

<b>ORIGINATOR'S SECTION:</b>														
College: <u>Arts and Sciences</u> Desired Term: <u>Fall 2006</u> and Year _____ of implementation.														
Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes _____ No <u>x</u>														
Course will be a variable-topics (generic) course? Yes <u>x</u> No _____ *generic" is a placeholder for topics)														
Course abbreviation and Number:* <u>History 528</u>														
Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) <u>Advanced Seminar in European History</u>														
Abbreviated Title for Banner: (no more than 25 characters, including spaces) <u>Adv Sem Europe Hist</u>														
Number of Units: <u>3</u>														
<p><b>Catalog Description:</b> (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)</p> <p>Exploration of primary and secondary sources and advanced research in a topic in European History. Advanced undergraduates interested in taking this course should consult with instructor. May be taken four times for credit as topics change. Same topic may not be repeated for credit.</p>														
<p><b>9. Why is this course being proposed?</b> Core requirement in the proposed History Master of Arts degree.</p>														
<p><b>10. Mode of Instruction*</b> (See pages 17-23 at <a href="http://www.calstate.edu/cim/data-elim-tic/APDB-Transaction-DED-SectionV.pdf">http://www.calstate.edu/cim/data-elim-tic/APDB-Transaction-DED-SectionV.pdf</a> for definitions of the Course Classification Numbers)</p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">3</td> <td style="text-align: center;">C-5</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>			Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C-5	Activity			Lab		
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<p><b>11. Grading Method:*</b>  <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)  <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)  <input type="checkbox"/> Credit/No Credit Only (C)  <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)</p>														
<p><b>12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.</b></p>														
<p><b>13. Course Requires Consent for Enrollment?</b> _____ Yes <u>x</u> No                  Faculty _____ Credential Analyst _____ Dean _____ Program/Department - Director/Chair _____</p>														

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

14. Course Can be Taken for Credit More than Once?  Yes  No  
 If yes, how many times 4 (including first offering)

15. Is Course Crosslisted:  Yes  No  
 If yes, indicate which course \_\_\_\_\_ and check "yes" in item #22 below.

16. Prerequisite(s): \_\_\_\_\_

17. Corequisite(s): \_\_\_\_\_

18. Documentation attached: \_\_\_\_\_ Syllabus or  Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\*

20. How often will this course be offered once established?\*

once a year

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
*(Mandatory information - all items in this section must be completed.)*

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? YES  NO

If yes, please specify:  
 Elective in History M.A.

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)  Yes  No  
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline	Signature	Date	Support <input type="checkbox"/>	Oppose <input type="checkbox"/>
Discipline	Signature	Date	Support <input type="checkbox"/>	Oppose <input type="checkbox"/>

**SIGNATURES : (COLLEGE LEVEL) :**

1. Originator (please print or type name) \_\_\_\_\_ Date 11-22-04

2. Program Director/Chair \_\_\_\_\_ Date 12/13/04

3. College Curriculum Committee \_\_\_\_\_ Date 12/13/04

4. College Dean (or Designee) \_\_\_\_\_ Date 2/10/05

**(UNIVERSITY LEVEL)**

5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

## **SAMPLE SYLLABUS: HISTORY 528: Seminar in Renaissance Europe**

**Course Description:** This seminar will take a topical approach to the history of the European Renaissance and concentrate on traditional understanding of the period and various new historical methods and interpretations that have fundamentally revised our understanding of its artistic, political and social legacy. We will read a few classics, survey some of the newer works in social and cultural history, and place the era in the larger framework of early modern Europe. Our goal is to identify the most pertinent themes and perspectives that have shed light on the era and compelled historians to pose new questions and widen their arc of interest. Seminar participants will also have the opportunity to write a substantial research paper of twenty pages based on a consideration of historiography and original research in primary sources. At the end of the seminar, you will not only turn in your written work for evaluation but also prepare an oral presentation on the topic to other seminar participants.

### **Course Requirements**

**Reading Portfolio:** 1-2 page weekly analyses of assigned readings: 20%

Students will keep a reading portfolio for the eight assigned books for this class. In it, you will place a one or two page analysis paper of the assigned book in which you identify the thesis, evaluate the book's sources, and pose a few questions about the research method. Each seminar, I will ask students to use their weekly write ups as the basis for guiding our discussion. You will turn in your portfolio at the end of every class, and will receive it back at the beginning of the new week.

**Book Review:** 5-7 page paper on the a book: 20%. All students must select **one** of the assigned books for a critical review. The review will take a more in depth look at the book's thesis, explore its evidentiary basis, and critically appraise the author's scholarly apparatus and arguments. In preparation for the review, you must place the book into its wider context, and therefore undertake some research about the author, the state of the field, and the topic.

**Seminar Participation:** 10%. This class depends explicitly and emphatically upon your willing participant and your unflinching attention. As such, attendance is absolutely critical, and your participation in book discussion and student presentations key. Seminars are not lecture classes, and their very mode of instruction depends upon you role as an active learner.

**Research Paper:** 50%. The highlight of this class is to prepare a research paper based on research in primary sources. Each student will identify a research topic by the fourth week of class, and soon thereafter submit a preliminary thesis statement and annotated bibliography. All research topics must be approved by the instructor, and class time will be dedicated to getting the project off the ground and presenting progress reports on it.

The class will culminate with student presentations of their research and the submission of your final paper.

### **BOOKS for Purchase**

Johan Huizinga, The Autumn of the Middle Ages

Jacob Burckhardt, The Civilization of the Renaissance in Italy

Richard C. Trexler, Public Life in Renaissance Florence

Edward Muir, Mad Blood Stirring: the Vendetta in the Renaissance

Anne Schutte, Aspiring Saints: Pretense of Holiness, Inquisition, and Gender in the Republic of Venice, 1618-1750

Robert, Davis, The War of the Fists

Michael Rocke, Forbidden Friendships

### **Unit One: Weeks 1-3**

What is the Renaissance?

Classic 1: Burckhardt and the thesis of modernity and individualism

Classic 2: Huizinga, and the thesis of northern European differentiation

### **Unit Two: Weeks 4-6: Individualism or Corporatism? Social and Cultural Solidarities**

Read: Trexler

Muir

Rocke

### **Unit Three: Weeks 6-8: The 'Popular Culture' Paradigm and new types of Sources**

Read: Schutte

Read: Davis

### **Unit Five: Week 9: Intellectual History or the Social History of Ideas.**

Read: Siraisi

### **Unit Six: Weeks 10-14: Sources and Research for Paper**

- 1) Practicum: Students will work with one set of common sources for one week to develop research techniques. We will read one edited set of sources (TBA).
- 2) Students will conduct in-depth research for their paper, and offer 1 source presentations to the class that ties their working thesis to the research material
- 3) Detailed outline of the Paper and Peer Review Exercise

**Unit Seven: Presentation and Submission of Work**

Weeks 15-16: Completion of Research Paper and Oral Presentation.

