

FREN 130: CULTURE WARS: FROM KNIGHTHOOD TO REVOLUTION

In Workflow

1. WLL Committee Chair (mayberry@csus.edu)
2. WLL Chair (curtis.smith@csus.edu)
3. ALS College Committee Chair (irwin@csus.edu)
4. ALS Dean (mwilson@csus.edu)
5. Academic Services (curriculum@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcommittee Chair (cappiello@csus.edu)
8. Dean of Undergraduate (gardner@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (catalog@csus.edu)
11. Registrar's Office (k.mcfarland@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Thu, 26 Jan 2023 20:47:19 GMT
Maria Mayberry (mayberry): Rollback to Initiator
2. Fri, 27 Jan 2023 03:20:53 GMT
Maria Mayberry (mayberry): Approved for WLL Committee Chair
3. Fri, 27 Jan 2023 16:34:23 GMT
Curtis Smith (curtis.smith): Approved for WLL Chair
4. Wed, 15 Feb 2023 20:03:22 GMT
Jacqueline Irwin (irwin): Rollback to Initiator
5. Thu, 16 Feb 2023 21:20:06 GMT
Maria Mayberry (mayberry): Approved for WLL Committee Chair
6. Thu, 16 Feb 2023 22:47:09 GMT
Curtis Smith (curtis.smith): Approved for WLL Chair
7. Thu, 16 Feb 2023 22:51:03 GMT
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
8. Fri, 17 Feb 2023 18:13:07 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

Date Submitted: Wed, 15 Feb 2023 20:34:00 GMT

Viewing: FREN 130 : Culture Wars: From Knighthood to Revolution

Last edit: Wed, 15 Feb 2023 20:33:59 GMT

Changes proposed by: Vanessa Arnaud (101037088)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Vanessa Arnaud	arnaud@csus.edu	916-690-5012

Catalog Title:

Culture Wars: From Knighthood to Revolution

Class Schedule Title:

Culture Wars

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

World Languages & Literatures

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

No

Catalog Year Effective:

Fall 2023 (2023/2024 Catalog)

Subject Area: (prefix)

FREN - French

Catalog Number: (course number)

130

Course ID: (For administrative use only.)

133766

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites 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 was originally designated as GE Area C in 2007 and formerly linked with ENGL 175H (a deactivated course). It has been edited to 1) integrate new ELOs and Assessment strategies for GE Area C2 and 2) remove the following pre-requisites: "GWAR Certification before Fall 09, or WPJ score of 70+, or at least a C- in ENGL 109M/W" (it is NOT a Writing Intensive course). This revised course diversifies and adds to the curriculum for the French Program and the Department of WLL. Currently, there are no courses on global cultural diversity that stress historical moments when the oppressed must strive to assert their own distinctive ideals against those in power. The course is set up for students to investigate conflicts, including minority and colonized cultures.

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

Study of the profound influence of culture wars through the interpretation of major French writers, philosophers and scientists ranging from the Middle Ages to the 18th century. All readings and lectures in English.

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

Course Note: (Note must be a single sentence; do not include field trip or fee course notations.)

Open to non-majors

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):

Lecture

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 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	Describe the role of culture wars in the development of societies spanning from the Middle Ages to the Revolution	quizzes, student papers, examination
2	Analyze primary historical sources in translation from the Middle Ages to the eighteenth century to compose arguments supported by evidence	quizzes, student papers, speeches
3	Explain the nature and intersection of political, religious, social, and philosophical conflicts	student papers, speeches, examination
4	Evaluate the relationship between fact and contingency, theory and practice	student papers, speeches, examination
5	Demonstrate skills of collaboration, decision making, problem solving, critical thinking, and conflict resolution	student papers, speeches, examination

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

Fr130SyllabusFeb23.pdf

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?

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.
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:

Fr130SyllabusFeb23.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 covers several centuries from the Middle Ages to the eighteenth century and explores culture wars through actual people who lived during the times ranging from the impoverished and exploited to the powerful elite.

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

By studying tension/disagreement, this course aims to provide students with an understanding of the diversity of values, beliefs, and ideas embodied in the human experience. Students will analyze primary historical sources from the Middle Ages to the eighteenth century to compose arguments supported by evidence (ELO 2). In this class, socio-economics, ethnicity, race, and gender differences are at the center of analyses. Students are immersed in primary sources in translation and learn how to negotiate meaning from the vantage point of someone from another time and place, of a different social status, with religious, social or political views different from their own. Primary texts in this course provide the vehicle for engaging students in the vital task of drawing to the surface their own attitudes, beliefs, and stereotypes, which can then be re-evaluated through the lens of equity.

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 course requires students to read and decipher medieval through eighteenth-century texts (primary sources in translation) as well as secondary sources written by contemporary scholars. They will engage primary sources via historical methods and gain understanding of the ways in which historical arguments are developed and articulated when reading secondary texts. They will then use these ideas to formulate persuasive speeches and written arguments. As students explore justice, for example, they discover that

along with colonialism, “legalized” seizing of land, property, and bodies, there are instances of redistribution, reparation, amendment, compensation, and the restructuring of the body politic.

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

The focus on culture wars pushes students to explore the social, political, economic and cultural forces at play. ELO 3 is “Explain the nature and intersection of political, religious, social, and philosophical conflicts.” The course strives to provide readings and material pertinent to the lives, roles, achievements, and contributions of elite and commoner, ruler and ruled, master and servant. By focusing on such a variety of perspectives, the course aims to show the ways in which family, sexuality, and the rights and duties of men and women (to name a few) become central to politics and culture at different historical moments.

Compare and analyze various conceptions of humankind.

As noted above, this course tracks ideas about culture wars in specific moments in history. It also asks students to identify continuities across time and to account for differences.

The emphasis on culture wars allows students to witness interconnections between cultures and people. Students are asked, for example, to consider, if human rights (i.e. those stated in the 1789 Declaration of the Rights of Man and Citizen) should be extended to slaves in Saint-Domingue? To women? ELO 4 states: “Evaluate the relationship between fact and contingency, theory and practice.” Students analyze the values that provide the foundation for a democracy. What are the rights and responsibilities of a collective group? Should individual aspirations take precedence over laws (or vice versa)? What do people owe to their community or nation? Is democracy a claim about the source of right or is it a battle cry for alternative visions of the social bond?

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

Students are encouraged to think about where animating ideas and values come from. What is the role of media and propaganda in the spread of ideas, ideologies, and political points of view? Although student debates are situated in the past, many of these questions are still relevant in contemporary societies around the globe. By analyzing primary documents (in translation), letters, correspondence, pamphlets, memoirs, students become acquainted with the contradictions and confusion that make up reality and form their understanding of the “truth.” In this course, students are faced with one of the greatest crises in history: understanding the role of information disorder. They must “demonstrate skills of collaboration, decision making, problem solving, critical thinking, and conflict resolution” (ELO 5) to find historical truth in a web of contradicting information.

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

This course engages persons of varying socio-economic status, religious affiliations, and ethnicities. It also investigates evolving notions of gender and sexuality across place and time. All people are not created equal. The course is set up for students to investigate ongoing conflicts between the powerful and oppressed, including minority and colonized cultures. By focusing on culture wars, the course allows students to confront personal, moral, and social problems that life in society inevitably presents to each of us.

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.]

Each project (Reacting game) includes a variety of written assignments (such as writing a memoir or newspaper article) completed in stages throughout each game. Students typically write 2 papers (ranging from 350 words to 1200) for each game and have the opportunity to revise and write additional papers. There is also a written final exam. Reacting is a simulation-based active learning pedagogy developed by Mark Carnes at Barnard College in the 1990s. It is used at over 500 universities and colleges today. As students take on historical roles, they also assume the perspectives and victory objectives of those roles. Their task is to advance their roles’ ideas through persuasion—using formal speeches, position papers, informal discussions, negotiations, and even skulduggery—in order to win the game.

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.

As a GE Area C course, FREN 130 focuses on the human condition and seeks to help students with their ability to communicate clearly and logically, to find and critically examine information, and to analyze human behavior through cultural conflicts throughout time. Ultimately, this approach seeks to help students gain an "understanding of and respect for those who are different from oneself and the ability to work collaboratively with those who come from diverse cultural backgrounds."

Reviewer Comments:

Maria Mayberry (mayberry) (Thu, 26 Jan 2023 20:47:19 GMT): Rollback: Change the term "primary sources" to "primary sources in translation." Add a sentence or two explaining the active learning pedagogy associated to "Reacting Games" and "Reacting to History".

Rebekkah Mulholland (rebekkah.mulholland) (Wed, 15 Feb 2023 19:08:14 GMT): ELO #5: change "practice" to "demonstrate" to adhere to Bloom's Taxonomy. On the syllabus add instructor name and contact information.

Jacqueline Irwin (irwin) (Wed, 15 Feb 2023 20:03:22 GMT): Rollback: Dear Vanessa, Please see suggestions for revision from Rebekkah. Once your proposal has been revised as per their recommendations, please resubmit and send me an email so I know that your proposal is ready to move forward. Thank you, Jacqueline, ALS Curriculum Chair

Key: 2283