

HIST 130: THE FALL OF COMMUNISM

In Workflow

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Approval Path

1. Wed, 20 Sep 2023 20:45:42 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
2. Mon, 25 Sep 2023 22:48:51 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
3. Fri, 06 Oct 2023 22:05:41 GMT
Jacqueline Irwin (irwin): Rollback to Initiator
4. Mon, 09 Oct 2023 21:50:50 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
5. Mon, 09 Oct 2023 21:53:55 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
6. Mon, 09 Oct 2023 21:57:08 GMT
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
7. Fri, 13 Oct 2023 17:45:44 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean
8. Mon, 30 Oct 2023 20:22:13 GMT
Katie Hawke (katedickson): Approved for Academic Services

Date Submitted: Mon, 09 Oct 2023 19:30:13 GMT

Viewing: HIST 130 : The Fall Of Communism

Last edit: Mon, 09 Oct 2023 19:30:12 GMT

Changes proposed by: Aaron Cohen (101027260)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Aaron Cohen	cohenaj@csus.edu	916-837-9773

Catalog Title:

The Fall Of Communism

Class Schedule Title:

The Fall Of Communism

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 2024 (2024/2025 Catalog)

Subject Area: (prefix)

HIST - History

Catalog Number: (course number)

130

Course ID: (For administrative use only.)

138201

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?

No, final exam does not require a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

I would like to move this course from area D to Area C2 (Humanities) to reflect its evolution to cover more cultural representations of the fall of communism, including, for example, the importance of nostalgia.

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

Causes and consequences of the dramatic transformations in the political, economic, and cultural life of the Soviet Union, eastern Europe, Yugoslavia, and China after 1970. Topics include "developed" socialism, the end of the Soviet Union, the revolutions of 1989, and the emergence of China with an emphasis on the experiences of eyewitnesses and the nostalgia for socialism in the postsocialist world.

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 the history of the Soviet Union, eastern Europe, socialist Yugoslavia, and the People's Republic of China from 1960 to 2000.	Summative essay
2	Recognize how persons of differing socio-economic status, religion, gender, age, and ethnic affiliation participated in and dealt with the end of communism.	Formal paper, summative essay, online engagement, quiz
3	Employ cultural expressions and representations to help reconstruct historical context.	Formal paper, summative essay, online engagement, quiz
4	Create arguments about the end of communism based on empirical evidence and critical thinking.	Formal paper, summative essay, online engagement
5	Apply written communication skills as practiced in history, teaching, and related professions.	Formal paper, summative essay, online engagement

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

Syllabus 130 GE change 10-9-23.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?

Read, write, and understand relatively complex and sophisticated English prose.

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:

Syllabus 130 GE change 10-9-23.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 four regions (the Soviet Union, eastern Europe, Yugoslavia, and China) from 1960 to 2000 and in some cases to the present.

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

The course includes primary (including film) and secondary sources that discuss various aspects of ethnicity, class, and gender.

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 (written and 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 official and popular culture related to the fall of communism, especially through feature films and documentaries.

Compare and analyze various conceptions of humankind.

The meanings of "socialist" and "postsocialist" are a core part 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 the fall of communism in the Soviet Union, eastern Europe, Yugoslavia, and China.

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 at various points. The participation and perspective of people in several areas (Women, Ethnicity, Gays & Lesbians) are focused on in more detail. People in the the other areas are occasionally treated in the material 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 engagement assignments) is oriented towards the completion of the formal papers and amounts to an additional 3000 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:

Samuel Williams (s.b.williams) (Fri, 06 Oct 2023 19:44:47 GMT): Dear Professor Cohen , The committee recommends the following changes to your proposal to facilitate approval: Please, make sure the course description matches both on CourseLeaf and on your syllabus. Please include the new name and link for DAC (Disability Access Center) formerly SSWD <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/> In your Expected Learning Outcome number three, please, consider revising the verb "use" to something stronger such as "employ" or "integrate". Refer to our resources <https://www.csus.edu/college/arts-letters/internal/curriculum-resources.html> for links to Bloom's Taxonomy. This change would apply to both CourseLeaf and your syllabus.

Jacqueline Irwin (irwin) (Fri, 06 Oct 2023 22:05:41 GMT): Rollback: Dear Aaron, Please see suggestions for revision from Brett. 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: 2616