


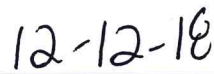
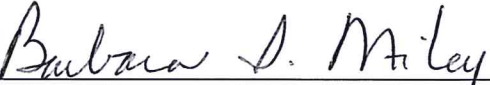
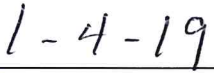


Curriculum Committee



New Course Proposal

School or Division	School of Arts, Humanities, and Social Sciences
Program or Certificate	N/A
Proposed by (faculty only)	Thomas C. Donaldson
Presenter (faculty only)	Thomas C. Donaldson
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date.	
Submission date	10/3/2018
Course prefix, number, and title	AMH2035- History of the United States in the Cold War Era
<p>All Curriculum proposals require approval of the Curriculum Committee and the Interim Provost for Academic Affairs. Final approval or denial of a proposal is reflected on the completed and signed proposal.</p> <p style="text-align: center;"> <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve </p>	
<p>  Curriculum Committee Chair Signature </p>	
<p>  Date </p>	
<p style="text-align: center;"> <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve </p>	
<p>  Interim Provost for Academic Affairs Signature </p>	
<p>  Date </p>	
All Curriculum proposals require review by the Office of Accountability & Effectiveness.	
<input checked="" type="checkbox"/> Reviewed	
<p>  Office of Accountability & Effectiveness Signature </p>	
<p>  Date </p>	

Section I, Important Dates and Endorsements Required

NOTE: Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Interim Provost for Academic Affairs' Office.

Term in which approved action will take place	Fall 2019
Provide an explanation below for the requested exception to the effective date.	
N/A	

Any exceptions to the term start date requires the signatures of the Academic Dean and Interim Provost for Academic Affairs prior to submission to the Dropbox.		
Dean	Signature	Date
Dr. Deborah Teed		
Interim Provost for Academic Affairs	Signature	Date
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Brian D. Page	11/9/2018
Academic Dean or Interim Provost for Academic Affairs	Deborah Teed	11/9/2018

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Dawn R. Kulpanowski <Dawn.Kulpanowski@fsw.edu> Harold Van Boven <Harold.VanBoven@fsw.edu> Shawn W. Moore <Shawn.Moore@fsw.edu> Lauren Madak <Lauren.Madak@fsw.edu> Bruno M. Baltodano <Bruno.Baltodano@fsw.edu> Jacquelyn Davis <Jacquelyn.Davis@fsw.edu>

Has the Libraries' Collection Manager been contacted about the new course and discussed potential impacts to the libraries' collections?

As of this writing, this course does not require any unusual demands of library resources.

Section II, New Course Information (must complete all items)

List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D").	None
Provide justification for the proposed prerequisite(s).	
Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?	No
List course co-requisites.	None
Provide justification for the proposed co-requisite(s).	
Is any co-requisite for this course listed as a co-requisite on its paired course? (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No N/A
Course credits or clock hours	3
Contact hours (faculty load)	3
Are the Contact hours different from the credit/lecture/lab hours?	N/A
Select grade mode	Standard Grading (A, B, C, D, F)
Credit type	College Credit
Possible Delivery Types (Online, Blended, On Campus)	On Campus or Blended
Course description (provide below)	
THIS SURVEY COURSE PROVIDES STUDENTS WITH A HISTORY OF THE POLITICAL DEVELOPMENT OF AMERICAN SOCIETY AS THE U.S. BECAME MORE PROFOUDLY ENGAGED WITH THE LARGER WORLD. SPECIAL EMPHASIS IS PLACED UPON THE POLITICS OF THE COLD WAR AT HOME AND ABROAD, AND THE POST-COLD WAR CHALLENGES FACED BY THE NATION. ATTENTION WILL ALSO BE GIVEN TO THE PROFOUND CHANGES THE NATION HAS EXPERIENCED ON THE DOMESTIC SCENE INCLUDING THE SOCIAL MOVEMENTS OF THE POSTWAR ERA AND THE CHANGING U.S. ECONOMY SINCE 1945. THIS COURSE WILL USE HOLLYWOOD FILMS AND OTHER CULTURAL PRODUCTS AS LENSES ON THESE ISSUES, ALLOWING STUDENTS TO GAIN INSIGHT INTO THE ROLE HISTORICAL CONTEXT PLAYS IN CULTURAL PRODUCTION.	

General topic outline (type in outline below)

- The Origins of the Cold War
- The Red Scare, HUAC, and McCarthyism.
- Atomic Anxiety: The US-Soviet Nuclear Arms Race
 - From US Atomic Monopoly to Mutually Assured Destruction
- The Western and the Projection of American Power
 - Proxy Wars and Covert Operations, (Korea, Iran, Guatemala, Vietnam)
- Internal Problems in U.S. and the Social Movements of the Postwar Era
- 1970s Malaise and 1980s Redemption
 - Vietnam, Watergate, and the US Malaise of the 1970s.
 - Reagan and the “Redemption” of American Greatness.
- Soviet Collapse and US Uncertainty in the Post-Cold War/Multipolar World.
 - Gorbechev, Glastnost, Perestroika, and the end of the Soviet Union.
 - From the War on Drugs to the War on Terror: The American Search for a New Enemy.

Learning Outcomes:

IV. Course Competencies, Learning Outcomes and Objectives

A. General Education Competencies and Course Outcomes

1. Integral *General Education Competency or competencies*:

General Education Competency: Think critically about questions to yield meaning and value.

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Students will analyze historical evidence and/or primary sources, and generate arguments and conclusions about major problems, debates, and issues in U.S. history from 1945 to 2000.

2. Supplemental *General Education Competency or competencies*: N/A

B. In accordance with Florida Statute 1007.25 concerning the state’s general education core course requirements, this course meets the general education competencies for

* This is not a core course.

C. Other Course Objectives/Standards

* Students will describe the transformation the United States place in world affairs and analyze the impact of World War II, and the Cold War on domestic and foreign relations in the twentieth century and new challenges in the twenty-first century.

* Students will examine the political and social debates of the 1950s and 1960s and evaluate the transformation of American politics from the 1945 to the beginning of twenty-first century.

Copy and Paste the SCNS Course Profile Description below (http://scns.fldoe.org/scns/public/pb_index.jsp).

1. THE ROLE OF THE UNITED STATES AS A SUPER- POWER AFTER WORLD WAR II. 2. THE COLD WAR AND THE KOREAN CONFLICT 3. THE VIET NAM WAR 4. DETENTE 5. THE ARMS RACE 6. THE UNITED STATES AND THE THIRD WORLD 7. INTERNAL PROBLEMS IN THE UNITED STATES INCLUDING RACIAL PROBLEMS, POVERTY, VIOLENCE AND PROBLEMS OF INNER CITIES. ACTIVITIES: EXPOSITORY-ANALYTICAL 3 SEMESTER HOURS

ICS code for this course	ADVANCED AND PROFESSIONAL - 1.17.22 - SOCIAL SCIENCES
Institutional Reporting Code	11722 SOCIAL SCIENCE
Degree Attributes	Choose an item.
Degree Attributes (if needed)	Choose an item.
Degree Attributes (if needed)	Choose an item.
Degree Attributes (if needed)	Choose an item.
Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".	No
Is the course an "International or Diversity Focus" course?	No, not International or Diversity Focus
Is the course a General Education course?	No
Is the course a Writing Intensive course?	No
If Replacing a course, combining a Lecture/Lab or splitting a C course – Is there a course equivalency?	
Is the course repeatable*?	No

(A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). *Not the same as Multiple Attempts or Grade Forgiveness	
Do you expect to offer this course three times or less (experimental)?	No

Impact of Course Proposal	
Will this new course proposal impact other courses, programs, departments, or budgets?	Yes
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	Potentially impacts library film holdings (See below)
Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below. N/A	

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
<ol style="list-style-type: none"> 1. To give students an opportunity to take a specialized course in American History, allowing them to learn about the subject in a venue outside a traditional introductory survey course. 2. To allow students to bring prior knowledge to bear on their academic career in a novel manner, specifically their life experience as media consumers. 3. To demonstrate to students that any and all products of a given culture are shaped by the historical context in which they are produced. 4. To improve the media literacy of students by teaching #3, above. 5. To more fully utilize the academic resources of Prof. T. Donaldson by providing an opportunity to teach in his area of specialty (Late 20th Century US History) 6. To create a course that would enhance the offerings unique to Charlotte Campus.