California State University, San Marcos

FORM X (WHITE)

- Authorization To Offer Non-Degree Extension Credit Course Through Extended Studies -

<table>
<thead>
<tr>
<th>1. Desired Term: Spring 2010</th>
<th>Year of implementation: 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Course abbreviation and Number: EDUC 1086_EX</td>
<td>2b. Abbreviated Title: Perspectives on the American Experience</td>
</tr>
<tr>
<td>4. Number of Units: 1</td>
<td>5. Billing Units: 1 ($80)</td>
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<tr>
<td>6. Allowed Student Levels: UG X GR X EE X</td>
<td>(Default is to check all three levels)</td>
</tr>
<tr>
<td>7. Grading Method: Normal (N) (Default is Letter Grade +/-, Students may request Credit/No Credit)</td>
<td>Normal Plus Report-in-Progress (NP) (As for Normal; also allows Report-in-Progress)</td>
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<tr>
<td></td>
<td>Credit/No Credit Only (C)</td>
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<td></td>
<td>Credit/No Credit or Report-in-Progress Only (CP)</td>
</tr>
<tr>
<td>8. Mode of Instruction: Lecture</td>
<td>Instructional Mode Number of Credit Instructional Mode (Course Classification Number)</td>
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<tr>
<td>(See pages 17-23 at <a href="http://www.calstate.edu/cim/data-elem">http://www.calstate.edu/cim/data-elem</a> dic/APDB-Transaction-DED-SectionV.pdf for definitions of the Course Classification Numbers)</td>
<td></td>
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<tr>
<td>Lecture</td>
<td>1</td>
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<tr>
<td>Activity</td>
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<td>Lab</td>
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9. Attributes: Course Requires Consent for Enrollment? Yes X No

Faculty Credential Analyst Dean Program/Department - Director/Chair

Prerequisites: _ Co-requisites: __________

10. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) X Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Signature</th>
<th>Date</th>
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<tr>
<td>11</td>
<td></td>
<td>12/15/09</td>
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SIGNATURES: (COLLEGE LEVEL)

1. Program Director/Chair Date

2. College Dean (or Designee) Date

(UNIVERSITY LEVEL)

1. Provost Date

2. Vice-President for Academic Affairs (or Designee) Date

3. Dean of Extended Studies (or Designee) Date
In planning the components of our Extended Studies program at Cal State San Marcos, this office consults closely with the academic colleges and departments to determine the suitability of course content, teaching methods and instructor qualifications. To assist us in evaluating your proposed course for credit, please submit this completed form to our office as soon as possible. Questions before you submit? Call me at (760) 750-8713.

- **Course Title:** Perspective on the American Experience (PAE) – A Teaching American History Grant Program

- **Course Description:** *(Please provide a short paragraph describing the purpose, topics and audience for your course. Be sure to include the benefits for students who take your course. An edited version of this description will be used for promotional copy.)*

  The purpose of the Follow-up Sessions is to build upon the history-social science content knowledge and pedagogy as presented during the Perspectives on the American Experience summer institute. Content topics will include the Constitution and Bill of Rights, Causes of War, Human and Civil Rights, U.S. Supreme Court cases, and Immigration and Citizenship. Pedagogical sessions will be aligned to content and will include, but will not be limited to, the use of primary sources, critical thinking and analysis strategies, expository reading and writing, role play, court decisions, and organizational frameworks to enhance the teaching and learning of American history.

- **Course Objectives:** *(Provide specific student learning outcomes and how they will be achieved.)*

  By the end of the series of follow-up sessions students will be able to:

  - Understand history and related concepts with more depth and breadth.
    - This outcome will be achieved by active participation in interactions with content and pedagogy presenters. Presenters will deliver content and engage students in guided inquiry into the deeper issues that exist within the core issue and textbook curriculum.

  - Utilize effective, research-based strategies in their own classrooms.
    - This outcome will be achieved by active participation on behalf of the students as they engage and experience these strategies as students themselves. Relevant research and modeling will take place with each strategy so by the end of the series the participants will feel comfortable utilizing some of the same strategies with their students.

  - Design and implement a standards-based teacher project based on content and pedagogical learning.
    - This outcome will be achieved through collaboration with 2-3 other teacher participants and with the guidance of a project facilitator. Participants will have the choice of completing a character interpretation, oral history, or law-related education project. Teachers will work collaboratively at follow-up sessions as well as virtually, through online threaded discussions to develop an instructional product based on at least one primary and secondary resource.

- **Evaluation:** *(What will be the basis for grades? How will you know that the students have achieved the course objectives?)*

  Teachers attending the series of follow-up sessions will be asked to:

  - Attend and participate in all follow up sessions consisting of 2 face-to-face sessions and 2 online sessions.
  - Participate in 4 on-line threaded discussions through the Perspectives on the American Experience Community Web page located at www.americanhists.org.
  - Participate in all pedagogy and articulation activities.
  - Complete all content related readings-prior to or after each session-as requested by facilitators/presenters.
Produce a standards-based teacher project based on their content and pedagogical learning using a multimedia, oral history, or character interpretation format.

Write a reflection (on-line or face-to-face) based on their learning for that session.

- **Course Length:** *(How many actual contact hours in class? Note: Credit courses must contain a minimum of fifteen 50-minute contact hours for each semester unit of credit, and outside of class work by students is required. Non-credit has no such parameters)*

Follow-up Sessions – October 8 (face-to-face) and November 11-18, 2009 (on-line window) and January 14 (face-to-face), February 17-24 (on-line window), and May 15, 2010 (face-to-face).

Six (6) hours for each face-to-face session for a total of 12 hours of actual contact hours in class for the follow-up sessions. Online participation for each face-to-face is estimated at one (1) hour per session, resulting in a possible total of three (3) additional hours. Participation for each on-line window sessions is estimated at three (3) hours per window, resulting in a possible total of six (6) additional hours.

- **Proposed Date(s):** October 8 (face-to-face) and November 11-18, 2009 (on-line window) and January 14 (face-to-face), February 17-24 (on-line window), and May 15, 2010 (face-to-face).

- **Location:** *(Indicate if you are proposing this course to be scheduled and offered in our facilities, or if this course is to be held at an off-campus location, such as a school, district or county office, company, etc.)*

The October follow-up session will be held at the San Diego Historical Society at Balboa Park, a contributing grant partner. The January follow-up session will be held at San Diego State University as it is the site for the International Studies Education Project (ISTEP), a contributing grant partner. The May follow-up session will be held at the North County Regional Education Center.

- **Support Needs:** *(Please indicate any special services you will need, such as audio-visual equipment, photocopying, room set-up, etc.)*

As the Follow-up Sessions will be held offsite we anticipate no special services that CSUSM will need to provide.

- **Comments:** *(Please add any other relevant information, such as whether or not the course has been taught elsewhere successfully, why the course is needed in our area, marketing suggestions, etc.)*

The Perspectives on the American Experience is a grant program acquired through the San Diego County Office of Education, in partnership with California State University, San Marcos. The follow-up sessions and the preceding summer institute represent the third year of a three-year grant period. Previously, a total of sixty teachers from San Diego county districts participated in the 2007 and 2008 Summer Institutes and subsequent follow up sessions (2007-2008, 2008-2009). Currently, 38 teachers from San Diego County districts are participating in year three of this program.

*When completed, please return this form, along with an up-to-date resume (with teaching references) to: Alison Randal, Office of Extended Studies, Cal State San Marcos, 333 S. Twin Oaks Valley Rd., San Marcos, CA 92096; FAX: (760)750-3138; E-mail: cboyle@csusm.edu*
Jeffrey Charles  
Associate Professor  
History Department  
California State University, San Marcos  
San Marcos, California 92096  
jcharles@csusm.edu  
(760) 750-4093

Education

Ph.D. 1987  American History, Johns Hopkins University
M.A. 1982  American History, Johns Hopkins University
B.A. 1980  History, University of California, Berkeley

Teaching Experience

6/00-  
Associate Professor, History Department, California State University, San Marcos, San Marcos, CA 92096
  Courses taught: California History; U.S. Environmental History; The Progressive Era through World War I; Consumer Culture in America; History of Food and Agriculture; College Life in America; History of Science and Technology in the U.S.

9/04-  
Lecturer, Osher Lifelong Learning Institute for Mature Adults

8/97–6/00  
Assistant Professor, History Program CSU San Marcos
  Courses taught: U.S. Since 1865, Ideas in America, The City in America, U.S. Since 1945, Teaching History, California History, Religion in America, Historical Methods and Writing

1/94–5/97  
Lecturer, History Program, CSU San Marcos
  Courses taught: The City in America; Religion in America; Ideas in America; The Immigrant Experience; America, 1500-1865 U.S. Since 1865, U.S. Since 1945

9/95–12/95  
Visiting Professor of History, Pitzer College, Claremont, CA 91711
  Courses taught: Cold War America; American History, 1607-1877

9/88–6/93  
Assistant Professor, History, North Central College, Naperville, IL 60566
  Courses taught—American History, 1607-1877; U.S. History, 1877-present; U.S. Urban History; Early American Republic; Civil War and Reconstruction; The Progressive Era; American Business History; American Cultural History; American Intellectual History; U.S. Post-1945; America in Vietnam; America in the 1950s; Suburban America; Public Life
in America; College Life in America; Modern Europe; English History

9/87--5/88 Instructor, History, Sweet Briar College, Sweet Briar, Va. 24595

Courses taught--U.S. 1790-1900; U.S. 1900-present; American Popular Culture; U.S. 1920-present

9/83--6/85 Instructor, McDonogh School, McDonogh, Md., 21212

9/80--6/82 Teaching Assistant, Johns Hopkins University, Baltimore, Md. 21218

Recent University Service Activities

2006- 2009 Chair, History Department, CSUSM
Duties include the hiring and evaluation of adjunct professors; determining department graduate and undergraduate course schedule; supervising department secretary, overseeing department budget, setting department assessment goals and writing the yearly department evaluation report, meeting as an ex-officio member of several college administrative committees, and adjudicating student – professor disputes.

2006- Co-Principal Investigator, Teaching American History Grant
Assisted in writing $500,000 grant and helped design yearly summer teacher institute program, set up yearly curriculum and hire professional consultants, help recruit teacher participants with San Diego County Office of Education.

2004- Director History-Social Science Subject Preparation Program
Helped rewrite state-approved teacher preparation program, organize yearly curriculum, and advise students in the program.

2004- Co-Chair, Social Science Program
Advise students, revise curriculum as needed.

2007-2008 Chair, Goals and Purposes Committee, Foundations of Excellence Program for First Year Student Success
Surveyed first year students and instructors, co-wrote report now serving as basis for curricular reform.

2008 Member, Associate Dean Hiring Committee

2005-2006 Member, University General Education Committee
Selected Talks and Publications


"Industrial Films and the Image of Industrial Food" presented at the Annual Meeting of the Association for the Study of Food and Society, Portland, Or, June 10-11, 2005.

"Food and Place: The California Experience," The Annual Meeting of the Pacific Historical Society, San Jose, August 5-8, 2004

"From Artichokes to Kiwifruit: California Farmers and California Cuisine” Annual Meeting of the Association for the Study of Food and Society, Chicago, June 15-19, 2002.

"Food and Consumer Culture” given at The Historical Society Regional Seminar “Food and History” CSU Fullerton, April 15, 2002


(un)Real Estate: Marketing Hollywood in the 1920s, @ in Hollywood Goes Shopping (University of Minnesota Press, 1999)


**Exhibits**


"Fun in the Sun: Beach Culture in San Diego County," June, 2005-Jan. 2006, San Dieguito History and Heritage Museum
Absolutely approved, and with my and the dept’s support. Bon Voyage!!! Ca sera formidable, j’en suis sur!

Peter

On 12/15/09 2:13 PM, "Virginia Mann" <vmann@csusm.edu> wrote:

Hi Peter,

Attached is a non-degree credit course being proposed through Extended Learning. David has asked that you review and let us know if there are any HIST concerns. Jeff Charles had already signed it, but since he is the instructor, DJB requested the Chair review also.

Thanks so much.
Virginia

P.S. Deux jours et puis, la France!

From: cra5201can@csusm.edu [mailto:cra5201can@csusm.edu]
Sent: Tuesday, December 15, 2009 2:14 PM
To: Virginia Mann
Subject: Attached Image