



TQF.3 Course Specification

Section 1 General Information

1. Course Code and Title

In Thai	ประวัติศาสตร์อเมริกา สื่อมวลชนและชีวิตสมัยใหม่
In English	American History, Popular Media, and Modern Life

2. Number of Credits

4 (4-0-8)

(Theory ... hrs. Self-study ... hrs Practice ... hrs. / week)

3. Curriculum and Course Type

3.1 Program of Study	...Regular Bachelor's Degree	Provide the document in Thai
	✓ International Bachelor's Degree	Provide the document in English

3.2 Course TypeGeneral Education.....

3.3 Please Specify Course's Literacy

MU Literacy (Core Values, SEP, GE for Human Development)

Health Literacy (Health, Sport)

Digital Literacy (ICT, Applied Mathematics)

X Social and Humanity Literacy (Social, Humanity, Law, Ethics, Arts)

Communication Literacy (language, Academic Communication)

Science and Environmental Literacy Applied Science for Life, Environmental Responsibility)

Finance and Management Literacy (Finance, Management, Entrepreneur)

3.4 Please Specify Relationship between course and corporate culture

X M - Mastery	รู้แจ้ง รู้จริง สมเหตุ สมผล
X A - Altruism	มุ่งผลเพื่อผู้อื่น
X H - Harmony	กลมกลืนกับสรรพสิ่ง
X I - Integrity	มั่นคงยิ่งในคุณธรรม
X D - Determination	แน่วแน่ทำ กล้าตัดสินใจ
O - Originality	สร้างสรรค์สิ่งใหม่
L - Leadership	ใส่ใจเป็นผู้นำ



4. Course Coordinator and Instructor

4.1 Course Coordinator Natanaree Posrithong. Social Science, natanaree.pos@mahidol.ac.th

(Name – Department – Contact: phone no. and e-mail address)

4.2 Instructor Natanaree Posrithong

5. Semester/Class Level

5.1 Semester 2/ Class Level

5.2 Number of Students Allowed Approximately 40 Students

6. Pre-requisite

.....none.....

7. Co-requisites

.....none.....

8. Study Site Location

Mahidol University International College

1. Aims of the Course

The course aims to discuss the role of popular media in American modern history from the early 20th century to the contemporary era. Students will explore the American lifestyles of work-life balance and their consumption of popular media such as arts, film, influential thinking and writing, and modern social media. The course will contribute to the development of students' ability to value the good use of media to create social harmony.



2. Objectives of Course Development/Revision

2.1 Course Objectives

- Students understand the role of popular media and its development in American contemporary history
- Students value the benefits of a healthy work-life balance of the American modern lifestyles
- Students acquire skills to balance the consumption of media, differentiate the healthy and unhealthy use of media in all forms, and use the media as a tool for creating social harmony

2.2 Course-level Learning Outcomes (CLOs)

By the end of the course, students are able to

1. CLO1
To describe the role of popular media that draws on history of the United States and theories for interpretation of diverse forms of communication and media.
2. CLO2
To understand the lifestyles of American people in contemporary history and how they have been influenced by the popular media
3. CLO3
To recognize the level of appropriate consumption of popular media in the everyday life
4. CLO4
To differentiate between healthy and unhealthy media consumption habits in the modern lifestyles
5. CLO5
To synthesize appropriate approaches of the state's employment of popular media in the present digital era



1. Course Description)

หลักสูตรสำรวจประวัติความเป็นมาของอเมริกาสมัยใหม่ตั้งแต่ยุคหลังการปฏิรูปจนถึงปัจจุบัน รวมอยู่ในหลักสูตรนี้คือการสำรวจประวัติความเป็นมาของเศรษฐกิจการเมืองสังคมและความสัมพันธ์ระหว่างประเทศของสหรัฐอเมริกาในสื่อสมัยใหม่เช่นศิลปะ ภาพยนตร์ ความคิดและการเขียนที่มีอิทธิพล สื่อโทรทัศน์และสื่อสังคมออนไลน์ เนื่องจากสหรัฐอเมริกาเป็นประเทศที่มีอำนาจมากที่สุดแห่งหนึ่งในรอบ 100 ปีที่ผ่านมา การทำความเข้าใจการคาดการณ์อำนาจของรัฐผ่านกลไกต่างๆเป็นสิ่งสำคัญสำหรับการพัฒนาส่วนบุคคล การศึกษาและอาชีพของนักเรียนโดยเฉพาะอย่างยิ่งในโลกยุคโลกาภิวัตน์ ประเด็นของการอภิปราย ได้แก่ สงครามโลกครั้งที่หนึ่ง; ยุคยี่สิบรุ่งเรือง; ภาวะเศรษฐกิจตกต่ำครั้งใหญ่; การโดดเดี่ยวในช่วงระหว่างสงครามโลก; อีสรภาพสตรี: สงครามโลกครั้งที่สอง; สงครามเย็น; สงครามเวียดนาม; ความตึงเครียดทางเชื้อชาติ; ของสหรัฐฯในอนาคตกับยุคดิจิทัล

This course introduces a survey history of American political economy, society and international relations available in the modern popular media of the 20th century, such as arts, film; influential thinking and writing; television channels and social media. The course will explore the state's power projection through hard and soft power. Various topics in history will be discussed in relations to the available media sources including World War I; the roaring twenties and the Great Depression; World War II; the Cold War; feminist and LGBT movements; the Vietnam War; racial tensions; the modern digital media platforms.

2. Number of Hours Per Semester

Theory (hours)	Practice (hours)	Self-study (hours)
48		96

3. Number of Hours per Week for Individual Advice

- 4 hours/week
- Students could make requests for appointments whenever necessary.



Section 4: Development of the expected learning outcomes

1. **A brief summary of the knowledge or skills expected to develop in students; the course-level expected learning outcomes (CLOs)**

By the end of the course, students who successfully complete the course will be able to:

- 1.1 CLO1 To describe the role of popular media that draws on history of the United States and theories for interpretation of diverse forms of communication and media.
- 1.2 CLO2 To understand the lifestyles of American people in contemporary history and how they have been influenced by the popular media
- 1.3 CLO3 To recognize the level of appropriate consumption of popular media in the everyday life
- 1.4 CLO4 To differentiate between healthy and unhealthy media consumption habits in the modern lifestyles
- 1.5 CLO5 To synthesize appropriate approaches of the state's employment of popular media in the present digital era

2. **How to organize learning experiences to develop the knowledge or skills stated in number 1 and how to measure the learning outcomes**

Course Code	Teaching and learning experience management	Learning outcome measurements
CLO1	Lecture, Class Discussion, Source Analysis	Participation Midterm Examination Group Presentation Source Analysis
CLO2	Lecture, Class Discussion, Source Analysis	Participation Midterm Examination, Group Presentation



		Source Analysis
CLO3	Lecture, Class Discussion, Source Analysis	Participation Midterm Examination Group Presentation Source Analysis
CLO4	Lecture, Class Discussion, Source Analysis	Participation Midterm Examination, Group Presentation Source Analysis
CLO5	Lecture, Class Discussion, Source Analysis	Participation Midterm Examination, Group Presentation Source Analysis

SECTION 5 LESSON PLAN AND EVALUATION

1. Lesson Plan

Week	Topic/Details	CLOs	Number of hours					Teaching Method Multimedia	Instructors
			Classroom sessions			Practice	Self-Study		
			Lecture	Visual References/ Demonstration	Online Courses				
1	Introduction: the overview of the American life in the 20 th century	1,2	4					Lectures, Discussions, Source Analysis	NP



2	American life styles: work-life balance	1,2,3	4					Lectures, Discussions, Source Analysis	NP
3	Mass culture and modern life: the birth of cinema and the impact of cinematic movement, Hollywood	1,2	4					Lectures, Discussions, Source Analysis	NP
4	The birth of newsreel: the roles of media and during the wartime	1,2,3,5	4				8	Lectures, Discussions, Source Analysis	NP
5	The Great Depression: from Great Gatsby to unemployment	1,2,3,5	4				8	Lectures, Discussions, Source Analysis	NP
6	Women's representations in wartime media	1,2,3,4,5	4				8	Lectures, Discussions, Source Analysis	NP
7	Feminist and queer movement in the post-war period	1,2,3,4,5	4				8	Lectures, Discussions, Source Analysis	NP
8	The Vietnam War and social critique: the role of media in reporting war	1,2,3,4,5	4				8	Lectures, Discussions, Source Analysis	NP
9	Popular youth culture: Disney fantasies	1,2,3,4,5	4				8	Lectures, Discussions, Source Analysis	NP
10	Living the American dream during the Cold War: the ideal western family life	1,2,3,4,5	4				8	Lectures, Discussions, Source Analysis	NP
11	Digital media era: Netflix, Youtube, social media	1,2,3,4,5	4				8	Lectures, Discussions,	NP



								Source Analysis	
12	Healthy and unhealthy media consumption habits	3,4,5	4				8	Lectures, Discussions, Source Analysis	NP
13	Final exam								
	Number of hours per trimester		48	0	0	0	96		
	Total		48			0	96		

2. Evaluation of the CLOs

2.1 Measurement and Evaluation of learning achievement

a. Formative assessment

Participation and Attendance 10%

Midterm Examination 30%

Group Presentation 30%

Source Analysis Quizzes 30%

b. Summative assessment

(1) Tool and weight for measurement and evaluation

Learning Outcomes	Measurement Method	Weight (ร้อยละ) (Percentage)	
CLO1 To describe the role of popular media that draws on history of the United States and theories for interpretation of diverse forms of communication and media.	Participation	2	20
	Midterm Examination	6	
	Group Presentation	6	
	Source Analysis	6	
CLO2	Participation	2	



To understand the lifestyles of American people in contemporary history and how they have been influenced by the popular media	Midterm Examination	6	20
	Group Presentation	6	
	Source Analysis	6	
CLO3 To recognize the level of appropriate consumption of popular media in the everyday life	Participation	2	20
	Midterm Examination	6	
	Group Presentation	6	
	Source Analysis	6	
CLO4 To differentiate between healthy and unhealthy media consumption habits in the modern lifestyles	Participation	2	20
	Midterm Examination	6	
	Group Presentation	6	
	Source Analysis	6	
total			100

(2) Measurement and evaluation

A = Excellent 90-100

B+ = Very Good 85-89

B = Good 80-84

C+ = Very Satisfactory 75-79

C = Satisfactory 70-74



D+ = Poor 65-69

D = Very Poor 60-64

F = Fail Less than 60

(3) Re-examination (if the course allows any)

None.

3. Students' Appeal

Students may appeal to the program director if they receive an unsatisfactory result.

Section 6 Teaching Resources

1. Required Texts

- 1) Boyer, P. S. (2012). American History: a Very Short Introduction. Oxford: Oxford University Press.
- 2) Davidson, J. W., William, E. G., Heyrman, C. L., Lytle, M. H., and Stoff, M.B. (1998). Nation of Nations: a Concise Narrative of the American Republic. Blacklick, OH: McGraw-Hill College.
- 3) Johnson, P. (1998). A History of the American People. New York, NY: HarperCollins.
- 4) Karen. A. (1981). Wartime Women: Sex Roles, in Family Relations, and the Status of Women during World War 2. New York, NY: Greenwood Press.
- 5) Kaufman, J. P. (2010). A Concise History of U.S. Foreign Policy. Plymouth: Rowman and Littlefield Publishers.
- 6) Maddox, J. R. (1995). American History Volume II. Reconstruction through the Present. Guildford, CT: The Duskin Publishing Group.
- 7) Norton, M. B., Kamensky, J., Sheriff, C. Blight, D. W., and Chudacoff, H. (2014) A People and a Nation. Boston, MA: Houghton Mifflin.

2. Suggested Materials

- 1) Davies, E. J. II. (2006). The United States in World History. New York, NY: Taylor & Francis Inc.



- 2) Feldman, G. (1997). *Soft Opposition: Elite Acquiescence and Klan-sponsored Terrorism in Alabama, 1946-1950*. *The Historical Journal*, 40 (3), pp 753-777.
 - 3) Gregory, J. N. (2005). *The Southern Diaspora: How the Great Migrations of Black and Whiter Southerners Transformed America*. North Carolina: North Carolina UP.
 - 4) Jones, J. P. (2008). *Keynes's Vision: Why the Great Depression did not Return*. New York, NY: Routledge.
 - 5) Kagan, R. (2005). *Dangerous Nation*. New York, NY: Random House.
 - 6) Nace, T. (2003). *Gangs of America: The Rise of Corporate Power and the Disabling of Democracy*. New York, NY: Berrett Koehler.
 - 7) Coker, J. L. (2007). *Liquor in the Land of the Lost Cause: Southern White Evangelicals and the Prohibition Movement*. Lexington. Kentucky UP.
 - 8) Flynn, J. T. (1948). *The Roosevelt Myth*. New York, NY: Devin-Adair.
 - 9) Freeland, R. M. (1970). *The Truman Doctrine and the Origins of the McCarthyism*. New York, NY: Random House.
 - 10) Gaddis, J. L. (2005). *Strategies of Containment: A Critical Appraisal of American National Security Policy during the Cold War*. New York, NY: Oxford UP.
 - 11) Riendeau, R. (2000). *A Brief History of Canada*. Ontario: Fitzhenry and Whiteside.
 - 12) Schmidt, D. E. (2005). *The Folly of War: American Foreign Policy 1898-2005*. New York, NY: Algora Publishing.
 - 13) Thornton, M. (1991). *The Economics of Prohibition*. Salt Lake City. Utah UP.
 - 14) Wright, G. (1999). *The Civil Rights Revolution as Economic History*. *Journal of Economic History*. 59 (2), pp. 267- 289.
3. **Other Resources (if any)**
- 1) Screen: Geoffrey Malins and John McDowell, "The Battle of the Somme" (1916)
 - 2) Screen: "Hollywood" Brownlow and Gill (1980) and "Hollywood: An Empire of their Own" (Jacobovici, 2005)
 - 3) Clips from "Birth of a Nation" and "Intolerance" from the documentary, "D.W. Griffith: Father of Film" Brownlow and Gill (1993)
 - 4) Clips from "From D-Day to Berlin" and "The Longest Day" and "Saving Private Ryan"



- 5) Susan Sontag, "The Decay of Cinema," *The New York Times* (February 25, 1996)

Section 7 Evaluation and Improvement of Course Implementation

1. Strategy for Course Effectiveness Evaluation by Students

- Mid-trimester feedback that are anonymous from students
- Formal student evaluations

2. Strategy for Teaching Evaluation

- Peer observation
- Talking to and sharing with peers teaching methods

3. Teaching Improvement

- Teaching logs to record teaching
- Feedbacks from students
- Dialogue with peers
- Updating teaching methods through attending conferences or seminar

4. Verification of Standard of Learning Outcome for the Course

- Comments from students on learning outcomes and evaluation criteria
- Formative feedbacks to students' project and papers are clearly explained and commuted to students
- Comments from students on feedbacks

5. Revision Process and Improvement Plan for Course Effectiveness

- Data from classroom observers
- Executive Board Meeting to review and improve the course
- Workshops for teaching improvement



Appendix

Relations between the course and the General Education

Table 1 Relations between CLOs and MU-GE Module LOs (numbers in the table = Sub LOs)

(Course Code) ICGS129	MU-GE LOs								
	MLO1	MLO2	MLO3	MLO4	MLO5	MLO6	MLO7	MLO8	MLO9
CLO1 To describe the role of popular media that draws on history of the United States and theories for interpretation of diverse forms of communication and media	1.1 1.2						7.1	8.1	9.1 9.2
CLO2 To understand the lifestyles of American people in contemporary history and how they have been influenced by the popular media	1.1 1.2					6.2		8.1	9.1 9.2
CLO3 To recognize the level of appropriate consumption of popular media in the everyday life	1.3 1.4			4.2		6.2		8.1	9.1 9.2
CLO4 To differentiate between healthy and unhealthy media consumption habits in the modern lifestyles	1.3 1.4			4.2		6.2	7.1	8.1	9.1 9.2



CLO5 To synthesize appropriate approaches of the state's employment of popular media in the present digital era	1.3 1.4	2.2	3.1				7.1 7.3	8.1	9.1 9.2
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Table 2 LOs that the course is responsible for

MU-GE LOs	Sub LOs
MLO1 Create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	1.1 Identify concepts related to the context of learned is-sues/topics 1.2 Demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically used information 1.3 Collect, analyze, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems 1.4 Synthesize information to arrive at logical reasoning
MLO2 Select & use techniques and methods to solve open-ended, ill-defined and multistep problems	2.2 Make judgement & decision through correct analysis, infer-ences, and evaluations on quantitative basis and multiple perspectives
MLO3 Acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation	3. 1 Connect, synthesize and/or transform ideas or solutions within a particular framework 5.1 Demonstrate cultural competencies and adaptabilities in different working environments
MLO 4 Create a novel or unique ideas, question, format, or product within a particular framework	4.2 Articulate the rationale for & consequences of his/her solu-tion- identify opportunities & risk
MLO6 Act autonomously within context of	6.2 Identify the national & global challenges associated with current economic, political, and social systems



relationships to others, law, rules, codes, and values	
MLO7 Apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	7.1 Identify ethical issues and recognize different viewpoint and ideologies 7.3 Apply principles of ethical leadership, collaborative engagement, and respect diversity
MLO8 Use a variety of means/ technologies to communicate effectively and purposefully; e.g., share information/ knowledge, express ideas, demonstrate or create individual & group product, etc.	8.1 Communicate/present ideas effectively both oral & written forms to appropriate audience, such as verbal discussion with peers, and written project reports.
MLO9 Collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time	9.1 Collaborate effectively with others as a responsible team member to achieve team goals in time 9.2 Interact with others respectfully, either as a team member or leader, to create a productive teamwork



MU-GE Module LOs: At the end of studying MU-GE Module, successful students will be able to

Competences	LOs:	Sub LOs:
1. Critical thinking & Analysis: Use various sources and methods to collect and manage data & information and make a logical judgement and decision to arrive at a solution or problem solving relevant to real-world issues/problems	1. Create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	1. Identify concepts related to the context of learned issues/topics 2. Demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically used information 3. Collect, analyze, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems 4. Synthesize information to arrive at logical reasoning
	2. Select & use techniques and methods to solve open-ended, ill-defined and multistep problems	1. Apply simple mathematical methods to the solution of 'real-world' problems 2. Make judgement & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives 3. Apply concept of process management to solve problems



2. Creativity & Innovation: Show capability to initiate alternative/ new ways of thinking, doing things or solving problems to improve his/her or team solutions/ results by applying the evidence-based process management concepts	3. Acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation	1. Connect, synthesize and/or transform ideas or solutions within a particular framework 2. Integrate alternative, divergent, or contradictory perspectives or ideas in the solution of a problem or question
	4. Create a novel or unique ideas, question, format, or product within a particular framework	1. Create an original explanation or solution to the issues/problems 2. Articulate the rationale for & consequences of his/her solution- identify opportunities & risk 3. Implement innovation through process management approach
	5. Explore and situate oneself in a new physical environment and intellectual perspectives	1. Demonstrate cultural competencies and adaptabilities in different working environments 2. Resort to multi-dimensional settings and tools to acquire knowledge and skills relevant to the problems or situation at hand
3. Global perspectives & Ethics: Express one's own ideas, interact with others, guide or lead team, as proper, as an ethically- engaged and responsible member of the society	6. act autonomously within context of relationships to others, law, rules, codes, and values	1. Demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built 2. Identify the national & global challenges associated with current economic, political, and social systems 3. Exhibit characteristics of responsible citizenship 4. Work effectively in diverse team (and multi-cultural settings)
	7. Apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	1. Identify ethical issues and recognize different viewpoint and ideologies 2. Guide & lead others 3. Apply principles of ethical leadership, collaborative engagement, and respect diversity



4. Communication: Communicate effectively and confidently using oral, visual, and written language	8. Use a variety of means/ technologies to communicate effectively and purposefully; e.g., share information/ knowledge, express ideas, demonstrate or create individual & group product, etc.	<ol style="list-style-type: none">1. Communicate/present ideas effectively both oral & written forms to appropriate audience, such as verbal discussion with peers, and written project reports.2. Prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.3. Prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images.4. Demonstrate competence in a second or additional language
5. Collaboration and Working with team: Collaborate and work effectively with team to arrive at team goals	9. Collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time	<ol style="list-style-type: none">1. Collaborate effectively with others as a responsible team member to achieve team goals in time2. Interact with others respectfully, either as a team member or leader, to create a productive teamwork