

# HIST 150B: EARLY AMERICAN BOOK HISTORY

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## In Workflow

1. HIST Committee Chair (schneider@csus.edu)
2. HIST Chair (jkwilson@csus.edu)
3. ALS College Committee Chair (abuckman@csus.edu)
4. ALS Dean (rfisher@csus.edu)
5. Academic Services (catalog@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcommittee Chair (angela.leslie@csus.edu)
8. Dean of Undergraduate (james.german@csus.edu; celena.showers@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (torsetj@csus.edu)
11. Registrar's Office (w lindsey@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Thu, 25 Feb 2021 00:57:38 GMT  
Khal Schneider (schneider): Approved for HIST Committee Chair
2. Wed, 07 Apr 2021 03:44:00 GMT  
Jeffrey Wilson (jkwilson): Approved for HIST Chair
3. Wed, 07 Apr 2021 15:02:05 GMT  
Robin Fisher (rfisher): Rollback to HIST Committee Chair for ALS College Committee Chair
4. Tue, 05 Oct 2021 20:47:59 GMT  
Khal Schneider (schneider): Approved for HIST Committee Chair
5. Tue, 05 Oct 2021 21:03:01 GMT  
Jeffrey Wilson (jkwilson): Rollback to Initiator
6. Fri, 08 Oct 2021 17:40:40 GMT  
Khal Schneider (schneider): Approved for HIST Committee Chair
7. Mon, 11 Oct 2021 20:43:45 GMT  
Jeffrey Wilson (jkwilson): Approved for HIST Chair
8. Wed, 20 Oct 2021 21:58:21 GMT  
Alyson Buckman (abuckman): Rollback to Initiator
9. Fri, 22 Oct 2021 17:51:15 GMT  
Khal Schneider (schneider): Approved for HIST Committee Chair
10. Fri, 22 Oct 2021 18:09:08 GMT  
Jeffrey Wilson (jkwilson): Approved for HIST Chair
11. Fri, 22 Oct 2021 20:51:54 GMT  
Alyson Buckman (abuckman): Approved for ALS College Committee Chair
12. Sun, 24 Oct 2021 21:36:31 GMT  
Robin Fisher (rfisher): Approved for ALS Dean

## New Course Proposal

Date Submitted: Thu, 21 Oct 2021 14:49:13 GMT

### Viewing: HIST 150B : Early American Book History

Last edit: Thu, 21 Oct 2021 14:49:11 GMT

Changes proposed by: Tony Bly (223005224)

#### Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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#### Catalog Title:

Early American Book History

#### Class Schedule Title:

Early American Book History

#### 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 2021 (2021/2022 Catalog)

**Subject Area: (prefix)**

HIST - History

**Catalog Number: (course number)**

150B

**Course ID: (For administrative use only.)**

TBD

**Units:**

3

**Is the primary purpose of this change to update the term typically offered or the enforcement of prerequisites at registration?**

No

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

Fall, Spring

**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:**

Literacy is a central component of American civilization, one which shapes our perception of the world around us. This course provides an opportunity for Sac State students to explore the ways in which print culture, reading and writing informs the past, the present, and ultimately the future of American life. Focusing primarily on colonial American history, HIST150B examines the past from the perspective of Book History, a multidisciplinary field of study that has as its focus the origins of knowledge, communication, readers, and writers.

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

A history of authorship, reading, and publishing in colonial American life; this course explores seventeenth and eighteenth century British North America where the spoken and printed word played an important part in the development of America before 1800.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

Department Approval

**Course Component(s) and Classification(s):**Discussion  
Lecture**Discussion Classification**

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

**Discussion Units**

3

**Lecture Classification**

CS#02 - Lecture/Discussion (K-factor=1WTU 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."**

Students who successfully complete HIST 150B will be able to:

- 1) Identify an understanding of aspects of the history of authorship, reading, and publishing in early America before 1800.
- 2) Demonstrate knowledge of central terms and concepts of Book History.
- 3) Recognize, differentiate, and synthesize information by engaging in written and non-written discourse.
- 4) Illustrate communication skills by effectively interpreting information, employing appropriate writing strategies, and developing a solid thesis.
- 5) Examine individuals' relationship within the course, one another and with their environment, as well as cultivate knowledge and foster understanding.

**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) Quiz. Evaluate students' understanding of the expectations of the course. Outcome 5.
- 2) Tests. Measure students' knowledge of assigned materials. Outcomes 1 and 2.
- 3) Class Notes. Assess students' comprehension of the assigned materials. Outcome 3.
- 4) Papers. Determine students' ability to synthesize assigned in writing. Outcome 3 and 4.
- 5) Discussion. Gauge students' understanding of the subject and the assigned materials. Outcomes 1, 2, and 3.

**For whom is this course being developed?**Majors in the Dept  
Minors in the Dept  
General Education

**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?**

C2. Humanities

**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:**

BLY150B-BLY-SP2022 (Revised Copy).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 C2: Humanities**

Section 1.

**Indicate in written statements how the course meets the following criteria for Area C2. Relate the statements to the course syllabus and outline. Be as succinct as possible.**

**Is broad in scope or survey in nature.**

This course examines the way in which imagined communities and peoples are forged by way of print culture and discourse.

**Develops an understanding of and appreciation for the diversity of the human community.**

This class delves into the ways in which constructions of race, class, and ethnicity are created vis-à-vis print culture.

## **Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:**

### **Demonstrate knowledge of the conventions and methods of the study of the humanities.**

This class examines early American history from multiple perspectives, specifically focusing on how print culture plays a central role in the construction of identity.

### **Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.**

In colonial America, print culture functioned as the cornerstone of imagined communities in which early Americans defined themselves insiders and Native American and African Americans as other. This class explores how reading and writing served as a the bond the held early Americans together.

### **Compare and analyze various conceptions of humankind.**

In its examination of how early print cultures fostered imagined communities, this class investigates critically conceptions of humankind.

### **Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.**

HIST 150B probes the history of ideas and values in early American civilization.

### **In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:**

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

Women, Ethnicity, Socio-economic status, Religion.

## **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.]

HIST 150B will include assignments totaling roughly 2,500 words of formal, graded writing, divided into 5 assignments. These assignments are spread over the course of the semester, and students will often have feedback on the prior assignment before beginning the composition of the next. HIST 150B will also include assignments totaling roughly 2,500 words of informal, grade writing, divided into 5 assignments. These assignments are spread over the course of the semester, and students will often have feedback on the prior assignment before beginning the composition of the next.

Section 2.

**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.**

N/A.

### **Reviewer Comments:**

**Robin Fisher (rfisher) (Wed, 07 Apr 2021 15:02:05 GMT):** Rollback: Glad to send it back for you! Robin

**Jeffrey Wilson (jkwilson) (Tue, 05 Oct 2021 21:03:02 GMT):** Rollback: Here's your proposal!

**Emily Potts (emily.potts) (Wed, 20 Oct 2021 20:20:57 GMT):** Dear Professor Bly, The committee recommends the following modifications to your proposal for the sake of approval. • The justification needs additional curricular reasoning for why this specific course is needed. Avoid using the same justification for many courses. • The unit count is incorrect. This is a 3 unit course—you have noted 3 units for discussion AND 3 units for lecture. Please correct and reflect in your syllabus. • The Course description does not match the syllabus. Please reconcile and match. See resources on writing course descriptions per catalog rules. Also "eighteenth century British North America as imagined communities" sounds confusing. Please clarify. • ELO's need to match in Form A and Syllabus. ELO's should be measurable and simplified to include a single verb and broad predicate. For an upper division course we suggest using stronger verbs than 'identify' 'recognize'. Refer to Bloom's Taxonomy <https://www.csus.edu/college/arts-letters/internal/curriculum-resources.html>. • Assessments do not need to restate ELO's. Remove numbering and simplify to say for example:

Quiz- #5, Test- #1, #2 Be sure to match any Assessments in Syllabus with Form A. • Include any policies related to online learning should this course be given in an online or hybrid format. • Please change the saved name of your PDF to reflect CSUS or the course name. • Please include all of the University Required statements and LINKS at the end of your syllabus per the new 2021 University Syllabus Policy and Arts & Letters Syllabus guidance. Please see links here: <https://www.csus.edu/college/arts-letters/internal/curriculum-resources.html> • Remember that any changes you make to the Form A need to be reflected accurately in your Syllabus. Thank you, Emily Potts

**Alyson Buckman (abuckman) (Wed, 20 Oct 2021 21:58:21 GMT):** Rollback: Dear Tony, please see comments from Emily Potts for revisions to be made to your proposal. Please note that these changes must be completed by your department by Thursday, 10/21, at 5pm in order to move forward from me to Robin Fisher through to the University Committee on Friday. Thank you for your proposal!

Key: 14456