SDSU Course Outline

0100-0498 New Ugrad GE

1. Co-Contributors:
   - Wiese, Andrew

2. This Proposal is Part of a Package: No

3. Course/Programs related to this Package:
   The History Department is going to be reviewing the required courses for History majors next year, and this course is being considered as one of these required courses.

4. Course Status: Launched

5. Subject/Abbrev: HIST - History

6. Department: 348 - HISTORY - *Active*

7. School: 62 - ARTS & LETTERS - *Active*

8. Number: 0455

9. Suffix:

10. Catalog Number: 0

11. Full Title: Introduction to Digital History

12. Abbrev. Title: INTRO TO DIGITAL HISTORY

13. Variable Title: No

14. General Education:
   a. Proposed for General Education: Yes
   b. GE Fulfill: IVC - Explorations - Humanities & Fine Arts
   c. If Not Approved GE, Still New Course: Yes

15. Special Course Designator: -

16. Cross Listed Courses: Yes
   LDT 0455 *Draft*

17. Campus: R - San Diego Campus

18. Description: Theory and issues of digital history. Tools and practices used by historians to conduct research and present findings and results through a technology lens. Challenges and uses of digital history.

19. General Text:

20. Course Hours Description:

21. Course Statement:

22. Proposed Start Year: 2019   Term: Fall

23. Variable Units: No

24. Units: 3.00

25. Mode of Instruction:

<table>
<thead>
<tr>
<th>Units</th>
<th>Staffing Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture: 3.00</td>
<td>C- 2</td>
</tr>
<tr>
<td>Lecture 2: 0</td>
<td>C-</td>
</tr>
<tr>
<td>Seminar: 0</td>
<td>C-</td>
</tr>
<tr>
<td>Laboratory: 0</td>
<td>C-</td>
</tr>
<tr>
<td>Activity: 0</td>
<td>C-</td>
</tr>
<tr>
<td>Supervision: 0</td>
<td>S-</td>
</tr>
<tr>
<td>Discussion/Clinical Proc: 0</td>
<td>S-</td>
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<tr>
<td>ROTC: 0</td>
<td>S-</td>
</tr>
<tr>
<td>NTI: 0</td>
<td>S-</td>
</tr>
</tbody>
</table>

26. Repeatable for Credit: No

27. Grading Methods: +LETTER (C/N OK)

28. Prerequisites:
   - Prerequisite:
Comments: Completion of the General Education requirement in Foundations of Learning II.C., Humanities required for nonmajors.

29. Resources:
   a. Faculty Resources
      ■ Describe Available Resources: Existing faculty resources are sufficient to teach this course.
      ■ Describe Needed Resources: No additional faculty resources are needed to teach this course.
   b. Instructional Resources
      ■ Describe Available Resources: Existing instructional resources are sufficient to teach this course.
      ■ Describe Needed Resources: No additional instructional resources are needed to teach this course.

30. Relationship of this Course to Total Educational Program of University:
   a. What other course or courses (in your department and others) cover subject matter similar to proposed content?
   b. Will this course replace a course now offered? No
      i. If yes, which course(s)?
   c. Has this course been offered as a topics course? No
      i. If yes, which semester and year?
   d. Is course being proposed in response to academic review or accreditation recommendations? No
      i. If yes, explain fully.
   e. Does this course affect the STAR ACT? No
      i. If yes, explain fully.

31. Justification:
   a. Need for course:
      The digitization and wide availability of new historical resources and tools on the internet are changing the practice of history as a discipline significantly and requires that students develop new digital literacies. There is no existing history course that focuses on this method of doing history.
   b. Justify level of course (a justification for all 500-level courses is required by Graduate Council):
      N/A
   c. Justify Cr/NC only grading (if applicable):
      N/A
   d. Justify if no prerequisite(s) for 300 through 700 level courses:
      Upper-division standing is required.

32. Needs Met by Course:
   a. Satisfies:
      i. Degree/Major
      ii. Minor
   b. Does this course affect a program? No
   c. List courses for which this course will be required as a prerequisite:
   d. Have Course Change proposals been submitted to make prerequisite changes? No
   e. List which other departments or programs will use this course:
      N/A

33. Required Student Course Materials:
   a. Textbooks:
b. Manuals:
c. Periodicals:
d. Software:
e. Other:
f. Accessibility Materials: Yes
g. Accessibility

34. Writing Component (300 level courses or above):
   Project Proposal & Workplan; Project Presentation; Final Digital History Project; Mid-Term: Evaluating a Mature
   Digital History Project; Auto-ethnography.

35. Grading Standards:
   Participation 25%
   Digital History Project 30%
   Midterm Essay 25%
   Auto-ethnography 20%

36. Graduate Student Requirements (500 level courses):
   a. For 500 numbered courses, specify any special assignments for graduate students:
      N/A
   b. For 500 numbered courses, if grading standards and weights are identical for graduate and undergraduate
      students, please justify:
      N/A

37. Student Learning Outcomes:
   1. Outcome 1:
      i. IDENTIFY key issues and historical developments of the sub-field, of digital history, as it relates to the broader
         discipline of history
      ii. Course Activity:
          Readings and lectures.
      iii. Assessment Strategy:
          Participation in class will assess, and also the mid-term student evaluation of a mature digital history
          project.
   2. Outcome 2:
      i. COMPARE key issues, developments, and periods digital history with special attention to the changes resulting
         from advances on the internet and through the emergence of new digital tools on-line for historical research
      ii. Course Activity:
          Readings and lectures.
      iii. Assessment Strategy:
          The mid-term student evaluation of a mature digital history project will assess, and also the students’
          own digital history project, with project proposal, presentation, and final project.
   3. Outcome 3:
      i. ANALYZE key themes – of power, privilege and access as they relate to the various kinds of digital history
         projects under consideration across the course with particular attention to those projects that consider race, gender,
         class, sexuality, age, ability, and identity formation through an intersectional framework
      ii. Course Activity:
          Readings and lectures.
      iii. Assessment Strategy:
          Especially the students’ auto-ethnography.
   4. Outcome 4:
      i. INTERPRET the scholarly arguments regarding the viability, accessibility and use of digital history to advance the
         social, political and economic narratives of marginalized groups in American society
      ii. Course Activity:
          Readings and lectures.
      iii. Assessment Strategy:
          In-class participation will assess students’ ability to interpret these aspects of digital history.
5. **Outcome 5:**
   i. ASSESS the broad impact of digital history on the everyday practices of historians and the ways that digital history projects can impact the public
   ii. **Course Activity:**
   Readings and lectures.
   iii. **Assessment Strategy:**
   The mid-term student evaluation of a mature digital history project will assess, and also the students' own digital history project.

38. **Design and Conduct**
a. **Include topics to be covered:**

b. **Approximate time in number of weeks:**
   i. 15

39. **General Education:**
a. **Section A:**
   i. **Outline Selection:**
   I. Communication and Critical Thinking
   II. Foundations of Learning
   III. Lifelong Learning and Self-Development (Area E)
   IV. Explorations
   C. Humanities and Fine Arts
   ii. **Justify Classification:**
   This is a humanities course that focuses on the "process[ing] and document[ing of] the human experience" (Stanford Humanities definition). It is proposed for the new humanities category C2.

b. **Section B:**
   Explorations - Humanities and Fine Arts
   **Goal 1:** Analyze advanced level written, visual, or performed texts in the humanities and fine arts with sensitivity to their diverse cultural contexts and historical moments.
   **Activity:**
   Reading, lecture and class activities in weeks 3-6 (analyzing digital-public history projects as written and audio-visual texts).
   **Assessment:**
   In-class discussion; midterm examination.

   **Goal 2:** Develop a greater understanding and familiarity with various aesthetic and other value systems and the ways they are communicated across time and cultures.
   **Activity:**
   Student ability to describe and communicate their values, attitudes and beliefs in relation to those of diverse audiences and historical subjects are intended outcomes of the course. Most readings, lectures, discussions will contribute, but in particular weeks 1-2, 5, 12 will focus on this objective.
   **Assessment:**
   Student reflections on their values, attitudes and beliefs in their auto-ethnography, are intended outcomes of the course. Written work using a rubric in weeks 2 & 5.

   **Goal 3:** Argue from an enhanced awareness of multiple perspectives about issues in the humanities that have personal and global relevance.
Activity:
Reading, lectures, and class activities in weeks 1-2, 5-7 (digital/public engagement, feedback, authority), and 9-11 (spatial, field, and virtual approaches to the humanities) will focus on this objective.

Assessment:
Evaluation in class discussions; Auto-ethnography; evaluation of a mature digital history project; and integration of multiple perspectives into students’ own final project.

Goal 4: Demonstrate the ability to approach advanced complex problems and ask complex questions drawing from an enhanced knowledge of the humanities.

Activity:
Reading, lectures, class activities and assignments (including project proposal and progress reports) in weeks 4-8, weeks 14-15.

Assessment:
Evaluation of multi-stage class project, including proposal, progress reports, presentation, and final paper and Digital History website.

c. Section C:

i. 1. Construct, analyze, and communicate arguments.
Course Work:
Reading, class discussion and In-class activities in weeks 3-6, 12, 15.

Assessment:
In class discussion in weeks 3-6, especially; Midterm examination; Evaluation of three-stage class project, including proposal, oral presentation, and final paper and website.

ii. 2. Apply theoretical models to the real world.
Course Work:
Reading and class activities in weeks 1-2 (historical approaches), 8-11 (quantitative, spatial, virtual approaches), weeks 14-15 (application through final project).

Assessment:
Evaluation of class project in three stages and especially the final project, development of a Digital History website.

iii. 3. Contextualize phenomena.
Course Work:

Assessment:

iv. 4. Negotiate differences.
Course Work:

Assessment:

v. 5. Integrate global and local perspectives.
Course Work:
Reading, lectures, and class activities in weeks 1-2, 5-7 (digital/public engagement, feedback, authority), and 9-11 (spatial, field, and virtual approaches to the humanities) will focus on this objective.

Assessment:
Evaluation in class discussions weeks 1-2, 5-7; Auto-ethnography assignment; and integration into final
vi. 6. Illustrate relevance of concepts across boundaries.
    Course Work:
    Assessment:

vii. 7. Evaluate consequences of actions.
    Course Work:
    Assessment:

d. Section D:
   i. Forms of Communication:
      Readings, in-class discussions, lectures, workshops, student group work, student presentations.

e. Section E:
   i. Required For Majors: No

f. Section F:
   i. GE Cultural Diversity Upper Division Only: No
   ii. Consider if Rejected: Yes