# Curriculum Proposal

## HUM 17-18 #8

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### Program Modification

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BSU Curriculum Forms

Form 1

Curriculum Modification Summary

College: College of Arts and Sciences
Department: Humanities
Proposer: John Ellis
Proposer’s position: Assistant Professor of Humanities
Describe the modification(s) you propose, and how it (/they) will work to students' advantage. (This description and explanation will be included in Curriculum Report packets forwarded to the Faculty Senate.):

I am offering this course to supplement the History major curriculum. Tudor-Stuart England falls within my area of research expertise. This course will supplant History of the American West, which is still listed in the curriculum but has not recently been offered because it falls outside of my area of expertise.

I have successfully twice offered Tudor-Student England as an experimental course.

Modifications proposed (specify number of each):
   ____Course Modification(s) (form 2)
   ___1__New Course(s) (form 3)
   ____Course Drop(s) (form 4)
   ____Program Modification(s) (form 5)
   ____New Program(s) (form 6)
   ____Program Drop(s) (form 7)
The modifications affect (check):
   ____Liberal Education
   X_Undergraduate Curriculum
   ____Graduate Curriculum
   ____Teacher Licensure Program(s)
BSU Curriculum Forms
Form 3
New Course Form

Course Number: HST 3799
  Undergraduate: X
  Graduate: 
Course Title: Tudor and Stuart England, 1485-1714

Course Description:

This course will analyze the history and legacy of the Tudor and Stuart dynasties that ruled from 1485 to 1714. It will explore the changes that rewrote England’s political, social, and religious structures and turned a weak monarchy into a global power. It will consider the impact of the English Reformation under Henry VIII, the counter-Reformation under Mary, the rise of Puritanism, and the Elizabethan Settlement establishing the Church of England. It will also explore the English Civil War and execution of Charles I, the Restoration of the monarchy in 1660, and the coup d’état in 1688 that opened the way to lasting parliamentary sovereignty and religious toleration in England.

Credits: 3

Prerequisite(s): None
  Undergraduate: 
  Graduate: 

1. Reason(s) for creating this course:

I am offering this course to supplement the History major curriculum. Tudor-Stuart England falls within my area of research expertise. This course will supplant History of the American West, which is still listed in the curriculum but has not recently been offered because it falls outside of my area of expertise.

I have successfully twice offered Tudor-Student England as an experimental course.

2. How often will this course be offered?

Every Third Semester

3. What are the student learning outcomes for the course (please precede each outcome with "Students will…")?

By the end of this semester, students will:

- Recognize and examine the key people, events, and themes of the Tudor and Stuart eras through interpretation how and why these eras impacted England and the world.
- Refine their critical thinking, speaking, reading, and writing skills through reading several hundred pages of text, analyzing and evaluating these readings, and
presenting their interpretations in writing and discussion.

- Develop sound historical arguments by investigating primary sources and debating historians’ clashing views on history in order to practice the skills that historians use to interpret the past.

4. What are the major content areas for the course?

- Introduction to the cultural and physical geography of Great Britain
- Introduction to the pre-modern history of Great Britain
- Introduction to the early modern worldview, including the Great Chain of Being
- The Wars of the Roses
- Henry VII and the politics and economics of the early Tudor dynasty
- The politics and economics of Henry VIII’s “Great Matter”
- Humanism and early Protestant theology, politics, and worldview
- Henry VIII’s Royal Supremacy and its socio-political fallout
- Protestant and Catholic conflict during the latter Tudor dynasty
- The rise of anti-Catholicism
- Elizabethan England and “The Middle Way”
- The Church of England, Puritanism, and the Counter-Reformation
- The Anglo-Spanish and Anglo-Dutch wars
- The Nine Years’ War in Ireland
- The culture and society of Tudor-Stuart England
- The market economy’s expansion and its consequences, including enclosure
- The political and economic causes of the English Civil War
- Economics and politics under James I, including the Gunpowder Plot and Petition of Right
- The Thirty Years’ War
- Scottish Presbyterianism and the Coverters’ Rebellion
- Arminianism under James I
- The Personal Rule of Charles I
- The Long Parliament
- The mid-century Irish Crisis
- The first and second halves of the English Civil War
- The New Model Army and the rise of Oliver Cromwell
- Radical Puritanism
- The Rump Parliament and the Protectorate
- The Restoration Settlement
- Economics and Politics under Charles II, including the Clarendon Code and Nonconformity
- The Popish Plot
- The Whig and Tory Parties
- Economics and politics under James II, including the Warming Pan Baby
- The Glorious Revolution
- The Convention Parliament and religious toleration

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?
No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?

**D2L**

7. What is the projected maximum class size (cap)?

30 Students

8. What qualified faculty will be available to teach this course?

**John Ellis**

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?

None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).

   Amount per student: $ 0.00

For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
History 3799:
Tudor and Stuart England, 1485-1714

Instructor: Dr. John Ellis
Office: Hagg-Sauer 331
Office Hours: E-mail: jellis@bemidjistate.edu

“I have the heart of a man, not a woman, and I am not afraid of anything.” Elizabeth I, England’s queen from 1558 to 1603, made this remark when Sweden’s ambassador suggested that she was unfit to rule. She had to defend herself. England had not had an unmarried queen before her. The law of primogeniture stated that rule would always follow a family’s male line. Elizabeth came to power only because her brother died when he was fifteen. Her father, Henry VIII, tried so madly to have a son that he divorced four wives and even executed Elizabeth’s mother after they failed to have boys. Elizabeth’s rule was just one transformation revolutionizing England. In the Middle Ages, England was rigidly hierarchical. People believed that God ordained that men should control women, monarchs should have the unquestioned right to rule, peasants should have no ambitions to wealth because their poverty was innate, and Roman Catholicism was the only legitimate church. Ideas like human equality and religious pluralism were unthinkable. By the end of the 1600s, this old world was crumbling. In the 1500s, ordinary people battled and died to determine whether the legal religion in England would be Catholic or Protestant. In the 1600s, the English Parliament fought a war with Charles I, partly because he repeatedly raised taxes without its approval. When he lost this Civil War, Parliament beheaded him for treason. What caused these cultural, economic, and political upheavals? What were their effects, not only on England, but also on today’s world?

Course Description and Class Objectives

We will analyze the history and legacy of the Tudor and Stuart dynasties that ruled from 1485 to 1714. We will explore the changes that rewrote England’s political, social, and religious structures and turned a weak monarchy into a global power. We will consider the impact of the English Reformation under Henry VIII, the counter-Reformation under Mary, the rise of Puritanism, and the Elizabethan Settlement establishing the Church of England. We will also explore the English Civil War and execution of Charles I, the Restoration of the monarchy in 1660, and the coup d’état in 1688 that opened the way to lasting parliamentary sovereignty and religious toleration in England.

By the end of this semester, students should:

- Recognize and examine the key people, events, and themes of the Tudor and Stuart eras through interpretation how and why these eras impacted England and the world.
- Refine their critical thinking, speaking, reading, and writing skills through reading several hundred pages of text, analyzing and evaluating these readings, and presenting their interpretations in writing and discussion.
- Develop sound historical arguments by investigating primary sources and debating historians’ clashing views on history in order to practice the skills that historians use to interpret the past.
Course Reading

Required Book for Everyone:


You Will Read One of the Following Books. Wait to Buy Until I Assign Your Reading.


You may purchase the books either in the college bookstore or online to find better prices, but you will need the Key and Bucholz book in hand at least one week before our first class discussion.

Students must read the Key and Bucholz text for the discussion day indicated and bring it to class during discussion days. The instructor may assign additional texts throughout the semester. These will either be handed out in class or made available online.

Assignments Overview

I reserve the right to alter the assignments and their point values at my discretion.

Your assignments: Points Possible: Date:

Exam 1 100 See Daily Schedule
Exam 2 120
First Term Paper 100
Second Term Paper 120
Discussion Day Participation 180 (30x3)
Lecture Day Participation 50
Total 670

Grading Scale (By %):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Letters</th>
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<tbody>
<tr>
<td>A</td>
<td>92.1-100.0</td>
<td>B+</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-92.0</td>
<td>B</td>
</tr>
<tr>
<td>B+</td>
<td>87.0-89.9</td>
<td>C+</td>
</tr>
<tr>
<td>B</td>
<td>82.1-86.9</td>
<td>C</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.0</td>
<td>D</td>
</tr>
<tr>
<td>D+</td>
<td>67.0-69.9</td>
<td>D</td>
</tr>
<tr>
<td>D</td>
<td>62.1-66.9</td>
<td>D-</td>
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<tr>
<td>C</td>
<td>72.1-76.9</td>
<td>E</td>
</tr>
<tr>
<td>C-</td>
<td>70.0-72.0</td>
<td>E</td>
</tr>
<tr>
<td>E</td>
<td>59.9 or less</td>
<td>E</td>
</tr>
</tbody>
</table>

Graded Assignments

Exams

The class will be broken into two units. Each of the two exams will consist of one essay question,
which will cover the lectures and class discussions. I will provide two possible essay questions prior to each exam for the students to study. The essay will be one of those two, chosen at random. Exams will be taken in-class, without the aid of notes. The second exam will not be comprehensive, although it will be worth more points to reflect the more detailed answer required in its essay. I will provide specific grading criteria before the first exam.

**First Paper**
This 5- to 6-page paper will help you to develop your analytical and writing skills. To prepare, you will read *The Voices of Morebath, The Heart and Stomach of a King*, or *The Bewitching of Anne Gunter*. You should wait to begin reading until I have assigned your book. After reading the book, imagine that you are living during the Tudor or Stuart era and either writing your memoir or dictating your life story to your children. Depending on which book you read, you will pretend to be one of the following individuals: an English villager living during the English Reformation, an individual who was accused of witchcraft or an accuser, or Queen Elizabeth or one of her subjects. Use the book, class lectures, and discussions to gain the perspective of your persona. In your account, you will answer the following questions: Do you believe the changes that occurred in England during your life were positive or negative, and/or are you content with the society in which you live? Why? How did the broad events impacting English society shape your life? What were your life goals, and how did you hope to achieve them? Your paper will be double-spaced in Times New Roman 12-point font. You will write the paper as an essay with a thesis argument, body paragraphs to support the thesis, a conclusion, in-text citations, and a works cited page. I will provide additional directions and grading criteria before the first exam.

**Second Paper**
You will write a second five- to six-page term paper during the semester, which will help you to develop your research and writing skills. For the paper, imagine that you are a Briton living after the English Civil War (you choose the exact date). Depending on the persona you assume and the level of his/her education, you will either pretend to write a newspaper editorial describing your opinions or pretend to dictate your opinions to a family member. While writing the essay, you will choose to pretend to be one of the following individuals: a nobleman, member of the gentry, cottager, Catholic, high churchman, moderate Puritan, radical sectarian, Roundhead, Cavalier, Tory, or Whig. You may combine personages. For example, you could be a Catholic nobleman, Puritan cottager, etc. To write this paper, you will need to understand the perspectives of these individuals. Your research and class lectures will provide this needed info. In essay, you will answer two questions: From your perspective, did the events of the Stuart era democratize British society? Did they create more freedom for people like you, or did they mostly restrict opportunity? This paper requires you to read and cite at least three primary sources and four secondary sources. You must cite at least one source each from JSTOR and Google books. You must also cite at least one primary source from the textbook. The paper will be double-spaced in Times New Roman 12-point font. You will write the paper as an essay with a thesis argument, body paragraphs, a conclusion, in-text citations, and a works cited page. I will provide additional directions and grading criteria.

**Discussion Days**
Six times this semester, we will have days devoted to discussion and debate. To prepare for each discussion, the class will be assigned to one or two chapters from Key’s and Bucholz’s *Sources and Debates* book to read. These chapters include a variety of primary sources. One week beforehand, each student will be randomly assigned to one of three possible groups for the discussion. I will ask each group to become an “expert” on a 5- to 10-page section of the book. During the discussion, each
group will be responsible for answering the following questions. I will provide twenty minutes at the start of class for each group to come together and decide on their answers. Each group’s answer should be about five to ten minutes long.
- What are your primary sources? Who wrote them? Who are the intended audiences? What do they argue or relate? Are they reliable historical evidence? Why or why not?

After each group presents, the class will come together to answer these and/or other questions:
- Were there any concepts that were new or confusing or surprising to you in the readings?
- Was there a concept that in your opinion relates to the class lectures?
- What did you wonder about as you read the chapter?
- Did you feel that the reading was relevant to current events in today’s world? How?

Points will be deducted from students who do not thoughtfully participate and/or are absent from class during the discussion. Students who miss one discussion will be assigned a one-page typed assignment to make up the class they missed. If a student misses more than one discussion, then he or she will receive no points for each additional discussion day missed.

Each student will also complete a short homework assignment covering the Sources and Debates chapter(s) before each discussion day.

Attendance and Participation During Lectures Days
I will frequently take attendance during lecture days. Although I do not specifically award a class attendance grade, a student who is frequently absent, tardy, or inattentive during class may suffer a reduction in participation points at my discretion. If a student expects to be absent for an extended period of time, then he or she is expected to inform the instructor as soon as possible.

Students are also expected to participate regularly during class lecture days, both through thoughtful discussion and attention. I will often have mini-discussions in class during lectures and may sometimes have short in-class assignments. Thoughtful comments during these discussions will enliven the learning experience for the entire class. The instructor will assign a grade for this portion of the course based on his personal impression of the student’s participation.

Late Assignments and Make-Ups
I don’t curve the final grade. I don’t predetermine the number of As, Bs, Cs, Ds, and Fs. You hold your destiny in your own hands.

Late term papers will be accepted no more than one day after they are due and will result in a one-letter grade loss. To take a make-up exam, students must provide either a signed doctor’s excuse on letterhead or, in the case of a wedding or funeral, a printed program. Unless a student is ill or injured, students must also notify me one day in advance that they will miss an exam. I reserve the right to make exceptions for extenuating circumstances.

Student Conduct
Students are expected to be aware of Bemidji State University’s policies regarding classroom conduct, academic integrity, student diversity, and students with special needs.
Classroom Conduct
Students are expected to assist in creating an environment that is conducive to learning. Incivility and disruptive behavior will not be tolerated and may result in a request to leave class. Examples of inappropriate classroom conduct include repeatedly arriving late to class, using a cellular telephone, or talking while others are speaking.

Academic Integrity
BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating, and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University. If you have any questions regarding the definition of plagiarism, please discuss them with your instructor. Your instructor defines plagiarism as directly copying four or more words without using quotes or paraphrasing someone else’s work without citation.

Student Diversity
This course is designed to accommodate students of varying abilities, skills, and backgrounds. Students are expected to be collegial with one another and accepting of their classmates’ diversity, including but not limited to differences in race, class, gender, ethnicity, national origin, religion, and political views. Disciplinary action will be taken if a student engages in sexual harassment or contributes to the creation of a hostile environment.

Students with Special Needs
I would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please contact me as soon as possible. It is also possible to contact Disability Services. Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilitieservices@bemidjistate.edu. Also available through the Minnesota Relay Service at 800-637-3529. Upon request this syllabus can be made available in alternate formats. If you have special needs, it is your responsibility to register with the Disabilities Services Office and to inform your instructor.

Some Final Things
Remember I am always there and willing to help. If you need help, make sure to stop by during my office hours or schedule another time to see me. However, I can only help, if you talk to me. If you have problems, ask me as soon as they come up so we can work them out.

DAILY SCHEDULE

The Week Of:
Sunday January 8
• M: Class Introduction
• W and F: England and Her People on the Eve of the Early Modern Era, ca 1485
Sunday January 15
• M, W, and F: Rather Feared than Loved: Establishing the Tudor Regime, 1485-1525
Sunday January 22
• M: No Class, MLK Day
• W: The King's Great Matter: (Dis-)Establishing the Church in England, 1525-1536, Part 1
• F: Class Discussion

Sunday January 29
• M and W: The King's Great Matter: (Dis-)Establishing the Church in England, 1525-1536, Part 2
• F: Catholic or Protestant?: England Battles Over Its Religious Identity, 1536-1558, Part 1

Sunday February 5
• M and W: Catholic or Protestant?: England Battles Over Its Religious Identity, 1536-1558, Part 2
• F: Good Queen Bess Takes the Thrown: The Elizabethan Settlement and Its Challenges, 1558-1585, Part 1

Sunday February 12
• M: Good Queen Bess Takes the Thrown: The Elizabethan Settlement and Its Challenges, 1558-1585, Part 2
• W: Gloriana's Triumph: The Defeat of the Spanish Armada and Its Consequences, 1585-1603, Part 1
• F: Class Discussion

Sunday February 19
• M: No Class; Teacher In-Service Day
• W and F: Gloriana's Triumph: The Defeat of the Spanish Armada and Its Consequences, 1585-1603, Part 2

Sunday February 26
• M: Merrie Olde England?: Social Chaos and Order in the Elizabethan Age, about 1603, Part 1
• W: First Exam
• F: Merrie Olde England?: Social Chaos and Order in the Elizabethan Age, about 1603, Part 2

Sunday March 5
• M and W: Merrie Olde England?: Social Chaos and Order in the Elizabethan Age, about 1603, Part 3
• F: Class Discussion

Sunday March 12
• M, W, and F: No Class; Spring Break

Sunday March 19
• M: James I and Charles I: Growing Tensions during the Stuart Era, 1603-1642, Pt. 1
• W: First Term Paper Due; Class Discussion
• F: James I and Charles I: Growing Tensions during the Stuart Era, 1603-1642, Pt. 2

Sunday March 26
• M: James I and Charles I: Growing Tensions during the Stuart Era, 1603-1642, Pt. 3

Sunday April 2
• M: Class Discussion
• W: No Class; Student Research Day

**Sunday April 9**
• M and W: From the Civil War to the Restoration: The Stuarts Return to the Throne, 1649-1661
  6F: The Restoration Government Moves to a Glorious Revolution: 1661-1688, Part 1

**Sunday April 16**
• M and W: The Restoration Government Moves to a Glorious Revolution: 1661-1688, Part 2
• F: Second Exam

**Sunday April 23**
• M: Class Discussion
• W: Wrap Up Day

Second Paper Due: Tuesday, May 2nd at 11:59 PM

**All portions of this syllabus are subject to change.**
BSU Curriculum Forms

Form 5

Program Modification Form

Programs to be modified: History B.A. major and History B.S. major

List all proposed change(s):

Add HST 3799 Tudor and Stuart England under (II Required Electives—B European) for the History B.S. and History B.A. majors.

Reason(s) for the change(s):

This is a history class that should count toward the history major. Its content is European History.

Note: In order to avoid hidden prerequisites, if a course is being dropped from this program (but not from the entire curriculum), please check for which remaining courses may include this dropped course as a prerequisite. Course prerequisites may be found in the online catalog (http://www.bemidjistate.edu/academics/catalog/). Remedies for hidden prerequisites may be found under Curriculum Forms at (http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/).

Note: If a course from another department/program was either added to or dropped from this program, please notify the chair/coordinator of that course's department/program and indicate the following:

The course’s home department/program was notified of the addition or dropping of their course(s) on ________ (date) by __________________________ (mail, email, or phone).

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

_____ Comments were received within one week of the notification, and are attached.

Note: If this is a joint program, the signatures of both department chairs (and both deans, if different colleges) must be provided.

Alert: Attach a copy of the current program showing the marked changes.

Please copy the current program from the online catalog (http://www.bemidjiestate.edu/academics/catalog/)
History, B.A. major

Required Credits: 40
Required GPA: 2.25

I REQUIRED COURSES

COMPLETE THREE OF THE FOLLOWING COURSES:

- HST 1114 United States History I, to 1877 (3 credits)
- HST 1115 United States History II, since 1877 (3 credits)
- HST 1304 World History I, Prehistory-1500 (3 credits)
- HST 1305 World History II, 1500-Present (3 credits)

COMPLETE ONE OF THE FOLLOWING COURSES:

- HST 2800 Reacting to the Past (3 credits)
- HOPR 1104 The Unity and Diversity of Knowledge (2 credits)

COMPLETE ONE OF THE FOLLOWING COURSES:

- HST 4600 History Portfolio (1 credit)
- HST 4783 Senior Thesis in History (3 credits)

II REQUIRED ELECTIVES

A. AMERICAN/UNITED STATES
SELECT 1 OF THE FOLLOWING COURSES:

- HST 2667 Men and Women: Gender in America (3 credits)
- HST 3117 American Revolutionary Era, 1763-1800 (3 credits)
- HST 3128 Testing Democracy: Reform in Nineteenth-Century America (3 credits)
- HST 3137 Civil War and Reconstruction, 1844-1877 (3 credits)
- HST 3159 The World at War, 1931-1945 (3 credits)
- HST 3187 American West (3 credits)

B. EUROPEAN
SELECT 1 OF THE FOLLOWING COURSES:

- HST 2218 Medieval Europe (3 credits)
- HST 2228 Renaissance and Reformation Europe (3 credits)
- HST 3208 Greece And Rome, 1500 BCE-500 CE (3 credits)
- HST 3258 The Roman Civil Law Tradition (3 credits)
- HST 3268 The Roman Revolution, 200 BCE-CE 14 (3 credits)
- HST 3799 Tudor and Stuart England (3 credits)
C. NON-WESTERN
SELECT 1 OF THE FOLLOWING COURSES:

- HST 2700 The History of World Religions (3 credits)
- HST 3409 Colonialism and Modernization in the Non-Western World (3 credits)
- HST 3419 East Asia (3 credits)
- HST 3429 South and Southeast Asia (3 credits)
- HST 3449 Middle East (3 credits)
- HST 3459 Latin America (3 credits)

III OTHER REQUIRED ELECTIVES

SELECT 16-19 SEMESTER CREDITS OF HISTORY COURSES NUMBERED AT THE 2000 LEVEL OR ABOVE.

RELEVANT COURSES IN ALLIED DISCIPLINES LISTED BELOW MAY BE INCLUDED WITH THE CONSENT OF THE DEPARTMENT CHAIR (UP TO 6 CREDITS)

- ENGL 2340 The American Film (3 credits)
- ENGL 2350 American Literature, to 1865 (3 credits)
- ENGL 2355 American Literature, 1865 to Present (3 credits)
- ENGL 2357 British and World Drama (3 credits)
- ENGL 2358 British and World Poetry (3 credits)
- ENGL 2359 British and World Prose (3 credits)
- HUM 3107 Topics in Cultural Studies (1-4 credits)
- INST 2201 Creation to Contact (3 credits)
- INST 2202 Survivance Since Contact (3 credits)
- INST 3307 Ojibwe History (3 credits)
- PHIL 3310 Ancient and Medieval Philosophy (3 credits)
- PHIL 3320 Modern Philosophy (3 credits)
- PHIL 3330 Nineteenth Century Philosophy (3 credits)
- PHIL 3340 Twentieth-Century Philosophy (3 credits)
- POL 4200 Constitutional Law (3 credits)
- PSY 4487 History and Systems of Psychology (3 credits)
- SPAN 4418 Medieval and Golden Age Literature (3 credits)
- SPAN 4426 Latin American Culture and Civilization (3 credits)
- SPAN 4427 Spanish Culture and Civilization (3 credits)
Clean Copy

History, B.A. major

Required Credits: 40
Required GPA: 2.25

IV REQUIRED COURSES

COMPLETE THREE OF THE FOLLOWING COURSES:

- HST 1114 United States History I, to 1877 (3 credits)
- HST 1115 United States History II, since 1877 (3 credits)
- HST 1304 World History I, Prehistory-1500 (3 credits)
- HST 1305 World History II, 1500-Present (3 credits)

COMPLETE ONE OF THE FOLLOWING COURSES:

- HST 2800 Reacting to the Past (3 credits)
- HOPR 1104 The Unity and Diversity of Knowledge (2 credits)

COMPLETE ONE OF THE FOLLOWING COURSES:

- HST 4600 History Portfolio (1 credit)
- HST 4783 Senior Thesis in History (3 credits)

V REQUIRED ELECTIVES

D. AMERICAN/UNITED STATES

SELECT 1 OF THE FOLLOWING COURSES:

- HST 2667 Men and Women: Gender in America (3 credits)
- HST 3117 American Revolutionary Era, 1763-1800 (3 credits)
- HST 3128 Testing Democracy: Reform in Nineteenth-Century America (3 credits)
- HST 3137 Civil War and Reconstruction, 1844-1877 (3 credits)
- HST 3159 The World at War, 1931-1945 (3 credits)
- HST 3187 American West (3 credits)

E. EUROPEAN

SELECT 1 OF THE FOLLOWING COURSES:

- HST 2218 Medieval Europe (3 credits)
- HST 2228 Renaissance and Reformation Europe (3 credits)
- HST 3208 Greece And Rome, 1500 BCE-500 CE (3 credits)
- HST 3258 The Roman Civil Law Tradition (3 credits)
- HST 3268 The Roman Revolution, 200 BCE-CE 14 (3 credits)
- HST 3799 Tudor and Stuart England (3 credits)
F. NON-WESTERN
SELECT 1 OF THE FOLLOWING COURSES:

- HST 2700 The History of World Religions (3 credits)
- HST 3409 Colonialism and Modernization in the Non-Western World (3 credits)
- HST 3419 East Asia (3 credits)
- HST 3429 South and Southeast Asia (3 credits)
- HST 3449 Middle East (3 credits)
- HST 3459 Latin America (3 credits)

VI OTHER REQUIRED ELECTIVES

SELECT 16-19 SEMESTER CREDITS OF HISTORY COURSES NUMBERED AT THE 2000 LEVEL OR ABOVE.

RELEVANT COURSES IN ALLIED DISCIPLINES LISTED BELOW MAY BE INCLUDED WITH THE CONSENT OF THE DEPARTMENT CHAIR (UP TO 6 CREDITS)

- ENGL 2340 The American Film (3 credits)
- ENGL 2350 American Literature, to 1865 (3 credits)
- ENGL 2355 American Literature, 1865 to Present (3 credits)
- ENGL 2357 British and World Drama (3 credits)
- ENGL 2358 British and World Poetry (3 credits)
- ENGL 2359 British and World Prose (3 credits)
- HUM 3107 Topics in Cultural Studies (1-4 credits)
- INST 2201 Creation to Contact (3 credits)
- INST 2202 Survivance Since Contact (3 credits)
- INST 3307 Ojibwe History (3 credits)
- PHIL 3310 Ancient and Medieval Philosophy (3 credits)
- PHIL 3320 Modern Philosophy (3 credits)
- PHIL 3330 Nineteenth Century Philosophy (3 credits)
- PHIL 3340 Twentieth-Century Philosophy (3 credits)
- POL 4200 Constitutional Law (3 credits)
- PSY 4487 History and Systems of Psychology (3 credits)
- SPAN 4418 Medieval and Golden Age Literature (3 credits)
- SPAN 4426 Latin American Culture and Civilization (3 credits)
- SPAN 4427 Spanish Culture and Civilization (3 credits)
History, B.S. major

Required Credits: 40
Required GPA: 2.25

I REQUIRED COURSES

COMPLETE THREE OF THE FOLLOWING COURSES:

- HST 1114 United States History I, to 1877 (3 credits)
- HST 1115 United States History II, since 1877 (3 credits)
- HST 1304 World History I, Prehistory-1500 (3 credits)
- HST 1305 World History II, 1500-Present (3 credits)

COMPLETE ONE OF THE FOLLOWING COURSES:

- HST 2800 Reacting to the Past (3 credits)
- HOPR 1104 The Unity and Diversity of Knowledge (2 credits)

COMPLETE ONE OF THE FOLLOWING COURSES:

- HST 4600 History Portfolio (1 credit)
- HST 4783 Senior Thesis in History (3 credits)

II REQUIRED ELECTIVES

A. AMERICAN/UNITED STATES
SELECT 1 OF THE FOLLOWING COURSES:

- HST 2667 Men and Women: Gender in America (3 credits)
- HST 3117 American Revolutionary Era, 1763-1800 (3 credits)
- HST 3128 Testing Democracy: Reform in Nineteenth-Century America (3 credits)
- HST 3137 Civil War and Reconstruction, 1844-1877 (3 credits)
- HST 3159 The World at War, 1931-1945 (3 credits)
- HST 3187 American West (3 credits)

B. EUROPEAN
SELECT 1 OF THE FOLLOWING COURSES:

- HST 2218 Medieval Europe (3 credits)
- HST 2228 Renaissance and Reformation Europe (3 credits)
- HST 3208 Greece And Rome, 1500 BCE-500 CE (3 credits)
- HST 3258 The Roman Civil Law Tradition (3 credits)
- HST 3268 The Roman Revolution, 200 BCE-CE 14 (3 credits)
- HST 3799 Tudor and Stuart England (3 credits)
C. NON-WESTERN
SELECT 1 OF THE FOLLOWING COURSES:

- HST 2700 The History of World Religions (3 credits)
- HST 3409 Colonialism and Modernization in the Non-Western World (3 credits)
- HST 3419 East Asia (3 credits)
- HST 3429 South and Southeast Asia (3 credits)
- HST 3449 Middle East (3 credits)
- HST 3459 Latin America (3 credits)

III OTHER REQUIRED ELECTIVES

SELECT 16-19 SEMESTER CREDITS OF HISTORY COURSES NUMBERED AT THE 2000 LEVEL OR ABOVE.

RELEVANT COURSES IN ALLIED DISCIPLINES LISTED BELOW MAY BE INCLUDED WITH THE CONSENT OF THE DEPARTMENT CHAIR (UP TO 6 CREDITS)

- ENGL 2340 The American Film (3 credits)
- ENGL 2350 American Literature, to 1865 (3 credits)
- ENGL 2355 American Literature, 1865 to Present (3 credits)
- ENGL 2357 British and World Drama (3 credits)
- ENGL 2358 British and World Poetry (3 credits)
- ENGL 2359 British and World Prose (3 credits)
- HUM 3107 Topics in Cultural Studies (1-4 credits)
- INST 2201 Creation to Contact (3 credits)
- INST 2202 Survivance Since Contact (3 credits)
- INST 3307 Ojibwe History (3 credits)
- PHIL 3310 Ancient and Medieval Philosophy (3 credits)
- PHIL 3320 Modern Philosophy (3 credits)
- PHIL 3330 Nineteenth Century Philosophy (3 credits)
- PHIL 3340 Twentieth-Century Philosophy (3 credits)
- POL 4200 Constitutional Law (3 credits)
- PSY 4487 History and Systems of Psychology (3 credits)
- SPAN 4418 Medieval and Golden Age Literature (3 credits)
- SPAN 4426 Latin American Culture and Civilization (3 credits)
- SPAN 4427 Spanish Culture and Civilization (3 credits)
Required Credits: 40
Required GPA: 2.25

IV REQUIRED COURSES

COMPLETE THREE OF THE FOLLOWING COURSES:

• HST 1114 United States History I, to 1877 (3 credits)
• HST 1115 United States History II, since 1877 (3 credits)
• HST 1304 World History I, Prehistory-1500 (3 credits)
• HST 1305 World History II, 1500-Present (3 credits)

COMPLETE ONE OF THE FOLLOWING COURSES:

• HST 2800 Reacting to the Past (3 credits)
• HOPR 1104 The Unity and Diversity of Knowledge (2 credits)

COMPLETE ONE OF THE FOLLOWING COURSES:

• HST 4600 History Portfolio (1 credit)
• HST 4783 Senior Thesis in History (3 credits)

V REQUIRED ELECTIVES

D. AMERICAN/UNITED STATES
SELECT 1 OF THE FOLLOWING COURSES:

• HST 2667 Men and Women: Gender in America (3 credits)
• HST 3117 American Revolutionary Era, 1763-1800 (3 credits)
• HST 3128 Testing Democracy: Reform in Nineteenth-Century America (3 credits)
• HST 3137 Civil War and Reconstruction, 1844-1877 (3 credits)
• HST 3159 The World at War, 1931-1945 (3 credits)
• HST 3187 American West (3 credits)

E. EUROPEAN
SELECT 1 OF THE FOLLOWING COURSES:

• HST 2218 Medieval Europe (3 credits)
• HST 2228 Renaissance and Reformation Europe (3 credits)
• HST 3208 Greece And Rome, 1500 BCE-500 CE (3 credits)
• HST 3258 The Roman Civil Law Tradition (3 credits)
• HST 3268 The Roman Revolution, 200 BCE-CE 14 (3 credits)
• HST 3799 Tudor and Stuart England) (3 credits)
F. NON-WESTERN
SELECT 1 OF THE FOLLOWING COURSES:

- HST 2700  The History of World Religions (3 credits)
- HST 3409  Colonialism and Modernization in the Non-Western World (3 credits)
- HST 3419  East Asia (3 credits)
- HST 3429  South and Southeast Asia (3 credits)
- HST 3449  Middle East (3 credits)
- HST 3459  Latin America (3 credits)

VI. OTHER REQUIRED ELECTIVES

SELECT 16-19 SEMESTER CREDITS OF HISTORY COURSES NUMBERED AT THE 2000 LEVEL OR ABOVE.

RELEVANT COURSES IN ALLIED DISCIPLINES LISTED BELOW MAY BE INCLUDED WITH THE CONSENT OF THE DEPARTMENT CHAIR (UP TO 6 CREDITS)

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- ENGL 2358  British and World Poetry (3 credits)
- ENGL 2359  British and World Prose (3 credits)
- HUM 3107  Topics in Cultural Studies (1-4 credits)
- INST 2201  Creation to Contact (3 credits)
- INST 2202  Survivance Since Contact (3 credits)
- INST 3307  Ojibwe History (3 credits)
- PHIL 3310  Ancient and Medieval Philosophy (3 credits)
- PHIL 3320  Modern Philosophy (3 credits)
- PHIL 3330  Nineteenth Century Philosophy (3 credits)
- PHIL 3340  Twentieth-Century Philosophy (3 credits)
- POL 4200  Constitutional Law (3 credits)
- PSY 4487  History and Systems of Psychology (3 credits)
- SPAN 4418  Medieval and Golden Age Literature (3 credits)
- SPAN 4426  Latin American Culture and Civilization (3 credits)
- SPAN 4427  Spanish Culture and Civilization (3 credits)
BSU Curriculum Forms
Form 8
Signatures

John Ellis / Assistant Professor of Humanities / 9.11.2017
Proposer / Title / Date

Brendan McManus / Chair of Humanities, Philosophy and History Departments / 9.12.2017
Chair or Director / Department or Program / Date
Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the
department's faculty."--IFO/MnSCU Master Agreement

At this point, packet goes to Records Office/Curriculum Coordinator to be logged in to the
Curriculum Proposal Progress Grid.

Colleen Greer / Dean of College of Arts and Sciences / 10.09.2017
Dean / College / Date

Note: If proposal is sent back to the Proposer, please notify the Curriculum Coordinator. If
approved, packet goes to Academic Affairs Office.