

HIST 151B: FOUNDING DOCUMENTS: AMERICAN DEMOCRACY BEFORE 1800

In Workflow

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Approval Path

1. Thu, 25 Feb 2021 00:57:33 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
2. Tue, 05 Oct 2021 21:03:17 GMT
Jeffrey Wilson (jkwilson): Rollback to Initiator
3. Fri, 08 Oct 2021 17:40:16 GMT
Khal Schneider (schneider): Rollback to Initiator
4. Mon, 11 Oct 2021 20:35:20 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
5. Mon, 11 Oct 2021 20:42:28 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
6. Wed, 20 Oct 2021 21:58:42 GMT
Alyson Buckman (abuckman): Rollback to Initiator
7. Fri, 22 Oct 2021 17:51:17 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
8. Fri, 22 Oct 2021 18:09:13 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
9. Fri, 22 Oct 2021 20:51:58 GMT
Alyson Buckman (abuckman): Approved for ALS College Committee Chair
10. Sun, 24 Oct 2021 21:36:34 GMT
Robin Fisher (rfisher): Approved for ALS Dean

New Course Proposal

Date Submitted: Thu, 21 Oct 2021 14:02:37 GMT

Viewing: HIST 151B : Founding Documents: American Democracy before 1800

Last edit: Thu, 21 Oct 2021 14:02:34 GMT

Changes proposed by: Tony Bly (223005224)

Contact(s):

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Catalog Title:

Founding Documents: American Democracy before 1800

Class Schedule Title:

American Democracy before 1800

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)

151B

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:

This course provides more learning opportunities for Sac State students who are interested in colonial American history. Specifically, this course explores the history behind America's founding documents and ways in which they have shaped us since their publication. Ever presence is the question of what it means to be an American of which the Declaration and the Constitution played a central role in defining.

The proposed class will also establish a forum in which the History Department's new Endowed Chair in early American History can engage Sac State students..

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

Explores the history behind the words of the Declaration of Independence and the Constitution of the United States of America. Topics include early American history, the American Revolution, and the Constitutional Convention of 1787.

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

1

Lecture Classification

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

Lecture Units

2

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 HIST151B will be able to:

- 1) Identify the key people and events in early American history between 1750 and 1800.
- 2) Understand of central terms and concepts used in the Declaration and the Constitution.
- 3) Synthesize information by engaging in written and non-written discourse.
- 4) Communicate effectively by interpreting information, employing appropriate writing strategies, and developing a solid thesis.
- 5) Analyze individuals' relationships within the course, with 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
Personal and social responsibility
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

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.
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:

HIST151B-01-BLY-FA2022 (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 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.

Students will complete activities (i.e. tests and writing assignment 2) that reflect the assigned materials. These activities will satisfy Area D learning outcomes 1-4.

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 chair is responsible for ensuring instructors comply with the category criteria. The course will not be offered in multiple sections.

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.

This course explore the complex history behind the Declaration of Independence and the Constitution of the United States of America and their relationship with the institution of slavery.

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

HIST 151B surveys the scholarship about the Declaration of Independence and the Constitution of the United States of American

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.

This course delves into the subject of race, class, and gender with the context of the history of the Declaration of Independence and the Constitution of the United States of America.

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

HIST 151B explores the historical and cultural contexts of the history of the founding documents of the early American Republic.

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 151B 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 151B 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 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.

HIST 151 fulfills the outcomes of GE American Institutions:

1. Demonstrate a comprehensive understanding of the historical continuity of the American experience that covers at least a 100 year time span.

HIST151B examined the economic, social, political, and cultural context of the Declaration and the Constitution, starting with the history of America before the American Revolution.

2. Describe and analyze the roles and contributions of, and relationships among, major ethnic/social groups and movements to US history.

In addition to examining the economic, social, political, and cultural context of the Declaration and the Constitution, HIST151 explores how class, race, and gender shaped the language of America's principle founding documents.

3. Explain and analyze the causes and consequences of significant events in the US historical context relating to political, economic, geographic, and social change.

HIST 151B the pivot event in US History that influenced and shaped the explicit and implicit language of the Declaration of Independence and the Constitution of the United States.

4. Explain and evaluate the historical development of US institutions and ideals in relation to the Constitution and American democracy.

In its exploration of the history of the Declaration of Independence and the Constitution of the United States, HIST151B explores the complex story of American democracy.

5. Analyze and evaluate the United States in its global context, with particular attention to its historical derivation from other cultures and its incorporation of immigrants into American society.

In survey of the history behind the Declaration of Independence and the Constitution of the United States, HIST151B probes America's founding documents as texts that reflect global contexts.

6. Identify and apply primary sources (direct or firsthand evidence about an event, object, person) and secondary sources (descriptions, interpretations, commentaries, evaluations, analyses of direct or firsthand evidence) to their understanding of US history.

The Declaration of Independence and the Constitution of the United States are the principle primary documents used for this course. The monographs assigned for the class examines those firsthand accounts within the context of scholarship that in turn foster students' understanding of US History.

Reviewer Comments:

Jeffrey Wilson (jkwilson) (Tue, 05 Oct 2021 21:03:17 GMT): Rollback: Here's your proposal!

Khal Schneider (schneider) (Fri, 08 Oct 2021 17:40:16 GMT): Rollback: For edits

Emily Potts (emily.potts) (Wed, 20 Oct 2021 20:19:41 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. • There is a typo in the Course description in Form A and the Course description does not match the syllabus. Please reconcile and match. See resources on writing course descriptions per catalog rules: ... survey of American life (IN) 1765, the American Revolution... • 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. Avoid using two verbs such as "identify an understanding..." and analyze relationships... cultivate knowledge..." Refer to Bloom's Taxonomy to be sure you are using higher level verbs for your upper division course: <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. Do not include "class notes" as an assessment strategy as there is no explanation of how these will be assessed or graded. • 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 21:58:42 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: 14455