

Cover Sheet: Request 13804

WOH3931 Special Topics in World History

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Jessica Harland-Jacobs harlandj@ufl.edu
Created	3/27/2019 2:34:30 PM
Updated	9/12/2019 9:35:45 AM
Description of request	The Department of History is requesting the addition of WOH3931 to the catalog; it is the only prefix for which we do not have a 3931.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - History 011612000	Elizabeth Dale		3/27/2019
No document changes					
College	Conditionall Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee conditionally approves this request, with the following: 1) under Prerequisites, add the appropriate course prefixes for purposes of programming; 2) please re-do the course objectives so that they are consistent with UCC guidelines; 3) move the grade scale to the "grading scheme" sections; 4) change the location of the Writing Studio to TUR 2215.	4/22/2019
No document changes					
Department	Approved	CLAS - History 011612000	Jessica Harland- Jacobs	Please see memo summarizing the changes made in response to the Committee's initial review.	8/23/2019
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		9/12/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			9/12/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					

Step	Status	Group	User	Comment	Updated
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 13804

Info

Request: WOH3931 Special Topics in World History

Description of request: The Department of History is requesting the addition of WOH3931 to the catalog; it is the only prefix for which we do not have a 3931.

Submitter: Jessica Harland-Jacobs harlandj@ufl.edu

Created: 8/23/2019 12:47:33 PM

Form version: 5

Responses

Recommended Prefix WOH

Course Level 3

Number 931

Category of Instruction Intermediate

Lab Code None

Course Title Special Topics in World History

Transcript Title Special Topics

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing No

Co-Listing Explanation N/A

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? Yes

Repeatable Credit? Yes

If repeatable, # total repeatable credit allowed 9

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Selected variable topics in world history.

Prerequisites 3 credits in AFH, ASH, AMH, EUH, HIS, LAH or WOH

Co-requisites N/A

Rationale and Placement in Curriculum The Department of History already has special topic courses (3931s) for the AFH, AMH, ASH, EUH, HIS, and LAH prefixes. We use these numbers when a course is being taught for the first time or offered only once (by, for example, a graduate student, adjunct or visiting instructor). We do not have a world history version of the course, even though our majors are required to take at least one world history course. We tend to offer world history special topics courses under HIS3931, but then our undergraduate coordinator has to do course substitutions for all the students who need the course to fulfill the world history requirement. Adding a WOH3931 will therefore not only allow us to more effectively offer new courses but also enable us to better serve the needs of our majors.

Course Objectives NOTE: the following sections are drawn from a sample course, "A Global History of Environmental Catastrophes in the Twentieth Century," that we would offer under WOH3931 during Summer A or B

A student who successfully completes this course will be able to:

- 1) Contextualize the historical study of environmental disasters generally and identify the specifics of selected case studies.
- 2) Engage critically with both primary and secondary sources by reading effectively, posing questions, drawing connections, and making comparisons.
- 3) Write well-crafted historical papers that are focused on a problem or question, present an argument in response to the question, and are well-organized and clearly expressed.
- 4) Participate effectively in the discussion of course materials by posing questions, making considered

assessments of the readings, and responding to the points raised by others.

Course Textbook(s) and/or Other Assigned Reading Hernan, Robert Emmet. *This Borrowed Earth: Lessons from the 15 Worst Environmental Disasters around the World*. Foreword by Bill McKibben; Preface by Graham Nash. New York: Palgrave Macmillan, 2010.

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 8th Ed. Boston: Bedford/St. Martin's, 2015.

Chapters, articles, and primary sources available on Canvas.

Weekly Schedule of Topics Week 1

05/14: Course Introduction and Syllabus Overview

05/15: Defining Natural Catastrophe

05/16: Defining Natural Catastrophe

- o Steinberg, Theodore. "What is a Natural Disaster?" *Literature and Medicine* 15, no. 1 (1996): 33-47.
- o Steinberg, Ted. "The Secret History of Natural Disaster." *Environmental Hazards* 3 (2001): 31-35.

05/17: Defining Human-Made Catastrophe

- o Mitchell, James K. "Improving Community Responses to Industrial Disasters." In *The Long Road to Recovery: Community Responses to Industrial Disasters*, edited by James K. Mitchell. 10-40. Tokyo, New York, and Paris: United Nations University Press, 1996.

05/18: Defining Human-Made Catastrophe

- o Mitchell con't.
- Assignment: Response Paper

Week 2

05/21: Earthquakes – San Francisco, California, 1906

05/22: Earthquakes – San Francisco, California, 1906

- Penna, Anthony N. and Jennifer S. Rivers. "The San Francisco Earthquake (1906)." *Natural Disasters in a Global Environment*. 39-47. Chichester, West Sussex, UK: Wiley-Blackwell, 2013.
- Assignment: Newspaper Report 1

05/23: Earthquakes – Sumatra-Andaman, Indian Ocean, 2004 (and tsunami)

05/24: Earthquakes – Sumatra-Andaman, Indian Ocean, 2004 (and tsunami)

- o Penna, Anthony N. and Jennifer S. Rivers. "The Sumatra-Andaman Earthquake (2004)." *Natural Disasters in a Global Environment*. 83-89. Chichester, West Sussex, UK: Wiley-Blackwell, 2013.

- Assignments
- o ID Quiz 1
- o Newspaper Report 2

05/25: Library Day

- Assignment: Analytical Paper Outline

Week 3

05/28: [Memorial Day]

05/29: Hurricanes and Floods – Galveston, Texas, 1900

05/30: Hurricanes and Floods – Galveston, Texas, 1900.

- o Boggs, Johnny D. "Darkness is Overwhelming Us': The 1900 Galveston Hurricane." *Weatherwise* 53, no. 5 (2000), 12-19.
- o Zalzal, K. S. "September 8, 1900: Massive Hurricane Strikes Galveston, Texas." *Earth* 61, no. 9-10 (2016 09 01): 104-107.

- Assignment: Newspaper Report 3

05/31: Hurricanes and Floods – Central China Floods, 1931

06/01: Hurricanes and Floods – Central China Floods, 1931

- o Penna, Anthony N. and Jennifer S. Rivers. "Central China Floods (1931)." *Natural Disasters in a Global Environment*. 137-144. Chichester, West Sussex, UK: Wiley-Blackwell, 2013.

- Assignments

- o ID Quiz 2
- o Newspaper Report 4

Week 4

06/04: Toxicity – Minamata, Japan, 1950s (mercury poisoning); Seveso, Italy, 1976 (dioxin)

06/05: Toxicity – Minamata, Japan, 1950s (mercury poisoning); Seveso, Italy, 1976 (dioxin)

- o Gunn, Angus M. "Minamata, Japan, 1956." *Unnatural Disasters: Case Studies of Human-Induced Environmental Catastrophes*. 123-126. Westport, CT: Greenwood Press, 2003.
- o Gunn, Angus M. "Seveso, Italy, 1976." *Unnatural Disasters: Case Studies of Human-Induced Environmental Catastrophes*. 118-123. Westport, CT: Greenwood Press, 2003.

- Assignment: Newspaper Report 5

06/06: Toxicity – Bhopal, India, 1984 (toxic gas leak); Rhine River, Switzerland, 1986 (agrochemicals)

06/07: Toxicity – Bhopal, India, 1984 (toxic gas leak); Rhine River, Switzerland, 1986 (agrochemicals)

- o Gunn, Angus M. "Bhopal, India, 1984." *Unnatural Disasters: Case Studies of Human-Induced Environmental Catastrophes*. 113-118. Westport, CT: Greenwood Press, 2003.
- o Gunn, Angus M. "Basel, Switzerland, 1986." *Unnatural Disasters: Case Studies of Human-Induced Environmental Catastrophes*. 126-128. Westport, CT: Greenwood Press, 2003.

- Assignments

- o ID Quiz 3
- o Newspaper Report 6

06/08: Library Day

- Assignment: Analytical Paper Draft

Week 5

06/11: Nuclear Accidents – [Kyshtym] Ozyorsk, Chelyabinsk Oblast, 1957.

- o Cellania, Miss. "The Kyshtym Disaster: The Largest Nuclear Disaster You've Never Heard Of." *Mental Floss* (12 November 2015).

06/12: Nuclear Accidents – Windscale, England, 1957.

- o Hernan, Robert Emmet. "Windscale, England, 1957." *This Borrowed Earth: Lessons from the 15 Worst Environmental Disasters around the World*. Foreword by Bill McKibben; Preface by Graham Nash. 39-44. New York: Palgrave Macmillan, 2010.

06/13: Nuclear Accidents – Three Mile Island, Pennsylvania, 1979.

- o Gunn, Angus M. "Three Mile Island, Pennsylvania, 1979." *Unnatural Disasters: Case Studies of Human-Induced Environmental Catastrophes*. 61-67. Westport, CT: Greenwood Press, 2003.
- o Hernan, Robert Emmet. "Three Mile Island, Pennsylvania, 1979." *This Borrowed Earth: Lessons from the 15 Worst Environmental Disasters around the World*. Foreword by Bill McKibben; Preface by Graham Nash. 81-89. New York: Palgrave Macmillan, 2010.

06/14: Nuclear Accidents – Chernobyl, Ukraine, 1986.

- o Gunn, Angus M. "Chernobyl, Soviet Union, 1986." *Unnatural Disasters: Case Studies of Human-Induced Environmental Catastrophes*. 67-71. Westport, CT: Greenwood Press, 2003.
- o Hernan, Robert Emmet. "Chernobyl, Ukraine, 1986." *This Borrowed Earth: Lessons from the 15 Worst Environmental Disasters around the World*. Foreword by Bill McKibben; Preface by Graham Nash. 109-127. New York: Palgrave Macmillan, 2010.

06/15: Nuclear Accidents – Kyshtym, Windscale, Three Mile Island, Chernobyl.

- Assignments
- o ID Quiz 4
- o Newspaper Reports 7 and 8

Week 6

06/18: Catastrophes in comparative perspective

06/19: Studying history to prepare for the future

- o Mitchell, James K. "Signposts on the Road to Recovery." In *The Long Road to Recovery: Community Responses to Industrial Disasters*, edited by James K. Mitchell. 273-291. Tokyo, New York, and Paris: United Nations University Press, 1996.
- o Jenks, Andrew L. "Epilogue: Making Connections." *Perils of Progress: Environmental Disasters in the Twentieth Century*. 136-147. Boston: Prentice Hall, 2011.
- o Penna, Anthony N. and Jennifer S. Rivers. "Epilogue." *Natural Disasters in a Global Environment*. 313-318. Chichester, West Sussex, UK: Wiley-Blackwell, 2013.

06/20: Studying history to prepare for the future, cont.

- Open Day
- o Students are welcome to come to class to discuss paper drafts in groups, discuss analytical elements in their papers in groups, and ask me questions about their papers.

06/21: Course Conclusions

06/22: Discussion of final papers

- Assignment: Tohoku Earthquake and Tsunami/Fukushima Daiichi Nuclear Accident analysis paper due at beginning of class.

Links and Policies Attendance and Making Up Work

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Work is due at the start of class on the day specified in the syllabus. Papers turned in late on the day due drop 1/3 of a grade (from A to A-). Papers turned in a day after the due date will be subject to a full grade penalty (from an A to a B) for each 24-hour period they are late.

Class Demeanor

Students are expected to arrive to class on time, stay the full class period, and behave in a manner that is respectful to the instructor and to fellow students. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be kept to a minimum.

Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in TURL 2215 for one-on-one consultations and workshops.

Academic Honesty

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Plagiarism on any assignment will automatically result in a grade of "E" for the course. Plagiarism is

defined in the University of Florida's Student Honor Code as follows: "A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to): a. Quoting oral or written materials, whether published or unpublished, without proper attribution. b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student." Students found guilty of academic misconduct will be prosecuted in accordance with the procedures specified in the UF honesty policy.

Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. Contact the Disability Resource Center through their website: <http://www.dso.ufl.edu/drc/> Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Grading Scheme Attendance, Participation, and Reading Journal – 20%

Attendance will be taken every day in class. Discussion of the reading and lecture materials with your peers is an important part of the learning process, and it makes for a more engaging academic environment. Therefore, each student should arrive at both lecture and discussion sections having read the assigned weekly readings, and ready to provide quality contributions in an engaged manner. Effective class participation entails sharing your impressions of the reading, exploring authors' arguments, offering critiques, and engaging in discussions and debates with other students. Students also are expected to keep a weekly "active reading" journal, which may include summaries of, discussion questions concerning, and reactions to the assigned readings. The reading journal entries should be focused primarily on making analytical connections between the week's readings and the final paper project. Full assignment guidelines will be posted on Canvas.

Newspaper Reports – 10%

A series of newspaper reports will be due throughout the semester. Full assignment guidelines will be posted on Canvas.

ID Quizzes – 10%

Four in-class quizzes will be given on the terms, dates, and events discussed in the weekly lectures and readings. A quiz will be given at the end of each of the four main course sections.

Response Paper – 10%

A short type-written paper (3-5 pages in length) presenting a critical response to the three primary readings for the first week of the course using an article on the Fukushima disaster as comparative context

Analytical Paper (8-10 pages) – 35%

A type-written paper (8-10 pages in length) in which students interpret the concepts that have been covered throughout the course, and bring them into conversation with a recent and ongoing catastrophe by analyzing the Fukushima Daiichi, Futaba, Japan, 2011 triple catastrophe of earthquake, tsunami, and nuclear accident.

Grading

Assignments will be graded and final grades calculated according to the following scale:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79

C	73-76
C-	70-72
D+	68-69
D	63-67
D-	60-62
F	<60

For information on UF's grading systems and policies, please consult:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Instructor(s) To be determined.