

HIST 109B: GREECE'S TURBULENT CENTURY, 1909 - 2010

In Workflow

1. HIST Committee Chair (schneider@csus.edu)
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10. Catalog Editor (catalog@csus.edu)
11. Registrar's Office (w lindsey@csus.edu)
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Approval Path

1. Fri, 01 Apr 2022 22:07:31 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
2. Sun, 10 Apr 2022 18:38:56 GMT
Jeffrey Wilson (jkwilson): Rollback to Initiator
3. Fri, 13 May 2022 21:24:13 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
4. Fri, 13 May 2022 21:49:23 GMT
Jeffrey Wilson (jkwilson): Rollback to Initiator
5. Thu, 11 Aug 2022 19:25:48 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
6. Thu, 11 Aug 2022 19:38:15 GMT
Jeffrey Wilson (jkwilson): Rollback to Initiator
7. Fri, 12 Aug 2022 13:28:16 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
8. Fri, 12 Aug 2022 15:49:19 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
9. Fri, 30 Sep 2022 17:26:59 GMT
Janett Torset (torsetj): Rollback to Initiator
10. Tue, 08 Nov 2022 12:47:21 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
11. Tue, 08 Nov 2022 16:13:02 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
12. Tue, 08 Nov 2022 18:52:49 GMT
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
13. Tue, 08 Nov 2022 18:57:14 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

New Course Proposal

Date Submitted: Tue, 08 Nov 2022 02:18:12 GMT

Viewing: HIST 109B : Greece's Turbulent Century, 1909 - 2010

Last edit: Tue, 08 Nov 2022 02:18:11 GMT

Changes proposed by: Katerina Lagos (102011726)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
katerina Lagos	lagosk@csus.edu	916-278-7103

Catalog Title:

Greece's Turbulent Century, 1909 - 2010

Class Schedule Title:

Greece: Turbulent 20th Century

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:

Spring 2023 (2022/2023 Catalog)

Subject Area: (prefix)

HIST - History

Catalog Number: (course number)

109B

Course ID: (For administrative use only.)

TBD

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing 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

This course complies with the credit hour policy:

Yes

Justification for course proposal:

This course will expand on the current survey course on modern Greece and allow students an opportunity for more in depth analysis of the major issues during the twentieth century. History 109b provides an intensive examination of the domestic and international issues dominating Greece such as civil war, deportation, minority repression, famine, Cold War politics, migration, and economic collapse. This course serves the Hellenic Studies Program by offering additional coursework to fulfill the Minor Program.

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

An examination of the Greek nation and state during the turbulent twentieth century. Explores the political upheavals of the nation, social turmoil, and World Wars that shaped the Greek nation and state over the century. Particular attention to social and cultural issues that dominated during this time: minorities, gender, and issues of identity will be major themes in this course.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged 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?

No Approval Required

Course Component(s) and Classification(s):

Discussion

Lecture

Discussion Classification

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

Discussion Units

1

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1 WTU 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 and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Evaluate ethical and social values in their historical and cultural contexts.	Supplementary reading assignments (completing two or more readings and then writing short response paper); class discussions
2	Distinguish the principles and methods of academic disciplines to the study of social and individual behavior.	Supplementary reading assignments (completing two or more readings and then writing short response paper); class discussions
3	Demonstrate 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.	Supplementary reading assignments (completing two or more readings and then writing short response paper); class discussions
4	Analyze the social dynamics and issues in their historical and cultural contexts.	Midterm, final exam, and class discussions

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

History 109b revised (1).docx

History 109b revised (1).pdf

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
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.
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.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

History 109b revised (1).docx
History 109b revised (1).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 be required to complete supplementary reading assignments that address cultural diversity throughout the semester. These readings will build on what is covered in the lectures, and will provide depth in knowledge for this issue. Students will be focusing on minority issues and religious discrimination issues that dominate the first half of the twentieth century in Greece.

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.

I am the only instructor for this course and will ensure that the standards I set are carried through whenever I teach the course.

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.

All of the lectures will address ethical and social values within the Greek context. Additionally, comparisons to broader regions will also be included. The supplementary readings are where students will learn about specific issues more intensely. They will be required to use the readings to address questions that highlight the ethical and social values of Greece.

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

The lectures and supplementary reading assignments all reinforce the principles and methods of various academic disciplines. While this is a history course, the readings will include articles/book chapters from other disciplines to highlight different approaches to the same topic. Finally, primary sources will be consistently incorporated so that students will understand the material scholars use for their publications and then examine scholarly works to see the arguments that are developed.

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.

Women, ethnic minorities, religious minorities, gays and lesbians are incorporated throughout the semester. Please see the course syllabus to see the lecture topics and reading assignments. Women are discussed during the Greek Civil War and during the socialist government (1981-1996); ethnic minorities are addressed during the interwar period, Greek Civil War, and during the 1990s; religious minorities are discussed during the interwar period and World War II/Holocaust; and gays and lesbians are discussed in the literature of the early 20th century (C.P. Cavafy) and during the Junta dictatorship, 1967-74. How is human diversity understood in Greece and what comparisons can be made to a broader context? What are the similarities and differences?

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

Since this course provides sufficient time to explore some of the major issues in Greek history, social issues will be explored in depth. Literature and cultural studies will be examined by the students and Greek social dynamics and issues will be discussed in class. Some of these issues will be analyzed by the students in their supplementary reading assignments.

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.]

Students are required to write six 2-3 page response papers based on the assigned supplementary readings. The word count could be roughly estimated at 500-600 words per assignment and the total for all six assignments would be 3,000 - 3,600 words. In addition, students will have a short answer and/or short essay midterm and final exam. Each exam would be at least 1,000 words.

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.

n/a

Reviewer Comments:

Jeffrey Wilson (jkwilson) (Sun, 10 Apr 2022 18:38:56 GMT): Rollback: Hi Katerina - I sent you an email with recommended updates.

Jeffrey Wilson (jkwilson) (Fri, 13 May 2022 21:48:18 GMT): Hi Katerina - Please make the following updates: 1. Expand the justification: put something in there about the course serving the Hellenic Studies program. 2. The course description must be written in incomplete sentences. 3. On your syllabus, you must list the GE C2 learning outcomes (https://www.csus.edu/undergraduate-studies/general-education/_internal/_documents/area-c2-learning-outcomes.pdf) verbatim; your own course-specific learning outcomes must be listed separately. Your learning outcomes need to be numbered and each of the assignments needs to reference which learning outcomes are addressed by the assignment. This also needs to be outlined in the Assessment Strategies box on the form. 4. I don't know how picky the committees are these days, but they may want to see a syllabus with all the required elements per the syllabus policy (<https://www.csus.edu/umannual/acadaff/aca-170.htm>). You could move forward with the current syllabus

(pending the changes outlined in #2 & 3 above) and see if it makes it through. 5. You need to check some of the boxes for the Undergraduate Learning Goals; I picked a couple for you (otherwise it wouldn't let me process the form), but you're free to change this. 6. You're going to need to click yes to the question about the course being considered for GE and answer the questions about how the course meets the C2 requirement there.

Jeffrey Wilson (jkwilson) (Fri, 13 May 2022 21:49:23 GMT): Rollback: 1. Expand the justification: put something in there about the course serving the Hellenic Studies program. 2. The course description must be written in incomplete sentences. 3. On your syllabus, you must list the GE C2 learning outcomes (https://www.csus.edu/undergraduate-studies/general-education/_internal/_documents/area-c2-learning-outcomes.pdf) verbatim; your own course-specific learning outcomes must be listed separately. Your learning outcomes need to be numbered and each of the assignments needs to reference which learning outcomes are addressed by the assignment. This also needs to be outlined in the Assessment Strategies box on the form. 4. I don't know how picky the committees are these days, but they may want to see a syllabus with all the required elements per the syllabus policy (<https://www.csus.edu/umannual/acadaff/aca-170.htm>). You could move forward with the current syllabus (pending the changes outlined in #2 & 3 above) and see if it makes it through. 5. You need to check some of the boxes for the Undergraduate Learning Goals; I picked a couple for you (otherwise it wouldn't let me process the form), but you're free to change this. 6. You're going to need to click yes to the question about the course being considered for GE and answer the questions about how the course meets the C2 requirement there.

Jeffrey Wilson (jkwilson) (Thu, 11 Aug 2022 19:38:15 GMT): Rollback: Hi Katerina – please make the following changes: 1. The course description should not be written as a numbered list – please refer to the catalog for examples of catalog descriptions. 2. On your syllabus, removed the reference (in parentheses) to the C2 learning objectives from your own course-specific learning outcomes. 3. A course can be listed in only one GE category – you have it listed in both areas C2 and D. I thought you had intended the course to also meet the Writing Intensive Graduation Requirement – perhaps you clicked D by mistake?

Torsa Ghosal (torsa.ghosal) (Wed, 07 Sep 2022 19:10:54 GMT): Thanks for the proposal. Here are our suggested edits: 1. Please simplify the ELOs to include single action verbs. Check the resources: https://www.csus.edu/college/arts-letters/internal/_internal/bloomstaxonomychartctl.pdf / https://www.csus.edu/college/arts-letters/internal/_internal/_documents/general-guidelines-for-workflow-proposals-form-a_b.pdf 2. Please include the recommended language for syllabus policy: <https://www.csus.edu/umannual/acadaff/aca-170.htm> 3. The assessment strategies can be left as generic (don't need to specify how many papers/readings etc.) Make sure any changes in Form A is reflected in the syllabus.

Janett Torset (torsetj) (Fri, 30 Sep 2022 17:26:59 GMT): Rollback: Rolled back for further edits at the request of the Arts and Letters College Curriculum Committee.

Key: 14739