

# 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. Nursing, Technical Sciences, Arts & Sciences, Education) approval and must be signed by the submitter and the college chair/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): Teacher Education (if applicable), 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 Chair/Dean of the submitting college who then notifies the originator.)

Proposal # <u>07-15</u>	Title: <u>New Gen Ed Course - History of Mexico</u>
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(proposal explanation, submitter and college chair/dean signatures on attached program/degree or course revision form)

<p>Received by ACAD Senate <del>Forwarded to Teacher Ed Council</del></p> <p style="text-align: right; margin-right: 20px;">Date <u>2/26/08</u></p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Approved _____</td> <td style="width: 50%; text-align: center;">Disapproved _____</td> </tr> <tr> <td style="border-top: 1px solid black; text-align: center;">Signature</td> <td style="border-top: 1px solid black; text-align: center;">Date</td> </tr> <tr> <td style="text-align: center;"><u>[Signature]</u></td> <td style="text-align: center;"><u>3/5/08</u></td> </tr> </table>	Approved _____	Disapproved _____	Signature	Date	<u>[Signature]</u>	<u>3/5/08</u>
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<p>Forwarded to Gen Ed Committee</p> <p style="text-align: right; margin-right: 20px;">Date <u>2/26/08</u></p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Approved _____</td> <td style="width: 50%; text-align: center;">Disapproved <input checked="" type="checkbox"/></td> </tr> <tr> <td style="border-top: 1px solid black; text-align: center;">Signature</td> <td style="border-top: 1px solid black; text-align: center;">Date</td> </tr> <tr> <td style="text-align: center;"><u>[Signature]</u></td> <td style="text-align: center;"><u>5/1/08</u></td> </tr> </table>	Approved _____	Disapproved <input checked="" type="checkbox"/>	Signature	Date	<u>[Signature]</u>	<u>5/1/08</u>
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<p>Returned to ACAD Senate Forwarded to Curriculum Committee</p> <p style="text-align: right; margin-right: 20px;">Date <u>3/10/08</u></p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Approved <input checked="" type="checkbox"/></td> <td style="width: 50%; text-align: center;">Disapproved _____</td> </tr> <tr> <td style="border-top: 1px solid black; text-align: center;">Signature</td> <td style="border-top: 1px solid black; text-align: center;">Date</td> </tr> <tr> <td style="text-align: center;"><u>[Signature]</u></td> <td style="text-align: center;"><u>5-8-08</u></td> </tr> </table>	Approved <input checked="" type="checkbox"/>	Disapproved _____	Signature	Date	<u>[Signature]</u>	<u>5-8-08</u>
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<p>Returned to ACAD Senate for Vote <u>5/1/08</u></p> <p><del>Sent to Provost's office for Full Faculty vote</del> <del>Voted on at Full Faculty meeting</del></p>	<p style="text-align: right; margin-right: 20px;">Date <u>4/2/08</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Approved _____</td> <td style="width: 50%; text-align: center;">Disapproved _____</td> </tr> <tr> <td style="border-top: 1px solid black; text-align: center;">Signature</td> <td style="border-top: 1px solid black; text-align: center;">Date</td> </tr> <tr> <td style="text-align: center;"><u>[Signature]</u></td> <td style="text-align: center;"><u>6-8-08</u></td> </tr> </table>	Approved _____	Disapproved _____	Signature	Date	<u>[Signature]</u>	<u>6-8-08</u>
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<p>Forwarded to Chancellor for Approval/Disapproval</p> <p style="text-align: right; margin-right: 20px;">Date <u>6/6/08</u></p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Approved <input checked="" type="checkbox"/></td> <td style="width: 50%; text-align: center;">Disapproved _____</td> </tr> <tr> <td style="border-top: 1px solid black; text-align: center;">Signature</td> <td style="border-top: 1px solid black; text-align: center;">Date</td> </tr> <tr> <td style="text-align: center;"><u>[Signature]</u></td> <td style="text-align: center;"><u>6/6/08</u></td> </tr> </table>	Approved <input checked="" type="checkbox"/>	Disapproved _____	Signature	Date	<u>[Signature]</u>	<u>6/6/08</u>
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<p>Copies sent to originating college and registrar's office C:/data/proposaltracking sheet ACAD 10 10 01</p> <p style="text-align: right; margin-right: 20px;">Date <u>6/6/08</u></p>	<p style="font-size: large; font-style: italic;">Requesting signature - attached to proposal</p> <p style="font-size: large; font-style: italic;">change to 5 one out. (clear language to fit 800's criteria) too vague <u>clarity</u></p>						

considered when calculating final averages in cases of borderline grades. Ten or more absences will result in an automatic instructor initiated withdrawal from the course prior to mid-term and an F afterwards.

**Grading:** 2 non-comprehensive exams, 1 book review; 1 class presentation, & home / classwork.

**Tests:** 40 %; 2 non-comprehensive, open-book / open note, take-home exams 20% each; tests will consist of short answer / ID's and essays.

**Book Review:** 20%; 1 analytical book review 6 pages typed & double spaced on book / author of choice relating to Mexico or Mexicans; may be fiction or non-fiction- detailed instructions to follow!

**Class Project:** 20%; You will have full responsibility to teach a mini-class on a topic of your choosing from the material covered. You may integrate any media aids that you wish into your presentation. Presentations 10-15 minutes each with time for Q & A. You will provide an outline for each member of the class and the teacher when you present. More detailed info. & instructions to follow!

**Homework / Classwork:** 20%; map ID's, essays & video reviews as assigned

**Extra Credit:** 20 total points available!

**Trivia:** Up to 10 extra credit points can be gained by participation in the weekly cavalcade of historical trivia. A historical "stumper" related to each weekly topic will be presented at the beginning of each week. Each person who correctly answers the stumper by e-mailing me the solution along with a corroborating citation will receive 1 bonus point; the 1<sup>st</sup> person to e-mail me with the correct answer will receive 2 points.

**Attendance:** Those with 3 or fewer absences will receive 10 bonus points at the end of the semester. Extra credit points will be added to your cumulative total when calculating final averages.

**Makeups:** Makeups are the student's responsibility! Missed work, including tests, can only be made up with a legitimate, documented excuse. All work missed must be made up within 3 days of the assignment. Late work counts off 1 letter grade per day (10 pts.) up to 3 days, after which it is a 0.

**Grading Percentage:** Exams 1 & 2= 40%; Book Review= 20%; Presentation= 20%; Homework= 20%.

A = 450-500 pts.

B = 400-449 pts.

C = 351-399 pts.

D = 300-349 pts.

F = 299 pts. or less

**Note: No early finals will be given-please see calendar & make your summer plans accordingly!**

Final Exam out Friday April 27 & due by class Tuesday May 1. Final presentations on Tuesday May 1 @ 1300-1500 in Cowan 310! Final exam optional for graduating seniors with C or better!

**Plagiarism: *Will not be tolerated- it will result in an automatic F for the assignment & course!*** Please refer to the MSUN Code of Student Conduct for definition of plagiarism and possible penalties.

**Class Etiquette:**

Turn cell phones off before entering classroom!

Respect your classmates and their opinions!

Please refer to Student Handbook for MSUN Code of Student Conduct.

**Accommodations:** Accommodations for those with a legitimate, documented need are available. Please notify instructor during 1<sup>st</sup> week of class to make arrangements! Requests for accommodations must be accompanied by an authorization from Asst. Dean of Students / Support Services Coordinator Bob Lanier.

**Intangibles:** Can include just about anything that will help make the class better for both instructor and students. Please feel free to approach me with questions, comments or suggestions at any time! If I am moving too fast, let me know! If I need to cover a topic more in depth, please let me know! If you need me to repeat something, let me know! History does not have to be boring dates or rote memorization so let's have an enjoyable semester and hopefully all of us can gain something of interest and value from this course!

Add to Category	Gen Ed Category	Area Description	Credits Required
	Category I	Communication	6
	Category II	Mathematics	3
	Category III	Natural Sciences with lab	6
	Category IV	Social Sciences	3
X	Category V	History	3
X	Category VI	Cultural Diversity	3
	Category VII	Fine Arts	3
	Category VIII	Humanities	3
	Category IX	Technology	3

Course submitted for consideration:

College	Subject	Number	Title	Credits
A & S	HIST	3XX	History of Mexico	3

Catalog Description: Please see attached course proposal form

Provide a detailed explanation; show evidence, and rationale meeting 80% of the objectives as directly related to the appropriate category I through IX for the proposed course inclusion.

Please see attached course syllabus.

<p>1.Describes &amp; compares political; socio-economic; philosophical-spiritual; historic; scientific and literary-creative perspectives of various ethnic groups and cultures.</p> <p>2.Analyzes social problems; social structures and human behavior of an ethnic group or culture.</p> <p>3.Examines how generalizations are developed and how stereotyping and prejudice have been addressed historically and currently.</p>	
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Print Name <u>Jamie Underwood</u>	Print Name <u>John [Signature]</u>	Date: <u>2/25/04</u>
Submitter <u>[Signature]</u>	Chair/Dean: <u>[Signature]</u>	
Signature	Signature (indicates "college" level approval)	

## COURSE REVISION FORM

NEWX \_\_\_\_\_ DROPPED \_\_\_\_\_ MAJOR REVISION \_\_\_\_\_ FOR INFORMATION ONLY \_\_\_\_\_

College Arts & Sciences Program Area Social Sciences- History Date 02/05/08

Submitter \_\_\_\_\_ Dean \_\_\_\_\_ Date \_\_\_\_\_  
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

HIST 3XX History of Mexico is designed to support SS Broadfield; proposed History majors; Liberal Studies. Adds option to Category VI Cultural Diversity requirement. Broadens limited non-U.S. history offerings. Preps education majors for Praxis World History exam. Prepares graduates to teach, interact & communicate with cultural diversity. Increases world history choices for non-teaching history and Liberal Studies majors as preparation for professional exams; grad school; workforce. Mexico selected because of professional, pedagogical & personal knowledge & preparation. Illustrate impact of southern neighbor even here. Need to build awareness of connectivity; increase intercultural communication; promote toleration. course.

Please provide the following information:

**College: Arts & Sciences**

**Program Area: Social Sciences- History**

**Date: 02/05/08**

**Course Prefix & No.: HIST 3XX**

**Course Title: History of Mexico**

**Credits: 3**

**Required by: Upper Division Selective / Elective for existing Social Science Broadfield & proposed History majors. Can also meet Category VI General Education Cultural Diversity requirements.**

**Selective in:** Existing Social Science Broadfield and proposed History majors.

**Elective in:** Existing Social Science Broadfield & proposed History majors

**General Education: Category VI Cultural Diversity.**

**Lecture: 100 %**

**Lecture/Lab:**

**Gradable Lab:**

**Contact hours lecture: 3**

**Contact hours lab:**

**Current Catalog Description (include all prerequisites):**

N/A new course proposal. No prerequisites.

**Proposed or New Catalog Description (include all prerequisites):**

An introduction to and overview of the geography, peoples, history & cultures of Mexico from the pre-Columbian era to the present day. Special emphasis on the pre-Columbian High

civilizations of indigenous Mexico, modern Mexico from the Porfiriato to the present and key issues in the U.S.-Mexico bilateral relationship. No prerequisites

**Course Outcome Objectives:**

This course will provide knowledge of the problems confronting our southern neighbor, understanding for the people of Mexico, and insight into emerging problems in the bilateral relationship between the U.S. and Mexico. It will correct or erase stereotypes, cultivate cross-cultural understanding, and highlight interdependence within the hemisphere. It will also illustrate the impact on the U.S. because of its proximity to Mexico and the problems arising in this country as Mexico's problems spill across the international border. Basic skills to be practiced included cultural comprehension, analytical thinking and written and verbal communication.

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

Instructional resources needed include whiteboard, overhead projector or ELMO, TV, DVD / VCR, Power Point capability and occasional access to an internet connection.

Updated 09/29/05

History 390 Introduction to Mexico  
Montana State University- Northern

Instructor: Jamie Underwood

Spring 2007; 0900-0950 MWF; Cowan Hall 310

Phone: (406) 265-3526

E-mail: [junderwood@msun.edu](mailto:junderwood@msun.edu)

Office Hrs.: 0830-0900 & 1000-1200 MWF; 1700-1800 & 1930-2000 Tu /Th; 1800-1900 & 2200-2300 M.

Other times by previous appointment or whenever door is open come on in!

Text: *Brief History of Mexico*- Lynn V. Foster

Reader: *True Tales from another Mexico*- Sam Quinones

Videos & Special Presentations: As announced.

Supplemental: *Goode's World Atlas* in Library Reserves @ G1019.G67 2005 & G1019.G67 2000

& *CIA World Factbook* handout or available online

Web database: [lanic.utexas.edu/](http://lanic.utexas.edu/) Latin American Network Info. Center @ UTexas

### Course Description:

The course will provide an overview of & general introduction to the geography, peoples, history & cultures of Mexico from the pre-Columbian era to the present day. My goal is to raise awareness of, stimulate interest in, & promote empathy & understanding for the country, its people(s), problems, history & cultures. The class will be organized around general themes or topics & focus on specific events / personalities to provide a case study of that topic. Our Mexico survey will overwhelmingly focus on the current state of affairs in that country, while placing contemporary events & trends within their geographical, cultural & historical context.

A brief introduction to Mexico's geography, climate, people & history will provide basic familiarity with the region & how these factors relate to the contemporary state of affairs in the country. This thumbnail sketch will be amplified through subsequent readings, lecture, discussion & multimedia presentations with each new chapter. Although our historical focus emphasizes the 20<sup>th</sup> & 21<sup>st</sup> centuries, sufficient background will be provided on the pre-Columbian, colonial & early republican eras to allow a better understanding of the root causes of many of the challenges & problems that impact on present day Mexico and Mexicans.

### Course Philosophy & Goals:

The class size lends itself to an intimate, seminar style class organization. This will allow us to build a participatory and collaborative learning model. My goal is to create an open, though-provoking & discussion oriented class in which we will explore the underlying forces at work in & on Mexico from the late 19th century to the present day. In the process we will introduce, examine, and interpret particular events and movements, key turning points, important personalities and major crises over the course of the turbulent and transformational last 100 years. Finally, we will discuss, debate & relate the impact of those signal moments on present day circumstances within the nation & for its people(s). Supplementary readings and sources will come from selected websites that will tie in to the current topic of discussion. My aim is to stimulate intellectual curiosity related to the subject material covered in class & encourage further investigation related to topics of particular personal interest outside of the class. Hopefully, you will share relevant information and ideas within the context of classroom discussion. Videos and websites will serve to supplement lecture & reading & act as springboards to open up class discussion. I want to steer the course towards the creation of a dialog and exchange that creates a shared & collaborative learning experience.

### Class Policies:

**Attendance:** is not mandatory but is highly encouraged. Due to the amount of material we must cover during the semester and our time constraints, we will be advancing rapidly, covering 1 unit / topic per week. Attendance will be taken on a daily basis & those persons with 3 or fewer absences over the course of the semester will receive 10 additional points added to their cumulative total when calculating final averages. Therefore, regular attendance is extremely important in order to remain current with class assignments, homework and quizzes. While neither attendance nor participation is mandatory, both can and will be

4.28

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	Category IX	Technology	3

Course submitted for consideration:

College	Subject	Number	Title	Credits
A S E & N	HIST	3XX	History of Mexico	3

Catalog Description:

Please see attached course proposal form for catalog description..

Provide a detailed explanation; show evidence, and rationale meeting 80% of the objectives as directly related to the appropriate category I through IX for the proposed course inclusion.

<p>1. Recognizes processes of continuity &amp; change shaping events to the present.</p> <p>2. Identifies &amp; describes characteristics of a major era in world history or international relations; provides a framework for comprehending aspects of human experience.</p> <p>3. Explains how human experiences give rise to movements, institutions, traditions &amp; ideas which have subsequent influence.</p> <p>4. Analyzes factors leading to dominance or suppression of selected racial, gender, ethnic, class &amp; religious groups.</p> <p>5. Analyzes extent to which individuals are able to influence events, makes reference to illuminating examples.</p> <p>6. Uses factual &amp; interpretive data to support historical or political hypotheses.</p>	<p>Please see attached syllabus.</p>
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Print Name <i>Jonie Underwood</i>	Print Name <i>Jim Logan</i>	
Submitter <i>Jonie Underwood</i>	Chair/Dean: <i>Jim Logan</i>	Date: <i>04/29/08</i>
Signature	Signature (indicates "college" level approval)	

4-29

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**Credits: 3**

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**Selective in:** Existing Social Science Broadfield and proposed History majors.  
**Elective in:** Existing Social Science Broadfield & proposed History majors  
**General Education:** Category VI Cultural Diversity.

**Lecture: 100 %**  
**Lecture/Lab:**  
**Gradable Lab:**  
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**Contact hours lab:**

**Current Catalog Description (include all prerequisites):**  
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4-29  
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**Homework / Classwork:** 20%; map ID's, essays & video reviews as assigned

**Extra Credit:** 20 total points available!

**Trivia:** Up to 10 extra credit points can be gained by participation in the weekly cavalcade of historical trivia. A historical "stumper" related to each weekly topic will be presented at the beginning of each week. Each person who correctly answers the stumper by e-mailing me the solution along with a corroborating citation will receive 1 bonus point; the 1<sup>st</sup> person to e-mail me with the correct answer will receive 2 points.

**Attendance:** Those with 3 or fewer absences will receive 10 bonus points at the end of the semester. Extra credit points will be added to your cumulative total when calculating final averages.

**Makeups:** Makeups are the student's responsibility! Missed work, including tests, can only be made up with a legitimate, documented excuse. All work missed must be made up within 3 days of the assignment. Late work counts off 1 letter grade per day (10 pts.) up to 3 days, after which it is a 0.

**Grading Percentage:** Exams 1 & 2= 40%; Book Review= 20%; Presentation= 20%; Homework= 20%.

A = 450-500 pts.

B = 400-449 pts.

C = 351-399 pts.

D = 300-349 pts.

F = 299 pts. or less

**Note: No early finals will be given-please see calendar & make your summer plans accordingly!**

Final Exam out Friday April 27 & due by class Tuesday May 1. Final presentations on Tuesday May 1 @ 1300-1500 in Cowan 310! Final exam optional for graduating seniors with C or better!

**Plagiarism: *Will not be tolerated- it will result in an automatic F for the assignment & course!*** Please refer to the MSUN Code of Student Conduct for definition of plagiarism and possible penalties.

**Class Etiquette:**

Turn cell phones off before entering classroom!

Respect your classmates and their opinions!

Please refer to Student Handbook for MSUN Code of Student Conduct.

**Accommodations:** Accommodations for those with a legitimate, documented need are available. Please notify instructor during 1<sup>st</sup> week of class to make arrangements! Requests for accommodations must be accompanied by an authorization from Asst. Dean of Students / Support Services Coordinator Bob Lanier.

**Intangibles:** Can include just about anything that will help make the class better for both instructor and students. Please feel free to approach me with questions, comments or suggestions at any time! If I am moving too fast, let me know! If I need to cover a topic more in depth, please let me know! If you need me to repeat something, let me know! History does not have to be boring dates or rote memorization so let's have an enjoyable semester and hopefully all of us can gain something of interest and value from this course!