FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

- In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
- You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

   251
   HIST 245, Course Form
   HIST 348, Course Form
   HIST 292, Course Form
   HIST, Change of Major Form
   HIST, Change of Minor Form

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature] Date: 4 December 2015

2. Signature of Academic Dean:

   [Signature] Date: 12/7/15

3. Signature of President:

   [Signature] Date: 2/16/16

4. Signature of Business Affairs (only for course fees):

   [Signature] Date: 
   □ fee approved on 
   □ BOT approval pending

5. Signature of Curriculum Committee Chair:

   [Signature] Date: 

6. Signature of Budget Committee Chair (only for new programs):

   [Signature] Date: 

7. Signature of Academic Planning Committee Chair (only for new programs):

   [Signature] Date: 

8. Signature of Faculty Senate Secretary:

   [Signature] Date: 

Date Approved by Faculty Senate: ____________________________

Professor Gibbs Knotts, Chair
Curriculum Committee
College of Charleston
66 George ST.
Charleston, SC  29424–0001

Dear Gibbs:

The Department of History has voted unanimously to approve three new courses, which I attach here for the consideration of the Curriculum Committee

1. HIST 251 [number revised per requirement from Academic Affairs]: The Modern City. Dr. Irina Gigova has already taught this course three times as a special topics class, and now wishes to regularize that this course is a regularly-offered and highly desirable class both for History and for Urban Studies.

2. HIST 348: Everyday Communism. Dr. Gigova has also offered this course three times using History’s special topics course number, and now needs to regularize it.

3. HIST 293 [number revised per requirement from Academic Affairs]: Introduction to Public History: Theory and Methods. The Department of History is delighted to have hired Dr. Rachel Donaldson, a public historian. The course she proposes is the basic methodology course in her subdiscipline, a first building block toward building up our offerings in the area of public history.

With best wishes,

Phyllis G. Jeste
Professor & Chair
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:

- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Irina Gigova Phone: 953-7329 Email: gigovai@cofc.edu

Department or Program: History School: HSS

Subject Acronym and Course Number: HIST 251

Catalog Year in which changes will take effect: FALL 2016

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

- [ ] Add a New Course (complete parts C, D, F, G, H, I, J)
- [ ] Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
  - [ ] Course Number (you must submit a course deactivation request for the old course number)
  - [ ] Course Name
  - [ ] Course Description
  - [ ] Credit/Contact Hours
  - [ ] Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
- [ ] Deactivate an Existing Course (complete parts C, D, E, G, I, J)
- [ ] Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

I would like to propose a new course, HIST 251: The Modern City. I have taught this class as HIST 241: Special Topics in European History three times since 2008. Each time it enjoyed popularity with students that major and minor in History, International Studies, Urban Studies and Historic Preservation. I would like to list the course as a regular catalogue offering that falls into the Comparative/Transnational area of distribution. The current course is already comparative, with examples drawing on Russia, the Ottoman Empire and the Balkans, Central and Western Europe and the United States. Students also do group projects on any world city of their choice.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

The course addition should only have a positive effect on the department’s offerings. It will complement the existing HIST 211: American Urban History. It will expand the list of comparative/transnational courses and will enable colleagues that do not specialize in modern Europe to develop their own interpretation of the Modern City.

This form was last updated on 12/13/13 and replaces all others.

Page 1 of 4
The course will also add one more offering to the Urban Studies program. It does not duplicate or compete with any other courses in the catalogue but will complement classes such as SOCY 351 Urban Sociology; URST 101 Introduction to Urban Studies; and ARTH 265: The City as a Work of Art.

E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department:  
School:  
Subject Acronym:  
Course Number:  

Credit hours:  _ lecture _ lab _ seminar _ independent study
Contact hours:  _ lecture _ lab _ seminar _ independent study

Course title:  

Course description (maximum 50 words, exactly as it appears in the catalog):  

Restrictions (pre-requisites, co-requisites, majors only, etc.):  

Cross-listing, if any:  N/A

Is this course repeatable?  □ yes  □ no  If yes, how many total credit hours may the student earn?  

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: History  
School: HSS  
Subject Acronym: HIST  
Course Number: 251

Credit hours:  _3_ lecture _ lab _ seminar _ independent study
Contact hours:  _ lecture _ lab _ seminar _ independent study

Course title:  "The Modern City"

Course description (maximum 50 words, exactly as it appears in the catalog):  

An exploration of the history of the modern city in different historical contexts. The course discovers how cities came to define the modern lifestyle as hubs of business and communications, trendsetters in culture, style and leisure, symbols of new architecture, and outdoor museums of history and memory.

Restrictions (pre-requisites, co-requisites, majors only, etc.):  

Prior to enrolling in HIST 251, students need to have taken HIST 103 and 104 or HIST 115 and 116, or any combination of approved courses that satisfy the general education requirement for pre-modern and modern history.

If this is a newly-created course, is it intended to be the equivalent of an existing course?  □ yes  □ no
If so, which course?  

If equivalent, will the newly-created course replace the existing course?  □ yes  □ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.
Cross-listing, if any (submit approval from relevant department): N/A

Note: Cross-listed courses are equivalent.

Is this course repeatable? □ yes ☒ no If yes, how many total credit hours may the student earn? ____

Is there an activity, lab, or other fee associated with this course? □ yes ☒ no What is the fee? $______

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

N/A

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Working knowledge of major stages and developments in modern urban history</td>
<td>Students’ grasp of content will be measured with Midterm and Final exams that combine factual knowledge and historical thinking in the forms of essays.</td>
</tr>
<tr>
<td>2. Analysis of primary and secondary sources in their proper historical context</td>
<td>Students will write several short analytical essays on the novels, memoirs and films we study.</td>
</tr>
<tr>
<td>3. Clear and accurate presentation of ideas</td>
<td>All class assignments expect students to express their ideas in writing and develop well illustrated historical arguments. Students may also be expected to engage in oral presentations.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

While this course introduces students to the history of the modern city, it reinforces learning outcomes common to the History Major and the College’s general education humanities courses: acquisition of historical knowledge, ability to situate primary texts in their context and use them to develop historical arguments. In addition, this course’s pedagogical goals - careful and critical reading, effective analysis and reasoning, and clear and accurate written and oral presentation - reinforce skills common to the historical discipline and to the liberal arts education.
1. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration?  ☒ yes  ☐ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

HIST 251 will become one of the classes students majoring in history could select to fulfill the requirement of taking a course in the Comparative/Transnational distribution area. For minors, it would be one of the six 200- and 300-level history courses students could select to complete the program.

J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.
I plan on submitting the proposal to the Gen Ed Committee.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
Prof. Irina Gigova  
Office: 216 Maybank  
Contact at gigovai@cofc.edu or 953-7329  
Office Hours: MW: 2-3:30, Thurs: 9-12 or by appointment

Course Description  
Whether you worship or loathe the dynamism and miscellany of the modern city, it is undeniable that urban centers have affected society tremendously. This course will explore the growth of cities and urban culture in the West (broadly defined) from the 18th to 20th centuries. Using contemporary sources, films and scholarly writing, we will delve into the cornucopia of ways in which cities came to define the modern lifestyle as hubs of business and communications, trendsetters in culture, style and leisure, symbols of new architecture, and outdoor museums of history and memory.

The richness and geographical breadth of the topic entail a highly selective approach. The goal of the course, therefore, is not to present an exhaustive survey of modern Western urban history but rather to highlight certain aspects of the experiences of city dwellers in the last several centuries. In order to counterbalance the subjective nature of the chosen material, I hope to make this class highly interactive and stimulating. I will lecture once a week to provide historical background to the weekly readings and give the course some coherence. In addition, film clips will supply original visual takes of the place of cities in human existence. However, this course will not succeed without your individual and collective input. Please, use the group presentations and the weekly discussions to delve deeper into the issues covered, to challenge readings and interpretations (mine included), and to bring new perspectives and topics before the class.

Course Objectives  
The combination of lectures, in-class discussion, reading and writing aims to enhance skills fundamental to your success in future university courses and really any intellectual work:

1. Working knowledge of major stages and developments in urban history  
2. Ability to analyze primary and secondary sources in their proper historical context  
3. Aptitude for clear and accurate written and oral presentation of ideas

The course's stated goals also support the learning outcomes expected of courses that meet the General Education Humanities requirement:

Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture  
Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed in the primary-source book review.

Readings for Purchase
Will Eisner, *New York: Life in the Big City*
Emile Zola, *The Ladies’ Paradise*
Mark Mazower, *Salonica: City of Ghosts*
George Orwell, *Down and Out in Paris and London*
Kyra Petrovskaya Wayne, *Shurik: A Story of the Siege of Leningrad*

Additional readings will be available on OAKS in PDF format

**OAKS**

We will use OAKS to facilitate the working of the class. Once you log on, you will have access to the syllabus, readings, lecture outlines, presentations, handouts and assignments. Please check the site regularly for announcements and updates. I strongly encourage you to print out lecture outlines and use them in your hand note-taking (see below). If MyCharleston is down, you can access OAKS directly through [https://lms.cofc.edu/](https://lms.cofc.edu/).

**Electronics-Free Classroom**

While we will use technology (OAKS and PowerPoint) to facilitate the workings of this class and while I encourage and expect that you will utilize library and other internet sources in your studies, our classroom will be an electronics-free environment. My own experience over the last several years and recent research suggest that the use of electronics in the classroom is not conducive to effective learning. Proper pen-and-paper note-taking not only assist you in processing and retaining information but is also less distracting to those around you. That means that the use of cellphones, tablets, laptops and other devices is not allowed except for students with special needs. If you have to use a laptop for note-taking, please bring a note from the SNAP center in the first two weeks of classes. We will discuss best note-taking practices in class.

**Class Requirements**

1. **Exams (40%)**: There will be two take-home exams for this class, each weighing 20% of your grade. They will test your understanding of the covered material and ability to synthesize readings and lectures.

2. **Group Project (10%)**: As this class explores a rather limited range of cities, group presentations will allow individual students and the class as a whole to be exposed to other forms of urban organization, history and living. In the course of four class sessions (see course outline for dates) groups of 3 people will introduce different aspects of the history of a city of their choice not covered in the readings. Each individual will be responsible for researching and presenting one part of the overall project. Possible rubrics are: architectural transformation, social relations, major historical events, monuments and historic preservation, entertainment, industrial developments, etc. I will distribute separately further guidelines.

3. **Book Reviews (20%)**: Two book reviews (10% each) of a primary and a secondary text from the assigned reading list. The first one is due by **October 15**; the second by **November 24**. You are welcome to submit each prior to the deadline. I encourage drafts and will be happy to comment on such. The primary-source book review will serve as the humanities’ signature assignment.
4. **Four reaction papers** (400-500 words) (20%): These brief comments on the assigned readings and films aim to facilitate your preparation for both in-class discussion and the take-home exams by posing the question: what does this source tell us about the history of urban spaces and residents? Reaction papers to the readings are due the day we discuss the text in class. If you select a feature film (you can write up to two papers on films), you have to watch it in its entirety; hence the due date is within 10 days of the scheduled date on the syllabus. **Two of these have to be submitted prior to the midterm.**

5. **Attendance and Participation** (10%): In a course that emphasizes so heavily reading and discussion it is essential that you attend every session. You will receive **two free** (undocumented) absences for the duration of the semester; for every missed class after that I will deduct five percent (5%) of your attendance grade. Three occasions of tardiness will amount to an unexcused absence. Please note that missing **more than 6 sessions will result in a WA** for the course. For medical or other personal emergencies, please bring a note from the Health Center or other relevant authorities.

You are expected to come to class with the readings completed and ready to engage in discussion. While regular attendance is necessary, it does not count for and will not substitute active conversation. In other words, a regular but silent and disengaged student will earn at most a C for this part of the grade.

If you have anxieties about speaking in public, let’s discuss alternative ways to earn this portion of your grade.

6. **Quizzes and additional assignments:** I reserve the right to introduce further tests and assignments to improve the flow and success of the course.

**Late Assignments**

You are responsible to meet all set deadlines for each of the course requirements (exams and papers). For every day after the deadline date, your grade will drop by a full mark (from A to B, from B to C, etc.)

**Grade Points**

Excellent: A (93-100) and A- (90-92)
Good: B+ (87-89), B (83-86), and B- (80-82)
Acceptable: C+ (77-79), C (73-76), and C- (70-72)
Passing: D+ (67-69), D (63-66), and D- (60-62)
Failure: F (50-59)

**Equal Opportunity**

If you have a documented disability that may impact your work in this class and for which you may require accommodations, please contact the Center of Disability Services / SNAP (953-1431), located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me during my office hours during the first two weeks of class and contacting me one week before accommodation is needed.

**Course Etiquette**
The classroom is a site of formal social interactions. In class be courteous to everyone and refrain from distracting activities: arriving late, eating; sleeping; chatting; studying for other courses; playing on your laptop/cell phone/smart phone (see policy above on electronic devices). I expect you to turn off the volume of your phone and use it only in cases of emergency (in which case I anticipate you would leave the classroom).

I am easily available outside the classroom. I am in my office almost daily and happy to meet with you to discuss course matter or any other school-related subject. I try to respond to e-mails within the same work day, but keep in mind that I do not regularly check my e-mail at home and on weekends. I would appreciate if you approach your e-mails as formal correspondence. Use your college e-mail and introduce each message with a short and accurate subject header. Use proper salutation (either Dr. or Prof. Gigova). Introduce yourself at the start of the message and use a polite form of leave-taking before you sign with your full name. Finally, proof read your message for content, grammar and spelling.

*Cheating and Plagiarism*

Individual moral and academic integrity is a crucial part of the mission of this school. The Honor Code of the College of Charleston specifically forbids attempted cheating, lying and stealing, plagiarism included. Plagiarism is defined as presenting the work of others as your own and copying sources without citation. A student found guilty of such an offence will receive an automatic failing grade (XF) in this course. Additional penalties may include suspension or expulsion from the College at the discretion of the Honor Board. See the *College of Charleston Student Handbook* for definition of these offences.

*Internet Sources*

You are welcome to consult internet sources for background information, images and ideas, but make sure to always acknowledge your sources to avoid accusations of plagiarism. Also note that while library databases are legitimate sources of academic research, other internet sites rarely are.
Course Outline*

8/20: Introduction - Spiro Kostof, “What is a City?” in The City Shaped (OAKS)
8/22: discussion - Will Eisner, New York: The Big City and City People Notebook

8/25: let’s talk about assignments: note-taking, presentations and papers
8/27: lecture: The medieval and early modern city

9/1: lecture - Absolutist cities
9/3: film - documentary on St. Petersburg
9/5: discussion - Solomon Volkov, St. Petersburg (OAKS)

9/8: lecture - Cities under change
9/12: lecture - The industrial city

9/17 lecture - Victorian cities
9/19: discussion – David Harvey, Paris, Capital of Modernity and Judith Walkowitz, “Jack the Ripper” (OAKS)

9/22: lecture - Cities of temptation
9/24: discussion - Emile Zola, The Ladies’ Paradise (pp. 1-207)
9/26: discussion - Emile Zola, The Ladies’ Paradise (pp. 208-432)
Midterm questions on OAKS

9/29: presentations
10/1: lecture - Cities and traffic
10/3: discussion - Major Problems in American Urban and Suburban History (OAKS)

10/6: Midterm
10/8: lecture – Navigating the modern city
10/10: film - Berlin: Symphony of a Great City (1927), Modern Times (1936) or The City (1939)

10/13: discussion – George Orwell, Down and Out in Paris and London
10/15: presentations
10/17: The city in History (I): lecture – The Ottoman city

10/20: The city in history (I): discussion – Mark Mazower, Salonica: City of Ghosts (pp. 1-208)
10/22: The city in history (I): lecture – The city as the West in Eastern Europe
10/24: presentations

* I reserve the right to alter dates and readings, promising to inform you in due time of any changes.
10/27: The city in history (I): discussion - Mazower, Salonica: City of Ghosts (pp. 208-to end)
10/29: lecture - Cities and the nation’s past
10/31: discussion - D. Medina Lasansky, The Renaissance Perfected (OAKS)

(book review #1 due)

11/3: Fall Break
11/7: film - The Murderers Are among Us (1945), The Third Man (1949) or The Bicycle Thief (1947)
11/10: discussion - Kyra Petrovskaya Wayne, Shurik: A Story of the Siege of Leningrad

11/12: lecture – Suburbia and its critics
11/14: discussion: “Up from the Potato Fields” and Lewis Mumford, “Suburbia” in The City in History (OAKS)

11/19: Urban visions in post-1945 Europe
Final questions on OAKS

11/26&28: Thanksgiving Break

(book review #2 due)

12/1: presentation and review
12/5: Final Exam, 12-3pm
I have no reservations regarding the creation of this course.

Thanks for checking with me.

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From: Ganaway, Irina Gigova  
Sent: Tuesday, December 01, 2015 11:22 AM  
To: Keenan, Kevin P  
Subject: RE: a new course

Thanks, Kevin, for the enthusiastic and prompt response. So I take it you have no objections or reservations?

Irina

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From: Keenan, Kevin P  
Sent: Tuesday, December 01, 2015 10:11 AM  
To: Ganaway, Irina Gigova  
Subject: RE: a new course

Oh this is great!

I will definitely add it to URST if HIST is o.k. with that once it is approved.

I wish I could take your course! ...

Kevin

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From: Ganaway, Irina Gigova  
Sent: Tuesday, December 01, 2015 9:45 AM  
To: Keenan, Kevin P  
Subject: a new course

Good morning, Kevin!

I just wanted to let you know that I am putting together a proposal for a new history course, HIST 245: The Modern City. Please have a look at the attached documents and let me know if you have questions or concerns about the course. I have worded it very generally so that more colleagues in the department (such as Lisa Covert) could develop a version that works for their field of specialty.

All the best,

Irina

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Irina Gigova  
Associate Professor
Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. **You must do this before your request can move forward!**
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Dr. Rachel Donaldson    Phone: 843-953-6445    Email: donaldsonrc@cofc.edu

Department or Program: History    School: Humanities and Social Science

Subject Acronym and Course Number: HIST 293

Catalog Year in which changes will take effect: FALL ____2016____

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☑ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)

☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

I was hired at the College of Charleston to fulfill a tenure track line in public history in the History Department. The course I am proposing is an introduction to the history, theory, and methodology of public history, which would serve to introduce students to the field of public history. Having this course in the course catalogue would enable me to fulfill my position as the public historian within the History Department.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

Public History intersects with many other academic disciplines but the college does not offer any course of this kind.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course Number: 

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.): 

Cross-listing, if any:

Is this course repeatable? [ ] yes [ ] no If yes, how many total credit hours may the student earn? ___

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: History 
School: Humanities and Social Science 
Subject Acronym: HIST Course Number: 293

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title: Introduction to Public History: Theory and Methods

Course description (maximum 50 words, exactly as it appears in the catalog):

This is an introduction to the history and methods of public history practice in the United States. Because public history encompasses a variety of approaches, this course will provide an introduction to different forms of public history by examining the theoretical underpinnings and methodologies that have shaped each one.

Restrictions (pre-requisites, co-requisites, majors only, etc.): Prerequisites: Either HIST 115-116 or any other combination of courses that satisfies the general education history requirement.

If this is a newly-created course, is it intended to be the equivalent of an existing course? [ ] yes [ ] no
If so, which course? ________________

If equivalent, will the newly-created course replace the existing course? [ ] yes [ ] no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): _____________________________
Note: Cross-listed courses are equivalent.

Is this course repeatable? [ ] yes [x] no If yes, how many total credit hours may the student earn? ___

Is there an activity, lab, or other fee associated with this course? [ ] yes [x] no What is the fee? $____

This form was last updated on 12/13/13 and replaces all others.
G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>The overall comprehension of these areas will be assessed in HIST 293 through a final exam in which students will respond to a case study incorporating the tools of each field within public history that we cover in the course.</td>
</tr>
<tr>
<td>1. Students will have an understanding of the different areas of public history practice, including but not limited to oral history, folklore, museum curating, archival work, historic preservation, and cultural conservation.</td>
<td></td>
</tr>
<tr>
<td>2. Students will understand contemporary approaches of conveying history to a public audience and will be able to evaluate this approach at a local historic site.</td>
<td>Students in HIST 293 will be assessed via two papers. The first one requires students to visit a historic site or museum in the Charleston area and provide a detailed description of the site and its historical context. The second assignment will be based on the interpretation provided in the signage and tours of the site that they toured. Students will be required to assess the inclusivity of the narrative presented at the site and whether it reflects recent trends in public history practice.</td>
</tr>
<tr>
<td>3. Students will understand the evolution of the field of public history through historical primary sources and contemporary writings on current public history practices.</td>
<td>Over the course of the semester students in HIST 293 will be required to write two reflection papers in which they provide a detailed critique of a reading of their choice.</td>
</tr>
<tr>
<td>4. Students will be able to comprehend different approaches within the various subfields of public history through readings and lectures that highlight conflicting views and alternative approaches.</td>
<td>HIST 293 will incorporate lectures, large group discussions, and small group discussions on particular case studies. Regular comprehension of the topics covered in the readings will be assessed through class participation and in-class writing assignments pertaining to questions about the daily readings.</td>
</tr>
</tbody>
</table>
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course will provide students with a strong foundation for understanding the broad field of public history. It will introduce them to skills that they can study in further detail in upper-level history courses and well as classes in other departments such as anthropology (which offers a museum studies course), historic preservation, and African American Studies.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? □ yes □ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

J. CHECKLIST.

□ I have completed all relevant parts of the form.

□ I have attached a cover letter that describes my request and lists all the documents I am submitting.

□ (For new courses only) I have attached a syllabus.

□ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

□ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

□ I have submitted one Signature Form that lists all of the different forms I am submitting.

This form was last updated on 12/13/13 and replaces all others.
Rachel Donaldson

Introduction to Public History:  
Theory and Methods

Course Overview

This course is designed to explore the history, theory, and current issues of public history practice in the United States. Public history is about recognizing the public as history makers and “doing” history for a public audience. As such, public history can take numerous forms—including, but not limited to, oral history, folklore, museum curating, historical preservation, cultural conservation, and community activism. As an interdisciplinary field, public history incorporates methodologies from such disciplines as history, art history, architectural history, archeology, anthropology, folklore, and cultural geography. This course will therefore provide an introduction to different forms of public history, particularly by examining the theoretical underpinnings and methodologies that have shaped each one.

In addition to examining the theoretical frameworks for public history, we will pay close attention to social and ethical issues particular to this field, many of which stem from the demands of engaging with a public audience. Furthermore, we will investigate how race, class, and gender identities have shaped contemporary practice.

The topics we will cover include: memory and public commemoration, material culture, historic preservation, oral history, storytelling, folklife studies/public folklore, museum studies, and digital history.

Course Goals

- To explore the historical and theoretical development of public history to facilitate greater understanding of the meanings and purposes of contemporary public history practice.
- To provide exposure to a wide and diverse range of practices and debates in the field.
- To provide a foundation upon which students can build their own practice in public history through readings, course assignments, and class discussions.

Course Texts

- Hilda Kean and Paul Martin, *The Public History Reader* (available in the school bookstore and online)
- Articles posted on OAKS

Technology Policy and Course Etiquette

This course will involve a great deal of discussion on a daily basis. Please come to all classes having completed the assigned readings and media clips and ready to discuss them! Unless we are going to closely examine a particular reading, laptops and tablets will not be allowed in the classroom and cellphones are to remain off and in your bag. If you have circumstances that
attend class. You will have two unexcused absences, any more than that will result in a reduction in your participation grade by half a letter grade for each additional unexcused absence.

Reflection Papers

During the semester, you will need to write two reflection papers (250-300 words). These are papers in which you examine a reading of your choice in greater depth. Begin by summarizing the author's thesis; identify at least two sources of evidence that support the thesis; assess how well you think the author defends his/her thesis; and identify at least one question that this reading raises, in your opinion. You can do any reading up to the assigned due date for each paper (they are not cumulative: for the second one, pick a reading after the due date for the first reading). The paper you write is due on the day of the assigned reading so that you cannot go back and write one on a past reading after the day that we discussed it. Please hand them in at the beginning of class. All papers must be typed and demonstrate careful editing. Multiple mechanical and grammatical errors will result in a lower grade.

Paper Assignments

The paper assignments are designed to get you out into the field of public history. Prior to the first assignment, you need to select a historical site that you can visit repeatedly. Options include house museums, memorials (with signage), exhibits in history museums, historical sites, etc. Please run your selected site by me first.

Paper #1: Site Review (500 words)

Your first assignment is to review your chosen site. The purpose is for you to fully engage with the site. This is not a library research paper, but more of a reaction paper. Use all your senses and focus on the experience at the site. In this paper you need to address all of the following:

- Clearly describe the site and summarize its history.
- What message or memory is being preserved?
- How does the site make you or visitors feel about the past?
- What is the relationship between the landscape/buildings and the messages and narratives that are being presented?

For additional information on how to write a review, please see me and consult “Writing a Review of an Exhibition” on OAK. It is geared towards art exhibits, but it provides good information on how to construct a review.

Paper #2 Alternative Site Interpretation(s) (750 words)

Now that you have assessed what is being presented in the narrative of the site, this time consider what is not there. In order to do this, you need to conduct some background research on the site itself. Your research should include conversations with curators/docents as well as traditional text-based research. For the first part of your paper, please answer the following questions:
• What part did the historic site play in that local history? If it is a memorial, what is the meaning of the memorial in local history?
• What part(s) of the community used the site originally?
• How did each of these groups use the site?
• Did the same groups continually use the site or did different ones move in and/or adapt it for new purposes?

For the second part of your paper, consider the inclusivity of the narrative. Please answer the following questions and contextualize them by referencing concepts from the course readings:

• What do you think about the audience(s) that is/are addressed?
• Does the site feel inclusive of various audiences, or does it only speak to one group?
• If the meaning of the site changed for different groups over time, are all these meanings represented in the interpretation presented to the public?
• What narrative(s) is/are not yet told? Please describe this/these narrative(s)—who is the focus of this storyline, and why has it not been addressed already at the site?
  • Make sure to include how it could be included into the site (e.g. special themed tours, events, exhibits)

***A major part of this assignment is grounding your assessment in the readings, so you must include citations from the readings in your paper—either Chicago or MLA.**
Weekly Reading and Assignment Schedule:
Please come to class having completed these assignments:

Week 1: What is Public History?

8/26: Watch all four short videos titled “What is Public History?” prior to next class
https://vimeo.com/channels/807631/114896568;

Week 2: Public History and Memory
8/31: David Glassberg, “Public History and the Study of Memory”
    Paul Shackel, “Public Memory and the Search for Power in American Historical
    Archaeology”

    Roy Rosenzweig/David Thelen, “The Presence of the Past” in The Public History Reader

Week 3: Memory and Memorialization
9/7 John Bodnar, “The Vietnam Veterans Memorial” and “The Memory Debate”


Week 4: Sharing Authority
**Reflection Paper 1# Due Date**
9/14: Michael Frisch, selections from A Shared Authority
    Listen to TWO Storycorps interviews: http://storycorps.org/listen/?show=featured

9/16: Cynthia Chavez Lamar, “Collaborative Exhibit Development at the Smithsonian’s National
    Museum of the American Indian”
    John Kuo Wei Tchen, “Creating a Dialogic Museum: The Chinatown History
    Museum Experiment”

Week 5: “Tangible” Heritage: The Things of the Past
    Reader

9/23: A. A. Berger, Introduction and “Material Culture and History”

Week 6: “Intangible” Heritage: Folklore and Folklife
    Cooperation”
9/30: Selections from Simon Bronner, *Folk Nation: Folklore in the Creation of American Tradition*

**Week 7: Placing History**

**Assignment #1 Due**

10/5: Selections from Yi-Fu Tuan *Space and Place: The Perspective of Experience*

10/7: John Ruskin, “The Lamp of Memory”
William Morris, “Manifesto of the Society for the Protection of Ancient Buildings”

**Week 8: Historic Preservation**

10/12: Dolores Hayden, “Contested Terrain” and “Place Memory and Urban Preservation”

10/14: HABS video, “Endangered History: Preserving our Landscapes
https://www.youtube.com/watch?v=verufC5Q-uk&feature=youtu.be;

**Week 9: Archives and Digital History**

10/19: Daniel Cohen, “The Future of Preserving the Past” in *The Public History Reader*;
Watch Video on the definition of archives:
https://www.youtube.com/watch?v=URhWOKyve-I&feature=youtu.be

10/21:
Roy Rosenzweig, “Scarcity or Abundance? Preserving the Past in a Digital Era”
http://chnm.gmu.edu/resources/essays/scarcity.php
Lois Marie Fink, “Museum Archives as Resources for Scholarly Research and Institutional Identity”

**Week 10: History Museums**

10/26: HABS video, “Endangered History: Preserving our Landscapes
https://www.youtube.com/watch?v=verufC5Q-uk&feature=youtu.be;

10/28: Jennifer Scott, “Reimaging Freedom in the Twenty-first Century at a Post-Emancipation Site”
Sarah Pharaon, et al., “Safe Containers for Dangerous Memories”
Week 11: Multivalent History
11/4: Dolores Hayden, “Invisible Angelenos”

Week 12: Multivalent History cont.
11/9: Amy M. Tyson and Azie Mira Dungey, Interview with Azie Mira Dungey
Watch Three episodes from Ask a Slave Season One http://www.askaslave.com/
11/11: Victoria Bissell Brown, “Queer or Not: What Jane Addams Teaches Us about Not Knowing”

Week 13: Museums and Difficult History
**Reflection Paper #2 Due Date**
11/16: Matthew J. Taylor and Michael K. Steinberg, “Forty Years of Conflict” in The Public History Reader

Alan Rice “Creating Memorials, Building Identities” in The Public History Reader

Week 14: Social Movements, Public Education, and Storytelling
“Mississippi Freedom School Curriculum-1964”
11/25 NO CLASS

Week 15: Preservation, Revitalization, and Gentrification
**Assignment #2**
Podcast from Metro Connection “the GWord”
http://wamu.org/programs/metro_connection/14/09/26/this_week_on_metro_connection_the_g_word

12/7: Final Review

12/14: Final Exam 12:00-3:00
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Irina Gigova 
Phone: 843 953-7329 Email: gigovai@cofc.edu

Department or Program: History 
School: HSS

Subject Acronym and Course Number: HIST 348

Catalog Year in which changes will take effect: FALL 2016

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☒ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

I would like to convert HIST 347: Everyday Communism from a special topics course to a catalogue one. Since my arrival at the college I have taught the course three times (Spring 2007, Fall 2010, and Spring 2015) and student have shown great interest in the material. I would like to make this course part of the regular curriculum of the Department of History. The course also seeks to appeal to non-majors interested in the history of Eastern Europe, communism and the Cold War.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This request will have no negative impact on any existing course or program. Within the History Department, it will count as one of the offerings majors take to fulfill their “Modern European History” distribution requirement. The course matter overlaps in parts with HIST 247: Empire, Nation, Class in Eastern Europe and HIST 346: History of the Soviet Union, but the depth of period examination and the
geographical focus distinguish this course from the other two. In addition, this course should appeal to
students in the Russian Studies Minor, Political Science and International Studies.

E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please
fill out all fields.

Department:                      School:          Subject Acronym:          Course Number:

Credit hours: __ lecture __ lab __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? ☐ yes ☐ no If yes, how many total credit hours may the student earn? ______

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all
fields. For changed courses, use boldface for the information that is changing.

Department: History          School: HSS          Subject Acronym: HIST          Course Number: 348

Credit hours: __3__ lecture __ lab __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study

Course title: “Everyday Communism”

Course description (maximum 50 words, exactly as it appears in the catalog):

An introduction to the “everyday” experience of communism in Cold War Eastern Europe. Topics include
ideology, the party-state, terror, class lifestyles, women’s “double burden,” socialist fashion and
consumption, youth culture, the appeal of the West, disidence, revolution and systemic transition.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Prior to enrolling in HIST 348, students need to have taken HIST 103 and 104 or HIST 115 and 116, or any
combination of approved courses that satisfy the general education requirement for pre-modern and modern history.

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☐ yes ☒ no
If so, which course? ___________________

If equivalent, will the newly-created course replace the existing course? ☐ yes ☒ no

Note: If yes, you must deactivate that course by submitting an additional Course Form.
Cross-listing, if any (submit approval from relevant department): ________________

Note: Cross-listed courses are equivalent.

Is this course repeatable? ☐ yes ☒ no If yes, how many total credit hours may the student earn? ___

Is there an activity, lab, or other fee associated with this course? ☐ yes ☒ no What is the fee? $____

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

N/A

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Knowledge of the important events, people and trends in communist Eastern Europe</td>
<td>Student mastery of the material will be measured through their written work: reaction papers, in-depth book (primary source) analysis and original research paper.</td>
</tr>
<tr>
<td>2. Analysis of primary and secondary sources in their proper historical context</td>
<td>Students will write several short analytical essays on the novels, memoirs and films we study. In addition, they engage in a research project of their own that synthesizes secondary and primary sources.</td>
</tr>
<tr>
<td>3. Clear and accurate written and oral presentation of ideas</td>
<td>All class assignments expect students to express their ideas in writing and develop well illustrated historical arguments. The course also requires and measures active student engagement in classroom discussions.</td>
</tr>
</tbody>
</table>

4. 

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

While this course introduces students to the “everyday” history of the communist Eastern Europe, it reinforces learning outcomes common to the History Major and the College’s general education humanities courses: acquisition of historical knowledge, ability to situate primary texts in their context and use them to develop historical arguments. In addition, this course’s pedagogical goals - careful and critical reading, effective analysis and reasoning, and clear and accurate written and oral presentation – reinforce skills common to the historical discipline and to the liberal arts education.

This form was last updated on 12/13/13 and replaces all others.
I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration?  ☒ yes  ☐ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

**HIST 348** will become one of the classes students majoring in history could select to fulfill the requirement of taking at least one course in the distribution area of “Modern Europe Since 1500.” For minors, it would be one of the six 200- and 300-level history courses students could select to complete the program.

J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee. I plan on submitting an application to the Gen Ed Committee.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
Course Objectives:
In this class we will read about, watch and discuss the experience of millions who lived in the Soviet zone of influence after WWII, the so called Soviet Bloc. We will trace the metamorphosis of communism from a 19th century ideology to practical policies and their impact on Soviet and East European citizens. In the process we will explore topics as diverse as the party-state, terror, class lifestyles, women’s “double burden,” socialist fashion and consumption, youth culture and music, the appeal of the West, dissidence, revolution and systemic transition. But the big questions we will ask are the following: Why did a seemingly radical ideology take roots in parts of Europe in the 20th century? What happens when ideology encounters political and social realities? How did people live in an ideologically-imbued society?

To answer these questions, we will study the “everyday” history of the Soviet bloc, a perspective different from traditional accounts that privileged politics and economics. Different how, you might ask? American perceptions of the communist system have been shaped by its demise, but we will see that the experience of communism was far from uniform and clear-cut for those who lived through it. Many benefited from the industrial expansion, state care, social mobility and greater equality communism afforded, but still resented the limited boundaries set by regimes and tried to subvert the existing order in small and subtle ways. Today, a good number of people equally begrudge free-market capitalism and recall the past nostalgically. Our goal is to understand why.

Disclosure is due. I am Bulgarian, and as someone born in 1973 my childhood and youth were shaped by the communist system and its end. I will likely mention my own experiences – happy to answer questions too - but I do not claim to speak the “truth” about the Soviet Bloc. One of my goals is to show you a diversity of expectations and outcomes, emotions and reasoning.
A 300-level course relies on individual work and intellectual fellowship. I will introduce you to a number of scholarly accounts of the period as well as indigenous memoir literature, film and primary documents, but I count on you for their interpretation. I will lecture once a week to offer background. The combination of lectures, in-class discussion, reading and writing rests on three pedagogical goals: 1) careful and critical evaluation of textual and visual sources; 2) understanding of a historical period on its own terms, and 3) clear and accurate oral and written presentation. Students who take responsibility for their own learning will leave the classroom with a good understanding of the practice of communism in Eastern Europe, and with enhanced skills essential to future university courses and any other intellectual work.

**General Education Student Learning Outcomes**

This course also meets the following General Education requirements for **Humanities**:

**Student Learning Outcome 1:** Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

**Student Learning Outcome 2:** Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed in the primary source analysis essay.

**Required Texts**

The following books are available for purchase in the bookstore:


If you need a textbook for background, I would recommend Geoffrey Swain and Nigel Swain, *Eastern Europe Since 1945* (Palgrave Macmillan, 2009). The library provides electronic access to an older edition, a link to which you can find on OAKS under Course Documents.

All additional readings (articles and book chapters) are available in PDF on OAKS.

**OAKS**

We will use OAKS to facilitate the working of the class. Once you log on, you will have access to the syllabus, readings, lecture outlines, handouts and assignments. Please check the site regularly for announcements and updates. I strongly encourage you to print out lecture outlines and use them in your hand note-taking (see below). If MyCharleston is down, you can access OAKS directly through [https://lms.cofc.edu/](https://lms.cofc.edu/).

**Electronics-Free Classroom**

While we will use technology (e.g. OAKS and) and while I encourage and expect that you will utilize library and other internet sources in your studies, our classroom will be an electronics-free environment. Both personal experience and recent research suggest that the use of electronics in the classroom is not necessarily conducive to effective learning. Proper pen-and-paper note-taking not only assist you in processing and retaining information but is also less distracting to those around you. That means that the use of cellphones, tablets, laptops and other devices is not allowed except in special circumstances. If you are a student with special needs, please bring a note from the SNAP center in the first two weeks of classes. I would be happy to discuss best note-taking practices in class.
Course Requirements

1. **Reaction papers (24%)**

   You are expected to write three reaction papers on the assigned material - books, articles and films. Each essay should be single-spaced, in length between 400 and 500 words, with word count included. It must be evaluative or argumentative (but not descriptive). The reaction papers aim to have you think deeply about the assignments and prepare you for in-class discussion. They should demonstrate that you have read carefully and have thought about the source's importance to the class. Reactions are due in class on the day we discuss the text in class. If you select a feature film, you have to watch it in its entirety; hence the due date is within 10 days of the scheduled viewing date. You should submit at least one reflection before Spring Break (two is even better). If you write four, I will drop the lowest score.

2. **Primary Source Analysis (20%)**

   We are reading four book-length primary sources, written by participants in the events we study (Kovaly, Djilas, Alexeyeva and Drakulić). While Heda Kovaly and Ludmilla Alexeyeva described the world around them through the prism of their own lives (a Holocaust survivor turned widow of an enemy of the people and a human rights activist), Milovan Djilas was a high-ranking Yugoslav communist who offered in the 1950s a scathing critique of his own party. Slavenka Drakulić, on the other hand, was never too fond of communism until it collapsed; a feminist journalist and writer, she channelled the experiences of scores of men and women around Eastern Europe in the early 1990s. I will ask you to select one book and write a longer analysis (1,200-1,400 words, or 4-5 pages), keeping in mind the author’s background and goals and the time and place of publication. Due dates depend on your book selection: March 9 for Kovaly and Djilas, and April 27 for Alexeyeva and Drakulić.

3. **Research Paper (40%; 5+5+30)**

   You will be expected to write a paper of approximately 10 pages (~3,000 words) that integrates primary and secondary sources. You have three choices in the type of paper you would like to create:

   a. A research paper on a topic of your choice and my approval. This option provides you with more freedom in exploring topics/countries/events not sufficiently covered in the schedule. The price of this independence is a greater research effort on your part. I would like you to utilize some of the assigned readings in your paper, even though your topic may limit your choice.

   b. A researched evaluation of one of the assigned primary sources (e.g. Kovaly). You will study the author’s history and context, the time of writing and publication, as well as the events and people it discusses. The big question you want to ask is to what extent: your chosen text represents a valid and useful historical source.

   c. A textbook chapter with intended audience of advanced high-school or college undergraduate survey classes. The goal is a well-researched, informative, attractive and entertaining product that convinces readers of the importance of the subject and directs them toward additional sources.

   You will be required to turn in a topic description on February 2, an annotated bibliography on February 23 (5% of the grade), and a full draft by March 23 (5%). Final drafts (30%) are due on April 13. I will discuss the paper requirements separately in greater detail.

4. **Class Participation (16%)**

   This course relies on your participation and enthusiasm for its success. I hope to see you in class with the readings completed and ready to engage in discussion. Please note that asking good questions that clarify concepts or developments also counts as classroom participation. Speaking out in class is the best way to earn this portion of the grade. In addition, I welcome contributions via e-mail, visits in my office, and written comments in my mailbox.
a. Regular attendance is a prerequisite but not a substitute for regular participation in discussions. You will receive two free absences; for every missed class after that I may deduct 5 points from this portion of your final grade. For medical and other personal emergencies, please bring a note from the Student Heath Center or the Undergraduate Studies Office. Missing more than 6 sessions is grounds for receiving a WA (Withdrawal for Absences) for the course.

b. Quizzes and short in-class writing: Although I am not too fond of quizzes, they have the miraculous power of prompting regular reading. So I might resort to them to improve the flow, quality and success of the course. Quiz results will affect up to 6% of your participation grade.

**Grade Points**

Excellent: A (93-100) and A- (90-92)
Good: B+ (87-89), B (83-86), and B- (80-82)
Acceptable: C+ (77-79), C (73-76), and C- (70-72)
Passing: D+ (67-69), D (63-66), and D- (60-62)
Failure: F (50-59)

**Equal Opportunity**

If you have a documented disability that may impact your work in this class and for which you may require accommodations, please contact the Center of Disability Services (953-1431) and notify me during the first two weeks of the semester.

**Cheating and Plagiarism**

Individual moral and academic integrity is central to the mission of this school and higher education in general. The Honor Code of the College of Charleston specifically forbids attempted cheating, lying and stealing, plagiarism included. A student found guilty of such an offence will receive an automatic failing grade (XF) in this course. Additional penalties may include suspension or expulsion from the College at the discretion of the Honor Board. See the College of Charleston Student Handbook for definition of these offences. If you have doubts about what practices constitute cheating or plagiarism, please come and talk to me.
Course Outline*

Week One: Introduction
1/12: introduction
1/14: discussion (Gomez)
1/16: discussion (Bebel) Reaction paper due

I. Communist Theory and the Soviet model

Week Two: Communism from the perspective of a Cold Warrior
Readings: Richard Pipes, Communism
1/19: Martin Luther King’s Day: No Class
1/21: lecture: The Bolshevik Path
1/23: discussion (Pipes) Reaction paper due

Week Three: The Shaping of Soviet Civilization
Readings: Sheila Fitzpatrick, Everyday Stalinism
1/26: lecture: Stalinism’s Promises and Dangers
1/28: discussion (Fitzpatrick, 14-114)
1/30: discussion (Fitzpatrick, 115-228) Reaction paper due

II. Communism Comes to Eastern Europe

Week Four: War and Revolutions
2/2: lecture: Communism Comes to Eastern Europe TOPIC due
2/4: discussion (Abrams) Reaction paper due
2/6: discussion (Kovaly I)

Week Five: Facing Stalinism
Readings: Heda Kovaly, Under a Cruel Star
2/9: lecture: Terror in the Age of Stalinism
2/11: discussion (Kovaly II) Reaction paper due
2/13: film (Man of Marble) Reaction paper due by Feb. 23

Week Six: Inner Criticism
Readings: Katherine Lebow, Kontra Kultura,” selections from The 1956 Hungarian Revolution
2/16: lecture: 1956 and Its Legacies
2/18: discussion (Lebow and 1956, Doc. 1 &3) Reaction paper due
2/20: discussion (1956, pp. 143 to end) Reaction paper due

Week Seven: Voicing Opposition
Readings: Milovan Djilas, The New Class, pp. 37-102, 147-214; Kurón & Modzelewski’s "Open Letter To The Party"
2/23: lecture: The Thaw and Destalinization’s Limits ANNOTATED BIBLIOGRAPHY due
2/25: discussion (Djilas) Reaction paper due
2/27: discussion (Kurón and Modzelewski) Reaction paper due

* Please note that dates and readings currently listed on the syllabus may change. Students will be duly informed of any changes in the course outline.
III. Living under Communism

Spring Break: No Classes

Week Eight: Socialist Spaces, Private and Public
Readings: Reuben Fowkes, “The Role of Monumental Sculpture;” Susan Reid “Cold War in the Kitchen;”
3/9: lecture: Transitions PAPER (on Kovaly, Ojkina) due
3/11: discussion (Fowkes and Reid) Reaction paper due
3/13: film (The Fireman’s Ball) Reaction paper due 3/23

Week Nine: The Socialist Good Life
Readings: Mary Neuberger, “Smoke-Filled Rooms;” Luminita Gatajel, “The Road to Socialism Paved with Good Intentions”
3/16: lecture: Seeking a Socialist Way of Life
3/18: discussion (Neuberger) Reaction paper due
3/20: discussion (Gatajel) Reaction paper due

Week Ten: Nationalism and Internationalism
Readings: TBA; Elidor Mëhilli, “Socialist Encounters”
3/23: lecture: Communism and Nationalism DRAFT due
3/25: discussion (Mëhilli and TBA)
3/27: visit by Dr. Nancy Nenno or film (The Lives of Others or Man of Iron) Reaction paper due 4/6

Week Eleven: The Power of the Powerless: Dissidents
Readings: Ludmilla Alexeyeva, The Thaw Generation
3/30: lecture: Prague Spring and beyond
4/1: discussion (Alexeyeva, vii-146)
4/3: discussion (Alexeyeva, 147-317) Reaction paper due

Week Twelve: The Late Socialist Subject
4/6: lecture
4/8: discussion (Kürti and Bren) Reaction paper due
4/10: film (Moscow Does Not Believe in Tears) Reaction paper due 4/20

Week Thirteen: The End from a Female Perspective
Readings: Slavenka Drakulić, How We Survived Communism and Even Laughed
4/13: lecture FINAL PAPER due
4/15: discussion (Drakulic, xi-92)
4/17: discussion (Drakulic, 93-197) Reaction paper due

Week Fourteen: Men Facing the Abyss after 1989
Readings: Kristen Ghodsee, Muslim Lives in Eastern Europe
4/20: lecture
4/22: discussion (Ghodsee, 1-108)
4/24: discussion (Ghodsee, 109-204) Reaction paper due

Week Fifteen: Ambivalence and Nostalgia
4/27: film (Goodbye, Lenin) PAPER (on Alexeyeva, Drakulic) due
Bibliography of Additional Readings


FACULTY CURRICULUM COMMITTEE
CHANGE PROGRAM FORM

Instructions:
• Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, please start by checking the detailed instructions on the website.
• Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.
Name: Irina Gigova Phone: 953-7329 Email: gigovai@cofc.edu
School: HSS Department or Program: History
Name and Acronym of Major: History HIST

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.

☒ Change Request (fill out all sections)
☐ Add an existing course to requirements or electives
☒ Add new courses to requirements or electives (attach completed course form for each): HIST 251, 293, & 348
☐ Delete courses from requirements or electives
☐ Add or modify concentration*
☐ Add or modify cognate*

*Note: Only concentrations and cognates requiring 18 or more credit hours will be tracked in Banner and Degree Works and noted on the transcript.

☐ Terminate Program (fill out E, G, H, and I)
☐ Terminate degree
☐ Terminate major
☐ Terminate concentration
☐ Terminate cognate

C. GENERAL INFORMATION
Number of Current Credit Hours (for existing program): ____________
Number of Proposed Credit Hours (for changed program): ____________
Catalog Year in which changes will take effect: FALL 2014

D. CURRICULUM. Please list every change you are making below AND attach the current Program of Study Worksheet for this major (http://registrar.cofc.edu/program-of-study-resources/program-of-study-worksheets/index.php) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus.

This form was last updated on 6/6/2013 and replaces all others.  Page 1 of 3
E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it.

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tr>
<td>What will students know and be able to do when they complete the major or program?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
</tbody>
</table>

1.                                                                                       

2.                                                                                       

3.                                                                                       

4.                                                                                       

Additional Outcomes or Comments:                                                        

G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a program, please describe the effect on all programs that will be impacted; if you are adding or changing a program, please explain any overlap with existing programs at the College.

This form was last updated on 6/6/2013 and replaces all others.  
Page 2 of 3
History Major Requirements
Catalog Year: 2015-16
Degree: Bachelor of Arts
Credit Hours: 30

“PR” indicates a pre-requisite. “CO” indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general-edu for more information.

Required Courses

☐ HIST 299* The Historian’s Craft (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

Note: *All majors must take HIST 299 no later than concurrently with their third history class numbered 200 or higher.

Select one course from each of the following five areas of distribution:

1. Pre-Modern: Choose one.

☐ _____________

HIST 230 Ancient Egypt and Mesopotamia (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 231 Ancient Greece (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 232 Ancient Rome (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 234 Early Middle Ages (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 235 High Middle Ages (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 266 Aztecs, Maya and Their Ancestors (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 270 Special Topics in Pre-Modern History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 272 Pre-Colonial Africa (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 282 History of China to 1800 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 286 History of Japan to 1800 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 336 Italian Renaissance (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 370 Special Topics in Pre-Modern History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 470 Research Seminar in Pre-Modern History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu); HIST 299; Junior or senior standing; permission from the instructor and the department chair.
2. Modern Europe Since 1500: Choose one.

☐

HIST 241 Special Topics in Modern European History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 242 History of Modern France (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 244 Political and Social History of Germany from 1866 to Present (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 247 Empire, Nation, and Class in Eastern Europe (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 252 Women in Europe (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 256 History of Science and Technology (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 337 Age of Reformation (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 341 Age of Enlightenment and Revolution (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 343 Europe Since 1939 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 344 Modern European Cultural History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 345 Modern German Cultural and Intellectual History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 346 History of the Soviet Union (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 347 Special Topics in Modern European History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 348 Everyday Communism (3) PR: Limited HIST Credit.

HIST 357 Victorian Britain (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 441 Research Seminar in Modern European History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu); Junior or senior standing; permission from the instructor and the department chair.

3. Modern Asia, Africa and Latin America: Choose one.

☐

HIST 261 Special Topics in Modern Asia, Africa, or Latin America (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 262 Colonial Latin America (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 263 Latin America Since Independence (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
Modern Africa (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

Islamic Civilization (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

Modern Middle East (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

History of Modern China (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

History of Modern Japan (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

Special Topics in Modern Asia, Africa, Latin America (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

Sugar and Slaves in Colonial Brazil (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

Modern Brazil (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

Research Seminar in Modern Asia, Africa, or Latin America (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

4. United States: Choose one.

☐ United States to 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

☐ United States Since 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

☐ Special Topics in U.S. History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

☐ American Urban History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

☐ American Labor History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

☐ American Jewish History: Colonial Times to the Present (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

☐ American Ethnic History: 1607 to the Present (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

☐ Native American History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

☐ African American History to 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

☐ African American History Since 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

☐ The American West (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
Native Americans in Film (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://Registrar.cofc.edu/general-edu).

Women in the United States (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://Registrar.cofc.edu/general-edu).

History of South Carolina (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://Registrar.cofc.edu/general-edu).

History of the South to 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://Registrar.cofc.edu/general-edu).

History of the South Since 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://Registrar.cofc.edu/general-edu).

American Monsters: The History of American Horror Narratives (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://Registrar.cofc.edu/general-edu).

Colonial America, 1585-1763 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://Registrar.cofc.edu/general-edu).

History of the United States: Civil War and Reconstruction, 1845-1877 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://Registrar.cofc.edu/general-edu).

History of the United States: Cold War America, 1945-Present (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://Registrar.cofc.edu/general-edu).

Special Topics in U.S. History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://Registrar.cofc.edu/general-edu).

Diplomatic History of the United States Since 1898 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://Registrar.cofc.edu/general-edu).

Special Topics in Low Country History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://Registrar.cofc.edu/general-edu).

Society and Culture of Early Charleston (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://Registrar.cofc.edu/general-edu).

Research Seminar in U.S. History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://Registrar.cofc.edu/general-edu); Junior or senior standing; permission from the instructor and the department chair.

Research Seminar in Low Country History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://Registrar.cofc.edu/general-edu); Junior or senior standing; permission from the instructor and the department chair.

5. Comparative/Transnational: Choose one.

☐ HIST 251 The Modern City (3) PR—please copy from all HIST classes

Disease, Medicine and History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://Registrar.cofc.edu/general-edu).

Modern Jewish History: French Revolution to the Present (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://Registrar.cofc.edu/general-edu).

Comparative Slavery in the Americas (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://Registrar.cofc.edu/general-edu).
HIST 250  Special Topics in Comparative/Transnational History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 256  History of Science and Technology (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 350  Special Topics in Comparative/Transnational History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 450  Research Seminar in Comparative/Transnational History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

Select 9 additional credit hours of history electives from any of the above five distribution areas.

- [ ] HIST 293  Introduction to Public History: Theory and Methodology (3) PR: All HIST courses is also a HIST elective

- [ ] Research Seminar in U.S. History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu); Junior or senior standing; permission from the instructor and the department chair.

- [ ] Research Seminar in Low Country History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu); Junior or senior standing; permission from the instructor and the department chair.

- [ ] Research Seminar in Modern European History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu); Junior or senior standing; permission from the instructor and the department chair.

- [ ] Research Seminar in Modern Asia, Africa, or Latin America (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

- [ ] Research Seminar in Pre-Modern History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu); HIST 299; Junior or senior standing; permission from the instructor and the department chair.

Notes:

- All majors must have passed at least one 200-level course before taking a 300-level course.

- All majors must have passed at least one 300-level course before taking a 400-level course.

- All majors must have taken at least two related (one 200-level and one 300-level or two 300-level) courses before seeking permission to take a capstone research seminar, senior paper or bachelor’s essay. Exceptional students and qualified students who have a particular research interest that cannot be addressed in research seminars being offered may, if authorized by the department, satisfy the requirement by completing HIST 498 Senior Paper.
FACULTY CURRICULUM COMMITTEE
MINOR FORM

Instructions:
• Please fill out all of the portions of the form that are specified in section B. **You must do this before your request can move forward!**
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, please start by checking the detailed instructions on the website. Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name:        Irina Gigova             Phone:       953-7329             Email: gigovai@cofc.edu
School:      HSS                          Department or Program: History
Name and Acronym of Minor: History HIST

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Minor (complete all portions)

☐ Change an Existing Minor (complete C, D, E, G, H, and I)
  ☐ Add existing course or courses to requirements or electives
  ☒ Add new courses to requirements or electives (attach completed course form for each): HIST 251, HIST 293, and HIST 348
  ☐ Delete courses from requirements or electives

☐ Terminate a Minor (complete E, G, H, and I)

C. GENERAL INFORMATION.

Number of Current Credit Hours (for existing minors): ________
Number of Proposed Credit Hours (for new or changing minors): ________

Catalog year in which changes will take effect: FALL 2014

☐ Interdisciplinary (please see guidelines on the Curriculum Committee website and include acknowledgments from relevant departments)

According to academic policy, students may not obtain a major/concentration and minor in the same subject. Will students in specific majors be prohibited from declaring this minor because of this policy?
☐ Yes—Which major(s) or concentration(s)?
☐ No

D. CURRICULUM. For a changed minor, please list every change you are making below AND attach the current catalog entry for this minor (from the Minor Requirements section) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus. For this form was last updated on 6/6/2013 and replaces all others.

Page 1 of 3
a new program, please submit the complete curriculum and catalog description exactly as they should appear in the catalog.

E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it. In addition, for a new minor, please address its objectives, provide evidence of student interest (e.g. interviews with student focus groups, enrollment in special-topics courses in this area), and explain how the minor supports the liberal arts tradition as well as the mission of the institution.

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

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<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<td>What will students know and be able to do when they complete the minor? Attach a Curriculum Map.</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
</tbody>
</table>

1. 

2. 

3. 

4. 

How does this minor align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this minor?

G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a minor, please identify all programs that will be affected. If you are adding or changing a minor, please explain any overlap with existing programs at the College.

H. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.
Subject: corrected forms
Date: Friday, January 15, 2016 11:19:41 AM Eastern Standard Time
From: Ganaway, Irina Gigova
To: Jestice, Phyllis

Here are the corrected forms. I also include again HIST 348.

Thank you!
Irina

From: Keenan, Kevin P
Sent: Tuesday, December 01, 2015 11:24 AM
To: Ganaway, Irina Gigova
Subject: RE: a new course

I have no reservations regarding the creation of this course.

Thanks for checking with me.

From: Ganaway, Irina Gigova
Sent: Tuesday, December 01, 2015 11:22 AM
To: Keenan, Kevin P
Subject: RE: a new course

Thanks, Kevin, for the enthusiastic and prompt response. So I take it you have no objections or reservations?

Irina

From: Keenan, Kevin P
Sent: Tuesday, December 01, 2015 10:11 AM
To: Ganaway, Irina Gigova
Subject: RE: a new course

Oh this is great!

I will definitely add it to URST if HIST is o.k. with that once it is approved.

I wish I could take your course! ...

Kevin

From: Ganaway, Irina Gigova
Sent: Tuesday, December 01, 2015 9:45 AM
To: Keenan, Kevin P
Subject: a new course

Good morning, Kevin!

I just wanted to let you know that I am putting together a proposal for a new history course, HIST 248: The Modern City. Please have a look at the attached documents and let me know if you have questions or...
Subject: RE: proposed new History courses

Date: Friday, January 15, 2016 3:00:24 PM Eastern Standard Time

From: Perkins, Robert F

To: Justice, Phyllis

Phyllis,

These don’t directly affect our students as much as World History and US History, which they need. Not sure my support is needed but I would happily give it if you feel it will help.

Thanks for thinking of us.

Bob

Bob Perkins, Ed. D.
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Promt Justice, Phyllis
Sent: Friday, January 15, 2016 1:12 PM
To: Perkins, Robert F

Subject: proposed new History courses

Dear Dr. Perkins:

The History Department is proposing three new courses, and I am writing to inform and seek your approval for them, since they should work well with the EDHS program. The two courses that should be suitable to students in your program. These courses are:

HIST 251: The Modern City. This is a course that Dr. Giacov has already offered several times as a special topics class. The course is translational in nature.

HIST 348: Everyday Communism. This is a modern European history course that has also been offered several times using our "special topics" number.

HIST 293: Introduction to Public History: Theory and Methods. This is a basic methodology course in the field of public history. It does not fit into any of History’s five distribution areas, but we anticipate that it will count as a History elective.

If you need further information about any or all of these classes, please just let me know.

With best wishes,
Phyllis

– Dr. Phyllis G. Justice
Professor & Chair
Department of History

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