

NEW COURSE PROPOSAL

Courses must be submitted by October 15, 2013, and finalized by the end of that fall semester for the next catalog production.

Use YELLOWED areas to enter data.

DATE (*Change if modified and redate file with current date*) 2/20/2014, 4/22/2014

PROGRAM AREA(S) HISTORY

1. Course Information. [Follow accepted catalog format.]

Prefix(es) (Add additional prefixes if cross-listed) and **Course No.** HIST 323

Title: IBERIAN GLOBAL EXPANSION, 1450-1800 **Units:** 3

Prerequisites none

Corequisites none

Consent of Instructor Required for Enrollment

Catalog Description (Do not use any symbols): ~~This course~~ Chronicles Portuguese and Spanish maritime expansion into the Atlantic, Indian, and Pacific oceans. ~~It~~ Traces the cultural, economic, and social repercussions of this important wave of maritime ventures. Besides Portuguese and Spaniards, the course will pay special attention to the plight of the indigenous peoples of Africa, Asia, the Americas, and the Pacific Islands affected by the Iberian expansion.

Grading Scheme:

x A-F Grades

Credit/No Credit

Optional (Student Choice)

Repeatability:

Repeatable for a maximum of units

Total Completions Allowed

Multiple Enrollment in Same Semester

Course Level Information:

x Undergraduate

Post-Baccalaureate/Credential

Graduate

Mode of Instruction/Components (Hours per Unit are defaulted).

	Units	Hours per Unit	Default Section Size	Graded Component	CS & HEGIS # (Filled in by the Provost's Office)
Lecture	3	1	30	X	
Seminar		1			
Laboratory		3			
Activity		2			
Field Studies					
Indep Study					
Other Blank					

Leave the following hours per week areas blank. The hours per week will be filled out for you.

3 hours **lecture** per week

hours blank per week

2. Course Attributes:

General Education Categories: All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)

A-1 Oral Communication

A-2 English Writing

A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

B-1 Physical Sciences

B-2 Life Sciences – Biology
B-3 Mathematics – Mathematics and Applications
B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

C-1 Art
C-2 Literature Courses
C-3a Language
C-3b Multicultural

D (Social Perspectives)

E (Human Psychological and Physiological Perspectives)

UDIGE/INTD Interdisciplinary

Meets University Writing Requirement (Graduation Writing Assessment Requirement)

Meets University Language Requirement

American Institutions, Title V Section 40404: ☐ Government ☐ US Constitution ☐ US History
Regarding Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

Online Course (Answer YES if the course is ALWAYS delivered online).

Lab Fee Request – Lab fee requests should be directed to the Student Fee Committee.

3. Justification and Requirements for the Course. (Make a brief statement to justify the need for the course)

A. Justification: Fullfills the world history component of the history Degree.

B. Degree Requirement: ☐ Requirement for the Major/Minor
☒ Elective for the Major/Minor
☐ Free Elective

Note: Submit Program Modification if this course changes your program.

4. Student Learning Outcomes. List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: <http://senate.csuci.edu/comm/curriculum/resources.htm>. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

Upon completion of the course, the student will be able to:

1. Examine the maritime expansion of Portugal and Spain following 1450
2. Analyze primary and secondary sources associated with this expansion
3. Trace the direction of this expansion on maps
4. Identify the impact of the expansion on the indigenous peoples of Africa, Asia, the Americas, and the Pacific Islands
5. Experience the global dimensions of European revolutions

5. Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

1. The Emergence of the Portuguese and Spanish States
2. On Winds and Currents
3. Before Columbus: The Atlantic and Indian Oceans in the 15th Century
4. On Carraks, Cogs, Naos, Caravells, and Galleons: Maritime technology in the Age of Iberian Expansion
5. The fateful voyages: Columbus and Vasco da Gama
6. Transoceanic Empires: The Estado da India and the Spanish Americas
7. From Magellan to Urdaneta: Crossing and Returning through the Pacific
8. The "Babylonian Captivity:" The Union of the two Crowns, 1580-1640
9. Tordesillas, Zaragoza and the Freedom of the Sea: Maritime Treaties and their Validity
10. Defending the Spanish Main and the Spanish Lake: On Pirates and other Interlopers
11. The Estado da India under Siege
12. Indigenous Struggles
13. Eighteenth-Century Imperial Reforms
14. The Impact of the American and French Revolutions
15. On the Road of Imperial Dissolution

Does this course content overlap with a course offered in your academic program? **Yes** ☐ **No** ☒

If YES, what course(s) and provide a justification of the overlap.

Does this course content overlap a course offered in another academic area? **Yes** ☐ **No** ☒

If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs' signatures.

6. Cross-listed Courses (Please note each prefix in item No. 1) Beyond three disciplines consult with the Curriculum Committee.

A. List Cross-listed Courses (Signature of Academic Chair(s) of the other academic area(s) is required).

List each cross-listed prefix for the course:

B. Program responsible for staffing:

7. References. [Provide 3 - 5 references]

J. H. Perry, The Spanish Seaborne Empire (several editions)

Francisco Bethencourt & Diogo Ramada Curto eds., Portuguese Oceanic Expansion, 1400-1800 (Cambridge U. Press,

Gabriel Paquette, Enlightenment Governance, and Reform in Spain and its Empire, 1759-1808 (Palgrave Macmillan, 2008)

Gabriel Paquette, Imperial Portugal in the Age of Atlantic Revolutions: The Luso-Brazilian World c. 1777-1850 (Cambridge U. Press, 2013)

Lincoln Paine, The Sea & Civilization: A Maritime History of the World (Knopf, 2013)

Rainer F. Buschmann, Edward Slack, and James Tueller, Navigating the Spanish Lake: The Pacific in the Iberian World, 1521-1898 (University of Hawaii Press, 2014)

8. Tenure Track Faculty Qualified to Teach This Course.

Rainer F. Buschmann

9. Requested Effective Date:

First semester offered: Fall 2015

10. New Resources Requested. **Yes** ☐ **No** ☒

If YES, list the resources needed.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)
none

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)
none

C. Facility/Space/Transportation Needs
None

D. Lab Fee Requested **Yes** ☐ **No** ☒ (Lab fee requests should be directed to the Student Fee Committee)

E. Other

11. Will this new course alter any degree, credential, certificate, or minor in your program? Yes ☐ No ☒

If, YES attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: October 1, 2013 of preceding year.

Priority deadline for Course Proposals and Modifications: October 15, 2013, of preceding year.

Last day to submit forms to be considered during the current academic year: April 15th.

Rainer F. Buschmann

February 10, 2014

Proposer of Course (Type in name. Signatures will be collected after Curriculum approval)

Date

Approval Sheet

Program/Course:

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
Signature		Date
Program Chair		
Signature		Date
Program Chair		
Signature		Date
General Education Chair		
Signature		Date
Center for International Affairs Director		
Signature		Date
Center for Integrative Studies Director		
Signature		Date
Center for Multicultural Engagement Director		
Signature		Date
Center for Civic Engagement Director		
Signature		Date
Curriculum Chair		
Signature		Date
AVP		
Signature		Date