



**ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM**

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit College of Letters and Sciences Department IHC

Subject HST Number 309 Title Exploration and Empire Units: 3.0

Is this a cross-listed course? No
If yes, please identify course(s) _____

Is this a shared course? Yes If so, list all academic units offering this course CLAS
Course description: _____

Requested designation: Literacy and Critical Inquiry-L

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- ☒ Signed General Studies Program Course Proposal Cover Form
- ☒ Criteria Checklist for the area
- ☒ Course Catalog description
- ☒ Course Syllabus
- ☒ Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

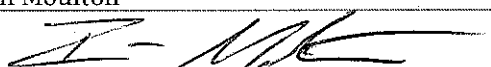
Contact information:

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Department Chair/Director approval: (Required)

Chair/Director name (Typed): Ian Moulton Date: 2/3/15

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i>	syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1". </div>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	syllabus
1. Please describe the way(s) in which this criterion is addressed in the course design.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2". </div>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.	syllabus
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3". </div>			

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i>	syllabus
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 20px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div>			
C-4			

Course Prefix	Number	Title	General Studies Designation
HST	309	Exploration and Empire	L

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	Course grade is almost entirely based on writing assignments.	700 of 720 points (97.2 %) of course grade is from writing assignments: Short Essays, Long Essays, and Blackboard Discussion posts.
2	Writing is analytical in nature.	All short and long essays (600 of 720 points for the course) are analytical essay assignments involving gathering, interpreting, and evaluating evidence.
3	Writing is sustained and grade is based on lengthy assignments.	The two long essays, 10-15 pages each (400 of 720 points for the course), meet this requirement.
4	Feedback on writing is constant throughout the semester.	Essay assignments are paced throughout the semester: due dates are Jan. 26, Feb. 9, March 16, and May 6.

Catalog Description:

HST 309 Exploration and Empire

Surveys European discovery, exploration, and imperialism in the early modern and modern periods

HST309: Exploration and Empire

"If history is educational...it must be an education in thinking and not merely in remembering." C. V. Wedgewood

"This course is offered by the School of Letters and Sciences. For more information about the school, visit our website: <https://sls.asu.edu/>. If you have questions or concerns, please send your inquiry to sls@asu.edu."

Course Description: This course will exam the events and ideas of both the Age of Discovery and Imperialism. The first part of the course will focus on the Age of Discovery, when Europeans first set out to explore the world. The next section will be an overview of colonialism in Asia, Africa, the Middle East, and South America. This section will also include an examination of the theories of conquest and empire used to justify the domination of foreign peoples. The final section is an examination of the little known horrors that occurred in King Leopold II's Congo.

Course objectives:

- 1) To give students basic knowledge of important historical figures, ideas, and events of the Age of Discovery and Imperialism.
- 2) To help students understand and make connections between past and present.
- 3) To help students acquire and use critical thinking skills that will enhance their ability to comprehend, evaluate, and make well-reasoned arguments.
- 4) To improve students reading and writing skills.

Texts:

1. *The Age of Reconnaissance*, J. H. Parry (1982 edition)
2. *Power Over Peoples*, Daniel R. Headrick (2010)
3. *King Leopold's Ghost*, Adam Hochschild (1999) *** "With a New Afterword"

Course Requirements

1. Quiz (1 @ 20 points each): There will be ten questions worth two points each. The first quiz will test your knowledge of the "Syllabus" and the "Instructions for Written Assignments." You will have 20 minutes to complete the quiz. Once you have started the quiz you must finish it! The quiz is found on Blackboard. Click the "Quiz # 1" tab. Due: January 20 before midnight.

2. Written Assignments:

- a) **Short essays (2 @ 100 points each)** 5-7 page written assignments. The details for each assignment are found on Blackboard ("Written Assignments").

Unit I: The Age of Reconnaissance: Origins and Motives (Due: January 26)

Unit II: The Age of Reconnaissance: Exploration and Conquest (Due: February 9)

- b) **Long essays (2 @ 200 points each)** 10-15 page written assignments. The details for each assignment are found on Blackboard ("Written Assignments").

Unit III: Power Over Peoples (Due: March 16)

Unit V: King Leopold's Ghost (Due: May 6)

C1
C2
C3
C4

Turn in online to Safe Assignment on Blackboard ("SafeAssignment"). Safe Assignment will scan for matches between your document and internet sources and other students' paper (past and present). So if you plagiarize any material from the internet it will show up on your SA report and let me know where the material was found. If you plagiarize, you will receive no credit for the assignment. The second time you are caught you will receive a XE (a failing grade with a notation on transcript that it was due to academic dishonesty) for the class.

2. Discussion Boards (5 @ 20 points each). There will be five forums throughout the semester. You are required to post to all of the discussion boards with one initial response (IR) and two peer responses (PR). The IR is worth 15 points and the PRs are worth 5 points. The points you receive will be based on the quality of the responses not on the quantity! Your responses should demonstrate that you have thought about the issues and have well-reasoned arguments backed up with evidence. The IR will be due one day before the PRs. The forums will be closed at midnight of the last day they are posted. You must post before midnight!! You will lose 5 points for each day you post late.

Forum 1: Introductions (IR due: January 20, and PRs due: January 21)

Forum 2: Motives of Exploration (IR due: January 27, PRs due: January 28)

Forum 3: Bartolome de las Casas and Reason (IR due: February 10, PRs due: February 11)

Forum 4: Is technology good or bad? (IR due: March 17, PRs March 18)

Forum 5: Legacy of Imperialism (IR due: May 7, PRs May 8)

Academic Dishonesty: Plagiarism and cheating will not be tolerated!! If you are caught, the first time you will receive no credit for the assignment or test. The second time you are caught you will receive a XE (a failing grade with a notation on transcript that it was due to academic dishonesty) for the class.

Plagiarism: 1) copying the exact wording of someone else's work as your own (unless quoted and cited); 2) make slight changes from the original and presenting as your own (even if you credit the source); 3) using someone else's form, structure, or ideas as your own. Your papers must be written in your own words! See following link on plagiarism and how to summarize and/or paraphrase properly.

<http://owl.english.purdue.edu/owl/resource/589/1/>

Grading: Your grade is your responsibility! Know how many points you need to receive the grade that you want and then it is up to you to *earn* those points!

Quiz (1):	20
Short written essays (2):	200
Long written essays (2):	400
Discussion boards (5):	100

Total:	720
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A+	98-100% (705-720)	B	84-87% (605-633)
A	94-98% (677-704)	B-	80-83% (576-604)
A-	90-94% (648-676)	C+	78-79% (562-575)
B+	88-89% (634-647)	C	70-77% (504-561)
		D	60-69% (432-503)

Late assignments and discussion boards: You have until midnight on the day that the assignment is due. After that you will lose 10% of your grade for each day it is late. The most that can be deducted is 40% each.

Disability Accommodations for Students: Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who desire accommodations for a disability should contact DRC as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC.

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