=55561&parentId=MEXICO)  
[http://www.mexconnect.com/mex\\_travel/rabarnett/rab1208.html](http://www.mexconnect.com/mex_travel/rabarnett/rab1208.html)

[http://www.accessmylibrary.com/coms2/summary\\_0286-15165117\\_ITM](http://www.accessmylibrary.com/coms2/summary_0286-15165117_ITM)  
<http://fas-history.rutgers.edu/block/pics8.htm>  
<http://mexicanart.info/colonial.htm>  
<http://www.fm.coe.uh.edu/>  
[http://www.newberry.org/aztecs/index\\_en.html](http://www.newberry.org/aztecs/index_en.html)  
[http://www.doaks.org/research/pre\\_columbian/pco\\_report\\_2006\\_Boone.html](http://www.doaks.org/research/pre_columbian/pco_report_2006_Boone.html)  
<http://www.upo.es/fihca/>  
<http://www.newberry.org/media/Aztecs2006.html>  
[http://www.mna.inah.gob.mx/muna/mna\\_esp/main.html](http://www.mna.inah.gob.mx/muna/mna_esp/main.html)  
[http://www.mna.inah.gob.mx/muna/mna\\_esp/main.html](http://www.mna.inah.gob.mx/muna/mna_esp/main.html)  
<http://www.tourbymexico.com/guerrero/acapulco/sdiego/sandiego.htm>  
  
<http://www.somosprimos.com/sp2008/spsep08/spsep08.htm>  
<http://www.amnesty.org/en/results/is/eng>

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One question will be comprehensive and the other will cover material from the midterm to the final – 30%

Total % for the course = 100%

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Valdosta State University views cheating and plagiarism as serious matters. Tutorials about plagiarism are available through the University Learning Center. Information about tutorials and proper citation is available via the VSU Academic Integrity Policy as outlined in the Undergraduate Catalogue and your Student Handbook.

(<http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>).

All students should familiarize themselves with what constitutes plagiarism:

- Intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references
- Working with another person when independent work is required
- Submission of the same paper in more than one course
- Submitting a paper written by another person or obtained from the internet

The penalties for cheating and plagiarism may include a failing grade on the assignment, a failing grade in the course, and will include referral to the Dean and the Academic Honesty Panel to consider suspension or expulsion.

If in doubt about plagiarism or cheating, adhere to the VSU Academic Integrity Policy as outlined in the Undergraduate Catalogue and your Student Handbook.

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Be aware that you may draw on other people’s work through quotations or paraphrasing as long as you cite your sources. If you are unsure about what constitutes plagiarism and/or if you have concerns about how to cite someone else’s ideas in your work, please see me.

Any student who knowingly allows cheating and plagiarism to occur will be considered in collusion and may be subject to any and all of the same policies as someone who cheats or plagiarizes.

### **ATTENDANCE, CLASSROOM DECORUM, AND EXPECTATIONS:**

It is expected that students will attend discussions and lectures. If a student misses lecture and there is a quiz or a test given on that day, the student will not be allowed to make up the quiz or test unless the student has a signed note from a doctor. As has been stated above, success in this course depends on whether a student is present and prepared for lecture and discussion.

Students will be expected to act in a professional and scholarly manner while in the classroom. This includes that there will be absolutely no tolerance for the sounding of cell-phones and pagers in class. If a student must bring in a pager or cell phone then the student will be expected to keep that cell phone or pager in the silent or off position whilst in lecture / discussion. Texting will not be tolerated in the classroom – this includes note taking using a smart phone. Please write out your notes the old-fashioned way, in a notebook. Students who have cell phones or computers or any other device with photographic or video capabilities may never take a photo or make a video in my classroom. There will be absolutely no cell phones or pagers permitted on your desk during an in class exam. Any student seen looking at any cell phone, smart phone, I-pod, pager or similar device in class during an exam will receive a failing grade on that exam, no exceptions.

Please, be on time to lecture / discussion as it is disruptive to other students and the instructor if others come in late. Leaving class early is also disruptive to other students and to the instructor. If you must leave class early for any reason, please make sure that you advise the instructor before the class session begins. I reserve the right to refuse entry to any student who habitually arrives late and I will deduct points up to two full letter grades from the final grade of any student who is habitually tardy or who habitually leaves class early.

Sleeping, playing video games, surfing the internet, or talking to classmates during the lectures or exams will not be tolerated. All of these activities are disruptive to the instructor and the other students. Those who engage in such behavior will either be given a warning or dismissed from the class or exam session and will receive a zero on their exam. Students who cannot be respectful of the professor and their cohorts will take a 10 point deduction from their final grades per infraction.

### **Communication:**

One of the highlights of teaching is the interaction that I have with my students. Please feel free to talk to me before class or after the class if you need help with an assignment, have attendance problems, or run into any sort of difficulty that would keep you from being fully successful in this course. E-mail is an excellent way to keep in touch but remember there can be as much as a 48 – 72 hour delay for my reply.

### **Incomplete Policy:**

Incompletes are only given in instances of extraordinary circumstances (health, disability, or bereavement) which prevent the completion of the course – not for low grades. In addition, a student must have successfully completed 75% of the course.

### **Lecture / Discussion Schedule:**

M 1/26 Introduction: Historical aims and sources for the history of Mexico

I.) Pre-Colombian Mexico: The Rise of Civilization in Mesoamerica

W 1/28 Mexico's first peoples

M 2/9 Mesoamerica: the Classic Period I

W 2/11 Mesoamerica: the Classic Period II

**Holiday: President's Day February 13 – 16, 2008**

W 2/18 Post-Classic Mesoamerica: Migration, Realignment, and Social Restructuring

M 2/23 The Rise of the Mexica (Aztecs)

W 2/25 Mexica (Aztec) Society and Culture. Discussion: *The Aztecs*

**\*\*Distribution of Research Paper Assignment including Grading Criteria 2/25/2008**

II. Colliding Worlds: the Spanish Conquest and Colonialism

M 3/2 The Spanish Invasion of Mexico: Fernando, Hernando, or Hernán Cortés and the Myths of the "Spanish" conquest of Mesoamerica.

W 3/4 The Settlement of New Spain: Colonization and the restructuring of the Mexica imperial state.

M 3/9 The Imperial System Entrenched: Habsburg rule in New Spain

W 3/11 The Economy of New Spain Under Hapsburg Rule

M 3/16 The Colonial Church: Religion in Spanish Society and Changing Religion in Mesoamerican Society

W 3/18 Colonial Society: Race, Class, and Gender in Colonial New Spain. Discussion on: *The Limits of Racial Domination, Plebian Society in Colonial Mexico City, 1660 – 1720*

M 3/23 Culture and Daily Life in New Spain

W 3/25 The Bourbon Monarchy and the Bourbon Reforms: Making the colony more of a colony and Society and Stress in the Late Colonial Period.

III. Independence and Nation Building

M 3/30 The *Grito* for Independence

W 4/1 **Midterm Examination**

**\*\* Spring Break: April 6, 2008 – April 12, 2008**

M 4/13 The First Mexican Empire and Early Mexican Republic, 1824 – 33

W 4/15 Santa Anna, the Centralized State, and the War with the United States and Society and Culture in the First Half of the 19<sup>th</sup> Century

M 4/20 Reform and the French Intervention: Benito Juárez, Ferdinand Maximilian, and Dame Carlota

W 4/22 The Porfiriato: Modernization and "Order & Progress"

IV. Revolution and the Restructuring of the Nation State

M 4/27 The Mexican Revolution 1910 – c1917: Military Phase

W 4/29 Mexico's Formation of a Post-Revolutionary Nation State: The Revolution's Constructive Phase

M 5/4 Mexico's Formation of a Post-Revolutionary Nation State: the Revolution's Constructive Phase II

**\*\* Last Day to turn in Rough Drafts of Research Paper 5/4/2008**

W 5/6 From Revolution to Evolution of the Mexican State: the 40's and 50's

M 5/11 Lulls and Storms, 1958 – 1976

**\*\* Rough Drafts Returned to Students 5/11/2008**

W 5/13 Mexican Development and Democratization, 1976 – 1988

M 5/18 Mexico since 1988, Discussion on *Mexico Profundo, Reclaiming a Civilization*

W 5/20 Society and Culture in Mexico since World War II

**\*\* Research Paper Due at the Beginning of Class 5/20/2008**

**\*\* Holiday: Memorial Day – May 25, 2008**

W 5/27 Final Exam Review

**\*\* Final Exam Date:**

The instructor reserves the right to make addendums and changes to the syllabus as the need arises at the instructor's discretion. Any handout in class will be considered an addendum to this syllabus.

**RECEIVED**

SEP 13 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**REQUEST FOR A NEW COURSE**

Valdosta State University

**Date of Submission:** 08/31/2012 (mm/dd/yyyy)

**Department Initiating Request:**

History

**Faculty Member Requesting:**

Dr. Owen Jones

**Proposed New Course Prefix & Number:**

(See course description abbreviations in the catalog for approved prefixes)

HIST 6305

**Proposed New Course Title:**

History of Mexico

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

History of Mexico

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Every other year.

**Indicate if Course will be :**  Requirement for Major  Elective

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Survey of the history of Mexico from pre-Columbian times to the present. The course will examine social, economic, and cultural aspects of colonialism; imperial reform; independence and nation-building; Liberalism and Monarchism; Federalism and Centralism; foreign intervention; Mexican Revolution; industrialization; and neo-liberalism.

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: Course deepens and improves the curriculum in the history of Latin America.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

**Source of Data to Support Suggested Change:**

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Students have expressed interest in more detailed courses in Latin American history.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting program's learning outcomes** (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The MA in History is regularly evaluated using an approved assessment plan, including written and oral comprehensive examinations.
- Other:

**\*\* Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments. \*\***

<b>Approvals:</b>		
Dept. Head:	<i>T. T. Nijm</i>	Date: 9/7/12
College/Division Exec. Comm.:	<i>Larrie Richards</i>	Date: 9/12/12
Dean/Director:	<i>Larrie Richards</i>	Date: 9/12/12
Graduate Exec. Comm.: (for graduate course):	<i>Ally Pott</i>	Date: 9-21-12
Graduate Dean: (for graduate course):	<i>Ally Pott</i>	Date: 9-21-12
Academic Committee:		Date:

Form last updated: January 6, 2010

**Professor: Owen H. Jones**  
**e-mail: [ohjones@valdosta.edu](mailto:ohjones@valdosta.edu)**  
**phone: (229) 333-7116**

### **HIST 4305/6305: The History of Mexico**

Survey of the history of Mexico from pre-Columbian times to the present. The course will examine social, economic, and cultural aspects of colonialism; imperial reform; independence and nation-building; Liberalism and Monarchism; Federalism and Centralism; foreign intervention; Mexican Revolution, industrialization; and neo-liberalism  
Prerequisite: None

#### **STUDENT LEARNING OBJECTIVES AND ASSESSMENTS:**

- A) demonstrate knowledge of major political and social developments in history. To be assessed using exams, papers, and instructor questioning during class discussions.  
[Department Outcomes 1 & 2]
- (B) utilize reading, listening, & writing/oral expression. To be assessed using exams, papers, and instructor questioning during class discussions. [Department Outcome 3]
- (C) utilize critical analysis (the ability to evaluate WHY a historical development occurred). To be assessed using exams, papers, and instructor questioning during class discussions.  
[Department Outcome 4].

#### **STUDENT LEARNING OUTCOMES:**

The student learning outcomes from this course will allow you to critically examine Mexico's ancient, colonial, and modern pasts and to consider the impact that indigenous, African, and Spanish societies had on the creation of Mexico as a nation state. One of the major themes that we will be addressing in this course is the impact that indigenous societies left on the modernization of Mexico and the residuals and invention of indigenous culture that still affects Mexico in the present. We will also examine how Mexico relates to the rest of the world, especially to their powerful neighbor to the north, the United States of America.

1. Describe the diverse geography of Mexico (highland, desert, tropical lowlands).
2. Identify the social, economic, and political structures of the pre-Columbian civilizations of Mesoamerica. (Teotihuacán, Toltec, Maya, Aztec)
3. Describe the general origins and evolution of major economic and political trends, which characterized Mexico from prehistory to the modern period.
4. Demonstrate an understanding and knowledge of cultural change in Mexican history.
5. Identify the major events, trends, and people in Mexican history.
6. Synthesize materials from various sources and fields into coherent and logical explanations of trends, events, and phenomena.
7. Interpret works drawn from visual, literary, and popular arts, connecting them with the events or themes of the historical era.
8. Identify and assess the economic, social, and political issues and events that will affect the present and future of Mexico.
9. Conduct individual research about a significant event or phenomenon, resulting in a structured, organized, logical understanding of the subject of research.



## Required Texts

Meyer, Michael C., William L. Sherman, & Susan M. Deeds, *The Course of Mexican History, Eighth Edition*, Oxford University Press: 2007  
Joseph, Gilbert M. & Timothy J. Henderson, Editors, *The Mexico Reader: History Culture, Politics*, Duke University Press: 2002  
Townsend, Richard F., *The Aztecs, Revised Edition* Thames and Hudson: 1992 & 2000  
Cope, R. Douglas, *The Limits of Racial Domination, Plebian Society in Colonial Mexico City, 1660 - 1720*, The University of Wisconsin Press: 1994  
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<http://www.georgetown.edu/pdba/english.html>  
<http://www.lib.utexas.edu/maps>  
<http://courses.ncsu.edu/classes/hi300001/bkmarks.htm>  
<http://www.msubillings.edu/history/LatAmSites.htm>  
<http://lcweb2.loc.gov/hlas>

Mesoamerican civilizations: archaeology and history  
<http://www.mesoweb.com>  
<http://www.famsi.org/>  
<http://www.utmesoamerica.org/research.php>  
<http://www.mexicolore.co.uk/index.php?one=azt&two=aaa>  
<http://www.ancientweb.org/mexico/>  
<http://www.public.asu.edu/~mesmith9/>  
<http://mayapanperiphery.net/>  
<http://www.mexicon.de/index.html>

Colonial Mexico: New Spain  
[http://cipher.uiah.fi/mexico\\_new/](http://cipher.uiah.fi/mexico_new/)  
<http://www.history.com/content/mexico/colonial-mexico>  
<http://www.loc.gov/exhibits/treasures/trm153.html>  
[http://www.history.com/states.do?action=detail&state=Timeline&contentType=State\\_Generic&contentId=55561&parentId=MEXICO](http://www.history.com/states.do?action=detail&state=Timeline&contentType=State_Generic&contentId=55561&parentId=MEXICO)  
[http://www.mexconnect.com/mex\\_travel/rabarnett/rab1208.html](http://www.mexconnect.com/mex_travel/rabarnett/rab1208.html)

[http://www.accessmylibrary.com/coms2/summary\\_0286-15165117\\_ITM](http://www.accessmylibrary.com/coms2/summary_0286-15165117_ITM)  
<http://fas-history.rutgers.edu/block/pics8.htm>  
<http://mexicanart.info/colonial.htm>  
<http://www.fm.coe.uh.edu/>  
[http://www.newberry.org/aztecs/index\\_en.html](http://www.newberry.org/aztecs/index_en.html)  
[http://www.doaks.org/research/pre\\_columbian/pco\\_report\\_2006\\_Boone.html](http://www.doaks.org/research/pre_columbian/pco_report_2006_Boone.html)  
<http://www.upo.es/fihca/>  
<http://www.newberry.org/media/Aztecs2006.html>  
[http://www.mna.inah.gob.mx/muna/mna\\_esp/main.html](http://www.mna.inah.gob.mx/muna/mna_esp/main.html)  
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<http://www.tourbymexico.com/guerrero/acapulco/sdiego/sandiego.htm>  
  
<http://www.somosprimos.com/sp2008/spsep08/spsep08.htm>  
<http://www.amnesty.org/en/results/is/eng>

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- Submission of the same paper in more than one course
- Submitting a paper written by another person or obtained from the internet

The penalties for cheating and plagiarism may include a failing grade on the assignment, a failing grade in the course, and will include referral to the Dean and the Academic Honesty Panel to consider suspension or expulsion.

If in doubt about plagiarism or cheating, adhere to the VSU Academic Integrity Policy as outlined in the Undergraduate Catalogue and your Student Handbook.

(<http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>)

Be aware that you may draw on other people’s work through quotations or paraphrasing as long as you cite your sources. If you are unsure about what constitutes plagiarism and/or if you have concerns about how to cite someone else’s ideas in your work, please see me.

Any student who knowingly allows cheating and plagiarism to occur will be considered in collusion and may be subject to any and all of the same policies as someone who cheats or plagiarizes.

### **ATTENDANCE, CLASSROOM DECORUM, AND EXPECTATIONS:**

It is expected that students will attend discussions and lectures. If a student misses lecture and there is a quiz or a test given on that day, the student will not be allowed to make up the quiz or test unless the student has a signed note from a doctor. As has been stated above, success in this course depends on whether a student is present and prepared for lecture and discussion.

Students will be expected to act in a professional and scholarly manner while in the classroom. This includes that there will be absolutely no tolerance for the sounding of cell-phones and pagers in class. If a student must bring in a pager or cell phone then the student will be expected to keep that cell phone or pager in the silent or off position whilst in lecture / discussion. Texting will not be tolerated in the classroom – this includes note taking using a smart phone. Please write out your notes the old-fashioned way, in a notebook. Students who have cell phones or computers or any other device with photographic or video capabilities may never take a photo or make a video in my classroom. There will be absolutely no cell phones or pagers permitted on your desk during an in class exam. Any student seen looking at any cell phone, smart phone, I-pod, pager or similar device in class during an exam will receive a failing grade on that exam, no exceptions.

Please, be on time to lecture / discussion as it is disruptive to other students and the instructor if others come in late. Leaving class early is also disruptive to other students and to the instructor. If you must leave class early for any reason, please make sure that you advise the instructor before the class session begins. I reserve the right to refuse entry to any student who habitually arrives late and I will deduct points up to two full letter grades from the final grade of any student who is habitually tardy or who habitually leaves class early.

Sleeping, playing video games, surfing the internet, or talking to classmates during the lectures or exams will not be tolerated. All of these activities are disruptive to the instructor and the other students. Those who engage in such behavior will either be given a warning or dismissed from the class or exam session and will receive a zero on their exam. Students who cannot be respectful of the professor and their cohorts will take a 10 point deduction from their final grades per infraction.

### **Communication:**

One of the highlights of teaching is the interaction that I have with my students. Please feel free to talk to me before class or after the class if you need help with an assignment, have attendance problems, or run into any sort of difficulty that would keep you from being fully successful in this course. E-mail is an excellent way to keep in touch but remember there can be as much as a 48 – 72 hour delay for my reply.

### **Incomplete Policy:**

Incompletes are only given in instances of extraordinary circumstances (health, disability, or bereavement) which prevent the completion of the course – not for low grades. In addition, a student must have successfully completed 75% of the course.

### **Lecture / Discussion Schedule:**

M 1/26 Introduction: Historical aims and sources for the history of Mexico

I.} Pre-Colombian Mexico: The Rise of Civilization in Mesoamerica

W 1/28 Mexico's first peoples

M 2/9 Mesoamerica: the Classic Period I

W 2/11 Mesoamerica: the Classic Period II

**Holiday: President's Day February 13 – 16, 2008**

W 2/18 Post-Classic Mesoamerica: Migration, Realignment, and Social Restructuring

M 2/23 The Rise of the Mexica (Aztecs)

W 2/25 Mexica (Aztec) Society and Culture. Discussion: *The Aztecs*

**\*\*Distribution of Research Paper Assignment including Grading Criteria 2/25/2008**

II. Colliding Worlds: the Spanish Conquest and Colonialism

M 3/2 The Spanish Invasion of Mexico: Fernando, Hernando, or Hernán Cortés and the Myths of the "Spanish" conquest of Mesoamerica.

W 3/4 The Settlement of New Spain: Colonization and the restructuring of the Mexica imperial state.

M 3/9 The Imperial System Entrenched: Habsburg rule in New Spain

W 3/11 The Economy of New Spain Under Hapsburg Rule

M 3/16 The Colonial Church: Religion in Spanish Society and Changing Religion in Mesoamerican Society

W 3/18 Colonial Society: Race, Class, and Gender in Colonial New Spain. Discussion on: *The Limits of Racial Domination, Plebian Society in Colonial Mexico City, 1660 – 1720*

M 3/23 Culture and Daily Life in New Spain

W 3/25 The Bourbon Monarchy and the Bourbon Reforms: Making the colony more of a colony and Society and Stress in the Late Colonial Period.

III. Independence and Nation Building

M 3/30 The *Grito* for Independence

W 4/1 **Midterm Examination**

**\*\* Spring Break: April 6, 2008 – April 12, 2008**

M 4/13 The First Mexican Empire and Early Mexican Republic, 1824 – 33

W 4/15 Santa Anna, the Centralized State, and the War with the United States and Society and Culture in the First Half of the 19<sup>th</sup> Century

M 4/20 Reform and the French Intervention: Benito Juárez, Ferdinand Maximilian, and Dame Carlota

W 4/22 The Porfiriato: Modernization and "Order & Progress"

IV. Revolution and the Restructuring of the Nation State

M 4/27 The Mexican Revolution 1910 – c1917: Military Phase

W 4/29 Mexico's Formation of a Post-Revolutionary Nation State: The Revolution's Constructive Phase

M 5/4 Mexico's Formation of a Post-Revolutionary Nation State: the Revolution's Constructive Phase II

**\*\* Last Day to turn in Rough Drafts of Research Paper 5/4/2008**

W 5/6 From Revolution to Evolution of the Mexican State: the 40's and 50's

M 5/11 Lulls and Storms, 1958 – 1976

**\*\* Rough Drafts Returned to Students 5/11/2008**

W 5/13 Mexican Development and Democratization, 1976 – 1988

M 5/18 Mexico since 1988, Discussion on *Mexico Profundo, Reclaiming a Civilization*

W 5/20 Society and Culture in Mexico since World War II

**\*\* Research Paper Due at the Beginning of Class 5/20/2008**

**\*\* Holiday: Memorial Day – May 25, 2008**

W 5/27 Final Exam Review

**\*\* Final Exam Date:**

The instructor reserves the right to make addendums and changes to the syllabus as the need arises at the instructor's discretion. Any handout in class will be considered an addendum to this syllabus.

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 08/31/2012 (mm/dd/yyyy)

**Department Initiating Request:**

History

**Faculty Member Requesting:**

Dr. Owen Jones

**Proposed New Course Prefix & Number:**

(See course description abbreviations in the catalog for approved prefixes)

HIST 4306

**Proposed New Course Title:**

History of Central America

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

History of Central America

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Every other year.

**Indicate if Course will be :**     Requirement for Major     Elective

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Survey of the history of Central America from pre-Columbian times to the present. The course will examine pre-Columbian indigenous society; Spanish conquest and colonialism; state formation and nation-building; economic underdevelopment; foreign intervention; Cold War and human rights; and the role the Catholic church and Liberation Theology.

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: Course deepens and improves curriculum in the history of Latin America.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

**Source of Data to Support Suggested Change:**

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Students have expressed interest in more detailed courses in Latin American history.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

161

**Plans for assessing the effectiveness of the course in meeting program's learning outcomes** (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The BA in History is regularly evaluated using an approved assessment plan that includes a pre/post test and evaluation of student research papers.
- Other:

**\*\*Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.\*\***



<b>Approvals:</b>		
Dept. Head:	<i>T. T. Nijm</i>	Date: <i>9/7/12</i>
College/Division Exec. Comm.:	<i>Lannie Richards</i>	Date: <i>9/12/12</i>
Dean/Director:	<i>Lannie Richards</i>	Date: <i>9/12/12</i>
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

## **HIST 4306/6306: History of Central America**

Professor: Dr. Owen H. Jones, Ph.D.

OFFICE HOURS: W 9:30 A.M. – 10:30 A.M., TH 9:30 A.M. – 10:30 A.M. and by appointment

OFFICE: HISITORY ANNEX, Office #3 at 111 Moore St.

TELEPHONE: (229) 333-7116

EMAIL: [ohjones@valdosta.edu](mailto:ohjones@valdosta.edu)

Fall 2012

**COURSE TITLE:** History of Central America

**COURSE DESCRIPTION:** 3 Units, Lecture and Discussion

Survey of the history of Central America from pre-Columbian times to the present. The course will examine pre-Columbian indigenous society; Spanish conquest and colonialism; state formation and nation-building; economic underdevelopment; foreign intervention; Cold War and human rights; and the role of the Catholic Church and Liberation Theology.

Pre-requisite: None

### **STUDENT LEARNING OBJECTIVES AND ASSESSMENTS:**

- A) demonstrate knowledge of major political and social developments in history. To be assessed using exams, papers, and instructor questioning during class discussions. [Department Outcomes 1 & 2]
- B) utilize reading, listening, & writing/oral expression. To be assessed using exams, papers, and instructor questioning during class discussions. [Department Outcome 3]
- C) utilize critical analysis (the ability to evaluate WHY a historical development occurred). To be assessed using exams, papers, and instructor questioning during class discussions. [Department Outcome 4].

### **STUDENT LEARNING OUTCOMES:**

At the termination of this course, students should be able to identify the major problems of colonization, slavery, underdevelopment, state formation and nation building, foreign intervention, human rights violations, Liberation Theology, and the Cold War in Central America. Through an analysis of primary and secondary sources, students should be able to identify, articulate, and assess the economic, social, and political issues that affect Central America's past and mold its present and future conditions as a region. Students will exercise and develop their critical thinking, reading, and writing skills in this class.

### **REQUIRED TEXTS:**

- *Understanding Central America, 5<sup>th</sup> Edition*, John A. Booth, Christine J. Wade, and Thomas W. Walker, Westview Press, 2009 (textbook)
- *A Brief History of Central America*, Hector Perez-Brignoli, Richard B. Sawrey translator, Susanna Stettri de Sawrey translator, University of California Press, 1989 (textbook)
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- *Inevitable Revolutions, The United States in Central America, Second Edition*, Walter La Feber, W.W. Norton and Co., 1993

Additional readings will be posted to Blackboard or handed out in class.

### **COURSEWORK/EXPECTATIONS:**

Attendance & Discussion:	10%
Map Quiz:	5%
Analysis Papers	45%
Midterm:	15%
Final:	25%
Total:	100%

### **ASSIGNMENTS:**

Detailed requirements for all assignments will be available on BlazeVIEW well in advance of the deadlines.

**Participation (10% total):** Participation in in-class discussions.

**Map Quiz (5% total):** Students will be required to identify and plot various geographical features in Central America including cities, countries, mountain chains, rivers, deserts, and any other geographical features of import to this course.

**Analysis Papers (45% total):** You will be required to write a three (3) to four (4) page double-spaced response paper on each book that we will read for class. The papers are not meant to be summaries but rather critical analyses of how the book or collection of primary documents reflects the key concepts we have discussed in class. Guided questions will be provided via BlazeVIEW. You will hand in an essay *by 5:00 p.m. to my office* on **Tuesday** of weeks SEVEN, TWELVE, and SIXTEEN. Please be aware that I will *not* accept: 1) Late papers or 2) Papers sent via email.

**Midterm (15%) and Final (25%):** These will consist of identification and short and long essays.

**BlazeVIEW:** I will use BlazeVIEW to post announcements, assignments, and additional readings. BlazeVIEW will provide students with another forum for learning. When you enroll in the class, you are automatically given access to BlazeVIEW. You can access BlazeVIEW from your home or any of the school's computers.

*You are responsible for all course information delivered through BlazeVIEW; you must activate & check your VALDOSTA STATE UNIVERSITY email often*

“Valdosta State University uses BlazeVIEW (Blackboard Vista 8) as an online course management system. Although your classes may not be completely online, your instructor may require you to log into BlazeVIEW for your syllabus, to complete assignments, to download lecture notes, to participate in online discussions, or to take online quizzes and exams.

This is a quick start guide for using BlazeVIEW. For detailed information on using BlazeVIEW please review the “BlazeVIEW for Students” online guide at the following web address.

<http://www.valdosta.edu/vista/students.shtml>

You may find this guide by using the following path VSU Home Page > BlazeVIEW > For Students”

All assignments, this syllabus, and other important and pertinent information will also be uploaded to the BlazeVIEW learning website. By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on

the use of SafeAssign at VSU see [SafeAssign for Students](http://www.valdosta.edu/academic/SafeAssignforStudents.shtml)  
(<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

### **GRADUATE STUDENTS:**

Any student taking this course for graduate credit must, in addition to all the above required assignments for undergraduates, read and discuss with me four (4) additional books (a book list will be provided) and produce a minimum twenty-five (25) page historiographical essay or research paper on a pre-approved topic that pertains to the history of Central America. The historiographical essay or research paper must be cited in Chicago or Turabian Style and you must utilize as sources at least eight books.

### **PLAGIARISM AND CHEATING:**

Valdosta State University views cheating and plagiarism as serious matters. Tutorials about plagiarism are available through the University Learning Center. Information about tutorials and proper citation is available via the VSU Academic Integrity Policy as outlined in the Undergraduate Catalogue and your Student Handbook. (<http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>).

All students should familiarize themselves with what constitutes plagiarism:

- Intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references
- Working with another person when independent work is required
- Submission of the same paper in more than one course
- Submitting a paper written by another person or obtained from the internet

The penalties for cheating and plagiarism may include a failing grade on the assignment, a failing grade in the course, and will include referral to the Dean and the Academic Honesty Panel to consider suspension or expulsion.

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Be aware that you may draw on other people's work through quotations or paraphrasing as long as you cite your sources. If you are unsure about what constitutes plagiarism and/or if you have concerns about how to cite someone else's ideas in your work, please see me.

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permitted on your desk during an in class exam. Any student seen looking at any cell phone, smart phone, I-pod, pager or similar device in class during an exam will receive a failing grade on that exam, no exceptions.

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### CLASS SCHEDULE

You are expected to come to class with the readings for the week completed in advance.

Week	Meetings	Lecture and Discussion Topic/ Reading Assignments
1.	8/14 8/16	Course Overview and Introductions – Central America defined as a region The First Civilizations of Central America & The Classic Period of Mesoamerica Overview
2.	8/21 8/23	The Maya and the Teotihuacanos The Toltecs and Highland peoples of Guatemala <b>Readings:</b> Karl Taube & Mary Miller, <i>An Illustrated Dictionary of the Gods and Symbols of Ancient Mexico and the Maya</i> , "Introduction," pp. 9 – 35
3.	8/28 8/30	The K'iche' Confederation, the Xinca, the Niquirano, the Moskito, and Chibcha speaking peoples The Spanish Conquest and Pedro de Alvarado – The New Conquest History
		• 9/3/2012 – Labor Day Holiday
4.	9/4 9/6	Early Colonial Central America – rule under the Hapsburgs The realignment of indigenous societies under colonial rule
5.	9/11 9/13	Africans, "Indians," Spaniards, <i>castas</i> : the construction of race Law and jurisprudence in colonial Central America
6.	9/18 9/20	Pirates and foreign interlopers in Central America – The Moskito Coast, Belize, and the British Bourbon Reforms: colonialism under a new monarchy
7.	9/25 9/27	From United Provinces to Independent States Independence and Sovereignty
8.	10/2 10/4	Midterm Examination Conservative Backlash and the Re-establishment of a Neo-Colonial Order
9.	10/9	Liberal Reforms and Liberal Reformers

10/11 Filibusters and State Formation – William Walker in Nicaragua

• **10/15/2012 – 10/16/2012 – Fall Break**

10. 10/18 Oligarchs, Export Economies, and Underdevelopment
11. 10/23 Coffee, Bananas, and U.S. Imperialism  
10/25 Sandanistas and anti-imperialist groups in Central America
12. 10/30 Cold War, C.I.A. coups and the beginnings of Civil War conflicts: Foreign  
Intervention and Destabilization  
11/1 Liberation Theology, El Salvador, Nicaragua and the new Sandanistas: The  
SNLF
13. 11/6 Inevitable Revolutions  
11/8 Class consciousness, poverty, wealth, and indigenous “impediment” to  
development
14. 11/13 Economic Change: Industrialization and the Central American Common  
Market  
11/15 Indigenous Movements for Equality
15. 11/20 Political Reform in the Wake of Civil Conflict: Human Rights

• **11/21/2012 – 11/23/2012 – Thanksgiving Holiday**

16. 11/27 Central America – Religion and Society  
11/29 Central America: An Uncertain Future

**Final Examination 7:15 P.M. – 9:15 P.M. Thursday, December 6, 2012**

The instructor reserves the right to make addendums and changes to the syllabus as the need arises at the instructor’s discretion. Any handout in class will be considered an addendum to this syllabus.

# REQUEST FOR A NEW COURSE

Valdosta State University

**RECEIVED**

SEP 13 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** 08/31/2012 (mm/dd/yyyy)

**Department Initiating Request:**

History

**Faculty Member Requesting:**

Dr. Owen Jones

**Proposed New Course Prefix & Number:**

(See course description abbreviations in the catalog for approved prefixes)

HIST 6306

**Proposed New Course Title:**

History of Central America

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

History of Central America

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Every other year.

**Indicate if Course will be :**  Requirement for Major  Elective

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Survey of the history of Central America from pre-Columbian times to the present. The course will examine pre-Columbian indigenous society; Spanish conquest and colonialism; state formation and nation-building; economic underdevelopment; foreign intervention; Cold War and human rights; and the role the Catholic church and Liberation Theology.

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: Course deepens and improves curriculum in the history of Latin America.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

**Source of Data to Support Suggested Change:**

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Students have expressed interest in more detailed courses in Latin American history.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting program's learning outcomes**  
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The MA in History is regularly evaluated using an approved assessment plan that includes oral and written comprehensive examinations.
- Other:

**\*\*Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.\*\***



<b>Approvals:</b>		
Dept. Head:	<i>P. T. Dign...</i>	Date: 9/7/12
College/Division Exec. Comm.:	<i>Lennie Richards</i>	Date: 9/12/12
Dean/Director:	<i>Lennie Richards</i>	Date: 9/12/12
Graduate Exec. Comm.: (for graduate course):	<i>[Signature]</i>	Date: 9-21-12
Graduate Dean: (for graduate course):	<i>[Signature]</i>	Date: 9-21-12
Academic Committee:		Date:

Form last updated: January 6, 2010

## **HIST 4306/6306: History of Central America**

Professor: Dr. Owen H. Jones, Ph.D.

OFFICE HOURS: W 9:30 A.M. – 10:30 A.M., TH 9:30 A.M. – 10:30 A.M. and by appointment

OFFICE: HISTORICAL ANNEX, Office #3 at 111 Moore St.

TELEPHONE: (229) 333-7116

EMAIL: [ohjones@valdosta.edu](mailto:ohjones@valdosta.edu)

Fall 2012

**COURSE TITLE:** History of Central America

**COURSE DESCRIPTION:** 3 Units, Lecture and Discussion

Survey of the history of Central America from pre-Columbian times to the present. The course will examine pre-Columbian indigenous society; Spanish conquest and colonialism; state formation and nation-building; economic underdevelopment; foreign intervention; Cold War and human rights; and the role of the Catholic Church and Liberation Theology.

Pre-requisite: None

### **STUDENT LEARNING OBJECTIVES AND ASSESSMENTS:**

- A) demonstrate knowledge of major political and social developments in history. To be assessed using exams, papers, and instructor questioning during class discussions. [Department Outcomes 1 & 2]
- (B) utilize reading, listening, & writing/oral expression. To be assessed using exams, papers, and instructor questioning during class discussions. [Department Outcome 3]
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- *Inevitable Revolutions, The United States in Central America, Second Edition*, Walter La Feber, W.W. Norton and Co., 1993

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Analysis Papers	45%
Midterm:	15%
Final:	25%
Total:	100%

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*You are responsible for all course information delivered through BlazeVIEW; you must activate & check your VALDOSTA STATE UNIVERSITY email often*

“Valdosta State University uses BlazeVIEW (Blackboard Vista 8) as an online course management system. Although your classes may not be completely online, your instructor may require you to log into BlazeVIEW for your syllabus, to complete assignments, to download lecture notes, to participate in online discussions, or to take online quizzes and exams.

This is a quick start guide for using BlazeVIEW. For detailed information on using BlazeVIEW please review the “BlazeVIEW for Students” online guide at the following web address.

<http://www.valdosta.edu/vista/students.shtml>

You may find this guide by using the following path VSU Home Page > BlazeVIEW > For Students”

All assignments, this syllabus, and other important and pertinent information will also be uploaded to the BlazeVIEW learning website. By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on

the use of SafeAssign at VSU see [SafeAssign for Students](http://www.valdosta.edu/academic/SafeAssignforStudents.shtml)  
(<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

### **GRADUATE STUDENTS:**

Any student taking this course for graduate credit must, in addition to all the above required assignments for undergraduates, read and discuss with me four (4) additional books (a book list will be provided) and produce a minimum twenty-five (25) page historiographical essay or research paper on a pre-approved topic that pertains to the history of Central America. The historiographical essay or research paper must be cited in Chicago or Turabian Style and you must utilize as sources at least eight books.

### **PLAGIARISM AND CHEATING:**

Valdosta State University views cheating and plagiarism as serious matters. Tutorials about plagiarism are available through the University Learning Center. Information about tutorials and proper citation is available via the VSU Academic Integrity Policy as outlined in the Undergraduate Catalogue and your Student Handbook. (<http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>).

All students should familiarize themselves with what constitutes plagiarism:

- Intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references
- Working with another person when independent work is required
- Submission of the same paper in more than one course
- Submitting a paper written by another person or obtained from the internet

The penalties for cheating and plagiarism may include a failing grade on the assignment, a failing grade in the course, and will include referral to the Dean and the Academic Honesty Panel to consider suspension or expulsion.

If in doubt about plagiarism or cheating, adhere to the VSU Academic Integrity Policy as outlined in the Undergraduate Catalogue and your Student Handbook.  
(<http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>)

Be aware that you may draw on other people's work through quotations or paraphrasing as long as you cite your sources. If you are unsure about what constitutes plagiarism and/or if you have concerns about how to cite someone else's ideas in your work, please see me.

Any student who knowingly allows cheating and plagiarism to occur will be considered in collusion and may be subject to any and all of the same policies as someone who cheats or plagiarizes.

### **ATTENDANCE, CLASSROOM DECORUM, AND EXPECTATION:**

It is expected that students will attend lectures. If a student misses lecture and there is a quiz or a test given on that day, the student will not be allowed to make up the quiz or test unless the student has a signed note from a doctor. As has been stated above, success in this course depends on whether a student is present and prepared for lecture and discussion.

Students will be expected to act in a professional and scholarly manner while in the classroom. This includes that there will be absolutely no tolerance for the sounding of cell-phones and pagers in class. If a student must bring in a pager or cell phone then the student will be expected to keep that cell phone or pager in the silent or off position whilst in lecture / discussion. Texting will not be tolerated in the classroom – this includes note taking using a smart phone. Please write out your notes the old-fashioned way, in a notebook. Students who have cell phones or computers or any other device with photographic or video capabilities may never take a photo or make a video in my classroom. There will be absolutely no cell phones or pagers

permitted on your desk during an in class exam. Any student seen looking at any cell phone, smart phone, I-pod, pager or similar device in class during an exam will receive a failing grade on that exam, no exceptions.

Please, be on time to lecture / discussion as it is disruptive to other students and the instructor if others come in late. Leaving class early is also disruptive to other students and to the instructor. If you must leave class early for any reason, please make sure that you advise the instructor before the class session begins. I reserve the right to refuse entry to any student who habitually arrives late and I will deduct points up to two full letter grades from the final grade of any student who is habitually tardy or who habitually leaves class early.

Sleeping, playing video games, surfing the internet, or talking to classmates during the lectures or exams will not be tolerated. All of these activities are disruptive to the instructor and the other students. Those who engage in such behavior will either be given a warning or dismissed from the class or exam session and will receive a zero on their exam. Students who cannot be respectful of the professor and their cohorts will take a 10 point deduction from their final grades per infraction.

### CLASS SCHEDULE

You are expected to come to class with the readings for the week completed in advance.

Week	Meetings	Lecture and Discussion Topic/ Reading Assignments
1.	8/14 8/16	Course Overview and Introductions – Central America defined as a region The First Civilizations of Central America & The Classic Period of Mesoamerica Overview
2.	8/21 8/23	The Maya and the Teotihuacanos The Toltecs and Highland peoples of Guatemala <b>Readings:</b> Karl Taube & Mary Miller, <i>An Illustrated Dictionary of the Gods and Symbols of Ancient Mexico and the Maya</i> , "Introduction," pp. 9 – 35
3.	8/28 8/30	The K'iche' Confederation, the Xinca, the Niquirano, the Moskito, and Chibcha speaking peoples The Spanish Conquest and Pedro de Alvarado – The New Conquest History
		• 9/3/2012 – Labor Day Holiday
4.	9/4 9/6	Early Colonial Central America – rule under the Hapsburgs The realignment of indigenous societies under colonial rule
5.	9/11 9/13	Africans, "Indians," Spaniards, <i>castas</i> : the construction of race Law and jurisprudence in colonial Central America
6.	9/18 9/20	Pirates and foreign interlopers in Central America – The Moskito Coast, Belize, and the British Bourbon Reforms: colonialism under a new monarchy
7.	9/25 9/27	From United Provinces to Independent States Independence and Sovereignty
8.	10/2 10/4	Midterm Examination Conservative Backlash and the Re-establishment of a Neo-Colonial Order
9.	10/9	Liberal Reforms and Liberal Reformers

10/11 Filibusters and State Formation – William Walker in Nicaragua

• **10/15/2012 – 10/16/2012 – Fall Break**

10. 10/18 Oligarchs, Export Economies, and Underdevelopment
11. 10/23 Coffee, Bananas, and U.S. Imperialism  
10/25 Sandanistas and anti-imperialist groups in Central America
12. 10/30 Cold War, C.I.A. coups and the beginnings of Civil War conflicts: Foreign  
Intervention and Destabilization  
11/1 Liberation Theology, El Salvador, Nicaragua and the new Sandanistas: The  
SNLF
13. 11/6 Inevitable Revolutions  
11/8 Class consciousness, poverty, wealth, and indigenous “impediment” to  
development
14. 11/13 Economic Change: Industrialization and the Central American Common  
Market  
11/15 Indigenous Movements for Equality
15. 11/20 Political Reform in the Wake of Civil Conflict: Human Rights

• **11/21/2012 – 11/23/2012 – Thanksgiving Holiday**

16. 11/27 Central America – Religion and Society  
11/29 Central America: An Uncertain Future

**Final Examination 7:15 P.M. – 9:15 P.M. Thursday, December 6, 2012**

The instructor reserves the right to make addendums and changes to the syllabus as the need arises at the instructor’s discretion. Any handout in class will be considered an addendum to this syllabus.

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 08/31/2012 (mm/dd/yyyy)

**Department Initiating Request:**

History

**Faculty Member Requesting:**

Dr. Owen Jones

**Proposed New Course Prefix & Number:**

(See course description abbreviations in the catalog for approved prefixes)

HIST 4320

**Proposed New Course Title:**

History of Indigenous Peoples of Latin America

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Hist Indigenous Latin America

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Every other year.

**Indicate if Course will be :**     Requirement for Major     Elective

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Examination of the history of indigenous peoples of Latin America from pre-Columbian times to the present. Topics include native agency and autonomy; adaptation and synthesis of indigenous culture to imposed colonial institutions; and post-colonial native activism and politics. Emphasis will be placed on indigenous accounts and perceptions of the region's past.

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: Course will deepen and improve the curriculum in the history of Latin American and in indigenous studies.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

**Source of Data to Support Suggested Change:**

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Students have expressed interest in more offerings in Latin American history.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting program's learning outcomes** (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The BA in History is regularly evaluated using an approved assessment plan that includes pre/post tests and evaluation of student research papers.
- Other:

**\*\*Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.\*\***



<b>Approvals:</b>	
Dept. Head: <i>PTT [Signature]</i>	Date: <del>9/7/12</del> <i>9/7/12</i>
College/Division Exec. Comm.: <i>Cornie Richards</i>	Date: <i>9/12/12</i>
Dean/Director: <i>Cornie Richards</i>	Date: <i>9/12/12</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**HIST 4320/6320**  
**History of Indigenous Peoples of Latin America**  
T & TH: 2:00 P.M. – 3:15 P.M.

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Dr. Owen H. Jones  
Fall 2012  
ohjones@valdosta.edu

West Hall 145  
Office Hours: MW 10-12  
Office phone: (229) 333-6117

Examination of the history of indigenous peoples of Latin America from pre-Columbian times to the present. Topics include native agency and autonomy; adaptation and synthesis of indigenous culture to imposed colonial institutions; and post-colonial native activism and politics. Emphasis will be placed on indigenous accounts and perceptions of the region's past.

Pre-requisite: None

**STUDENT LEARNING OBJECTIVES AND ASSESSMENTS:**

- A) demonstrate knowledge of major political and social developments in history. To be assessed using exams, papers, and instructor questioning during class discussions. [Department Outcomes 1 & 2]
- (B) utilize reading, listening, & writing/oral expression. To be assessed using exams, papers, and instructor questioning during class discussions. [Department Outcome 3]
- (C) utilize critical analysis (the ability to evaluate WHY a historical development occurred). To be assessed using exams, papers, and instructor questioning during class discussions. [Department Outcome 4].

**Student Learning Outcomes:**

At the termination of this course students should be able to identify, articulate, and demonstrate knowledge of the accounts, records, and perceptions that indigenous peoples in Latin America used to remember their unique histories. Students should recognize the legitimacy of a multi-disciplinary approach to the study of native peoples in Latin America and should recognize both change and continuity in indigenous societies in the region. Student should be aware of the theories and methodologies on how to approach the history of indigenous peoples in Latin America.

**Prescribed texts:**

Alfredo López Austin, translated by Bernard R. Ortiz de Montellano and Thelma Ortiz de Montellano, The Myths of the Opossum, Pathways of Mesoamerican Mythology  
Walter Mignolo and Elizabeth Hill Boone, editors, Writing Without Words

Additional reading is assigned in the course calendar below. \*\* indicates texts either on electronic reserve or posted on the course webpage on BlazeVIEW.

## Requirements

*Participation, 15%.* Class participation/attendance is essential.

*Presentations, 20%.* Weekly presentations from students in the class are opportunities for both presenters and audience to help us understand and engage with the readings.

*Reading checklists, undergraduates only, 20%.* Undergraduates are required to submit a "reading checklist" sheet every time they read a book. The checklist is due on the date that you present your book and the checklist questions will be available on BlazeVIEW.

*Short analyses, graduates only, 20%.* On each of the books that you read, graduate students will be required to submit a 2 to 3 page book review based on the week's reading.

*Research paper, 40%.* A final research paper project (12 – 15 pages for undergraduates, 25 pages for graduates) will include individual research into a topic of interest.

*Paper presentation, 5%.* You will be asked to present your paper to the class at the end of the semester.

## Readings

- 1) This is an intensive reading and writing course: it aims to a) improve your ability to rapidly extract essential analysis and data from a text; b) provide a basic knowledge of Latin American indigenous history and historiography; c) develop your own analytical and rhetorical abilities.
- 2) Some readings will be accompanied by a set of study questions, to which you should prepare concise answers. These are meant to help guide you through the main points of these texts; the questions will be reviewed in class.
- 3) You should come to class with opinions and reactions to these readings. The essence of this course will be student presentations and our conversations about these texts.

### **ATTENDANCE POLICY:**

**Valdosta State University has an attendance policy for students, which states that "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (2011 – 2012 Undergraduate Catalogue, p. 89).**

Attendance, engaged note taking in lecture, and participation in class discussions is essential for success in this course. Excessive absences will have a negative effect on your grade. If you are not in class, you are not able to fully participate in the discussions nor are you able to take notes. Being present is only part of your success in this course. You must be actively engaged in the learning process, which means that you are attentive to lectures and taking notes, that you have read the material before lecture and are able to respond to oral questions about the readings.

### **USE OF BLAZEVIEW**

I will use BlazeVIEW to post announcements, assignments, and additional readings. BlazeVIEW will provide students with another forum for learning. When you enroll in the class, you are automatically given access to BlazeVIEW. You can access BlazeVIEW from your home or any of the school's computers.

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#### ACCESS OFFICE FOR STUDENTS WITH DISABILITIES:

Students who have a documented disability and need classroom accommodations or modifications must contact the Access Office, which is located in the old Student Health Center. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (TTY)

#### Plagiarism

All students should familiarize themselves with what constitutes plagiarism:

- Intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references
- Working with another person when independent work is required
- Submission of the same paper in more than one course without the specific permission of each instructor
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The penalties for plagiarism include a failing grade on the assignment, a failing grade in the course, and/or referral to the Dean and the Academic Honesty Panel to consider suspension or expulsion.

Be aware that you may draw on other people’s work through quotations or paraphrasing as long as you cite your sources. If you are unsure of what constitutes plagiarism and/or if you have concerns about how to cite someone else’s ideas in your work, please see me.

Adhere to the Valdosta State University’s Academic Honesty Policies as outlined in the Undergraduate Catalogue and your Student Handbook. Students’ work for this course must be entirely their own. Any student who turns in an assignment written by another person, who copies or quotes passages by other authors without proper attribution, or who attempts to cheat on examinations may receive a failing grade for the entire course and will be

reported to the Dean's office and a Committee for Academic Honesty for appropriate sanctions.

Reported acts of academic dishonesty include:

"Academic Integrity Violations:

Cheating and plagiarism are academic integrity violations. Additional violations may be added as deemed appropriate. The following academic integrity violations are not to be considered all-inclusive:

1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.
  2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.
  3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
  4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
  5. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. Essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them. Some typical examples of plagiarism are:
    - Submitting an assignment as if it were one's own work when, in fact, it is at least partly or entirely the work of another.
    - Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
    - Incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged."
- (<http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>)

Collusion: For the purposes of this course, any student who knowingly or intentionally helps another student to perform any of the above acts of cheating or plagiarism is subject to disciplinary action for academic dishonesty. There is no difference between students who cheat and plagiarize and those who willingly allow it to occur.

Cheating and plagiarism are unfair to other students who do their own work and will not be tolerated. I include this section for the protection of students who honestly work hard to understand the material and who strive for excellence in their education.

**ATTENDANCE, CLASSROOM DECORUM, AND EXPECTATION:**

It is expected that students will attend lectures. If a student misses lecture and there is a quiz given on that day, the student will not be allowed to make up the quiz unless the student has a signed note from a doctor. As has been stated above, success in this course depends on whether a student is present and prepared for lecture and discussion.

Students will be expected to act in a professional and scholarly manner while in the classroom. This includes that there will be absolutely no tolerance for the sounding of cell-phones and pagers in class. If a student must bring in a pager or cell phone then the student will be expected to keep that cell phone or pager in the silent or off position whilst in lecture / discussion. Texting will not be tolerated in the classroom – this includes note taking using a smart phone. Please write out your notes the old-fashioned way, in a notebook. Students who have cell phones or computers or any other device with photographic or video capabilities may never take a photo or make a video in my classroom. There will be absolutely no cell phones or pagers permitted on your desk during an in class exam. Any student seen looking at any cell phone, smart phone, I-pod, pager or similar device in class during an exam will receive a failing grade on that exam, no exceptions.

Please, be on time to lecture / discussion as it is disruptive to other students and the instructor if others come in late. Leaving class early is also disruptive to other students and to the instructor. Those who arrive late or leave early three times will be given an absence. Six absences will result in a failing grade of “F” for the course per university policy. If you must leave class early for any reason, please make sure that you advise the instructor before the class session begins. I reserve the right to refuse entry to any student who habitually arrives late and I will deduct points up to two full letter grades from the final grade of any student who is habitually tardy or who habitually leaves class early.

Sleeping, playing video games, surfing the internet, or talking to classmates during the lectures or exams will not be tolerated. All of these activities are disruptive to the instructor and the other students. Those who engage in such behavior will either be given a warning or dismissed from the class or exam session and will receive a zero on their exam. Students who cannot be respectful of the professor and their cohorts will take a 10 point deduction from their final grades per infraction. If you do any such activity in my classroom and disrupt the learning process of your fellow students in any way, I reserve the right to dismiss you from my classroom for that day.

#### COMMUNICATION:

One of the highlights of teaching is the interaction that I have with my students. Please feel free to talk to me before class, after class, or in my office during office hours if you need help with an assignment, have attendance problems, or run into any sort of difficulty that would keep you from being fully successful in this course. E-mail is an excellent way to keep in touch but remember there can be as much as a 48 – 72 hour delay for my reply.

#### INCOMPLETE POLICY:

Incompletes will not be given in this course for any reason. **NO EXCEPTIONS!**

#### GRADUATE STUDENTS:

Graduate students will be held to a higher standard than undergraduate students. Any student taking this course for graduate credit must, in addition to all the above required assignment for undergraduates, read and discuss with me four additional books (a book list will be provided) and produce a minimum twenty-five (25) page research paper or historiographical essay on a pre-approved topic that pertains to the history of Native Americans in Latin America. The historiographical essay must be cited in Chicago or Turabian Style and contain at least eight books.

Course Calendar / Reading List:

Week 1.

January 10 - January 12 **Introduction: The Structure of Pre-Colombian Indigenous Society in Mesoamerica and the Andes and the Shift to Spanish Colonialism. Historiographical questions for the Study of Indigenous Peoples in Colonial Latin America.**

Required Readings: \*\*Benjamin Keen, "Main Currents in United States Writings on Colonial Spanish America, 1884 - 1984," in The Hispanic American Historical Review (HAHR), Vol. 65, No. 4 (Nov., 1985), pp. 657 - 682

\*\*Eric Van Young, "Two Decades of Anglophone Historical Writing on Colonial Mexico: Continuity and Change since 1980," in Mexican Studies / Estudios Mexicanos, Vol. 20, No. 2 (Summer, 2004), pp. 275 - 326

Week 2.

January 17 : **More Historiographical questions for the Study of Indigenous Peoples in Colonial Latin America**

Required Readings:\*\*Matthew Restall, "A History of the New Philology and the New Philology in History," Latin American Research Review, Vol. 38, No. 1 (2003), pp. 113 - 134

\*\*Susan Kellogg, "Histories for Anthropology: Ten Years of Historical Research and Writing by Anthropologists, 1980 - 1990," in Social Science History, Vol. 15, No. 4 (Winter 1991), pp. 417 - 455

January 19 : **More Historiographical questions for the Study of Indigenous Peoples in Colonial Latin America**

Required Readings: \*\*Kevin Terraciano & Lisa Sousa, "Historiography of New Spain," *The Oxford Handbook of Latin American History*, José Moya, Editor, (Oxford, England; Oxford University Press) 2011, pp. 25 - 64

\*\*Lyman L. Johnson & Susan Socolow, "Colonial Spanish South America," José Moya, Editor, (Oxford, England; Oxford University Press) 2011, pp. 65 - 97

Week 3.

January 24: **Indigenous Methods of Keeping History**

Required Readings:

Karl Taube & Mary Miller, *An Illustrated Dictionary of the Gods and Symbols of Ancient Mexico and the Maya*, "Introduction," pp. 9 - 35

Charles C. Mann, "Introduction: Holmburg's Mistake: A View From Above" in *1491: New Revelations of the Americas Before Columbus, Second Edition*, (New York, New York: Vintage Books) 2011, pp. 3 – 31

**January 26: Indigenous Methods of Keeping History**

**Required Readings:**

Elizabeth Hill Boone & Walter D. Mignolo, Editors, *Writing Without Words, Alternative Literacies in Mesoamerica & the Andes*, pp. 1 – 136

Week 4

**January 31 – Further Indigenous Methods of Keeping History**

**Required Readings:**

Elizabeth Hill Boone & Walter D. Mignolo, Editors, *Writing Without Words, Alternative Literacies in Mesoamerica & the Andes*, pp. 137 – 313

**February 2 : Further Indigenous Methods of Keeping History**

\*\*Eduardo de Jesus Douglas, "Figures of Speech: Pictorial History in the 'Quinatzin Map' of about 1542," in *The Art Bulletin*, Vol. 85, No. 2 (Jun., 2003), pp. 281 – 309

Week 5

**February 7 : Theoretical Approaches to Indigenous History in Latin America**

**Required Reading:** Alfredo López Austin, *The Myths of the Opossum, Pathways of Mesoamerica Mythology*, Chapters 1 – 6, pp. 1 – 72

**February 9: Further Theoretical Approaches to Indigenous History in Latin America**

**Required Reading:** Alfredo López Austin, *The Myths of the Opossum, Pathways of Mesoamerica Mythology*, Chapters 7 – 12, pp. 73 – 154

Week 6

**February 14: How History and Myth Intersect for Native American Peoples in Latin America**

**Required Reading:** Alfredo López Austin, *The Myths of the Opossum, Pathways of Mesoamerica Mythology*, Chapters 13 – 21, pp. 155 – 273

**February 16: How History and Myth Intersect for Native American Peoples in Latin America Continued**

**Required Reading:** Alfredo López Austin, *The Myths of the Opossum, Pathways of Mesoamerica Mythology*, Chapters 22 – 26, pp. 274 – 358



## Week 7

February 21 – February 23: **Pre-Colombian Indigenous History & Society****Required Readings:**

\*\*Barbara Tedlock, "Review: Mayans and Mayan Studies from 2000 B.C. to A.D. 1992," in Latin American Research Review (LARR), Vol. 28, No. 3 (1993), pp. 153 – 173

**Reading Possibilities:**

Dana Leibsohn, Script and Glyph: Pre-Hispanic History, Colonial Bookmaking, and the *Historia Tolteca-Chichimeca*

Gabrielle Vail and Anthony Aveni, The Madrid Codex: New Approaches to Understanding an Ancient Maya Manuscript

Dennis Tedlock, 2000 Years of Maya Literature

Simon Martin and Nikolai Grube, Chronicle of the Maya Kings and Queens, Second Edition

Ruud Van Akkeren, Place of the Earth Lord's Daughter

Miguel León-Portilla & Earl Shorris, et al. Language of Kings, An Anthology of Mesoamerican Literature – Pre-Colombian to the Present Elizabeth Hill Boone, Cycles of time and Meaning in the Mexican Books of Fate (Joe R. and Teresa Lozana Long Series in Latin American and Latino Art and Culture)

Eduardo de Jesus Douglas, In the Palace of Nezahualcoyotl: Painting Manuscripts, Writing the Pre-Hispanic Past in Early Colonial Period Tetzaco, Mexico

Charles C. Mann, 1491: New Revelations of the Americas Before Columbus, Second Edition

## Week 8

February 28 – March 1: **The Spanish Conquest**

**Required Reading:**\*\*Steve J. Stern, "Paradigms of Conquest: History, Historiography, and Politics," in Journal of Latin American Studies, Vol. 24, Quincentenary Supplement: The Colonial and Post Colonial Experience. Five Centuries of Spanish and Portuguese America (1992) pp. 1 – 34

**Reading Possibilities:**

Bernal Díaz del Castillo, The True History of the Conquest of New Spain

Titu Cussi Diego de Castro Yupanqui, An Inca Account of the Conquest of Peru

Matthew Restall, The Seven Myths of the Conquest

Miguel León-Portilla, The Broken Spears

Matthew Restall, Maya Conquistador

Matthew Restall and Florine Assleburg, Invading Guatemala: Spanish, Nuhua, and Maya Accounts of the Conquest Wars

J. Michael Francis, Invading Colombia  
Kenneth J. Andrien, Andean Worlds  
John Hemming, The Conquest of the Incas  
Felipe Guamán Poma de Ayala, The First New Chronicle and Good Government  
Rolena Adorno, Guaman Poma: Writing and Resistance in Colonial Peru, Second Edition

*Assignment due: research paper proposal*

**Week 9**

**March 6 – March 8: The Spanish Colonial System**

**Required Reading:**\*\*Karen Spalding, "Social Climbers: Changing Patterns of Mobility among the Indians of Colonial Peru," in The Hispanic American Historical Review, Vol. 50, No. 4 (Nov., 1970), pp. 645 – 664  
Richard E. Greenleaf, "The Mexican Inquisition and the Indians: Sources for the Ethnohistorian," in The Americas, Vol. 34, No. 3 (Jan., 1978), pp. 315 – 344

**Reading Possibilities:**

Charles Gibson, The Aztecs Under Spanish Rule  
Nancy Farriss, Maya Society Under Colonial Rule  
Karen Spalding, Huarochirí  
Steve J. Stern, Peru's Indian Peoples and the Challenge of Spanish Conquest  
Brooke Larson, Colonialism and Agrarian Transformation in Bolivia  
Ann Wightman, Indigenous Migration and Social Change  
Karen Powers, Andean Journeys  
Grant Jones, The Conquest of the Last Maya Kingdom  
Carlos Zanolli, Tierra, encomienda e identidad: Omaguaca (1540-1638)

**Week 10**

**Spring Holiday March 12, 2012 – March 16, 2012**

**Week 11**

**March 20 – March 22: Native-Language Documents and Ethnohistory**

**Required Reading:**\*\*Matthew Restall, "Heirs to the Hieroglyphs: Indigenous Writing in Colonial Mesoamerica," in The Americas, Vol. 54, No. 2 (Oct., 1997), pp. 239 - 267

**Reading Possibilities:**

James Lockhart, The Nahuas After the Conquest  
Matthew Restall, The Maya World  
Kevin Terraciano, The Mixtecs of Colonial Oaxaca  
Stephanie Wood, Transcending Conquest  
S. L. Cline, Colonial Culhuacán

Robert Haskett, Indigenous Rulers  
 Rebecca Horn, Postconquest Coyoacán  
 Susan Schroeder, Chimalpahin and the Kingdoms of Chalco  
 Robert M. Hill II, Colonial Cakchiquels  
 Victoria Reifler Bricker, Indian Christ, Indian King  
 Robert Haskett, Visions of Paradise  
 Susan Kellog and Matthew Restall, eds. Dead Giveaways

### Week 12

March 27 – March 29: **Ethnohistory of the Frontiers**

#### Reading Possibilities:

Donna Guy & Thomas Sheridan, Contested Ground  
 Guillaume Boccara, Guerre et ethnogenèse Mapuche dans le Chili colonial  
 José Bengoa, Conquista y barbarie  
 Lidia Nacuzzi, Identidades impuestas  
 Evelyn Hu-DeHart, Missionaries, Miners, and Indians  
 William Griffen, Apaches at War and at Peace  
 James F. Brooks, Captives and Cousins  
 Thierry Saignes, Ava y karaj  
 David J. Weber, Bárbaros: Spaniards and Their Savages in the Age of Enlightenment  
 Ramón Gutierrez, When Jesus Came the Corn Mothers Went Away  
 Isabelle Combès, Etnohistorias del Isoso  
 John Monteiro, Negros da terra

*Assignment due: March 29, 2012, research paper draft, outline (précis) and bibliography*

### Week 13

April 3 – April 5: **Mission Studies**

#### Reading Possibilities:

Cynthia Radding, Wandering Peoples  
 Susan Deeds, Defiance and Deference in Mexico's Colonial North  
 Erick D. Langer & Robert H. Jackson, The New Latin American Mission History  
 James Saeger, The Chaco Mission Frontier  
 Bernd Hausberger, Für Gott und König  
 David Block, Mission Culture on the Upper Amazon  
 Barbara Ganson, The Guaraní under Spanish Rule in the Río de la Plata  
 Beatriz Vitar, Guerra y misiones en la frontera chaqueña del Tucumán  
 Ana Teruel, Misiones, economía y sociedad  
 Robert H. Jackson & Edward Castillo, Indians, Franciscans, and Spanish Colonization  
 Steven Hackel, Children of Coyote, Missionaries of Saint Francis  
 Cynthia Radding, Landscapes of Power and Identity

**Week 14**

**April 10 – April 12: Indigenous Peasant Communities in the Nineteenth Century**

**Reading Possibilities:**

Greg Grandin, The Blood of Guatemala

Tristan Platt, Estado boliviano y ayllu andino

Sonia Alda Mejías, La participación indígena en la construcción de la república de Guatemala

Víctor Peralta, En pos del tributo

Charles Walker, Smoldering Ashes (19<sup>th</sup>-century part)

Nils Jacobsen, Mirages of Transition

Florencia Mallon, In Defense of Community in Peru's Central Highlands

Aldo Lauria Santiago, An Agrarian Republic

Rebecca Earle, The Return of the Native: Indians and Myth-Making in Latin America, 1810-1930

Herbert Klein, Haciendas y Ayllus

Andrés Guerrero, La semántica de la dominación

*Assignment due: April 12, 2012 Research paper, first draft*

**Week 15**

**April 17 – April 19**

**Paper presentations.**

*Aim for grads, 40 minutes, undergrads, 25 minutes*

**Week 16**

**April 24 – April 26**

**Paper presentations.**

*Aim for grads, 40 minutes, undergrads, 25 minutes*

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**Useful Websites**

Latin America: comprehensive site on all things Latin American

<http://lanic.utexas.edu/>

<http://www.academicinfo.net/latinamhist.html>

<http://www2.qeh.ox.ac.uk/oxlad/>

<http://www.georgetown.edu/pdba/english.html>

<http://www.lib.utexas.edu/maps>

<http://courses.ncsu.edu/classes/hi300001/bkmarks.htm>

<http://www.msubillings.edu/history/LatAmSites.htm>

<http://lcweb2.loc.gov/hlas>

Mesoamerican civilizations: archaeology and history

<http://www.mesoweb.com>

<http://www.famsi.org/>

<http://www.utmesoamerica.org/research.php>

<http://www.mexicolore.co.uk/index.php?one=azt&two=aaa>

<http://www.ancientweb.org/mexico/>

<http://www.public.asu.edu/~mesmith9/>

<http://mayapanperiphery.net/>

<http://www.mexicon.de/index.html>

Colonial Mexico: New Spain

[http://cipher.uiah.fi/mexico\\_new/](http://cipher.uiah.fi/mexico_new/)

<http://www.history.com/content/mexico/colonial-mexico>

<http://www.loc.gov/exhibits/treasures/trm153.html>

<http://www.history.com/states.do?action=detail&state=Timeline&contentType=State+Generic&contentId=55561&parentId=MEXICO>

[http://www.mexconnect.com/mex\\_/travel/rabarnett/rab1208.html](http://www.mexconnect.com/mex_/travel/rabarnett/rab1208.html)

[http://www.accessmylibrary.com/coms2/summary\\_0286-15165117\\_ITM](http://www.accessmylibrary.com/coms2/summary_0286-15165117_ITM)

<http://fas-history.rutgers.edu/block/pics8.htm>

<http://mexicanart.info/colonial.htm>

<http://www.fm.coe.uh.edu/>

[http://www.newberry.org/aztecs/index\\_en.html](http://www.newberry.org/aztecs/index_en.html)

[http://www.doaks.org/research/pre\\_columbian/pco\\_report\\_2006\\_Boone.html](http://www.doaks.org/research/pre_columbian/pco_report_2006_Boone.html)

<http://www.upo.es/fihca/>

<http://www.newberry.org/media/Aztecs2006.html>

[http://www.mna.inah.gob.mx/muna/mna\\_esp/main.html](http://www.mna.inah.gob.mx/muna/mna_esp/main.html)  
[http://www.mna.inah.gob.mx/muna/mna\\_esp/main.html](http://www.mna.inah.gob.mx/muna/mna_esp/main.html)

<http://www.tourbymexico.com/querrero/acapulco/sdiego/sandiego.htm>

<http://www.somosprimos.com/sp2008/spsep08/spsep08.htm>

<http://www.amnesty.org/en/results/is/eng>

*Codex Chimalpahin*

*The Chilam Balames*

*Rab'inah Achi'*

*The Popol Vuh*

*Leyenda de los Cinco Soles / Legend of the Five Suns*

*Florentine Codex*

*Relación de las Cosas de Yucatán, Relation of the Things of Yucatan, Fray*

*Diego de Landa*

The instructor reserves the right to make addendums and changes to the syllabus as the need arises at the instructor's discretion. Any handout in class will be considered an addendum to this syllabus.

**REQUEST FOR A NEW COURSE**

Valdosta State University

**RECEIVED**

SEP 13 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** 08/31/2012 (mm/dd/yyyy)

**Department Initiating Request:**

History

**Faculty Member Requesting:**

Dr. Owen Jones

**Proposed New Course Prefix & Number:**

(See course description abbreviations in the catalog for approved prefixes)

HIST 6320

**Proposed New Course Title:**

History of Indigenous Peoples of Latin America

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Hist Indigenous Latin America

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Every other year.

**Indicate if Course will be :**  Requirement for Major  Elective

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Examination of the history of indigenous peoples of Latin America from pre-Columbian times to the present. Topics include native agency and autonomy; adaptation and synthesis of indigenous culture to imposed colonial institutions; and post-colonial native activism and politics. Emphasis will be placed on indigenous accounts and perceptions of the region's past.

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: Course will deepen and improve the curriculum in the history of Latin American and in indigenous studies.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

**Source of Data to Support Suggested Change:**

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Students have expressed interest in more offerings in Latin American history.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting program's learning outcomes** (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The MA in History is regularly evaluated using an approved assessment plan that includes oral and written comprehensive examinations.
- Other:

**\*\*Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.\*\***

Approvals:		
Dept. Head:	<i>[Signature]</i>	Date: 9/7/12
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 9/12/12
Dean/Director:	<i>[Signature]</i>	Date: 9/12/12
Graduate Exec. Comm.: (for graduate course):	<i>[Signature]</i>	Date: 9-21-12
Graduate Dean: (for graduate course):	<i>[Signature]</i>	Date: 9-21-12
Academic Committee:		Date:

Form last updated: January 6, 2010



**HIST 4320/6320**  
**History of Indigenous Peoples of Latin America**  
**T & TH: 2:00 P.M. – 3:15 P.M.**

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Dr. Owen H. Jones  
Fall 2012  
ohjones@valdosta.edu

West Hall 145  
Office Hours: MW 10-12  
Office phone: (229) 333-6117

Examination of the history of indigenous peoples of Latin America from pre-Columbian times to the present. Topics include native agency and autonomy; adaptation and synthesis of indigenous culture to imposed colonial institutions; and post-colonial native activism and politics. Emphasis will be placed on indigenous accounts and perceptions of the region's past.

Pre-requisite: None

**STUDENT LEARNING OBJECTIVES AND ASSESSMENTS:**

- A) demonstrate knowledge of major political and social developments in history. To be assessed using exams, papers, and instructor questioning during class discussions. [Department Outcomes 1 & 2]
- (B) utilize reading, listening, & writing/oral expression. To be assessed using exams, papers, and instructor questioning during class discussions. [Department Outcome 3]
- (C) utilize critical analysis (the ability to evaluate WHY a historical development occurred). To be assessed using exams, papers, and instructor questioning during class discussions. [Department Outcome 4].

**Student Learning Outcomes:**

At the termination of this course students should be able to identify, articulate, and demonstrate knowledge of the accounts, records, and perceptions that indigenous peoples in Latin America used to remember their unique histories. Students should recognize the legitimacy of a multi-disciplinary approach to the study of native peoples in Latin America and should recognize both change and continuity in indigenous societies in the region. Student should be aware of the theories and methodologies on how to approach the history of indigenous peoples in Latin America.

**Prescribed texts:**

Alfredo López Austin, translated by Bernard R. Ortiz de Montellano and Thelma Ortiz de Montellano, The Myths of the Opossum, Pathways of Mesoamerican Mythology  
Walter Mignolo and Elizabeth Hill Boone, editors, Writing Without Words

Additional reading is assigned in the course calendar below. \*\* indicates texts either on electronic reserve or posted on the course webpage on BlazeVIEW.

## Requirements

*Participation, 15%.* Class participation/attendance is essential.

*Presentations, 20%.* Weekly presentations from students in the class are opportunities for both presenters and audience to help us understand and engage with the readings.

*Reading checklists, undergraduates only, 20%.* Undergraduates are required to submit a “reading checklist” sheet every time they read a book. The checklist is due on the date that you present your book and the checklist questions will be available on BlazeVIEW.

*Short analyses, graduates only, 20%.* On each of the books that you read, graduate students will be required to submit a 2 to 3 page book review based on the week’s reading.

*Research paper, 40%.* A final research paper project (12 – 15 pages for undergraduates, 25 pages for graduates) will include individual research into a topic of interest.

*Paper presentation, 5%.* You will be asked to present your paper to the class at the end of the semester.

## Readings

- 1) This is an intensive reading and writing course: it aims to a) improve your ability to rapidly extract essential analysis and data from a text; b) provide a basic knowledge of Latin American indigenous history and historiography; c) develop your own analytical and rhetorical abilities.
- 2) Some readings will be accompanied by a set of study questions, to which you should prepare concise answers. These are meant to help guide you through the main points of these texts; the questions will be reviewed in class.
- 3) You should come to class with opinions and reactions to these readings. The essence of this course will be student presentations and our conversations about these texts.

### **ATTENDANCE POLICY:**

**Valdosta State University has an attendance policy for students, which states that “A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course.” (2011 – 2012 Undergraduate Catalogue, p. 89).**

Attendance, engaged note taking in lecture, and participation in class discussions is essential for success in this course. Excessive absences will have a negative effect on your grade. If you are not in class, you are not able to fully participate in the discussions nor are you able to take notes. Being present is only part of your success in this course. You must be actively engaged in the learning process, which means that you are attentive to lectures and taking notes, that you have read the material before lecture and are able to respond to oral questions about the readings.

### **USE OF BLAZEVIEW**

I will use BlazeVIEW to post announcements, assignments, and additional readings. BlazeVIEW will provide students with another forum for learning. When you enroll in the class, you are automatically given access to BlazeVIEW. You can access BlazeVIEW from your home or any of the school’s computers.

*You are responsible for all course information delivered through BlazeVIEW; you must activate & check your VALDOSTA STATE UNIVERSITY email often*

“Valdosta State University uses BlazeVIEW (Blackboard Vista 8) as an online course management system. Although your classes may not be completely online, your instructor may require you to log into BlazeVIEW for your syllabus, to complete assignments, to download lecture notes, to participate in online discussions, or to take online quizzes and exams.

This is a quick start guide for using BlazeVIEW. For detailed information on using BlazeVIEW please review the “BlazeVIEW for Students” online guide at the following web address.

<http://www.valdosta.edu/vista/students.shtml>

You may find this guide by using the following path VSU Home Page > BlazeVIEW > For Students”

All assignments, this syllabus, and other important and pertinent information will also be uploaded to the BlazeVIEW learning website. By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see [SafeAssign for Students](http://www.valdosta.edu/academic/SafeAssignforStudents.shtml) (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>)

#### ACCESS OFFICE FOR STUDENTS WITH DISABILITIES:

Students who have a documented disability and need classroom accommodations or modifications must contact the Access Office, which is located in the old Student Health Center. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (TTY)

#### Plagiarism

All students should familiarize themselves with what constitutes plagiarism:

- Intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references
- Working with another person when independent work is required
- Submission of the same paper in more than one course without the specific permission of each instructor
- Submitting a paper written by another person or obtained from the internet

The penalties for plagiarism include a failing grade on the assignment, a failing grade in the course, and/or referral to the Dean and the Academic Honesty Panel to consider suspension or expulsion.

Be aware that you may draw on other people’s work through quotations or paraphrasing as long as you cite your sources. If you are unsure of what constitutes plagiarism and/or if you have concerns about how to cite someone else’s ideas in your work, please see me.

Adhere to the Valdosta State University’s Academic Honesty Policies as outlined in the Undergraduate Catalogue and your Student Handbook. Students’ work for this course must be entirely their own. Any student who turns in an assignment written by another person, who copies or quotes passages by other authors without proper attribution, or who attempts to cheat on examinations may receive a failing grade for the entire course and will be

reported to the Dean's office and a Committee for Academic Honesty for appropriate sanctions.

Reported acts of academic dishonesty include:

**“Academic Integrity Violations:**

Cheating and plagiarism are academic integrity violations. Additional violations may be added as deemed appropriate. The following academic integrity violations are not to be considered all-inclusive:

1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.
  2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.
  3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
  4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
  5. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. Essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them. Some typical examples of plagiarism are:
    - Submitting an assignment as if it were one's own work when, in fact, it is at least partly or entirely the work of another.
    - Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
    - Incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.”
- (<http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>)

**Collusion:** For the purposes of this course, any student who knowingly or intentionally helps another student to perform any of the above acts of cheating or plagiarism is subject to disciplinary action for academic dishonesty. There is no difference between students who cheat and plagiarize and those who willingly allow it to occur.

Cheating and plagiarism are unfair to other students who do their own work and will not be tolerated. I include this section for the protection of students who honestly work hard to understand the material and who strive for excellence in their education.

**ATTENDANCE, CLASSROOM DECORUM, AND EXPECTATION:**

It is expected that students will attend lectures. If a student misses lecture and there is a quiz given on that day, the student will not be allowed to make up the quiz unless the student has a signed note from a doctor. As has been stated above, success in this course depends on whether a student is present and prepared for lecture and discussion.

Students will be expected to act in a professional and scholarly manner while in the classroom. This includes that there will be absolutely no tolerance for the sounding of cell-phones and pagers in class. If a student must bring in a pager or cell phone then the student will be expected to keep that cell phone or pager in the silent or off position whilst in lecture / discussion. Texting will not be tolerated in the classroom – this includes note taking using a smart phone. Please write out your notes the old-fashioned way, in a notebook. Students who have cell phones or computers or any other device with photographic or video capabilities may never take a photo or make a video in my classroom. There will be absolutely no cell phones or pagers permitted on your desk during an in class exam. Any student seen looking at any cell phone, smart phone, I-pod, pager or similar device in class during an exam will receive a failing grade on that exam, no exceptions.

Please, be on time to lecture / discussion as it is disruptive to other students and the instructor if others come in late. Leaving class early is also disruptive to other students and to the instructor. Those who arrive late or leave early three times will be given an absence. Six absences will result in a failing grade of “F” for the course per university policy. If you must leave class early for any reason, please make sure that you advise the instructor before the class session begins. I reserve the right to refuse entry to any student who habitually arrives late and I will deduct points up to two full letter grades from the final grade of any student who is habitually tardy or who habitually leaves class early.

Sleeping, playing video games, surfing the internet, or talking to classmates during the lectures or exams will not be tolerated. All of these activities are disruptive to the instructor and the other students. Those who engage in such behavior will either be given a warning or dismissed from the class or exam session and will receive a zero on their exam. Students who cannot be respectful of the professor and their cohorts will take a 10 point deduction from their final grades per infraction. If you do any such activity in my classroom and disrupt the learning process of your fellow students in any way, I reserve the right to dismiss you from my classroom for that day.

#### COMMUNICATION:

One of the highlights of teaching is the interaction that I have with my students. Please feel free to talk to me before class, after class, or in my office during office hours if you need help with an assignment, have attendance problems, or run into any sort of difficulty that would keep you from being fully successful in this course. E-mail is an excellent way to keep in touch but remember there can be as much as a 48 – 72 hour delay for my reply.

#### INCOMPLETE POLICY:

Incompletes will not be given in this course for any reason. **NO EXCEPTIONS!**

#### GRADUATE STUDENTS:

Graduate students will be held to a higher standard than undergraduate students. Any student taking this course for graduate credit must, in addition to all the above required assignment for undergraduates, read and discuss with me four additional books (a book list will be provided) and produce a minimum twenty-five (25) page research paper or historiographical essay on a pre-approved topic that pertains to the history of Native Americans in Latin America. The historiographical essay must be cited in Chicago or Turabian Style and contain at least eight books.

Course Calendar / Reading List:

Week 1.

January 10 - January 12 **Introduction: The Structure of Pre-Colombian Indigenous Society in Mesoamerica and the Andes and the Shift to Spanish Colonialism. Historiographical questions for the Study of Indigenous Peoples in Colonial Latin America.**

Required Readings: \*\*Benjamin Keen, "Main Currents in United States Writings on Colonial Spanish America, 1884 - 1984," in The Hispanic American Historical Review (HAHR), Vol. 65, No. 4 (Nov., 1985), pp. 657 - 682

\*\*Eric Van Young, "Two Decades of Anglophone Historical Writing on Colonial Mexico: Continuity and Change since 1980," in Mexican Studies / Estudios Mexicanos, Vol. 20, No. 2 (Summer, 2004), pp. 275 - 326

Week 2.

January 17 : **More Historiographical questions for the Study of Indigenous Peoples in Colonial Latin America**

Required Readings:\*\*Matthew Restall, "A History of the New Philology and the New Philology in History," Latin American Research Review, Vol. 38, No. 1 (2003), pp. 113 - 134

\*\*Susan Kellogg, "Histories for Anthropology: Ten Years of Historical Research and Writing by Anthropologists, 1980 - 1990," in Social Science History, Vol. 15, No. 4 (Winter 1991), pp. 417 - 455

January 19 : **More Historiographical questions for the Study of Indigenous Peoples in Colonial Latin America**

Required Readings: \*\*Kevin Terraciano & Lisa Sousa, "Historiography of New Spain," *The Oxford Handbook of Latin American History*, José Moya, Editor, (Oxford, England; Oxford University Press) 2011, pp. 25 - 64

\*\*Lyman L. Johnson & Susan Socolow, "Colonial Spanish South America," José Moya, Editor, (Oxford, England; Oxford University Press) 2011, pp. 65 - 97

Week 3.

January 24: **Indigenous Methods of Keeping History**

Required Readings:

Karl Taube & Mary Miller, *An Illustrated Dictionary of the Gods and Symbols of Ancient Mexico and the Maya*, "Introduction," pp. 9 - 35

Charles C. Mann, "Introduction: Holmburg's Mistake: A View From Above" in *1491: New Revelations of the Americas Before Columbus, Second Edition*, (New York, New York: Vintage Books) 2011, pp. 3 – 31

**January 26: Indigenous Methods of Keeping History**

**Required Readings:**

Elizabeth Hill Boone & Walter D. Mignolo, Editors, *Writing Without Words, Alternative Literacies in Mesoamerica & the Andes*, pp. 1 – 136

Week 4

**January 31 – Further Indigenous Methods of Keeping History**

**Required Readings:**

Elizabeth Hill Boone & Walter D. Mignolo, Editors, *Writing Without Words, Alternative Literacies in Mesoamerica & the Andes*, pp. 137 – 313

**February 2 : Further Indigenous Methods of Keeping History**

\*\*Eduardo de Jesus Douglas, "Figures of Speech: Pictorial History in the 'Quinatzin Map' of about 1542," in *The Art Bulletin*, Vol. 85, No. 2 (Jun., 2003), pp. 281 – 309

Week 5

**February 7 : Theoretical Approaches to Indigenous History in Latin America**

**Required Reading:** Alfredo López Austin, *The Myths of the Opossum, Pathways of Mesoamerica Mythology*, Chapters 1 – 6, pp. 1 – 72

**February 9: Further Theoretical Approaches to Indigenous History in Latin America**

**Required Reading:** Alfredo López Austin, *The Myths of the Opossum, Pathways of Mesoamerica Mythology*, Chapters 7 – 12, pp. 73 – 154

Week 6

**February 14: How History and Myth Intersect for Native American Peoples in Latin America**

**Required Reading:** Alfredo López Austin, *The Myths of the Opossum, Pathways of Mesoamerica Mythology*, Chapters 13 – 21, pp. 155 – 273

**February 16: How History and Myth Intersect for Native American Peoples in Latin America Continued**

**Required Reading:** Alfredo López Austin, *The Myths of the Opossum, Pathways of Mesoamerica Mythology*, Chapters 22 – 26, pp. 274 – 358

## Week 7

February 21 – February 23: **Pre-Colombian Indigenous History & Society****Required Readings:**

\*\*Barbara Tedlock, "Review: Mayans and Mayan Studies from 2000 B.C. to A.D. 1992," in Latin American Research Review (LARR), Vol. 28, No. 3 (1993), pp. 153 – 173

**Reading Possibilities:**

Dana Leibsohn, Script and Glyph: Pre-Hispanic History, Colonial Bookmaking, and the *Historia Tolteca-Chichimeca*

Gabrielle Vail and Anthony Aveni, The Madrid Codex: New Approaches to Understanding an Ancient Maya Manuscript

Dennis Tedlock, 2000 Years of Maya Literature

Simon Martin and Nikolai Grube, Chronicle of the Maya Kings and Queens, Second Edition

Ruud Van Akkeren, Place of the Earth Lord's Daughter

Miguel León-Portilla & Earl Shorris, et al. Language of Kings, An Anthology of Mesoamerican Literature – Pre-Colombian to the Present Elizabeth Hill Boone, Cycles of time and Meaning in the Mexican Books of Fate (Joe R. and Teresa Lozana Long Series in Latin American and Latino Art and Culture)

Eduardo de Jesus Douglas, In the Palace of Nezahualcoyotl: Painting Manuscripts, Writing the Pre-Hispanic Past in Early Colonial Period Tetzaco, Mexico

Charles C. Mann, 1491: New Revelations of the Americas Before Columbus, Second Edition

## Week 8

February 28 – March 1: **The Spanish Conquest**

**Required Reading:**\*\*Steve J. Stern, "Paradigms of Conquest: History, Historiography, and Politics," in Journal of Latin American Studies, Vol. 24, Quincentenary Supplement: The Colonial and Post Colonial Experience. Five Centuries of Spanish and Portuguese America (1992) pp. 1 – 34

**Reading Possibilities:**

Bernal Díaz del Castillo, The True History of the Conquest of New Spain

Titu Cussi Diego de Castro Yupanqui, An Inca Account of the Conquest of Peru

Matthew Restall, The Seven Myths of the Conquest

Miguel León-Portilla, The Broken Spears

Matthew Restall, Maya Conquistador

Matthew Restall and Florine Assleburg, Invading Guatemala: Spanish, Nahua, and Maya Accounts of the Conquest Wars



J. Michael Francis, Invading Colombia  
Kenneth J. Andrien, Andean Worlds  
John Hemming, The Conquest of the Incas  
Felipe Guamán Poma de Ayala, The First New Chronicle and Good Government  
Rolena Adorno, Guaman Poma: Writing and Resistance in Colonial Peru, Second Edition

*Assignment due: research paper proposal*

**Week 9**

**March 6 – March 8: The Spanish Colonial System**

**Required Reading:**\*\*Karen Spalding, "Social Climbers: Changing Patterns of Mobility among the Indians of Colonial Peru," in The Hispanic American Historical Review, Vol. 50, No. 4 (Nov., 1970), pp. 645 – 664  
Richard E. Greenleaf, "The Mexican Inquisition and the Indians: Sources for the Ethnohistorian," in The Americas, Vol. 34, No. 3 (Jan., 1978), pp. 315 – 344

**Reading Possibilities:**

Charles Gibson, The Aztecs Under Spanish Rule  
Nancy Farriss, Maya Society Under Colonial Rule  
Karen Spalding, Huarocharí  
Steve J. Stern, Peru's Indian Peoples and the Challenge of Spanish Conquest  
Brooke Larson, Colonialism and Agrarian Transformation in Bolivia  
Ann Wightman, Indigenous Migration and Social Change  
Karen Powers, Andean Journeys  
Grant Jones, The Conquest of the Last Maya Kingdom  
Carlos Zanolli, Tierra, encomienda e identidad: Omapuaca (1540-1638)

**Week 10**

**Spring Holiday March 12, 2012 – March 16, 2012**

**Week 11**

**March 20 – March 22: Native-Language Documents and Ethnohistory**

**Required Reading:**\*\*Matthew Restall, "Heirs to the Hieroglyphs: Indigenous Writing in Colonial Mesoamerica," in The Americas, Vol. 54, No. 2 (Oct., 1997), pp. 239 - 267

**Reading Possibilities:**

James Lockhart, The Nahuas After the Conquest  
Matthew Restall, The Maya World  
Kevin Terraciano, The Mixtecs of Colonial Oaxaca  
Stephanie Wood, Transcending Conquest  
S. L. Cline, Colonial Culhuacán

Robert Haskett, Indigenous Rulers  
Rebecca Horn, Postconquest Coyoacán  
Susan Schroeder, Chimalpahin and the Kingdoms of Chalco  
Robert M. Hill II, Colonial Cakchiquels  
Victoria Reifler Bricker, Indian Christ, Indian King  
Robert Haskett, Visions of Paradise  
Susan Kellog and Matthew Restall, eds. Dead Giveaways

### Week 12

March 27 – March 29: **Ethnohistory of the Frontiers**

#### Reading Possibilities:

Donna Guy & Thomas Sheridan, Contested Ground  
Guillaume Boccara, Guerre et ethnogenèse Mapuche dans le Chili colonial  
José Bengoa, Conquista y barbarie  
Lidia Nacuzzi, Identidades impuestas  
Evelyn Hu-DeHart, Missionaries, Miners, and Indians  
William Griffen, Apaches at War and at Peace  
James F. Brooks, Captives and Cousins  
Thierry Saignes, Ava y karai  
David J. Weber, Bárbaros: Spaniards and Their Savages in the Age of Enlightenment  
Ramón Gutierrez, When Jesus Came the Corn Mothers Went Away  
Isabelle Combès, Etnohistorias del Isozo  
John Monteiro, Negros da terra

*Assignment due: March 29, 2012, research paper draft, outline (précis) and bibliography*

### Week 13

April 3 – April 5: **Mission Studies**

#### Reading Possibilities:

Cynthia Radding, Wandering Peoples  
Susan Deeds, Defiance and Deference in Mexico's Colonial North  
Erick D. Langer & Robert H. Jackson, The New Latin American Mission History  
James Saeger, The Chaco Mission Frontier  
Bernd Hausberger, Für Gott und König  
David Block, Mission Culture on the Upper Amazon  
Barbara Ganson, The Guaraní under Spanish Rule in the Río de la Plata  
Beatriz Vitar, Guerra y misiones en la frontera chaqueña del Tucumán  
Ana Teruel, Misiones, economía y sociedad  
Robert H. Jackson & Edward Castillo, Indians, Franciscans, and Spanish Colonization  
Steven Hackel, Children of Coyote, Missionaries of Saint Francis  
Cynthia Radding, Landscapes of Power and Identity

**Week 14**

**April 10 – April 12: Indigenous Peasant Communities in the Nineteenth Century**

**Reading Possibilities:**

Greg Grandin, The Blood of Guatemala

Tristan Platt, Estado boliviano y ayllu andino

Sonia Alda Mejías, La participación indígena en la construcción de la república de Guatemala

Víctor Peralta, En pos del tributo

Charles Walker, Smoldering Ashes (19<sup>th</sup>-century part)

Nils Jacobsen, Mirages of Transition

Florencia Mallon, In Defense of Community in Peru's Central Highlands

Aldo Lauria Santiago, An Agrarian Republic

Rebecca Earle, The Return of the Native: Indians and Myth-Making in Latin America, 1810-1930

Herbert Klein, Haciendas y Ayllus

Andrés Guerrero, La semántica de la dominación

*Assignment due: April 12, 2012 Research paper, first draft*

**Week 15**

**April 17 – April 19**

**Paper presentations.**

*Aim for grads, 40 minutes, undergrads, 25 minutes*

**Week 16**

**April 24 – April 26**

**Paper presentations.**

*Aim for grads, 40 minutes, undergrads, 25 minutes*

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**Useful Websites**

Latin America: comprehensive site on all things Latin American

<http://lanic.utexas.edu/>

<http://www.academicinfo.net/latinamhist.html>

<http://www2.geh.ox.ac.uk/oxlad/>

<http://www.georgetown.edu/pdba/english.html>

<http://www.lib.utexas.edu/maps>

<http://courses.ncsu.edu/classes/hi300001/bkmarks.htm>

<http://www.msubillings.edu/history/LatAmSites.htm>

<http://lcweb2.loc.gov/hlas>

Mesoamerican civilizations: archaeology and history

<http://www.mesoweb.com>

<http://www.famsi.org/>

<http://www.utmesoamerica.org/research.php>

<http://www.mexicolore.co.uk/index.php?one=azt&two=aaa>

<http://www.ancientweb.org/mexico/>

<http://www.public.asu.edu/~mesmith9/>

<http://mayapanperiphery.net/>

<http://www.mexicon.de/index.html>

Colonial Mexico: New Spain

[http://cipher.uiah.fi/mexico\\_new/](http://cipher.uiah.fi/mexico_new/)

<http://www.history.com/content/mexico/colonial-mexico>

<http://www.loc.gov/exhibits/treasures/trm153.html>

[http://www.history.com/states.do?action=detail&state=Timeline&contentType=State\\_Generic&contentId=55561&parentId=MEXICO](http://www.history.com/states.do?action=detail&state=Timeline&contentType=State_Generic&contentId=55561&parentId=MEXICO)

[http://www.mexconnect.com/mex\\_/travel/rabarnett/rab1208.html](http://www.mexconnect.com/mex_/travel/rabarnett/rab1208.html)

[http://www.accessmylibrary.com/coms2/summary\\_0286-15165117\\_ITM](http://www.accessmylibrary.com/coms2/summary_0286-15165117_ITM)

<http://fas-history.rutgers.edu/block/pics8.htm>

<http://mexicanart.info/colonial.htm>

<http://www.fm.coe.uh.edu/>

[http://www.newberry.org/aztecs/index\\_en.html](http://www.newberry.org/aztecs/index_en.html)

[http://www.doaks.org/research/pre\\_columbian/pco\\_report\\_2006\\_Boone.html](http://www.doaks.org/research/pre_columbian/pco_report_2006_Boone.html)

<http://www.upo.es/fihca/>

<http://www.newberry.org/media/Aztecs2006.html>

[http://www.mna.inah.gob.mx/muna/mna\\_esp/main.html](http://www.mna.inah.gob.mx/muna/mna_esp/main.html)[http://www.mna.inah.gob.mx/muna/mna\\_esp/main.html](http://www.mna.inah.gob.mx/muna/mna_esp/main.html)

<http://www.tourbymexico.com/guerrero/acapulco/sdiego/sandiego.htm>

<http://www.somosprimos.com/sp2008/spsep08/spsep08.htm>

<http://www.amnesty.org/en/results/is/eng>

*Codex Chimalpahin*

*The Chilam Balames*

*Rab'inah Achi'*

*The Popol Vuh*

*Leyenda de los Cinco Soles / Legend of the Five Suns*

*Florentine Codex*

*Relación de las Cosas de Yucatán, Relation of the Things of Yucatan, Fray*

*Diego de Landa*

The instructor reserves the right to make addendums and changes to the syllabus as the need arises at the instructor's discretion. Any handout in class will be considered an addendum to this syllabus.

**RECEIVED**

SEP 13 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**REQUEST FOR A NEW COURSE**

Valdosta State University

**Date of Submission:** 08/31/2012 (mm/dd/yyyy)

**Department Initiating Request:**

History

**Faculty Member Requesting:**

Dr. Mary Block

**Proposed New Course Prefix & Number:**

(See course description abbreviations in the catalog for approved prefixes)

HIST 7104

**Proposed New Course Title:**

Seminars in United States History

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)  
Sem in United States History

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Every two or three years.

**Indicate if Course will be :**  Requirement for Major  Elective

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Seminar on selected topics in United States history.

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: The department would like the flexibility to offer more graduate seminar experiences to students. Having just 3 US history seminar numbers on the books could prevent a student from taking a fourth seminar if they chose to do so as preparation for a Ph.D. program.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

**Source of Data to Support Suggested Change:**

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. A few graduate students in recent years were prevented from taking additional seminars because of the limited numbering available in the catalog.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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**Plans for assessing the effectiveness of the course in meeting program's learning outcomes**  
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The MA in History is regularly evaluated using an approved assessment plan that includes oral and written comprehensive examinations.
- Other:

**\*\*Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.\*\***

<b>Approvals:</b>		
Dept. Head:	<i>[Signature]</i>	Date: 9/7/12
College/Division Exec. Comm.:	<i>Lynn Richards</i>	Date: 9/12/12
Dean/Director:	<i>Lynn Richards</i>	Date: 9/12/12
Graduate Exec. Comm.: (for graduate course):	<i>[Signature]</i>	Date: 9-21-12
Graduate Dean: (for graduate course):	<i>[Signature]</i>	Date: 9-21-12
Academic Committee:		Date:

Form last updated: January 6, 2010

Spring 2012

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History 7104: Seminar in U.S. History

Office Ph: 333-5947

EMAIL: mblock@valdosta.edu

Professor Block

Office: 211 Ashley Hall AH 210

Office Hours: T-W-Th 2:00-4:00

**Course Description:**

Seminar on selected topics in the history of the United States.

**Course Introduction:**

This course is a readings seminar and its purpose is to provide history graduate students with a concentrated body of knowledge in a specific field of U.S. History. This particular class will focus on U.S. Constitutional History to 1865.

**Selected learning objectives for this course (in Graduate Catalogue)**

- Students will be able to demonstrate advanced knowledge of historical methodologies and historiography. Student knowledge will be assessed through various written assignments as stipulated in the course syllabus [per department outcomes 1, 2, 3, 4 & 5]
- Students will be able to demonstrate advanced knowledge of the political and social developments in history. Student knowledge will be assessed through various written assignments and class room discussions [per department outcomes 1 & 2]
- Students will demonstrate reading, listening, note taking, oral communication abilities, and research skills. These skills will be assessed through written essays on assigned readings and class room discussions [per department outcome 5]
- Students will demonstrate historical thinking and critical analysis abilities. These skills will be assessed through written essays on assigned readings and class room discussions as stipulated in the course syllabus [per department outcome 4]

**Required Readings:**

1. Akhil Reed Amar, *America's Constitution: A Biography*
2. Max M. Edling, *A Revolution in Favor of Government*
3. Jack N. Rakove, *Original Meanings*
4. Pauline Maier, *Ratification*
5. Joseph M. Lynch, *Negotiating the Constitution*
6. Charles A. Beard, *An Economic Interpretation of the Constitution of the US*
7. Robert E. Brown, *Charles Beard and the Constitution: A Critical Analysis*
8. Don E. Fehrenbacher, *The Slaveholding Republic*
9. David Waldstreicher, *Slavery's Constitution from Revolution to Ratification*
10. Mark A. Graber, *Dred Scott and the Problem of Constitutional Evil*
11. Gerard N. Magliocca, *Andrew Jackson and the Constitution*
12. Daniel Farber, *Lincoln's Constitution*

**Attendance Policy:**

**Attendance & participation in class discussions is essential for success in this course and both are mandatory to pass the course.** No student is allowed any absences from this class during the semester. A student who misses one class will have 10 points deducted from her or his final grade and a 2<sup>nd</sup> absence will result in failure in the course. An absence is an absence; there is no excused or unexcused absence in this class. Please note as well that there are no partial absences. A student who is tardy or who leaves early will be marked absent for the entire class. It does not matter why a student is not in attendance only that she or he is not present. If not in class for whatever reason, the student is still responsible for handing in assignments on time.



Remember, all assignments are required to pass the course and I will not accept a late assignment or an electronically submitted one.

### **Grade Requirements:**

Course grades will be based upon the following criteria:

Book Analyses - 60% (10% each)  
Participation - 40%

### **BOOK ANALYSES:**

Each student must write a brief but thorough 7-10 page analysis of the assigned books for the course as indicated in the syllabus. Most of the analyses will be comparative in which the students will very briefly summarize the thesis and discuss the evidence and then the bulk of the analysis with compare and contrast the authors' assertions.

### **STATEMENT ON PLAGIARISM:**

Neither the professor nor the University will tolerate acts of plagiarism. All course assignments must be the exclusive work of the student. Students do not need to do any research or consult any outside sources for the readings, unless stipulated in this syllabus. Any student who tries to pass off a source, an argument, an idea, or even a sentence as her or his own work that should be credited to another person is guilty of plagiarism and will receive the grade of "F" for the course. If the student earns the failing grade before the end of the withdrawal period, the student will receive a "WF" for the course if she or he attempts to withdraw before the midterm drop date.

Plagiarism is a serious offense in academia for which a guilty party will fail the course. Students are guilty of plagiarism when they present the work of others as their own, an especially serious violation of the principles of academic honesty and integrity and a violation of VSU's Student Code of Conduct. *Section 1, paragraph 4: Academic Student Conduct Code states that Plagiarism is prohibited. Themes, essays, term papers, tests, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be properly acknowledged.*

This course syllabus expressly states that plagiarism will not be tolerated and that any student caught committing plagiarism will automatically fail the course. Please note that the very same technologies that make it easy for students to commit plagiarism make it equally easy for professors to catch it. The University has purchased a special software program designed to discover instances of plagiarism. Please note that I fully intend to use this software should I suspect plagiarism.

**NO ASSIGNMENT is optional, EACH ONE is a requirement of the course. ALL DEADLINES MUST BE MET. Any student who fails to turn in an assignment on the assigned date at the assigned time WILL FAIL THE COURSE. I will not accept a late assignment or one this is electronically submitted.**

The professor does give out a student's grades via email or the telephone: no exceptions, do not even ask. If you send me an email asking for a grade, I will not respond to it.

**I reserve the right to modify or alter this syllabus during the course of the semester should I so desire.**

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**COMING ATTRACTIONS (or sample seminar schedule)**

- 01/12 - Course Introductions & the Historian's Craft & Crafting History
- 01/19 - READ: US Constitution
- 01/26 - Amar, AMERICA'S CONSTITUTION
- 02/02 - Edling, A REVOLUTION IN FAVOR OF GOVERNMENT
- 02/09 - Rakove, ORIGINAL MEANINGS
- 02/16 - Maier, RATIFICATION
- 02/23 - Lynch, NEGOTIATING THE CONSTITUTION
- 03/02 - Beard, ECONOMIC INTERPRETATION & Brown, BEARD & THE CONSTITUTION
- 03/03 - LAST DAY TO WITHDRAW FROM CLASS**
- 03/16 - SPRING BREAK = NO CLASS**
- 04/06 - Ferenbacher, THE SLAVEHOLDING REPUBLIC
- 04/13 - Waldstreicher, SLAVERY'S CONSTITUTION & Graber, DRED SCOTT & THE PROBLEM OF CONSTITUTIONAL EVIL
- 04/20 - Magliocca, ANDREW JACKSON & THE CONSTITUTION
- 04/27 - Farber, LINCOLN'S CONSTITUTION

**REQUEST FOR A NEW COURSE**

Valdosta State University

**RECEIVED**

SEP 13 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** 08/31/2012 (mm/dd/yyyy)

**Department Initiating Request:**

History

**Faculty Member Requesting:**

Dr. Paul Riggs

**Proposed New Course Prefix & Number:**

(See course description abbreviations in the catalog for approved prefixes)

HIST 7303

**Proposed New Course Title:**

Seminars in European History

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Seminars in European History

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Every two or three years.

**Indicate if Course will be :**  Requirement for Major  Elective

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Seminar on selected topics in European history.

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: The department would like the flexibility to offer more graduate seminar experiences to students. Having just 2 European history seminar numbers on the books could prevent a student from taking a third seminar if they chose to do so as preparation for a Ph.D. program.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

**Source of Data to Support Suggested Change:**

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. A few graduate students in recent years were prevented from taking additional seminars because of the limited numbering available in the catalog.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting program's learning outcomes**  
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The MA in History is regularly evaluated using an approved assessment plan that includes oral and written comprehensive examinations.
- Other:

**\*\*Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.\*\***

<b>Approvals:</b>		
Dept. Head:	<i>T. T. Lynn</i>	Date: <i>9/7/12</i>
College/Division Exec. Comm.:	<i>Lonnie Richards</i>	Date: <i>9/12/12</i>
Dean/Director:	<i>Lonnie Richards</i>	Date: <i>9/12/12</i>
Graduate Exec. Comm.: (for graduate course):	<i>Al Pratt</i>	Date: <i>9-21-12</i>
Graduate Dean: (for graduate course):	<i>Al Pratt</i>	Date: <i>9-21-12</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

Valdosta State University  
Department of History  
Course Syllabus – Fall 2013

History 7303: Seminar in European History  
[European Industrialization]

**I. Instructor Details:**

Name: Dr. Paul Riggs  
Phone: 333-5947 or 333-7363  
Office Hours: M-F 8:30-5:30

Office: Ashley Hall 113  
E-mail: priggs@valdosta.edu

**II. Course Description:**

Seminar on selected topics in European History.

**III. Introduction:**

This graduate seminar will take the Industrial Revolution as its central focus and will explore two main questions: What were the long-term causes of industrialization? What were its results? Both questions will be approached as broadly as possible using long-term perspectives. The causes of industrialization will be analyzed using the readings by Diamond, Jones, and Landes. The results of industrialization will be approached using Weber, Kennedy, and Laslett. One goal of the seminar is to introduce students to key ideas and material that they can integrate into their own teaching in the future and to explore potential thesis topics.

**III. Student Learning Objectives:**

- A. Students will demonstrate mastery of content knowledge in European history [Dept Outcomes 1 and 2].
- B. Students will give oral presentations on their reading and research [Dept Outcome 3].
- C. Students will write a series of graduate-level analysis papers [Dept Outcomes 3, 4, and 5].

**IV. Course Format:**

The course is a seminar and will consist of weekly discussions about the readings. Students should come to seminar thoroughly prepared to participate creatively and constructively.

**V. Required Readings:**

There are six required books in this course.

Jared Diamond, *Germs, Guns, and Steel*  
E.L. Jones, *The European Miracle*  
David Landes, *The Wealth and Poverty of Nations*  
Eugen Weber, *Peasants into Frenchmen*  
Paul Kennedy, *The Rise and Fall of the Great Powers*  
Peter Laslett, *The World We Have Lost*

Please see the course schedule for an outline of the reading assignments. Other required readings will be assigned as required. These will be various journal articles, and every effort will be made to make sure that these are readily available on-line through Blazeview.

## VI. Grading:

Grading will be based on your portfolio of written work and class participation weighed as follows:

1. Issue paper 1 (6-8 pages)	10%
2. Issue paper 2 (6-8 pages)	10%
3. Issue paper 3 (6-8 pages)	10%
4. Term paper (25-30 pages)	30%
5. Oral presentation (20 minutes)	20%
6. Participation (assessed weekly)	20%

Detailed guidelines about the assignments will be distributed as the semester progresses. All papers must be prepared with footnotes and bibliography according to Chicago/Turabian style guidelines. You should consider buying a copy of Turabian (7e) if you do not already own one.

Issue papers will consider some important features or ideas in Units 1,2, and 4. The goal is to engage creatively with the assigned reading, to think critically about how the ideas, arguments, and data in each reading connect with each other, and to write effectively about these themes.

The term paper will be on a topic of the student's choice. The paper will be historiographic in nature and will thoroughly explore the relevant literature on the topic. The goal is to demonstrate mastery of the subject and to lay out new potential avenues for research.

The oral presentation will convey the results of your term paper to the other seminar participants.

Class participation will be assessed weekly. Students are expected to demonstrate that they have mastered the assigned reading for the week, can discuss the main ideas and arguments of each reading, and can relate the readings to each other.

## VII. Course Policies:

1. Attendance: Because this is a graduate seminar that only meets once a week, attendance at every class meeting is essential. If you anticipate missing class for some important reason, please let me know in advance.

2. Lateness: Please make every effort to be on time. We will have a short break during each class meeting.

3. Late Work: Late work will not be accepted – except under the most convincing and extenuating circumstances. If you think that your situation merits an extension, then you should talk to me as soon as possible – not at the last minute. Explanations offered in advance will be given consideration. Explanations offered after the fact must be true emergencies, and they must be thoroughly documented.

4. Academic Dishonesty: Cheating and plagiarism will not be tolerated. Sanctions may include: a failing grade for the assignment, a failing grade for the course, or referral to the graduate committee of the History Department. The University's rules pertaining to academic honesty may be found in the VSU Student Handbook.

5. Disabilities: If you have a learning or other disability and wish to have accommodations made, please talk to me as soon as possible. If you are unsure of the University's disability policies and services, contact the Access Office at 245-2498.

## VIII. Course Schedule, Units, and Reading

Week 1: Introduction to the Course

Week 2: Unit 1: **Prehistoric Considerations on a Macro-Comparative Scale**

Reading 1: Diamond, *Guns, Germs, and Steel*.

Reading 2: Christian, *Maps of Time: Big History* – Blazeview

Assignment: Issue paper 1 due.

Week 3: Unit 1 continued

Reading 1: Pomeranz, *The Great Divergence* – Blazeview

Week 4: Unit 2: **The European Miracle – The Jones thesis and beyond**

Reading 1: Jones, *The European Miracle*

Reading 2: Weber, *Protestant Ethic and the Spirit of Capitalism* – Blazeview

Week 5: Unit 2 continued

Reading 1: excerpts from Adam Smith, *The Wealth of Nations* (1776) – Blazeview

Reading 2: Tawney, *Religion and the Rise of Capitalism* -- Blazeview

Reading 3: Landes, *Prometheus Unbound* -- Blazeview

Assignment: Issue paper 2 due.

Week 6: Unit 3: **New Perspectives on the Idea of European Exceptionalism**

Reading 1: Landes, *The Wealth and Poverty of Nations*

Reading 2: Mokyr, *The Lever of Riches* -- Blazeview

Week 7: Unit 3 continued

Reading 1: Hartmann, *The Household and the Making of History*

Week 8: Unit 4: **Social Impact of Industrialization in Europe**

Reading 1: Laslett, *The World We Have Lost*

Reading 2: Floud, *The People and the British Economy* – Blazeview

Assignment: Issue paper 3 due

Week 9: Unit 4 continued

Reading 1: Deane, *The First Industrial Revolution* – Blazeview

Reading 2: excerpts from Adam Smith, *The Wealth of Nations* (1776) – Blazeview

Week 10: Unit 5: **Domestic Industrial Politics and the New Nation-Building**

Reading 1: Weber, *Peasants into Frenchmen*

Reading 2: Colley, *Britons* -- Blazeview

Week 11: Unit 5 continued

Reading 1: Thompson, *Making of the English Working Class* – Blazeview

Week 12: Unit 6: **The Fruits of Industrialization – European Hegemony**

Reading 1: Kennedy, *Rise and Fall of the Great Powers*

Reading 2: Headrick, *Tools of Empire* -- Blazeview

Week 13: Unit 5 continued

Reading 1: Wolf, *Europe and the People without History* – Blazeview

Week 14: Student oral presentations.

Week 15: Student oral presentations continued. Term paper due.



# REQUEST FOR A NEW COURSE

Valdosta State University

**RECEIVED**

SEP 13 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** 08/31/2012 (mm/dd/yyyy)

**Department Initiating Request:**

History

**Faculty Member Requesting:**

Dr. Owen Jones

**Proposed New Course Prefix & Number:**

(See course description abbreviations in the catalog for approved prefixes)

HIST 7901

**Proposed New Course Title:**

Seminars in World History

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Seminars in World History

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Every two or three years.

**Indicate if Course will be :**

Requirement for Major

Elective

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Seminar on selected topics in World history.

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: Graduate students would benefit from a graduate seminar on this topic, which is emerging as a growing field for comparative approaches to history over long timespans.

Adopting current best practice(s) in field: Also helps to diversify the curriculum and seminar offerings in non-US history.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

**Source of Data to Support Suggested Change:**

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. World history has emerged in recent years as a distinct field of inquiry. Students have expressed interest in greater attention to the topic at the graduate level.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting program's learning outcomes**  
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The MA in History is regularly evaluated using an approved assessment plan that includes oral and written comprehensive examinations and formal thesis defence.
- Other:

**\*\*Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.\*\***

<b>Approvals:</b>		
Dept. Head:	<i>PTT Nip</i>	Date: 9/7/12
College/Division Exec. Comm.:	<i>Lonnie Richards</i>	Date: 9/12/12
Dean/Director:	<i>Lonnie Richards</i>	Date: 9/12/12
Graduate Exec. Comm.: (for graduate course):	<i>PTT</i>	Date: 9-21-12
Graduate Dean: (for graduate course):	<i>PTT</i>	Date: 9-21-12
Academic Committee:		Date:

Form last updated: January 6, 2010

# HIST 7901: SEMINAR IN WORLD HISTORY

Department of History  
College of Arts and Sciences  
Valdosta State University

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Dr. Owen H. Jones  
Fall 2013  
ohjones@valdosta.edu

West Hall 145  
Office Hours: MW 10-12  
Office phone: (229) 333-7116

## **COURSE DESCRIPTION:**

Seminar on selected topics in World History.

## **COURSE DETAILS:**

Seminar on European expansion and the development of the Atlantic World and the Pacific Rim. This course will examine the cross-cultural interactions that European expansion introduced in terms of trade, the Colombian exchange, economic and social development, slavery and the trans-Atlantic slave trade from 1400 to 1850. It will focus on the role that oceans played as spaces of interaction and cultural and social hybridization. It will investigate the theories and methods involved in the study of the globe including but not limited to "world systems theory," "balance of power theory," and the *longue durée* of the Annales School.

## **Student Learning Outcomes:**

1. Students will demonstrate advanced knowledge of political developments in history.
2. Students will demonstrate advanced knowledge of social developments in history.
3. Students will communicate effectively orally and in writing.
4. Students will demonstrate advanced knowledge of the process of historical research and critical analysis.
5. Students will complete historical research projects that effectively use library resources and computer and information technology.

## **Student Learning Objectives:**

At the termination of the course students should be able to demonstrate mastery in the theories and methods of world history. [Dept Outcomes 1 and 2] Students should be able to effectively articulate both orally and in writing the themes of cross-cultural and economic exchange, hybridization, and adaptive synthesis. [Dept Outcome 3 and 4] Students should understand the use of "world systems theory," "balance of power theory," and the Annales School. Students should understand the research and teaching methods for world history. [Dept Outcome 4 and 5]

## **Required Texts:**

*The New World History: A Teacher's Companion*, Ross E. Dunn, Editor, Bedford's Saint Martin, (1999)

## **Requirements:**

*Participation, 15%*. Class participation/attendance is essential.

*Presentations, 20%*. Weekly presentations from students in the class are opportunities for both presenters and audience to help us understand and engage with the readings.

*Short analyses, book reviews, 20%.* On each of the books that you read, graduate students will be required to submit a 2 to 3 page book review based on the week's reading.

*Research paper, 40%.* A final research paper project (25 to 30 pages [not including the annotated bibliography]) will include individual research into a topic of interest.

*Paper presentation, 5%.* You will be asked to present your paper to the class at the end of the semester.

## **Readings**

- 1) This is an intensive reading and writing course: it aims to a) improve your ability to rapidly extract essential analysis and data from a text; b) provide a basic knowledge of Early Modern World History and historiography; c) develop your own analytical and rhetorical abilities.
- 2) Some readings will be accompanied by a set of study questions, to which you should prepare concise answers. These are not meant to help guide you through the main points of these texts; the questions will, however, be reviewed in class.
- 3) You should come to class with opinions and reactions to these readings. The essence of this course will be student presentations and our conversations about these texts.
- 4) The first two weeks we will dedicate ourselves to reading the required text and discussing it as a class.
- 5) Beginning with week 3 you will chose a book from the bibliography provided to present on a particular theme. Each student in the course will have an opportunity to present what they read so that we can have more historiographical discussion. A list of questions for the theme of the week will be provided.

## **ATTENDANCE POLICY:**

**Valdosta State University has an attendance policy for students, which states that "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (2011 – 2012 Undergraduate Catalogue, p. 89).**

Attendance and engaged participation in class discussions is essential for success in this course. Excessive absences will have a negative effect on your grade. If you are not in class, you are not able to fully participate in the discussions, which is the most essential part of the seminar. Being present is only part of your success in this course. You must be actively engaged in the learning process, which means that you are to read the material before coming to class and are able to respond to oral questions about the readings.

## **ACCESS OFFICE FOR STUDENTS WITH DISABILITIES:**

Students who have a documented disability and need classroom accommodations or modifications must contact the Access Office, which is located in the old Student Health Center. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (TTY)

## **Plagiarism**

All students should familiarize themselves with what constitutes plagiarism:

- Intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references
- Working with another person when independent work is required
- Submission of the same paper in more than one course without the specific permission of each instructor
- Submitting a paper written by another person or obtained from the internet

The penalties for plagiarism include a failing grade on the assignment, a failing grade in the course, and/or referral to the Dean and the Academic Honesty Panel to consider suspension or expulsion.

Be aware that you may draw on other people's work through quotations or paraphrasing as long as you cite your sources. If you are unsure of what constitutes plagiarism and/or if you have concerns about how to cite someone else's ideas in your work, please see me.

Adhere to the Valdosta State University's Academic Honesty Policies. Students' work for this course must be entirely their own. Any student who turns in an assignment written by another person, who copies or quotes passages by other authors without proper attribution, or who attempts to cheat on examinations may receive a failing grade for the entire course and will be reported to the Dean's office and a Committee for Academic Honesty for appropriate sanctions.

Reported acts of academic dishonesty include:

“Academic Integrity Violations:

Cheating and plagiarism are academic integrity violations. Additional violations may be added as deemed appropriate. The following academic integrity violations are not to be considered all-inclusive:

1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.
2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.
3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
5. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. Essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them. Some typical examples of plagiarism are:

- Submitting an assignment as if it were one's own work when, in fact, it is at least partly or entirely the work of another.

- Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.

- Incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.”

(<http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>)

Collusion: For the purposes of this course, any student who knowingly or intentionally helps another student to perform any of the above acts of cheating or plagiarism is subject to disciplinary action for

academic dishonesty. There is no difference between students who cheat and plagiarize and those who willingly allow it to occur.

Cheating and plagiarism are unfair to other students who do their own work and will not be tolerated. I include this section for the protection of students who honestly work hard to understand the material and who strive for excellence in their education.

#### ATTENDANCE, CLASSROOM DECORUM, AND EXPECTATION:

It is expected that students will attend lectures. If a student misses lecture and there is a quiz given on that day, the student will not be allowed to make up the quiz unless the student has a signed note from a doctor. As has been stated above, success in this course depends on whether a student is present and prepared for lecture and discussion.

Students will be expected to act in a professional and scholarly manner while in the classroom. This includes that there will be absolutely no tolerance for the sounding of cell-phones and pagers in class. If a student must bring in a pager or cell phone then the student will be expected to keep that cell phone or pager in the silent or off position whilst in lecture / discussion. Texting will not be tolerated in the classroom – this includes note taking using a smart phone. Please write out your notes the old-fashioned way, in a notebook. Students who have cell phones or computers or any other device with photographic or video capabilities may never take a photo or make a video in my classroom. There will be absolutely no cell phones or pagers permitted on your desk during an in class exam. Any student seen looking at any cell phone, smart phone, I-pod, pager or similar device in class during an exam will receive a failing grade on that exam, no exceptions.

Please, be on time to lecture / discussion as it is disruptive to other students and the instructor if others come in late. Leaving class early is also disruptive to other students and to the instructor. Those who arrive late or leave early three times will be given an absence.

Six absences will result in a failing grade of "F" for the course per university policy. If you must leave class early for any reason, please make sure that you advise the instructor before the class session begins. I reserve the right to refuse entry to any student who habitually arrives late and I will deduct points up to two full letter grades from the final grade of any student who is habitually tardy or who habitually leaves class early.

Sleeping, playing video games, surfing the internet, or talking to classmates during the lectures or exams will not be tolerated. All of these activities are disruptive to the instructor and the other students. Those who engage in such behavior will either be given a warning or dismissed from the class or exam session and will receive a zero on their exam. Students who cannot be respectful of the professor and their cohorts will take a 10 point deduction from their final grades per infraction. If you do any such activity in my classroom and disrupt the learning process of your fellow students in any way, I reserve the right to dismiss you from my classroom for that day.

#### COMMUNICATION:

One of the highlights of teaching is the interaction that I have with my students. Please feel free to talk to me before class, after class, or in my office during office hours if you need help with an assignment, have attendance problems, or run into any sort of difficulty that would keep you from being fully successful in this

course. E-mail is an excellent way to keep in touch but remember there can be as much as a 48 – 72 hour delay for my reply.

#### A NOTE on the NATURE of GRADUATE SEMINARS:

This is a seminar designed specifically for the graduate student level. Any student taking this course will be required to read and discuss a book for every week of the course. Not all books that students will read will be the same so that we can cover more historiography. You must produce a minimum twenty-five (25) page research paper or historiographical essay on a pre-approved topic that pertains to global history in the periods between the fifteenth and the nineteenth centuries. The historiographical essay must be cited in Chicago or Turabian Style and include an annotated bibliography.

#### Weeks 1 and 2

Read and discuss: *The New World History: A Teacher's Companion*, Ross E. Dunn, Editor, Bedford's Saint Martin, (1999)

#### Week 3

##### Theory in World History

*Rethinking World History*, Edmund Burke III, Editor, Cambridge University Press (1993)  
*Navigating World History: Historians Create a Global Past*, Patrick Manning, Palgrave Macmillan, (2003)  
*World Systems Analysis: An Introduction*, Immanuel Wallerstein, Duke University Press (2004)  
*Orientalism*, Edward W. Said, Vintage (1979)  
*Provincializing Europe: Postcolonial Thought and Historical Difference*, Dipesh Chakrabarty, Princeton University Press (2007)  
*Europe and the People Without History*, Eric R. Wolf, University of California Press (1997)  
*Imagined Communities: Reflections on the Origin and Spread of Nationalism*, Benedict Anderson, Verso, (2006)  
*Domination and the Arts of Resistance: Hidden Transcripts*, James C. Scott, Yale University Press (1992) *Rise and Demise: comparing world systems* Christopher Chase-Dunn and Thomas D. Hall,  
*Weapons of the Weak: Everyday Forms of Peasant Resistance*, James C. Scott, Yale University Press (1987)

*From Tribes to the Modern World System: A Social Science Perspective on World History*, Robert M. Carmack, Kindle Edition, (2012)

#### Week 4

##### The Primacy of Asia in the Early Modern World

*ReOrient: Global Economy in the Asian Age*, Andre Gunder Frank, University of California Press, (1998)  
*The Great Divergence: China, Europe, and the Making of the Modern World Economy*, Kenneth Pomeranz, Princeton University Press, (2001)  
*China Transformed: Historical Change and the Limits of European Experience*, Bin Wong, Cornell University Press, (2000)  
*The Eurasian Miracle*, Jack Goody, Polity (2009)

#### Week 5

##### The Pacific Rim

*Pacific Worlds: A History of Seas, Peoples, and Cultures*, Matt K. Matsuda, Cambridge University Press, (2012)  
*Islanders: The Pacific in the Age of Empire*, Nicholas Thomas, Yale University Press, (2012)  
*Sino-Portuguese Trade from 1514 – 1644*, Chiang Tien-Tse  
*Islands and Beaches, Discourse on a Silent Land, Marquesas 1774 – 1880*, Greg Denning



*The Spanish Lake, 1500 – 1750*, O. H. K. Spate

*Contracting Colonialism, Translation and Christian Conversion in Tagalog Society under Early Spanish Rule*, (1988)

Katherine Bjork, "The Link that Kept the Philippines Spanish: Mexican Merchant Interest and the Manila Trade; 1571 – 1815" *Merchants in Spain vs. Merchants in Mexico* – 1998

Wang Gungwu, "Merchants Without Empire: The Hokkien Sojourning Communities,"

Woodrow Borah, "Early Colonial Trade and Navigation Between Mexico and Peru," – 1954

### **Week 6**

#### **The Atlantic World**

*The Atlantic World in the Age of Empire*, Thomas Benjamin, David Hall, and David Rutherford, editors, Houghton, Mifflin, (2001)

*Africa's Discovery of Europe, 1450 – 1850, Second Edition*, David Northrup, Oxford University Press, (2009)

*Africa and Africans in the Making of the Atlantic World, 1400 – 1800, (Second Edition)*, John Thornton, Cambridge University Press, (1992)

*A Cultural History of the Atlantic World, 1250 – 1820*, John Thornton, Cambridge University Press (2012)

*The Atlantic World: Europeans, Africans, Indians and Their Shared History, 1400 – 1900*, Thomas Benjamin, Cambridge University Press, (2009)

*The Atlantic in World History*, Karen Ordahl Kupperman, Oxford University Press, (2012)

### **Week 7 and**

#### **The Indian Ocean Basin**

*The Indian Ocean*, Michael Pearson (also available on EBL)

*The Arabian Seas: The Indian Ocean World of the Seventeenth Century*, R.J. Barendse, M. E. Sharpe, (2002)

*Trade and Civilisation in the Indian Ocean*, K.N. Chaudhuri

*A Hundred Horizons: The Indian Ocean in the Age of Global Empire*, Sugata Bose

*A Voyage to Abyssinia*, Jeronimo Lobo (pagination in Hard Press edition)

*Southeast Asia in the Age of Commerce, 1450 – 1680, Vol. I: the Lands Below the Winds*, Anthony Reid, Yale University Press, (1995)

*Southeast Asia in the Age of Commerce, 1450 – 1680, Vol. II: Expansion and Crisis*, Anthony Reid, Yale University Press (1995)

*The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*, James C. Scott, Yale University Press, (2010)

*Merchants and Faith: Muslim Commerce and Culture in the Indian Ocean*, Patricia A. Risso, Westview Press (1995)

### **Week 8**

#### **The Indian Ocean Basin Continued**

For Week 8 you must choose no fewer than five articles (5 articles constitutes a book length manuscript)

Robert E. Dewar, "The Archaeology of the Early Settlement of Madagascar," *The Indian Ocean Antiquity*, ed. Julian Reade, (London: Kegan Paul International, 1996), pp. 471-86

Matthew Fitzpatrick, "Provincializing Rome: The Indian Ocean Trade Network and Roman Imperialism," *Journal of World History* 22 (2011): 27-54

Kenneth Hall, "The 'Indianization' of Funan: An Economic History of Southeast Asia's First State," *Journal of Southeast Asian Studies* 13 (1982), pp. 81-106

Wilhelm G. Solheim II, "Remarks on 'The 'Indianization' of Funan: An Economic History of Southeast Asia's First State,'" *Journal of Southeast Asian Studies* 14 (1983), pp. 169-170

Himanshu Prabha Ray, "Early Maritime Contacts Between South and Southeast Asia," *Journal of Southeast Asian Studies* 20 (1989), pp. 42-54



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- D.T. Potts, "The Archaeology and Early History of the Persian Gulf," *The Persian Gulf in History*, ed. Lawrence G. Potter, (New York: Palgrave MacMillan, 2009), pp. 27-43
- Abner Cohen, "Cultural Strategies in the Organization of Trading Diasporas," *The Development of Indigenous Trade and Markets in West Africa*, ed. Claude Meillassoux, (Oxford: Oxford University Press, 1971), pp. 266-78
- Andre Wink, "From the Mediterranean to the Indian Ocean: Medieval History in Geographic Perspective," *Comparative Studies in Society and History* 44 (2002): 416-445
- Andre Wink, "Medieval Cities," *Al-Hind: The Making of the Indo-Islamic World, Vol. III: Indo-Islamic Societies, 14<sup>th</sup>-15<sup>th</sup> Centuries*, (Leiden: Brill, 2004), pp. 64-78
- Jean-Claude Penrad, "Societies of the Ressac: The Mainland Meets the Ocean," *Continuity and Autonomy in Swahili Communities: Inland Influences and Strategies of Self-Determination*, ed. David Parkin, (London: SOAS, 1994), pp. 41-48.
- Roxani Eleni Margariti, "Mercantile Network, Port Cities, and 'Pirate' States: Conflict and Competition in the Indian Ocean World of Trade before the Sixteenth Century," *Journal of the Economic and Social History of the Orient* 51 (2008): 543-577
- Rhoads Murphey, "On the Evolution of the Port City," *Brides of the Sea: Port Cities of Asia from the 16<sup>th</sup>-20<sup>th</sup> Centuries*, ed. Frank Broeze, (Honolulu: University of Hawaii Press, 1989), pp. 223-245
- Om Prakash, "The Dutch East India Company in the Trade of the Indian Ocean," *India and the Indian Ocean, 1500-1800*, ed. Ashin Das Gupta and M.N. Pearson, (Calcutta: Oxford University Press, 1987), pp. 185-200
- Niels Steensgaard, "The Indian Ocean Network and the Emerging World-Economy, circa 1500-1750," *The Indian Ocean: Explorations in History, Commerce and Politics*, ed. Satish Chandra, (New Delhi: Sage Publications, 1987), pp. 125-150
- Ashin Das Gupta, "Pieter Phoonsen of Surat," *Modern Asian Studies* 22 (1988), pp. 551-560
- S.D. Goitein and Mordechai Akiva Friedman, *India Traders of the Middle Ages: Documents from the Cairo Geniza*, (Leiden: Brill, 2008), pp. 311-336
- Geoff Wade, "An Early Age of Commerce in Southeast Asia, 900-1300 CE," *Journal of Southeast Asian Studies* 40 (2009): 221-265
- Ashin Das Gupta, "Indian Merchants and Trade in the Indian Ocean, c. 1500-1750," *The Cambridge Economic History of India*, eds. T. Raychaudhuri and Irfan Habib, (Cambridge: Cambridge University Press, 1982), pp. 407-33
- Anthony Reid, "Economic and Social Change, c. 1400-1800," *Cambridge History of Southeast Asia, Vol. I, Part 2*, ed. Nicholas Tarling, (Cambridge: Cambridge University Press, 2000), pp. 116-160
- Giancarlo Casale, "Global Politics in the 1580s: One Canal, Twenty Thousand Cannibals, and an Ottoman Plot to Rule the World," *Journal of World History* 18 (2007): 267-296
- HariPriya Rangan and Christian Kull, "The Indian Ocean and the Making of Outback Australia: An Ecocultural Odyssey," *Indian Ocean Studies: Cultural, Social and Political Perspectives*, ed. Shanti Moorthy and Ashraf Jamal, (New York: Routledge, 2010), pp. 45-72
- Gwyn Campbell, "Slave Trade and the Indian Ocean World," *India in Africa, Africa in India: Indian Ocean Cosmopolitanisms*, ed. John C. Hawley, (Bloomington: Indiana University Press, 2008), pp. 17-51
- Philippe Beaujard, "The Indian Ocean in Eurasian and African World-Systems before the Sixteenth Century," *Journal of World History* 16 (2005): 411-465
- Patricia Risso, "Maritime Violence in the Western Indian Ocean and Persian Gulf Region during a Long Eighteenth Century," *Journal of World History* 12 (2001): 293-319
- Gerrit Knaap, "All About Money: Maritime Trade in Makassar and West Java around 1775," *Journal of The Economic and Social History of the Orient* 49 (2006), pp. 482-508.
- Heather Goodall, "Shared Hopes, New Worlds: Indians, Australians, and Indonesians in the Boycott of Dutch Shipping, 1945-1949," *Indian Ocean Studies: Cultural, Social and Political Perspectives*, ed. Shanti Moorthy and Ashraf Jamal, (New York: Routledge, 2010), pp. 158-196
- Ahmed Kanna, "Indian Ocean Dubai: The Identity Politics of South Asian Immigrants," *Dubai: The City as Corporation*, (Minneapolis: University of Minnesota Press, 2011), pp. 171-204

## Week 9

### COMMODITY, EXCHANGE, AND THE ANNALES SCHOOL

*The Mediterranean and the Mediterranean World in the Age of Philip II*, Vol. I, Fernand Braudel  
*The Corrupting Sea: A Study of Mediterranean History*, Peregrine Horden and Nicholas Purcell  
*Before European Hegemony: The World System A.D. 1250-1350*, Janet Abu-Lughod  
*Arab Seafaring in the Indian Ocean in Ancient and Early Medieval Times*, George Hourani  
*The Adventures of Ibn Battuta: A Muslim Traveller of the Fourteenth Century*, Ross Dunn  
*The Indian Ocean in World History*, Milo Kearney  
*Old World Encounters: Cross-Cultural Contacts and Exchanges in Pre-Modern Times*, Jerry H. Bentley, Oxford University Press (1993)  
*Trading Tastes: Commodity and Cultural Exchange to 1750*, Erik Gilbert and Jonathan T. Reynolds, Prentice Hall (2005)

## Week 10

### LAW AND COLONIAL SOCIETIES

Stuart Banner, "Written Law & Unwritten Norms in Colonial St. Louis," *Law & History Review* 14 (1996), 331 ff.  
Lauren Benton, *Law & Colonial Cultures*, Chs. 1-3 & 7.  
Lauren Benton, "From International Law to Imperial Constitutions: The Problem of Quasi-Sovereignty, 1870 – 1900," *Law & History Review* 26 (2008), 595 – 620.  
Charles Cutter, *The Legal Culture of Northern New Spain, 1700 – 1810*  
Peter Karsten, *Between Law and Custom*, pp. 49 – 119, Chs. 2 & 3, and pp. 221 – 266.  
David Konig, "Colonizaion & the Common law in Ireland and Virginia, 1569 – 1634," in *The Transformation of Early American History*, ed. James Henretta, pp. 70 – 92.

## Week 11

### EMPIRE AND EUROPEAN EXPANSION

Patricia Seed, *Ceremonies of Possession*, 179 – 193.  
Irene Spry, "The Tragedy of the Loss of the Commons in Western Canada," in *As Long as the Sun Shines and the Water Flows*, ed. Ian Getty.  
J.H Elliott, *Empires of the Atlantic World: Britain and Spain in America 1492-1830* (New Haven, 2007)  
McNeill, John R, "Of Rats and Men: A Synoptic Environmental History of the Island Pacific," in *Journal of World History*, 5, (Honolulu, 1994) pp. 299-349.  
Jeremy Adelman, *Sovereignty and Revolution in the Iberian Atlantic*, Princeton University Press, (2006)  
S. N. Eisenstadt, *The Political Systems of Empires*

## Week 12

### STATE FORMATION AND NATION BUILDING IN THE EARLY MODERN WORLD

Question for this week :

What are the factors shaping state formation? Outline the debate concerning state formation and the concept of the early modern period. What difference does it make to place state formation within a world history context?

Suggested readings:

James B. Collins, "State Building in Early-Modern Europe: the Case of France," *Modern Asian Studies* 31.3 (1997): 603-33.  
Nicola di Cosmo, "State Formation and Periodization in Inner Asian History," *Journal of World History* 10 (1999): 1-40.  
Istvan Hont, "The Permanent Crisis of a Divided Mankind: „Contemporary Crisis of the Nation State,“" *Political Studies* (special issue on „Contemporary Crisis of the nation State,“ John Dunn, ed.) 42 (1994): 166-231.

Victor Lieberman, "Transcending East-West Dichotomies: State and Culture Formation in Six Ostensibly Disparate Areas," in *Beyond Binary Histories: Re-imagining Eurasia to c. 1830*, ed. Victor Lieberman (Ann Arbor: University of Michigan Press, 1999), pp. 19-102.

Peter Perdue, "How Different was China? Or, Bringing the Army Back In: Coercion and Ecology in the Comparative Sociology of Europe and China," pp. 311-30 in *Agriculture, Population, and Economic Development in China and Europe*, ed. Rolf Peter Sieferle and Helga Breuniger (Breuniger Stiftung, 2003)

### Week 13

#### MILITARY IN THE EARLY MODERN WORLD

Peter Karsten, "The Military," in 2nd edition, *International Encyclopedia of the Social Sciences* ed. Wm Dairty, Vol V, 166-173

Suggested readings:

Robert L O'Connell, *The Ride of the Second Horseman: The Birth and Death of War*, chs. 10-12

Walter Kaegi, "Patterns of Political Activity of Armies of the Byzantine Empire," in Morris Janowitz, ed., *On Military Intervention*, 4-35

Peter Karsten, "Irish Soldiers in the British Army, 1792-1922: Suborned or Subordinate?" *Journal of Social History*, Vol. 17, No. 1 (1983), 31-64

Steven Cohen, "The Untouchable Soldier: Caste, Politics and the Indian Army," *Journal of Asian Studies*, XXVIII (May 1969)

Roger N Buckley, *Slaves in Redcoats: The British West Indies Regiment*

Nakamura & Tobe, "The Imperial Japanese Army & Politics," *Armed Forces & Society*, XIV (Summer, 1988), 511-25

Douglas Porch, "The Invention of Tradition," in Porch, *The French Foreign Legion*

### Week 14

#### THE COLOMBIAN EXCHANGE AND ENVIRONMENT IN THE EARLY MODERN WORLD

*The Colombian Exchange: Biological and Cultural Consequences of 1492*, Alfred Crosby, Greenwood (1973)

*Ecological Imperialism: The Biological Expansion of Europe, 900 – 1900*, Alfred Crosby, Cambridge University Press (1986)

*Expansion and Global Interaction: 1200 – 1700*, David Ringrose, Longman (2000)

### Week 15

#### FOOD IN WORLD HISTORY

Jeffrey Pilcher, *Food in World History*, Rutledge (2005)

Paul Freedman, *Out of the East: Spices and the Medieval Imagination*, Yale University Press (2009)

Sidney W. Mintz, *Sweetness and Power: The Place of Sugar in Modern History*, Penguin (1986)

Jack Turner, *Spice: the History of a Temptation*, Vintage (2005)

Mark Kurlansky, *Salt: A World History*, Penguin (2003)

Mark Pendergrast, *Uncommon Grounds: The History of Coffee and How it Transformed Our World*, Basic Books, (2010)

The instructor reserves the right to make addendums and changes to the syllabus as the need arises at the instructor's discretion. Any handout in class will be considered an addendum to this syllabus.

# REQUEST FOR A NEW COURSE

Valdosta State University

**RECEIVED**  
SEP 13 2012

Date of Submission: 08/31/2012 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Department Initiating Request:**

History

**Faculty Member Requesting:**

Dr. Owen Jones

**Proposed New Course Prefix & Number:**

(See course description abbreviations in the catalog for approved prefixes)

HIST 7902

**Proposed New Course Title:**

Seminars in World History

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Seminars in World History

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Every two or three years.

**Indicate if Course will be :**  Requirement for Major  Elective

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Seminar on selected topics in World history.

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: Graduate students would benefit from a graduate seminar on this topic, which is emerging as a growing field for comparative approaches to history over long timespans.

Adopting current best practice(s) in field: Also helps to diversify the curriculum and seminar offerings in non-US history.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

**Source of Data to Support Suggested Change:**

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. World history has emerged in recent years as a distinct field of inquiry. Students have expressed interest in greater attention to the topic at the graduate level.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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**Plans for assessing the effectiveness of the course in meeting program's learning outcomes**  
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The MA in History is regularly evaluated using an approved assessment plan that includes oral and written comprehensive examinations and formal thesis defence.
- Other:

**\*\*Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.\*\***

Approvals:		
Dept. Head:	<i>PTTign</i>	Date: <i>9/7/12</i>
College/Division Exec. Comm.:	<i>Lennie Richards</i>	Date: <i>9/12/12</i>
Dean/Director:	<i>Lennie Richards</i>	Date: <i>9/12/12</i>
Graduate Exec. Comm.: (for graduate course):	<i>[Signature]</i>	Date: <i>9-21-12</i>
Graduate Dean: (for graduate course):	<i>[Signature]</i>	Date: <i>9-21-12</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

# HIST 7902: SEMINAR IN WORLD HISTORY

Department of History  
College of Arts and Sciences  
Valdosta State University

Dr. Owen H. Jones  
Fall 2013  
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West Hall 145  
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## **COURSE DESCRIPTION:**

Seminar on selected topics in World History.

## **COURSE DETAILS:**

Seminar on European expansion and the development of the Atlantic World and the Pacific Rim. This course will examine the cross-cultural interactions that European expansion introduced in terms of trade, the Colombian exchange, economic and social development, slavery and the trans-Atlantic slave trade from 1400 to 1850. It will focus on the role that oceans played as spaces of interaction and cultural and social hybridization. It will investigate the theories and methods involved in the study of the globe including but not limited to "world systems theory," "balance of power theory," and the *longue durée* of the Annales School.

## **Student Learning Outcomes:**

1. Students will demonstrate advanced knowledge of political developments in history.
2. Students will demonstrate advanced knowledge of social developments in history.
3. Students will communicate effectively orally and in writing.
4. Students will demonstrate advanced knowledge of the process of historical research and critical analysis.
5. Students will complete historical research projects that effectively use library resources and computer and information technology.

## **Student Learning Objectives:**

At the termination of the course students should be able to demonstrate mastery in the theories and methods of world history. [Dept Outcomes 1 and 2] Students should be able to effectively articulate both orally and in writing the themes of cross-cultural and economic exchange, hybridization, and adaptive synthesis. [Dept Outcome 3 and 4] Students should understand the use of "world systems theory," "balance of power theory," and the Annales School. Students should understand the research and teaching methods for world history. [Dept Outcome 4 and 5]

## **Required Texts:**

*The New World History: A Teacher's Companion*, Ross E. Dunn, Editor, Bedford's Saint Martin, (1999)

## **Requirements:**

*Participation, 15%.* Class participation/attendance is essential.

*Presentations, 20%.* Weekly presentations from students in the class are opportunities for both presenters and audience to help us understand and engage with the readings.



*Short analyses, book reviews, 20%.* On each of the books that you read, graduate students will be required to submit a 2 to 3 page book review based on the week's reading.

*Research paper, 40%.* A final research paper project (25 to 30 pages [not including the annotated bibliography]) will include individual research into a topic of interest.

*Paper presentation, 5%.* You will be asked to present your paper to the class at the end of the semester.

## **Readings**

- 1) This is an intensive reading and writing course: it aims to a) improve your ability to rapidly extract essential analysis and data from a text; b) provide a basic knowledge of Early Modern World History and historiography; c) develop your own analytical and rhetorical abilities.
- 2) Some readings will be accompanied by a set of study questions, to which you should prepare concise answers. These are not meant to help guide you through the main points of these texts; the questions will, however, be reviewed in class.
- 3) You should come to class with opinions and reactions to these readings. The essence of this course will be student presentations and our conversations about these texts.
- 4) The first two weeks we will dedicate ourselves to reading the required text and discussing it as a class.
- 5) Beginning with week 3 you will chose a book from the bibliography provided to present on a particular theme. Each student in the course will have an opportunity to present what they read so that we can have more historiographical discussion. A list of questions for the theme of the week will be provided.

## **ATTENDANCE POLICY:**

**Valdosta State University has an attendance policy for students, which states that "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (2011 – 2012 Undergraduate Catalogue, p. 89).**

Attendance and engaged participation in class discussions is essential for success in this course. Excessive absences will have a negative effect on your grade. If you are not in class, you are not able to fully participate in the discussions, which is the most essential part of the seminar. Being present is only part of your success in this course. You must be actively engaged in the learning process, which means that you are to read the material before coming to class and are able to respond to oral questions about the readings.

## **ACCESS OFFICE FOR STUDENTS WITH DISABILITIES:**

Students who have a documented disability and need classroom accommodations or modifications must contact the Access Office, which is located in the old Student Health Center. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (TTY)

## **Plagiarism**

All students should familiarize themselves with what constitutes plagiarism:

- Intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references
- Working with another person when independent work is required
- Submission of the same paper in more than one course without the specific permission of each instructor
- Submitting a paper written by another person or obtained from the internet

The penalties for plagiarism include a failing grade on the assignment, a failing grade in the course, and/or referral to the Dean and the Academic Honesty Panel to consider suspension or expulsion.

Be aware that you may draw on other people's work through quotations or paraphrasing as long as you cite your sources. If you are unsure of what constitutes plagiarism and/or if you have concerns about how to cite someone else's ideas in your work, please see me.

Adhere to the Valdosta State University's Academic Honesty Policies. Students' work for this course must be entirely their own. Any student who turns in an assignment written by another person, who copies or quotes passages by other authors without proper attribution, or who attempts to cheat on examinations may receive a failing grade for the entire course and will be reported to the Dean's office and a Committee for Academic Honesty for appropriate sanctions.

Reported acts of academic dishonesty include:

"Academic Integrity Violations:

Cheating and plagiarism are academic integrity violations. Additional violations may be added as deemed appropriate. The following academic integrity violations are not to be considered all-inclusive:

1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.
2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.
3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
5. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. Essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them. Some typical examples of plagiarism are:

- Submitting an assignment as if it were one's own work when, in fact, it is at least partly or entirely the work of another.

- Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.

- Incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged."

(<http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>)

Collusion: For the purposes of this course, any student who knowingly or intentionally helps another student to perform any of the above acts of cheating or plagiarism is subject to disciplinary action for

academic dishonesty. There is no difference between students who cheat and plagiarize and those who willingly allow it to occur.

Cheating and plagiarism are unfair to other students who do their own work and will not be tolerated. I include this section for the protection of students who honestly work hard to understand the material and who strive for excellence in their education.

#### ATTENDANCE, CLASSROOM DECORUM, AND EXPECTATION:

It is expected that students will attend lectures. If a student misses lecture and there is a quiz given on that day, the student will not be allowed to make up the quiz unless the student has a signed note from a doctor. As has been stated above, success in this course depends on whether a student is present and prepared for lecture and discussion.

Students will be expected to act in a professional and scholarly manner while in the classroom. This includes that there will be absolutely no tolerance for the sounding of cell-phones and pagers in class. If a student must bring in a pager or cell phone then the student will be expected to keep that cell phone or pager in the silent or off position whilst in lecture / discussion. Texting will not be tolerated in the classroom – this includes note taking using a smart phone. Please write out your notes the old-fashioned way, in a notebook. Students who have cell phones or computers or any other device with photographic or video capabilities may never take a photo or make a video in my classroom. There will be absolutely no cell phones or pagers permitted on your desk during an in class exam. Any student seen looking at any cell phone, smart phone, I-pod, pager or similar device in class during an exam will receive a failing grade on that exam, no exceptions.

Please, be on time to lecture / discussion as it is disruptive to other students and the instructor if others come in late. Leaving class early is also disruptive to other students and to the instructor. Those who arrive late or leave early three times will be given an absence.

Six absences will result in a failing grade of "F" for the course per university policy. If you must leave class early for any reason, please make sure that you advise the instructor before the class session begins. I reserve the right to refuse entry to any student who habitually arrives late and I will deduct points up to two full letter grades from the final grade of any student who is habitually tardy or who habitually leaves class early.

Sleeping, playing video games, surfing the internet, or talking to classmates during the lectures or exams will not be tolerated. All of these activities are disruptive to the instructor and the other students. Those who engage in such behavior will either be given a warning or dismissed from the class or exam session and will receive a zero on their exam. Students who cannot be respectful of the professor and their cohorts will take a 10 point deduction from their final grades per infraction. If you do any such activity in my classroom and disrupt the learning process of your fellow students in any way, I reserve the right to dismiss you from my classroom for that day.

#### COMMUNICATION:

One of the highlights of teaching is the interaction that I have with my students. Please feel free to talk to me before class, after class, or in my office during office hours if you need help with an assignment, have attendance problems, or run into any sort of difficulty that would keep you from being fully successful in this

course. E-mail is an excellent way to keep in touch but remember there can be as much as a 48 – 72 hour delay for my reply.

### A NOTE on the NATURE of GRADUATE SEMINARS:

This is a seminar designed specifically for the graduate student level. Any student taking this course will be required to read and discuss a book for every week of the course. Not all books that students will read will be the same so that we can cover more historiography. You must produce a minimum twenty-five (25) page research paper or historiographical essay on a pre-approved topic that pertains to global history in the periods between the fifteenth and the nineteenth centuries. The historiographical essay must be cited in Chicago or Turabian Style and include an annotated bibliography.

### Weeks 1 and 2

Read and discuss: *The New World History: A Teacher's Companion*, Ross E. Dunn, Editor, Bedford's Saint Martin, (1999)

### Week 3

#### Theory in World History

*Rethinking World History*, Edmund Burke III, Editor, Cambridge University Press (1993)  
*Navigating World History: Historians Create a Global Past*, Patrick Manning, Palgrave Macmillan, (2003)  
*World Systems Analysis: An Introduction*, Immanuel Wallerstein, Duke University Press (2004)  
*Orientalism*, Edward W. Said, Vintage (1979)  
*Provincializing Europe: Postcolonial Thought and Historical Difference*, Dipesh Chakrabarty, Princeton University Press (2007)  
*Europe and the People Without History*, Eric R. Wolf, University of California Press (1997)  
*Imagined Communities: Reflections on the Origin and Spread of Nationalism*, Benedict Anderson, Verso, (2006)  
*Domination and the Arts of Resistance: Hidden Transcripts*, James C. Scott, Yale University Press (1992) *Rise and Demise: comparing world systems* Christopher Chase-Dunn and Thomas D. Hall,  
*Weapons of the Weak: Everyday Forms of Peasant Resistance*, James C. Scott, Yale University Press (1987)  
*From Tribes to the Modern World System: A Social Science Perspective on World History*, Robert M. Carmack, Kindle Edition, (2012)

### Week 4

#### The Primacy of Asia in the Early Modern World

*ReOrient: Global Economy in the Asian Age*, Andre Gunder Frank, University of California Press, (1998)  
*The Great Divergence: China, Europe, and the Making of the Modern World Economy*, Kenneth Pomeranz, Princeton University Press, (2001)  
*China Transformed: Historical Change and the Limits of European Experience*, Bin Wong, Cornell University Press, (2000)  
*The Eurasian Miracle*, Jack Goody, Polity (2009)

### Week 5

#### The Pacific Rim

*Pacific Worlds: A History of Seas, Peoples, and Cultures*, Matt K. Matsuda, Cambridge University Press, (2012)  
*Islanders: The Pacific in the Age of Empire*, Nicholas Thomas, Yale University Press, (2012)  
*Sino-Portuguese Trade from 1514 – 1644*, Chiang Tien-Tse  
*Islands and Beaches, Discourse on a Silent Land, Marquesas 1774 – 1880*, Greg Denning

*The Spanish Lake, 1500 – 1750*, O. H. K. Spate

*Contracting Colonialism, Translation and Christian Conversion in Tagalog Society under Early Spanish Rule*, (1988)

Katherine Bjork, "The Link that Kept the Philippines Spanish: Mexican Merchant Interest and the Manila Trade; 1571 – 1815" *Merchants in Spain vs. Merchants in Mexico* – 1998

Wang Gungwu, "Merchants Without Empire: The Hokkien Sojourning Communities,"

Woodrow Borah, "Early Colonial Trade and Navigation Between Mexico and Peru," – 1954

## **Week 6**

### **The Atlantic World**

*The Atlantic World in the Age of Empire*, Thomas Benjamin, David Hall, and David Rutherford, editors, Houghton, Mifflin, (2001)

*Africa's Discovery of Europe, 1450 – 1850, Second Edition*, David Northrup, Oxford University Press, (2009)

*Africa and Africans in the Making of the Atlantic World, 1400 – 1800, (Second Edition)*, John Thornton, Cambridge University Press, (1992)

*A Cultural History of the Atlantic World, 1250 – 1820*, John Thornton, Cambridge University Press (2012)

*The Atlantic World: Europeans, Africans, Indians and Their Shared History, 1400 – 1900*, Thomas Benjamin, Cambridge University Press, (2009)

*The Atlantic in World History*, Karen Ordahl Kupperman, Oxford University Press, (2012)

## **Week 7 and**

### **The Indian Ocean Basin**

*The Indian Ocean*, Michael Pearson (also available on EBL)

*The Arabian Seas: The Indian Ocean World of the Seventeenth Century*, R.J. Barendse, M. E. Sharpe, (2002)

*Trade and Civilisation in the Indian Ocean*, K.N. Chaudhuri

*A Hundred Horizons: The Indian Ocean in the Age of Global Empire*, Sugata Bose

*A Voyage to Abyssinia*, Jeronimo Lobo (pagination in Hard Press edition)

*Southeast Asia in the Age of Commerce, 1450 – 1680, Vol. I: the Lands Below the Winds*, Anthony Reid, Yale University Press, (1995)

*Southeast Asia in the Age of Commerce, 1450 – 1680, Vol. II: Expansion and Crisis*, Anthony Reid, Yale University Press (1995)

*The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*, James C. Scott, Yale University Press, (2010)

*Merchants and Faith: Muslim Commerce and Culture in the Indian Ocean*, Patricia A. Risso, Westview Press (1995)

## **Week 8**

### **The Indian Ocean Basin Continued**

For Week 8 you must choose no fewer than five articles (5 articles constitutes a book length manuscript)

Robert E. Dewar, "The Archaeology of the Early Settlement of Madagascar," *The Indian Ocean Antiquity*, ed. Julian Reade, (London: Kegan Paul International, 1996), pp. 471-86

Matthew Fitzpatrick, "Provincializing Rome: The Indian Ocean Trade Network and Roman Imperialism," *Journal of World History* 22 (2011): 27-54

Kenneth Hall, "The 'Indianization' of Funan: An Economic History of Southeast Asia's First State," *Journal of Southeast Asian Studies* 13 (1982), pp. 81-106

Wilhelm G. Solheim II, "Remarks on 'The 'Indianization' of Funan: An Economic History of Southeast Asia's First State,'" *Journal of Southeast Asian Studies* 14 (1983), pp. 169-170

Himanshu Prabha Ray, "Early Maritime Contacts Between South and Southeast Asia," *Journal of Southeast Asian Studies* 20 (1989), pp. 42-54



D.T. Potts, "The Archaeology and Early History of the Persian Gulf," *The Persian Gulf in History*, ed. Lawrence G. Potter, (New York: Palgrave MacMillan, 2009), pp. 27-43

Abner Cohen, "Cultural Strategies in the Organization of Trading Diasporas," *The Development of Indigenous Trade and Markets in West Africa*, ed. Claude Meillassoux, (Oxford: Oxford University Press, 1971), pp. 266-78

Andre Wink, "From the Mediterranean to the Indian Ocean: Medieval History in Geographic Perspective," *Comparative Studies in Society and History* 44 (2002): 416-445

Andre Wink, "Medieval Cities," *Al-Hind: The Making of the Indo-Islamic World, Vol. III: Indo-Islamic Societies, 14<sup>th</sup>-15<sup>th</sup> Centuries*, (Leiden: Brill, 2004), pp. 64-78

Jean-Claude Penrad, "Societies of the Ressac: The Mainland Meets the Ocean," *Continuity and Autonomy in Swabili Communities: Inland Influences and Strategies of Self-Determination*, ed. David Parkin, (London: SOAS, 1994), pp. 41-48.

Roxani Eleni Margariti, "Mercantile Network, Port Cities, and 'Pirate' States: Conflict and Competition in the Indian Ocean World of Trade before the Sixteenth Century," *Journal of the Economic and Social History of the Orient* 51 (2008): 543-577

Rhoads Murphey, "On the Evolution of the Port City," *Brides of the Sea: Port Cities of Asia from the 16<sup>th</sup>-20<sup>th</sup> Centuries*, ed. Frank Broeze, (Honolulu: University of Hawaii Press, 1989), pp. 223-245

Om Prakash, "The Dutch East India Company in the Trade of the Indian Ocean," *India and the Indian Ocean, 1500-1800*, ed. Ashin Das Gupta and M.N. Pearson, (Calcutta: Oxford University Press, 1987), pp. 185-200

Niels Steensgaard, "The Indian Ocean Network and the Emerging World-Economy, circa 1500-1750," *The Indian Ocean: Explorations in History, Commerce and Politics*, ed. Satish Chandra, (New Delhi: Sage Publications, 1987), pp. 125-150

Ashin Das Gupta, "Pieter Phoonsen of Surat," *Modern Asian Studies* 22 (1988), pp. 551-560

S.D. Goitein and Mordechai Akiva Friedman, *India Traders of the Middle Ages: Documents from the Cairo Geniza*, (Leiden: Brill, 2008), pp. 311-336

Geoff Wade, "An Early Age of Commerce in Southeast Asia, 900-1300 CE," *Journal of Southeast Asian Studies* 40 (2009): 221-265

Ashin Das Gupta, "Indian Merchants and Trade in the Indian Ocean, c. 1500-1750," *The Cambridge Economic History of India*, eds. T. Raychaudhuri and Irfan Habib, (Cambridge: Cambridge University Press, 1982), pp. 407-33

Anthony Reid, "Economic and Social Change, c. 1400-1800," *Cambridge History of Southeast Asia, Vol. I, Part 2*, ed. Nicholas Tarling, (Cambridge: Cambridge University Press, 2000), pp. 116-160

Giancarlo Casale, "Global Politics in the 1580s: One Canal, Twenty Thousand Cannibals, and an Ottoman Plot to Rule the World," *Journal of World History* 18 (2007): 267-296

Haripriya Rangan and Christian Kull, "The Indian Ocean and the Making of Outback Australia: An Ecocultural Odyssey," *Indian Ocean Studies: Cultural, Social and Political Perspectives*, ed. Shanti Moorthy and Ashraf Jamal, (New York: Routledge, 2010), pp. 45-72

Gwyn Campbell, "Slave Trade and the Indian Ocean World," *India in Africa, Africa in India: Indian Ocean Cosmopolitanisms*, ed. John C. Hawley, (Bloomington: Indiana University Press, 2008), pp. 17-51

Philippe Beaujard, "The Indian Ocean in Eurasian and African World-Systems before the Sixteenth Century," *Journal of World History* 16 (2005): 411-465

Patricia Risso, "Maritime Violence in the Western Indian Ocean and Persian Gulf Region during a Long Eighteenth Century," *Journal of World History* 12 (2001): 293-319

Gerrit Knaap, "All About Money: Maritime Trade in Makassar and West Java around 1775," *Journal of The Economic and Social History of the Orient* 49 (2006), pp. 482-508.

Heather Goodall, "Shared Hopes, New Worlds: Indians, Australians, and Indonesians in the Boycott of Dutch Shipping, 1945-1949," *Indian Ocean Studies: Cultural, Social and Political Perspectives*, ed. Shanti Moorthy and Ashraf Jamal, (New York: Routledge, 2010), pp. 158-196

Ahmed Kanna, "Indian Ocean Dubai: The Identity Politics of South Asian Immigrants," *Dubai: The City as Corporation*, (Minneapolis: University of Minnesota Press, 2011), pp. 171-204



## Week 9

### COMMODITY, EXCHANGE, AND THE ANNALES SCHOOL

- The Mediterranean and the Mediterranean World in the Age of Philip II*, Vol. I, Fernand Braudel  
*The Corrupting Sea: A Study of Mediterranean History*, Peregrine Horden and Nicholas Purcell  
*Before European Hegemony: The World System A.D. 1250-1350*, Janet Abu-Lughod  
*Arab Seafaring in the Indian Ocean in Ancient and Early Medieval Times*, George Hourani  
*The Adventures of Ibn Battuta: A Muslim Traveller of the Fourteenth Century*, Ross Dunn  
*The Indian Ocean in World History*, Milo Kearney  
*Old World Encounters: Cross-Cultural Contacts and Exchanges in Pre-Modern Times*, Jerry H. Bentley, Oxford University Press (1993)  
*Trading Tastes: Commodity and Cultural Exchange to 1750*, Erik Gilbert and Jonathan T. Reynolds, Prentice Hall (2005)

## Week 10

### LAW AND COLONIAL SOCIETIES

- Stuart Banner, "Written Law & Unwritten Norms in Colonial St. Louis," *Law & History Review* 14 (1996), 331 ff.  
Lauren Benton, *Law & Colonial Cultures*, Chs. 1-3 & 7.  
Lauren Benton, "From International Law to Imperial Constitutions: The Problem of Quasi-Sovereignty, 1870 – 1900," *Law & History Review* 26 (2008), 595 – 620.  
Charles Cutter, *The Legal Culture of Northern New Spain, 1700 – 1810*  
Peter Karsten, *Between Law and Custom*, pp. 49 – 119, Chs. 2 & 3, and pp. 221 – 266.  
David Konig, "Colonization & the Common law in Ireland and Virginia, 1569 – 1634," in *The Transformation of Early American History*, ed. James Henretta, pp. 70 – 92.

## Week 11

### EMPIRE AND EUROPEAN EXPANSION

- Patricia Seed, *Ceremonies of Possession*, 179 – 193.  
Irene Spry, "The Tragedy of the Loss of the Commons in Western Canada," in *As Long as the Sun Shines and the Water Flows*, ed. Ian Getty.  
J.H. Elliott, *Empires of the Atlantic World: Britain and Spain in America 1492-1830* (New Haven, 2007)  
McNeill, John R, "Of Rats and Men: A Synoptic Environmental History of the Island Pacific," in *Journal of World History*, 5, (Honolulu, 1994) pp. 299-349.  
Jeremy Adelman, *Sovereignty and Revolution in the Iberian Atlantic*, Princeton University Press, (2006)  
S. N. Eisenstadt, *The Political Systems of Empires*

## Week 12

### STATE FORMATION AND NATION BUILDING IN THE EARLY MODERN WORLD

Question for this week :

What are the factors shaping state formation? Outline the debate concerning state formation and the concept of the early modern period. What difference does it make to place state formation within a world history context?

Suggested readings:

- James B. Collins, "State Building in Early-Modern Europe: the Case of France," *Modern Asian Studies* 31.3 (1997): 603-33.  
Nicola di Cosmo, "State Formation and Periodization in Inner Asian History," *Journal of World History* 10 (1999): 1-40.  
Istvan Hont, "The Permanent Crisis of a Divided Mankind: „Contemporary Crisis of the Nation State,“" *Political Studies* (special issue on „Contemporary Crisis of the nation State,“ John Dunn, ed.) 42 (1994): 166-231.

Victor Lieberman, "Transcending East-West Dichotomies: State and Culture Formation in Six Ostensibly Disparate Areas," in *Beyond Binary Histories: Re-imagining Eurasia to c. 1830*, ed. Victor Lieberman (Ann Arbor: University of Michigan Press, 1999), pp. 19-102.

Peter Perdue, "How Different was China? Or, Bringing the Army Back In: Coercion and Ecology in the Comparative Sociology of Europe and China," pp. 311-30 in *Agriculture, Population, and Economic Development in China and Europe*, ed. Rolf Peter Sieferle and Helga Breuniger (Breuniger Stiftung, 2003)

### **Week 13**

#### **MILITARY IN THE EARLY MODERN WORLD**

Peter Karsten, "The Military," in 2nd edition, *International Encyclopedia of the Social Sciences* ed. Wm Dairty, Vol V, 166-173

Suggested readings:

Robert L O'Connell, *The Ride of the Second Horseman: The Birth and Death of War*, chs. 10-12

Walter Kaegi, "Patterns of Political Activity of Armies of the Byzantine Empire," in Morris Janowitz, ed., *On Military Intervention*, 4-35

Peter Karsten, "Irish Soldiers in the British Army, 1792-1922: Suborned or Subordinate?" *Journal of Social History*, Vol. 17, No. 1 (1983), 31-64

Steven Cohen, "The Untouchable Soldier: Caste, Politics and the Indian Army," *Journal of Asian Studies*, XXVIII (May 1969)

Roger N Buckley, *Slaves in Redcoats: The British West Indies Regiment*

Nakamura & Tobe, "The Imperial Japanese Army & Politics," *Armed Forces & Society*, XIV (Summer, 1988), 511-25

Douglas Porch, "The Invention of Tradition," in Porch, *The French Foreign Legion*

### **Week 14**

#### **THE COLOMBIAN EXCHANGE AND ENVIRONMENT IN THE EARLY MODERN WORLD**

*The Colombian Exchange: Biological and Cultural Consequences of 1492*, Alfred Crosby, Greenwood (1973)

*Ecological Imperialism: The Biological Expansion of Europe, 900 – 1900*, Alfred Crosby, Cambridge University Press (1986)

*Expansion and Global Interaction: 1200 – 1700*, David Ringrose, Longman (2000)

### **Week 15**

#### **FOOD IN WORLD HISTORY**

Jeffrey Pilcher, *Food in World History*, Rutledge (2005)

Paul Freedman, *Out of the East: Spices and the Medieval Imagination*, Yale University Press (2009)

Sidney W. Mintz, *Sweetness and Power: The Place of Sugar in Modern History*, Penguin (1986)

Jack Turner, *Spice: the History of a Temptation*, Vintage (2005)

Mark Kurlansky, *Salt: A World History*, Penguin (2003)

Mark Pendergrast, *Uncommon Grounds: The History of Coffee and How it Transformed Our World*, Basic Books, (2010)

The instructor reserves the right to make addendums and changes to the syllabus as the need arises at the instructor's discretion. Any handout in class will be considered an addendum to this syllabus.