

HIST 186A: THE CALIFORNIA GOLD RUSH

In Workflow

1. HIST Committee Chair (schneider@csus.edu)
2. HIST Chair (jkwilson@csus.edu)
3. ALS College Committee Chair (rfisher@csus.edu)
4. ALS Dean (mwilson@csus.edu)
5. Academic Services (torsetj@csus.edu;%20212408496@csus.edu;%20cnewsome@skymail.csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcommittee Chair (smizrahi@csus.edu)
8. Dean of Undergraduate (james.german@csus.edu;%20celena.showers@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (212408496@csus.edu;%20torsetj@csus.edu;%20cnewsome@skymail.csus.edu)
11. Registrar's Office (wwd22@csus.edu;%20wlindsey@csus.edu;%20sac19595@csus.edu;%20danielle.ambrose@csus.edu;%20h.skocilich@csus.edu;%20j.espera@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Wed, 13 Mar 2019 23:36:14 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
2. Wed, 13 Mar 2019 23:45:22 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
3. Tue, 09 Apr 2019 16:45:19 GMT
Robin Fisher (rfisher): Rollback to HIST Chair for ALS College Committee Chair
4. Thu, 11 Apr 2019 22:21:49 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
5. Mon, 15 Apr 2019 20:15:15 GMT
Robin Fisher (rfisher): Rollback to HIST Chair for ALS College Committee Chair
6. Mon, 15 Apr 2019 23:26:57 GMT
Jeffrey Wilson (jkwilson): Rollback to Initiator
7. Tue, 16 Apr 2019 22:03:03 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
8. Tue, 16 Apr 2019 22:19:18 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
9. Wed, 17 Apr 2019 20:11:55 GMT
Robin Fisher (rfisher): Approved for ALS College Committee Chair
10. Tue, 30 Apr 2019 20:31:37 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean
11. Fri, 31 May 2019 21:05:14 GMT
212408496: Rollback to ALS Dean for Academic Services
12. Fri, 06 Sep 2019 18:21:30 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

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Viewing: HIST 186A : The California Gold Rush

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Changes proposed by: Brendan Lindsay (216217899)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Brendan Lindsay	brendan.lindsay@csus.edu	916-278-6914

Catalog Title:

The California Gold Rush

Class Schedule Title:

The California Gold Rush

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

History

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2019 (2019/2020 Catalog)

Subject Area: (prefix)

HIST - History

Catalog Number: (course number)

186A

Course ID: (For administrative use only.)

202716

Units:

3

In what term(s) will this course typically be offered?

Fall term only

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

This course is being submitted for inclusion in GE Area D and as a course satisfying the university Writing Intensive (WI) course requirement. The California Gold Rush is the transformative event in the history of our state. It remains a vital event today, as Sacramento culture and tourism still revolves around it. In the case of tourism, it remains a key economic engine. Culturally, people in the region, especially students on campus in my other California courses, remain fascinated by it. This has spawned dozens of museums, heritage sites, archives, and historical associations. These institutions not only help satisfy this fascination, they employ hundreds of people, including a significant number of Sac State students and alumni. The same can be said of city, county, state, and federal agencies in the region, many of which devote significant attention to the Gold Rush. Here, too, significant numbers of our students and graduates find work. This course will satisfy the intense fascination many of our students have, as well as prepare those interested in working in positions related to Gold Rush history. Meanwhile, in terms of historical significance, the Gold Rush presents a unique opportunity in its ability to allow an instructor to touch on local, regional, statewide, national, and world history. As an event to focus on in the training of new historians, few other topics are better suited to substantive research and extensive writing.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Study of the social, cultural, economic, political, and environmental influences of the California Gold Rush in the contexts of state, national, and world history.

Are one or more field trips required with this course?

No

Fee Course?

No

Does this course have prerequisites?

Yes

Prerequisite:

GWAR certification before Fall 09; or WPJ score of 80+; or 3-unit placement in ENGL 109M or ENGL 109W; or 4-unit placement in ENGL 109M or ENGL 109W and co-enrollment in ENGL 109X; or WPJ score 70 or 71 and co-enrollment in ENGL 109X.

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

By course end, successful students should be able to:

- 1) identify and give the significance of key events, ideas, and persons in California Gold Rush history;
- 2) identify and explain the major changes over time in Californian culture, demography, and society owing to the influences of the Gold Rush;
- 3) read, analyze, contextualize, and employ primary source evidence in written and verbal arguments;
- 4) write an argumentative essay synthesizing historical evidence;
- 5) demonstrate competency in the Chicago citation style;
- 6) understand California's present in relation to its past.

Attach a list of the required/recommended course readings and activities:

LINDSAY-HIST186A-SP19.pdf

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.

There are a variety of in-class activities, ranging from film viewing to image analysis; these activities focus on building historical skill sets (ELO 1, 2, 3). Participating in discussions is mandatory and graded. Students are required to complete an original research paper and present their findings to their classmates in a poster presentation (ELO 4, 5, and 6). Students will receive training in poster presentations, as well as access to print their posters free of charge. Besides production of an original research paper, included in the research paper process are a research proposal, thesis proposal, and a peer review report on a classmates' rough draft (ELO 3-6). Instructions for the paper and its supporting components appear later in this syllabus. There are 5,000 words of formal writing required.

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Integrative learning
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

D. The Individual and Society
Writing Intensive

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Read, write, and understand relatively complex and sophisticated English prose.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

LINDSAY-HIST186A-SP19.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education Details - Area D: The Individual and Society

Section 1.

Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area D, the cultural diversity requirements, and writing requirements are met for all course sections.

Course texts, discussions, and lecture materials will cover multiple perspectives in the history of the California Gold Rush (ELO 2-3). Students will complete three graded, written assessments--two essays and one long paper--requiring them to critically analyze race, class, gender, and immigrant status in the context of state and national history (ELO 1-4). They will also complete six graded assessments quizzing them on course readings and content.

What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.

The department collects and publishes all course syllabi on the department website; this assures complete transparency of course structures and offerings. The department regularly assigns faculty to make classroom observation visits and review course syllabi for visited courses. The department and its rigor are periodically reassessed by teams of historians from other CSUs.

Section 2.

Indicate in written statements how the course meets the following criteria for Area D. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.

Describes and evaluates ethical and social values in their historical and cultural context.

Students will demonstrate an understanding of the diversity and complexity of life during the California Gold Rush. Students will explore the diversity of cultures, particularly of non-white historical actors including coverage of Chinese, Hawaiian, Chilean, French, and Mexican migrants (ELO 1, 3-4). The course will cover how ethical and social values were reshaped by pressures related to massive migration of culturally diverse peoples into the relatively small space of the Mother Lode region of California (ELO 1-4).

Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.

All course readings, discussions, and lectures introduce students to the historiography of the Gold Rush. Class lectures and discussions cover the use of evidence and the various methodologies employed by historians authoring the assigned secondary sources. The course includes a research workshop, teaching students how to complete archival and library research in Gold Rush history. Students will also learn to make effective written and verbal arguments addressing the course themes, receiving feedback from the instructor and peers alike (ELO 1-2).

Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.

Conceptions of race, ethnicity, class, sexual identity, gender and gender expression, were challenged and redefined in the dynamic atmosphere of Gold Rush California. Familiar patterns of behavior and identity were upset and transformed as a product of unstable social relationships and skyrocketing diverse populations. Course readings, lectures, and essays specifically address issues of race (e.g. Lapp readings; Essay 2), class (e.g. Isenberg readings), gender (e.g. Levy readings; Essay 1), and immigrant status (e.g. Rohrbough readings; Research Paper) (ELO 1-4).

Explains and critically examines social dynamics and issues in their historical and cultural contexts.

The Gold Rush was a transformative event in California's history, especially because of the massive global emigration that took place. California went from a place few wanted to visit, to a envied destination for people around the globe. The course will investigate the major issues, events, and themes in this history, 1848-1869. It will pay attention to the general experiences of historical actors, but also those of specific individuals and groups (ELO 1, 3-4). It will also explore how human behaviors reshaped the landscape of California (ELO 2).

Includes a writing component described on course syllabus

- 1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.
- 2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

There are 5500 words of formal writing in this course. Essays are due in Weeks 8 (1500 words), 12 (1500 words), and 16 (2500 words), with the final essay being the product of original research and also reviewed in a peer-review process in week 14. All work is graded, commented on, and returned by the instructor. All of the writing is on an assigned theme, with the long research essay allowing the student some leeway in the specific aspects of the topic covered. A research workshop and two peer-review workshops support the research and writing of this main assignment. Students will be provided with a rubric of assessed categories for their writing assignments in advance. Writing represents approximately 62 percent of the course grade.

Section 3.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

NA

General Education Details - Writing Intensive

Section 1.

Indicate how the course meets the following criteria for Writing Intensive. Relate the statement to the course syllabus and outline. Be as succinct as possible. Courses must comply with the general criteria for Writing Intensive courses:

The course must build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major.

All discussions will include coverage of historical methodology, especially focused on those employed in the written course sources. Students will be trained to model their writing on the readings employed in the course. The course will require the use of formal citation, specifically the Chicago/Turabian style employed by the historical profession. Students will make use of their basic historical content knowledge achieved in foundational survey courses (ELO 1).

The course must expand students' knowledge by examining complex issues.

In conjunction with expected learning outcomes for Area D, in this course students will demonstrate an understanding of the diversity and complexity of life during the California Gold Rush. Students will explore the diversity of cultures, particularly of non-white historical actors. Challenges to notions of race, ethnicity, class, sexual identity, and gender in the dynamic, unstable atmosphere of Gold Rush California will be explored (ELO 2).

The course must expand students' abilities to reason logically and to write clearly in prose.

Discussion and discussion leadership will allow students to engage in verbal historical argumentation in advance of submitting written work requiring the presentation and defense of a thesis. Feedback on oral and written work will assess and emphasize making cogent arguments supported by properly-cited, convincing primary and secondary evidence (ELO 1-3).

Students must be required to write not less than 5,000 words of clear and logical prose (not to include simple narrative or diary writing).

There are 5500 words of formal writing in this course. All work is graded, commented on, and returned by the instructor. The major writing assignment for the course has an associated peer-review component, where students evaluate each other's writing. All of the writing is on an assigned theme. A research workshop and two peer-review workshops support the research and writing of this main assignment. Students will be provided with a rubric of assessed categories for their writing assignments in advance (ELO 3).

Instructors must work actively with students to sharpen analytical abilities and to improve their writing styles.

Students will be expected to build on the comments and feedback received in each essay assignment and peer review, with the major paper for the course representing the culmination of what they have learned. The instructor will provide verbal instruction in the form of workshops on historical research and peer review. Particular attention will be paid to the organization and style of assigned monographs and essays read for the class (ELO 1, 3)

Writing assignments must be spread over the entire semester (with at least 3,000 of the 5,000 words due before the last two weeks of instruction).

Essays will be due in Weeks 8 (1500 words), 12 (1500 words), and 16 (2500 words). Peer review feedback on a draft of the final paper takes place in Week 14 (ELO 3).

Instructors must provide timely responses and evaluation of each writing assignment, and evaluations and comments must not only be about the subject matter content but also about writing skills.

Assuming a full class enrollment, essays will be returned ten days after submission, and will include both a grammar mark-up and comments related to content, citation, method, and organization. Peer-review comments will be returned to students within three days. Research papers, with comments, will be returned following the winter break (ELO 1, 3).

Section 2.

WRITING INTENSIVE

Recognizing the value of writing in all disciplines, as a tool in learning as well as conveying knowledge, the Academic Senate mandated that the teaching of writing be an all university responsibility. To that end, the Senate recommended that three units of Writing Intensive be a graduation requirement.

The chief aim of Writing Intensive is to promote students' ability to write logically and clearly, using standard written English, in their major discipline or in a discipline outside their major.

Course Requirement

The Writing Intensive requirement can be satisfied in one of three ways: a) Departments/programs may specify that the Writing Intensive requirement must be met in the major; b) In cases where the requirement is not specified as required in the major, the requirement must be satisfied by taking an Writing Intensive course in the General Education program, or c) student's choice.

Departments/programs wishing to have courses approved as Writing Intensive must submit the course syllabus to the General Education Review Committee which shall review and approve the course for listing as Writing Intensive. (General Education courses must also be approved for G.E. listing in the normal way.)

Criteria

Courses designated as Writing Intensive build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major. These courses are to expand students' knowledge by examining complex issues and they are to advance students' abilities to reason logically and to write clearly in prose.

The English Composition and Critical Thinking courses and the Writing Proficiency Examination are prerequisites to all Writing Intensive courses. Some Writing Intensive courses listed in the General Education program may explore more specialized topics and may thus require prerequisites, but most are to be courses of a broader nature and generally require no formal preparation in the discipline offering the course. Writing Intensive courses not in the General Education Program may also have prerequisites, but they should focus on the broad and general rather than the more technical areas of a discipline.

Students are required to write not less than 5,000 words (20 typed, double-spaced pages) of clear and logical prose in Writing Intensive classes. (Once a course is approved for Writing Intensive, all students enrolled in the class, whether they are taking it to fulfill their Writing Intensive requirement or not, must write no less than 5,000 words in order to receive a passing grade.)

An important aspect of the task of instructors is working actively with students to sharpen their analytical abilities and to improve their writing styles. Simple narrative and diary-type writing will not fulfill the requirement.

Writing assignments must be analytical in nature, discipline specific and spread out over the entire semester. (At least a total of 3,000 words of writing assignments must be due before the last two weeks of instruction.) Instructors must provide timely responses and evaluations of each writing assignment. Evaluations and comments must only be about the subject matter content but also address the writing skills. Additionally, evaluations and comments must be given to the students early enough to be reviewed before their next formal writing assignment is due.

Recommendations for Implementation

Although Writing Intensive courses have a 5,000 word requirement, this word requirement can be met by both formal and informal writing assignments. Instructors might require 10 pages each of formal and informal assignments (journals, responses to reading, for example). Yet all should require analysis in order to promote learning as well as improved writing skills.

Although the number of writing assignments depends upon the discipline and nature of the course, a study conducted by the Writing Intensive Committee in Spring 1988 discovered that those students who had been assigned a number of shorter assignments (usually four 5 page ones) reported that their writing had improved as a result, in part, of more frequent feedback. Those with only two long assignments reported that they did not feel the assignments had helped them improve their writing.

Reviewer Comments:

John Forrest (forrestj) (Tue, 09 Apr 2019 16:06:46 GMT):Please edit justification to reflect purpose for the the change. It appears that the only change is that the course is being submitted for GE/WI. If this is the case please make it clear. In addition the prerequisites in the syllabus do not match the proposal. Please edit for consistency - John Forrest AL Curriculum Committee Member

Robin Fisher (rfisher) (Tue, 09 Apr 2019 16:45:20 GMT):Rollback: Dear Jeffrey, Please see requested edits from John Forrest on behalf of the AL Curriculum Committee. Thank you, Robin Fisher.

Robin Fisher (rfisher) (Mon, 15 Apr 2019 20:15:15 GMT):Rollback: Dear Jeffrey, We are still missing a sentence or two in the Justification that explains why this Course Change is proposed: are we adding this to GE offerings and making it a writing intensive? If so, the Pre-Reqs in the syllabus need to reflect that passing the GVAR is required. Thanks, Robin.

Jeffrey Wilson (jkwilson) (Mon, 15 Apr 2019 23:26:57 GMT):Rollback: Please see Robin Fisher's comments at the bottom of the proposal.

212408496 (Fri, 31 May 2019 21:05:14 GMT):Rollback: The 2018-2019 AY has come to a close; proposals were accepted for review until April 20, 2019. Unfortunately, this proposal was received after this deadline and will need to be resubmitted to Academic Services at the start of the fall 2019 semester.

Key: 2682