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): HSTR 436
Example: PHL 361 RH

Course Title: Armed Conflict in Modern Latin America
Abbreviated Course Title (≤ 30 chars): Armed Conflict Mod Lat Am
First Semester to be Offered: summer 2013
Submitted by: James W. Martin
x6447 jameswm@montana.edu
Instructor: James W. Martin
Department: Modern Languages and Literatures
College: Letters and Science

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

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 (291) require fewer signatures, but cannot be offered more than two times without committee review.

APPROVALS

Submitter *
11/29/12
Date

Department Head *
11/29/12
Date

Chair, College Curriculum Comm.
12/5/12
Date

Dean *
Date

Chair, Core Subcommittee (if app.)
Date

Chair, CPC
Date

Assoc. Provost *
Date
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 436
   
   Armed Conflict in Modern Latin America
Abbrev. Course Title (≤ 30 char):
   
   Armed Conflict Mod Lat Am
Credits:
Department Offering Course:
Modern Languages and Literatures
College:
Letters and Science

Is this course “equivalent” to a course in the MUS System?:

☐ Yes    ☑ No

Learning Outcomes for the Course:

Students will understand the background and outcomes of different kinds of armed conflict in Modern Latin America: foreign intervention; revolutionary conflict; state violence; and extralegal violence.

Students will understand these conflicts from a multivalent perspective, which takes into account the interests and perspectives of all parties involved.

Students will develop their ability to craft and forward logical, evidence-based arguments in discussion and writing.

Students will develop their abilities as critical readers of primary and secondary sources.
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

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

Course Title (for Catalog):
HSTR 436

Course Title (for Schedule of Classes, 30 characters, max.):
Armed Conflict in Modern Latin America

First Semester to be Offered:
X Summer

Restricted Entry/Consent of Instructor Required:
☐ Yes  ☐ No

Instructor's GID (last 4 digits only):
9389

Department Offering Course:
Modern Languages and Literatures

College:
Letters and Science

Is the requested course number available? (x4155 to check):
☐ Yes  ☐ No

Frequency of course offering:
☑ Annually
☐ Alternate Years, starting ______

Semester(s) offered (check all that apply):
☑ Summer  ☐ Fall  ☐ Spring

Summer Options (check all that apply):
☑ First 6 weeks  ☐ Second 6 weeks  ☐ 12 weeks

Credits by mode of instruction:

Lecture:
3

Seminar:

Independent Study:

Lab/Studio:

Recitation/Discussion:

TOTAL CREDITS: 3

Primary Mode(s) of Delivery:

☐ Face-to-face  ☐ Web-Enhanced (small on-line comp.)
☐ On-Line Only  ☐ Blended (significant on-line portion)

Time and Location – Call the Registrar’s Office at x4155 to find a time and location for the course.

Assigned Day(s):
☑ M  ☐ Tu  ☑ W  ☑ Th  ☐ F  ☐ Sa  ☐ Su

Assigned Time(s):
3:00-5:20

Assigned Building:

Assigned Room:

Capacity (room capacity, or enrollment “cap”): 40

Co- and Pre-Requisites – Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s):

Co-Requisite(s):

Course Description – Provide a course description of 40 words or less for the MSU Catalog.

Considers the roots and outcomes of different armed conflicts in modern Latin America, including foreign intervention, revolutionary conflict, state violence, and extralegal violence.
DEAN'S STATEMENT

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.

This course will only be offered in Summer and will receive funding through Summer School budget + process.

[Signature]
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 4xx

2. Course Title
   > Armed Conflict in Modern Latin American History

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 offers students a topical history of armed conflict in Latin America from the mid-nineteenth century until the present day. Students will understand the underlying causes and outcomes of different kinds of armed conflict in the region, where interstate violence has been more the exception than the norm. Internal matters such as social upheavals, revolutionary movements, and military-civil relations form the heart of the subject matter. Students will also consider the long history of foreign military intervention in Latin America, primarily from the United States, both the interests that guided it and its various outcomes. Finally, the course turns to extrastate violence and the militarization of law enforcement in Brazil, Mexico, and Colombia—where gangs and cartels have posed serious threats to public safety and the stability of those states. A series of short writing assignments will guide students in forming coherently argued perspectives about each of the course’s themes.

4. Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?
   (1) Several short reading-response papers ("low-stakes writing")
   (2) Three topical essays (4-5 pp) for each course topic (expository essays)
   (3) Short in-class presentation based on independent reading selection
   (4) Primary-source based essay (4-5 pp)

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.

   > Foreign intervention
Considers key episodes in U.S.–Latin American relations: the Mexican-American War; the War of 1898; U.S. occupations and nationbuilding, 1898–1934; the Cold War. The objective of this section is to understand the role of U.S. intervention in Latin American affairs, the interests that guided such involvement, and its influence on Latin American militaries and societies. Given an abundance of primary-source documents in English, this segment will include a document-driven exercise ("primary-source workshop") on a topic of the professor's choosing (e.g. the Pershing expedition in pursuit of Pancho Villa, the Bay of Pigs, etc.)

**Revolutionary Conflict**

This segment addresses the preponderant question of social revolution in twentieth-century Latin America. Students will understand the sources, processes, and outcomes of major social upheavals: the Mexican Revolution of 1910–1920; the Cuban Revolution of 1959; Central American conflicts from the 1960s until the 1990s; and Peru's Sendero Luminoso insurgency of the 1980s.

**State violence**

This section begins with the role of regional militaries in nineteenth-century nationbuilding processes. From these roots of the caudillo (strongman) tradition the material shifts to civil-military relations in the twentieth century, when state-sanctioned violence became a preponderant regional problem. Students will understand military interventions in political processes and their social impact, in particular in the context of the Cold War—when “national-security states” became a regional norm.

**Criminal violence**

The course concludes with an examination of the gravest contemporary development in Latin America: the rise of extra-state criminal enterprises. Although criminality has risen regionwide in recent decades due to deteriorating social conditions and flagging state commitments to social welfare, Mexico and Brazil will be the focus of this section. In both countries democratically elected governments have militarized operations against powerful gangs and drug cartels, sparking controversy and, in the case of Mexico, escalating the level of violence to levels unseen since the revolution of 1910–1920.

6. List required texts or other required references.

> - Hugh Hamill, *Caudillos: Dictators in Spanish America*
- Ed Vulliamy, *Amexica: War along the Borderline*
- Ernesto "Che" Guevara, *Guerilla Warfare*
- Mark Danner, *The Massacre at El Mozote: A Parable of the Cold War*
- David Scott Palmer, *Shining Path of Peru*
- John Tutino, *From Insurrection to Revolution in Mexico: Social Bases of Agrarian Violence in Mexico, 1750–1940*
- Paul Vanderwood, *The Power of God Against the Guns of Government: Religious Upheaval in Mexico at the Turn of the Century*
- Robert W. Johannsen, *To The Halls of the Moctezumas: The Mexican War int eh American Imagination*
• Mary Renda, *Taking Haiti: Military Occupation and the Culture of U.S. Imperialism, 1915–1940*
• Tina Rosenberg, *Children of Cain: Violence and the Violent in Latin America*
• Pamela Constable, *A Nation of Enemies: Chile Under Pinochet*
• Topical primary-source packet related to an episode in U.S.–Latin American relations

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

   > Between 30 and 40 can be expected to enroll each summer, bringing SCH production to between 90 and 120.

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?

   > Course cap should be no more than 40 students. The time required to effectively manage the significant writing component justifies this cap.

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

   > No

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?)

   > In their various writing assignments and presentations, students will be required to relate their work explicitly to the courses broader learning objectives. The professor will retain a sampling of student work to document the course’s success. An informal exit poll, aside from student evaluations, will allow students to measure how well the course and its materials served the stated learning objectives.

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.

   > Dr. James W. Martin, an historian, is assistant professor of Latin American and Latino Studies whose locus of tenure is the Department of Modern Languages and Literatures. His doctoral training provided ample background to teach this course.

**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?

   > No

13. Justify the level of course offering.
This course merits a 400-level designation for the complexity of its subject matter, the amount of reading and level of discussion required, and the more than twenty pages of expository writing required.

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?

At this writing (17 November 2012), there is only one upper-level Latin American history offering available to students (HSTR 433/SPNS 430: Latin American Perspectives), and this course is related to it only by dint of regional focus. Therefore it fills a serious gap in history and LALS offerings. As we move ahead to formulate a curriculum for the newly approved LALS major, this course will be an upper-level requirement. Even if the Department of History, Philosophy, and Religious Studies resumes offering its upper-level history courses, Armed Conflict in Modern Latin American History does not conflict with those classes. What is more, the portion of the course dedicated to U.S.–Latin American relations nicely complements the existing Latin American history curriculum.

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.

The only potential overlap of one course segment occurs with SPNS 416: Spanish Culture and Revolution, a culture and literature course that deals with revolutions in twentieth-century Latin America. The source base of this course sets it well apart from Armed Conflict in Modern Latin American History, and it is offered only in Spanish. The professor has a history of working closely with his colleagues in Modern Languages to avoid even casual overlap of course materials.

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 professor will teach this course only in the summer, beyond his regular teaching load.

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

The professor’s background is multidisciplinary, and his presentation of materials builds cultural expression into historical narratives. Since the course serves LALS and Hispanic Studies students, they will have some latitude to do the independent component of their coursework based on cultural production.

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 should appeal to a variety of student constituencies in a variety of programs across campus: Latin American and Latino Studies; Hispanic Studies; History; ROTC /military science. Students in all of these programs, both those focused on Latin America and those concerned with military history, should benefit from this course's approach.

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.

> None

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.

> Existing collections will suit the needs of professor and students.

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

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