## Course Change Proposal

### Form A

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Letters</td>
<td>History</td>
<td>3/1/10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Course Proposal:</th>
<th>Department Chair:</th>
<th>Submitted by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New ___ Change X ___ Deletion ___</td>
<td>Chris Castaneda</td>
<td>Lee Simpson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students?</th>
<th>For Catalog Copy:</th>
<th>CCE (Extension):</th>
<th>Semester Effective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ___ No X ___</td>
<td>Yes ___ No ____</td>
<td>Yes ___ No ____</td>
<td>Fall X ___ Spring ___, 2010</td>
</tr>
</tbody>
</table>

### Change from:

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title: Public History Principles and Techniques</th>
<th>Units: 3</th>
</tr>
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<tbody>
<tr>
<td>Hist. 203</td>
<td></td>
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### 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

Description remains the same. Needs to be identified in the catalog as a GWI course.

### Note:

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>Enforced at Registration:</th>
<th>Yes ___ No ___</th>
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<table>
<thead>
<tr>
<th>Corequisite:</th>
<th>Enforced at Registration:</th>
<th>Yes ___ No ___</th>
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<tr>
<th>Graded:</th>
<th>Instructor Approval Required?</th>
<th>Yes ___ No ___</th>
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<tbody>
<tr>
<td>Letter X Credit/No Credit _____</td>
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<table>
<thead>
<tr>
<th>Course Classification (e.g., lecture, lab, seminar, discussion):</th>
<th>Title for CMS (not more than 30 characters)</th>
<th>Remains the same</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar C ___ S ___</td>
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<thead>
<tr>
<th>Cross Listed?</th>
<th>If yes, do they meet together and fulfill the same requirement, and what is the other course.</th>
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<tbody>
<tr>
<td>Yes ___ No X ___</td>
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<table>
<thead>
<tr>
<th>How Many Times Can This Course be Taken for Credit?</th>
<th>1</th>
</tr>
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<table>
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<tr>
<th>Can the course be taken for Credit more than once during the same term?</th>
<th>Yes ___ No X ___</th>
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</table>
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

As a GWI course, students will be able to:
1. Understand the major research and/or professional conventions, practices, and methods of inquiry in 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.

**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:

See attached syllabus.

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**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 _X_ No __

If yes, identify program(s): Public History

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 _X_ 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.**

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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:**

<table>
<thead>
<tr>
<th>Department Chair:</th>
<th>Date</th>
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<tbody>
<tr>
<td></td>
<td>3/2/10</td>
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<table>
<thead>
<tr>
<th>College Dean or Associate Dean:</th>
<th>Date</th>
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<tbody>
<tr>
<td></td>
<td>4/12/10</td>
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</table>

**CPSP (for school personnel courses ONLY)**

**Associate Vice President and Dean for Academic Programs**

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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
Graduate Writing Intensive (GWI) Course Approval Request

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

Course Name/Number  Hist. 203

Course Title  Public History Principles and Techniques

Instructor's Name  Lee Simpson

Campus phone  x86628

Email  lsimpson@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.

Glade/GWAR/2010
<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>
<td></td>
</tr>
<tr>
<td>Includes the four required learning goals</td>
<td>Listed on Course Syllabus</td>
<td></td>
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<tr>
<td>Each section caps at 30 students</td>
<td>Listed in CMS</td>
<td></td>
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<th>Requirement</th>
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<td>Immerse students in the discourse of the discipline: genres, literacies, stylistic conventions, etc.</td>
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<tr>
<td>Students write a minimum of 5000 words of discourse</td>
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<tr>
<td>At least one assignment of 1250 words</td>
</tr>
<tr>
<td>Writing spread out over entire semester</td>
</tr>
<tr>
<td>At least 60% of course grade from instructor's evaluation of writing</td>
</tr>
<tr>
<td>Assessment of writing focuses primarily on critical thinking, synthesis, and organization</td>
</tr>
<tr>
<td>Includes a range of informal writing assignments in disciplinary genres</td>
</tr>
<tr>
<td>Includes a range of formal writing assignments in disciplinary genres</td>
</tr>
<tr>
<td>Formal assignments include multiple drafts with revision based on feedback from peers</td>
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<tr>
<td>Formal assignments include multiple drafts with revision based on feedback from instructor</td>
</tr>
</tbody>
</table>

Glade/GWAR/2010
Syllabus
History 203: Public History Principles and Techniques

Professor:
Office:
Office Hours
Phone:

e-mail:

Catalog Description: Provides an introduction to public history by surveying the major topics in the field through readings, discussion, and guest lectures. Students will learn about the history of public history, employment opportunities for public historians, and public historical issues.

Graduate Writing Course Description: The purpose of this course is (a) to immerse graduate students in the discourse of their academic or professional discipline and (b) to prepare graduate students to participate actively in that discourse.

Course Purpose: This course is designed to familiarize students with the principles, techniques and ethics behind the professional practice of public history. This course is not designed to provide students with a formula for public history work. Rather, it will suggest the range and limitations public historians face in their everyday work. The overall theme for the course will center on the following questions: “whom do we serve?” and “who owns history?” Class time will be spent discussing these questions by focusing on the professional in the job field who must serve his or her own needs as well as a myriad of patron needs and institutional goals. Class participants will also visit local repositories and historic sites to view public history at work.

Course 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

Readings:
Edward Linenthal and Tom Engelhardt, History Wars: The Enola Gay and Other Battles for the American Past (1996)
Paul A. Shackel, Memory in Black and White: Race, Commemoration, and the Post-Bellum Lanscape (2003)

Requirements/Assessment: (See Paper Guidelines on Last Page)

• Participation: Includes general participation in class discussion and participation in project reports, peer review, etc. (15%)
• Book Review: One short book review (4-5 pages) related to the class session topic. The reviewers will lead discussion that evening. (15%)
• Grant application (Follow application guidelines). (15%)
• Ethics Interview: Interview an individual working in public history about a major ethical issue they have faced in their career (4-5 pages). (10%)
• Simulated Project: Each student will simulate a public history project and present it to class (17-25 pages). (35%)
• Historic site/website review: Visit a historic site or website and critique the contents and quality (4-5 pages). (10%)

Class Meetings:

Aug. 31: Course Introduction
Sept. 7: Labor Day – No Class
Sept. 14: Historical Societies: Past and Future
Readings: Lewis, all
Sept. 21: Provenance
Readings: Shipps (electronic copy will be emailed to students)
Sept. 28: Project Proposal Presentations (see Proposal Guidelines)
Assignment: Bring a copy of your draft Project Proposal. Proposals will be discussed and critiqued in class.
Oct. 5: Money: Guest Speaker Marcia Eymann, SAMCC
Readings: TBD
Oct. 12: Public History and Women's History
Readings: Kauffman, all
Oct. 19: Grant Writing
Assignment: Grant Application due
Oct. 26: Living History
Readings: on Handler and Gable, all
Guest Speaker: Janessa West, Old Sacramento Living History Program
Nov. 2: Race and Public Commemoration
Readings: Shackel, all
Nov. 9: Virtual History: Web sites vs. historical sites
Assignment: Web site/historic site critique due.
Nov. 16: Culture Wars
Readings: Linenthal, all
Nov. 23: Ethics
Readings: Web Review of Ethics statements
Assignment: Ethics interview due
Nov. 30: Presentations
Dec. 7: Presentations
Dec. 14: Papers due by 12:00 in the history office
Assignment Guidelines:

**Historic Site/Web Site Critique:** Visit a public history site or web site and write up a report with these essential elements:

- site location, presentation(s), date(s)
- mission statement / purpose (is it obvious and does the site meet its mission)
- site’s major theme(s)
- evaluation of presentation
- factual (is it accurate)
- interpretive (what is your impression)
- accessibility
- audience
- what would you do differently had you been in charge and why?

4-5 pages, typed, double spaced.

**Web Sites:**
- U. S. Census Bureau
- Henry Ford Museum
- National Park Service
- Musee-McCord Museum (Keys to History)
- Colonial Williamsburg
- Lost Museum (Landscapes in Time)
- Union Pacific Railroad (History Section)
- Wells Fargo (History Section)

**Historic Sites:**
- Old Sacramento
- California State Governor’s Mansion
- Petaluma Adobe
- Fountain-Tallman Museum (Placerville)
- Empire Mine State Historic Park
- Sutter’s Fort
- Levi Strauss Museum (San Francisco)
- General Mariano Vallejo Home (Sonoma)
- Coloma Gold Discovery State Park
- Bidwell Mansion (Chico)

**Book Review:** A book review should include the following elements:

- Title (your own – not the book’s)
- Full citation of the book reviewed on the first page (including total pages, and cost)
- introductory paragraph that states the theme of the review and the importance of the review
- body should address the book’s
  - thesis
  - methodology
  - sources
  - audience
- conclusion which addresses the book’s overall effectiveness

4-5 pages, typed, double spaced.
Ethics Interview: Interview an administrator or appropriate department head of a museum, library, archives, or historical agency and write up a report with these essential elements:
• ask the individual about one or two major ethical considerations that he or she has faced in historical resources management and how they dealt with the issue.
• ask the individual about what he or she sees as a particular problem / challenge area related to public history
• what solutions would you offer to these issues and why?
3-5 pages, typed, double spaced.

Grant Application: Write a grant to fund a Sacramento neighborhood history project using one of the following funding sources:
Save Our History (http://www.saveourhistory.com/pres_org/index.html)
California Stories Fund (http://www.calhum.org/guidelines/guidelines_main.htm)
CCPH mini-grants (http://www.csus.edu/org/ccph/Mini-grants/)

Follow the guidelines for the appropriate granting institution.

Simulated Project: Create an imaginary public history institution / or consultant’s project with the following elements (project will be broken into two parts):
Part I (project proposal, 3-4 pages in length):
• preface (includes statement of purpose)
• a discussion of the need for the institution or project
• a brief survey of comparable institutions or projects
• a preliminary budget for the project (including preservation/conservation)
• a timeline for completion

Part II (final report 17-25 pages):
• Cover Page
• Title Page
• Table of Illustrations (maps, photos, tables, charts, etc.)
• Preface (includes mission statement or statement of purpose)
• (Option 1) For institution include:
  • a collections policy (provide context of existing collection)
  • an acquisitions policy
  • an institutional affiliation (if any)
  • an interpretive exhibit or interpretive program
    1) nature of exhibit / program
    2) justification / rationale
  • interpretive thrust
• (Option 2) Consultant’s Report
• narrative of findings of the study
• Endnotes
• Budget (where will monies come from and where will they go?
  • detail as to income
  • expenses
  • fundraising – operating and endowment
  • bookkeeping / accounting procedures

Feel free to let your imagination take over but keep it logically consistent. Your project will be evaluated by two class members. The final report is due for presentation on Dec. 4 or Dec. 11. Provide a copy of the report to me and your two reviewers prior to your presentation date (preferably by the Thursday before class). You may make changes to your report before submitting the final version to me on Dec. 18.