

**College Curriculum Proposal Approval and Routing Form**

TITLE OF PROPOSAL: HISTA345: A History of Food in America

Originating Faculty: Justin Nystrom

Department/College: History/CAS Chairperson: David Moore

Contact Phone/Email: x2568 jnystrom@loyno.edu

Type of Proposal (Check all that apply):

New Major<sup>1</sup>  New Minor  New Concentration  Revise Existing Program

New Course  Change to Existing Course  Discontinue Program

Undergraduate  Graduate  Online  Professional & Cont. Studies  Other

**1. Resources and Fees:**

If this is a proposed revision, are there existing fees? No  Yes  \$

Will course or program fees be required for this course/program? No  Yes  \$

Are new resources needed for implementing this proposal? No  Yes

*If yes, include complete description and dollar amount in proposal.*

**2. College Review and Approvals:**

a. Department/School History (David Moore) (Chair) Date: 3/7/17  
Approved  Not Approved

b. College Curriculum Committee \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
Approved  Not Approved

c. College Dean \_\_\_\_\_ Date: \_\_\_\_\_  
Supported  Not Supported

**3. Intercollegiate Review and Recommendations Required as applicable to proposal:**

a. Online Education Committee \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
Recommended  Not Recommended

b. Professional and Continuing Studies Committee \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
Recommended  Not Recommended

c. Graduate Council \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
Recommended  Not Recommended

**4. University<sup>2</sup> Recommendations Required as applicable to proposal:**

a. University Courses & Curriculum Committee \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
Recommended  Not Recommended

b. Standing Council for Academic Planning \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
Recommended  Not Recommended

<sup>1</sup> New Degree to be Offered---Requires SACS Notification 6 Months Prior to Start

<sup>2</sup> Approval by the Strategic Planning Team, University Budget Committee, and/or Board of Trustees may be required for proposals that have significant impact on resources or mission. Proposals to establish or discontinue degree programs require approval by Board of Trustees and SACS.

COLLEGE COURSE PROPOSAL FORM

Instructions: Use this form for new college course proposals and substantial course revisions.

Department/College: History/CAS

Chairperson: David Moore

Course Title: A History of Food in America

(Limit 28 Characters or Less)

Course Number: H I S T - A 3 4 5

Term:  Fall  Spring  Summer Credit Hours: 3 Major  Required  Elective

Effective Term Spr 18 Course I.D. (SUBJ-LEVL) HIST-A345 Contact Hours 3

Grade Type (Normal or Pass/Fail) Maximum Capacity 25

Activity Type (LEC, STU, LAB, LLB...)

Inter-disciplinary Classification (s) Food Studies

Common Curriculum Classification (s) n/a

Pre-requisites/Registration Controls:

none

New Resources and Fees

c. If this is a revised course, was there a course fee? Yes \_\_\_\_\_ \$ \_\_\_\_\_  
No  \_\_\_\_\_

d. Will a course fee be required for this course? Yes \_\_\_\_\_ \$ \_\_\_\_\_  
No  \_\_\_\_\_

e. Are new resources needed for implementing this course? Yes \_\_\_\_\_ No  \_\_\_\_\_  
If yes, provide descriptions and dollar amounts in Section V.

Course Description: (maximum 350 spaces)

*This course encourages students to broadly consider the historical consequence of food through diverse methodologies and inclusive modes of expression. Reading material, classroom discussion, and lecture encourage an expansive approach to research methodology and interpretation while emphasizing systemic analytical approaches to history.*

Complete the following sections:

- I. Justification for the course: provide a clear and compelling rationale for any proposed curriculum modification, including additions and deletions to the course inventory, changes in degree/program requirement, new degree programs, and other major curriculum revisions. The justification should state explicitly and clearly how the changes relate to the college and department plans.

This course responds to anticipated demand among Loyola students for greater curricular offerings in food related subjects. Food History is a growing subfield and offering a course in it demonstrates Loyola's cognizance of intellectual trends to both students and the academic community. This course will also support a new proposed major in Food Studies.

II. Impact on the Curriculum:

- A. Review your current course offerings and requirements in light of the proposed change. How will the proposed change or changes improve your program and enhance the educational outcomes you seek to accomplish?

As a history course, this offering represents a fresh interpretive approach while stressing strong preparation in the methodology of history that will benefit our majors in their other academic pursuits. Crossover enrollment by Food Studies majors is anticipated because this course represents a key thematic elective on the proposed FS DPCL. as is significant enrollment by non-history and non-Food Studies majors as an elective.

- B. How will proposed change impact the major/adjunct/elective hour distribution requirement for the major or program?

n/a

III. Impact of a new course on frequency of course offerings:

- A. Specify whether or not the offering of the new course will increase the number of courses or sections offered by the department during the semester in which this course is offered or during the following year;

It will not.

- B. Specify, if there is no increase in the number of courses offered, which course(s) or section(s) will be dropped in a given semester to accommodate the frequency with which this course will be offered;

HIST A400 (Historiography) will rotate to a different faculty member – A400 is also being taught fewer consecutive semesters.

- C. Specify what effect the new course will have on enrollments in other courses or sections within the department and whether or not offering this course will prevent an important or required course from being offered in a given semester.

It will not have an effect. The point is to increase enrollments overall, no?

- D. Is there a service learning component? If yes, please attach a memo from the director of service learning describing this component.

there is not.

- E. Explain how this proposal does or does not impact other departments, especially those serviced by your department or program and those that provide adjunct service to your department or program.

Beyond offering history majors and all Loyola students a new course in food history it plays a crucial role in rounding out the Food Studies DPCL.

- F. Attach a complete functional syllabus for the course as outlined in the Syllabus Template & Policy Undergraduate and Non-Law Graduate Courses

Syllabus attached herewith.

- IV. Attach a detailed plan for assessment of the proposed course that includes the following elements:
  - A. Student learning outcomes for this course that are tied to course content and assignments. Key Question: What do you want student to know or be able to do at the end of this course?
  - B. Methods, tools, instruments that will be employed to measure success. Describe methods for measuring inputs and outputs. Key Question: What the indicators of learning and course effectiveness?
  - C. Criteria that will be used to measure accomplishments or outcomes. Key Question: How will we know that we are having a positive impact on our students' learning?
  - D. Frequency and schedule of assessment of student learning in this course.
  - E. Describe mechanisms that will be in place to ensure continuous improvement of course.
  - F. Structure and process for administrative and academic oversight of course.
  - G. Impact of course on accreditation or certification.

V. Impact on the budget:

- A. Staffing. Is current staffing sufficient or will new faculty be needed (whether full-time or part-time)?

Current Staffing.

- B. Library Support. Describe how library support will be affected by this proposal. Include name of library liaison and date this proposal was discussed with liaison.

Support beyond a typical upper level history class not anticipated. Discussed with Laurie Phillips 3/2/17 and confirmed that its needs do not extend past already requested resources of new Food Studies proposal.

- C. Support services. Will the proposed change require additional support services (Media Services audio/visual: typing/secretarial, computer services, computer time)?  
NO
- D. New equipment. Does the proposed change presuppose the purchase of new equipment or software, whether for support or instruction?  
NO
- E. Is a student fee requested? If yes, provide justification and basis for amount.  
NO
- F. Additional physical space. Does the proposed change require additional physical space (for classes or labs) or modifications of existing physical plant space?  
NO
- G. Impact on other departments. How will the proposed change impact the staffing, equipment, and service budgets of other departments?

None anticipated.

Revision Date: 2/14/17

**Course Syllabus: HIST A345 (tentative)**  
**A History of Food in America**  
**Dr. Justin A. Nystrom**  
**[jnystrom@loyno.edu](mailto:jnystrom@loyno.edu)**  
**Office: 430 Bobet**

**Course Location:** TBA  
**Time:** TBA

**Contact Info:**

Office: 430 Bobet

Email: [janystrom@gmail.com](mailto:janystrom@gmail.com)

Office Hours: TBA. Emailing for an appointment encouraged, even during office hours.

**Overarching Philosophy**

*Think Critically, Act Justly*

**Making the Case for Food History**

There was a time when history classes chronicled almost exclusively the tales of elite white men, a narrative tilted heavily toward political, military, and economic heroism. The profession eventually matured to broaden its gaze to yield a past that is more inclusive of people from different backgrounds of race, class, and gender. Along with this maturation in scope came a parallel flowering in research and interpretive methodology. Historians of the environment, technology, culture, social movements, and so forth revealed how thematic interpretation enable us to draw wider conclusions about the forces that forged world we inhabit.

Food and its interaction with society, or "foodways," emerged as a serious thematic field of study only in the last forty years, and in this early phase found primary focus in the tradition of cultural history. In the last fifteen years, however, we have witnessed an outpouring of scholarship that considers the history of food more inclusively and applied in multiple methodologies and exploring themes as diverse as technology and environment, social, political, legal, cultural, and economic history.

*This course encourages students to broadly consider the historical consequence of food through diverse methodologies and inclusive modes of expression. Reading material, classroom discussion, and lecture encourage an expansive approach to research methodology and interpretation while emphasizing systemic analytical approaches to history. Students will emerge from this course with not only a substantive understanding of how the production and consumption of food has shaped the United States, but also with a theoretical framework for evaluating its continued significance in the present. Situated squarely in the discipline of history, students will be expected to engage in research in order to articulate a written argument supported by documentary evidence.*

**Reading and Required Texts:**

The reading load for this class may seem on the heavy side, about 60-100 pages a week, as you might expect from an upper-level history class. But you will find the following works quite readable:

- McWilliams, James E. *A Revolution in Eating: How the Quest for Food Shaped America*. New York; Chichester: Columbia University Press, 2007.

- Beahrs, Andrew. *Twain's Feast: Searching for America's Lost Foods in the Footsteps of Samuel Clemens*. New York: Penguin Press, 2010.
- Rees, Jonathan. *Refrigeration Nation: A History of Ice, Appliances, and Enterprise in America*. Studies in Industry and Society. Baltimore: The Johns Hopkins University Press, 2013.
- Ziegelman, Jane, and Andrew Coe. *A Square Meal: A Culinary History of the Great Depression*. New York, NY: Harper, 2016.

In addition to these five books, you will find other readings, archival sources, images, and videos for your consideration in Blackboard located under "Course Material."

### **Day-to-Day Patterns:**

#### **What I am expecting for your reading days...**

... which in this class means *most days*: You will see (below) specific graded expectations for days on which you must submit written discussion questions about the reading. Otherwise, I want you to come to class with several points about the reading written out in your notes (I expect you to take reading notes). Be ready to share and discuss your observations about the reading.

#### **Blackboard:**

I will post frequent material (images, lecture guides, assignments, exams) to Blackboard, so becoming accustomed to its use will be essential to your success this semester.

### **Graded Content:**

#### **Reading Discussion Questions: 25%**

There are twenty-one reading assignments on this syllabus. You are responsible for writing and submitting to Blackboard a quality discussion question for seven reading assignments. The readings for which you must submit a question will be supplied to you by the instructor and will be spread out over the semester's readings. When we arrive to class, your classmates will arrange these questions (anonymously) in the order that they want to discuss them.

#### **Discussion and Preparedness: 15%**

**Discussion and Participation are crucial to success in this class.** Included in this grade is a measure of how well you have read and/or completed assignments for class. Students who prepare will also participate, and it is impossible to have a meaningful dialogue about the materials if you don't show up prepared. It is possible that I will ask you to do some sort of in-class writing assignment as a way of measuring your level of preparation.

#### **Research Exercises: 40% (2)**

**Research Exercise 1: NYPL "What's on the Menu" critical source analysis.** As our readings for this course demonstrate, one might find multiple forms of meaning in any given piece of evidence, thereby allowing the historian to examine it in a variety of ways, be it in terms of culture, or environment, or economics, and so forth. In this assignment you will use the fantastic "What's on the Menu" collection produced by the New York Public Library. ([menus.nypl.org](http://menus.nypl.org)) First of all, it is an opportunity to navigate and interact with a state-of-the-art public humanities data access model, "What's on the Menu" being a trailblazer in terms of presentation, scope, and process for digital collections. To narrow your search and increase the unfamiliarity of its result, you will select a menu from between the 1850s to 1910. Once found, you will then need to engage in an analytical dissection of the menu based on a series of questions that I will provide. Note that in most instances you will first have to deduce what is actually on the menu! A more detailed set of instructions for this assignment will be available on Blackboard. Note also that you will make a public presentation of your research.

**Research Exercise 2: Depictions of Hunger and Relief in WPA/OWI Photographs.** We will use the excellent "Photogrammar" site developed by Yale University ([photogrammar.yale.edu](http://photogrammar.yale.edu)) that catalogues and geocodes the photographic library of the photographers hired by the government under the auspices of the Works Progress Administration and Office of War Information. The bulk of this collection, given the directive of the agencies in charge, necessarily documented the social conditions of a wide expanse of Americans. Often this documentation included matters of hunger and relief manifested in questions ranging from agriculture, environment, nutrition, and public health, to poverty and race. You will receive supplemental guidance about how to view and interpret photographs both as visual expression and as historical documents. Further instructions for this assignment will be available on Blackboard. As with research assignment #1, you will make a presentation about your findings.

#### **Final Research Post: 20%**

Your final research post will require you to select one of your two research exercises as a basis for further exploration. In most cases this will mean the discovery of related primary resources and building out of themes with the aid of secondary sources. Students will be encouraged to focus their study on a mode of analysis most compatible with their academic interests in as they relate broadly to policy, commerce, or culture. The final mode of delivery for your post will be a Wordpress framework that will allow you to address a public audience with your research findings but also demonstrate the open access strengths of a public digital archive. To wit, you will be graded on the quality of your scholarship as well as your use of the medium of digital expression.

I will be posting more detailed instructions about the Final Research Post on Blackboard, but you should know that I am **open to creative and expansive thinking about research methodology**. Therefore you will produce a concise **research proposal** once you have settled onto a topical direction. It must include the following: A paragraph-length abstract that states research objective, preliminary ideas toward methodology, and addresses potential primary sources and their location as well as a preliminary bibliography listing at least three relevant secondary sources.

#### **Attendance:**

You may accrue as many as four (4) unexcused absences before I will start assessing a 2% penalty for every additional absence. This is over a week of class. If something is keeping you away for some good reason, please email me immediately so we can discuss it.

#### **Late Work**

I want to receive your assignments on time, submitted in Blackboard. I will deduct 5% for every 24 hours an assignment is late unless we have agreed in writing via email otherwise. This continues until the maximum an assignment may receive is 50%. Work not received by the date of the final exam will receive a zero.

#### **What You Can Expect in Terms of Feedback:**

I usually offer a long-form written feedback on where I see your performance in the class - what you are doing well and where more attention might be appropriate.

#### **Tenth Amendment:**

Anything not covered by this syllabus may be addressed at a later date by the instructor. This syllabus is a working document. Expect revisions.

#### **Disabilities:**

I'm here to help you succeed. Please let me know as soon as possible if you are going to need an accommodation so that we can arrive at a workable plan. (Official university statement: If you have a disability and wish to receive accommodations, please contact Disability Services at 504-865-2990, [ods@loyno.edu](mailto:ods@loyno.edu), or visit the Office of Disability Services in Marquette Hall 112. Please note that before any accommodations can be implemented, you must obtain an official Course Accommodation Record from Disability Services for my signature.)



### Evacuation Policy:

The university has a boilerplate evacuation policy that is supposed to appear on every syllabus. In the interest of time, you might find it linked here: <http://academicaffairs.loyno.edu/syllabus-template-policy-undergraduate-and-non-law-graduate-courses>

We can debate the utility of the university's 10 evacuation points, but below are the non-debatable demands for this class:

- 1) Make sure you can get on Blackboard for this class.
- 2) Check your university email as frequently as possible
- 3) Know that a long evacuation or unpredictably long power outage will result in my invoking the Tenth Amendment (above) designed to enable us to complete our coursework as best as possible.

### Plagiarism:

The official statement of Humanities and Natural Sciences: "Plagiarism--the use of another person's ideas or wording without giving proper credit--results from the failure to document fully and accurately. Ideas and expressions of them are considered to belong to the individual who first puts them forward. Therefore, when you incorporate ideas or phrasing from any other author in your paper, whether you quote them directly or indirectly, you need to be honest and complete about indicating the source to avoid plagiarism. Whether intentional or unintentional, plagiarism can bring serious consequences, both academic, in the form of failure or expulsion, and legal, in the form of lawsuits. Plagiarism is a violation of the ethics of the academic community."

William G. Campbell, Stephen V. Ballou, and Carole Slade, Form and Style: Thesis, Reports, Term Papers, 6th Edition (Boston: Houghton Mifflin, 1982), p. 52.

My note: Any documented plagiarized work (in the case of this class, copying a friend's exam question or a source in your essay) will receive a zero for a grade **FOR THE COURSE**.

### Grading Scale (minimum grade for)

A = 93.0      A- = 90.0      B+ = 87      B = 83      B- = 80.0, etc.

F = 59.99 and below.

### Day-To-Day Structure

**Note:** This calendar models a "typical" spring semester, to wit, Spring 2017

#### Week 1: The Imprint of Sugar and Slaves from the British Caribbean.

M 1/9: It is on the syllabus

W 1/11: *A Revolution in Eating* (henceforth *ARE*) Introduction, p. 1-17.

W 1/13: R1 *ARE* Chapter 1: Adaptability: The Bittersweet Culinary History of the English West Indies, p. 19-53.

#### Week 2: Transference of English Agrarianism

M 1/16: MLK Holiday – No Class

W 1/18: R2 *ARE* Chapter 2: Traditionalism: The Greatest Accomplishment of Colonial New England, p. 55-86.

F 1/20: Watch video & discuss "Cheesemaking in the Early 19<sup>th</sup> Century."

#### Week 3: New World Exchanges: Slaves, Native Americans, and Europeans at Points South

M 1/23: R3 *ARE* Chapter 3: Negotiation: Living High and Low on the Hog in the Chesapeake Bay Region, p. 89-129.

W 1/25: Watch video & discuss "Food of the Enslaved: Akara," and "Food of the Enslaved: Kush"

F 1/27: R4 *ARE* Chapter 4: Wilderness: The Fruitless Search for Culinary Order in Carolina, p. 131-165.

#### Week 4: The Origins of the American Breadbasket

M 1/30: R5 *ARE* Chapter 5: Diversity: Refined Crudeness in the Middle Colonies, p. 167-199.

W 2/1: Introducing the NYPL "What's on the Menu" database research assignment.

F 2/3: R6 *ARE* Chapter 6: Consumption: The British Invasion, p. 201-238.

**Week 5: Towards an American Culinary Identity**

M 2/6: R7 *ARE* Chapter 7: Intoxication: Finding Common Bonds in an Alcoholic Empire, p. 241-277.

W 2/8:

F 2/10: R8 *ARE* Chapter 8: Revolution: A Culinary Declaration of Independence, p. 279-321.

**Week 6: Exploring Lost Ecologies through Food**

M 2/13: R9 *Twain's Feast* (Hereafter *TF*) Introduction, Chapter 1 and 2. (Prairie Hens, Possum & Raccoon.) p. 1-82.

W 2/15:

F 2/17: R10 *TF* Chapters 3, 4, 5 (Tahoe Trout, SF Oysters, Philadelphia Terrapin) p. 83-182.

**Weekend Field Trip:** Hermann-Grima House 19c Culinary Demonstration

**Week 7: Heritage Breeds and Reconstructions of Historical Biodiversity**

M 2/20:

W 2/22: R11 *TF* Chapters 6, 7, 8, epilogue. (Sheepshead & Croakers, Cranberries, Maple Syrup.) p. 183-290.

F 2/24: *I usually cancel class on the Friday before Mardi Gras. This year is no exception.*

**Week 8: Carnival Break 2/27 – 3/3**

**Week 9: Inventing the Cold Chain**

M 3/6: Menu research presentations

W 3/8: Menu research presentations

F 3/10: R12 *Refrigeration Nation* (Hereafter *RN*) Introduction, Chapter 1, "Inventing the Cold Chain," and Chapter 2, "The Long Wait for Mechanical Refrigeration," p. 1-54.

**Week 10: Refrigeration and The Emergence Modern Commercial Food Systems**

M 3/13:

W 3/15: Introduction to Research Exercise 2 and the Photogrammar Website

F 3/17: R13 *RN* Chapter 3, "The Decline of the Natural Ice Industry," and Chapter 4, "Refrigerated Transport Near and Far," p. 55-98.

**Week 11: Technology and Food in the 20<sup>th</sup> Century Home**

M 3/20: R14 *RN* Chapter 5, "The Pleasures and Perils of Cold Storage," and Chapter 6, "Who Ever Heard of an American without an Ice Box?" p. 99-139.

W 3/22:

F 3/24: R15 *RN* Chapter 7, "The Early Days of Electric Household Refrigeration," and Chapter 8, "The Completion of the Modern Cold Chain," p. 140-181.

**Week 12: Origins of the Food System We Know**

M 3/27: Presentations on Research Exercise #2

W 3/29: Presentations on Research Exercise #2

F 3/31: R16 *A Square Meal* (hereafter *ASM*), Introduction, Chapter 1 and 2. World War I and changing eating patterns in urban America.

**Week 13: The Politics of Hunger in Twentieth Century America**

M 4/3: R17 *ASM* Chapters 3 and 4: Relief in the city and the country with the onset of the Great Depression but before the advent of the New Deal.

W 4/5: Research Proposal Due

F 4/7: R18 *ASM* Chapters 5 and 6: Relief and protest in the city and country; the Bonus Army.

**Week 14: Easter Break 4/10 - 4/17 (note: Work on Research Post)**

**Week 15: Race, Class and Hunger Relief**

W 4/19: Discussion of Research

F 4/21: R19 *ASM* Chapters 7 and 8: Relief under the New Deal. Governmental programs and managing scarcity and surplus in agriculture.

**Week 16: Towards the way we cook.**

M 4/24: R20 ASM Chapters 9 and 10: Hobos and Migrants and Government work, Fortified foods and nutrition in the face of hunger.

W 4/26:

F 4/28: R21 ASM Chapter 11: *Good Housekeeping* and the education of the new American cook.

**Week 17: Fine Tuning your research.**

M 5/1: R22 Hyman, Gwen. "The Taste of Fame: Chefs, Diners, Celebrity, Class." *Gastronomica* 8, no. 3 (2008): 43–52. (available on Blackboard).

W 5/3:

**Final Exam Day:** Presenting your WordPress Post.

## **A History of Food in America, An Assessment Plan**

### **A: Student Learning Outcomes:**

Students will emerge from this course with not only a substantive understanding of how the production and consumption of food has shaped the United States, but also with a theoretical framework for evaluating its continued significance in the present.

Situated squarely in the discipline of history, students will be expected to engage in research in order to articulate a written argument supported by a range of documentary evidence not limited to secondary scholarship, images, ephemera, data, spatial analysis, archival documents, etc.

Use a digital medium (in this case, Wordpress) in a way that demonstrates the interconnectedness of and makes clear student contributions to the corpus of human knowledge.

### **B: Methods for Measuring "Success," i.e., learning:**

Regular written discussion questions on substantive course readings, reviewed by the instructor and evaluated and answered by classmates will forge an open dialogue about content.

Significant guided research exercises that have been crafted to implore students to engage in significant levels of methodological creativity and expansive thinking about interpretive process. Students will submit written versions of research but also present their findings to their classmates, fostering a dialogue of ideas.

Required research proposal and revised research exercise that emphasizes the value of refinement and revision in the intellectual process. Students will be required to meet clearly defined standards of professionalism and quality before the instructor will publish final research projects to the course Wordpress. One might term this assessment mechanism as "the editorial process."

### **C: Criteria used to measure accomplishments or outcomes.**

I plan to issue a grade proportionate to the degree to which the student met the expectations set out on the syllabus and all other supplemental assignment instructions, considered in the broader context of the degree to which the student embraced the spirit and intent of the exercise.

### **D: Frequency of assessment of student learning.**

A review of the syllabus reveals that students will be evaluated on a rolling weekly basis through the submission of reading discussion questions. These moments will

be punctuated in triplicate by the evaluation of their research assignments and the peer interaction they experience when presenting research to the class.

**E: Describe mechanisms that will be in place to ensure the continuous improvement of the course:**

Like any course, student evaluations will mark a jumping-off point for improvement.

Periodic dialogue about the quality, merit, and utility of readings or even entire thematic segments of the course often proves revealing while leading on to a broader discussion of what it is generally that students expect to learn.

**F: Structure and process for administrative and academic oversight of course:**

Substantial revisions to this course or changes in staffing will trigger a process that bears strong resemblance to the initial phases of the one now engaged to approve it in the first place. To wit, the syllabus will circulate among the members of the history faculty for comment and approval.

**G: Impact of course on accreditation or certification.**

None.