

## Core Curriculum Course Submission

### Criteria: History of Civilization

#### 1. General Information

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

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<b>a. Course ID</b>	<b>b. Current Title</b>
HIST 1312	History of Civilization II

**c. Catalog Description**

The history of the world's significant civilizations since approximately AD 1600: examination of the persistence of traditional civilizations and the changes in the world order due to the development of modern industrial society, modern science, and the nation state. Three credit hours.

**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, along with sample scoring rubrics. We make sample syllabi available for adjunct/concurrent enrollment and new faculty hires, while still allowing each instructor to personalize the course according to her/his strengths.

Educational Goals	Learning Outcomes Students will ..	Learning Objectives At the end of the course students will be able to	Assignments	Explanation
<b>Knowledge 1 – The concepts, methodologies, findings, and applications of mathematics and the social and natural sciences, engineering and technology</b>	1. develop a foundational knowledge of historical information and historical methodology;;	<b>Learning Objectives 2.1</b> Students will demonstrate knowledge of historical events and actors, including the development of social and economic changes, political changes such as the nation state, and technological changes, including industrialization, since 1600.	<b>Assignments 2.1</b> In-class examinations, including free response and/or document-based essays, key term identifications, and map exercises.	<b>Explanation 2.1</b> Examinations assess key skills: the ability to articulate and support an 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. understand how historical context shapes the human experience;	<b>Learning Objectives 2.2</b> Students will demonstrate understanding of the impact of historical events and actors on the human experience over time, including the present.	<b>Assignments 2.2</b> Essays on exams (both free response and responding to documents), papers/outside writing assignments, oral presentations, small group discussions	<b>Explanation 2.2</b> These assessments measure the ability to demonstrate knowledge of a particular topic over time and the ability to critically examine evidence.
Educational Goals	Learning Outcomes Students will ..	Learning Objectives At the end of the course students will be able to	Assignments	Explanation
<b>Knowledge 2 – Concepts, Methodologies, and the Global Cultural Heritage of the Arts and Humanities</b>	1. understand the inter-relatedness of historical events and the interaction between differing groups and societies;	<b>Learning Objectives 2.1</b> Students will be able to demonstrate the causes and effects in the rise and fall of empires, revolutions, and social and economic changes in the 17th-20th centuries.	<b>Assignments 2.1</b> Writing assignments, such primary and secondary source analyses and/or book and/or media reviews	<b>Explanation 2.1</b> These assignments allow students to demonstrate understanding of cause and effect, evaluate the impact of events on groups within societies, and support an argument with evidence.
	2. understand the role of science and technology in the development of civilization;	<b>Learning Objectives 2.2</b> Students will be able to discuss changes in science and technology since 1600, and understand how technological changes, including industrialization, the technology of war, and the development of mass media, impact civilization.	<b>Assignments 2.2</b> Timelines and/or primary source analyses, including artifacts	<b>Explanation 2.2</b> These assignments allow students to apply their knowledge of technological change to specific periods of time/places or inventions.

Educational Goals	Learning Outcomes Students will	Learning Objectives At the end of the course students will be able to	Assignments	Explanation
<b>Skills 1 – Communication</b>	1. communicate using language appropriate to the discipline of history, orally and in writing.	<b>Learning Objectives 1.1</b> Students will be able to communicate historical knowledge in written and oral forms.	<b>Assignments 1.1</b> Students will engage in informal discussions or short oral presentations, write in-class analyses, essay assignments, and exams	<b>Explanation 1.1</b> 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, should be minimized.
Educational Goals	Learning Outcomes Students will	Learning Objectives At the end of the course students will be able to	Assignments	Explanation
<b>Skills 2 – Critical Thinking</b>	1. use appropriate methods of inquiry to analyze historical readings and ask relevant historical questions;	<b>Learning Objectives 2.1</b> Students will use critical thinking and analytical skills to examine primary and secondary source documents.	<b>Assignments 2.1</b> small group and large group discussions, document analyses tasks	<b>Explanation 2.1</b> 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.
<b>Skills 2 – Critical Thinking</b>	2. find, evaluate, analyze, and synthesize primary and secondary sources to reach conclusions about the history of cultures and civilizations.	<b>Learning Objectives 2.2</b> Students will connect and compare primary and secondary source documents from multiple perspectives.	<b>Assignments 2.2</b> oral and/or written comparison of primary and secondary sources	<b>Explanation 2.2</b> 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 culture through others' perspectives. This might

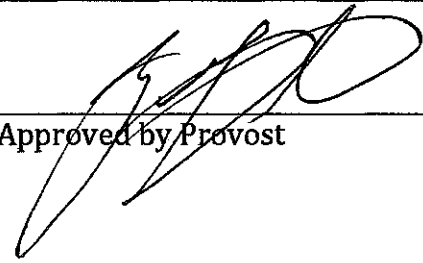
				be accomplished by examining primary source documents of the same event from different perspectives or in a writing assignment.
<b>Educational Goals</b>	<b>Learning Outcomes Students will</b>	<b>Learning Objectives At the end of the course students will be able to</b>	<b>Assignments</b>	<b>Explanation</b>
<b>Skills 3 – Information Technology</b>	1. use appropriate technological resources to find appropriate primary and secondary sources;	<b>Learning Objectives 3.1</b> Students will learn to locate and distinguish between primary and secondary sources. Students will evaluate sources, including websites, to determine if they are appropriate, scholarly sources.	<b>Assignments 3.1</b> In-class website evaluation activity, and/or group discussion, and/or book review	<b>Explanation 3.1</b> 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 should be covered whenever those sources are used in order to complete an assignment.
<b>Educational Goals</b>	<b>Learning Outcomes Students will</b>	<b>Learning Objectives At the end of the course students will be able to</b>	<b>Assignments</b>	<b>Explanation</b>
<b>Values 1 – Ethical and Personal Responsibility</b>	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;	<b>Learning Objectives 1.1</b> Students will understand the principles of academic integrity, including how to cite sources.	<b>Assignments 1.1</b> writing assignments outside of class, such as book reviews or primary/secondary source analyses	<b>Explanation 1.1</b> Instructors cover how to properly cite sources, as well as the definition and strategies for avoiding plagiarism. This can best be evaluated in out-of-class writing assignments.
	2. recognize the value of and demonstrate respect for diverse points of view;	<b>Learning Objectives 1.2</b> Students will investigate the role of diverse populations in shaping the history of civilization.	<b>Assignments 1.2</b> 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	<b>Explanation 1.2</b> 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

			student presentations	their own cultures through others,Â perspectives. This might be accomplished by examining primary source documents of the same event from different perspectives or in a writing assignment.
Educational Goals	Learning Outcomes Students will	Learning Objectives At the end of the course students will be able to	Assignments	Explanation
<b>Values 2 – Civic Responsibilities</b>	1. understand the ethical implications of research, methods, knowledge in addressing cultural issues.	<b>Learning Objectives 2.1</b> Students will be able to discuss multiple perspectives on the past, and the ethical implications of the uses of history in the public sphere.	<b>Assignments 2.1</b> Small and large group discussions and/or out-of-class writing assignments	<b>Explanation 2.1</b> These assignments allow the instructor to informally and/or formally assess students' understanding of how ethics and values intersect with history.

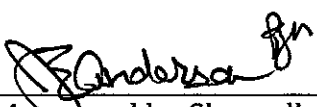
**Additional Comments:**

Belinda Blewins - Knale  
Approved by Core Curriculum Committee

4-15-14  
Date

  
Approved by Provost

4/26/2014  
Date

 Anderson  
Approved by Chancellor

4-23-14  
Date