X Change a Course - Abbrev & Number: CS M-450
   Corresponding Lab Course: --
   Corresponding Honors course: --
   Add Honors course: --
   Corresponding Graduate course: --
   Add Graduate course: --
   Course Title: CONSTRUCTION INTERNSHIP

Brief Statement of Change:
Dropping a prerequisite (CSM 250) because the course is no longer offered.

Last Term taught: 09/08
Effective Term: 05/2010

Add cross-listing with the following child course(s):

Reverse Parent/Child relationship with:

Change Course Modifier: From: Pass/Fail Only to: X Graded
   Variable: Variable Title to: Repeatability
   G-Studio maximum credits from: to:
   Field course to:
   Study Abroad
   L-Lab (no/fee)
   N/B-Lecture/Lab(w/fee)

Change General Education Designation: From: to:
   English Composition
   Advanced Writing
   Oral Communication
   Mathematics
   Natural Science w/Lab
   Math or Science
   A&H (Literature)
   A&H (Non-Literature)
   Social Science
   CCA
   STS

X Change Prerequisite(s):
from: CSM 250 or consent of department chair.
to: Consent of department chair.

Form Originator: ADEBORA, Deborah Anthony
Date Form Created: 2/23/2010
Form Last Updated by: ADEBORA, Deborah Anthony
Date Form Last Updated: 2/23/2010
Form Number: 2940

Approval

Chair, Department Curriculum Committee
Date

Chair, Undergraduate Curriculum Committee
Date

Department Chair
Date

Chair, Graduate Curriculum Committee
Date

Chair, College Curriculum Committee
Date

Provost
Date

President
Date
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<th>Director, Calhoun Honors College</th>
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Approvals related to cross-listing require the following signatures:

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<th>[Child Course] Chair, Department Curriculum Committee</th>
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**Course Abbreviation & Number:**
X New Undergraduate Courses: HIST-487
X New Honors Courses: --
X New Graduate Courses: HIST-687

**Effective Term:** 01/2011

**Catalog Title:** World War II and the World
**Transcript Title:** World War II

**Fixed Credit Course:** 03 (03,00)
**Variable Credit Course:** (-), (-)

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Add cross-listing with the following child course(s):

**Catalog Description:** World War II was a cataclysm of the twentieth century that touched every part of the globe and ushered in the atomic age. This course examines the war from its origins in the aftermath of World War I to the war crimes trials and the dawn of the Cold War.

**Prerequisite(s):** none

**Projected Enrollment:**
Year 1 - 70 Year 2 - 00 Year 3 - 70 Year 4 - 00

**Required course for students in:**

**Statement of need for the course:** Going on 70 years after its conclusion, the Second World War still shapes our world and values today but no history course at Clemson examines it in its global entirety. Pieces of it are taught separately in European, U.S., Asian and military history courses. This course will treat it as an integrated whole including its global origins and its global aftermath.


**Learning Objectives:** at the end of this course, students should have:
1) an historical literacy of the war, its era and its personalities.
2) be able to think globally about causes, effect and consequences.
3) build conclusions upward from a factual foundation.

**Topical Outline:**
1) Origins of war in Europe
2) Origins of war in Asia
3) Economic troubles and social tensions of the 1930s
4) Dress rehearsals in Spain and China
5) War begins (1939) to the Fall of France (1940)
6) War engulfs the Soviet Union and the Balkans
7) Japan, the U.S. and Britain
8) Pearl Harbor, Hong Kong and Singapore
9) El Alamein and Stalingrad
10) War in Europe
11) The Holocaust
12) War in the Pacific
13) Yalta, the U.N. and perceptions of the postwar world
14) Hiroshima and the dawn of the atomic age
15) War Crimes Trials, the Universal Declaration of Human Rights, and the aftermath in countries around the world

**Evaluation:** Midterm (25%) and final (35%) essay examinations plus three written exercises consisting of two book reports (10% each) and a term paper (20%) on a topic of their choosing (with guidance). Graduate student's four book reports will count for 5% each and the rest the same percentages as for undergraduates.

**Add course requirements for honors and/or 600-level courses (if applicable):** Graduate students in HIST 687 will have a more extensive term paper that must be a research project based largely on primary source material (and with more extensive guidance and input from the professor). They will have two extra book reports (a total of 4), at least one of which they will discuss individually with the professor in a discussion-oral examination format.

**Form Originator:** AIREDAL, Richard Saunders Jr
**Date Form Created:** 4/8/2010
**Form Last Updated by:** , Date Form Last Updated: 5/19/2010
**Form Number:** 3114

**Approval:**

Chair, Department Curriculum Committee

Date

Chair, Undergraduate Curriculum Committee

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<th>Position</th>
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000070
HIST 487  World War II and the World  SPRING 2011
A Global Course on the Conflagration that was the Second World War, 1918-1950

2:30 MW in 100 Hardin Hall

TO CONTACT ME: Come by during regular office hours Tuesdays and Thursdays, 9:30-11 and 12:30-4:30. Call if you want to talk--office phone is 656-5373 and home phone is 654-2841. Please do not try to leave voice mail; just call back. E-mail is airedal@clemson.edu.

If I am delayed before class, please have the courtesy to wait 5 minutes, or until someone from the History Department instructs you.

WEB RESOURCES: http://people.clemson.edu/~airedal
This is Prof. Saunders' web page. Scroll down to HIST 487. Click on that and it will bring up your syllabus. Below the syllabus are listed the units of the course. Click on those and a set of class notes will come up. Students say they find these helpful. If you have come to class and understood the bulk of the material, these notes should consolidate your knowledge quickly. Preparing these is a lot of work. I hope you will make the most out of them.

The PowerPoints that I use as my lecture notes in class are posted on BLACKBOARD. These are self-teaching modules and represent exactly the way Saunders learns best: a visual image with self-explanatory text that cuts straight to the bottom line, like flash cards on steroids. I would have been very grateful if my professors had done this for me when I was a student. Of course, they didn't have the technology back then. I hope you will make the most out of the PowerPoints. They are a sophisticated learning tool and a lot of work went into them.

READING:
You will read two parallel books of your choice selected from a list specifically provided to you of books in the Cooper Library.

REQUIREMENTS:
1. Come to class. See attendance requirement below. I have NO patience with chronic cutters.
2. Pass the midterm and final examinations.
3. Submit the two book reports and the term paper described below.

EXAMINATIONS:
There will be a midterm and a final. Both will be primarily essay examinations that test both knowledge (a function of work), and understanding (a function of both work and
talent). Grading is based on the accuracy and completeness of your information, the clarity of your expression and your ability to use evidence to reach a conclusion. Remember, the historian's job is to explain WHY things happened. That is what you have to do on examinations.

GRADES:
Final grades are a matter of judgment. To guide me in that judgment, the term paper counts 20%, the book reports 10% each, the midterm 25% and the final 35%. Close decisions on final grades will be made by re-reading critical parts of your final exam. In making final decisions, grades on in-class examinations trump grades on out of-of-class papers.

ATTENDANCE:
This is a lecture course. There is no substitute for being present and thinking for 75 minutes about the subject at hand. I am tolerant of many student foibles, but not about cutting class. If you miss more than 3 classes, you can probably forget about an A. If you miss more than 6 (3 weeks), you can positively forget about a B. If you cut more than 10 times, you will fail. Attendance is taken at 10 minutes after the start of class. If you come in while attendance is still being taken, you will be counted present. If you come after, you are absent and that is that. When you cut, whatever subject matter or announcements you miss are your responsibility. Cuts are meant for university activities (including athletics), illness, family emergencies, job interviews, or whatever—it is your business. There is no distinction between "excused" or any other absence. If you have a very special situation, like a hospitalized illness or a major engineering research project in Alaska that will take two weeks, come and talk to me in my office.

PAPERS:
You will select two books, one from each part of the book list that is posted on BlackBoard under assignments. Read your book and write a report of 6-7 pp. What is so hard about that? Further instructions are posted on BlackBoard.

A major piece of research is an essential (and required) component to any 400-level history course at Clemson. I want this one to be an adventure of discovery for you. Your job will be to find a little story, a vignette it is called, the microcosm that illuminates larger issues of the war. This can come from the prelude to the fighting, the war itself or the immediate aftermath (directly a result of the war). This could be an incident, a personal story maybe even from your family, a hometown story, a spy & intrigue story, a story of war's horrific brutality or a love story of people who met because of the war, a woman's story, a soldier's story, an engineering story, a diplomatic story. It can come from any theater of the war. I hope everyone does not choose an American topic although I imagine many will be American topics because we have primary resources close at hand. Your paper must be based in part on primary sources: newspapers are the most obvious; oral history (the remembrance of those who took part) are also primary sources; so are documents, many available online or on microfilm. The possibilities are endless. The important thing is that it illuminate some larger aspect of the war experience.
More about this is posted on BlackBoard. You will have to be creative in your thinking and you may have to read outside of your assigned materials. Most of you should already know enough about World War II that you will not all select topics on subjects we dealt with in the first four weeks of the course. I will be happy to listen to your suggestions and help you shape them into a doable paper although I cannot hold your hand for hours on end while you agonize over a topic. What would Saunders have done if he had been confronted with this assignment? Probably something to do with railroads and the war, perhaps the heart-pounding operations of the Trans-Iranian Railway built to get supplies into Russia, or maybe the wreck of the Lackawanna Limited in 1943 against the background overburdened American railroads jammed with way too many extra troop and supply trains. Maybe that can help get you thinking about how you might connect your own personal interests to a good paper. The end product of this should be an informative paper that that show some passion or interest on your part and is therefore is fun and informative for the reader to read. Papers on giant topics in which you could not possibly say anything interesting in 12 pages, topics that will be covered in class, like D-Day or Pearl Harbor, will be F papers.

In any event, a one-page prospectus of your term paper topic will be due on Wednesday, March 2. This will consist of a statement of your topic and a short description of your sources both secondary and primary. This will not be graded, but will be returned with comments and suggestions, and if your topic is deemed not acceptable, you will have a week to re-think and re-submit your proposal.

Due dates are below in the syllabus. Papers are due at class time. There is a grace period until 4:30 that afternoon. Late papers are docked a letter grade until the moment the on-time papers are handed back (no 4:30 grace period). After that, late papers get a maximum grade of C. If one of the reports is not turned in at all, the maximum grade for the course is a D. If two are not turned in, there is no point taking the final. No papers will be accepted after 4:30 p.m. on Friday, April 29, the last day of class. No exceptions/no tears/no need to take the final.

SYLLABUS
Jan 12. The Peace to End All Peace: unsettling settlements in Europe and the Middle East.

Jan 17. King Holiday. No class.
Jan 19. Germany and Russia: the troubled birth of the Weimar Republic, Reds and Whites in Russia.

Jan 24 Mussolini and the Philosophy of Fascism. It solved problems. Many from around the world were interested. Also Hollywood, Kurt Weill and the Jazz Interlude: disillusionment, new media and the clash with traditional values.
Jan 26. The collapse of the Tokyo Exchange to the Mukden Incident. Japan was strong, proud, insecure and unhappy.

Jan 31. Deflation and Autarky. What forces did the economic collapse set in motion?
Feb 2. 1933: the Nazis, the New Deal, the Five Year Plans.
Feb 7. The Spanish Civil War. When neighbor turns on neighbor—could it happen here?
Feb 9. Japan and China through the Rape of Nanking.  FIRST BOOK REPORT DUE

Feb 16. Road to Danzig.

Feb 21. Phony War, Blitz and the Fall of France
Feb 23 Midterm Examination

Feb 28. War in Hungary and the Balkans; Operation Barbarossa
Mar 2. Battle of Britain TERM PAPER PROSPECTUS DUE

Mar 7. Four Freedoms: Iceland, Newfoundland, Mackenzie King, the Caribbean and American Isolation.
Mar 9. The Axis, the Co-prosperity Sphere, Indochina, and the Wansee Conference

Mar 14. Pearl Harbor, Hong Kong and Singapore

Spring Break

Mar 28. Stalingrad
Mar 30. The Arsenal of Democracy. The American homefront and the transformation of American Society. SECOND BOOK REPORT DUE

Mar 30 Anzio, Italy and the Death of Il Duce.

Apr 6. The Meeting at the Elbe.

Apr 11. Holocaust
Apr 13. Guadalcanal to Okinawa; Macarthur and Halsey

Apr 18 Yalta, Potsdam and the United Nations
Apr 20. Hiroshima TERM PAPER DUE

Apr 25. Nuremburg Trials, Universal Declaration of Human Rights and the Division of Europe. The centrality of Poland to the whole story.
Apr 27. Aftermaths: South Africa, India, Indochina, Indonesia, Israel, France, Britain, Germany, Japan, Canada, USA.

May 5. FINAL EXAMINATION: Thursday, May 5 from 3 to 5:30 pm.
Course Abbreviation & Number:
.. New Undergraduate Course: HIST-363
X New Honors Course: --
.. New Graduate Course: -

Effective Term: 05/2010
Catalog Title: Britain Since 1688
Transcript Title: Britain Since 1688
Fixed Credit Course: 3 (3,0)
Variable Credit Course: - (-), (-)

Method of Instruction | Course Modifier | General Education Designation
----------------------|----------------|----------------------------------
A-Lecture Only        | Pass/Fail Only | English Composition
B-Lab (w/fee)         | X Graded       | Advanced Writing
D-Seminar            | Variable Title | Oral Communication
E-Independent Study   | Creative Inquiry | Mathematics
F-Tutorial (w/fee)    | Repeatable     | Natural Science w/Lab
G-Studio              | maximum credits: | Math or Science
H-Field course        |                | A&H (Literature)
I-Study Abroad        |                | A&H (Non-Literature)
L-Lab (no/fee)        |                | Social Science
N/B-Lecture/Lab(w/fee)|                | CCA
N/L-Lecture/ Lab(no fee) |            | STS

Add cross-listing with the following child course(s):

Catalog Description: Study of political, cultural, social, economic, and imperial issues in the history of the British Isles from the late 17th century to the present.

Prerequisite(s):

Projected Enrollment:
Year 1 - 10 Year 2 - 10 Year 3 - 12 Year 4 - 12

Required course for students in:

Statement of need for the course: HIST H 363 will be a seminar which will allow Honors students to explore themes and topics in British history in greater depth than in the non-honors class. The course will also have a thematic focus; the sample syllabus is for a HIST H 363 focusing on the British Empire.

An honors version of HIST 363 will also increase the Honors College's course offerings in the humanities. HIST 363 fulfills requirements not only for History majors, but for English, Secondary Education and Business majors, and an honors HIST 363 will appeal to students from diverse majors. This course is being prepared in consultation with the Calhoun Honors College.

Textbook(s): Ellis Wasson, A History of Modern Britain: 1714 to the Present (Wiley-Blackwell)
The Interesting Narrative of the Life of Olaudah Equiano: Written by Himself (2nd edition; Bedford/St. Martin's)
H. Rider Haggard, King Solomon's Mines (Oxford World's Classics)
George Orwell, Burmese Days (Mariner Books)
E.R. Braithwaite, To Sir, With Love (Jove)
Gautam Malkani, Londonstani (Penguin)

Learning Objectives: At the end of this class students will be able to

* better understand the historical development of Britain and its overseas empire since 1688
* analyze the above material in oral and written form
Topical Outline: Week One: Introduction to the Course
Week Two: A Monarchy Transformed and the "Glorious Revolution" of 1688
Week Three: 18th-century Politics and Society
Week Four: Rebellion and Union: Scotland and Ireland
Week Five: An Empire of Liberty?: The British Empire in the 18th Century
Week Six: Anglo-French Rivalry, Reform and Reaction
Week Seven: The Industrial Revolution
Week Eight: The Victorians
Week Nine: "The Sun Never Sets...": The Nineteenth-century British Empire
Week Ten: The Great War
Week Eleven: Interwar Britain
Week Twelve: The Second World War: Homefront and Empire
Week Thirteen: Postwar Britain: The Welfare State, Decolonization and Immigration
Week Fourteen: From "Swinging London" to "Crisis? What Crisis?" Britain in the 1960s and 1970s
Week Fifteen: "New Britain"? Multi-cultural Britain?

Evaluation: Class participation (20%)
Reading quizzes (10%)
Take-home mid-term (20%)
Paper (25%)
Take-home final exam (25%)

Duplication (if applicable): This is an Honors version of an already-existing History class.

Form Originator: MSILVES, Michael Silvestri Date Form Created: 2/4/2010
Form Last Updated by: MSILVES, Michael Silvestri Date Form Last Updated: 2/5/2010
Form Number: 2874

Approval

Chair, Department Curriculum Committee Date Chair, Undergraduate Curriculum Cor

Chair, College Curriculum Committee Date Provost

College Dean Date President

Director, Calhoun Honors College Date

Approvals related to cross-listing require the following signature

[Child Course] Chair, Department Curriculum Committee Date [Chilc Course] Chair, College Cu