

# HIST 129B: IMPERIAL RUSSIA

## In Workflow

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

1. Fri, 27 Jan 2023 00:54:44 GMT  
Khal Schneider (schneider): Approved for HIST Committee Chair
2. Fri, 27 Jan 2023 16:22:03 GMT  
Jeffrey Wilson (jkwilson): Approved for HIST Chair
3. Thu, 16 Feb 2023 21:29:11 GMT  
Jacqueline Irwin (irwin): Rollback to Initiator
4. Fri, 17 Feb 2023 11:46:03 GMT  
Khal Schneider (schneider): Approved for HIST Committee Chair
5. Fri, 17 Feb 2023 16:23:30 GMT  
Jeffrey Wilson (jkwilson): Approved for HIST Chair
6. Fri, 17 Feb 2023 16:26:58 GMT  
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
7. Fri, 17 Feb 2023 18:13:12 GMT  
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

Date Submitted: Thu, 16 Feb 2023 21:58:40 GMT

**Viewing: HIST 129B : Imperial Russia**

**Last edit: Thu, 16 Feb 2023 21:58:39 GMT**

Changes proposed by: Aaron Cohen (101027260)

**Contact(s):**

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

Imperial Russia

**Class Schedule Title:**

Imperial Russia

**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 2023 (2023/2024 Catalog)

**Subject Area: (prefix)**

HIST - History

**Catalog Number: (course number)**

129B

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

201263

**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:**

I would like to add this course to GE (C2 Humanities) to increase its accessibility and utility to non-major students of post-Soviet heritage (of which there are many on our campus) and other interested students. Current events have increased interest in Russian history.

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

Emergence and collapse of imperial Russia as a continental world power from 1600 to 1917. Emphasis on the role of monarchy, a changing society and economy, and the growth of a diverse public in the development of a distinctive imperial Russian culture and its final destruction in revolution.

**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):**

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	Demonstrate a broad knowledge of Russian history from 1600 to 1917.	Final examination
2	Recognize the political, cultural, and social distinctiveness of imperial Russia in world history, including as it relates to issues of class, gender, ethnicity, and religion.	Formal papers, final examination, online commentaries, quizzes
3	Use cultural expressions and representations to help reconstruct historical context.	Formal paper, final examination, online commentaries, quizzes
4	Create arguments about imperial Russian history based on empirical evidence and critical thinking.	Formal papers, final examination, online commentaries.
5	Apply written communication skills as practiced in history, teaching, and related professions.	Formal papers, final examination, online commentaries.

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

Syllabus 129b GE addition 2-16-23.docx

**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?**

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:**

Syllabus 129b GE addition 2-16-23.docx

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 300 years (1613-1917).

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

Imperial Russia was an expansionary power and a multiethnic society and polity. The character and import of its diverse population is a major theme of the course, as is the historical development of the Russian state and Russian (self-)identity between Europe and Asia. The course includes primary sources by women and secondary sources that discuss various aspects of ethnicity, religious confession, class, and gender in imperial Russia.

**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.**

Written assignments require students to use primary source evidence (mostly written but some visual) to support original historical arguments.

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

This course has a significant portion devoted to the elite culture and popular history of imperial Russia, especially in literature, art, and (to a lesser extent) film and music.

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

The ways in we now and people then defined "Russian" and "Russia" is a major theme of the course.

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

This course is a history of Russia.

**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**

All of the above are dealt with in the course. The appearance of emancipatory groups and ideologies for the first four categories (Women, Ethnicity, Socio-economic status, Religious affiliation) comprise a major theme of the course. The final two categories are occasionally discussed in class but are less prominent due to lack of translated or available source material. I expect this to change whenever more sources become available in English.

### **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 three required formal papers of 750 words each (total 2250 words). Feedback is given on those papers. Informal writing (in the form of online primary source commentaries) is oriented towards the completion of the formal papers and amounts to an additional 2250 words.

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.**

I would be happy to answer any questions you might have.

#### **Reviewer Comments:**

**Ian Harvey (iharvey) (Thu, 16 Feb 2023 19:48:44 GMT):** Dear Aaron, This is Ian Harvey on behalf of the ALS Curriculum Committee. Your course proposal has been approved pending the following revisions to the ELOs: ELO 1. Your meaning is clear, however, you might reconsider the action verb "recount". "Describe" would be a more typical verb. 2. Clearly stated. 3. Now that we understand what is intended by "cultural expressions and representations" in this context, perhaps what you have written is fine. 4. Break this down into two separate ELOs; one that addresses writing, and one that addresses critical thinking. For example: Develop writing skills . . . Apply critical thinking . . . Syllabus Needs a statement of the course mode: Hybrid, Online, or Face-to-face/In person.

**Jacqueline Irwin (irwin) (Thu, 16 Feb 2023 21:29:11 GMT):** Rollback: Dear Aaron, Please see suggestions for revision from Ian. 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: 2614