

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 3/6/2014

1b. Department/Division: History

1c. Contact Person

Name: Phil Harling

Email: harling@uky.edu

Phone: 7-1246

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? Yes

Inquiry - Humanities

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: HIS 119

2c. Full Title: War and Society, 1350-1914

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 2

RECITATION: 1

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: "War and Society in the West, 1350-1914," is the opening course in a three-course series on the history of warfare. The course begins in the late middle ages with the impact of gunpowder, and ends with the advent of the First World War. Topics covered in the course include the impact of technology on war, the connections between culture and warfare, the growth of the state in modern Europe, the experience of soldier and civilians during war, and the rise of western military superiority. No prerequisites.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: No

If No, explain: typically, every other year. Perhaps more frequently later on, if student demand is sufficient

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 100

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: This is an addition to an established set of "War and Society" courses that have proved popular as Core courses for students across a fairly broad range of disciplines.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|PETRONE|Karen Petrone|HIS 119 NEW Dept Review|20140306

SIGNATURE|RHANSON|Roxanna D Hanson|HIS 119 NEW College Review|20140310

SIGNATURE|JALLISO|Jonathan M Allison|HIS 119 NEW UKCEC Expert Review|20140407

SIGNATURE|JMETT2|Joanie Ett-Mims|HIS 119 NEW UKCEC Review|20140423

SIGNATURE|JMETT2|Joanie Ett-Mims|HIS 119 NEW Undergrad Council Review|20140423

Courses	Request Tracking
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New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

ID	Attachment
Delete 3190	119 War Society 1350-1914 syllabus.docx
Delete 3192	HIS 119 Intellectual Inquiry Humanities Form.doc

First 1 Last

Select saved project to retrieve...

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e.

Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="text" value="2"/> Lecture	<input type="text"/> Laboratory ⁴	<input type="text" value="1"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

"War and Society in the West, 1350-1914," is the opening course in a three-course series on the history of warfare. The course begins in the late middle ages with the impact of gunpowder, and ends with the advent of the First World War. Topics covered in the course include the impact of technology on war, the connections between culture and warfare, the growth of the state in modern Europe, the experience of soldier and civilians during war, and the rise of western military superiority. No prerequisites.

k. Prerequisites, if any:

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: typically, every other year. Perhaps more frequently later on, if student demand is su

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 100

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

This is an addition to an established set of "War and Society" courses that have proved popular as Core courses for students across a fairly broad range of disciplines.

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ¹for ANY program? Yes No

If YES ², list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identi additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
² The chair of the cross-listing department must sign off on the Signature Routing Log.

^[2] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)

^[3] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

^[4] In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

HIS 119 – War and Society in the West, 1350-1914

Syllabus mock-up for course proposal, based on calendar for Fall 2012

Monday/Wednesday/Friday, Fall 2012

Instructor: Scott K. Taylor
Office Address: Patterson Office Tower 1761
Email: scottktaylor@uky.edu
Office Phone: 257-1515 (email preferred)

Office hours: Mon, Wed 1:00-2:00 drop-in, or by appointment

Course Description:

“War and Society in the West, 1350-1914,” is the opening course in a three-course series on the history of warfare. The course begins in the late middle ages with the impact of gunpowder, and ends with the advent of the First World War. Topics covered in the course include the impact of technology on war, the connections between culture and warfare, the growth of the state in modern Europe, the experience of soldier and civilians during war, and the rise of western military superiority. No prerequisites.

Course Goals/Student Learning Outcomes:

At the end of this course, students should be able to describe the contours of the development of warfare in western history. They will also be able to distinguish between the different trajectories of different drugs in the society and culture.

They should also be able to demonstrate how different historians have different ideas about what drives change in the history of warfare – for example, those who believe that technological change causes military change, and those who believe that military culture experience the same changes that European culture did generally.

Students should be prepared to analyze the most important changes in military history, and explain the how the context of that time and place helped shape that history.

Furthermore, students should be able to evaluate the different approaches that historians have articulated about the history of warfare in Europe.

Lastly, students will be expected to be able to apply the facts and theoretical apparatus learned in this course when encountering new information military history and history in general.

Required Books for Purchase:

Blaufarb, Rafe and Claudia Liebeskind, *Napoleonic Foot Soldiers and Civilians. A Brief History with Documents* (Boston: Bedford St. Martin's, 2011).

-- *Napoleon: A Symbol for an Age. A Brief History with Documents* (Boston: Bedford St. Martin's, 2008).

Lynn, John A., *Battle: A History of Combat and Culture from Ancient Greece to Modern America* (New York: Basic Books, 2003).

Medick, Hans and Benjamin Marshcke, *Experiencing the Thirty Years War. A Brief History with Documents* (Boston: Bedford St. Martin's, 2013).

Parker, Geoffrey, *The Military Revolution: Military Innovation and the Rise of the West 1500-1800*, 2nd ed. (Cambridge: Cambridge University Press, 1996).

Course Assignments:

Discussion: Students will be required to speak during the discussion sections, usually held on Friday, about the assigned reading.

Midterm and Final Exam: Students will take exams at the midpoint and end of the semester, both of which will contain a take-home essay and shorter questions to be completed in-class.

Book Review: A list of acceptable books will be provided for the students, who will choose one and write a 5 page review according to guidelines given out.

Response Paper: Students will choose two of a possible three papers (each with their own due date) in response to the primary sources that we are reading for class discussion. Questions for each of the three possible papers will be provided by the professor.

Final Examination: Date and place to be announced as soon as the University releases that information.

Grading:

Discussion	200 pts
Midterm	100 pts
Book Review	100 pts
First Response Paper	100 pts
Second Response Paper	100 pts
<u>Final</u>	<u>100 pts</u>
Total:	700 pts

A: 630-700 points

B: 560-629 points

C: 490-559 points

D: 420-489 points

E: 0-419 points

Final Exam Information:

TBA

Mid-term Grades:

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Submission of Assignments:

Papers and book reviews must be submitted online to SafeAssign, on Blackboard, and also as a paper copy into the hands of the professor or teaching assistant. Late assignments lose one letter grade per course day until submitted.

Midterm and final examinations will not be re-done except in case of personal emergency (dire illness, family crisis, etc.). They may be rescheduled if the student contacts me in advance, ie for a wedding or sporting event.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Class policies:

Once in the room, do not leave except for emergencies.

No eating, drinking, or use of tobacco products allowed, except for caffeinated beverages like coffee, tea, colas, that will help keep you awake!

I reserve the right to ask anyone to leave the class for rude or disrespectful behavior.

I reserve the right to change the syllabus at any time.

Check email daily, as this is how I will communicate to the class outside of the classroom.

Unless a student hands in an assignment directly to me personally, the responsibility for ensuring that the assignment is counted rests entirely with the student. Late assignments lose one letter grade per day that the course meets until completed.

Attendance Policy:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

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Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Also: If you aren't sure if you are sourcing correctly in your paper, ask! No one will ever be punished for being unclear about how to cite one's sources in a paper.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

If a student has a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, one must provide me with a Letter of Accommodation from the Disability Resource Center for coordination of campus disability services.

Schedule:

Week 1:

Wed Aug 22 Introduction

Fri Aug 24 Reading:

Week 2:

Mon Aug 27 Lecture: Medieval States & Warfare

Wed Aug 29 Lecture: The Hundred Years War

Fri Aug 31 Reading: Lynn, *Battle*

Week 3:

Mon Sept 3

Labor Day

Wed Sept 5

Lecture: Renaissance Italy and the Infantry Revolution

Fri Sept 7

Reading: Parker, *Military Revolution*; John Stone, "Technology, Society, and the Infantry Revolution of the Fourteenth Century," *JMH* 68 (2004): 361-80.

Week 4:

Mon Sept 10

Lecture: The Habsburg-Valois Wars

Wed Sept 12

Lecture: The Dutch Revolt and Drill

Fri Sept 14

Reading: Parker, *Military Revolution*

Week 5:

Mon Sept 17

Lecture: The Spanish Armada

Wed Sept 19

Lecture: European Seaborne Expansion

Fri Sept 21

Reading: Parker, *Military Revolution*

Week 6:

Mon Sept 24

Lecture: The Thirty Years War

Book Review Due

Wed Sept 26

Lecture: The English Civil War

Fri Sept 28

Medick & Marschke, *Thirty Years War*

Week 7:

Mon Oct 1

Lecture: Louis XIV

Wed Oct 3

Lecture: The Seven Years War

Fri Oct 5

Reading: Lynn, *Battle*

Week 8:

Mon Oct 8

Lecture: War in the East

Wed Oct 10

Lecture: Officers & Soldiers

Fri Oct 12

Reading: Blaufarb & Liebeskind, *Soldiers & Civilians*
First Response Paper Due

Week 9:

Mon Oct 15

Midterm

Wed Oct 17

Lecture: Europeans and Others

Fri Oct 19

Reading: Lynn, *Battle*

Week 10:

- Mon Oct 22 Lecture: The American Revolution
Wed Oct 24 Lecture: The French Revolutionary Wars
Fri Oct 26 Reading: Blaufarb & Liebeskind, *Soldiers & Civilians*

Week 11:

- Mon Oct 29 Lecture: The Rise of Napoleon
Wed Oct 31 Lecture: The Fall of Napoleon
Fri Nov 2 Reading: Blaufarb & Liebeskind, *Napoleon*.
Second Response Paper Due

Week 12:

- Mon Nov 5 Lecture: Trafalgar
Wed Nov 7 Lecture: Napoleonic Lessons
Fri Nov 9 Reading: Lynn, *Battle*

Week 13:

- Mon Nov 12 Lecture: The Haitian Revolution – Geography, Disease, and War
Wed Nov 14 Lecture: Armies and Internal Unrest – The Age of Revolutions
Fri Nov 16 Reading: John R. McNeill, “Epidemics, Environment and Empire: Yellow Fever and Geopolitics in the American Tropics, 1650-1825,” *Environment and History* 5 (1999): 175-84.

Week 14:

- Mon Nov 19 Lecture: Crimea and the American Civil War

Thanksgiving Break

Week 15:

- Mon Nov 26 Lecture: Bismarck and the Rise of Prussia
Wed Nov 28 Lecture: Imperial War – How the West Came to Dominate the World
Fri Nov 29 Reading: Bruce Collins “Defining Victory in Victorian Warfare, 1860-1882,” *JMH* 77 (2013): 895-929.; Jochen S. Arndt, “Treacherous Savages & Merciless Barbarians: Knowledge, Discourse, and Violence during the Cape Frontier Wars, 1834-1853,” *JMH* 74 (2010): 709-35.
Third Response Paper Due

Week 16:

Mon Dec 3 Lecture: The Dreadnoughts – Nineteenth-Century Naval Warfare

Wed Dec 5 Lecture: Towards the Apocalypse - The Military Roots of the First World War

Fri Dec 7 Reading: Dennis Showalter, "From Deterrence to Doomsday Machine: The German Way of War, 1890-1914," *JMH* 64 (2000): 679-710; Friedrich von Bernhardi, "Germany and the Next War;" F.T. Marinetti, "The Futurist Manifesto."

TBA

Final

**Course Review Form
Intellectual Inquiry in the Humanities**

Reviewer Recommendation

Accept Revisions Needed

Course: HIS 119

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:
Midterm and final.

Brief Description:

Much of the course's lecture and reading will be devoted to explaining historiographical arguments about military history, especially the competing ideas that A) technological change drives changes in military history vs. B) changes in military history mirror changes in broader cultural and social history. Questions in the midterm and final exams, especially essay questions, will be devoted to evaluating these competing ideas.

Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:

Reading the books, "The Military Revolution," by Geoffrey Parker and "Napoleon: A Symbol for an Age" by Rafe Blaufarb and Claudia Liebeskind.

Brief Description:

Parker's book focuses on the idea that a revolution in military affairs took place during the 17th century. He explains why subsequent military history was substantially different from what came before and why these changes took place. Blaufarb and Liebeskind's book on Napoleon similarly focuses on the great changes in war and society that took place during the Napoleonic Wars.

Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:

The two "response papers" included in the syllabus.

Brief Description:

These papers will be based on the readings contained in three books: "Napoleonic Foot Soldiers and Civilians" by Rafe Blaufarb and Claudia Liebeskind, "Napoleon, A Symbol for an Age" by the same authors, and "Experiencing the Thirty Years War" by Hans Medick and Benjamin Marshcke. These books all contain primary sources, and the response papers will test the students' ability to understand the culture and world-views of Europeans who lived in the 17th, 18th, and early 19th centuries.

Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts,

methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:

Class discussion.

Brief Description:

The third credit-hour of each week will be devoted to a discussion section, led by a teaching assistant or the professor, where the students will discuss the readings for that week and the contents of the lecture. Note that the grade for participation in discussion is 200 out of 700 total points, a large amount. The importance of discussion for the student's grade will be stressed repeatedly throughout the semester.

An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

Example(s) from syllabus:

Book review.

Brief Description:

While the students will not be required to perform all of the activities described above, they are required to read a historical monograph and review it. They will make use of logical argument, coherent theses while evaluating the place of the monograph in the historiography of European military history.

Information literacy component:

Students will be asked to identify an appropriate historical monograph to review, and will assess the genre of monographs as well as the book in question in their book reviews.

Reviewer's Comments: