



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 <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: Christopher Castaneda	Submitted by: Mona Siegel
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> CCE (Extension): Yes <input type="checkbox"/> No <input type="checkbox"/>	Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> 2008

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

Change from:

Subject Area (prefix) & Catalog Nbr (course no.):	Title:	Units:
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Change to:

Subject Area (prefix) & Catalog Nbr (course no.): HIST 282F	Title: History and Memory	Units:3
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JUSTIFICATION:

1. The Master of Arts in Public History has been focused on professional seminars and practicum courses (such as Oral History), and topical history courses, but it has not had a theoretical course of its own. This seminar (Hist 282F) will help students obtain an in-depth theoretical knowledge of one of the most pressing concepts for public custodians of the shared past: collective memory.

2. Students will read, discuss and write about theoretical explanations regarding the formation, transformation, and transmission of collective memory and thereby include a theoretical basis to their training.

3. This seminar has been taught previously as an elective under the number 282Z, "Special Topics in Public History" with great success, but as we now wish to make it a regular offering and part of the core curriculum in the Master of Arts Public History degree program, it needs to have its own independent course number and listing.

4. Issues relating to History and Memory are often of great interest to historians of all subfields, and this course will count as an elective for students in the Standard Program too.

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 theoretical schools and debates regarding the formation, transformation, and transmission of collective memory. The seminar draws upon theoretical literature on group memories from the social sciences and humanities, and it examines the importance of this literature for public and academic historians.

Note:

Prerequisite:
Enforced at Registration: Yes No Classified standing in Public History, 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) HISTORY & MEMORY	
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? <u>1</u>			
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 understand important theoretical explanations for the formation, transformation, and transmission of collective memory
- To analyze critically how knowledge of the past is produced and received outside of academe
- To recognize how our own and others' sense of identity is tied to beliefs about collective heritage
- To practice written communication, critical thinking, and other skills necessary for professional development in public 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): one of two possible core theoretical courses in the Master of Arts – Public History program

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>Chris Castaneda</i>	9/21/07
College Dean or Associate Dean: <i>David M. Jorke</i>	9-21-07
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 282F Course Name History and Memory
Contact Person Lee Simpson (8-6628) Instructor Various
Projected Enrollment 15 Units of Credit 3 lsimpson@csus.edu
Has the course been offered before? yes If yes, under what number? 282Z
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 expand students' theoretical understanding of history and collective memory
- To develop a critical understanding of how knowledge of the past is produced and received outside of academe
- To understand better how our own and others' sense of identity is tied to beliefs about collective heritage
- To practice written communication, critical thinking, and other skills necessary for professional development in public 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)

California State University, Sacramento
Spring 2006

HIST 282F

Professor Mona Siegel
Office: 3058 Tahoe Hall
Phone: 278-3413

Email: msiegel@csus.edu

Office hours: M 12-2, W 12:30-1:30, and by appt.

History and Memory

Catalog Description

Intensive seminar designed to study the theoretical schools and debates regarding the formation, transformation, and transmission of collective memory. The seminar draws upon theoretical literature on group memories from the social sciences and humanities, and it examines the importance of this literature for public and academic historians.

Course Description

What is collective memory? What is history? Who rightfully defines the events, images, symbols, rituals, and beliefs that constitute our knowledge of the past? What responsibilities do public custodians of collective heritage—historians, novelists, museum curators, archivists, artists, and others—have to the truth and to the communities in which they function? In what ways do we construct group identities around knowledge of and beliefs about past events? And given the relentless cycles of warfare and violence that defined so much of the 1900s, how in particular have individuals and societies sought to remember, commemorate, and historicize war and atrocity over the past century?

In this seminar, we will seek answers to these questions, questions which underlie our own relationship to the past as well as our duties as creators of historical knowledge. In doing so, we will develop both a theoretical and a practical understanding of one of the most pressing concepts to historians within and beyond the academy: collective memory. The course begins with an introduction to the burgeoning theoretical body of scholarship on individual collective memory, drawing from the fields of sociology, anthropology, and psychology, as well as history. We will then spend several weeks looking at the public representation of memories by survivors of war and atrocity as well as the "post-memories" of their off-spring. Finally, we will study a variety of "sites of memory" in Europe and America that exemplify some of the challenges and contradictions inherent in the project of memory transmission.

By far, the event that has generated the most developed body of literature relating to collective memory is the Jewish Holocaust. As such, the Holocaust will provide a focal point for our discussions in this class, but we will also examine a much broader legacy of war and atrocity, from imperial massacres to the Armenian genocide, and from the First and Second World Wars to the bombing in Oklahoma City. Everyone in this class will also have the opportunity to conduct their own research on a "site of memory" of personal interest and relate that research to the theoretical material we have covered.

General Learning Objectives

- To understand important theoretical explanations for the formation, transformation, and transmission of collective memory
- To analyze critically how knowledge of the past is produced and received outside of academe
- To recognize how our own and others' sense of identity is tied to beliefs about collective heritage
- To practice written communication, critical thinking, and other skills necessary for professional development in public history, teaching, and related occupations

Course Requirements

Attendance and Participation (30%)

Barring serious illnesses and emergencies, you are expected to be in class every week. If an emergency does arise, please contact me as soon as possible to make alternative 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.

Eight Short Analytical Essays (30%)

For eight of the eleven weeks with assigned readings, you are required to write a brief (2-3 page, typed, double-spaced) essay summarizing and critically assessing the reading material. It is your choice which weeks you skip. You may also write more than eight short essays, and I will then drop the lowest grade(s). In most cases your paper should state briefly and coherently the author's thesis (or authors' theses), provide one or two brief examples from the text(s) illustrating the argument(s), and critically assess the work. If discussing a work of fiction (*Maus*, *Bloodvine*), discuss how issues of memory and history appear in the piece and relate these issues to the appropriate theoretical reading from the class. These papers may be sent as email attachments and are due to me by 3:00 p.m. on the Monday before the discussion.

Preparing Discussion Questions and Leading Discussion (10%)

Everyone in the class will be assigned one week for which they, along with any fellow discussion leaders and the professor, will be responsible for drawing up discussion questions ahead of time and distributing them electronically to the class. You will also then be responsible for providing an introduction to the material and helping lead the class discussion.

Final Essay (30%)

Choose one "site of memory" reflecting war or atrocity and analyze it in terms of its relationship to collective memory and/or history. Some examples of sites of memory that you might choose include texts (a work of fiction, a textbook), memorials (a civil war battlefield, the evolving 9/11 memorial in New York), museums or museum exhibits (the National Museum of the American Indian, the Enola Gay exhibit), a ritual (veterans' day), or a film (*Au revoir les enfants*, *Schindler's List*). Your topic may be drawn from any country or culture providing you have the necessary background and language skills to study it in its historical context.

You should draw your analysis from any relevant secondary or primary source materials. Some examples include scholarly books and articles, newspaper or magazine articles, websites, pamphlets, catalogues, book or film reviews, and tourist guides. Your task is to serve as the cultural and historical interpreter of this site. What memory/memories were/are at stake? Who has shaped/is shaping the story told by this site? What has been/is controversial about the memory or history evoked here? How does this site of memory relate to others we have studied in this class? As part of the assignment, you will need to draw from the theoretical material covered in this class to define what you mean by collective memory and history.

BIBLIOGRAPHY AND PAPER PROPOSAL (5%)

Due **March 22**. Everyone will be expected to turn in a one paragraph description of the site of memory that their paper will focus on, a synopsis of the research question(s) you plan to address, and a full bibliography of materials to be consulted.

ROUGH DRAFT (5%)

Due **April 24**. Everyone is required to turn in a rough draft of their final paper at this date. Rough drafts will not be graded, but if you fail to turn in a serious first draft on this date, I will subtract five points from your final paper grade. Your rough drafts will be returned to you, with comments and suggestions, by **May 3**.

FINAL ESSAY (20%)

Final drafts of your essay are due on **May 15**. They should be 12-15 pages in length, typed, and double-spaced. All quotations, statistics, and paraphrasing of others' arguments must be accompanied by a footnote or endnote citation. The paper should also include a bibliography of all works that you consulted. If you have any questions about proper formatting style, please refer to the *Chicago Manual of Style* or Kate Turabian's *Manual for Writers*.

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 problem or other emergency, you must contact me as soon as possible to make alternative arrangements.
- 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 (0) 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>.
- 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 for the semester.
- This syllabus is subject to modification.

Required Books (All available for purchase at **Hornet Bookstore** and most available on one day reserve in the **library**)

Jay Winter and Emmanuel Silvan, eds. *War and Remembrance in the Twentieth Century* (Cambridge: Cambridge University Press, 2000), 0521794366

Lawrence Langer, *Holocaust Testimonies: The Ruins of Memory* (New Haven: Yale University Press, 1993), 0300052472

James E. Young, *At Memory's Edge: After Images of the Holocaust in Contemporary Art and Architecture* (New Haven: Yale University Press, 2002), 0300094132

Art Spiegelman, *Maus A Survivor's Tale* (New York: Pantheon, 1986), 0394747232

Aris Janigian, *Bloodvine: A Novel* (Heyday Books, 2003), 1890771988

Sarah Farmer, *Martyred Village: Commemorating the Massacre at Oradour-sur-Glâne* (Berkeley: University of California Press, 2000), 0520224833

Edward Linenthal, *The Unfinished Bombing: Oklahoma City in American Memory* (Oxford: Oxford University Press, 2003), 0195161076

Additional readings can be found in your **Course Packet** which can be purchased at **University Copy & Print**, 446 Howe Avenue (right next to Safeway). Others are available through on-line databases as indicated in the schedule.