



FORM A

College of Arts and Sciences

Revised 05/08/2009

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: (New Course) HIST 363: Rise of The Russian Empire

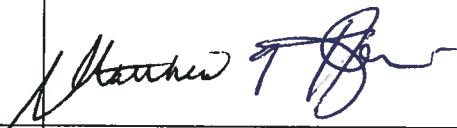
Initiating Unit or Individual: Jana Pisani

Contact Person's Name: Jana Pisani e-mail: pisanij@ferris.edu phone: 231-591-3699

Date or Term of Proposal Implementation: Fall 2010

- Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Program or Academic Unit Faculty		11/11/09	<u>5</u> Support <u>0</u> Support with Concerns <u>0</u> Not Support
Department Faculty		11-25-09	<u>7</u> X Support ___ Support with Concerns ___ Not Support
Department Head		12-1-09	<input checked="" type="checkbox"/> Support ___ Support with Concerns ___ Not Support
College Curriculum Committee		1/26/10	<u>5</u> Support ___ Support with Concerns <u>0</u> Not Support

Dean		<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee		<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Senate		<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Academic Affairs		<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support

* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs

President (Date Approved)

Board of Trustees (Date Approved)

President's Council (Date Approved)

1. Proposal Summary

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights. Additional rationale may be attached.)

This course fills a pre-twentieth century gap in the history curriculum at Ferris. In the non-American field, the only pre-twentieth century classes we have are the first halves of the World History and Western Civilization series (211 and 151, respectively). Chronological courses are a core part of history programs at other universities. This course will be a vital companion course to our existing 20th Century Russia course. The content that these courses offer will aid our history majors and minors when taking comprehensive exams for history education certification and admittance into graduate schools.

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:

Prefix	Number	Title
HIST	363	Rise of the Russian Empire

b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
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c. Existing Course(s) to be Modified:

Prefix	Number	Title
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d. Addition of existing FSU courses to program

Prefix	Number	Title
---------------	---------------	--------------

e. Removal of existing FSU courses from program

Prefix	Number	Title
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3. Summary of All Consultations

Form Sent (B or C)	Date Sent	Responding Dept.	Date Received & by Whom
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Form C	November 11, 2009	FLITE	
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4. Will External Accreditation be Sought? (For new programs or certificates only)

_____ Yes _____X_____ No

If yes, name the organization involved with accreditation for this program.

5. Program Checksheets affected by this proposal.

HIST BA and HIST BS

FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. All returned forms should be included in the proposal. **FLITE must respond within 20 calendar days of receipt of this form to insure that the form is included in the final proposal.**

FAILURE TO RESPOND IS CONSIDERED AS SUPPORT OF THE CHANGE.

RE: Proposal Title: Rise of the Russian Empire

Projected number of students per year affected by proposed change: 35

Initiator(s): History Area

Proposal Contact: Jana Pisani Date Sent: November 11, 2009

Department: Humanities Campus Address: JOH 119

(Please print)

Liaison Librarian Signature: Paul W Kennedy Date: 12.9.09

Dean of FLITE Signature: _____

Leah M. Monger

Date Returned: _____

12-11-09

Based upon our review on 12.8.09 (date), FLITE concludes that:

Library resources to support the proposed curriculum change are currently available.

Additional Library resources are needed but can be obtained from current funds.

Support, but significant additional Library funds/resources are required in the amount of \$_____.

Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, programs, etc. Use additional pages if necessary.

NEW COURSE INFORMATION FORM

Course Identification:

Prefix:	Number	Title
HIST	363	Rise of the Russian Empire

Course Description:

The course will explore the rise of the Russian empire between the reigns of Peter the Great (1682-1725) and Catherine the Great (1762-1796). This period was marked by Russia's increasing orientation to the West and its rise as a world power. During the 18th century, Russia would gain significant territory at the expense of Sweden, the Ottoman Turks, Siberian tribes, and Poland. We will examine the social, political, economic, and cultural forces that led to Russia's rise and the development of a Russian national consciousness. About half of the course will be focused on the seminal reigns of Peter I and Catherine II. Peter engaged in near-continuous warfare and restructured Russian institutions based on Western models. Catherine, who came to power after the murder of her husband, self-consciously fashioned herself as Peter's successor, and worked to imbue Russian institutions with Enlightenment values. Both monarchs would significantly alter the course of Russian and world history.

Course Outcomes and Assessment Plan:

Student Learning Outcomes:

1. Students will be able to discuss in writing (on the midterm and final exams) the basic economic, political, social, and cultural trends in Russia from the late 17th century to the early 19th century in the midterm and final exams. Their journal writing will reveal their ability to relate the past to the present through discussion on how 18th century trends have impacted Russia's current-day politics, economy, culture, and society.
2. Students will demonstrate their research skills by producing a research paper that proves their understanding of the important primary and secondary literature related to that topic and their ability to synthesize and analyze those sources and come to original conclusions.

3. Students will be able to distinguish between primary and secondary sources and use them effectively in essays, a research paper, and in their classroom presentations.
4. Students will demonstrate historical research skills through their correct use of library databases and the *Chicago Manual of Style* citation method. These skills will be assessed through the research paper.
5. The book review assignments will demonstrate students' ability to intelligently assess, in both writing and through presentations, the quality of historical argumentation.

Evaluation of Student Achievement

1. Midterm and Final Exam Essays
2. Research Paper
3. Book Reviews on historical monographs
4. Journal entries
5. Group presentations on primary source readings

Course Evaluation Strategies

1. Pre and post tests
2. Student evaluations, including IDEA forms

Course Outline including Time Allocation:

Week 1: Time of Troubles and the Early Romanovs

Week 2: Peter's Rocky Road to Power: 1682-1700 (battling Sophia, War against Turkey for Azov, the Grand Embassy, the Streltsy Revolt)

Week 3: An Empire is Formed: 1700-1725 (Great Northern War, founding of St. Petersburg, Civil, Church, Educational and Military Reforms, the Table of Ranks)

Week 4: Assessing Peter's Legacy: A Break with the Muscovite Past?

Week 5: The Reigns of Catherine I (1725-1727) and Peter II (1727-1730)

Week 6: The Reigns of Anna (1730-1740) and Ivan VI (1740-1741)

Week 7: Domestic Developments: The Gains of the Gentry and the Growth of Serfdom

Week 8: The Reigns of Elizabeth 1741-62 and Peter III (1762)

Week 9: Foreign Affairs from Peter to Catherine

Week 10: Catherine the Great Comes to Power (the early years, 1744-1762; The Legislative Commission and the Instructions of 1767)

Week 11: Catherine at War (First Turkish War, Second Turkish War, War against Sweden, Polish Partitions, the "Greek Project")

Week 12: Catherine at Home (Pugachev Rebellion of 1773, Church and Administrative Reforms, Charters to the Nobility and to the Towns of 1785, Spread of Serfdom, Reaction to the French Revolution)

Week 13: Catherine and the Enlightenment: An Assessment

Week 14: Paul's Bitter Harvest (1796-1801): Undoing Catherine's Reforms

Week 15: Looking Towards the 19th Century: Russia and the West

CREATE NEW COURSE
Course Data Entry Form

FORM F

Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): Examples: 200801(Spring), 200805(Summer), 200808(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix

Check (x)

b. Number

c. Enter Contact Hours per week in boxes.

LECTure LAB INDEpendent Study –

Practicum:

Seminar:

d. Course Title: (Limit to 30 characters/spaces.)

e. College Code: f. Department Code:

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable (x) Fixed h. Minimum Credit Hours i. Maximum Credit Hours

j. May Be Repeated for Added Credit: Check Yes X No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check Yes No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

This course explores the rise of the Russian empire between the reigns of Peter the Great (1682-1725) and Catherine the Great (1762-1796). During this period, Russia would gain significant territory at the expense of Sweden, the Ottoman Empire, Siberian tribes, and Poland. We will examine the social, political, economic, and cultural forces that led to Russia's rise and the development of a Russian national consciousness.

p. Term(s) Offered: (See instructions for listing.) q. Max. Section Enrollment:

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.

UCC Chair Signature/Date:
Signature/Date:

Academic Affairs Approval

_____/_____/_____
_____/_____/_____

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E.
Codes

Office of the Registrar use ONLY

**Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADETL __ SCARRES
__ SCAPREQ __**

GENERAL EDUCATION APPROVAL FORM

Form G plus justification of the General Education designation being sought must be sent to the General Education Coordinator (preferably electronically). The criteria for each designation can be found FSU General Education website:
<http://www.ferris.edu/HTMLS/academics/gened/gened.html>

Upon review, the form below will be completed by the **University General Education Committee** for the courses that will meet General Education requirements. The form must be included in the proposal packet.

Course Prefix: HIST **Course Number:** 363

Course Title: Rise of the Russian Empire **G. E. Codes Requested:** G and C

G.E. Codes: G=Global Consciousness; R=Race/Ethnicity/Gender Issues; S=Social Awareness; C=Cultural Enrichment;
W=Writing Intensive; Z=Scientific Understanding

Initiator: Jana S. Pisani **Date Sent:** November 11, 2009

Proposal Contact: 231-591-3699 **Email:** pisanij@ferris.edu

Department: Humanities **Campus Address:** JOH 119

Please Print

University General Education Committee: _____

Chair: _____ Date Returned: _____

Based upon University General Education Committee review on _____(date), we

Support the request to designate the course listed above as a _____(insert Gen. Ed. Designation(s).)

Do not support the request to designate the course listed above as a _____(insert Gen. Ed. Designation(s) for reasons listed below.

Comments:

November 11, 2009

To: Ferris State University Curriculum Committee:

I am herewith submitting a new course to you for consideration . This course fills a pre-twentieth century gap in the history curriculum at Ferris. In the non-American field, the only pre-twentieth century classes we have are the first halves of the World History and Western Civilization series (211 and 151, respectively). Chronological courses are a core part of history programs at other universities. This course will be a vital companion course to our existing 20th Century Russia course. The content that these courses offer will aid our history majors and minors when taking comprehensive exams for history education certification and admittance into graduate schools.

This new course would be an addition to the History curriculum with a Cultural Enrichment general education credit. The course, HIST 363, The Rise of the Russian Empire, will cover the years 1692-1796, which includes most of the 18th century and the seminal reigns of both Peter the Great and Catherine the Great. The eighteenth century marked the beginning of the Russian Empire. Not only was Russia expanding its territory through relentless efforts on its northern border against Sweden, its southern border against the Ottoman Turks, and its eastern frontiers against Siberian tribes through both military conquest and cultural assimilation, it was also reinventing itself on the domestic front. Peter the Great boldly placed the Russian Orthodox Church under state control and introduced the Table of Ranks to ensure that all nobles had to serve the state and could only be promoted by merit. Catherine the Great, who came to power in 1769, self-consciously fashioned herself as Peter's successor, and worked to imbue Russian institutions with Enlightenment values. Both Voltaire and Denis Diderot were frequent visitors to her court. The extent to which these Enlightenment values penetrated down to the level of the common people will be investigated in this course. This course will be based on the leading scholarly secondary sources that address Russian social, political, economic, intellectual, and cultural history.

This course will meet each of the criteria for cultural enrichment in the following way:

- Provide interpretive approaches to the events, arts, languages, or ideas of cultures.
 - ◆ Through lecture, discussion, and exposure to primary and secondary source material, the course will analyze the short and long-term impacts of Peter the Great's Reforms.
 - ◆ Through lecture, discussion, and exposure to primary and secondary source material, the course will analyze the extent to which Peter's reforms created a new Russian national identity.
 - ◆ Secondary source material will introduce students to various historiographical interpretations of Peter's reign, the reigns of Peter's successors, and Catherine the Great's *coup d'etat* and subsequent reign.
- Offer established methodologies for understanding components of cultures.
 - ◆ Through primary readings, students will engage in literary criticism and critical thinking about documents. Students will learn to question the authors' motives,

their circumstances when writing, the language used in the documents, and the conditions in which they lived.

- Offer an appreciation and understanding of the ‘techniques’ of the arts or disciplines.
 - ◆ Through lecture, discussion, and secondary source reading, students will learn the craft of history and how historians come to know what we know about this period.
 - ◆ Through the use of primary sources, students will come to appreciate the context of the time period and how that context works to define an individual’s perception and action in history.

- Help students see the connection between the elements of cultures and themselves.
 - ◆ In examining Russian history, students will notice interesting parallels between Russian and American history. Both would become continental empires and engage in brutal treatment of native populations in order to exact control over their territorial claims. Parallels can also be drawn between the institutions of slavery and serfdom.
 - ◆ The goal of this understanding is to prompt students to want to participate in the larger community as engaged citizens.

- Help students explore new ways to perceive, think, experience, and value.
 - ◆ History courses in general promote critical thinking through the analysis and synthesis of both primary and secondary documents required to produce research papers, book reviews, class presentations, and synthetic essays for the midterm and final exams.
 - ◆ This course will challenge students to reach beyond the comfortable realm of American history and Western civilization in general to explore alternative paths to modernization and to better understand a culture that uniquely sits at the juncture of East and West.

- Help students gain a better understanding of a culture from an analysis of specific events or works.
 - ◆ It is essential that, in order to become global citizens, that students understand different cultures on their own terms and to be able to compare and contrast these cultures to their own.
 - ◆ In discussion and lecture, we will study events leading up to Peter’s decision to create a “Window on the West,” by discussing critical events in the 17th century, such as the establishment of the Romanov dynasty and the reign of Mikhail Romanov’s son, Alexei Mikhailovich.
 - ◆ The class will read and discuss primary documents important to this period, such as the decrees of Peter and Catherine and the social critique of Alexander Radishchev called *A Journey from St. Petersburg to Moscow*.

- Be compatible with the designation of other universities
 - ◆ Most universities have several courses in Russian history, generally divided into a pre-revolutionary course on Russian history and a post-revolutionary course on Soviet history. Because our present 20th Century Russia course covers much of the 19th century, this course will make up for the lacuna by providing adequate background on the establishment of a Russian empire in the 18th century. Events of the 19th and 20th century cannot be adequately understood without background creation of an imperial state by Peter the Great and the continued Westernization policies of Catherine the Great.
 - ◆ It is crucial to a history major and minor, as well as to the general education population, to understand the dynamics that led to the creation of the modern world. The role of the Enlightenment and the rise of nationalism need to be understood in an international context.

- Provide knowledge and appreciation of the components of a culture
 - ◆ Through lecture, discussion, and analysis of primary and secondary sources, students will be exposed to various components of culture, including religion, political institutions, reform movements, class identities, family structures, gender roles, and multiethnic communities

- Offer an understanding of the processes of thought or creativity that produces a cultural affect.
 - ◆ Through lecture, discussion, and analysis of primary and secondary sources, students will be exposed to processes of thought through intellectual history, such as examining the writings of literate society to determine when and how Russians began to determine their national identity. They will also explore the emerging national identities of Russia's subject populations.

- Be taught by faculty with the appropriate credentials.
 - ◆ This course will be taught by Dr. Tracy Nichols Busch, who holds a Ph.D. from Georgetown University in Russian and European History.

I hope that you will agree that this course is a necessary addition to our present curriculum.

Sincerely,

Dr. Jana Pisani

Associate Professor of History