

## Historical Awareness Subcommittee Report

Date: 12/5/19

To: General Studies Council

From: Historical Awareness Subcommittee

*Julie Holston, Chair*

*Julia Sarreal*

Re: Recommendations for Course Proposals (H designation)

### Recommend for Approval

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#### From ASU:

HST 302 Studies in History (History of the Olympic Movement)

HST 302 Studies in History (War and Political Thought)

HST 303 Studies in Asian History (China, Japan, & East Asia in World History)

HST 304 Studies in European History (Crime and Punishment in Early Modern Europe)

HST 304 Studies in European History (Drinking Cultures in Early Modern Europe)

HST 304 Studies in European History (Exiles, Migrants, Refugees in Jewish History)

From MCCCCD: (none)

### Recommend for Revise/Resubmit

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#### From ASU:

HST 302 Studies in History (Jews, Christians, and Muslims in Medieval World)

The learning outcomes for each week indicate historical awareness, but there is no information on the assignments in the syllabus, other than a percentage breakdown. A note in the syllabus says "See assignments prompts page for details" but there is no such page included in the proposal. The subcommittee would like to see the assignments prompts page or a description of how the assignments entail historical analysis.

HST 304 Studies in European History (Stalin to Putin)

The course contains historical readings and lectures, but the assignments do not reflect the designation criteria for the following reasons:

- A) The course appears to teach history through the lens of seven films, but the assignments seem more focused on film interpretation and comprehension, and several of them ask for opinion or personal knowledge rather than historical context or citations from historical source material. For example, the assignment for Week 3 reads: "*Come and See captures the horrors many experienced who lived through Nazi occupation of*

*the Western countryside of the Soviet Union. Most people in the Western world know very little about what the Soviet Union suffered during World War Two. How do the horrors depicted in the film compare to what you know about the Holocaust?"*

B) It's not clear how students will engage in systematic historical analysis throughout the course. Students are only required to write one short essay, and they can choose between three prompts. Only the prompt for essay #2 seems to require any kind of historical analysis, so it's conceivable that students who choose essay #1 or #3 would avoid this completely. All three essays are structured as film comparisons, and essays #1 and #3 only require citations from the films, rather than historical events or sources.

C) The justification tables make statements that are not clearly borne out in the syllabus. For example, in Week 5, the table says *"Week 5 "A Siberian Village: 1900s-1970s" examines what life entailed for those living in a rural setting in the Russian Empire and the Soviet Union. This allows for a discussion of how state institutions implemented government policies in cities compared to the countryside and challenges students to identify institutional limitations based on geographic settings."* However, the assignment for Week 5 reads: *"Does the director of Siberiade, Andrei Konchalovsky, portray the Russian Revolution and the ensuing communist regime as having a positive or negative effect on the lives of the villagers in the film?"*

Considered as a whole, the assignments do not seem to sufficiently meet criteria #2, #3, and #4. A revised proposal would need to demonstrate more clearly how the assignments align with the designation criteria.

From MCCCD: (none)

### **Recommend for Deny**

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From ASU: (none)

From MCCCD: (none)