1. Please explain how the course SLOs align with the diversification area’s hallmarks.

1. The hallmarks for a Humanities Diversification course are:

   DH.1 uses the terminology of historical, philosophical, language or religious studies;

   History 281 is a survey course addressing historical developments in early American History. As a history course, the focus is completely on teaching and learning historical concepts, using historical language and terminology to describe developments over time, as well as identifying causal relationships and making comparisons between different cultures and groups that have made up American societies over time. There is also an explicit aim of identifying links between
historical occurrences and current concerns.

History 281 SLO’s which address DH 1:

# 1. Distinguish the characteristics of Americans in their geographic settings.
# 3. Describe the interactive roles which social, religious, political, economic, scientific and technological forces have played in American history.
# 4. Evaluate such historical theories as the ‘great person’ in history or deterministic interpretations.
# 5. Trace the development of American history and recognize its enduring influences.
# 7. Describe global processes (e.g. agricultural and urban revolutions, emergence and growth of civilization, human migration, disease, ecological forces, imperialism, neo-imperialism, decolonization, industrialization etc.)

DH.2 involves texts, artifacts, concepts, processes, theories or issues of concern in these studies;

History 281 requires students to read extensively from secondary sources as well as work with primary documents. Students interpret primary sources such as treaties with Native American tribes, colonial writings opposing British rule, causes of the American Civil War etc. They provide written analysis conveying their understanding of historical terms and historical processes such as the evolution of the U.S. constitutional system and territorial expansion and its consequences. They also carry out weekly journal writings related to historical topics covered in the readings and lectures each week. Finally, there are structured weekly class discussions related to key historical topics such as interpreting different points of view on important historical questions in American History, understanding the context and intended audience of a particular primary source, and what the document reflects about societal relationships of the time it represents.

# 2. Manifest sense of historical time.
# 3. Describe the interactive roles which social, religious, political, economic, scientific and technological forces have played in American history.
# 5. Trace the development of American history and recognize its enduring influences.
# 6. Discuss the historical dimensions of contemporary world affairs and issues.

DH.3 demonstrates inquiry that involves the methods of study, reflection, evidence-gathering, and argumentation that are employed in these studies.

History 281 requires students to read secondary text material as well as extensive readings and analysis of primary source materials. They must demonstrate awareness of chronology and causal relations. They must learn the meaning of ideologies and belief systems and trace how these ideas actually played out in social, economic and political developments. There is a strong emphasis on understanding different perspectives and points of view of the disparate cultures/groups making up American society (and how this changed over time). This investigation cultivates their ability to understand different perspectives and conflicting agendas as well as different interpretations of events. There is a focus on students using writing to develop and communicate this awareness of perspective and different voices in historical stories, and how this influences our historical
understanding.

#2. Manifest sense of historical time.
#3. Describe the interactive roles which social, religious, political, economic, scientific and technological forces have played in American history.
#4. Evaluate such historical theories as the ‘great person’ in history or deterministic interpretations.
#7. Describe global processes (e.g. agricultural and urban revolutions, emergence and growth of civilization, human migration, disease, ecological forces, imperialism, neo-imperialism, decolonization, industrialization etc.)

Explanatory notes. The hallmarks (three for each designation) are posted on the HCC Intranet. In the text-box below, (a) re-state the hallmarks for the diversification designation you are seeking; (b) for each hallmark provide the course SLO(s) that meet each hallmark (statement of the SLOs and their numbers, e.g. SLO#1, should match what is given in the curriculum action form or course syllabus; and (c) explain how the SLO(s) meet each hallmark.

2. Explain assessment strategies you plan to use (or have used, in the case of recertification) to measure the degree to which students exit the course with the expected SLOs. If there are multiple sections of the course, please discuss how assessment will be carried through all sections.

History 281 is always offered as a WI course therefore students write extensively in the form of formal essays analyzing primary sources, reflections in graded journal entries, and they also take written exams and quizzes. Students participate in required, structured weekly discussions based on assigned readings and specific questions related to those readings.

SLO’s #1, #3, #4, #5, #6, #7 are addressed through weekly journal writings which require students to convey their understanding of historical causality, as well as analyze different viewpoints in on-going historical debates and differing interpretations.

SLO’s #1#2 are addressed through the primary source analyses essays. These formal essays require students to understand the context of these documents, interpret their meaning and insights, and evaluate what qualifications there are in using this kind of source. They also cultivate a sense of different voices and perspectives in historical recounting and interpretation. Since there is required conferencing and revision of one primary source, students must discuss and justify their reasoning in discussions with the instructor.

The exams and quizzes require explanation of key terms in writing, helping identify student achievement of SLO’s: #1, #2, #3 #4, #5, #7.

SLO’s #1, #2, #3, #4, #5, #6, #7 are evaluated through graded class discussions which require students to have done substantive reading of secondary descriptions as well as primary source materials. They come to class having prepared responses to focused discussion questions related to the story being told, the ‘point of view’ presented etc.

Since History 281 is always offered as a WI course, there is a great deal of student formal writing
which enables the instructor to evaluate performance on particular topics, the accessibility of primary readings and utility of questions asked. Since drafts and conferences are part of the process, student performance is gaged in terms of their grasp of historical relations as well as their ability to communicate conclusions about historical causes, effects and comparisons. Writing samples: Since this course has always and will always be offered as a Writing Intensive course, student work is periodically submitted to be part of the WI assessment process. Students participate in WI end of the semester surveys.

Explanatory notes. For this question, provide a clear connection between the course SLOs (e.g., understand research methodology) with assessment strategies (e.g., quizzes, final project). For multiple sections of the same course, provide a plan for coordinating and assessing these SLOs across sections.

3. How have you used the assessment findings to modify or improve this course?

Readings and guiding questions used each semester reflect adjustments based on performance of students in understanding these materials and discussion points.

Writing Intensive student writing samples are discussed in periodic meetings of all WI faculty which address strategies to deal with common problems, different methodologies in cultivating needed writing skills, as well as topics such as how to hone citation and research skills. Since ability to write about historical arguments and support theses effectively is critical in a History course, the skills assessment and analysis is crucial to helping students be better historians. Students in all History classes take an end of the year course evaluation which provides feedback on the learning taking place.

Journal writings present a direct way to gage student learning and thinking.

Student performance on quizzes and exams help the instructor to identify areas of learning (and thus instructional) effectiveness in meeting slo’s, as well as areas needing improvement in following semesters.

Explanatory notes. If this is a new course, enter “N/A” as an answer. Courses being re-certified should include a summary of how assessment strategies and measures (Question #2) were used to modify or improve the course. Again, if multiple sections of the course are offered, provide an explanation for review of assessment across sections.

Reminder: If this is an application for an EXISTING or MODIFIED course, please attach a copy of your course syllabus that includes information described in the instruction part of this form. If this is a new course proposal, please attach a copy of the Curriculum Action Proposal for a new course.

☐ DIVERSIFICATION BOARD DECISION:

☑ Approved
Re-Certification Due: Fall 2016

☐ Not approved
If not approved, reasons for disapproval:

Diversification Chair Signature: [Signature] Date: 11/7/11
HISTORY 281 (WI) SPRING 2003
Intro. U.S. History, 1400-1865

As a “writing intensive” course, the interactive nature between writing and thinking and learning will be emphasized. A variety of written assignments encompassing informal and formal writing are important elements of the learning process and are ALL included in the final grade. Written Assignments include:

A. Submission of 3 different 3-page “Primary Source Interpretation Papers” which analyze and discuss the primary source materials used throughout the semester. These papers give the opportunity to apply the intellectual tools of history to the text readings by answering questions such as “What is the perspective of the author?” “Who is the audience?” “What is the intended result?” “What impact does this material have on the political/social situation?” Additionally, the instructor will comment regarding grammar, organization and thematic development to develop the student’s writing skills over the semester. A REWRITE of Primary Source Paper #1 is required and graded.

B. Submission of a Journal thoughtfully discussing the issues and material of particular interest to the student. Weekly entries will be submitted periodically (3 times over the Semester) for a minimum of 10 entries totalling 10 typewritten pages.

C. Complementing and supporting these writing assignments are student/faculty conferences scheduled throughout the semester. Each student must participate in a minimum of 2 sessions (scheduled in the weeks prior to Primary Source Paper due dates).

COURSE REQUIREMENTS:

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Engaged Classroom Participation (&amp; Attendance)</td>
<td>15%</td>
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<tr>
<td>Historical Inquiry Journal -- Submitted 3 times over Semester</td>
<td>20%</td>
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<tr>
<td>4 Primary Source Interpretation Papers (3 pgs each)</td>
<td>40%</td>
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<td>3 papers + 1 revision</td>
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<tr>
<td>Exams &amp; Quizzes</td>
<td>25%</td>
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<tr>
<td>TOTAL</td>
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ATTENDANCE: Class attendance and engaged participation are important elements to classroom learning. Perfect attendance within each of 3 sections of the course will give 1 extra credit point (total of 3 available). Also unexcused absences in excess of 5 will lower your grade.

LATE PAPER POLICY: Timely completion of all written assignments is expected. Due dates are clearly specified; late submissions will be downgraded one-third grade for each class period, except under verified extenuating circumstances. (e.g. B+ paper 2 days late = B = B-). If there are emergencies or other circumstances, let me know before the paper is due, not as an excuse for incomplete work.

REQUIRED TEXTS:

Documents Set: Out of Many
WEEK 1  Jan. 13  INTRODUCTION & OVERVIEW
Text Chpt. 2  "When Worlds Collide"
Documents:  2-2  An Aztec Remembers the Conquest of Mexico...in 1550
            3-1  The Spanish Governor Reports on the Pueblo Revolt of 1680
            3-2  A Pueblo Rebel in 1681 Explains the Pueblo Revolt

Video: "Surviving Columbus"

WEEK 2  Jan. 20  HOLIDAY

WEEK 3  Jan 27  "Planting Colonies in North America"
Text Chpt. 3  "Planting Colonies in North America"
Documents:  3-4  An Indentured Servant Writes from Virginia in 1623
            3-5  John Withrop Defines the Puritan Ideal of Community

WEEK 4  Feb. 3  Sample Journal (1) Due
Text Chpt. 4  "Slavery & Empire" Document:
            4-6  A Virginian Describes the Differences Betw'n Servants & Slaves
            4-3  Slave Tells of His Capture in Africa
            4-5  Slave Stories Told to a Folklorist in S. Carolina...

WEEK 5  Feb. 10  "The Cultures of Colonial North America"
Text Chpt. 5  "The Cultures of Colonial North America"
Documents:  5-7  A Witch Convesses Her Crimes in 1692
            5-2  An Iroquois Chief Argues for His Tribe's Property Rights

Video: "Three Sovereigns for Sister Sarah"

WEEK 6  Feb. 17  HOLIDAY

WEEK 7  Feb. 24  "From Empire to Independence"
Text Chpt. 6  "From Empire to Independence"
Documents:  6-2  An American Colonist Opposes New Taxes...

WEEK 8  March 3  REVISION DUE -- Primary Source Paper #1
Text Chpt. 7  "The Creation of the United States"
Documents:  7-2  A Colonial Woman Argues for Equal Rights
            7-3  An African Am. Petitions the Gov't for Emancipation of Slaves

WEEK 9  March 10  The United States of North America
Documents:  The U.S. Constitution & the Bill of Rights

WEEK 10  March 17  MIDTERM JOURNAL (2-5) DUE
Text Chpt. 9  "The Agrarian Republic"
Documents:  9-2  Supreme Court Retains Right to Overrule Legislation
            9-3  A Shawnee Argues for a United Indian Resistance
WEEK 11  March 31  Primary Source PAPER DUE #2
Text Chpt. 10 The Growth of Democracy
Documents:  10-3  The Cherokee are Sent to the Indian Territory
            10-9  Transcendentalist Promotes Individualism

WEEK 12  April 7
Text Chpt. 11 The South & Slavery
Documents:  11-1  Congress Prohibits Importation of Slaves
            11-8  A Slave Girl Tells of Her Life
            11-4  Slave Culture Documented in Song

WEEK 13  April 14
Text Chpt. 12 Industry & the North
Documents:  12-5  A New England Factory Issues Regulations for Workers
            12-6  A Young Woman Writes of the Evils of Factory Life

WEEK 14  April 21
Text Chpt. 13 Coming to Terms with the New Age
Documents:  13-3  Feminists Hold a Convention
            13-9  A Black Feminist Speaks Out
            13-4  Social Philosopher Advocates Communities

WEEK 15  April 28  Primary Source PAPER DUE #3
Text Chpt. 14 Territorial Expansion of the U.S.
Documents:  14-3  A Newspaper Man Declares the Manifest Destiny of the U.S.
            14-4  Young Pioneer Writes of Journey to CA. with the Donner Party
            14-8  Indian Chief Discusses the Diff. betw’n his People & Americans

WEEK 16  May 5  LAST CLASS  JOURNAL (6-10) DUE
Text Chpt. 15 The Coming Crisis & Chpt. 16 The Civil War
Documents:  15-2  Northern State Defies Fugitive Slave Act
            15-4  An African American Deries the Fourth of July
            15-8  Lincoln is Elected & Southern Secession Begins
Documents:  16-7  A Nurse Writes of the Destruction of the Battlefields of Virginia
            16-5  The NYT Prints Opinion on the New York Draft Riots
            16-6  An African American Soldier Writies to the President...
The "Documents Set" for Out of Many is an integral part of classroom learning. We will spend class time discussing these documents. They will be used in two different, yet inter-related exercises for the classroom; class discussion and writing assignments.

I. WEEKLY CLASS DISCUSSIONS:
Each week we will be analyzing and discussing 1-3 "primary source" documents related to the timeperiod and issues discussed in readings from the text. In preparation for class you should READ the INTRODUCTORY COMMENTS and answer the following questions for each of the primary sources:

1. Why was this document written?
   - What events produced or compelled the authors to write this?
   - What is its origin?
   - What is its purpose?
   - What perspective does the Author have?
   - Who is the intended audience?

2. What is the date of the document?

3. What point of view does this document portray?
   - Is this Point of View different from Others you’ve read?

4. What is the importance of this document in the overall story of American history? Or, What does this document tell us about community relationships at the time it was written?

5. You should also answer the Discussion Questions listed at the end of each Primary Source.

II. HISTORICAL INQUIRY JOURNAL
This is an informal, private style of writing—a journal. Weekly entries should discuss the new ideas and material encountered in each week's readings. Write about what you have learned, what new questions you are asking, the relevance of the material to contemporary issues etc.

These Journal entries are not a re-cap of the chapter texts, but they should reflect your understanding and thinking about the events and issues encountered each week. How does reading the autobiography of an escaped slave girl and her discussion about sexual abuse add a new dimension to your understanding of slavery? Why is it that our stereotypical images of slaves are those of whipped male fieldhands and not about sexually abused women? Why is the issue of "authenticity" surrounding Harriet Jacobs' story so important?

Students can express new, tentative or unpopular ideas in a non-threatening element as long as they think about "why it is important to consider this week's information or analytical viewpoint."

Journals shall be submitted 3 times during the semester—dates indicated on syllabus.
III. "PRIMARY SOURCE INTERPRETATION PAPERS:"

Over the course of the semester you are required to submit 3 formal 3-page essays (plus 1 revision) that analyze and discuss a primary document. Each essay will be graded on: Clear Thesis or Argument; Organization, Appropriate and Adequate Historical Context and Use of Primary Source.

Building upon the discussion in class and utilizing material in the text you will need to develop a clear thesis statement that shows your view of the document's importance in American history. Your thesis needs to be a clear statement, or argument, about the importance or role of the document.

You must place the document and its author(s) in historical context. Your paper must have adequate historical context. What was happening in the U.S. that produced such a document or such ideas? You should use the material in your text to provide the context. You will not need to do outside research. You should not need to quote the textbook.

The body of the paper includes historical context and a discussion of the document. You should support your thesis --draw on the material generated by answering the questions for class discussion. Class discussion is a starting point, however, to develop a clear, cogent essay students must think through the written presentation of their ideas even further.

The body should also include a clear discussion of the document, including appropriate quotations. You should not quote large blocks of text, either of the textbook or the document. Use quotes to further your argument or illustrate your point. Quote the text only if it offers information that is not "generally known" such as statistics etc. Otherwise-- WRITE IN YOUR OWN VOICE.

Indicate which document you are writing about (17-4 Black Codes of Miss)
Papers are to be 3 typewritten pages with standard margins
250 words per page is standard
Each paper is an essay with a clear thesis, discussion of the document and appropriate historical context.

Sample Outline:
Intro Paragraph with Thesis (why this document is important / interesting)
Historical context
Discussion of Document with Quotes
Conclusion

Due dates are listed on your syllabus as are late penalties
PURPOSE OF THE COURSE

American Civilization I, History 281, is a survey course which reviews American history from earliest colonial times to the time of the Civil War. The course begins with the European discoveries in North America, the evolution of the American Revolution 1776-1783 and flows through the formation of the nation state of the United States of America with the Constitution. The early National period begins with the administrations of George Washington, John Adams, and Thomas Jefferson. This period saw Americans begin to cross the American continent, explore inland waterways, and establish claims to regions on the west coast. It also saw America deal with the European activities during the French Revolution and its aftermath. The middle portion of the course deals with the rise of industry, road and canal building in the eastern seaboard states, and in literature, the rise of an American style and themes such as exemplified by the romantic period. The settlement of the western territories eventually led to the expansion of slavery which was enhanced by the outcomes of the Mexican War in the 1840s. By 1850 the question of slavery was again prominent with the Missouri Compromise and by 1865 the life style of the Old South was challenged by the industrial North and the Civil War erupted. In each time period we will view the social fabric of America, its family life, religion, literature, education, political and economic systems, and its cultural values.

STUDENT COMPETENCIES

Students should demonstrate, through writing, discussion and other means, the abilities to:

1. Distinguish the characteristics of Americans in their geographic settings.

2. Manifest sense of historical time.

3. Describe the interactive roles which social, religious, political, economic, scientific and technological forces have played in American history.

4. Evaluate such historic theories as the "great person" in history or deterministic interpretations.

5. Trace the development of American history and recognize its enduring influences.

6. Discuss the historical dimensions of contemporary world affairs and issues.

7. Describe global processes (e.g., agricultural and urban revolutions, emergence and growth of civilization, human migration, disease, ecological forces, imperialism, neo-imperialism, decolonization, industrialization, etc.).
COURSE OBJECTIVES

1. To offer a working knowledge of American history from Colonial times to the Civil War.

2. To allow research, reading, and writing about selected topics within the framework of study.

3. To indicate variations within primary vs. secondary source materials related to American History and to offer opportunity to read and interpret selected documents.

4. To underscore historical text material with appropriate visual (media) impressions and understandings.

COURSE STRUCTURE

American Civilization I, History 281, is essentially a lecture-discussion course. The lectures are supplemented by slides or films when essential to complement materials presented in lecture or documents. Approximately every second week, the class will discuss either together or in small groups various documents such as a section from Benjamin Franklin’s Autobiography. Also, there are to be class discussion based on the chapters in the textbook.

GRADING POLICY

Course grades are based on two mid-term examinations, and one final examination in addition to class attendance and small group discussions. The course components are:

- First mid-term examination 100 points
- Second mid-term examination 100 points
- Final examination 100 points
- Attendance in class 100 points
- Small group discussions 100 points

500 points

The examinations are essay questions. Review sheets are distributed in advance and the questions are taken from the lectures, documents and discussions.

In place of the second examination, the student may select to do a research paper on the topic of his/her choice. The topic must be approved by the instructor. The paper guidelines are on reserve in the library on the main floor at the circulation desk. They are available to be xeroxed or for overnight use. Each paper must be properly footnoted and have an extensive bibliography.

The student should consult the instructor throughout the semester in relation to the writing and research undertaken.
TEXT FOR THE COURSE

The text for the course is *A People and a Nation, A History of the United States*, second edition, Volume 1: to 1877 by Norton, Katzman, et. al., 1986. The textbook is supplemented by the document readings in the library which will be assigned separately. The assignments for the entire semester are as follows:

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<th>WEEK</th>
<th>ASSIGNMENTS:</th>
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<td>1</td>
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<td>16</td>
<td>Review materials for the final examination</td>
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<td>17</td>
<td><strong>FINAL EXAMINATION</strong></td>
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This class is undertaking a special project: to collect significant documents of recent publication especially in regards to the scope of the course. The instructor will discuss this with the class to facilitate each student finding one important document and making some analytical comments on it for a book.