

# North Hennepin Community College

## HIST 2700: History and Popular Culture

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 05 - Hist/Soc/Behav Sci, Goal 09 - Ethical/Civic Resp

This course examines the relationship between history and popular culture, with an emphasis on the value of popular culture entertainment as a historical source for both the past and the present. We will examine several examples of popular culture entertainment (including but not limited to film, novels, comics, etc) that are set in a historical period. Students are expected to gain a working knowledge of the historical periods depicted in selected popular culture sources, as well as the historical periods in which the sources were produced. Students will also examine questions of ethical representation of the past in popular culture. Through this course, students will begin to develop the skills necessary to analyze various types of sources as historical evidence.

It is recommended that students complete a 1000-level history course and a semester of college English before taking this course.

### B. COURSE EFFECTIVE DATES: 05/01/2011 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. The course will select a number of popular entertainment media (such as films, novels, comics, etc) to be determined by the instructor that claim to depict a particular historical period such as Ancient Rome, America during the Civil Rights Movement, etc.
2. Media should depict historical events/periods that are at least five-ten years in the past at the time the media was produced. Media can represent as many or as few historical periods as determined by the instructor.
3. Students should read/view the media and then use alternative sources to learn about the historical period depicted in the film as well as the historical period in which the media was produced. For example, if the instructor chose the film *Spargatus*, students should learn both about the early Roman Empire and about the United States in the 1960s.
4. Alternative sources may include (but are not limited to) classroom lecture, assigned textbooks, internet resources, and/or journal articles.

## **D. LEARNING OUTCOMES (General)**

1. Gain a working knowledge of different historical periods (MnTC G5 competency a, b; MnTC G7 competency a, b, d; MnTC G8 competency a, b; ELO 1, 3)
2. Develop the skills necessary to analyze evidence as a historian (MnTC G2 competency a, b, c, d; MnTC G5 competency a; ELO 2, 3, 4)
3. Learn how to read and interpret Primary Source Documents (MnTC G2 competency a, b, c, d; MnTC G5 competency a, b; MnTC G8 competency a; ELO 1, 2, 3)
4. Learn how to read and interpret Secondary Source Documents (MnTC G2 competency a, b, c, d; MnTC G5 competency a, b, c; ELO 1, 2, 3)
5. Learn how to organize and think critically about course material (MnTC G2 competency a, b, c, d; MnTC G5 competency c; MnTC G8 competency a, c; ELO 2, 3, 4)
6. Learn how to communicate through oral and written discourse (MnTC G1 competency a, c, e, g; MnTC G2 competency b, c, d; MnTC G5 competency a, c; MnTC G8 competency a, b, c; ELO 2, 3, 4)
7. Develop a sense of historical responsibility (MnTC G9 competency a, b, c, d, e; ELO 3)

## **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

### Goal 05 - Hist/Soc/Behav Sci

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.

### Goal 09 - Ethical/Civic Resp

1. Examine, articulate, and apply their own ethical views.
2. Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.
3. Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
4. Recognize the diversity of political motivations and interests of others.
5. Identify ways to exercise the rights and responsibilities of citizenship.

## **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

## **G. SPECIAL INFORMATION**

1. Knowledge of Human Cultures and the Physical and Natural World--Through study in the sciences, mathematics, social sciences, humanities, histories, languages, the arts, technology and professions.
2. Intellectual and Practical Skills--Including: Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving.
3. Personal and Social Responsibility and Engagement--Including: Civic knowledge and involvement--campus, local and global; Intercultural knowledge and competence; Ethical reasoning and action; Foundations and skills for lifelong learning.
4. Integrative and Applied Learning--Including: Synthesis and advanced accomplishment across general education, liberal studies, specialized studies and activities in the broader campus community.