

HIST 396
Area CC

UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA CC – HUMANITIES

Please Read Instructions on Next Page of This Form

Course Number: HIST 396

Course Title: History of Popular Culture in the United States

- This is a new course. A FORM C is being filed concurrently.
- This is an existing course not currently satisfying an UDGE requirement, which is not being changed.
- This is an existing course not currently satisfying an UDGE requirement, which is undergoing change. A FORM C 2 is being filed concurrently.
- This is an existing course currently satisfying an UDGE requirement which is being submitted for recertification. A FORM C 2 is required only if the course is being changed.

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? 3 (Upper-Division General Education courses are limited to 3 units.)
- 3.a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?

 yes X no

- b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.

 X yes no

- c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.

This course explores an aspect of historical study that is profoundly influenced by other disciplines. The topic of popular culture is an excellent vehicle for helping students understand how the study of history has been influenced by other disciplines, such as literary studies, anthropology, and various theoretical camps including feminist studies, ethnic studies, cultural studies, and more.

While popular culture might seem to be a frivolous topic, in fact, it is a very useful way to understand how power operates within human societies, through an understanding of culture as an expression of various ideas that shape social, political, and economic developments and lived experiences. The overall goal of this course will be to give students the skills they need in order to think about themselves and the world around them both more objectively and more critically. Ultimately, helping students develop these perspectives is designed to help foster more rational, informed, and compassionate citizenship.

In the process of tracing both new developments and ongoing continuities in the history of popular culture in the U.S., this course helps students understand and apply principles of historical study and the methods that historians use to understand connections between past and present. Each week will include in-class discussions of the historical sources that are included in the assigned readings. This discussion will require students to apply and gain practice in the methods of analysis that form the foundation of the discipline of History. Written assignments will give students further practice in developing and applying these analytical skills. Historical methods are basic and simple, yet powerful, skills that will benefit majors and non-majors alike.

Read Questions 4-8 in the instructions on the next page of this form and submit your answers as attachments. The instructions do not have to be printed or submitted.

[Signature]
Originator

[Signature]
Program Director

General Education Coordinator

General Education Committee Chair

Signatures _____

Date 5/24/17

Date 7/31/17

Date

Date

Date



PS _____
RP _____
Trudeau _____

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA C2: Humanities

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: HIST 396	Course Title: History of Popular Culture in the United States	
Number of Units: 3		
College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2018	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Katherine Hijar	Email: khijar@csusm.edu	Submission Date: 7/31/17

1. Course Catalog Description: Covers the history of popular culture in the U.S., exploring the ways that a variety of cultural forms both reflected and influenced American society in the nineteenth and twentieth centuries. Topics include song and dance, theatre and television, popular literature, the rise of mass-produced images, toys and games, advertising, and more. Students will deepen their understanding of the roots and origins of popular culture in the present day, and the impact that popular culture has had on shaping American identities and experiences.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input type="checkbox"/>	Tentative course schedule including readings
<input type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

Katherine Hijar 5/24/17
 Course Proposer Date

Cameron Jaro 7/31/17
 Department Chair date

Please note that the department will be required to report assessment data to the GEC annually.

DC Initial

_____	Support	Do not support*	_____	Support	Do not support*
Library Faculty	<input type="checkbox"/>	<input type="checkbox"/>	Impacted	<input type="checkbox"/>	<input type="checkbox"/>
Date			Discipline Chair	Date	
_____	Support	Do not Support*	_____	Approve	Do not Approve
Impacted Discipline	<input type="checkbox"/>	<input type="checkbox"/>	GEC Chair	<input type="checkbox"/>	<input type="checkbox"/>
Chair			Date		

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Phone: Email:

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• AREA C2: Humanities

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Part A: C2 Humanities General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Humanities GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
C2.1: Analyze and interpret the ways in which the humanities engage issues of human existence and human diversity, such as race, ethnicity, gender, sexuality, and dis/ability.	Each week's assigned readings, class lectures, and film viewings will highlight a different aspect of American popular culture, with special attention to the ways that such cultural forms reflected a variety of American ideas about Americanness and difference. So, for instance, blackface minstrelsy, the most popular performance style of the 19 th century, reinforced the idea that African Americans were inferior to whites.	Classroom discussions, which will focus on close analysis of primary sources, and written assignments, which require students to analyze and discuss multiple historical perspectives and meanings of cultural forms.
C2.2: Explore how humanistic traditions, disciplines, and methods inform our understanding of the social world, fostering critical evaluation of social, political, economic and environmental influences on human life.	Each week's assigned readings, class lectures, and film viewings present historical topics that demonstrate the ways that specific popular culture forms both reflected and reinforced ideas about what it meant to be American, and defined and reinforced hierarchies of difference. In addition, weekly readings and discussions highlight the ways that Americans participated in shaping popular culture forms.	Classroom discussions, which will focus on close analysis of primary sources, and written assignments, which require students to contextualize their analysis within an accurate understanding of the social, political, and economic contexts in which cultural forms were created.
C2.3: Apply multiple theoretical, critical, and analytical perspectives to the study of history, the arts, and the humanities, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.	The semester's assigned readings, class lectures, and film viewings present topics in the history of American popular culture that reflect socially, geographically, politically, and economically diverse of American points of view in both the production and reception of those cultural forms..	Classroom discussions and written assignments will require students to demonstrate a deep understanding of the variety of American points of view, as expressed through popular culture forms.
C2.4: Articulate how theoretical approaches come to play in the creation and analysis of works in the humanities. [Methods Courses]	N/A	N/A
C2.5: Use accepted research methods to analyze and interpret cultural formations, ranging from works in the humanities, to historical processes of development and change. [Methods Courses]	Students will learn and apply basic historical methods in their analysis of primary sources.	Classroom discussions will focus on the analytical approaches of historical methods. Students will express their mastery of these methods through discussions and analytical written work.
C2.6: Students will sharpen their understanding of concepts and methods of criticism by creating works that demonstrate facility with the artistic or literary techniques in question. [Creative Activity Courses]	N/A	N/A

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Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Take-home exam, blog post, short written assignment, final essay on popular culture will all require mastery of writing mechanic and clarity of expression.	Take-home exam, blog post, short written assignment, final essay on popular culture.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Take-home exam, short written assignment, final essay on popular culture will all require students to analyze primary sources, construct an original argument, and support the argument with evidence from the sources.	Take-home exam, short written assignment, final essay on popular culture.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students will be required to find an archival or museum object in an online archive or museum site and post it online, along with an explanation and analysis of the text or object.	Online blog post providing explanation and analysis.

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All C2 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): Please see parts A and B, above.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): Please see parts A and B, above.

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses.	Take-home exam, blog post, short written assignment, final essay on popular culture
Assignments will provide instruction in discipline-specific conventions of writing, research, and reference citation.	Take-home exam, blog post, short written assignment, final essay on popular culture will all require students to demonstrate mastery of basic, historical research methods, writing skills, and Chicago-style citations, as required by the discipline. Methods will be discussed and students will practice applying these skills in class, via group discussions and larger classroom discussions.
Students will gain practice in appropriate, general or discipline-specific research methods and/or critical techniques, to strengthen the quality of their	Students will learn and apply basic historical methods in their analysis of primary sources. Classroom discussions will focus on introducing and developing

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interpretation and analysis of the cultural works or historical subject matters at hand.	students' skills in the analytical approaches of historical methods. Students will express their mastery of these methods through discussions and analytical written work.
Students will gain familiarity with information resources and technologies relevant to the discipline, subject matters, and topics of study in question.	In class discussions, students will learn how to tell reliable historical sources from unreliable ones, and will gain practice in identifying and selecting primary source materials, including 3-dimensional objects.
Assessment of student learning will take various forms, through multiple kinds of assignments that are appropriate to the methods of the discipline and the topics being studied.	Students will reflect their understanding and mastery of methods through in-class discussions, take-home exam, blog post, short written assignment, and a final analytical essay on popular culture.