

UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA DD – SOCIAL SCIENCES

Please Read Instructions on Next Page of This Form

Course Number 300T Course Title Beer in the United States: A Social, Business, and Cultural History

- * This is a new course. A FORM C is being filed concurrently. (T-FORM!)
- 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.
- 3
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 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.
 yes no ELECTIVE
- 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.

By looking intensively into the social, economic and political history of a popular frequently consumed beverage, this course will require history majors to practice 3 history department objectives: .



Develop and defend historical arguments, demonstrating an understanding of different theoretical approaches to historical interpretation (objective 2)Effectively communicate, in clear and convincing prose, an understanding of the causes of historical change (objective 3)

Describe several varieties of experience found in the historical record and explain why diversity is a critical component of history. (objective 5)

At the same time, this course takes an interdisciplinary, social science perspective examining gender, class, and ethnicity in beer’s production and consumption; an economic perspective stressing not just supply and demand, but structures of industry and principles of agglomeration; and a sociological perspective on the status and religiously based politics of prohibition and restricted selling.

It is historical in the questions it asks—how has beer played a role in past American societies—but the answers it explores draw on economics, sociology, and political science. It will benefit both history majors, and students in other majors seeking a better understanding of critical social science approaches to everyday life.

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.

 Originator	Signatures	9/30/16
 Program Director	Date	9/30/16
General Education Coordinator	Date	_____
General Education Committee Chair	Date	_____



1. Please attach a syllabus or draft syllabus of the course. **ATTACHED**

2. How many units is this course? Upper-Division General Education Courses are limited to (3) units. **3**

3.
 - a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements? **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. **YES as an Elective**
 - c. If you answered “yes” to 3.a. or 3.b., then the course is an exception to the definition printed above, 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. **SEE BOX, PREVIOUS PAGE**

4. Upper division general-education students may have fulfilled their lower division area D requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

Historical approach: Studying change over time using primary source documents that detail the history of production, consumption, and the social setting and significance of beer.

Sociological approach: Using quantitative and qualitative research to illustrate institutional structures, gender roles, ethnic and racial constructions, and class divisions visible in beer drinking practices, especially in urban ethnic niches.

Political science approach: Discussion of policies and the work of lobbyists, citizens organizations, and the structure of federalism in the passing and enforcement of liquor laws.

Economics approach: the development of production and distribution mechanisms; the rise of concentrated industries; the advantages of agglomeration to business growth in the rise of the microbrew industry

Psychological approach—the role of drinking in masculinity, self-esteem, and social acceptance.

5. Please specify how this course enables students to do one or both of the following: (a) analyze problems using social scientific reasoning; and/or (b) understand the historical and/or social context of major political, intellectual, economic, scientific, technological, or cultural developments.

This course demands that students think critically and historically about an item they associate with fun, relaxation, parties—or, on the darker side—irrational and dangerous behavior. Most students taking this course will be attracted by the popularity of beer drinking—often to excess—in collegiate culture. They will be expecting a light (or perhaps more appropriately a “lite”) course filled with drinking anecdotes from yesteryear. Instead, I propose a serious examination of how a popular beverage reflects social trends, such as changing gender roles, or transformed values and morals due to religious revivals; a course that examines emerging, market based agriculture; looks at changing industrial technology, of brewing, water supply and sewage disposal; treats German and Bohemian immigration and the beer industry as a case study of niche culture and enterprise; a study of one of the first effective independent lobbying organizations (the Anti-Saloon league) a look at how beer marketing played into gender, class, and racial assumptions in the later twentieth century, and finally, how microbrewing, assisted by political change and regional, large west-coast developments in consumer culture, began to transform the world brewing industry. I hope this summary suggests how I will employ both an interdisciplinary social science method, and a broad based, historical-social-political-economic-technological-geographic context.

6. Please specify how this course explores the ways in which society and culture are affected by two or more of the following: (a) gender; (b) ethnicity; (c) class; (d) regional identities; (e) global identities.

My treatment of these issues throughout the course exemplifies the Upper Division criteria understanding multiple perspectives and world views—in this case how these world views can effect the status and practices that surround a particular item of consumption, allowing comparing and contrasting between different cultures. It also promotes a general cultural awareness—in this case, how different identities throughout history shape and are shaped by production and consumption of a common beverage. This demands students consider the importance of diverse identities in encountering even things taken for granted as universal.

Issues of gender run throughout the course: brewing was at first a primarily female occupation, and then it was taken over by men, becoming more technological and market-driven. Women then led the temperance and prohibition movements, in the name of the sanctity of the family. In the later twentieth century, blatantly sexist marketing led to an association of beer consumption with adolescent male behavior. Only recently has “artisanal” brewing allowed women to return to breweries, pubs, and everyday home consumption.

Ethnicity obviously emerges in U.S. immigration culture. English pubs and alehouses which dominated colonial America, allow no place for the Irish, who found their own saloons. Germans and Europeans bring the tradition of lager beer and beer gardens, and become the prime industrial brewers. Brewing becomes one of the great ethnic industries; and suffers a severe backlash

when prohibitionists attack the “subversive” ethnic threat represented by the industry and its saloons. Themes of ethnic enclaves; ethnic discrimination, chain migration, and immigrant incorporation are a key part of the beer story.

Briefly—class, regional identities, and global identities all emerge in the mid twentieth century and beyond—working class beer joints serve a certain type of beer, and upscale brands emerge through consciously distinguishing themselves; regional identities are visible in the microbrew “revolution” with the “West coast” style of hoppy, experimental ales; and global identities again play a role—this time in interaction with the world-wide marketing power of international brewing conglomerates.

7. Please specify how this course helps students to recognize the value of multidisciplinary explorations.

Presumably students are well aware that beer has a history, and they are certainly aware of some of the current cultural issues surrounding beer consumption; but they might not be aware of the complex interaction of social and economic forces that have made alcohol production and consumption, and beer in particular, one of the most interesting commodities in U.S. history. Neither can one appreciate the current beer scene in San Diego, without understanding the way historical contingency interacts with more deterministic geographic and economic principles.

Assessment for Upper Division Area DD Courses:

Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.

8. a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.

On my syllabus, I have sample readings, that show the range of material and topics which I plan to have students address GE student learning objectives—“compare and contrast relationships within and between human cultures”; to use “scholarly information to comprehend a line of inquiry”; and to think “critically and analytically about an issue, idea or problem, considering alternative perspectives and re-evaluation of one’s own position.” From these readings and class discussion, I will ask students to take three essay exams, on which they will “communicate effectively in writing.”

But I also will have 3 assignments, which will involve both writing and effective oral communication.

The first will be to read excerpts of immigrant histories, journals, and translated articles from both successful and failed nineteenth century brewers including the Busch, Schlitz, and Stroh families, to look at the urban immigrant experience in three crucial Midwestern cities—St. Louis, Milwaukee, and Detroit and the role beer played in their business and social experience. I will supply the primary source documents, but students in groups will have to do more research about the state of the cities and their breweries business practices; they will then write a paper, but also present their findings in class. I hope in this way to drive home the point of the common pattern of immigrant experiences, even as each individual story is unique.

The second is also a primary source based project, but this one very different, involving the lobbyist activities of the Anti-Saloon league—looking at the barrage of effective propaganda they released, their success at pressuring legislatures, and of course their ultimate success with the 18th amendment. This will involve not just literary and image analysis, but also quantitative analysis, as progressives, brewers and then subsequently, social historians, tried to prove their case with statistics. The product of this assignment will be a paper, and I will require that students include a section with tables and charts as their evidence.

Finally, there will be an assignment that perhaps is more relevant today. I will ask that students choose three post 1950s beer commercials, directed at different demographics, and analyze both the marketing pitch, and the assumptions within it, while at the same time putting those ads in the context of late 20th century social changes. This too will involve a component of oral presentation. Here students will draw on sociological and psychological approaches to these historical artifacts.

One other prospective assignment I would like to mention: Although this is a few years away, in the future, when special collections opens the records of the local breweries that they are now acquiring, I plan to work with the library to incorporate this material in my class, either for research purposes or for a kind of service learning, helping to index or categorize them.

b. If you use any course assessment activities (e.g., “pre” and “post” testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.

I will have one assessment activity that (for obvious reasons) will be for extra credit. That will be at the opening of class, after the first day: I’ll ask students, if the students are over 21 and drink, to go home and drink a beer and write a reflection on that experience—not just the sensory aspects, but what they associate with it (If they are too young or are non-drinkers, the assignment will be to reflect on what beer “means” to them.) Then, at the end, the final assignment will be to do the same thing, and write another reflection. How thoughtful they are in this second reflection will provide a clear indication—in addition to other graded work- of the success of the class.

Revised

DRAFT SYLLABUS History 300T
 Beer in the United States:
 A Social, Business, and Cultural History

Course Description:

This course uses beer, an alcoholic beverage made by brewing fermented cereal grains, as a way in which to examine changes in American society, business and culture. As one of the first alcoholic beverages, beer has a long history in human culture, and until recently, the U.S. was hardly at the forefront of brewing culture. But the place of beer in the United States illustrates a number of crucial themes in American history—immigration, changing expectations of gender, the dramatic transformations that came with large scale urbanization and industrialization, the religious, moral, and political impulse to rid society of its vices, the impact of consumer culture on what we eat and drink, and finally,--of special interest to our region--the increasing importance of California and the west coast in shaping the tastes of the nation as a whole.

IMPORTANT NOTE: *The point of this class is not to encourage beer drinking, but to analyze its place in American history. In fact, to the degree that this course has any influence on your drinking behavior, I hope it actually **deters** you from the type of mindless drinking to excess that plagues college campuses today. Whether you drink beer or not, this course aims to instill a thoughtful, moderate approach to this beverage, based on a knowledge of its history.*

Course Learning Objectives:

After completing this course, the student will:

1. Be able to outline key ways the history of immigration, class and gender are imbedded in even commonplace activities such as beer drinking
2. Describe the complex historical development and economics of agriculture, food, and drink as relates to everyday consumption of beer and alcohol.
3. Think more critically about consumer society, in particular be able to identify important turning points in the history of branding, marketing, and advertising as relates to beer
4. Articulate some of the historical reasons that San Diego has become a center of microbrewing in the early 21st century.

CLASS REQUIREMENTS

Attendance and Participation: Both are expected, and will be assessed with a class sign in sheet, contributions to class discussion, and oral presentations of group projects. 10% of the grade



Weekly reading: Drawing on books and articles listed below. Most readings will be available on Cougar courses.

3 Essay Tests—Two midterms and a final: 60% of the grade

3 Papers/Presentations:

The first will be to read excerpts of immigrant histories that I have put on Cougar courses journals, and translated articles from both successful and failed nineteenth century brewers including the Busch, Schlitz, and Stroh families, and write a 5-7 page paper on immigration, beer and brewing in the context of late nineteenth century urbanization and industrialization. Students will write individual papers, but this project will also have a group component—in-class presentation. **DUE**

Week 7

The second is also a primary source based project, but this one involves the lobbyist activities of the Anti-Saloon league—again, you will look at primary sources on the web, and write a 5-7 page paper, although this time the paper will require use of some of the statistics I will have posted on beer drinking, health, and economic impact of prohibition. Again, this assignment will involve a class participation exercise: a “debate” between prohibition and anti-prohibition forces, with students arbitrarily assigned roles.

Due Week 10

For third paper, choose three post 1950s beer commercials (multiple “vintage” commercials from the 1970s-1990s are available on YouTube, but you can also look in the Prelinger archives (<https://archive.org/details/prelinger>) for commercials from the 1950s. Write a 5-7 page paper analyze both the marketing pitch, and the assumptions within it, while at the same time putting those ads in the context of late 20th century changes involving beer and (other social transformations apart from beer). We will spend at least some of a class with students “presenting” these commercials

Due Week 13

EXTRA CREDIT:

There will be one extra credit opportunity. Sometime in the first week of class, I want you to sit down and write a paragraph or two about what beer “means” to you, or what your opinions are about beer. **Let me stress, you do not need to be a beer drinker to complete this assignment! In fact, you should think broadly about the social images of beer drinking, the brands of beer, as well as your own experience (or your friends and family’s experience) with the beverage.**

Then, sometime in the last week of class, write a couple of paragraphs on the same topic. Has studying the history of beer changed your perception? What you think about beer’s place in society? What do you think of beer commercials?

Submit the brief essay to me at the beginning of the first week of classes; and the second part before the last day of classes, for 10 points extra credit.

COURSE SCHEDULE

Week 1-2: The Pre-History of U.S. Brewing: From Sumer through Medieval Europe

SAMPLE READING:

Excerpts from Max Nelson, *The Barbarians Beverage: A History of Beer in Ancient Europe*

Judith Bennett, *Ale, Beer and Brewsters in England, 1300-1600 : Women's Work in a Changing World*

Horst, Dumbosch, *Prost!: The History of German Beer*

Week 3: Beer Comes to America: The Colonial and Early republic context

SAMPLE READING

Sarah Meachem, *Every Home a Distillery: Alcohol Gender and Technology in the Early Republic*

Conroy: *In public houses : drink & the revolution of authority in colonial Massachusetts*

Smith, *Beer in America: The Early Years: Beer's role in the Settling of America and the Birth of a Nation*

TEST #1

Week 4-6: The Fundamentals of good beer: The Nineteenth Century History of Grain, Hops, and Water

SAMPLE READING

Martin Breugel: *Farm, shop, landing : the rise of a market society in the Hudson Valley, 1780-1860*

Olmsted, Alan, and Paul Rhode, *Creating Abundance: Biological Innovation and American Agricultural Development*

Tomlan, *Tinged with Gold: Hop Culture in the United States*

Peter Kopp, *Hoptopia: A World of Agriculture and Beer in the Pacific West*

Koepfel, *Water for Gotham: A History*

Melosi, *The Sanitary City: Urban Infrastructure in America from Colonial Times to Present*

Kat Foss: "Waiting for water: service discrimination and Ethnic neighborhoods in Milwaukee, 1870-1910"

TEST #2

Week 7-8 Immigrants and Industrialism Transform Brewing in the United States

SAMPLE READING

Primary sources on line;

Alice Efford, *German Immigrants, Race and Citizenship in the Nineteenth Century*

Peter Blum *Brewed In Detroit: Breweries and Beers since 1830.*

Thomas Cocharne, *Pabst Brewing Company: The History of an American Business.*

The Cincinnati Brewing Industry: A Social and Economic History.

Paper #1 Due

Week 9-10 The Anti Beer Backlash: From Temperance to Prohibition

SAMPLE READING: Primary sources on-line

Excerpts from

K.Austin Kerr, *Organized for Prohibition: A New History of the Anti-Saloon League*

Daniel Okrent, *Last Call: The Rise and Fall of Prohibition in American History*

Marie Gaytan, "Drinking Difference: Race, Consumption, and Alcohol Prohibition in the United States and Mexico"

Paper #2 Due

Week 11-12 Beer in the Twentieth century: Gender, Class, Race—and Advertising

SAMPLE READING:

Didra Brown, "Knowledge, attitudes, and malt liquor beer drinking behavior among African American men in south central Los Angeles, 1960-1990"

Excerpt from Maureen Ogle, *Ambitious Brew: The Story of Beer in America*; Matthew Desmond: "Bottoms Up—Beer and Deindustrialization"

Excerpt from Wenner, *Sport, Beer and Gender: Promotional Culture and Contemporary Social Life*

Paper #3 Due

Week 13-15 The Craft Beer Revolution and San Diego

SAMPLE READING

Excerpt from Annalee Saxonian, *The New Argonauts: Regional Advantage in a Global Economy*

Excerpt from Stephen Hindy, *The Craft Beer Revolution*

Excerpt from Greg Koch and Steve Wagner, *The Craft of Stone Brewing Co.: Liquid Lore, Epic Recipes, and Unabashed Arrogance*