

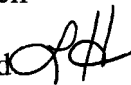


UNIVERSITY OF KENTUCKY

TRANSMITTAL

DATE: October 22, 2003

TO: Rebecca Scott
Senate Council

FROM: Lissa Holland 
Graduate Council

The Graduate School
351 Patterson Office Tower
Lexington, KY 40506-0027
(859) 257-4613
Fax: (859) 323-1928
www.rgs.uky.edu/gsl/

The Graduate Council met on September 18, 2003 and approved the following:

COLLEGE OF ARTS & SCIENCES

History

HIS 522 French and European Revolutions (1760-1815) (3 credits)

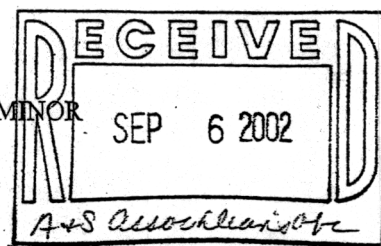
Change to:

HIS 522 Europe and the World in the Age of Revolution (1760-1815) (3 credits)

A study of the political, social, economic and cultural changes that transformed Europe during the age of the French Revolution and Napoleon, with special emphasis on the relations between Europe and the non-European world during this period.

Prerequisite(s): None.

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR



7-23
Date ~~4-26~~-2002

1. Submitted by College of Arts and Sciences
Department/Division offering course History

2. Changes proposed:
(a) Present prefix & number HIS 522 Proposed prefix & number

(b) Present Title French and European Revolutions (1760-1815)
New Title Europe and the World in the Age of Revolution (1760-1815)

(c) If course title is changed and exceeds 24 characters (including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts: Europe World 1760-1815

(d) Present credits: 3 Proposed credits: 3

(e) Current lecture:laboratory ratio n.a. Proposed:

(f) Effective Date of Change: (Semester & Year) Fall 2002

3. To be Cross-listed as:
(Prefix & Number) (Signature: Dept. Chair)

4. Proposed change in Bulletin description:
(a) Present description (including prerequisite(s)): A study of the origins and development of the French Revolution and the influence of the Revolution and Napoleon on Europe.
(b) New description: A study of the political, social, economic and cultural changes that transformed Europe during the age of the French Revolution and Napoleon, with special emphasis on the relations between Europe and the non-European world during this period.
(c) Prerequisite(s) for course as changed: none

5. What has prompted this proposal? The older version of History 522 has not been taught since 1993, because of a lack of qualified faculty. The History Department wants to revive this course, which deals with one of the most dramatic and significant periods of European history. This course also offers an excellent opportunity to open one part of our curriculum to a world-history perspective, since this period saw a dramatic increase in world commerce, and the independence of most of Europe's colonies in the New World.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes: In addition to introducing students to the history of the French Revolution, its impact in France and in Europe, and to the history of the Napoleonic period, and to the beginnings of the industrial revolution, the course will be remodeled to emphasize the significance of such world events as the independence movements in the New World and the growing importance of the world economy. New topics to be included will also include examination of the world consequences of the African slave trade and the abolitionist movement.

7. What other departments could be affected by the proposed change?
none

8. Will changing this course change the degree requirements in one or more programs? * Yes No
If yes, attach an explanation of the change.*

9. Is this course currently included in the University Studies Program? Yes No
If yes, please attach correspondence indicating concurrence of the University Studies Committee.

10. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.

11. Is this a minor change?

Yes No

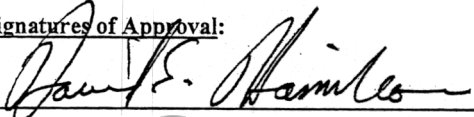
(NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

12. Within the Department, who should be consulted for further information on the proposed course change?

Name/e-mail: Jeremy Popkin popkin@uky.edu

Phone Extension: 7-1415

Signatures of Approval:



8/29/02



Date
10/11/02

Department Chair
Dean of the College

Date
9/13/02

*Undergraduate Council

Date of Notice to the Faculty
12/03/02

*University Studies


Date
9-22-03

*Graduate Council

*Academic Council for the Medical Center

Date

*Senate Council

Date of Notice to Univ. Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

- a. change in number within the same hundred series;
- b. editorial change in description which does not imply change in content or emphasis;
- c. editorial change in title which does not imply change in content or emphasis;
- d. change in prerequisite which does not imply change in content or emphasis;
- e. cross-listing of courses under conditions set forth in item 3.0;
- f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

From: Jeremy D. Popkin, Dept. of History

Proposal for major course change: History 522

The History Department is proposing to revive a course that was dropped from the catalogue in 2002, and to modify it as part of the Department's effort to introduce a world-history perspective into appropriate sections of our curriculum. The course in question, History 522, formerly titled "French and European Revolutions, 1760-1815," would be retitled "Europe and the World in the Age of Revolution, 1760-1815," to indicate this shift in emphasis. Although the history of Europe during the age of the Enlightenment, the French Revolution, and the Napoleonic period will remain a central theme of the course, lectures and readings will put these subjects in the context of events in the entire world. New topics to be covered in the course will include the second Age of Exploration, the Atlantic slave trade, the campaign for abolition and the historic slave insurrection in Saint-Domingue during the French Revolution, the beginnings of European colonialism in the Islamic world, the impact of the Industrial Revolution in the non-European world, the settling of Australia and the independence movements in Latin America.

History 522 was dropped from the catalogue because it had not been taught since 1993, largely because the professor responsible for it had been either on leave or serving as department chair between 1994 and 2001. The subject matter it covers remains significant, however, and should attract not only history majors but students planning to go into middle- and high-school social studies teaching, who need background in history from a world perspective, and students in a wide range of other undergraduate programs. The old History 522 drew 27 students in 1989 and 36 students in 1993 (the last two times it was offered).

Jeremy D. Popkin, who was primarily responsible for the old version of History 522 from 1978 to 1993, will be the professor expected to teach the course most often. Professor Philip Harling has also reviewed the new course proposal and might teach it occasionally.

History 522: Europe and the World in the Age of the French Revolution (1750-1815)

Professor Jeremy D. Popkin

Course Description: The period of the French Revolution was a decisive stage in the emergence of modern society, politics, culture and economic forms, both in Europe and in the world as a whole. It was a period marked by movements for freedom, such as the American and French Revolutions and the romantic movement in art and literature, but also the spread of slavery. The beginnings of the industrial revolution in Europe promised new prosperity for some, but brought poverty both for many Europeans and for populations in distant regions such as India. This course will study the major events of European history in this period, with special attention to the impact of such European developments such as the “consumer revolution” and the French Revolution on the non-European world.

Learning Outcomes: Through readings, discussions, and written assignments, students will gain a basic comprehension of the main aspects of European history during this period, particularly the French Revolution and Napoleonic period, the movements for independence in the New World, the development of an industrial and consumer society, and the campaign for the abolition of slavery. Students will be introduced to the perspective of world history, and learn to understand how changes in the society, economy, and culture of one part of the world can have important repercussions elsewhere. Classroom discussion and written assignments will be designed to cultivate students’ thinking and writing skills.

Course Requirements: (1) regular attendance and active participation in class
(2) completion of required readings
(3) written assignments (based primarily on assigned readings)
(4) participation in class project
(5) two in-class midterms and a 2-hour final. Exams will consist primarily of essay questions, with some shorter identification and map questions.

History Graduate Students: Students in the History graduate program will have some additional readings and will meet as a group with the professor about once every three weeks. Graduate students will do a historiographical essay on a topic selected in agreement with the professor.

Required Readings: Goethe, Sorrows of Young Werther
Equiano, Interesting History
Popkin, Short History of the French Revolution
Markham, Napoleon
Course packet (available on Internet through UK library). The course packet contains the majority of required readings for this course. Many of these readings will be primary sources from the period.

Schedule of Topics

Week 1

Aug. 25: Introduction to the Course: The World of Captain Cook

Aug. 27: An Overview of World Civilizations in the 18th Century

Aug. 30: European Society in the mid-18th century

Sept. 1: The European State System and the Seven Years' War

Sept. 3: The Age of the Encyclopedia

Sept. 6: LABOR DAY HOLIDAY

Sept. 8: Connecting the World: Trade and Communications

Sept. 10: The Atlantic slave trade

Sept. 13: The New Spirit of Individualism

Sept. 15: Consumer Society

Sept. 17: The Age of Sentiment: Rousseau and Goethe

Sept. 20: Democratic Revolutions: Geneva and Wilkes

Sept. 22: Democratic Revolutions: the American war of independence

Sept. 24: Enlightened Reform and the 'Jewish Question'

Sept. 27: The Debate over Slavery

Sept. 29: 1st Midterm

Oct. 1: Origins of the French Revolution

Oct. 4: The National Assembly and the Storming of the Bastille

Oct. 6: The Declaration of the Rights of Man

Oct. 8: The Conservative Critique of the Revolution

Oct. 11: The Revolution in the French Colonies (I)

Oct. 13: The Revolution and Europe

Oct. 15: The Overthrow of the French Monarchy

Oct. 18: The Democratic Republic

Oct. 20: Women and the Revolution

Oct. 22: The Sans-Culottes and the Reign of Terror

Oct. 25: The Revolution in the Colonies (II): The Abolition of Slavery

Oct. 27: Thermidor and the Fall of Robespierre

Oct. 29: 2nd Midterm

Course Schedule, continued

Nov. 1: Industrial Revolution: Technological change

Nov. 3: The Industrial Revolution: New Forms of Work

Nov. 5: Industrial Revolution: Impact on Women

Nov. 8: Industrial Revolution and the world economy

Nov. 10: British society and politics in the revolutionary era

Nov. 12: The Directory and Europe

Nov. 15: Toussaint L'Ouverture and Haiti

Nov. 17: Europe and the Islamic World: the invasion of Egypt

Nov. 19: Europe and Asia

Nov. 22: From Ireland to Australia

Nov. 24: Romanticism in Art (slide lecture)

Nov. 26: THANKSGIVING HOLIDAY--NO CLASS

Nov. 29: Brumaire Coup and Consulate

Dec. 1: The Revival of Religion

Dec. 3: The Latin American independence movements

Dec. 6: Nationalism in Napoleonic Europe

Dec. 8: Napoleon: Apogee and Defeat (Markham, 164-235)

Dec. 10: Concluding discussion: A World Restored?

FINAL EXAM

Term Project

Each student in History 522 will undertake a term project, which can be either an individual or collaborative effort. Your project may be aimed either at increasing your knowledge of a particular aspect of European history from 1750 to 1815 (research project), at sharing some aspect of what you have learned with a particular audience (interpretive project) or at expressing some lesson about the period in artistic form (creative project). Last year, students in my classes undertook such projects as the creation of a mixed-media presentation, planning and delivery of a lecture for a high-school social-studies class, and creation of an educational videotape.

Once you have settled on your term project, we will draw up a contract which will specify a schedule for carrying out the project and the criteria by which it is to be evaluated.

Research projects for History 522 may be on any significant aspect of the period's history. A research project should involve some use of primary sources from the period. Research projects may be either individual or collaborative, and normally result in the writing of a paper of at least 10 pp (typed, double-spaced) (a collaborative paper would normally be somewhat longer).

Possibilities for interpretive or creative projects for this course include:

- presentation of a scene from a revolutionary-era play
- preparation of a background talk for a film dealing with the era, such as "Danton"
- historical re-enactment of a Napoleonic battle, perhaps with miniatures
- preparation of a poster-board exhibit
- creation of a comic-art text dealing with an event of the period

I welcome other suggestions--use your creativity! Be sure to discuss your project with me before proceeding, though.

Course Policies

1. Late Work and Make-Up Exams: Late papers are not accepted and make-up exams are not administered unless students requesting them can produce documented evidence of illness, accident or other cause beyond their control accounting for absence. Students who will miss an exam or assignment because of a scheduled university activity must make arrangements to make up the work before the scheduled due date.

2. Plagiarism: Plagiarism is defined in the UK Student Handbook. Students submitting work which is not their own will receive an 'E' for that assignment and will not be allowed to make it up. Plagiarism includes not only the copying of material from printed sources but also copying from sources on the Internet; it also applies to any work submitted under a student's name that is not in fact his or her own writing and for which a source is not acknowledged. UK History faculty routinely use advanced Internet search engines to check dubious papers. In other words: do your own work! You'll learn more, and you'll avoid painful grade penalties or worse.

3. Modern Technology: Recording devices are not permitted during lectures and discussions, except for students who have a valid physical reason for needing them (e.g., inability to take written notes). Students wearing earphones during class will be invited to go be bored somewhere else. Beepers, cellular phones and other devices which may cause a distraction must be turned off during class.

4. Note on textbook: The textbook assigned for this course is one that I have written myself. I assign it because it best suits the way I teach the course. Since you are required to buy the book for this course, however, I would be guilty of a conflict of interest if I made a profit off your purchase of the book. I will therefore refund to each student remaining in the course after the final day for textbook returns and showing me that they have purchased a new copy of the book, an amount equal to my royalties (approx. \$2.00). Alternatively, students may designate their royalty refund as a donation to the UK Library, to be made in the name of the class. Please understand that I do not receive any royalties from the sale of used copies of the textbook.

ARTS AND SCIENCES COLLEGE COUNCIL/CURRICULUM COMMITTEE

INVESTIGATOR REPORT

INVESTIGATING BODY Area C, Cindy Ruder
(Area, Area Chair)

COURSE, MAJOR or DEGREE HIS 522
(department or college)

DATE FOR COUNCIL REVIEW 11 October 2002

CATEGORY: NEW, CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to the Associate Dean, 231 Patterson Office Tower for forwarding to the other Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.

The instructor has submitted a revised syllabus that contains more specific Learning Outcomes.

2. If no modifications were made, review considerations that arose during the investigation and the resolutions.

No particular considerations arose.

3. List contacts with program units on the proposal and the considerations discussed therein.

Professor Jeremy Popkin, course instructor

4. Additional information as needed.

5. A&S Area C, Humanities Curriculum Committee Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

10. A&S Council Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

7. Cynthia A. Ruder
A&S Council Investigator, Dr. Cindy Ruder

Date: 11 October 2002

**GRADUATE COUNCIL
INVESTIGATOR REPORT**

Course/Courses/Program: HIS 522

Category (check one): New Change Drop

Date for Council Review: _____

Recommendation (circle one): Approve Approve with Reservation Disapprove

Investigator's Signature: _____

INSTRUCTIONS:

The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. Attach supplements as needed. Please return the form to Lissa Holland, 355 P.O.T., 0027, at least two days before the next Council meeting.

1. List any modifications made in the course proposal as submitted originally and reason(s) why.
French and European Revolutions: 1760-1815, a course which has not been taught since 1993 and dropped from the catalogue in 2002, now retitled Europe and the World in the Age of Revolution: 1760-1815, will expand in content to include the impact of European history during the Age of the Enlightenment, the French Revolution, and the Napoleonic period, in the world. New topics will put these subjects in the context of events in the New World, the Islamic world, and Australia.

Reasons why: *1) Course was dropped from the catalogue 2) Will attract new students
the course was dropped from the catalogue (prospective social studies teachers).*

2. If no modifications were made, review considerations which arose during the investigation and the resolutions.

3. List contact(s) with program units and the considerations discussed therein.
Jeremy D. Popkin, Dept. of History popkin@uky.edu, ph 7-1415

4. Additional information as needed.
I don't know why this application (received Sept. 6, 2002) took a year to get to the Graduate Council. The Investigator Report from the A&S Science Council approved it and pushed it forward to Graduate Council Oct. 11, 2002.