

COURSE INFORMATION FORM

Publish in college catalog?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

Course Title Introduction to American Cultural Studies

Department/Course Number HUM 110D Effective Quarter Summer 2008

Credits 5 Variable No Yes _____ - _____

Administrative Unit Code: DE
Department: _____

Multiple Versions No Yes _____, _____, _____ Maximum Class Size 40

Long Course Description (for college catalog):
 (H, SS, D) An interdisciplinary introduction to American Cultural Studies as an analysis of issues, concepts, and theories of the Americanization process and American cultural values. Topics such as race, ethnicity, social class, privilege, gender, and religious beliefs are explored through history, literature, sociology, art, and communication.

Short Course Description (for class schedule): *NOTE: Maximum of 240 characters*
 An interdisciplinary introduction to American Cultural Studies as an analysis of issues, concepts, and theories of the Americanization process and American cultural values.

Placement Scores/Basic Skill Levels:
 Advised Required
 Scores/Level: _____

Pass/Fail Option Available? Yes No

Course Challenge Exam Available? Yes No

Can course be repeated for credit? Yes No

Number of repeats beyond initial enrollment: One Two

Prerequisites:
 Completion of ENGL 098 with C or better, or eligibility for ENGL& 101

Co-requisites:
 None

Course Intent (check all that apply):
 Option II Distribution/Skill
 Area Humanities and Social Sciences

Option II Elective (check one only)
 University Transfer List (A)
 Restricted Transfer (B/Gray area)
 Not allowable as an elective for Option II

Fills requirement for _____
 (certificate/degree)

Other Diversity Course

Workload Information:

	Contact Hours		Percent of Load
Lecture	<u>50</u>	÷ 150 =	<u>.333</u>
Laboratory	_____	÷ 200 =	_____
Science Lab	_____	÷ 180 =	_____
Field Supervision	_____	÷ 300 =	_____
Comments			
Total			<u>.333</u>

- Student Learning Objectives: (Attach additional pages as needed)**
 Upon successful completion of this course, students will be able to:
- Demonstrate an understanding of ethnocentrism, stereotyping, and prejudice.
 - Define “American culture” and what it means to “be an American” in light of culture and ethnicity.
 - Identify and analyze bias in a variety of contexts.
 - Identify own racial/ethnic/class beliefs and critique individual differences.
 - Define and describe the impact of discrimination, prejudice, power, and privilege on a various groups.
 - Describe historical eras of Native American civilizations (pre-1500), European exploration and early colonization (1500-1700), African slavery (1700-mid 1800s), Asian immigration (mid 1800s-early 1900s, 1970s-present), and Spanish/Mexican history as they all relate to the formation of American culture.
 - Analyze issues of social justice and economic injustice.
 - Describe origins of American political system through examination of Native American and varied European governing systems.

Which primary Core Learning Outcomes are assessed by this course? How are these outcomes being assessed by the program?		
Core Learning Outcome	Introduced (I) or Assessed (A)	If assessed, how is outcome measured?
CLO #1: Engage and take responsibility as active learners	I <input checked="" type="checkbox"/> A <input type="checkbox"/>	Students will be involved in small learning teams to analyze subject matter and discuss difficult issues around culture. A portion of students' evaluation will include class participation.
CLO #2: Think critically	I <input checked="" type="checkbox"/> A <input type="checkbox"/>	Students will write a research paper and self-reflection assignments as well as verbal presentations. They will practice problem solving skills as they analyze issues of social justice and economic injustice. They will consider multiple perspectives, compare competing narratives, and write analytical papers about these.
CLO #3: Communicate effectively	I <input type="checkbox"/> A <input checked="" type="checkbox"/>	Students will write a research paper; orally present to class; and engage in verbal communication with others in small learning groups. They will also write short "mini-essays" in class as reaction to readings. Students will have an opportunity to interview others and write about their learning.
CLO #4: Participate in diverse environments	I <input checked="" type="checkbox"/> A <input type="checkbox"/>	The class will focus on issues of cultural diversity, so students will explore their own identity and their place in the country and as a global citizen. They will gain knowledge about their own and other ethnic cultures. They will practice communication skills for living in a diverse society.
CLO #5: Utilize information literacy skills	I <input checked="" type="checkbox"/> A <input type="checkbox"/>	Students will employ skills to access information for their papers and presentations. They will access primary source materials, study and interpret documents and explore writings by individuals from different ethnic groups.
CLO #6: Demonstrate computer and technology proficiency	I <input checked="" type="checkbox"/> A <input type="checkbox"/>	Students will use computers for their written assignment, and will be encouraged to use PowerPoint for presentations. They will access the internet for materials and critically evaluate the information.
CLO #7: Identify elements of a sustainable society	I <input type="checkbox"/> A <input type="checkbox"/>	

Which Program Specific Outcomes are assessed by this course? How are these outcomes being assessed by the program?		
Program Specific Outcome	Introduced (I) or Assessed (A)	If assessed, how is outcome measured?
Ask questions about the meaning and value of human life and experience.	I <input checked="" type="checkbox"/> A <input type="checkbox"/>	
Provide examples of how culture, history, and memories are passed on from generation to generation.	I <input type="checkbox"/> A <input checked="" type="checkbox"/>	Students will be involved in small learning teams to analyze subject matter and discuss difficult issues around culture. A portion of students' evaluation will include class participation.
Articulate a deepened understanding of oneself and one's place in the world.	I <input checked="" type="checkbox"/> A <input type="checkbox"/>	
Discuss how some diverse cultures see the world.	I <input type="checkbox"/> A <input checked="" type="checkbox"/>	Students will be involved in small learning teams to analyze subject matter and discuss difficult issues around culture. A portion of students' evaluation will include class participation.
Describe how some areas of knowledge link with one another	I <input checked="" type="checkbox"/> A <input type="checkbox"/>	
Demonstrate how multiple perspectives and approaches enrich understanding of a topic.	I <input checked="" type="checkbox"/> A <input type="checkbox"/>	
Express how study of the humanities affects their own conception of what is important in life.	I <input checked="" type="checkbox"/> A <input type="checkbox"/>	
Propose what excellence in a humanities subject area means, and how it might be measured (what's "good"?).	I <input checked="" type="checkbox"/> A <input type="checkbox"/>	
Interpret the role creativity plays in human experience.	I <input checked="" type="checkbox"/> A <input type="checkbox"/>	