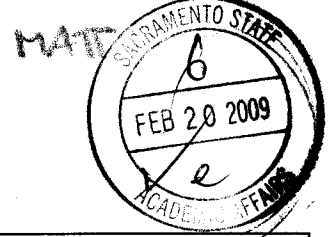




SACRAMENTO  
STATE

# Course Change Proposal Form A



<b>Academic Group (College):</b> <b>Arts &amp; Letters</b>	<b>Academic Organization (Department):</b> <b>History</b>	<b>Date:</b> Dec. 3, 2008
<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>Michael G. Vann</b>
<b>Does this course fulfill a requirement for single-subject or multiple subject credential students?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>For Catalog Copy:</b> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <b>CCE (Extension):</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Semester Effective:</b> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> , 2010

<b>This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):</b>	
<b>If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>

**Change from: NEW**

<b>Subject Area (prefix) &amp; Catalog Nbr (course no.):</b> <b>HIST 134</b>	<b>Title:</b> The Rise and Fall of European Colonial Empires	<b>Units:</b> 3
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**Change to:**

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

<b>The history of European colonization is a crucial process in global historical development. Students must have an understanding of this history to be informed world citizens.</b>
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**NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/umannual/acad.htm> - Guidelines for Catalog Course Description)**

This course covers the origins of European colonialism in the Iberian expansion, the development of English and Dutch empires, the role of spices, slaves, sugar, and opium in the making of the modern global economy, the "New Imperialism" of the 19 <sup>th</sup> Century, the anti-colonialist and nationalist movements, and the final collapse of the empires after World War Two
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<b>Note:</b>	
<b>Prerequisite: None</b> <b>Enforced at Registration: Yes <input type="checkbox"/> No <input type="checkbox"/></b>	
<b>Corequisite: None</b> <b>Enforced at Registration: Yes <input type="checkbox"/> No <input type="checkbox"/></b>	
<b>Graded: Letter <input checked="" type="checkbox"/> Credit/No Credit <input type="checkbox"/></b>	<b>Instructor Approval Required? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></b>
<b>Course Classification (e.g., lecture, lab, seminar, discussion):</b> C-1	<b>Title for CMS (not more than 30 characters)</b> Rise & Fall of Colonial Empires
<b>Cross Listed?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>If yes, do they meet together and fulfill the same requirement, and what is the other course.</b>
<b>How Many Times Can This Course be Taken for Credit? <u>1</u></b>	
<b>Can the course be taken for Credit more than once during the same term? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></b>	

**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>

Students will be able to:

- 1) Work with primary sources, including both assessment of sources and building an essay with primary documents.
- 2) Construct persuasive arguments based upon historical evidence.
- 3) Develop critical reading skills and historical analysis.
- 4) Compare and contrast different historical moments or cultural systems in Western Europe, Asia, and Africa.
- 5) Understand the impact of the colonial empires on the development of the contemporary global, political, and economic order.

**\*\*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:

<b>Geography test</b>	<b>10% of final grade</b>
<b>Two in-class exams</b>	<b>each 20% of final grade</b>
<b>Two Take-Home Essay</b>	<b>each 10% of final grade</b>
<b>Final Exam</b>	<b>20% of final grade</b>
<b>Random in-class quizzes</b>	<b>all 10% of final grade</b>


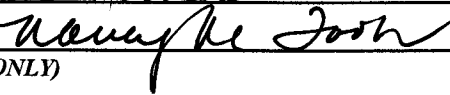
For whom is this course being developed?  
 Majors in the Dept  Majors of other Depts  Minors in the Dept  General Education  Other   
 Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes  No   
 If yes, identify program(s): \_\_\_\_\_

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). \_\_\_\_\_

*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: 	2/6/09
College Dean or Associate Dean: 	2/18/09
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.

# The Rise and Fall of European Colonial Empires

## History 134



Professor Michael G. Vann  
mikevann@csus.edu  
Tahoe 3087  
(916) 278-4163  
Office Hours: XXXXXX

Catalog Description: History 134 covers the origins of European colonialism in the Iberian expansion, the development of English and Dutch empires, the role of spices, slaves, sugar, and opium in the making of the modern global economy, the “New Imperialism” of the 19<sup>th</sup> Century, the anti-colonialist and nationalist movements, and the final collapse of the empires after World War Two.

### Course Description:

History 134 covers the colonial expansion of Western Europe from the fifteenth century to the twentieth century. Beginning with Iberian expansion into North Africa and the islands of the Eastern Atlantic, the course examines the conquest of the Americas, the spice trade and its connection to modern capitalism, the sugar and slave economies of the Atlantic system, the “New Imperialism” of the nineteenth century, the Scramble for Africa, the racial nature of colonial rule, the varieties of resistance movements, and the process of decolonization.

The readings for History 134 are a combination of secondary and primary sources. The primary sources give students an example of the perspective of the individuals engaged in both sides of the colonial encounter. The secondary sources will provide students with a narrative of the stages of Western colonialism and imperialism or will present an analysis of specific social, economic, or cultural aspects of the subject matter.

History 134 satisfies the General Education requirement for Area C1: the Arts and Humanities, World Civilizations.

### Course Objectives:

As an introduction to colonialism and imperialism this course emphasizes breadth over depth. In terms of subject matter, History 134 covers:

- The European transformation of the Americas, India, and Southeast Asia
- The colonial origins of global capitalism
- The political impact of the “New Imperialism”
- “Race” and racism in the colonies
- Collaboration and resistance

In addition to amassing the above historical knowledge, students will sharpen the following skills. Students will be able to:

- 1) Work with primary sources, including both assessment of sources and building an essay with primary documents.
- 2) Construct persuasive arguments based upon historical evidence.
- 3) Develop critical reading skills and historical analysis.
- 4) Compare and contrast different historical moments or cultural systems in Western Europe, Asia, and Africa.
- 5) Understand the impact of the colonial empires on the development of the contemporary global, political, and economic order.

#### Required Reading:

Course reader containing articles and book chapters  
 Ames, *Vasco da Gama: Renaissance Crusader*  
 Curtin, *The World and the West: The European Challenge and the Overseas Response in the Age of Empire*  
 Fanon, *The Wretched of the Earth*  
 Gandhi, *All Men are Brothers*  
 Leon-Portillo, *Broken Spears: The Aztec Account of the Conquest of Mexico*

#### Required Viewing:

*Burn!*  
*A Passage to India*  
*The Battle of Algiers*  
 Selected short clips in lecture  
 All will be screened in class

#### Course Requirements:

Geography test	10% of final grade
Two in-class exams	each 20% of final grade
Two Take-Home Essay	each 10% of final grade
Final Exam	20% of final grade
Random in-class quizzes	all 10% of final grade

Students will receive a study guide for the exams that includes possible identification terms and possible essay topics. Students will receive a similar study guide for the geography test. The quizzes will be a surprise and there will be no study guides. For the take-home papers students will receive a list of topics based upon the course readings, lectures, and films. Students must demonstrate a command of the primary and secondary sources when answering the essay question. Essays based upon outside

material may not be accepted. The paper will be no longer than five typed pages (roughly 1,250 words). A rough draft must be submitted with each completed essay.

### Lectures:

Monday & Wednesday, **XXX:00-XXX-15, XXX**

Lecture attendance is required and roll may be taken either by signing in on a list or by a quiz. Students should know that all material presented in the lectures may appear on the exams.

The lectures are a complement to the course readings, designed to reinforce the texts but not repeat the texts. The lectures will not simply review the information contained in the course readings; indeed sometimes the lectures and the readings will not dovetail as nicely as we may wish. Rather, the lectures will serve several functions: to provide a framework to understand the wide variety of information in the readings; to call attention to crucial historical moments and personalities from the period we are exploring; to analyze aspects of some of the assigned primary sources; to present selected visual images (slides and videos); and to provide an opportunity for the students to raise questions and discuss aspects of the course material. To make the most of what the lectures have to offer, students should come prepared and have completed the course readings.

The list of lecture subjects is tentative. While I will do my best to stick to the list, university professors often do fall in love with the sound of their own voices and have been known to go a little long on some subjects. Furthermore, events such as special events on campus, unforeseen administrative issues, labor actions, acts of piracy, and/or extreme weather phenomenon may create the need for some creative alterations.

Random quizzes on the readings and on the lectures will be administered in class. Quizzes may not be made up without a reasonable explanation for the absence. As I set the bar for a "reasonable explanation" very high, very few missed quizzes are actually made up. Thus, you need to make a serious effort to be in class and on time or your grade will suffer for it.

That said, I do realize that you have something called a "life" and that work and family obligations and emergencies can and will intrude upon the sanctity of our classroom. If you have some "complications" immediately contact me, discretely if you wish, to keep me abreast of your situation. I am happy to work with students who take responsibility for their affairs. However, I do have some difficulties dealing students who come in the day of an exam and unload what appears to have been a preventable crisis upon my already very messy desk.

If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassan 1008, (916) 278-6955. Please discuss your accommodations needs with me after class or during my office hours early in the semester.

### Online Discussion

The course has a SacCT component. SacCT provides a discussion section on the website. I will moderate the discussion topics. Both you and I may start topics, but I will keep them on topic and appropriate to the course material. Your regular participation in

the SacCT discussion may earn you up to 5% extra credit on your final grade. Hence, if you have a B and you participate in a serious and substantial manner on SacCT, your final grade will be raised to an A-. Furthermore, participation in the SacCT discussions should help your grade on the exams.

#### Late work:

One of the skills you need to acquire at Sacramento State is the ability to manage your time and complete work by set deadlines. Thus, for each day your take-home essay is late, it will go down a grade level (example: from A- to B+ or B to B-).

#### Technology in the Classroom

Cell phones must be turned off or put on vibrate. If your cell phone rings in class, be prepared for good-natured abuse from the podium. Please do not text message in class. This is extremely rude and distracting. If it is an emergency, please politely and quietly excuse yourself and handle your affairs in the hallway.

While some students find taking notes on laptops to be a useful and efficient system of work, laptops can be a distraction to you, your neighbors, and to me. More seriously, students have abused the privilege of using laptops in the past and I am now inclined to view them as distracting, not beneficial. Thus, I discourage their use. If you would like to use a laptop and have a legitimate reason for it, please explain why to me and if you are allowed to use it in class make sure your typing is not a disturbance. Please do not surf the internet or play online poker in-class. While this is simply a silly waste of your own time, you may also be distracting those behind you and next to you. Listening to an iPod in class, even with just one earbud in, is just rude. If you do this you will be asked to leave immediately. Keep in mind that ringing cell phones, distracting computer use, and other annoying technological invasions may cause me to either lose my place in lecture or have to stop lecture to deal with the issue. This will waste the time of everyone in the classroom.

#### Academic Dishonesty:

While this will come as a surprise to the vast majority of you, there are some students who do try to break the rules in order to get a better grade. Such morally reprehensible behavior bears the ugly name of "Academic Dishonesty." The CSUS website contains the following essential information regarding Academic Dishonesty:

##### "DEFINITIONS OF ACADEMIC DISHONESTY

A. CHEATING. At CSUS, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at CSUS includes but is not limited to:

1. Copying, in part or in whole, from another's test or other evaluation instrument;
2. Using crib notes, "cheat sheets," or any other device, including electronic devices, in aid of writing the exam not permitted by the instructor;
3. Submitting work previously graded in another course unless doing so has been approved by the course instructor or by department policy.
4. Submitting work simultaneously presented in more than one course, unless doing so has been approved by the respective course instructors or by the department policies of the respective departments.
5. Altering or interfering with grading or grading instructions;
6. Sitting for an examination by a surrogate, or as a surrogate;