

Core Curriculum Course Submission

Criteria: Social Science

1. General Information

a. Originating Person	b. Contact Person's E-mail	c. Contact Phone	d. Date
Kristin Mann	kdmann@ualr.edu	(501)569-3235	03/11/2014
e. College/School	f. Department/Program		
College of Arts, Letters, & Sciences	History		

Submission Statement

By submitting this form, we acknowledge our understanding that the Core Council has the authority to review approved courses to ensure they continue to meet the established goals and outcomes of that category of the core; that the Council has authority to develop a core assessment program; and that the Council will be developing review and assessment policies by the end of 2014. Further, we agree that if this course is approved, we will participate in the university-wide assessment of the core.

Chair and Dean Awareness

Your department chairperson and college dean must be made aware of your submission for core. By submitting this form, you are acknowledging that this has occurred.

2. Course Information

a. Course ID	b. Current Title
HIST 2312	U.S. History Since 1877

c. Catalog Description

Description, analysis, and explanation of the political, social, economic and diplomatic events to the present time. Special attention is devoted to the forces of Modernity and the impact of cultural pluralism on traditional institutions. Major topics for study include industrialization; agrarianism; labor; immigration; reform movements; total and limited war; economic theory and practice; and the U.S.'s role in world affairs.

d. How will your department ensure a level of consistency among sections of this course? Who will be responsible for this?

The History Department's Curriculum Committee conducts a review of syllabi for all core courses, including those taught by adjuncts and concurrent enrollment instructors. Our department bylaws include a set of guidelines for UALR History and Geography core courses. These guidelines include suggested scoring rubrics and assignments. In addition, we offer sample syllabi for adjunct, concurrent enrollment, and new faculty instructors.

Educational Goals	Learning Outcomes students will	Learning Objectives At the end of the course students will be able to	Assignments	Explanation
Knowledge 1 – The concepts, methodologies, findings, and applications of mathematics and the social and natural sciences, engineering and technology..	1. develop a foundational knowledge of the U. S. constitution;	Learning Objectives 1.1 Students will analyze the continuing interpretation and application of the U.S. Constitution.	Assignments 1.1 Assessments include: primary source document written analysis, essays (both free response and responding to documents), map activities, key term identifications, papers or outside writing assignments, oral presentations, small group discussions, and book reviews.	Explanation 1.1 Assessments touch on key skills: the ability to articulate a thesis, the ability to make a logical argument, the ability to demonstrate knowledge of a particular topic, recognition of cause and effect and the relationship between historical events, and the ability to critically examine evidence.
	2.a develop a foundational knowledge of historical information such as names, dates events, terms, and concepts in U.S. history; and b. understand the diversity and complexity of the historical contexts that shape the U.S. experience; or	Learning Objectives 1.2a Students will learn about the key incidents and concepts that define the history of the U.S. since 1877. Learning Objectives 1.2b Students will demonstrate understanding of the diversity and complexity of events, and intercultural interactions in U.S. History from 1877 to the present.	Assignments 1.2a Exams, including key term identifications and/or timelines and/or free response essays. Assignments 1.2b Written essays, small and large group discussions, compare/contrast primary sources about a particular event and differing historical interpretations	Explanation 1.2a These assessments touch on the ability to demonstrate knowledge of a particular topic, recognition of cause and effect and the relationship between historical events. Explanation 1.2b Assessments touch on the ability to think critically about events and interpretations in U.S. History to 1877, as well as the relationship between historical events.
	3. a. develop a foundational knowledge of the structures, powers, and limitations of U.S. national government institutions; and b. understand the decision and policy making processes within and among the branches of the federal government;	Learning Objectives 1.3a Learning Objectives 1.3b	Assignments 1.3a Assignments 1.3b	Explanation 1.3a Explanation 1.3b

Educational Goals	Learning Outcomes students will	Learning Objectives At the end of the course students will be able to	Assignments	Explanation
Skills 1 – Communication	1. communicate using language appropriate to the discipline, orally and in writing;	Learning Objectives 1.1 Students will be able to communicate historical knowledge in written and oral forms.	Assignments 1.1 Students will engage in informal discussions or short oral presentations, write in-class analyses, essay assignments, and exams	Explanation 1.1 Courses must include either (preferably both) 1) assessments of written literacy, such as in-class essays, take-home writing assignments, book reviews, written components on exams, etc., or 2) assessments of oral literacy, such as graded small group discussions and student presentations. Assessments which are solely objective, such as multiple-choice examinations
Educational Goals	Learning Outcomes students will	Learning Objectives At the end of the course students will be able to	Assignments	Explanation
Skills 2 – Critical Thinking, Quantitative Reasoning, and Solving Problems Individually and Collaboratively	1. use appropriate methods of inquiry to analyze sources and ask questions appropriate to the discipline;	Learning Objectives 2.1 Students will use critical thinking and analytical skills to examine primary and secondary source documents.	Assignments 2.1 small group and large group discussions, document analyses tasks	Explanation 2.1 Oral and written assignments provide students multiple opportunities to exercise their critical thinking and analytical skills. Instructors informally assess student critical thinking and analysis through class discussion.
	2. find, evaluate, analyze, and synthesize primary and secondary sources to reach conclusions;	Learning Objectives 2.2 Students will connect and compare primary and secondary source documents from multiple perspectives.	Assignments 2.2 oral and/or written comparisons of primary and secondary sources.	Explanation 2.2 Historical and geographical information is presented from multiple perspectives to increase awareness of how social and cultural systems influence values, thought, and behavior. This will help students examine their own culture through others' perspectives. This might be

				accomplished by examining primary source documents of the same event from different perspectives or in a writing assignment.
	3. support ideas with empirical evidence and reach conclusions based on that evidence;	Learning Objectives- 2.3 Students will use evidence from written and visual sources to draw conclusions and support an argument.	Assignments- 2.3 Take home essays and/or written exams	Explanation-Skills 2.3 Take home essays or document-based or free response essays on examinations provide students opportunities to support an argument using text-based evidence.
Educational Goals	Learning Outcomes students will	Learning Objectives At the end of the course students will be able to	Assignments	Explanation
Skills 3 – Information Technology	1. use appropriate technological resources to find appropriate primary and secondary sources;	Learning Objectives 3.1 Students will learn to locate and distinguish between primary and secondary sources. Students will evaluate sources to determine if they are appropriate, scholarly sources.	Assignments 3.1 In-class website evaluation activity and/or group discussion, and/or book review	Explanation 3.1 Students are encouraged to make use of library and digital resources, including library collections, and online articles and databases, as part of course assignment. Critical evaluation of Internet sources is covered whenever those sources are used in order to complete an assignment
Educational Goals	Learning Outcomes students will	Learning Objectives At the end of the course students will be able to	Assignments	Explanation
Values 1 – Personal Responsibility and Ethical Behavior	1. develop commitment to academic integrity and take responsibility for completing assignments in an ethical manner, working on one’s own when required and acknowledging resources when used;	Learning Objectives 1.1 Students will understand the principles of academic integrity, including how to cite sources.	Assignments 1.1 Students will complete exams and/or writing assignments, such as book reviews or primary source document analyses.	Explanation 1.1 Instructors cover how to properly cite sources, as well as the definition and strategies for avoiding plagiarism.
	2. recognize the value of and demonstrate respect for	Learning Objectives 1.2	Assignments 1.2	Explanation 1.2

	diverse points of view;	Students will investigate the role of diverse populations and constituencies in shaping the American past.	Assessments of written literacy, such as in-class essays, take-home writing assignments, book reviews, written components on exams, etc., and/or 2) assessments of oral literacy, such as graded small group discussions and student presentations	Historical and geographical information should be presented from multiple perspectives to increase awareness of how social and cultural systems influence values, thought, and behavior. This will help students examine their own cultures through others' perspectives. This might be accomplished by examining primary source documents of the same event from different perspectives or in a writing assignment.
	3 appreciate value of civility for democratic government;	<p>Learning Objectives-Values 1.3</p> <p>Students will recognize the effects of civility, and its absence, in shaping the decisions of democratic government in U.S. History since 1877.</p>	<p>Assignments-Values 1.3</p> <p>This objective will primarily be assessed through in-class discussion</p>	<p>Explanation-Values 1.3</p> <p>The theme of civility in U.S. History is a frequent topic of discussion surrounding the development of a pluralistic society.</p>
	4 understand the normative foundations of the state, the scope of its activities, and the nature of justice;	<p>Learning Objectives-Values 1.4</p> <p>Students will study the continuing development and function of the U.S. government up since 1877 and will investigate the ongoing quest for justice in American society since the Reconstruction era.</p>	<p>Assignments-Values 1.4</p> <p>assessments of written literacy, such as in-class essays, take-home writing assignments, book reviews, written components on exams, etc., and/or 2) assessments of oral literacy, such as graded small group discussions and student presentations</p>	<p>Explanation-Values 1.4</p> <p>In written an verbal responses to questions posed about major events in the American past, students will have the opportunity to critically investigate the structure and function of government and individuals' continuing search for justice.</p>

Educational Goals	Learning Outcomes At the end of the course students will be able to	Learning Objectives At the end of the course students will be able to	Assignments	Explanation
Values 2 – Civic Responsibility	1. understand roles, rights, and responsibilities of citizenship	Learning Objectives 2.1 Students will learn about the development of citizenship and the role of citizens	Assignments 2.1 Small and large group discussion, written assignments, such as exams and essays.	Explanation 2.1 The ability to be able to communicate ideas civilly and effectively is a key component of responsible citizenship. Discussions and written assignments will let students develop their own interpretations of events in which citizens and non-citizens have struggled for their rights.

Additional Comments:

«Additional Comments»

Belen de Bleijns Knabe
 Approved by Core Curriculum Committee

21. 14. 14
 Date

[Signature]
 Approved by Provost

4/26/2014
 Date

[Signature]
 Approved by Chancellor

4-23-14
 Date