

Core Curriculum Course Submission

Criteria: US History/Traditions

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 2311	U.S. History to 1877

c. Catalog Description
 Description, analysis, and explanation of the major political, social, economic and diplomatic events through "Reconstruction." Special attention is devoted to the cross-cultural development of three civilizations, Native American, European, and African, within the geographical context of the North American continent. Major topics for study include European colonial empires; the American Revolution; the Constitution of 1787; evolution of a national government, federal in system and republican in form; social and economic theories and practices; relationship with foreign governments; and the American Civil War. 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
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 development and interpretation of the U.S. Constitution.	Assignments 1.1 Written analyses of primary source documents, map activities, key term presentations, small group discussions.	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 demonstrate understanding of the key events and concepts that define the portion of U.S. History to 1877. Learning Objectives 1.2b Students will demonstrate understanding of the diversity and complexity of events, and intercultural interactions in U.S. History to 1877.	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, should be minimized
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 comparison of primary and secondary sources	Explanation 2.2 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.

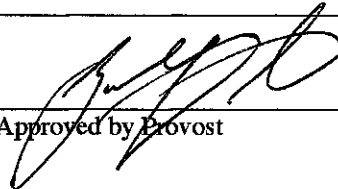
	3. support ideas with empirical evidence and reach conclusions based on that evidence;	Learning Objectives- 2.3 Students will use evidence from written and visual sources to draw conclusions and support an argument.	Assignments- 2.3 Essays and/or written exams	Explanation-Skills 2.3 Take home essays 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 use evidence from written and visual sources to draw conclusions and support an argument.	Assignments 3.1 Essay and/or exam	Explanation 3.1 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
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 learn to locate and distinguish between primary and secondary sources. Students will evaluate sources, including websites, to determine if they are appropriate, scholarly sources.	Assignments 1.1 In-class activity, and/or group discussion, and/or book review	Explanation 1.1 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 should be covered whenever those sources are used in order to complete an assignment
	2. recognize the value of and demonstrate respect for diverse points of view;	Learning Objectives 1.2 Students will understand the principles of academic integrity, including how to cite sources.	Assignments 1.2 exams and/or writing assignments, such as book reviews or primary source document analyses.	Explanation 1.2 Instructors cover how to properly cite sources for these writing assignments, as well as the definition and strategies for avoiding plagiarism.
	3 appreciate value of civility for democratic government;	Learning Objectives-Values 1.3 Students will investigate the role of diverse populations and constituencies in shaping the American past.	Assignments-Values 1.3 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	Explanation-Values 1.3 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

			small group discussions and student presentations	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
	4 understand the normative foundations of the state, the scope of its activities, and the nature of justice;	Learning Objectives-Values 1.4 Students will study the origins, development, and function of the U.S. government up to 1877 and will investigate the quest for justice in America's early years.	Assignments-Values 1.4 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	Explanation-Values 1.4 For example, discussions and primary/secondary source analyses might center around the issues of the formation of the U.S. government, war, and slavery
Educational Goals	Learning Outcomes students will...	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 the rights and responsibilities of U.S. citizenship and the role of citizens and non-citizens in shaping the American past	Assignments 2.1 Small and large group discussion, written assignments, such as exams	Explanation 2.1 The ability to be able to communicate ideas civilly and effectively is a key component of responsible citizenship

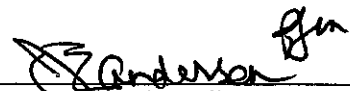
Additional Comments:

Berinda Blewins-Knabe
Approved by Core Curriculum Committee

4-15-14
Date


Approved by Provost

4/26/2014
Date


Approved by Chancellor

4-23-14
Date