1. Co-Contributors:
   - Pollard, Elizabeth
   - Wiese, Andrew
2. This Proposal is Part of a Package: No
3. Course/Programs related to this Package:
4. Course Status: Launched
5. Subject/Abbrev: HIST - History
6. Department: 348 - HISTORY - *Active*
7. School: 62 - ARTS & LETTERS - *Active*
8. Number: 0150
9. Suffix: 0
10. Catalog Number: 0
11. Full Title: Why History Matters
12. Abbrev. Title: WHY HISTORY MATTERS
13. Variable Title: No
14. General Education:
   - a. Proposed for General Education: Yes
   - b. GE Fulfill: III - Lifelong Learning and Self-Development (Area E)
   - c. If Not Approved GE, Still New Course: No
15. Special Course Designator: -
16. Cross Listed Courses: No
17. Campus: R - San Diego Campus
18. Description: Historically-informed behaviors, contexts, and frameworks through the lenses of contemporary social issues, marking memory through monuments, museum and cultural experiences, politics, and pop-culture.
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>
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<th>Staffing Formula</th>
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<tr>
<td>a. Lecture:</td>
<td>3.00</td>
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<td>b. Lecture 2:</td>
<td>0</td>
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<tr>
<td>c. Seminar:</td>
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<td>d. Laboratory:</td>
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<td>h. ROTC:</td>
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26. Repeatable for Credit: No
27. Grading Methods: +-LETTER (C/N OK)
28. Prerequisites: N/A
29. Resources:
a. Faculty Resources
   - **Describe Available Resources:**
     Existing faculty will teach this course.
   - **Describe Needed Resources:**
     No specific resources beyond what is made available for all courses.

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?
      - **Other:** This course focuses on themes that are usually addressed in different ways in all History courses. Since the Curricunet system requires a course below, I have selected the lower-division "experimental topics" course.
      - HIST 0296 - Experimental Topics *Active*
   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:
      HIST 150 addresses the new GE Area E: Lifelong Learning. We’ve all heard phrases like “those who do not know the past are doomed to repeat it” or charges that this person or that position is “on the right [or wrong!] side of History”… but, what do these sayings mean? Does History repeat? Can it take a side? Does History “tell us” anything? Through exposure to historical documents, contemporary media, and modern scholarship this course prepares students for lifelong learning by cultivating historical-mindedness.
   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: **N/A**

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:

33. Required Student Course Materials:
   a. Textbooks:
   b. Manuals:
   c. Periodicals:
   d. Software:
   e. Other:
      - There are no textbooks, manuals, periodicals, or software required. This course is a ZCCM course (zero-cost course materials). All readings will be freely available via: 1) scans of articles made available as PDFs Blackboard, 2) internet searches, and/or 3) library databases.
   f. Accessibility Materials: **Yes**
   g. Accessibility

34. Writing Component (300 level courses or above):
   3250-4000 words of writing broken out into three assignments: two 750-1000 word papers and one 1000-word reflection paper. See the syllabus for details.
35. **Grading Standards:**

   Participation (25%) --- To include in-class discussions (15%) and engagement via social media, such as Twitter, Instagram, Facebook, and/or Pinterest (10%).

   Rubric-based assessment: for participation in class discussions/debates (15%), via records kept on whether student attends (Y/N), speaks never/often/frequently, and contributes or distracts from conversation; for participation via social media (10%), via records kept by student about frequency and type of posts and via short essay at end of semester that explains and reflects on social media and History.

   Writing Assignments (75%) --- Three @ 25% each. Students will demonstrate their mastery of the range of SLOs through their completion of three from a set of five writing assignments that will draw on the class discussions and student engagement of the ideas in the readings.

   Rubrics will be used to assess content (quality and grounding in course materials), thoroughness (addresses all aspects of assignment), and style (appropriate to academic discourse, with proper citation).

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. **Course Activity:**

      This SLO is addressed and assessed at multiple points in the course, but most notably in Wks 1 and 2 (readings about "Why History Matters), Wks 4 and 5 (readings about environmental disaster, falling empires, similar wars, and political developments), Wks 6 and 7 (about pop-culture and history); and Wks 12-14 (readings about museums, monuments, and memory).

      ii. **Assessment Strategy:**

      Students’ ability to EXPLAIN the limits and benefits of historical inquiry will be assessed via their participation in class discussions (rubric-based assessment) and via their writing of papers (ex: Paper Topics One, Two and Four) that encourage students to struggle with these limits and benefits.

   2. **Outcome 2:**

      i. **Course Activity:**

      Again, this SLO is addressed and assessed at multiple points of the course; notably in Wks 3, 6-7 (in which students explore the need for historical thinking when engaging videos, pop-culture such as movies and tv, and readings about these), in Wks 9-10 (in which students explore museum & other cultural experiences), and in Wks 12-14 (in which students will be thinking about the ways the past is memorialized in the world around them).

      ii. **Assessment Strategy:**

      Students’ ability to interrogate (ask questions of) the role of history throughout their lives will be assessed via their participation in class discussions (rubric-based assessment) and via their writing of papers (ex: Paper Topics Two, Four and Five) that encourage students to reflect on the ways historical ways-of-thinking matter now and will matter to them at future points in their lives.

   3. **Outcome 3:**

      i. **Course Activity:**

      Students will debate, and engage others’ debates about, “why History matters” at multiple points in the course, but most notably in Wks 1 and 2 (readings about "Why History Matters), Wks 4 and 5...
(readings about environmental disaster, falling empires, similar wars, and political developments), Wk 8 (the body as a site for historical debate) and Wks 12-14 (readings about museums, monuments, and memory... essentially the body as a participant in historical debate).

iii. Assessment Strategy:

Students’ skill with debating “why History matters” will be assessed via
? Participation in discussions about readings from a range of different types of publications (popular to scholarly) to analyze the arguments made, and
? Students’ writing of a series of argument-based, rubric-assessed papers (ex: Topic One, taking a position on sayings about why history matters, which gets to the heart of materials covered in Wks 1-5, and Topic Four, which has students exploring the background, reasons for/against a historical monument).

4. Outcome 4:

i. DEVELOP potential for life-long habits and strategies (both mental and physical) for engaging the world with historical awareness.

ii. Course Activity:

Everything students do in this course will train them to be historically minded/engaged humans throughout their lives, whether it’s debating/discussing the issues raised by the readings (every week), consuming and contributing to social media related to course content (on a weekly basis), reading from a range of different types of publications (popular to scholarly, almost every week), or visiting and engaging the content of a museum (especially Wks 9 and 10), or reflecting the ways in which history is memorialized in the world around them (Wks 12-14).

iii. Assessment Strategy:

Students’ cultivation of lifelong habits for engaging the world with historical awareness will be measured via their skills in:
? Debate/discussion on course topics/readings to be assessed via rubric;
? Interaction with a range of social media to be assessed via records kept by student about frequency and type of posts and via short write-up at end of semester that explains and reflects on their use of social media in the course,
? Engagement with the readings to be assessed via students’ incorporation of what they learned via the reading into their papers, and
? Engagement with museums and historical monuments (for instance paper topic 3 and 4).

5. Outcome 5:

i. PRACTICE what it means to be a historical being, including not only recognizing “the body” as a site of historical debates and “the body” as a participant in historical events; but also cultivating physical habits consistent with engaging history.

ii. Course Activity:

Course Activities: Every activity the students do will be an embodiment of physical habits consistent with engaging History, to include:
? Debating/discussing the issues raised by the readings (that’s one of the ways-of acting cultivated by doing History and being a historical being!),
? Consuming and contributing to social media related to course content (something done at all ages), reading from a range of different types of publications, popular to scholarly (again a central tenet of historical-mindedness; but the body is at the heart of Wks 8-10),
? Being an active & critical consumer of pop culture that makes historical claims (from youtube vids, to formal documentaries, tv shows to movies, especially in Wks 3, 6, and 7),
? Visiting and engaging the museum-content (one of the many ways that students’ future selves will interact with the past),
? Recognizing the role of History (and bodies in History) as sites of historical debate and participants (both willing and via protest) in historical movements.

iii. Assessment Strategy:

Debate/discussion to be assessed via rubric; interaction with a range of social media to be assessed via records kept by student about frequency and type of posts and via short write-up at end of semester that explains and reflects on their use of social media in the course; engagement with the
readings will be assessed via students’ engagement of the reading in papers (all topics) and their incorporation of the readings into their contributions to class discussion; pop-culture and History to be assessed via Paper Topic Two; visiting/engaging museum will be assessed via Paper Topic Three (going to a museum and engaging an artifact).

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)
            ☑ III. Lifelong Learning and Self-Development (Area E)
         IV. Explorations

      ii. Justify Classification:
         HIST 150 addresses the new GE Area E in multiple ways. We’ve all heard phrases like “those who do not know the past are doomed to repeat it” or charges that this person or that position is “on the right [or wrong!] side of History”… but, what do these sayings mean? Does History repeat? Can it take a side? Does History “tell us” anything? Through exposure to historical documents, contemporary media, and modern scholarship this course prepares students for lifelong learning by cultivating historical-mindedness. Students will be encouraged to view historical meaning from psychological, sociological, and physiological perspectives. So, for example, they will consider their own relationship to historical memory (psychological), differing perspectives from varied social groups about what is most important to remember or how commemoration should happen (sociological), and they will understand the importance of physical connections to objects of the past through visits to historical sites, museums, and appreciation for historical artifacts (physiological).

   b. Section B:
      Lifelong Learning and Self-Development (Area E) - Lifelong Learning and Self-Development (Area E)
      Goal 1: Develop cognitive, physical, and affective skills to become more integrated and well-rounded individuals in society.
      Activity:
      Course Activities: LL G1 (re: individuals in society) is intentionally echoed in the course’s SLO 1 (focused on the limits and benefits of historical inquiry for engaging real-world experiences), hence the overlap in activities and strategies. This LL G1 is addressed at multiple points in the course, but most notably in Wks 1 and 2 (readings about “Why History Matters), Wks 4 and 5 (readings about environmental disaster, falling empires, similar wars, and political developments), Wks 6 and 7 (about pop-culture and history); and Wks 12-14 (readings about museums, monuments, and memory).
      Assessment:
      Students’ ability to EXPLAIN the limits and benefits of historical inquiry will be assessed via their participation in class discussions (rubric-based assessment) and via their writing of papers (ex: Paper Topic One, Two and Four) that encourage students to struggle with these limits and benefits.
Goal 2: Comprehend various behaviors conducive to physiological health and development.

Activity:
Course Activities: LL G2 (re: physiological impact/inquiry) is intentionally echoed in the course’s SLO5, above, focused on embodying what it means to be a historical being, hence the overlap in activities and assessment strategy. Debating/discussing the issues raised by the readings (that’s one of the ways-of acting cultivated by doing History and being a historical being!), consuming and contributing to social media related to course content (something done at all ages), reading from a range of different types of publications, popular to scholarly (again a central tenet of historical-mindedness; but the body is at the heart of Wks 8-10), being an active & critical consumer of pop culture that makes historical claims (from youtube vids, to formal documentaries, tv shows to movies, especially in Wks 3, 6, and 7), visiting and engaging the museum-content (one of the many ways that students’ future selves will interact with the past), recognizing the role of History (and bodies in History) as sites of historical debate and participants (both willing and via protest) in historical movements.

Assessment:
Debate/discussion to be assessed via rubric; interaction with a range of social media to be assessed via records kept by student about frequency and type of posts and via short write-up at end of semester that explains and reflects on their use of social media in the course; engagement with the readings will be assessed via students’ engagement of the reading in papers (all topics) and their incorporation of the readings into their contributions to class discussion; pop-culture and History to be assessed via Paper Topic Two; visiting/engaging museum will be assessed via Paper Topic Three (going to a museum and engaging an artifact); cultivating the body as a topic of, and participant in, historical debate will be assessed by Paper Topic Four.

Goal 3: Identify and apply strategies leading to psychological well-being.

Activity:
This LL G3 is intentionally echoed in the course’s SLO2&3 (about interrogating situations in one’s life in which historical ways of thinking offer insight and debating why history matters to help students come to a sense of mental well-being in a world that might otherwise seem inexplicable and chaotic. To this end of psychological well-being, students will debate, and engage others’ debates about, “why History matters” at multiple points in the course, but most notably in Wks 1 and 2 (readings about “Why History Matters), Wks 4 and 5 (readings about environmental disaster, falling empires, similar wars, and political developments), Wk 8 (the body as a site for historical debate) and Wks 12-14 (readings about museums, monuments, and memory... essentially the body as a participant IN historical debate).

Assessment:
Students’ skill identifying and applying ways in which thinking like a historian and exploring “why history matters” for their psychological well-being will be measured via ? Participation in discussions about readings from a range of different types of publications (popular to scholarly) to analyze the arguments made, ? Students’ writing of a series of argument-based, rubric-assessed papers (ex: Topic One, taking a position on sayings about why history matters, which gets to the heart of materials covered in Wks 1-5, and Topic Four, which has students exploring the background, reasons for/against a historical monument, and especially Topic 5, which seeks to have students reflect upon and integrate within themselves the impact of of what they’ve encountered in the course).

Goal 4: Develop strategies to be integrated physiological, socio-cultural, and psychological beings engaged in learning and self-development throughout their lives.

Activity:
LL G4 (re: lifelong relevance) is echoed intentionally in this course’s SLO4, above, hence the overlap of activities and assessment strategy. Everything students do in this course will train them to be historically minded/engaged humans throughout their lives, whether it’s debating/discussing the issues raised by the readings (every week), consuming and contributing to social media related to course content (on a weekly basis), reading from a range of different types of publications (popular to scholarly, almost every
week), or visiting and engaging the content of a museum (especially Wks 9 and 10).

Assessment:
Students’ cultivation of lifelong habits for engaging the world with historical awareness will be measured via their skills in: ? Debate/discussion on course topics/reading to be assessed via rubric; ? interaction with a range of social media to be assessed via records kept by student about frequency and type of posts and via short write-up at end of semester that explains and reflects on their use of social media in the course; ? engagement with the readings to be assessed via students’ engagement of the reading in papers ? Engagement with museums and historical monuments (for instance paper topic 3 and 4)

c. Section C:

i. 1. Construct, analyze, and communicate arguments.

Course Work:
? debating/discussing (nearly every week of the course) in-class the issues and arguments raised by the assigned readings, ? reading (nearly every week of the course) from a range of different types of publications (popular to scholarly) to analyze the arguments made, ? writing a series of argument-based papers, including one in which students communicate arguments for and against truisms about what History is and does (Topic 1) and another in which students debate the meaning and purpose of a historical monument to make an argument about what it commemorates, who might want it kept and who might want it removed (Topic 4)

Assessment:
? The assessment for debating/discussing will be rubric-based, and tracked via records kept on whether student attends (Y/N), speaks (never/often/frequently), and contributes or distracts from conversation (C/D) ? The assessment for reading (i.e. students’ ability to analyze the arguments of scholars and others) will be addressed via the skill with which they incorporate what they read into their papers ? The assessment for writing argument-based papers will be rubric-based, with the rubrics to assess content (quality and grounding in course materials), thoroughness (addresses all aspects of assignment), and style (appropriate to academic discourse, with proper citation).

ii. 2. Apply theoretical models to the real world.

Course Work:

Assessment:

iii. 3. Contextualize phenomena.

Course Work:
? debating/discussing in-class the issues raised by the assigned readings, ? reading from a range of different types of publications (popular to scholarly), ? writing a series of argument-based papers, including one in which students try to make sense of collections, museums, and artifacts (Topic 3) and another in which students debate the meaning and purpose of a historical monument to make an argument about what it commemorates, who might want it kept and who might want it removed (Topic 4)

Assessment:
? The assessment for debating/discussing will be rubric-based, and tracked via records kept on whether student attends (Y/N), speaks (never/often/frequently), and contributes or distracts from conversation (C/D) ? The assessment for reading (i.e. students’ ability to analyze the arguments of scholars and others) will be addressed via the skill with which they incorporate what they read into their papers. ? The assessment for writing argument-based papers will be rubric-based, with the rubrics to assess content (quality and grounding in course materials), thoroughness (addresses all aspects of assignment), and style (appropriate to academic discourse, with proper citation).

iv. 4. Negotiate differences.
Course Work:

Assessment:

v. □ 5. Integrate global and local perspectives.

Course Work:

Assessment:

vi. □ 6. Illustrate relevance of concepts across boundaries.

Course Work:

The whole purpose of this course is to get students to realize the ways in which History is important for everything they do (it crosses nearly every boundary of their life) and how History helps to explain why the world is the way it is and that the importance and explanatory power of History will be relevant throughout their lives. Consequently, pretty much everything students will do in the course will relate to this essential capacity. In particular, though, some of the course activities keyed to illustrating the relevance of concepts across boundaries include: ? reading from a range of different types of publications (popular to scholarly), ? writing a final reflection in which students consider the range of issues they have encountered --- in articles, movies, museums --- throughout the course and attempt to integrate those different issues and concepts into a sense of who they are at the completion of the course and who they will be in the future (so, in essence, the relevance of the concepts covered in the course across the boundaries of time, themselves at various life-stages)

Assessment:

? The assessment for reading (i.e. students’ ability to analyze the arguments of scholars and others) will be addressed via the skill with which they incorporate what they read into their papers ? The assessment for writing argument-based papers will be rubric-based, with the rubrics to assess content (quality and grounding in course materials), thoroughness (addresses all aspects of assignment), and style (appropriate to academic discourse, with proper citation).

vii. □ 7. Evaluate consequences of actions.

Course Work:

Assessment:

d. Section D:

i. Forms of Communication:

Lectures, in-class discussions, student group discussions, out-of-class readings and writing assignments, field trips to museums and historical sites.

e. Section E:

i. Required For Majors: No

f. Section F:

i. GE Cultural Diversity Upper Division Only: No

ii. Consider if Rejected: No