FORM A
College of Arts and Sciences

Revised 05/08/2009

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: (New Experimental) HIST 390: Political Assassinations in American History

Initiating Unit or Individual: Gary Huey
Contact Person’s Name: Gary Huey  e-mail: hueyg@ferris.edu  phone: 2758
Date or Term of Proposal Implementation: Summer 2011
☐ Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
☐ Group I - B – New minors or concentrations
☐ Group II - A – Minor curriculum clean-up and course changes
☒ Group II - B – New Course
☐ Group III - Certificates
☐ Group IV – Off-Campus Programs

<table>
<thead>
<tr>
<th>Group/Individual</th>
<th>Signature</th>
<th>Date</th>
<th>Vote/Action *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program or Academic Unit Faculty</td>
<td>Gary Huey</td>
<td>1/11/11</td>
<td>Support</td>
</tr>
<tr>
<td>Department Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Head</td>
<td></td>
<td>1/11/11</td>
<td>Support</td>
</tr>
<tr>
<td>College Curriculum Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td></td>
<td>1/26/11</td>
<td>Support</td>
</tr>
<tr>
<td>University Curriculum Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Affairs</td>
<td></td>
<td>2/15/11</td>
<td>Support</td>
</tr>
</tbody>
</table>

* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs

President (Date Approved)  Board of Trustees (Date Approved)  President’s Council (Date Approved)
1. Proposal Summary

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights. Additional rationale may be attached.)

This course will examine political assassinations in United States history from the 1830s to the present. We will look at the political, economic, religious, and cultural forces that bring individuals to the point the take the life of a politician or public figure. We will begin by examining political assassinations in ancient society and modern assassinations in other nations to demonstrate it is a long-standing crime and investigate the motives behind these actions. This will help students understand that such drastic attempts to affect the course of politics are not just an American tradition. The class will then, through reading and lectures examine the numerous assassination attempts, both unsuccessful and successful, from Andrew Jackson, Abraham Lincoln, James Garfield, and William McKinley in the 1800s to Franklin Roosevelt, Harry Truman, Robert F. Kennedy, George Wallace, and Gerald Ford. We will then do an indepth study of the assassinations of President John F. Kennedy, Malcolm X, and the Rev. Martin Luther King, Jr. These assassinations are surrounded by great controversy regarding who is responsible. The class will break up into “legal teams” and begin their own investigation of these killings by looking at court transcripts, other primary documents and secondary sources. At the end of the semester each group will present their findings to class along with a 3,000 word paper that lays out their case.

While this topic always has been of interest to students and scholars of history, recent events in Arizona make this an especially relevant course.

This class will meet the stated History Program outcomes. Students completing this course will have:

1. use primary and secondary sources to aid in historical interpretation
2. learn about how diverse perspectives shape history and its analysis
3. learn to think critically when reading both primary and secondary sources
4. learn to identify major themes of historical change.

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST</td>
<td>390</td>
<td>Political Assassinations in American History</td>
</tr>
</tbody>
</table>

b. Courses to be Deleted From FSU Catalog:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Title</th>
</tr>
</thead>
</table>


c. Existing Course(s) to be Modified:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Title</th>
</tr>
</thead>
</table>
d. Addition of existing FSU courses to program
Prefix    Number    Title

e. Removal of existing FSU courses from program
Prefix    Number    Title
3. Summary of All Consultations

<table>
<thead>
<tr>
<th>Form Sent (B or C)</th>
<th>Date Sent</th>
<th>Responding Dept.</th>
<th>Date Received &amp; by Whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form C</td>
<td>1/12/11</td>
<td>FLITE</td>
<td>Scott Atwell</td>
</tr>
</tbody>
</table>

4. Will External Accreditation be Sought? (For new programs or certificates only)

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If yes, name the organization involved with accreditation for this program.

5. Program Checksheets affected by this proposal.

N/A (Experimental course at this time)
FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. All returned forms should be included in the proposal. FLITE must respond within 20 calendar days of receipt of this form to insure that the form is included in the final proposal.

FAILURE TO RESPOND IS CONSIDERED AS SUPPORT OF THE CHANGE.

RE: Proposal Title: (Experimental Course) HIST 390: Political Assassinations in American History

Projected number of students per year affected by proposed change: 25

Initiator(s): Gary Huey
Proposal Contact: Gary Huey Date Sent: January 12, 2011
Department: Humanities, Campus Address: JOH 117
(Please print)

Liaison Librarian Signature: ___________________________ Date: __________
Dean of FLITE Signature: ___________________________ Date Returned: __________

Based upon our review on __________ (date), FLITE concludes that:

☐ Library resources to support the proposed curriculum change are currently available.

☐ Additional Library resources are needed but can be obtained from current funds.

☐ Support, but significant additional Library funds/resources are required in the amount of $___________.

☐ Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, programs, etc. Use additional pages if necessary.
NEW COURSE INFORMATION FORM
See Sample – Limit to Two Pages Please

Course Identification:

Prefix:   Number Title
HIST  390  Political Assassinations in American History

Course Description:
This course will examine political assassinations in U.S. history from the 1830s until the present. We will focus primarily on the assassinations of President John F. Kennedy, Rev. Dr. Martin Luther King, Jr., and Malcolm X, but we will discuss every major attempted assassination, successful and unsuccessful. Students will examine why the assassinations were attempted, who was responsible, and the results for America.

Course Outcomes and Assessment Plan:
Course Outline including Time Allocation:
Student Learning Outcomes:
1. Students will come away with an increased knowledge of the political history of our nation, a culture that can support such violence and yet abhor it, and the legal system in the United States

2. Students will improve their analytical thinking skills by interpreting and critiquing both primary and secondary sources.

3. Students will improve their writing skills by submitting summaries and critiques of reading material and research papers.

4. Students will learn basic historical research skills by using FLITE library databases and the Chicago Manual of Style citation method

5. Students will be able to look at works or historical events from different perspectives

6. Students will have increased knowledge of the techniques or methodology of a discipline in the humanities

7. Students will have increased knowledge about some aspect of cultures.

8. Students will be able to justify interpretations with an understanding of the interpretative process.

Assessment Plan:
1. Discussion of reading material
2. Researching and writing a term paper
3. Critiques of other group’s papers
4. Presentation of research results on the assassinations
Course Outline including Time Allocation:

Week One  A discussion of assassinations throughout world history
Week Two  Failed and successful assassinations in the 1800s
Week Three Failed and successful assassinations from 1900 to 1960
Week Four  Selected assassinations from 1960 to the present
Week Five An examination of the John F. Kennedy assassination and the Warren Commission
Week Six  An examination of the Rev. Martin Luther King, Jr. and Malcolm X assassinations
Week Seven This week students will decide which assassination they will investigate, JFK, MLK or Malcolm X, as these are the most controversial with several different explanations for each, especially the Kennedy assassination. (With twenty-four students, we will have eight groups of three) Each group will then choose which assassination and which theory of the assassination they will try to prove is correct.
Week Eight This week the groups will use the articles they read for our discussions as a starting point for research on their theory of who, how, and why their person was killed. We will go to the library to explore sources, especially government documents.
Week Nine This week I will hold conferences with each group to go over the paper’s thesis and outline.
Week Ten Conferences again this week as we go over the first draft of the paper.
Week Eleven Class will meet this week and the revised first drafts will be e-mailed to the other members of the class and we will spend the week commenting on each group’s paper.
Week Twelve Conferences with each group as they work on their second drafts
Week Thirteen Groups begin to present their findings to the class as they make an argument for their particular theory of the assassinations.
Week Fourteen Finish presentations
Week Fifteen This week we will critique the papers and the groups will then revise their papers based on the comments of their peers and the instructor/
CREATE NEW COURSE
Course Data Entry Form

FORM F
Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201105 Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix: HIST
b. Number: 390
c. Enter Contact Hours per week in boxes.
   LECTure ☐ LAB ☐ INDependent Study – Check (x) ☐
   Practicum: ☐ Seminar: ☐

d. Course Title: US Political Assassinations
   (Limit to 30 characters/spaces.)
e. College Code: AS f. Department Code: HUMN
   Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: ☐ Variable ☐ Fixed h. Minimum Credit Hours ☐ i. Maximum Credit Hours ☐
j. May Be Repeated for Added Credit: Check (x) Yes ☐ No ☐
k. Levels: Check (x) ☐ Undergraduate ☐ Graduate ☐ Professional

l. Grade Method: Check (x) ☐ Normal Grading ☐ Credit/No Credit only (Pass/Fail)
m. Does proposed new course replace an equivalent course? Check (x) Yes ☐ No ☐

n. Equivalent course: Prefix ☐ Number ☐ See instructions on Replacement courses.
o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
   This course will examine political assassinations in U.S. history from the 1830s until the present. We will focus primarily on the assassinations of President John F. Kennedy, Rev. Dr. Martin Luther King, Jr., and Malcolm X, but we will discuss every major attempted assassination, successful and unsuccessful. Students will examine why the assassinations were attempted, who was responsible, and the results for America.
p. Term(s) Offered: Summer

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. ENGL 250.

UCC Chair Signature/Date: 

Academic Affairs Approval Signature/Date: 

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
   ☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC) ☐ G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: Date Completed: Entered: SCACRSE _ SCADETL _ SCARRES _ SCAPREQ _
**GENERAL EDUCATION APPROVAL FORM**

Form G plus justification of the General Education designation being sought must be sent to the General Education Coordinator (preferably electronically). The criteria for each designation can be found FSU General Education website: http://www.ferris.edu/HTMLS/academics/gened/gened.html

Upon review, the form below will be completed by the University General Education Committee for the courses that will meet General Education requirements. The form must be included in the proposal packet.

**Course Prefix:** HIST  **Course Number:** 390

**Course Title:** Political Assassinations in American History

**G. E. Codes Requested:** C

<table>
<thead>
<tr>
<th>G.E. Codes: G=Global Consciousness; R=Race/Ethnicity/Gender Issues; S=Social Awareness; C=Cultural Enrichment; W=Writing Intensive; Z=Scientific Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator: _____ Date Sent: _____</td>
</tr>
<tr>
<td>Proposal Contact: _____ Email: _____</td>
</tr>
<tr>
<td>Department: _____ Campus Address:_____</td>
</tr>
</tbody>
</table>

Please Print

| University General Education Committee: _____ |
| Chair: _____ Date Returned: 1/19 via email |

Based upon University General Education Committee review on _____(date), we

☐ Support the request to designate the course listed above as a ____ (insert Gen. Ed. Designation(s).)

☐ Do not support the request to designate the course listed above as a ____ (insert Gen. Ed. Designation(s) for reasons listed below.

**Comments:**

_____
Gen Ed Course Approvals
Frederick R Heck  to: Donald Flickinger  
Cc: Maureen Milzarski, Robert Barnum, Grant Snider, Gary L Huey, 
    Zigmond A Kozicki

Don,

The following courses have been approved for Gen Ed status by the appropriate subcommittees and the 
University Gen Ed Committee:

ARTS 290 Aesthetic Engineering for Cultural Enrichment
PHIL 316 Applied Ethics for Cultural Enrichment
HIST 390 Political Assassinations in American History for Cultural Enrichment
PHIH 390 The Good Life (Honors) for Cultural Enrichment
HCSA 290 Comparative Healthcare France Switzerland (Study Away) for Global Consciousness

Fred Heck
General Education Coordinator
Form G Request for Cultural Enrichment Designation

To: University Curriculum Committee
From: History Faculty, Gary Huey, proposal originator

The history area is submitting HIST 390 American Political Assassinations for approval and for Cultural Enrichment Designation. This class is an experimental course to be offered to the general student population. I decided to ask the students what they would like to study. I received a number of requests for a course on assassinations. The students wanted to know why they were so common in the U.S. What was it about our society that fostered such actions? Even today there is a minister in Arizona who prays every day for President Obama’s death, and he is quoted as saying he does not care how it is done and that assassination would be just as acceptable as brain cancer. It is an issue that does not just involve politics or economics. Our culture, our values help to explain these events. We will look at assassinations from ancient history to the present focusing on what was it in each of these societies (ancient Rome, Imperial Russia, Depression era Japan, for example) as well as the U.S. that led to political assassinations and what were the results. No other course we have on the books offers this level of depth and complexity as they only touch on political assassinations for a few days during the semester as they are broader based in content. Thus, the need for this course. When we look at the U.S. in detail, we will look at the major successful and unsuccessful attempts, what the times were like, the cultural setting, etc. For the specific examples see Form E and the course week by week description. This will take about forty percent of the semester. Then the class will make an in-depth investigation into the most controversial assassinations of the twentieth century (JFK, MLK, and Malcolm X) A great deal of reading about violence in America, our gun culture, and our political and economic systems that contribute to an atmosphere of intolerance as well as an group research project will lead the students to understand better why we have assassinations in this country and what their impact is on American society. We will, also, decide if we are unique in this regard.

Should this class prove to be successful with the students, the History area may decide to make this course a permanent offering. Student evaluations will be the main determinant in this decision.

1. Provide interpretative approaches to the events, arts, languages, or ideas of cultures.

Through the use of lectures, discussions, and primary and secondary sources, students will examine various interpretations of the nature of American society, the assassinations throughout our history, and their impact on our country.

2. Offer established methodologies for understanding components of cultures.
Through the reading and discussion of primary sources, students will engage in historical thinking about documents (letters, court transcripts, FBI files, etc.). Students will learn to question the motives and biases of the authors and will consider the circumstances under which the sources were written as well as the audience to whom they are written.

3. Offer an appreciation and understanding of the “techniques” of the arts or discipline.

Through lecture, discussion, and secondary source reading, students will learn the craft of history and will discover how historians know what they know about the assassinations. Also, through the use of primary sources, students will come to appreciate the roles played by context and causality when studying the discipline of history.

4. Possibly provide participation in the various arts.

Since this is not a participation course, students will not be asked to perform in the various arts.

5. Help students see the connection between the elements of cultures and themselves.

Through the use of lecture, discussion, and the use of primary and secondary sources, students will learn how the culture of the U.S. contributed to an atmosphere that led to assassination as a way to solve political problems. They will necessarily compare the beliefs of the past with those they hold today.

6. Help students explore new ways to perceive, think, experience, and value.

History courses in general promote critical thinking through the written analysis and discussion of both primary documents. Through this course, therefore, students will be able to develop historical habits of mind such as historical empathy (putting yourself in someone’s else’s shoes), an understanding of historical causation, and the ability to read evidence critically.

7. Help students gain a better understanding of a culture from an analysis of specific events or works.

Throughout the course, students will be analyzing specific attempted and successful political assassinations through the reading, written critiques, and discussion of both primary and secondary sources, and therefore gain a better understanding of American society and the specific events surrounding each assassination. Students will analyze a wide variety of primary sources such as newspaper and magazine stories from the specific assassinations, court transcripts, government reports, Congressional testimony, etc. The film of the Kennedy assassination will be examined as well.

8. Be compatible with the designation of other universities.
A number of universities offer a course similar to this one. I have consulted their catalog to help craft this class.

9. Provide knowledge and appreciation of the components of a culture.

Through lecture, discussion, and analysis of primary and secondary sources students will be exposed to various aspects of American culture and their connection to political assassinations, e.g. students will be reading books such as Richard Slotkin’s, Gunfighter Culture, James Kirkham, Sheldon Levy, and William Crotty, Assassination and Political Violence, and Kathryn Olmsted, Real Enemies: Conspiracy Theories and American Democracy, World War I to 9/11.

10. Offer an understanding of process of thought or creativity that produces a cultural artifact.

Through lecture, discussion, and analysis of primary and secondary sources, students will be exposed to the process of how the intellectual and social foundations of American culture could support both an atmosphere in which some would support political assassinations, in the past and the present (the Arizona minister I noted earlier, is but one current example of this).

11. Be taught by faculty with the appropriate credentials.

This course will be taught by Dr. Gary Huey who holds a Ph.D. in U.S. history from Washington State University with a concentration on social and cultural history in the twentieth century.
January 26, 2011

TO: Don Flickinger, Associate Provost of Academic Affairs
    Meral Topcu, Chair, College Curriculum Committee

FR: Reinhold Hill, Interim Dean

RE: HIST 390: Political Assassinations in American History

Enclosed for your information is the proposal for HIST 390: Political Assassinations in American History which I have approved to be offered Summer 2011 by the Humanities Department.

Thank you.

Cc: Grant Snider
    Carrie Franklund