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BSU Curriculum Forms
Form 1
Curriculum Modification Summary

College: Arts, Education, and Humanities
Department: Professional Education
Proposer: John Ellis
Proposer’s position: Social Studies Education Coordinator

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 proposing three modifications to the Social Studies Education, B.S. major:

1) Currently, GEOG 3410 Geography of North America is a required course. I propose instead providing the students with the choice of one of six 3000-level courses to meet this requirement: GEOG 3410 Geography of North America; GEOG 3810 Geography of Europe; GEOG 3820 Geography of East, South, and Southeast Asia; GEOG 3840 Geography of Africa; GEOG 3850 Geography of the Middle East, or GEOG 3860 Geography of Latin American and the Caribbean.

GEOG 3410 is currently required for majors because it meets our accrediting body’s (PELSB’s) content standards. Those content standards include 3.C.1, 3.C.8, and 3.C.9. However, the five additional courses listed above would equally meet those standards. GEOG 3410 is not offered every semester. Providing students with a choice of courses would therefore create more flexibility for scheduling without diminishing the rigor of the curriculum.

2) Currently, students are required to take either SOC 3010 Social Theory or SOC 3050 Environmental Sociology. I propose instead removing the SOC 3050 requirement and requiring all students to take SOC 3010.

Due to changes in the faculty, SOC 3050 is no longer offered regularly. SOC 3010 encourages students to analyze sociology from a theoretical perspective. This change will strengthen the students’ preparedness to teach social studies by requiring they take a sociology course that focuses on methodology, including research and writing skills.

3) I propose requiring majors to take one of the following upper division history courses: HST 3117 American Revolutionary Era; HST 3128 Testing Democracy; HST 3137 Civil War and Reconstruction, 1844-1877; HST 3159 The World at War, 1931-1945; HST 3187 American West; HST 3208 Greece And Rome; HST 3258 The Roman Civil Law Tradition; HST 3268 The Roman Revolution; HST 3799 Tudor and Stuart England, 1485-1714; HST 3409 Colonialism and
Modernization in the Non-Western World; HST 3419 East Asia; HST 3429 South and Southeast Asia; HST 3449 Middle East; HST 3459 Latin America; HST 3650 Environmental History, or HST 4000 Historiography (recently proposed course).

This change will increase the total number of required credits for the Social Studies Education B.S. major from 86 to 89.

The purpose of this change is to add rigor to the curriculum as well as help students better meet PELSB’s expectations. I suggested this curriculum change in PELSB’s semi-annual “EPPAS” accreditation narrative in 2019, and the reviewer approved my rationale. The rationale from the EPPAS narrative states,

The program will work to strengthen the majors’ preparedness to teach history by requiring they take at least one upper division course that focuses on methodology, including research and writing skills, in addition to content knowledge.

Most of BSU’s social studies education majors intend to teach history courses at a high school and/or middle school. A significant percentage of graduates will also eventually take graduate courses, if they continue their career paths. According to a 2011-2012 survey from the National Center for Education Statistics, half (50.1%) of the teachers in Minnesota’s public elementary and secondary schools have earned at least a master’s degree. However, the BSU social studies program does not currently require the students in either its 5-8 endorsement or 5-12 major to take an upper division history course. The majors are instructed in a wide breadth of content in 1000 and 2000 level courses, but these lower division surveys only provide an introductory understanding of the methodology, theory, and practices of critical inquiry that are important to history research and writing. Given that most social studies majors at BSU aspire to teach history, they should have broader training in how to utilize both the methodology and theory of history in order to instruct their own students more effectively and thereby help them develop their critical thinking skills. As noted in prompts 1 and 2 of this program narrative, the results from both the one-year alumni and administrators’ surveys suggest that graduates feel under-prepared to develop pedagogy designed to stimulate their students’ higher-level thinking. For example, only 21 out of the 27 respondents for the alumni survey either “agreed” or “tended to agree” that they were prepared to “help students develop critical thinking skills designed to solve complex problems,” and “help students utilize multiple sources of evidence to draw sound conclusions.” Moreover, given that many graduates will likely take social-studies-related graduate courses, they should have more thorough training in the methodology and theory of history needed to provide them with the foundational skills they will need for graduate school. Currently, only those students who double-major in history and social studies education are required to take an upper division history course (3 out of 46 social studies education majors).

All upper division history courses at BSU provide training in the methodology of history research and writing by guiding students through the process of composing a 9-12 page (3000-word minimum) research paper. Students will write two drafts of this paper, receive the instructors’ feedback after each draft, and receive semester-long guidance in each step of the process. All upper division history courses at BSU also provide training in utilizing the theory of history by having the students analyze and evaluate historiographical debates and their significance. Students who take these courses demonstrate improvement in their reading and writing skills.

Modifications proposed (specify number of each):

_____Course Modification(s) (form 2)
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
Undergraduate Curriculum
Graduate Curriculum
Teacher Licensure Program(s)
Course Number: HST 4000
Undergraduate: X
Graduate:

Course Title: Historiography

Course Description:
This course explores the history of writing history. It will examine how historians have interpreted the past and why their interpretations have changed over time. It will analyze postmodernism, Marxism, feminism, and other theories that have shaped how historians study history. Finally, this course will explore how historians use primary and secondary sources, as well as the procedures historians employ to write and research history.

Credits: 3

Prerequisite(s):
Undergraduate: Six credits earned in any two 3000-level HST-prefix courses OR the permission of the instructor.
Graduate:

1. Reason(s) for creating this course: Historiography is history theory. It explores the theoretical debates that shape how historians have interpreted the past and why those interpretive frameworks have changed over time. Historiography also trains students in the techniques and methodologies underlying historical research and writing. Nationally, nearly all history undergraduate programs require their majors to take historiography, and almost all history graduate programs expect their students to have already taken it prior to admittance. Adding it to our program will fill a hole in the curriculum. This course will be required for all history majors.

2. How often will this course be offered? It will be offered Fall term odd years.

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
Students will:
• Explore and analyze the techniques, methodologies, and underlying theories of historical research and writing. The course will focus on 19th, 20th, and 21st century historiography.
• Practice the techniques and employ the methodologies underlying historical research and writing.
• Learn how to write a historiographic essay. In addition to weekly analytical papers, the students will write one medium-length (6-8 page) historiographic essay. The professor will guide the students through each step of writing a historiographic paper.
4. What are the major content areas for the course? 
The historiography of
- Marxism
- Feminism, Gender Theory, and Sexuality
- Material History
- Consensus History
- Postmodernism
- The Cultural Turn
- Memory
- Postcolonialism
- Historicism
- Progressive History
- Moral Psychology
- Romantic History
- Social Scientific Approach to History and Positivism
- New Social History

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? **N/A**

7. What is the projected maximum class size (cap)? **25 (will be submitted to committee for review as writing intensive course)**

8. What qualified faculty will be available to teach this course? **John Ellis, Brendan McManus, and Dan Allosso**

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). **None**
    Amount per student: $
    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.
HST 4000: Historiography  
Course Credits: 3  
W 3:00 – 5:30 PM  

Instructor: Dr. John Ellis  E-mail: john.ellis@bemidjistate.edu  
Office Hours: MW 12:30-2:45, TuTh 12:30-1:45, F 1:00-3:00* **  
Office: Bensen 227  

* I will not hold regular office hours on holidays, teacher in-service days, and 10-3 and 10-4.  
** On 8-30, 9-13, 10-11, and 11-8, I will instead hold office hours from 9:30 to 11:30 AM.  

Course Description and Class Objectives  
This course explores the history of writing history. It will examine how historians have interpreted the past and why their interpretations have changed over time. It will analyze postmodernism, Marxism, feminism, and other theories that have shaped how historians study history. Finally, this course will explore how historians use primary and secondary sources, as well as the procedures historians employ to write and research history.  

This is a different type of history class. Instead of studying past events, this course explores the history of writing history. It will ask, “Are there patterns to how historians have studied the past?” “How have historians’ political and cultural perspectives shaped the conclusions they have drawn?” “What methods do historians use to understand the past?” “What theories guide historians as they interpret the past?” In this course we will examine how historians have interpreted the past and why their interpretations have changed over time. We will analyze postmodernism, Marxism, feminism, and other theories that have shaped how historians study history. We will also discuss how historians use primary and secondary sources, as well as the procedures historians employ to write history.  

This will be a challenging course because it will require you to reflect on how history is done. It will ask you to think philosophically and theoretically about how you evaluate history. Its purpose is to encourage you to think like a historian. In this course, you will read hundreds of pages of challenging text, engage in weekly classroom discussions, and write weekly papers. Regular attendance and active participation in discussions are essential in this course.  

By the end of this semester, students should:  

• Explore and analyze the techniques, methodologies, and underlying theories of historical research and writing. The course will focus on 19th, 20th, and 21st century historiography.  
• Practice the techniques and employ the methodologies underlying historical research and writing.  
• Learn how to write a historiographic essay. In addition to weekly analytical papers, the students will write one medium-length (6-8 page) historiographic essay. The professor will guide the students through each step of writing a historiographic paper.  

Course Reading  
Required Book for Everyone:  
You may purchase the book either in the college bookstore or online to find better prices, but you will need the Budd book in hand by the second week of class. 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.

<table>
<thead>
<tr>
<th>Your assignments:</th>
<th>Points Possible:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Weekly Analytical Homework</td>
<td>260 (20 x 13)</td>
<td>See Daily Schedule</td>
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<tr>
<td>Weekly Discussion</td>
<td>195 (15 x 13)</td>
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<tr>
<td>Historiographic Paper Proposal</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Historiographic Paper First Draft</td>
<td>70</td>
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<tr>
<td>Historiographic Paper Final Draft</td>
<td>100</td>
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<td><strong>Total</strong></td>
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Grading Scale (By %):

<table>
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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93.0-100.0</td>
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<tr>
<td>A-</td>
<td>90.0-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.0-89.9</td>
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<td>B</td>
<td>83.0-86.9</td>
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<td>B-</td>
<td>80.0-82.9</td>
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<td>C+</td>
<td>77.0-79.9</td>
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<tr>
<td>C</td>
<td>73.0-76.9</td>
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<td>C-</td>
<td>70.0-72.9</td>
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<tr>
<td>D</td>
<td>67.0-69.9</td>
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<tr>
<td>D+</td>
<td>63.0-66.9</td>
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<tr>
<td>D</td>
<td>60.0-62.9</td>
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<td>E</td>
<td>59.9 or less</td>
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**Graded Assignments**

**Historiography Essay**

Historiography is the study of how historians have interpreted the past. In other words, it is the history of writing history. When you analyze historiography, you do not directly study historical events. Rather, you analyze how historians’ interpretations of those events have changed over time and why those changes occurred. You examine the debates, questions, and positions regarding historians’ varied interpretations of past events. You refer to past events themselves only in relation to a historian’s interpretation of those events.

A historiographic essay examines, analyzes, and critiques historians’ arguments on a given historical topic. For example, a historiographic essay might ask, “How and why have historians’ interpretations of the role women played during the American Revolution changed between 1950 and 2019?” or “How and why do some historians argue the American Revolution was primarily fought to preserve the wealth of affluent white men, while others strongly disagree?”

For this assignment each student will write a 6-to-8-page (not including the footnotes, works cited page, and title page) historiographic paper exploring a historical topic of his or her choosing. It will cite at least 10 secondary sources, including at least 4 monographs and 4 journal articles. This paper will analyze the relevant literature on the chosen subject to discover how and why historians’ perceptions of the event have changed over time.

Your paper should analyze the following questions:

a. Who are the major historians who have studied your topic?

b. What schools of approach or methodologies do they use to study your topic?
c. How and why has the historiography of this topic changed over time? How has it been influenced by broader developments in historiography during the 20th century (e.g. Marxism, postmodernism, feminism, etc.)?

d. What major debates do historians have regarding your topic and why?

e. How have these debates caused historians to ask new questions?

The paper will be broken into three different assignments: an annotated bibliography and proposal, a rough draft, and the final paper.

If your paper is well written, then a revised portion of the essay may integrated into your senior thesis.

**Weekly Discussions**

Every week this semester, we will have days devoted to discussion. To prepare for each discussion, the class will read one part from the *Modern Historiography Reader*. Each part will encompass a series of essays in which historians reflect on the historical methodologies, historical interpretations, and theoretical perspectives guiding their approaches to studying the past. The students will also be assigned five, short-answer questions to help them analyze and evaluate these sources.

Students will come to the discussion prepared to answer six or more open-ended questions in class. I will provide the questions one week in advance for the students to consider. The class will be organized as a roundtable discussion that I will moderate. To receive participation credit, each student must provide a thoughtful answer to a question at least four times during the class period. We may not answer every question, but students should be mentally prepared to answer all of them.

Potential discussion questions include:

- What are the historians’ theses? What evidence do they use to support their theses?
- What theoretical approaches and/or methodologies do these historians use to study the past? How have these theoretical approaches and methodologies shaped their conclusions?
- What motivates these historians’ interpretations? For example, can you detect any cultural or political inclinations shaping these historians’ approaches?
- Do you agree or disagree with each author’s perspective? Why?
- How do these historians’ perspectives compare to those of other historians we have studied?
- How do these historians use evidence to support their arguments?
- How might the insights from these sources shape how you research and write about history? How do they contribute to your understanding of the past?

Points will be deducted from students who do not thoughtfully participate and/or are absent from class during the discussions. A student may hand in the homework for up to two missed discussions for full credit, no questions asked. However, a student may not hand in the homework for a missed discussion if he/she has missed more than two discussions. The participation points from missed discussions may not be made up. Exceptions will only be made for extenuating circumstances.

**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 historiographic papers (proposals, first drafts, and final drafts) will be accepted no more than one day after they are due and will result in a one-letter grade loss. I reserve the right to make exceptions for extenuating circumstances.

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**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**
We at Bemidji State University believe the classroom is an environment where civility, human dignity and respect is maintained. Any variation from this for example yelling or saying profanity at an instructor or another person in the classroom, or any other loud, lewd, belligerent or obnoxious behavior resulting in a disruption from teaching, and learning are violations of the Code of Conduct and will not be tolerated. If this occurs, you will be asked to leave the classroom not to return until you meet with the University Conduct Officer and you could be subject to a judicial hearing.

**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 or an entire course as well as suspension from the University. It is suggested that students review BSU’s statement on academic integrity found within the Student Code of Conduct.

*Your instructor defines plagiarism as directly copying four or more consecutive words without using quotes AND/OR paraphrasing someone else’s work without citation. Plagiarized papers will not receive credit.*

**Extended Leave Procedure**
If student has to be away from class from an extended period of time (more than two class sessions) for medical emergencies or a funeral, you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave. You are to make arrangements with your instructors of when to complete any assignments due during the leave period. You can complete a leave form as this website [https://www.bemidjistate.edu/offices/student-life-success/extended-absence/](https://www.bemidjistate.edu/offices/student-life-success/extended-absence/)

**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 and Accessibility Statement**
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 forward your request to Accessibility Services at Decker Hall 202. Phone: (218) 755-3883 or e-mail address: accessibilityservices@bemidjistate.edu. This information is also available through Minnesota Relay Services at (800) 627-3529. 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.

Tutor.com
The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the “HelpLinks” menu. All students will receive 15 hours of tutoring at no cost. Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.

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

**Wednesday August 28th**
- Class Introduction

**Wednesday September 4th**
- What is the historian’s task?
- Read Budd, Part 1

**Wednesday September 11th**
- Giambattista Vico
- Read Budd, Part 2

**Wednesday September 18th**
- Moral Psychology
- Read Budd, Part 3

**Wednesday September 25th**
- Romantic History
- Read Budd, Part 4

**Wednesday October 2nd**
- Historicism
- Read Budd, Part 5

**Wednesday October 9th**
- Social Science and History
- Read Budd, Part 6

**Wednesday October 16th**
- Historical Time; **Historiographic Paper Proposal and Bibliography Due**
- Read Budd, Part 7

**Wednesday October 23rd**
- Marxism
- Read Budd, Part 8

**Wednesday October 30th**
• Memory
  • Read Budd, Part 9

**Wednesday November 6th**
 • Postmodernism
  • Read Budd, Part 10

**Wednesday November 13th**
 • Gender and History; **Historiographic Paper First Draft Due**
  • Read Budd, Part 11

**Wednesday November 20th**
 • Anthropology and History
  • Read Budd, Part 12

**Wednesday November 27th**
 • Thanksgiving Break; No Class

**Wednesday December 4th**
 • The Social History of Material Objects
  • Read Budd, Part 13

**Wednesday December 11th**
 • Reading Day; No Class

**Historiographic Paper Final Draft Due Monday, December 16th @ 10:00 PM via D2L.**

**All portions of this syllabus are subject to change.**
BSU Curriculum Forms
Form 5
Program Modification Form

Program to be modified: Social Studies

Education, B.S. List all proposed change(s):

Change 1: Currently, GEOG 3410 Geography of North America is a required course. I propose instead providing students with the choice of one of six 3000-level courses to meet this requirement: GEOG 3410 Geography of North America; GEOG 3810 Geography of Europe; GEOG 3820 Geography of East, South, and Southeast Asia; GEOG 3840 Geography of Africa; GEOG 3850 Geography of the Middle East, or GEOG 3860 Geography of Latin American and the Caribbean.

Change 2: Currently, students are required to take either SOC 3010 Social Theory or SOC 3050 Environmental Sociology. I propose instead removing the SOC 3050 requirement and requiring all students to take SOC 3010.

Change 3: I propose requiring majors to take one of the following upper division history courses: HST 3117 American Revolutionary Era; HST 3128 Testing Democracy; HST 3137 Civil War and Reconstruction, 1844-1877; HST 3159 The World at War, 1931-1945; HST 3187 American West; HST 3208 Greece And Rome; HST 3258 The Roman Civil Law Tradition; HST 3268 The Roman Revolution; HST 3799 Tudor and Stuart England, 1485-1714; HST 3409 Colonialism and Modernization in the Non-Western World; HST 3419 East Asia; HST 3429 South and Southeast Asia; HST 3449 Middle East; HST 3459 Latin America; HST 3650 Environmental History, or HST 4000 Historiography (recently proposed course). This change will increase the total number of required credits for the Social Studies Education B.S. major from 86 to 89.

Reason(s) for the change(s):

Rationale for Change 1: GEOG 3410 is currently required for majors because it meets our accrediting body’s (PELSB’s) content standards. Those content standards include 3.C.1, 3.C.8, and 3.C.9. However, the five additional courses listed above would equally meet those standards. GEOG 3410 is not offered every semester. Providing students with a choice of courses would therefore create more flexibility for scheduling without diminishing the rigor of the curriculum.

Rationale for Change 2: Due to changes in the faculty, SOC 3050 is no longer offered regularly. SOC 3010 encourages students to analyze sociology from a theoretical perspective. This change will help to strengthen the students’ preparedness to teach social studies by requiring they take a sociology course that focuses on methodology, including research and writing skills.
Rationale for Change 3: The purpose of this change is to add rigor to the curriculum as well as help students better meet PELSB’s expectations. I suggested this curriculum change in PELSB’s semi-annual “EPPAS” accreditation narrative, and the reviewer approved my rationale. The rationale from the EPPAS narrative states,

The program will work to strengthen the majors’ preparedness to teach history by requiring they take at least one upper division course that focuses on methodology, including research and writing skills, in addition to content knowledge.

Most of BSU’s social studies education majors intend to teach history courses at a high school and/or middle school. A significant percentage of graduates will also eventually take graduate courses, if they continue their career paths. According to a 2011-2012 survey from the National Center for Education Statistics, half (50.1%) of the teachers in Minnesota’s public elementary and secondary schools have earned at least a master’s degree. However, the BSU social studies program does not currently require the students in either its 5-8 endorsement or 5-12 major to take an upper division history course. The majors are instructed in a wide breadth of content in 1000 and 2000 level courses, but these lower division surveys only provide an introductory understanding of the methodology, theory, and practices of critical inquiry that are important to history research and writing. Given that most social studies majors at BSU aspire to teach history, they should have broader training in how to utilize both the methodology and theory of history in order to instruct their own students more effectively and thereby help them develop their critical thinking skills. As noted in prompts 1 and 2 of this program narrative, the results from both the one-year alumni and administrators’ surveys suggest that graduates feel under-prepared to develop pedagogy designed to stimulate their students’ higher-level thinking. For example, only 21 out of the 27 respondents for the alumni survey either “agreed” or “tended to agree” that they were prepared to “help students develop critical thinking skills designed to solve complex problems,” and “help students utilize multiple sources of evidence to draw sound conclusions.”

Moreover, given that many graduates will likely take social-studies-related graduate courses, they should have more thorough training in the methodology and theory of history needed to provide them with the foundational skills they will need for graduate school. Currently, only those students who double-major in history and social studies education are required to take an upper division history course (3 out of 46 social studies education majors).

All upper division history courses at BSU provide training in the methodology of history research and writing by guiding students through the process of composing a 9-12 page (3000-word minimum) research paper. Students will write two drafts of this paper, receive the instructors’ feedback after each draft, and receive semester-long guidance in each step of the process. All upper division history courses at BSU also provide training in utilizing the theory of history by having the students analyze and evaluate historiographical debates and their significance. Students who take these courses demonstrate improvement in their reading and writing skills.

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:
Sociology and Communication Studies Department:
The course’s home department/program was notified of the addition or dropping of their
course(s) on 8.28.19 (date) by email (mail, email, or phone).

Please check one of the items below:

X 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.

Geography Department:
The course’s home department/program was notified of the addition or dropping of their
course(s) on 8.28.19 (date) by email (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.

X Comments were received within one week of the notification, and are attached.
   - Geography department approved changes.

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.bemidjistate.edu/academics/catalog/) and paste it into Word.
   Then use either the Track Changes feature under Tools, or the underline and strikethrough Font feature under Format. (Please note that the Track Changes feature may be easily switched on and off by holding down the Ctrl+Shift+E keys.)
Social Studies Education, B.S. major
(TeacherLicensure)

Required Credits: 86 89
Required GPA: 2.50

Note: Students must have a minimum overall 2.50 GPA in the major. No grade below a “C” may be used to meet program requirements. A minimum of 22 of the 53 56 Social Studies program credits must be completed at BSU.

I ECONOMICS COURSES

COMPLETE THE FOLLOWING COURSES:

• ECON 2000 Markets and Resource Allocation (3 credits)
• ECON 2100 Macroeconomics and the Business Cycle (3 credits)

II GEOGRAPHY COURSES

COMPLETE THE FOLLOWING COURSES:

• GEOG 2100 Introduction to Physical Geography (3 credits)
• GEOG 2200 Introduction to Human Geography (3 credits)
• GEOG 3410 Geography of North America (3 credits)

SELECT 1 OF THE FOLLOWING COURSES (3 CREDITS MINIMUM):

• GEOG 3820 Geography of East, South, and Southeast Asia (3 credits)
• GEOG 3840 Geography of Africa (3 credits)
• GEOG 3850 Geography of the Middle East (3 credits)
• GEOG 3860 Geography of Latin American and the Caribbean (3 credits)

III HISTORY COURSES

COMPLETE 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)
• HST 2610 Minnesota History (3 credits)

SELECT 1 OF THE FOLLOWING COURSES (3 CREDITS MINIMUM):

• 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)
• HST 3208 Greece And Rome, 1500 BCE-500 CE 14 (3 credits)
• HST 3258 The Roman Civil Law Tradition (3 credits)
• HST 3268 The Roman Revolution, 200 BCE-CE 14 (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)
• HST 3650 Environmental History (3 credits)
• HST 3799 Tudor and Stuart England, 1485-1714 (3 credits)
• HST 4000 Historiography

IV POLITICAL SCIENCE COURSES

COMPLETE THE FOLLOWING COURSES

• POL 1200 Introduction to American Politics (3 credits)
• POL 1300 Introduction to International Relations (3 credits)

SELECT 1 OF THE FOLLOWING COURSES (3 CREDITS MINIMUM):

• POL 3100 American Foreign Policy (3 credits)
• POL 3130 Asian Political Development (3 credits)
• POL 3140 Canadian Politics (3 credits)
• POL 3150 Topics in Political Science (1-3 credits)
• POL 3160 Comparative European Politics (3 credits)
• POL 3170 International Relations (3 credits)
• POL 3180 International Law and Organization (3 credits)
• POL 3190 International Political Economy (3 credits)
• POL 3200 Minnesota Politics (3 credits)
• POL 3210 Public Administration (3 credits)
• POL 3230 Environmental Politics (3 credits)
• POL 3410 Legislative and Executive Relations (3 credits)
• POL 3420 Campaigns and Elections (3 credits)
• POL 4200 Constitutional Law (3 credits)

V PSYCHOLOGY COURSE

COMPLETE THE FOLLOWING COURSE:

• PSY 1100 Introductory Psychology (4 credits)

VI SOCIOLOGY COURSES

COMPLETE THE FOLLOWING COURSES:
• SOC 1104 Society and Social Issues (3 credits)
• SOC 3010 Social Theory (3 credits)
  or SOC 3050 Environmental Sociology (3 credits)

VII SOCIAL STUDIES METHODS COURSE

COMPLETE THE FOLLOWING COURSE:

• GEOG 3460 Teaching of Middle and Secondary School Social Studies (4 credits)

REQUIRED PROFESSIONAL EDUCATION COURSES

COMPLETE THE FOLLOWING COURSES:

• ED 3100 Introduction to the Foundations of Public School Education (3 credits)
• ED 3110 Educational Psychology (3 credits)
• ED 3140 Human Relations In Education (3 credits)
• ED 3350 Pedagogy: Planning for Instruction (3 credits)
• ED 3780 Adaptation and Management: Designing the Learning Environment (3 credits)
• ED 4737 Content Area Reading (3 credits)
• ED 4799 The Professional Teacher (1 credit)
• HLTH 3400 Health and Drugs in Society (2 credits)

Complete 12 credits of student teaching:

• ED 4830 Student Teaching - Secondary (1-12 credits)
BSU Curriculum Forms

Form 8
Updated: 09.18.15

Signatures

John Ellis / Social Studies B.S. Coordinator & Humanities Dept. Chair / 9.6.19
Proposer / Title / Date

John Ellis / Social Studies B.S. Coordinator & Humanities Dept. Chair / 9.6.19

Porter Coggins / Professional Education / 9.6.19
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 2009-2011, 20.A.3 (p. 80).

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

Jim Barta / Arts, Education and Humanities / 
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.
Education Comments

From: Ellis, John P <John.Ellis@bemidjistate.edu>
Sent: Wednesday, November 20, 2019 1:40 PM
To: Gullickson, Robin S <Robin.Gullickson@bemidjistate.edu>
Subject: Fw: Curriculum Changes

Hello All,

After reviewing all of this again, it makes sense that FasTrack has the same license requirements as on-campus. I agree that we should make the three mentioned changes to FasTrack. Thanks everyone for helping me process all of this!

Jessamay

From: "Ellis, John P" <John.Ellis@bemidjistate.edu>
Date: Friday, August 30, 2019 at 3:44 PM
To: "Easterling, Aspen L" <Aspen.Easterling@bemidjistate.edu>, "Chesley, Amanda W" <amanda.chesley@bemidjistate.edu>, "Coggins, Porter E" <Porter.Coggins@bemidjistate.edu>, "Pesek, Jessamay T" <Jessamay.Pesek@bemidjistate.edu>
Subject: Re: Curriculum Changes

Aspen and Jessamay,

If could guarantee that BSU's history program will offer at least one upper division course per academic year, would this address your concerns?

JE
I fully support the first two modifications.

As for concerns about the third one...

- PELSB might ask why we require this course for one program, but not the other. Do we have a good rationale other than it might be difficult for the students to find the course?
- FasTrack students wouldn’t receive the same rigor as campus students, which is John’s intention.
- Possible confusion from the student’s perspective if they are looking online and see one program requires the course and the other doesn’t (we already have some issues with Health and Middle School Science).
- Possible confusion in the licensing process when I’m signing off on FT students who haven’t completed a course – if the PELSB licensure specialist doesn’t realize they are completing the FT program (also has happened with Health).

On the other hand... John has proposed a lot of possible options. I checked and most of the courses offered through the MN Online Search are 1000-2000 level courses... if BSU would offer some of these options online it would work.
Taskstream Coordinator - Research Analyst  
Department of Professional Education  
Bemidji State University, Bensen Hall 324  
(218) 755-3747  
amanda.chesley@bemidjistate.edu

Focus ~ Deliberative ~ Analytical ~ Discipline ~ Achiever

From: Coggins, Porter E <Porter.Coggins@bemidjistate.edu>
Sent: Wednesday, August 28, 2019 2:20 PM
To: Pesek, Jessamay T <Jessamay.Pesek@bemidjistate.edu>; Chesley, Amanda W <amanda.chesley@bemidjistate.edu>; Ellis, John P <John.Ellis@bemidjistate.edu>; Easterling, Aspen L <Aspen.Easterling@bemidjistate.edu>
Subject: RE: Curriculum Changes

i defer to aspen and mandy.
sincerely,
porter

veteran, united states army (for those curious about my email protocol)
"If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away"- Henry David Thoreau
"Give me your tired, your poor,Your huddled masses yearning to breathe free,The wretched refuse of your teeming shore.Send these, the homeless, tempest-tost to me,I lift my lamp beside the golden door!"- Emma Lazarus

Porter E. Coggins, III Ph.D.
Professor and Chair, Department of Professional Education
Bemidji State University
1500 Birchmont Dr NE #35
Bemidji, MN 56601
porter.coggins@bemidjistate.edu

Veteran, United States Army

From: Pesek, Jessamay T <Jessamay.Pesek@bemidjistate.edu>
Sent: Wednesday, August 28, 2019 12:14 PM
To: Coggins, Porter E <Porter.Coggins@bemidjistate.edu>; Chesley, Amanda W <amanda.chesley@bemidjistate.edu>; Ellis, John P <John.Ellis@bemidjistate.edu>; Easterling, Aspen L <Aspen.Easterling@bemidjistate.edu>
Subject: FW: Curriculum Changes

Hello Everyone!
John is proposing some changes to our social studies education major requirements. I fully support these changes and overall they make sense. The curriculum change proposal attached explains the three changes. I also support the third change to include an upper division course to the major requirement but only for on-campus students.

I believe that the first two changes are appropriate for FasTrack candidates, however, I am hesitant about the third change: adding the additional 3-credit upper division course as a requirement for licensure as students would have an extra challenge of locating and taking another course. And, I am unsure of the availability of online upper division courses.

Is it possible for FasTrack and on-campus licensure candidates to have two different sets of requirements?  
- FasTrack not have the upper division course requirement suggested on the proposal form  
- on-campus have the upper division

If we have to have the same, FasTrack will adopt the upper division requirement, but if we don’t have to, then I would propose to not have this requirement at this time.

Thanks!
Jessamay Pesek

From: "Ellis, John P" <John.Ellis@bemidjistate.edu>  
Date: Tuesday, July 30, 2019 at 11:50 AM  
To: "Pesek, Jessamay T" <Jessamay.Pesek@bemidjistate.edu>  
Subject: Curriculum Changes

Hi Jessamay,

I intend to make some relatively minor changes to the curriculum for the Social Studies BS. Since the Fastrack and on-campus programs currently have the same content requirements, I am interested in your feedback. Please let me know if you feel these changes would also be appropriate for the Fastrack Social Studies students.

JE
Unfortunately, I believe Mark is correct about World Cities. I don't believe it would be accepted under the state standards.

JE

Sounds good to me. Unfortunate but not surprising about World Cities…
Sam

Sadly, I doubt the State Board of Teaching will accept GEOG3870 inasmuch as the North America course (and, hopefully, any of the other regionals) serves to reinforce middle and high
school social studies emphasis on history, cultural awareness, etc. That is, a higher-ordered investigation of themes not regionally-specific probably won’t be appreciated (regrettably).

From: Stackhouse, Jill <Jill.Stackhouse@bemidjistate.edu>
Sent: Monday, August 26, 2019 11:07 AM
To: Ueland, Jeffrey S <Jeffrey.Ueland@bemidjistate.edu>
Cc: Ellis, John P <John.Ellis@bemidjistate.edu>; Lawrence, Mark <Mark.Lawrence@bemidjistate.edu>; Jones, Samantha M <Samantha.Jones@bemidjistate.edu>
Subject: Re: Curriculum Change to Social Studies BS

Sounds fine to me. Might want to consider Geog 3870 - Regional Geog World Cities.

Here is the catalog description

Using a World Regional Geography approach, this course examines the dynamics of urban development across the globe. Distinctive cities, urban models, and political, cultural, environmental and economic influences on the modern city are examined. Liberal Education Goal Area 5.

Jill

From: Ueland, Jeffrey S <Jeffrey.Ueland@bemidjistate.edu>
Sent: Monday, August 26, 2019 10:49 AM
To: Lawrence, Mark <Mark.Lawrence@bemidjistate.edu>; Stackhouse, Jill <Jill.Stackhouse@bemidjistate.edu>; Jones, Samantha M <Samantha.Jones@bemidjistate.edu>
Subject: FW: Curriculum Change to Social Studies BS

Mark, Jill, and Sam,

I just got this email from John Ellis (see below). Thoughts on the proposal?

- jeff ueland

From: Ellis, John P <John.Ellis@bemidjistate.edu>
Sent: Monday, August 26, 2019 10:43 AM
To: Ueland, Jeffrey S <Jeffrey.Ueland@bemidjistate.edu>
Subject: Curriculum Change to Social Studies BS

Hi Jeff,

I am submitting a proposed curriculum change for the Social Studies BS. Since the change will add courses from your department, I am running the change past you for your comments. Since this change most affects Mark, I've already run it past him.

Thanks, Jeff!

The proposed change reads

"Currently, GEOG 3410 Geography of North America is a required course. I propose instead providing the students with the choice of one of six 3000-level courses to meet this requirement: GEOG 3410 Geography of North America; GEOG 3810 Geography of Europe; GEOG 3820 Geography of East, South, and Southeast Asia, GEOG 3840 Geography of Africa; GEOG 3850 Geography of the Middle East, or GEOG 3860 Geography of Latin American and the Caribbean.

GEOG 3410 is currently required for majors because it meets our accrediting body's (PELSB's) content standards. Those content standards include 3.C.1, 3.C.8, and 3.C.9. However, the five additional courses listed above would equally meet those standards. GEOG 3410 is not offered every semester. Providing students with a choice of courses would therefore create more flexibility for scheduling without diminishing the rigor of the curriculum."

John Ellis