

ACADEMIC SENATE PROPOSAL TRACKING SHEET

(Document To Be Originated By Academic Senate Secretary On Canary Color Paper)

All proposals MUST have their originating college faculty body (Ex. Arts & Sciences, Education and Nursing; Technical Sciences) approval and must be signed by the submitter and the college dean before being submitted to the Academic Senate Secretary.

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the Academic Senate Secretary.
2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): General Education (if applicable), or Curriculum.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is forwarded to the next committee. If a committee disapproves the proposal, the originator may request that the item be forwarded to the next body for consideration. The committee will provide written rationale to the originator when a proposal is disapproved and the proposal is returned to the originator.
4. The Academic Senate considers the proposal and approves or disapproves. If approved, the proposal is forwarded to the Full Faculty for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.
5. The Full Faculty considers Academic Senate approved proposals. If faculty approve, the proposal will then be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor.
7. The Chancellor approves or disapproves the proposal.

Subcommittee and Academic Senate college representatives will notify their respective colleges' of the progress of submitted proposals or the proposal may be tracked via the web page --

<http://www.msun.edu/admin/provost/asproposals.htm>

Documentation and forms for the curriculum process is also available on the web page:

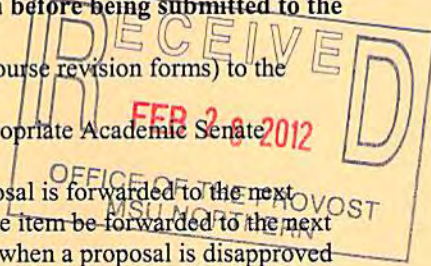
<http://www.msun.edu/admin/provost/asforms.htm>

***** (If a proposal is disapproved at any level, it is returned through the Academic Senate secretary to the Dean of the submitting college who then notifies the originator.)

Proposal # <u>11-18</u>	Title: <u>New Course - HSPR 324</u>
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(proposal explanation, submitter and college dean signatures on attached program/degree or course revision form)

	Date			
Received by ACAD Senate	<u>12-14-11</u>			
Forwarded to Gen Ed Committee	<u>12-14-11</u>	Approved <input checked="" type="checkbox"/>	Disapproved <input type="checkbox"/>	
		Signature <u>[Signature]</u>		Date _____
Returned to ACAD Senate	<u>2-17</u>			
Forwarded to Curriculum Committee	_____	Approved <input type="checkbox"/>	Disapproved <input type="checkbox"/>	
		Signature _____		Date _____
Returned to ACAD Senate	_____			
Forwarded to Graduate Council	_____	Approved <input type="checkbox"/>	Disapproved <input type="checkbox"/>	
		Signature _____		Date _____
Returned to ACAD Senate for Vote	<u>2-28-12</u>	Approved <input checked="" type="checkbox"/>	Disapproved <input type="checkbox"/>	
		Signature _____		Date _____
Forwarded to Provost for Approval/Disapproval	<u>2-28-12</u>	Approved <input checked="" type="checkbox"/>	Disapproved <input type="checkbox"/>	<u>3-7-12</u>
		Signature <u>Rosealyn Anastro Sempleton</u>		Date _____
Forwarded to Chancellor for Approval/Disapproval	_____	Approved <input checked="" type="checkbox"/>	Disapproved <input type="checkbox"/>	<u>3-9-12</u>
		Signature <u>James W. J. [Signature]</u>		Date _____
Copies sent to originating college and	_____			



COURSE REVISION FORM

NEW DROPPED MAJOR REVISION FOR INFORMATION ONLY

College A & S, Nursing and Educ. Program Area Social Sciences - History Date 10/10/2011

Submitter Jaakko Puisto Dean Carol A. Reifhneider Date 12-12-11
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):
To broaden History offerings to necessary non-U.S. field, considering the expertise of the Professor and further considering no expertise exists in present faculty to teach currently listed Modern Asia History class that is therefore dormant. This class has been FLOCed within Montana University system.

Please provide the following information:

College: A & S, Nursing and Education
Program Area: Social Sciences - History
Date: 10/10/2011
Course Prefix & No.: HSTR 324

Course Title: 20th Century Europe
Credits: 3

Required by: History, Social Sciences Broadfield
Fulfills following PEPP Standards for History: 2.b), 6.d), 6.g)

Selective in: History, Social Sciences Broadfield
Elective in: History, Social Sciences Broadfield
General Education: Categories IV, V

Lecture: 100%
Lecture/Lab:
Gradable Lab:
Contact hours lecture: 3
Contact hours lab:

Current Catalog Description (include all prerequisites):
N/A

Proposed or New Catalog Description (include all prerequisites):

This course provides an analysis of 20th Century Europe with emphasis on political history. 20th Century was an era of major changes for Europeans. These changes include end of the colonial era and major empires, fall of several long-standing royal houses, rise and fall of Communism, Fascism and Nazism, and two world wars which permanently shifted the power structure of the world. Finally, the last decades of the century saw another dramatic, this time peaceful, transformation in the form of the creation of European Union, a continental unity never before attempted. Prerequisite: Course is restricted to students with 24 or more semester credits earned.

Course Outcome Objectives:

Students should learn:

- A) understanding of modern European history;
- B) how traditional nation-states faced formidable change in the course of the 20th Century;
- C) why left and right-wing dictatorships rose;
- D) and how recent western European unification process has affected lives of citizens of European nations.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

None

HIS 390: Twentieth Century Europe

Spring 2010, Montana State University - Northern
MWF 11-11.50 CH 107

Instructor: Dr. Jaakko Puisto

Office: CH 326, tel. 265-3595

Office hours: MWF 10.30-11, 12-1; TR 10.30-11, 12.15-1, 3.15-4 or open door

E-mail: Jaakko.Puisto@msun.edu or use Desire2Learn

This course provides an analysis of 20th Century Europe with emphasis on political history. 20th Century was an era of major changes for Europeans. These changes include end of the colonial era and major empires, fall of several long-standing royal houses, rise and fall of Communism, Fascism and Nazism, and two world wars which permanently shifted the power structure of the world. Especially dramatic was 1989, which witnessed revolutions in unprecedented scale, which only a couple of years before seemed impossible. Finally, the last decades of the century saw another dramatic, this time peaceful, transformation in the form of the creation of European Union, a continental unity never before attempted. This class will take a look at these developments through lectures, readings and discussions. Our starting premise is that Europe of 2000 looked very little like the one of 1900. Why it did so is the question we'll try to answer.

Due to low enrollment, the course is offered in independent study format, with only once a week meetings in the classroom. Therefore Desire2Learn will be used extensively.

Required reading:

Fitzpatrick, Sheila. The Russian Revolution. 2nd revised and enlarged edition. Oxford, UK: Oxford University Press. 1994.

James, Harold. Europe Reborn, 1914-2000. Harlow, UK: Pearson/Longman. 2003.

Kershaw, Ian. Hitler. Profiles in Power Series. Harlow, UK: Pearson/Longman. 1991.

Careful reading of the course textbook, Europe Reborn, is very important for success in the class. While there will necessarily be some overlap with the textbook and lectures, the text covers many topics well making it unnecessary to repeat these issues in the class. Therefore attention should be paid to the text, and the weekly assignments should be read promptly. All the books are available in the bookstore. You are required to finish the weekly assignments on the textbook promptly, as there will be exam questions from it.

Requirements and grading:

Final exam: 50 points

2 book reviews: 30 points each = total 60 points

4 book analyses: 15 points each, total 60 points

Class participation/discussion: 30 points

Total: 200 points

Grades:

A 180-200 points

B 160-179 points

- C 140-159 points
- D 120-139 points
- F below 120 points

The final exam will consist of both short identification and essay type questions drawn on lectures and textbook. You need to bring blank sheets of paper for the test. The exam date is May 3, 10-11.50. Make-up is possible only for a legitimate, proven reason given before the exam date and is to be taken before the given examination date.

Book reviews: You are required to review Fitzpatrick's and Kershaw's books. The reviews should be 3-5 pages long and should identify, analyze and criticize the thesis and the main arguments of each book. Detailed discussion will be conducted in the class before reviews are due. Reviews should be type-written and double-spaced. First review on Fitzpatrick is due on Feb. 10th and the second on Kershaw is due on March 12th. Late papers are accepted until the following Monday in class, but late papers will be graded down 5 points.

Book analyses: You will analyze 2-3 issues four times from the textbook. The analyses are 2-3 pages long, double-spaced with 12 font. See schedule for deadlines. Late deduction is 2 points.

Classroom policies: Cheating and plagiarism (using another author's words or ideas without proper citation) will not be allowed and will result in a failing grade on the assignment. No incompletes will be given for the course. Please be aware of the drop/add period.

Class schedule:

- | | |
|------------------------|---|
| Jan. 13 | Introduction |
| Jan. 15, 20 | Communism: Marxism-Leninism
- Read Boxes on pp. 60-64 of <u>Europe Reborn</u> (ER)
- Read Fitzpatrick, Introduction + Ch. 1 |
| Note: No class on 18th | |
| Jan. 22, 25 | First Russian Revolutions: 1905, Feb. 1917
- Read Fitzpatrick, ch. 2
- Read ER, pp. 48-68 |
| Jan. 27, 29 | Third Russian Revolution: Oct. 1917 to Lenin's death
- Read Fitzpatrick, ch. 3-4 |
| Feb. 1, 3, 5 | World War I: From Origins to Peace Treaty
- Read Fitzpatrick, ch. 5-6
- Read ER, pp. 68-79 |
| Feb. 8, 10 | Fascism: Mussolini
- Read ER, pp. 26-47, 94-100 |

Review of Fitzpatrick due on 10th

Feb. 12, 17 Troubled German Economy
- Read ER, pp. 80-94, 100-103

Note: no class on 15th or 19th

Feb. 22-24 First analysis of ER due on 22nd, Chaps. 1-3
Stalin: 1924-1939
- Read ER, 167-177

Feb. 26, Mar. 1 Nazism: Rise of Hitler
- Read Kershaw, Introduction, chaps. 1-2
- Read ER, pp. 104-138, 147-167, 177-180

Mar. 3-5 Fascism: Franco
- Read ER, pp. 138-146
- Read Kershaw, chaps. 3-5

Mar. 8-12 World War II: 1939-1945
- Read Kershaw, chaps. 6-7, Conclusion
- Read ER, chap. 6
Review of Kershaw due on the 12th

Mar. 15-19 Spring break

Mar. 22-26 Cold War, 1945-1964
- Read ER, chap. 8

Mar. 29-31 Second analysis of ER due on 29th, Chaps. 4-6, 8
Western Europe, unification starts: EEC, EFTA
- Read ER, chap. 7

Note: No class on April 2nd

Apr. 5-9 Eastern Europe, 1964-1985
- Read ER, chaps. 9-10

Apr. 12-16 Third analysis on ER due on 12th, Chaps. 7, 9-10
Fourth Russian Revolution: From Gorbachev to Putin
- Read ER, pp. 371-374, 381-385

Apr. 19-21 1989: Year of Revolutions
- Read ER, pp. 374-381

Apr. 23, 26-28 Western European unification completed: EU and Euro

- Read ER, chaps. 11, 13

Apr. 30

Fourth analysis on ER due, Chaps. 11-13

May 3

Exam at 10-11.50