Course Change Proposal
Form A

<table>
<thead>
<tr>
<th>Academic Group (College): Arts and Letters</th>
<th>Academic Organization (Department): History</th>
<th>Date: March 3, 2010</th>
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</thead>
<tbody>
<tr>
<td>Type of Course Proposal:</td>
<td>Department Chair: Castaneda</td>
<td>Submitted by: A. Cohen</td>
</tr>
<tr>
<td>New ___ Change X__ Deletion ___</td>
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<tr>
<td>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ____ No X__</td>
<td>For Catalog Copy: Yes x__ No ____</td>
<td>Semester Effective: Fall X__ Spring __, 2010</td>
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<td>CCE (Extension): Yes __ No ____</td>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

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.

Yes X__ No ___

Change from:

| Subject Area (prefix) & Catalog Nbr (course no.): HIST 200 | Title: History and Theory | Units: 3 |

Change to:

| Subject Area (prefix) & Catalog Nbr (course no.): HIST 200 | Title: History and Theory | Units: 3 |

JUSTIFICATION:

This course is submitted to fulfill the new GWI course requirement.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description

No changes. Need to be identified in the catalog as a GWI course.

Note:

Prerequisite: Enforced at Registration: Yes ____ No ____
Corequisite: Enforced at Registration: Yes ____ No ____
Graded: Letter X__ Credit/No Credit ___ Instructor Approval Required? Yes ____ No X__
Course Classification (e.g., lecture, lab, seminar, discussion): No change; remains the same
Cross Listed? Yes ____ No X__ 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 X__
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

No changes. See attached syllabus

**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:

No changes. See attached syllabus

For whom is this course being developed?

<table>
<thead>
<tr>
<th>Majors in the Dept</th>
<th>Majors of other Depts</th>
<th>Minors in the Dept</th>
<th>General Education</th>
<th>Other</th>
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<tr>
<td>X</td>
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Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes X No __

If yes, identify program(s): History Standard MA program, History/Humanities MA 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 X __
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.

<table>
<thead>
<tr>
<th>Signatures:</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Chair:</td>
<td>3/4/10</td>
</tr>
<tr>
<td>College Dean</td>
<td>4/12/10</td>
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<tr>
<td>CPSP (for school personnel courses ONLY)</td>
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<tr>
<td>Associate Vice President and Dean for Academic Programs</td>
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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.

9/10/2008
History and Theory (History 200)
Instructor: Dr. Aaron J. Cohen
Office: Tahoe 3094
Office hours: MWF 12:30-1:15 PM, or by appointment
Phone: 916-278-7209 (office), 530-644-6470 (home)
Web site: http://www.csus.edu/indiv/c/cohena

Term: Fall 2010
Location: Mendocino 3007
Time: W 6:00-8:50 PM
Email: cohenaj@csus.edu

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.

Learning objectives:
- To understand the intellectual evolution of your chosen discipline (history)
- To understand and recognize modern theories shaping historical research and writing
- To analyze critically and to challenge different models of historical understanding, especially historicism, Marxism, historical sociology, structuralism, feminism, and postmodernism
- To practice written communication, critical thinking, and other skills necessary for professional development in history, teaching, and related occupations
- To develop skills necessary for advanced study in history, especially those that involve book analysis, methodology, and historiography.

GWI General learning goals: By the end of the semester, students will
1. Understand the major research and/or professional conventions, practices, and methods of inquiry of the discipline;
2. Understand the major formats, genres, and styles of writing used in the discipline;
3. Practice reading and writing within the discipline;
4. Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing.

Books
Two books are in the bookstore: The Marx-Engels Reader (ed. Robert Tucker) and The Protestant Ethic and the Spirit of Capitalism (Max Weber). Other reading material is on reserve: Tropics of Discourse (Hayden White), Economy and Society (Max Weber), On History (Fernand Braudel), The Mind and Method of the Historian (Emmanuel Le Roy Ladurie), The Historian's Craft (Marc Bloch), Liberating Women's History (ed. A. Carroll), The Foucault Reader (ed. Paul Rabinow), Writing and Difference (Jacques Derrida), and Orientalism (Edward Said). Students will also read several scholarly articles (most available on JSTOR), book reviews written by fellow students, and at least four academic monographs.

Course assignments
This course is an advanced seminar where students and instructor meet to discuss common interests and historical problems: expectations for attendance, writing, and participation are high. Come prepared to ask questions and discuss assigned readings, but do not regard class discussions as oral exams. They are an opportunity to explore the issues of the course with creativity and spontaneity.

I. Book reviews (60% of course grade): four 1250 word (minimum) book reviews of an academic monograph from the student’s areas of historical interest. Each monograph must have a methodological or theoretical approach related to that week (unless permission is given from the instructor), and each book review must contain a discussion of the strengths and weaknesses of that approach.

II. Book review class discussions (20% of course grade): These class discussions will use the collective resources of the seminar to focus and polish the individual ideas found in each book review. Each student will make copies of his or her book review available to the instructor and to other students, who will be organized into smaller groups according to area of historical interest. Each student in the group will read,
discuss, and provide written comments on a separate sheet of paper for each book review. The instructor will collect all material and return to the original owner at the next class meeting.

III. Participation and attendance (20% of course grade): Attendance and class participation are mandatory. Students must come to each session with an informal list of questions about the weekly readings that they are prepared to discuss and to turn in to the instructor for evaluation. Note: the submission of written questions is not required for any class session that does not have a reading assignment listed on the syllabus (in other words, it is expected for only 9 of the 15 weeks).

Grading standards and policies

Book reviews will always be considered formal written work and will receive a grade according to an A, B, C, D, F scale: thorough, original, and well-written with few errors (A); somewhat less thorough, original, and well-written, may contain some errors (B); less thorough, original, and written with frequent or major errors (C); does not discuss theoretical approaches or contains many writing errors and major mistakes (D); shows academic dishonesty, completely ignores the assignment, is incomprehensible due to errors in language or usage, has overwhelmingly serious errors, or is missing (F).

The book reviews will be graded provisionally and receive feedback if they are turned in on time as listed on the class schedule. Rewrites will be accepted at the end of the term for re-grading without penalty. Late papers will not receive feedback but can be turned in at the end of the term with a full grade penalty.

Informal work (discussions, questions) will be scored on a point system: thorough and insightful (4 points); somewhat less thorough and insightful (3 points); less thorough or insightful (2 points); not satisfactory, incomprehensible, or missing (0 points). This scale will be used for questions required for class readings AND for written responses to book reviews. Questions for any week's reading can be turned in late for a full point penalty; any assignments missing at the end of the term will receive a zero.

General book review guidelines

A good book reviewer provides a clear and concise summary of a book for readers who may not have the time, energy, or opportunity to read it. Readers want to know if a book is worth their time, and the reviewer must help them decide. A good way to learn to write good reviews is to read some example in journals found in the library or a database like JSTOR. Emulate any effective reviews you find.

Reviewers do not summarize; they must analyze and judge. Reviews need a short introduction to interest the reader in the review and inform the reader about the subject matter. They should provide a brief discussion of the book's contents and must outline the author's main arguments or important points. An effective reviewer will evaluate the book's contribution to the field of literature where it belongs, and in our seminar the review must devote significant time to the application and effectiveness of the author's theoretical or methodological approach. Sometimes a brief suggestion or criticism about the physical construction, textual layout, or supplementary elements like maps or illustrations is warranted. A conclusion that summarizes the reviewer's most important opinions helps the reader keep them in mind.

Editors will not accept bad writing. Spelling mistakes, poor grammar, or weak paragraph structure distract from the writer's ideas and conclusions. Write a rough draft and proofread it carefully.

Suggestions for finding relevant academic monographs

This seminar requires students to review academic monographs whose authors employ a clearly discernable methodological or theoretical approach and are in the individual's area of interest. Students will have to devote significant time not only to reading these books but also searching for them. Your experience in this class will be more productive if you do not choose a book at the last minute!
Course schedule

Note: readings must be completed in advance of class meetings.

Week 1 (September 3): Introduction.


Week 8 (October 22): Weberian historical sociology. Read: Weber, Protestant Ethic, all.

Week 9 (October 29): The Annales school and structuralism. Read: Bloch, chapters 1, 2, 4; Braudel, pp. 25-54; Le Roy Ladurie, pp. 1-27.


Week 11 (November 12): Poststructuralism/postmodernism. Read: Rabinow, pp. 32-50, 76-120; Derrida, pp. 3-30, 278-297; Allan Megill, “Foucault, Structuralism, and the Ends of History,” Journal of Modern History 51, no. 3 (September 1979): 451-503, available in the library or on JSTOR.


Week 13: (November 26): TBA.


Final deadline for rewrites or late work: Thursday, 18 December 2008, 4:00PM SHARP in my box outside the History Department office (Tahoe 3080).
Graduate Writing Intensive (GWI) Course Approval Request

To be completed by Faculty member responsible for teaching the course:

Course Name/Number _History 200____________

Course Title _History and Theory_____________________

Instructor's Name __Cohen_________________________

Campus phone __87209____________________________

Email ______cohenaj@csus.edu____________________

The purpose of the GWI course is (a) to immerse graduate students in the discourse of their academic or professional discipline and (b) to prepare graduate students to participate effectively in that discourse. All GWI courses must meet the guidelines listed below.

Please complete the second column of the chart on the reverse of this form to explain how each guideline is met, then submit this form with the Form A New Course Proposal along with a copy of your Course Syllabus and each writing assignment. Additional information may be attached or requested as needed.

General learning goals: By the end of the semester, students will
1. Understand the major research and/or professional conventions, practices, and methods of inquiry of the discipline;
2. Understand the major formats, genres, and styles of writing used in the discipline;
3. Practice reading and writing within the discipline;
4. Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing.

Guidelines:
1. The course should immerse graduate students in the discourse of their disciplines: genres, literacies, stylistic conventions, etc.
2. The course learning goals must include the four general learning goals listed above.
3. Students must write a minimum of 5000 words or 20 double-spaced pages of discourse. At least one assignment must be a minimum of 5 pages or 1250 words.
4. Writing assignments must be spread out over the entire semester.
5. At least 60% of the course grade will come from instructors' assessment of student writing.
6. Assessment of student writing should focus primarily on critical thinking, synthesis, and organization.
7. The course must consist of a minimum of 3 upper division units or a minimum of 2 graduate level units and must be designed primarily to meet the needs of graduate students.
8. Each section should have no more than 30 students.
9. The course should include a range of assignments, both informal and formal, in the types of genres typical in the discipline: for example, a research paper, proposal, critical response, annotated bibliography, abstract, case study, laboratory report, etc.
10. Formal assignments should include multiple drafts with revision based on feedback from peers and the instructor.
<table>
<thead>
<tr>
<th>Requirement</th>
<th>How requirement is met</th>
<th>GE approved</th>
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<tbody>
<tr>
<td>Course consists of a minimum of 3 upper division units or 2 graduate units</td>
<td>Listed in Course Catalogue</td>
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<tr>
<td>Includes the four required learning goals</td>
<td>Listed on Course Syllabus</td>
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<tr>
<td>Each section caps at 30 students</td>
<td>Listed in CMS</td>
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<tr>
<th>Requirement</th>
<th>How requirement is met</th>
<th>GE approved</th>
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</thead>
<tbody>
<tr>
<td>Immerse students in the discourse of the discipline: genres, literacies, stylistic conventions, etc.</td>
<td>This course is the existing methodology and writing course for history graduate students. Students practice reading and writing in diverse kinds of writing in the discipline, including theory &amp; methodology. They learn to evaluate critically and to challenge different models of historical understanding, especially historicism, Marxism, historical sociology, structuralism, feminism, and postmodernism.</td>
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<tr>
<td>Students write a minimum of 5000 words of discourse</td>
<td>Four 1250 word (minimum) book reviews required plus 4 optional rewrites. Most students do at least some of the rewrites.</td>
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<tr>
<td>At least one assignment of 1250 words</td>
<td>All assignments have 1250 word minimum.</td>
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<tr>
<td>Writing spread out over entire semester</td>
<td>Papers are due at regular three to four week intervals.</td>
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<tr>
<td>At least 60% of course grade from instructor's evaluation of writing</td>
<td>Formal writing is 60% of course grade.</td>
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<tr>
<td>Assessment of writing focuses primarily on critical thinking, synthesis, and organization</td>
<td>Yes. See sample syllabus (p. 2) for detailed assessment criteria.</td>
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<tr>
<td>Includes a range of informal writing assignments in disciplinary genres</td>
<td>History does not have informal writing genres. Students attend each session with an informal list of questions about the readings that they are prepared to discuss and to turn in to the instructor for evaluation. Students also give professional written feedback to peers. See sample syllabus (p. 2) for detailed assessment criteria.</td>
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<tr>
<td>Includes a range of formal writing assignments in disciplinary genres</td>
<td>History does not have a range of formal writing genres. This class focuses on book reviews, the most common genre of history writing for most historians.</td>
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<tr>
<td>Formal assignments include multiple drafts with revision based on feedback from peers</td>
<td>Each student will make copies of his or her book review available to the instructor and to other students, who will be organized into smaller groups according to area of historical interest. Each student in the group will read, discuss, and provide written comments on a separate sheet of paper for each book review. Rewrites allowed.</td>
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<tr>
<td>Formal assignments include multiple drafts with revision based on feedback from instructor</td>
<td>Instructor grades all papers with feedback. The instructor will collect all group material and return to the original owner at the next class meeting. Students have the option to do rewrites for all work that need improvement.</td>
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</table>
All writing assignments are the same.

Students will choose four academic monographs on a subject area of interest. Each student will write a 1250 word (minimum) book review. Each monograph must have a methodological or theoretical approach related to that week (unless permission is given from the instructor), and each book review must contain a discussion of the strengths and weaknesses of that approach.