New Undergraduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed):
Example: PHL 361 RH

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>History of Mountaineering</th>
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</thead>
<tbody>
<tr>
<td>Abbreviated Course Title (≤ 30 chars):</td>
<td>History of Mountaineering</td>
</tr>
<tr>
<td>First Semester to be Offered:</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>Submitted by:</td>
<td>Michael Reidy</td>
</tr>
<tr>
<td>Submitter’s Contact Info: Phone, Email:</td>
<td>x5252; mreidy@m</td>
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<tr>
<td>Instructor:</td>
<td>Michael Reidy</td>
</tr>
<tr>
<td>Department:</td>
<td>History and Philosophy</td>
</tr>
<tr>
<td>College:</td>
<td>Letters and Science</td>
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</tbody>
</table>

New Course Review Process

- Instructor completes the New Course Packet, with Core information if a Core designation is requested.
- Instructor checks for “equivalent” course in the MUS system and recommends a common or unique course number.
- Department Head’s signature indicates that course has been approved by the process used within the Department.
- The Chair of the College Curriculum Committee signs to indicate College academic approval.
- The College Dean signs to indicate that adequate resources are available to offer the course. Supporting Information (Dean’s Statement) is typically required.
- The New Course Packet (as PDF) is uploaded to the Provost’s Office server for distribution to other committees.
- Course requests are sent to Curriculum and Program Committee (CPC). Core reviews are sent to appropriate Core subcommittee. Committees work in parallel when possible to speed approval process. Special topics courses (291,491) skip the CPC review (limited to two years.)
- Provost’s Office reviews the new course request. New courses are submitted to MUS for Common Course Number (CCN) review. Dean and Department informed upon approval.
- Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes.

APPROVALS

- Submitter *
- Department Head *
- Chair, College Curriculum Comm. *
- Dean *
- Chair, Core Subcommittee (if app.) *
- Assoc. Provost *

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (x91) require fewer signatures, but cannot be offered more than two times without committee review.
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.
   
   www.mus.edu/Qtools/CCN/ccn_default.asp
   
   - If a course exists with at least 80% of the same outcomes, the course is considered "equivalent" to the proposed new course, and the new course should use the existing rubric and course number.
   - If no "equivalent" course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.
3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost's Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed):

   Course Title: HSTR 467
   Abbrev. Course Title (≤ 30 char): History of Mountaineering
   Credits:
   Department Offering Course: History and Philosophy
   College: Letters and Science

Is this course "equivalent" to a course in the MUS System?: ☐ Yes ☐ No

Learning Outcomes for the Course:

- Be able to critically analyze the historical forces involved in the rise of mountaineering, including how political, economic, religious, social, and cultural forces interact in selected episodes in the history of modern mountaineering.

- Research and write an original research paper based on primary sources.

- Become familiar with library resources, including online databases, archives, and journals, in the history of mountaineering.

- Be able to present original research in front of an engaged intellectual community of scholars.
The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean's Statement is the place to document how the costs of the proposed new course will be covered.

See #19 in Narrative

Course will be part of regular faculty workload of current faculty. Additional funds will need to be kept separate.

MLT 10/23/13
New Undergraduate Course Narrative
Montana State University
Updated August 23, 2012

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

General Course Information
1. Requested Rubric, Course Number, and Core Designation (if any)
   ▶ HSTR 467
   ▶ This course number was suggested by the Registrar's Office.

2. Course Title

> History of Mountaineering

3. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

> This course focuses on the history of mountaineering, from the earliest times to the present. We will begin with discussions of the historiography of mountaineering and access to library resources, dive into a chronological focus on the history of mountains and mountaineering, work separately on our own research projects, and end with the presentation of our work in front of an informed audience of our peers. Our objective is two-fold: to analyze how historians have approached the history of mountaineering, and to advance upon those approaches in our own research in the history of mountaineering.

In the past decade, there has been a resurging interest in the study of mountains. This renewed focus has taken many forms, from standard heroic accounts of first ascents, to environmental approaches, to studies of race, class, and gender. We will look at all of these approaches. In essence, we will be doing "mountain history," contemplating history through the lens of the world's highest regions. What might such a history look like? How will it differ from more traditional histories? Though I encourage students to view the topic broadly, this course will focus heavily on the dynamic relationship between the advance of science and the exploration, conception, and use of the world's mountains. Environmental history will form a major component of the course. We will critically examine how a variety of different scholars have examined the mountains, and use the readings as a springboard to produce original research.

4. Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?
> Class Participation and Discussion: 10%

Short Weekly Writing Assignments: 30%

Leading Class Discussion: 10%

Professional Paper: 50%

Classroom Participation: Regular participation in seminar discussions is required. Though I may give brief lectures, the bulk of this course is a seminar run entirely through large-group discussion. Students are expected to attend all classes and come well prepared to discuss the readings assigned for each week. This will count for 10% of your grade.

Writing Assignments: Most weeks, particularly during the first half of the semester, you are required to write a two-page analysis of the week’s readings. You are required to email me (by noon on Monday) a two-page analysis of those readings. I will then email each student’s commentary to everyone in the class by 3:00 pm on Monday, giving you a day to read everyone’s written assessment. These assignments are to be typed (12-point Times New Roman), thoroughly proofread, and should demonstrate a high level of critical thinking and analysis. You are expected to read these analyses as part of your weekly reading assignment, critically analyze them, and share your ideas with your peers in class. This will count for 30% of your grade.

Class Discussion Leader: Each student is required to co-lead one week’s class discussion along with another student in the class. This will entail a close reading of the required material, a critical analysis of student summaries, organizing the major themes found in both, and formulating questions and directing the flow of the discussion. This will count for 10% of your grade.

Final Paper: A major objective of this course will be to write a well-worked, professional research paper of about 8,000 words (25 pages). The topic is entirely up to you, but it must be a new project, based on primary and secondary material, and related to the overall themes of the course. Students are encouraged to meet with me early in the semester to map out your topic and to discuss sources. Students may also want to focus your weekly writing assignments with your larger topic in mind. We will visit the library as a class on several occasions to help with resources. Your paper will be due during finals week and will count for 50% of your grade.

5. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.

> Please see attached syllabus

6. List required texts or other required references.

> Primary Sources

John Tyndall, *Hours of Exercise in the Alps* (1871)
Edward Whymper, *Scrambles Amongst the Alps* (1871)

Clarence King, *Mountaineering in the Sierra Nevada* (1871)

Leslie Stephen, *Playground of Europe* (1871)


**Classic Histories**


**Secondary Sources**


Maurice Isserman and Stewart Weaver, *Fallen Giants: A History of Himalayan Mountaineering from the Age of Empire to the Age of Extremes* (Yale University Press, 2008)

7. What are the estimated enrollment and student credit hour (SCH) production?
   
   \[ \text{SCH} = (\text{enrollment} \times \text{credits}) \]

   > 15 students x 3 credits = 45 SCH

8. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so, what is the enrollment cap and why is it necessary?
There will be a cap that restricts enrollment to 15 students. It is necessary because this will be a course focused heavily on research and writing, with students meeting with me to discuss large research papers and presenting those papers to the class. It is a discussion based seminar.

9. Will course be a “restricted enrollment” course? If so, why is restricted enrollment necessary?

> See above answer.

10. Describe how the success of the course will be evaluated? (“End-of-semester student evaluations” is not the answer to this question. How will the instructor determine if the learning outcomes are being met, and how will the department determine if the course is fulfilling its intended purpose?)

> I will assess how well students reached the course outcomes based on their engagement in class discussions, their final paper, their presentations, and their weekly writing assignments.

11. Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no, please describe the instructor’s qualifications, attach a Vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor’s qualifications to teach this course.

> Yes.

Level of Offering

12. Has the course been offered previously under 280/291 or 480/491? If so, when? Under what number? What was the enrollment? What level of students took the course?

> It has not been offered previously.

13. Justify the level of course offering.

> This is work suitable for an upper-division, research seminar geared toward junior and senior history majors. Students will be required to research and write an original research paper based on primary and secondary sources. They will be required to read a hefty amount of required material for the course, and additional material focused on their own research.

Relationship to other Courses, Curricula, and Departments

14. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?

> It builds on other courses offered in the fields of the history of science and environmental history. These include courses that I teach in the history of science (e.g., HSTR419: History of Modern Science) and courses taught by our environmental historians (e.g., Brett Walker, Robert Campbell, and Tim LeCain).

15. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.
> There is no other course that covers this material.

> 16. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you think the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

> The Department of History and Philosophy in the College of Letters and Science will be impacted.

> 17. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

> All upper-division courses in the discipline of History have a significant interdisciplinary component. In this case, the course covers approaches and methods often found in Historical and Cultural Geography. It will also cover some of the most important scientific investigations that have occurred owing to the rise of mountaineering, including glacier theory and global climate change. Thus, there will be some overlap with courses in Geography and Earth Sciences. And finally, the course will cover the rise of sport and tourism, both burgeoning fields of interest in disciplines like American Studies, Cultural Studies, and English Literature.

**Students Served**

> 18. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.

> This course is designed primarily as an upper-division course for History majors. But, other upper-division students with interests in the history of mountaineering will also be allowed to take this course. Those majors might include Geography, Earth Sciences, English, Political Science, and Physics and other sciences. One of the major, specific efforts I will use to make the course relevant to students in these other disciplines is by allowing them to formulate their own research projects based on their own interests.

**Resources**

> 19. What additional resources (e.g., additional instructional FTE, required technologies), if any, will be required to offer this course? Are there any resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)? Will there be an additional fee charged to students taking this course? Please explain.

> At this point, there will be no additional resources needed for this course. I will teach it as a regular seminar. However, in the future, I would like to incorporate a "field-study" component to the course. This could include a day where students join me to a nearby climbing area where I demonstrate the use of climbing technologies and equipment. (No one will be actually climbing; no one will get hurt.) It could include a day hike (up the M or other nearby peak) to look at the transition of flora and fauna. When I do incorporate such a component into the course, I will require additional funds. I have discussed this with my department Chair, David Cherry. If funds
cannot be acquired from outside of our department, Dr. Cherry will do all he can to make the funds available from within the department.

20. What existing information resources -- print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) -- provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

> No additional resources or collections will be needed. I work closely with our Library liaison, Dr. Jan Zauha, on all of my upper division history courses. As this course includes a large research and writing component, I will be working with Dr. Zauha even more closely. Along with the major journals in the area of American and European history, Dr. Zauha will guide my students on how to use the many research databases that are currently available for students, including the British Periodicals database, which includes word searchable newspapers and weeklies dating back to the 18th century, and other research databases which enable students to gain access to primary sources in the United States and abroad.

Other Supporting Material
21. Include any additional information you feel is needed to support this request.

> Please see the attached syllabus.
Course Overview

This course focuses on the history of mountaineering, from the earliest times to the present. We will begin with discussions of the historiography of mountaineering and access to library resources, dive into a chronological focus on the history of mountains and mountaineering, work separately on our own research projects, and end with the presentation of our work in front of an informed audience of our peers. Our objective is two-fold: to analyze how historians have approached the history of mountaineering, and to advance upon those approaches in our own research in the history of mountaineering.

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**Texts**

**Primary Sources**
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Edward Whymper, *Scrambles Amongst the Alps* (1871)
Clarence King, *Mountaineering in the Sierra Nevada* (1871)
Leslie Stephen, *Playground of Europe* (1871)


**Classic Histories**

**Secondary Sources**
Maurice Isserman and Stewart Weaver, *Fallen Giants: A History of Himalayan Mountaineering from the Age of Empire to the Age of Extremes* (Yale University Press, 2008)

**Reading on Reserve**

In addition to the above texts, I will be placing readings on reserve, especially for the first several weeks. You should make your own photocopy of the material and bring it to class with you.

**Assignments and Final Paper**

Classroom Participation: Regular participation in seminar discussions is required. Though I may give brief lectures, the bulk of this course is a seminar run entirely through large-group discussion. Students are expected to attend all classes and come well prepared to discuss the readings assigned for each week. This will count for 10% of your grade.

Writing Assignments: Most weeks, particularly during the first half of the semester, you are required to write a two-page analysis of the week’s readings. You are required to email me (by noon on Monday) a two-page analysis of those readings. I will then email each student’s
commentary to everyone in the class by 3:00 pm on Monday, giving you a day to read everyone’s written assessment. These assignments are to be typed (12-point Times New Roman), thoroughly proofread, and should demonstrate a high level of critical thinking and analysis. You are expected to read these analyses as part of your weekly reading assignment, critically analyze them, and share your ideas with your peers in class. This will count for 30% of your grade.

Class Discussion Leader: Each student is required to co-lead one week’s class discussion along with another student in the class. This will entail a close reading of the required material, a critical analysis of student summaries, organizing the major themes found in both, and formulating questions and directing the flow of the discussion. This will count for 10% of your grade.

Final Paper: A major objective of this course will be to write a well-worked, professional research paper of about 8,000 words (25 pages). The topic is entirely up to you, but it must be a new project, based on primary and secondary material, and related to the overall themes of the course. You are encouraged to meet with me early in the semester to map out your topic and to discuss sources. You may also want to focus your weekly writing assignments with your larger topic in mind. We will visit the library as a class on several occasions to help with resources.

Your paper will be due the last week of classes, but you will begin much earlier:

<table>
<thead>
<tr>
<th>Library Assignment:</th>
<th>Week Five       (Feb 11)</th>
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<tbody>
<tr>
<td>Paper Topic:</td>
<td>Week Seven            (Oct 25)</td>
</tr>
<tr>
<td>Paper Proposal:</td>
<td>Week Eleven           (Mar 25)</td>
</tr>
<tr>
<td>Professional Paper:</td>
<td>Week Fifteen          (Apr 29)</td>
</tr>
</tbody>
</table>

This will count for 50% of your grade.

Grading:

Class Participation and Discussion: 10%
Short Weekly Writing Assignments: 30%
Leading Class Discussion: 10%
Professional Paper: 50%
Tentative Schedule of Topics, Readings, and Assignments

Week 1 (Jan 14): Introduction; Syllabus

Week 2 (Jan 21): Historiography of Space/Place

Department of History, MSU, “Mile High, Mile Deep: Imagining and Modifying Topographical and Subterranean Environments.” National Science Foundation Small Grant for Training and Research, NSF107894.

Week 3 (Jan 28): Historiography of the Mountains


Week 4 (Feb 4): From Gloom to Glory

Marjorie Hope Nicolson, *Mountain Gloom and Mountain Glory*

For part of this class, we will meet in the Heathcot Classroom in the basement of the Library with Dr. Jan Zauha, Professor and Reference Librarian, to discuss general resources available through MSU’s Renne Library, particularly on-line databases. (3:30 – 4:15)
Week 5 (Feb 11): Mountaineering and Modernity

Hansen, *The Summits of Modern Man*

Library Assignment Due

Week 6 (Feb 18): Mid-Victorian Era (Reidy day)


**Discussion of Possible Paper Topics**

Week 7 (Feb 25): Mountains of the Mind

Robert Macfarlane, *Mountains of the Mind*

**Paper Topic Due**

For part of this class, we will again meet in the Heathcot Classroom in the basement of the Library with Jan Zauhato to discuss your research topics and more specific material available in the MSU library. (3:30 – 4:30)

Week 8 (March 4): Gender and Mountaineering

Susan R. Schrepfer, *Nature’s Altars*

Week 9 (March 11): The Primary Sources (1871 day)

Pick one of the Primary Sources listed above
Week 10 (March 18): Climbing in Yosemite

Taylor, *Pilgrims of the Vertical*

Week 11 (March 25): Climbing in the Himalaya

Isserman and Weaver, *Fallen Giants*

Week 12 (April 1): Research Proposals Discussion

**Research Proposals Due**

Week 13 (April 8): Paper Presentations

Week 14 (April 15): Paper Presentations

Week 15 (April 22): Paper Presentations

Week 16 (April 29): **Final Papers Due in Class**