

HIST 196 Explorations in U.S. History-CrsRvs-2017-10-24

UNIVERSITY-WIDE CURRICULUM COMMITTEE

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**Indicates a required field*

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Proposing Department/Unit*	History	Contact Phone*	7-2284
Course Level*	undergraduate-level		

Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

<p>Category A:</p>	<p>Category B:</p> <p>course_revision liberal-studies</p> <p>* Teacher Education: Please complete the Teacher Education section of this form (below)</p> <p>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</p> <p>* Distance Education: Please complete the Distance Education section of this form (below)</p>
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Rationale for Proposed Changes (All Categories)

<p>(A) Why is the course being revised/deleted:*</p>	<p>We are revising our History 196/197/198 courses to bring them into closer alignment with IUP's Expected Student Learning Outcomes and to improve our assessment of these courses.</p>
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(K) Current Course Student

Learning Outcomes (SLOs)

1) Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of the nation's past.

2) Identify important themes in U.S. history.

3) Explain conflicting interpretations of U.S. history.

4) Integrate analyses of race, ethnicity, class, and gender into the historical narrative about the United States.

5) Place historical developments in the United States within a larger global context.

6) Read and analyze historical texts.

7) Develop skills in chronological thinking and historical analysis.

(L) Proposed Course Student

Learning Outcomes (SLOs)

For each outcome, describe how

the outcome will be achieved

Note that the text box in the table expands

SLO #	Outcome	How outcome is assessed
1	Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of the nation's past, including contradictory historical interpretations.	Tests – Student performance in tests that include both objective and open-ended questions will provide evidence for demonstrating knowledge of the cultural, economic, social, and political elements that make up the history of the nation's past.
2	Analyze primary sources and historical documents to illustrate the thinking of men and women of different eras.	Primary Source Analysis Assignment – Student performance on a primary source analysis assignment (graded using a common rubric) will provide evidence for their ability to analyze primary sources and historical documents.
3	Develop skills in chronological thinking and historical analysis using the methods of inquiry and vocabulary commonly used in the discipline.	Tests or Primary Source Analysis Assignment – Student performance on tests that include both objective and open-ended questions and/or on a primary source analysis assignment (graded using a common rubric) will provide evidence for developing skills in chronological thinking and historical analysis.

(M) Previous Brief Course Outline

(It is acceptable to copy

from old syllabus)

As outlined by the federal definition of a "credit hour", the following should be a consideration

regarding student work - For every one hour of classroom or direct faculty instruction,

there should be a minimum of two hours of out of class student work.

Course Outline

All courses should cover significant epochs and developments in U.S. history. These can be presented in a chronological survey (e.g.: 20th century U.S. History) OR based on a significant development/ theme (e.g.: The Frontier in U.S. History). All courses will provide opportunities for students to develop skills in chronological thinking and historical analysis (cause and effect, complex causation, corroboration, interconnections, etc.).

1. A Maturing Industrial Society, 1877-1900

Innovations in Technology, Business, and Culture, 1877-1900

- Innovations in Business
- National Urban Culture Consumer Culture
- New Industrial Order

The American West, 1877-1890

- Indians of the Great Plains Farmers' Woes
- Mining Frontier
- Hispanics, Chinese, and Anglos

Political and Cultural Conflict in the 1890s

- Racial Categories
- Class Conflict Demise of Populists
- Obstacles to Workers' Political Movement Challenges to Gender Roles
- Debate over U.S. Imperialism

EXAM I

2. Reform at Home, Revolution Abroad, 1900-1929

- Progressive Reform Movement, 1900-1912
- Immigration
- Work, Science and Leisure
- Reformers and Radicals
- Theodore Roosevelt, Woodrow Wilson and the Expansion of Federal Power

War and Revolution

- World in Upheaval
- From Neutrality to War
- Struggle to win the Peace

State and Society in the 1920s

- Politics of "Normalcy"
- Government-Business Partnership
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EXAM 3

4. The Age of Affluence, 1945-1960

Cold War

- America and the Cold War
- Living with the Bomb

The Age of Affluence, 1945-1960

- Engines of Economic Growth
- The Suburban Ideal versus Reality
- Consumer Culture
- Contradictions in Women's Lives
- Cultural Dissenters
- The Other America

Changing the Status Quo and Breaking Boundaries

- LBJ, 1961-1969
- The Great Society
- The Vietnam War
- The Civil Rights Movement

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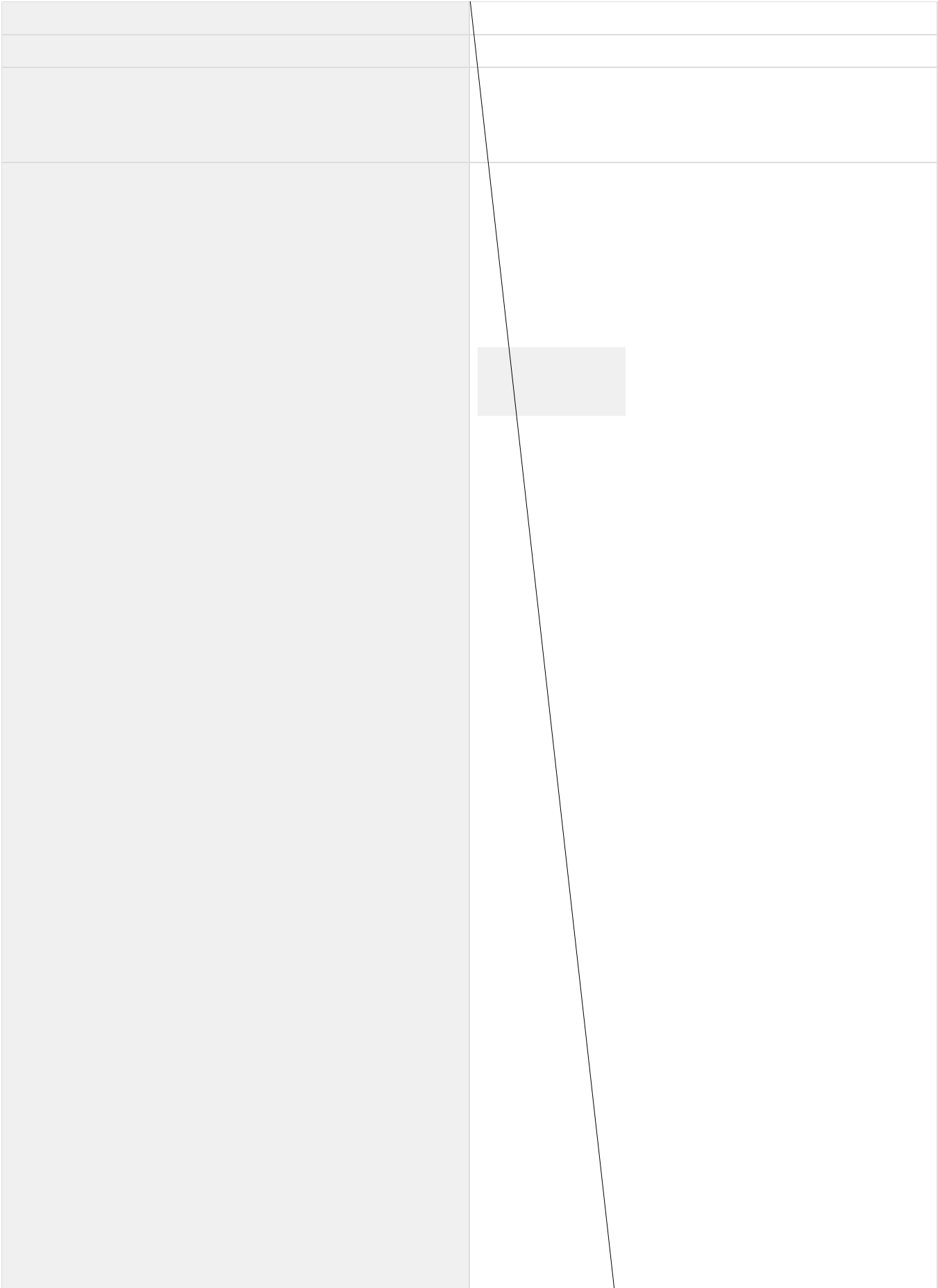
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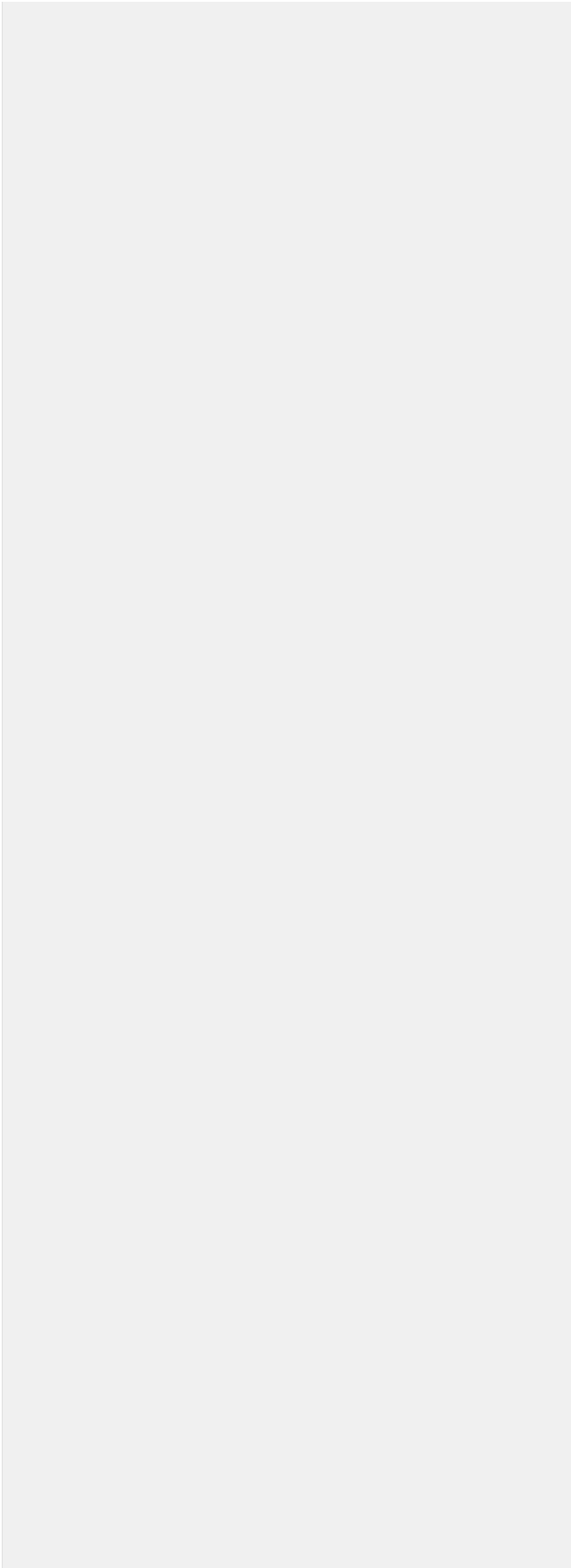
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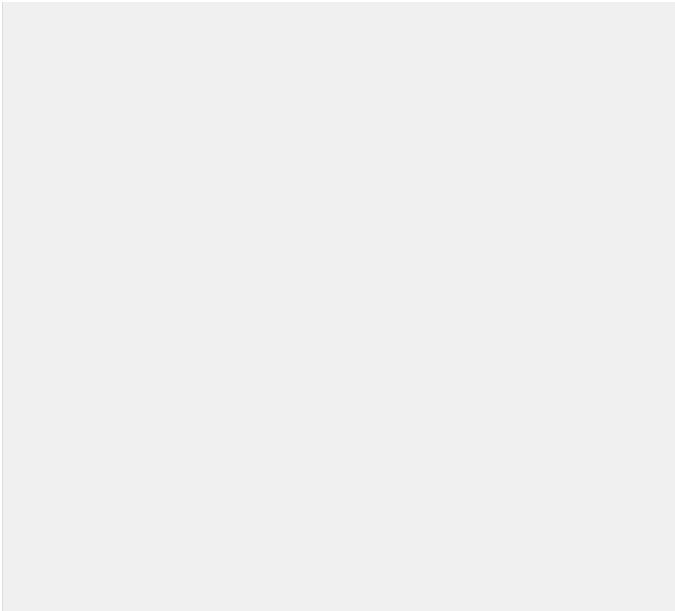
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<ul style="list-style-type: none">• ease with textual, visual and electronically-mediated literacies	2
<ul style="list-style-type: none">• problem solving skills using a variety of methods and tools	
<ul style="list-style-type: none">• information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources	2
<ul style="list-style-type: none">• the ability to transform information into knowledge and knowledge into judgement and action	
<ul style="list-style-type: none">• the ability to work within complex systems and with diverse groups	
<ul style="list-style-type: none">• critical thinking skills including	
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