

5-9-1994

Master of Arts in History/World History Track

The College at Brockport, College Senate

Follow this and additional works at: https://digitalcommons.brockport.edu/senate_resolutions



Part of the [Higher Education Commons](#)

Repository Citation

The College at Brockport, College Senate, "Master of Arts in History/World History Track" (1994). *College Senate Resolutions*. 926. https://digitalcommons.brockport.edu/senate_resolutions/926

This Resolution is brought to you for free and open access by Digital Commons @Brockport. It has been accepted for inclusion in College Senate Resolutions by an authorized administrator of Digital Commons @Brockport. For more information, please contact kmyers@brockport.edu.

Resolution # 27 1993-94

TO: President John E. Van de Wetering

FROM: The Faculty Senate Meeting on May 9, 1994
(Date)

RE: I. Formal Resolution (Act of Determination)
II. Recommendation (Urging the fitness of)
III. Other (Notice, Request, Report, etc.)
For your information

SUBJECT: Master of Arts in History
World History Track



Signed *David H. Jewel*
(For the Senate)

Date Sent May 11, 1994

TO: The Faculty Senate

FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution
a. Accepted. Effective Date *Fall 93*
b. Deferred for discussion with the Faculty Senate
on _____
c. Unacceptable for the reasons contained in the
attached explanation

II, III.

- a. Received and acknowledged
- b. Comment:

DISTRIBUTION: *See list (cover page only)*
Call Faculty Senate for
Resolution

Distribution Date *5/24/94* Signed: *[Signature]*
(President of the College)

Master of Arts in History

World History Track

1. A comparison of the new program to the old program.

At present the M.A. in History has two tracks: American and European. The revision does not affect the American Track. We propose to fold the European Track into a broader and refocused World History Track. Thus the new M.A. would still have two tracks: American and World.

Because the American Track is unchanged, a side-by-side illustration is provided only for the European and World Tracks. Note that the course numbers for the World Track are proposed for new or revised courses.

a. Side-by-side illustration

Existing
European History M.A. Track
(30 hours)

1. Core Course
HST 600 Intro to Hist. Studies
2. Major Field (15-18 credits)
HST 642 Rdgs Early Modern Europe
HST 643 Rdgs in Modern Europe
HST 694 Research in European Hist
Electives (6-9 credits)

3. Minor Field (9-12 credits)
4. Elective (0-3 credits)
5. Comprehensive Examination

Proposed
World History M.A. Track
(30 hours)

1. World History Required Courses
(9 credits)
HST 600 Intro to Hist. Studies
HST 641 Explorations in World Hist
HST 695 Research in World History
2. World History Elective Courses
(12 credits)
Regional Seminars (6-12 credits)
HST 642 Early Modern Europe
OR
HST 643 Modern Europe
HST 644 Latin America
HST 645 East Asia
HST 646 Africa
HST 647 South Asia
Electives (0-6 credits)
advisement.

NOTE: Advisement will ensure that (in #2) each student complete courses in four of the following regions: Africa, East Asia, Europe, Latin America, South Asia.

3. Minor Field (9 credits)
4. Comprehensive Examination

Passed by Faculty Senate 5/9/94

2. A rationale for the changes

This proposal brings the History Department's long-standing commitment to a global perspective to the graduate level. Our Department was one of the first History programs in the country to convert its Western Civilization introductory courses to World History courses. The Department also established a Third World Track in its M.A. in the early 1970s, but losses of faculty made it impossible to sustain. This new track will take advantage of our long experience in world history and of exciting scholarly developments in the history profession that now make graduate study of world history intellectually viable.

There is an impressive new body of literature on world history which will inform our curriculum. This recent scholarship will help us make this track not merely regionally inclusive, but to make the examination of global connections and comparisons a central focus.

3. Evidence of demand for any new focus or emphasis in the program

Ever since the Regents revised the 9th and 10th grade secondary social studies curriculum to focus on global issues with a separate Regents Examination, potential graduate students have regularly inquired about the existence of such a program. At the same time, most of the students who traditionally enrolled in the European Track will be interested in the new one.

4. Potential clientele

As before, we expect that 1/2 to 2/3 of the students will be those teaching or planning to teach in secondary schools. Other students will be interested in doctorates, in public history, or in other professions. Most will be part-time students and all required courses will be offered in the evening.

5. Description of new courses

Please find attached the descriptions for the following proposed or revised courses:

- 1) HST 641 the core seminar in World History;
- 2) HST 642 & 643 revisions of the two existing European seminars as Regional Reading Seminars with global & comparative perspectives;
- 3) HST 644/645/646/647 Regional Reading Seminars in Latin America, East Asia, Africa, and South Asia.

6. Staffing

Substituting the World Track for the European Track will make better use of existing staff by utilizing those who specialize in the non-Western world in the M.A. program. The revision will require only one additional seminar per year, which will be accomplished by reassignment. As can be seen in the course proposals, the existing staff can teach all needed courses and have two decades of experience teaching World History at the undergraduate level.

8. Resources, facilities, and non-teaching staff needed to implement the program.

a. Library

Members of the Department have ordered literature on world history for many years. Within each region the holdings are very adequate for a masters program.

b. Academic Computing Services

No services are envisioned beyond the existing word processing and statistical services.

9. Letters of support from cooperating departments

We have not sought letters as little impact is envisioned on other departments. We have discussed the proposal with Dr. Baker in the Education Department and received her informal support. This Track will provide a few new courses for Secondary Social Studies Education and M.A.L.S. students, especially for 9th & 10th grade teachers. In turn it may generate a few more students for courses Education and MALS.

Since no other social science department has a graduate program, we envision little other impact.

10. Competition the program has from other Rochester area colleges

None. We are essentially the only History masters program between Buffalo & Syracuse. The University of Rochester has a small one that is only for daytime students, is very expensive, and has no similar track.

DESCRIPTIONS OF PROPOSED AND REVISED COURSES

HST 641 Core Seminar: Explorations in World History [New]

This course will introduce students to World History as a distinctive field of historical study, focusing on trans-regional connections or encounters and on large-scale comparative analysis. It will not attempt to survey or "cover" any particular body of material, but will rather consider major themes, approaches, and questions which characterize this emerging field as reflected in contemporary scholarship. The following topics suggest the range of issues which constitute such a global and comparative approach to historical analysis.

HST 642 Regional Seminar: Early Modern Europe [Revised]

This seminar would look at early modern Europe within a global and comparative context through themes such as: the Mediterranean, the Atlantic economy, the Ottoman Turks, the New World, missionary activity, and comparisons with the other major civilizations.

HST 643 Regional Seminar: Modern Europe [Revised]

This course will introduce students to the study of modern Europe within the framework of world history, focusing on trans-regional connections or encounters and on large-scale comparative analysis. Among the likely themes are: changing patterns of dominance within Europe and between Europe and the rest of the world; world systems under European powers; the world wars and cold war as part of world systems; cross-cultural trade; European imperialism and colonialism; industrialization in comparative perspective; and comparisons of revolutions. These themes would be used to illustrate the character of distinctively "world" history, to develop a framework for examining cross-cultural interactions, and to foster facility in comparative analysis.

HST 644 Regional Seminar: Latin America [new]

This will focus on the colonial heritage of modern Latin America through the following topics: 1) the Native people before Columbus; 2) the Spanish conquest and the Columbian controversy; 3) comparative slavery and race relations; 4) economic patterns, dependency theory, and neo-colonialism.

HST 645 Regional Seminar: East Asia [new]

This course will examine the Sinocentric world of East Asia through significant English language works in Asian history.

HST 646 Regional Seminar: Africa in World History [new]

This course will examine a series of themes and topics that cast Africa's historical experience in a larger world historical and comparative framework. These will include: 1) state-building in African history; 2) Islam; 3) slavery and the slave trades; 4) the colonial experience; 5) the evolution of Apartheid; 6) protest, resistance, and nationalism; 7) African development in comparative perspective.

HST 647 Regional Seminar: South Asia in World History [new]

This course will examine the cultures of South Asia in with particular attention to their relation to and influence on other major cultures.

HST 695 Research in World History [new]

This will be an individualized research experience in which a student and a faculty member examine a topic of mutual interest and one in which the student has developed some expertise. This will normally come at the end of the student's program.