



SACRAMENTO  
STATE

# Course Change Proposal Form A



<b>Academic Group (College):</b> <b>Arts and Letters</b>	<b>Academic Organization (Department):</b> <b>History</b>	<b>Date:</b> <b>September 23, 2007</b>
<b>Type of Course Proposal:</b> New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	<b>Department Chair:</b> <b>Christopher Castaneda</b>	<b>Submitted by:</b> <b>Mona Siegel</b>
<b>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></b>	<b>For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></b> <b>CCE (Extension): Yes <input type="checkbox"/> No <input type="checkbox"/></b>	<b>Semester Effective:</b> <b>Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/>, 2008</b>

<b>This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):</b>	
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**Change from:**

<b>Subject Area (prefix) &amp; Catalog Nbr (course no.):</b>	<b>Title:</b>	<b>Units:</b>

**Change to:**

<b>Subject Area (prefix) &amp; Catalog Nbr (course no.):</b> HIST 200	<b>Title: History and Theory</b>	<b>Units:3</b>
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**JUSTIFICATION:**

This course adds new content to improve the training of history professionals in the history MA program by formalizing the place of theory in our graduate curriculum.

The teaching of historical theory has never been formalized in a course in the history department graduate program. The absence of a formal seminar in theory has had several results:

1. Some students have left the program with little theoretical training and have not learned to recognize important methods of history theory and writing. This deficiency has negatively affected their performance in Ph.D. programs and reflected negatively on the training offered at CSUS.
2. Some students have learned some theory in various other classes, which in turn has lead to some redundancy in their history training.

The faculty of the History Department believes that formal training in history theory is important for contemporary practice of history and is necessary for students in the MA program.

The new History 200 (History and Theory) will be required for all students in the standard program (comprehensive and specialized options) and is designed to rectify the problems outlined above.

**NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description**

Study of the theoretical schools and debates that have most influenced historical research and writing in the modern era. The course will introduce students to both important theoretical texts and their applied use. It is designed to provide an intellectual foundation for subsequent graduate-level history seminars.

**Note:**

**Prerequisite:**

Enforced at Registration: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Classified standing in History or instructor permission.	
Corequisite: Enforced at Registration: Yes <input type="checkbox"/> No <input type="checkbox"/>	
CAN (California Articulation Number):	
Graded: Letter <input checked="" type="checkbox"/> Credit/No Credit <input type="checkbox"/>	Instructor Approval Required? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Course Classification (e.g., lecture, lab, seminar, discussion): Seminar	Title for CMS (not more than 30 characters) HISTORY & THEORY
Cross Listed? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, do they meet together and fulfill the same requirement, and what is the other course.
How Many Times Can This Course be Taken for Credit? <u>1</u>	
Can the course be taken for Credit more than once during the same term? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

**FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:**

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: "Students will be able to: 1), 2), etc."  
See the example at <http://www.csus.edu/acaf/example.htm>

<ul style="list-style-type: none"> <li>To understand the intellectual evolution of their chosen discipline</li> <li>To understand and recognize modern theories shaping historical research and writing</li> <li>To analyze critically and to challenge different models of historical understanding</li> <li>To practice written communication, critical thinking, and other skills necessary for professional development in history, teaching, and related occupations</li> </ul>
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**\*\*Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

<ol style="list-style-type: none"> <li>student papers</li> <li>student oral contribution to seminar discussion</li> </ol>
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<p><b>For whom is this course being developed?</b>  Majors in the Dept <input checked="" type="checkbox"/> Majors of other Depts <input type="checkbox"/> Minors in the Dept <input type="checkbox"/> General Education <input type="checkbox"/> Other <input type="checkbox"/>  Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>  If yes, identify program(s): MA in History - Standard (comprehensive), Standard (specialized), and History/Humanities options</p> <p>Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  If yes, attach a description of resources needed and verify that resources are available.</p> <p>Indicate which department or programs will be affected by the proposed course (if any). <u>History</u></p> <p><b>The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.</b></p>
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**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

**Signatures:**

	<b>Date</b>
<b>Department Chair:</b> <i>Chir Castaneda</i>	9/7/07
<b>College Dean or Associate Dean:</b> <i>Nancy M. Jork</i>	9-21-07
<b>CPSP (for school personnel courses ONLY)</b>	
<b>Associate Vice President and Dean for Academic Programs</b>	

**Distribution:** Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

# College of Arts and Letters Curriculum Committee CHECK-OFF LIST FOR COURSE APPROVAL

Name of Department History Effective Date Spring 2008  
Proposed Course Number HIST 200 Course Name History and Theory  
Contact Person Mona Siegel (8-3413) Instructor Various  
Projected Enrollment 15 Units of Credit 3 → msiegel@csus.edu  
Has the course been offered before? no If yes, under what number? \_\_\_\_\_  
Suggested Course Classification C-5 Unit distribution: lecture \_\_\_\_\_ lab \_\_\_\_\_ activity \_\_\_\_\_

## List the prerequisite(s) for the proposed course.

Graduate standing or permission of instructor.

## For which students or programs is the course designated?

- Majors in the department  
 Minors in the department  
 Majors of other departments (e.g., *An A&L course designed for Business Administration majors*)  
 General service  
 Other (specify) \_\_\_\_\_

If approved by the A & L Curriculum Committee, will this course be submitted for consideration in the General Education Program?  Yes  No

## Method of Presentation:

- Lecture  Lecture/Activity  Lecture/Discussion  Lecture/Laboratory  
 Activity  Laboratory  Seminar  Films and/or other visuals  
 Performance  Other (specify) \_\_\_\_\_

If different amounts of credit will be available for the proposed course, indicate differences in course requirements for earning the units.

If the course can be taken more than one time for credit, what is the justification for the repetition? How will the two (or more) experiences differ?

What courses currently offered in Arts and Letters or other colleges/departments most closely resemble the proposed course? Please *list* these other courses and justify why the proposed course will not duplicate them. Not all approved courses are shown in the current catalog so please consult faculty/chair in other schools/departments where duplication might occur. Please list persons you consulted.

None.

- 1.
- 2.
- 3.
- 4.

**Can the course be implemented within the existing departmental allocation?** Yes

If the proposed course will require an expenditure of \$100 or more, append a breakdown of expenditure and source of funding.

**If this is a new course, how will it be integrated into your present allocation:**

1. Will you be giving up another course to make room for the proposed course? No
2. What course(s) could you alternate in the schedule with the proposed course? Will become part of our regular graduate rotation.
3. How often would you schedule the proposed course? 1-2 times a year depending on demand.
4. What full-time faculty can teach the course? What other course would they give up in order to teach it? Various full-time faculty will rotate through the course.
5. Realistically, what fiscal impact might the proposed course have? (*e.g., operating expense, faculty cost, staff cost, student assistants, equipment, etc.*)

None.

**List the objectives/goals/expected learning outcomes.**

- To understand the intellectual evolution of their chosen discipline
- To understand and recognize modern theories shaping historical research and writing
- To analyze critically and to challenge different models of historical understanding
- To practice written communication, critical thinking, and other skills necessary for professional development in history, teaching, and related occupations

**What student assessment tools will be used?** (*e.g., exams, papers, portfolios.*)

A series of critical review essays and/or historiographical essays.  
Student oral contributions to seminar discussion.

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***In addition to filling out the Check-Off List form, please submit a course syllabus containing the following information:***

- I. Course Content and Objectives  
(Brief discursive overview of major topics and goals)
- II. Required Texts  
(*e.g., textbooks, class handouts, journals, newspapers, web pages, videos, etc.*)
- III. Course Format

*(e.g., lecture, lecture-discussion, seminar, composition, activities, studio, etc.)*

IV. Course Requirements

- A. Class Participation
- B. Examinations
- C. Research Paper or Term Project or Short Papers, etc.
- D. Attendance
- E. Other Policies

V. Student Evaluation: How are the requirements in IV weighted in determining the course grade?  
*(e.g., attendance 10%, midterm 23%, etc.)*

VI. Semester Outline

(Course topics ordered weekly)

California State University, Sacramento  
Fall 2007  
History 200  
Tuesdays, 1:30-4:20  
Library 127

Professor Mona Siegel  
office: 3058 Tahoe Hall  
telephone: 278-3413  
Email: [msiegel@csus.edu](mailto:msiegel@csus.edu)  
Office hours: Thursdays 1:30-4:30 and by appointment

## HIST 200: History and Theory

“History is but a pack of tricks we play on the dead” – Voltaire

### Catalog Description:

Study of the theoretical schools and debates that have most influenced historical research and writing in the modern era. The course will introduce students to both important theoretical texts and their applied use. It is designed to provide an intellectual foundation for subsequent graduate-level history seminars.

### Course Description:

The discipline of history has evolved considerably in the almost two centuries since Leopold von Ranke insisted the sole objective of the historian should be “to show what actually happened” (*wie es eigentlich gewesen*). From the nineteenth century to the present, historians have been concerned as much with concepts as with facts, as much with explanation as with narration. The intellectual influences upon historians have been diverse, but over time, a handful of theoretical approaches or schools have stood out for the far-reaching and enduring ways in which they have reshaped the discipline. This intensive reading seminar is designed to introduce students to some of the most prominent theoretical schools and debates that have influenced historical research and writing in the modern era. Students will be expected to read both original theoretical works and examples of historical texts that seek to apply them. By the end of the semester, students should have a solid understanding of the evolution of the discipline of history, a working knowledge of social and humanistic theory, and a broad familiarity with some of the most noteworthy historical scholarship of the past two hundred years

### General Learning Objectives:

- To understand the intellectual evolution of your chosen discipline
- To understand and recognize modern theories shaping historical research and writing
- To analyze critically and to challenge different models of historical understanding
- To practice written communication, critical thinking, and other skills necessary for professional development in history, teaching, and related occupations

### Course Requirements:

#### Weekly participation and discussion (19%):

Barring serious illnesses and emergencies, you are expected to be in class every week. If an emergency does arise, please contact me ahead of class to make alternate arrangements. This course will be in seminar format, and all students will be expected to participate frequently and actively. You should come prepared each week to engage the readings by summarizing arguments, asking questions, and probing the material in depth.

#### Seven informal writing assignments (21%):

For each week of class, you are required to write a brief (500-1000 word) synopsis of and reaction to the assigned readings. Your papers should summarize the theoretical models influencing the historian in question and talk about how this historian applied the theory to his or her particular subject of study. Make sure to summarize the book's thesis, and feel free to discuss any points of particular interest, any concerns you have with the argument, and/or any questions the book raises for you. You do not need to turn in an informal writing assignment on the week that you present, on "Historicism" or on "After Theory"). You may also skip one other week of your choosing throughout the semester (your choice), leaving a total of seven informal writing assignments. Each informal writing assignment will be graded on a three point scale (3=thorough, insightful, and well-written, 2=somewhat less thorough, insightful, and well-written, 1=incomplete or off-base, 0=delinquent). **You should turn in your short-written assignments by 5:00 p.m. on the day before the class for which they are assigned. Turn them in via the assignments drop box in WebCT.** (If you can turn them in earlier, it is appreciated) I will return them to you via WebCT, graded and with short comments.

**Oral presentation and leading discussion (10%):**

Everyone in this class will choose one discussion topic from Part II of the class, which will become be your particular responsibility. For this week of discussion, you are expected to do supplementary reading on the theory, author, and works in question.

On the given week, you (and any co-presenters) will be expected to begin the class with a brief background presentation on the week's topic and authors. In this presentation, you should provide the class with relevant biographical, theoretical, and historiographical information on the works at hand. Presenters will also be expected to meet with the professor ahead of time and draw up a list of discussion questions. Presenters will share the responsibility of leading class discussion along with the professor. **Further instructions can be found at the end of this syllabus.**

**Final analytical essay (50%):**

Everyone in this class will write a 12-15 page analytical essay based on the same theme as chosen for the in-class presentation. Your analytical essay should address how a particularly theoretical model or issue (Marxism, Annales, Gender, Orientalism, Memory, etc.) has influenced European historiography. Your research should largely be rooted in the required and supplementary reading listed on this syllabus, but you are certainly free to include additional materials if you so desire. For this assignment, everyone will be expected to turn in a rough draft (**due Nov. 27 by 4:30**) and a final draft (**due Monday, Dec. 17, 4:30 p.m.**).

**Grades:**

Final grades in this course will be distributed as follows:

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	59 ↓

**Please Note**

- Written assignments must be handed in on time.
- If you fail to meet any deadline due to a certifiable medical or other emergency, you must contact me as soon as possible to make alternative arrangements, if allowed.
- You are responsible for obtaining notes or handouts for any classes that you miss.
- Cheating and plagiarism will not be tolerated and will result in a failing grade for the course. Students caught cheating or plagiarizing may also be subject to other disciplinary action in