



SACRAMENTO
STATE

Course Change Proposal Form A



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

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):	
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Change from:

Subject Area (prefix) & Catalog Nbr (course no.): HIST 201	Title: Seminar in European Historiography	Units: 3
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Change to:

Subject Area (prefix) & Catalog Nbr (course no.): HIST 201	Title: Interpreting World History	Units: 3
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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 world historiography in our graduate curriculum and regularizing the teaching of historical interpretation.

- The teaching of world historiography has never been formalized in a course in the history department graduate program. The history department believes that a course in world historiography should replace European historiography for the following reason: a large percentage of the teaching jobs at community colleges will entail the teaching of world history rather than European history. Similarly, Ph.D. programs are increasingly interested in admitting students with broader geographical training. All students in the history department standard graduate program should be familiar with world historiography to improve their teaching prospects and performance or to strengthen their credentials for applying to Ph.D. programs.
- The word "historiography" has multiple and contentious meanings in today's profession, which leads different instructors to emphasize different content. The new focus on historical interpretation is designed to simplify this issue for students and instructors.

The new History 201 (Interpreting World History) will be required for all students in the standard program (comprehensive option) 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 historical interpretations of major issues and problems in world history. This course will help students to define world history as a field and to consider different approaches to teaching and/or researching world history topics.

Note:

Prerequisite:
Enforced at Registration: Yes X No ___ Classified standing in History or instructor permission.

Corequisite:	
Enforced at Registration: Yes ___ No ___	
CAN (California Articulation Number):	
Graded: Letter <input checked="" type="checkbox"/> Credit/No Credit ___	Instructor Approval Required? Yes ___ No <input checked="" type="checkbox"/>
Course Classification (e.g., lecture, lab, seminar, discussion): Seminar	Title for CMS (not more than 30 characters) INTERPRETING WORLD HISTORY
Cross Listed? Yes ___ 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? ___ 1 ___	
Can the course be taken for Credit more than once during the same term? Yes ___ 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>

- To recognize the contours of world history as a historical field: its definition, history, limitations, and relevance for contemporary current events
- To understand theories shaping historical research and writing in world history
- To analyze critically and to challenge different models of interpreting world history
- To practice written communication, critical thinking, and other skills necessary for professional development in history, teaching, and related occupations

****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:

1. student papers
2. student oral contribution to seminar discussion

For whom is this course being developed?
Majors in the Dept Majors of other Depts ___ Minors in the Dept ___ General Education ___ Other ___
Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes No ___
If yes, identify program(s): MA in History – Standard (comprehensive) and History/Humanities options

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 ___ No
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). History

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

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:

	Date
Department Chair: <i>Chir Castaneda</i>	9/7/07
College Dean or Associate Dean: <i>Wesley Iron</i>	9-28-07
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

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 201 Course Name Interpreting World History
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 recognize the contours of world history as a historical field: its definition, history, limitations, and relevance for contemporary current events
- To understand theories shaping historical research and writing in world history
- To analyze critically and to challenge different models of interpreting world history
- 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.

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)

History 201: Interpreting World History

California State University, Sacramento
Spring 2009
History 201
Tuesdays, 6-8:50 PM
ARC 1008

Professor Michael Vann
office: 3053 Tahoe Hall
telephone: 278-6428
Email: mikevann@csus.edu
Office hours: T, Th 10-11, T. 4:30-5:30, and by appt.

Catalog description:

Study of historical interpretations of major issues and problems in world history. This course will help students to define world history as a field and to consider different approaches to teaching and/or researching world history topics.

Course description:

This is an intensive reading seminar designed to provide students with a command of the major trends, themes, and concepts in world history. We will try to define world history as a field and consider different ways of teaching and/or researching world history.

General learning objectives:

- To recognize the contours of world history as a historical field: its definition, history, limitations, and relevance for contemporary current events
- To understand theories shaping historical research and writing in world history
- To analyze critically and to challenge different models of interpreting world history
- To practice written communication, critical thinking, and other skills necessary for professional development in history, teaching, and related occupations

Reading list:

Dunn, *The New World History*
Abu-Lughod, *Before Europe Hegemony*
Pomeranz, *The Great Divergence*
Pomeranz & Topik, *The World That Trade Created*
Mintz, *Sweetness and Power*
Curtin, *The Rise and Fall of the Plantation Complex*
Pacey, *Technology in World Civilization*
Crosby, *Ecological Imperialism*
McNeill, *Something New Under the Sun*
Gilroy, *The Black Atlantic*
Huntington, *The Clash of Civilizations*
Lafeber, *Michael Jordan and the New Global Capitalism*
Adas, ed., *Islamic and European Expansionism: The Forging of a Global Order*

Written work:

1) Weekly two page reaction papers (twelve total):

These short “reaction” or “response” papers are due in my office, Tahoe 3053, by 4:30 PM on Tuesday. You should be sure to hold onto your own copies of these papers as they will be very useful in preparing for seminar discussions and extremely useful for writing your longer papers.

While not formal argumentative essays, they are more than simply your reading notes. In these papers, please summarize the author’s argument, describe what kind of history the author has created, comment on the author’s use of sources, and critique the persuasiveness and validity of the author’s argument. Essentially, these are mini-reviews where you do some initial reflecting on the text in question.

3) Three papers of no more than eight pages analyzing the course readings:

These papers are much more formal. In no more than eight pages you will analyze at least two of the course readings. You will concisely summarize the author’s argument and then provide a critique of the text. Here you will pick apart the author’s methodology in more detail than in your short weekly papers. Your weekly papers should serve as a solid base from which to build these longer essays. The seminar discussions should also provide a strong base to work from.

Class Participation:

Seminars succeed or fail based upon the level of student preparation and participation. It will be assumed that you have completed the assigned reading before class and that you will come to class ready (if not eager) to participate. I would strongly suggest bringing your notes to class and preparing for class by drawing up a short list of questions about the course reading.

Grading:

Class participation	25%
Three analytical papers	50%
Twelve weekly response papers	25%

Grades:

Final grades in this course will be distributed as follows:

A	94-100	B-	81-83	D+	68-70
A-	91-93	C+	78-80	D	64-67
B+	88-90	C	74-77	D-	61-63
B	84-87	C-	71-73	F	60 ↓

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 accordance with university policy, which can be found at <http://www.csus.edu/admbus/umannual/UMA00150.htm>. A student tutorial on how not to plagiarize can be found at <http://library.csus.edu/content2.asp?pageID=353>.
- Incompletes will not be given except in cases of extreme illness or other extenuating circumstances and then at the instructor's discretion.
- In case of any dispute, you are required to hold on to all graded written work for this class until you receive your final grade.
- No photographing, recording, or text messaging is allowed without permission of the instructor.
- If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008, 278-6955. Please discuss your accommodation needs with me after class or during my office hours early in the semester.
- This syllabus is subject to modification.

Course schedule:

Week 1: January 30	Introduction		
Week 2: February 7	So what is this "World History" you speak of?	Dunn, <i>The New World History</i> : part 1-6	
Week 3: February 14	Teaching World History	Dunn, <i>The New World History</i> : part 7-11	
Week 4: February 21	Trade in World History before Europe took over	Abu-Lughod, <i>Before Europe Hegemony</i>	
Week 5: February 28	How Europe took over	Pomeranz, <i>The Great Divergence</i>	First paper due February 28
Week 6: March 7	Economic History can be fun ... no, really, it can ... really	Pomeranz & Topik, <i>The World That Trade Created</i>	
Week 7: March 14	One Commodity in World History	Mintz, <i>Sweetness and Power</i>	
Week 8: March 21	Slavery in the Atlantic World	Curtin, <i>The Rise and Fall of the Plantation Complex</i>	
March 28	Spring break ... optional office hours at Steamer Lane, Santa Cruz.		