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 282 is a survey course addressing historical developments in American History from the end of the American Civil War to the present. 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 the past two
hundred years. There is also an explicit aim of identifying links between historical occurrences and current concerns.

History 282 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 282 requires students to read extensively from secondary sources as well as work with primary documents. Students interpret primary sources such as early reformers responding to the Industrial Revolution and its effects, and voices of those living through the Great Depression and the Civil Rights Movement. Students provide written analysis conveying their understanding of historical terms and historical processes such as the U.S. role in and impacts of World War II and the Cold War confrontation. They 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 modern 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 282 requires students to read secondary text material as well as extensive readings and analysis of primary source materials. They 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 282 is always offered as a WI course which means 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 analyzes 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 282 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 gauged 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: __________________________ Date: 11/7/11
HISTORY 282 (WI) FALL 2002
Intro. U.S. History, 1880 - Present

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 (twice in the Semester) for a minimum of 10 entries totaling 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:
ALL WRITTEN COURSEWORK MUST BE COMPLETED TO RECEIVE A GRADE

Engaged Classroom Participation (& Attendance) 15%
Historical Inquiry Journal -- Submitted 3 times over Semester 20%
4 Primary Source Interpretation Papers (3 pgs each) 40%
3 papers + 1 revision
Exams & Quizzes 25%
TOTAL: 100%

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 absences in excess of 4 (excused or unexcused) 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:
(Text) Out of Many: A History of the American People Vol. II
Documents Set: Out of Many
<table>
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<th>WEEK 1</th>
<th>8/26</th>
<th>INTRODUCTION &amp; OVERVIEW</th>
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<td>Text</td>
<td>Chpt. 17</td>
<td>“Reconstruction”</td>
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<td>Documents:</td>
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<td>Black Code of Mississippi</td>
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<td></td>
<td>17-8</td>
<td>The First Reconstruction Act</td>
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<td>Video:</td>
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<td>Ida B. Wells:</td>
<td>A Passion for Justice</td>
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<td>WEEK 2</td>
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<td>WEEK 3</td>
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<td>Text</td>
<td>Chpt. 18</td>
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<tr>
<td>Documents:</td>
<td>18-8</td>
<td>How Allotment Impoverishes the Indian</td>
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<td></td>
<td>18-3</td>
<td>The Thrill of Western Railroading</td>
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<td>WEEK 4</td>
<td>9/16</td>
<td>Sample Journal Entry DUE</td>
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<td>Text</td>
<td>Chpt. 18</td>
<td>“Conquest &amp; Survival” Con’t.</td>
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<td>WEEK 5</td>
<td>9/23</td>
<td>Primary Source PAPER DUE #1</td>
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<td>Text</td>
<td>Chpt. 19</td>
<td>“The Incorporation of America”</td>
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<td>Documents:</td>
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<td>Lee Chew, Experiences of a Chinese Immigrant</td>
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<td>“John Chinaman...” &amp; “Songs of Gold Mountain”</td>
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<td>WEEK 6</td>
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<td>Document:</td>
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<td>George Hoar, Against Imperialism</td>
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<td>Hand-Out</td>
<td>“Hawaiian Sovereignty”</td>
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<td>Video:</td>
<td>An Act of War</td>
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<td>WEEK 7</td>
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<td>REVISION DUE -- Primary Source Paper #1</td>
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<td>Text</td>
<td>Chpt. 21</td>
<td>“Urban America &amp; the Progressive Era”</td>
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<td>Documents:</td>
<td>21-1</td>
<td>Jane Adams, The Subjective Necessity of Social Settlement</td>
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<td></td>
<td>21-6</td>
<td>Booker T. Washington, “The Atlanta Exposition Address”</td>
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<td>WEEK 8</td>
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<td>“W.W.I.”</td>
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<td>Text</td>
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<td>Documents:</td>
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<td>Eugene v. Debs, Statement to the Court</td>
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<td>22-9</td>
<td>Letters from the Great Migration</td>
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<td>WEEK 9</td>
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<td>JOURNALS (2-5) DUE</td>
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<td>Text</td>
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<td>“The Twenties”</td>
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<td>Documents:</td>
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<td>Speakeasies in New York</td>
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<td></td>
<td>23-8</td>
<td>The Klan’s Fight for Americanism</td>
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</tbody>
</table>
WEEK 10 10/28 MIDTERM
Text Chpt. 24 “The Great Depression”
Documents: 24-8 Oakies in California
24-1 Flint Sit-Down Strike
Video: With Babes & Banners

WEEK 11 11/4 Primary Source PAPER DUE #2
Text Chpt. 25 “W.W. II”
Documents: 25-6 From Housewife to Shipfitter
25-9 Korematsu v. United States
Video: Rosie, The Riveter

WEEK 12 11/11 VETERAN’S DAY Holiday —

WEEK 13 11/18
Text Chpt. 26 “The Cold War”
Documents: 26-6 Testimony Before HUAC
Video: Salt of the Earth
1946: The Great Hawai‘i Sugar Strike

WEEK 14 11/25
Text Chpt. 27 “America at Mid-century, 1952-1963”
Documents: 27-9 Great Balls of Fire
27-5 The Affluent Society

WEEK 15 12/2 Primary Source PAPER DUE #3
Text Chpt. 28 “Civil Rights & the Great Society”
Documents: 28-1 The Montgomery Bus Boycott
28-4 Sit-ins & the Origins of SNCC
Video: M.L.King Jr. Speeches

WEEK 16 12/9 LAST CLASS JOURNALS (6-10) DUE
Text Chpt. 29 “War Abroad, War at Home”
Documents: 29-3 Why We Are in Vietnam
29-9 Vietnam Veterans Against the War
29-5 Conscience and the Vietnam War
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 time period 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 field hands 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
AMERICAN CIVILIZATION
HISTORY 282

PURPOSE OF THE COURSE

American Civilization 282 continues the story of American History from the post Civil War era through the modern administrations of the 1980s. The course focuses on those forces, social, economic and political, which have shaped American life and created the country in which we live today. The content of the course begins with Reconstruction of the American South after the Civil War and proceeds through the Grant era, the Hayes-Tilden election and the end of reconstruction to the rapid industrialization of the United States. This leads into the Progressive era and the era of "the coming of age" for America as an international power with the Spanish-American War. International rivalries build to the involvement in World War I which is followed by the "Jazz Age" and the Great Depression. The events of World War II, the evolution of the Cold War and modern politics are then examined with an eye to what it means for us today. How have the forces which have molded America since the Civil War contributed to policies and institutions today?

STUDENT COMPETENCIES

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

1. Compare and contrast responses of Americans as a result of intercultural contacts and the diffusion of ideas, institutions and inventions.

2. Draw upon their knowledge of the varieties of human experiences, and their sympathetic understanding of cultures other than their own; to define their roles as citizens of the contemporary world.

3. Express informed judgments on the behavior of peoples and their institutions.

4. Analyze cause and effect relationships in history.

5. Discuss the major attempts to explore the ethical and fundamental questions of life posed throughout history.

COURSE OBJECTIVES

1. History 282 attempts to give the student a basic working knowledge of the major facts and events in American history since the Civil War.

2. The course offers the student opportunities for discussion and debate concerning the modern issues which hold America's attention today.

3. The course offers the student an opportunity to develop research skills through a research paper in place of the second examination.
American Civilization
HIST 282

GRADES FOR THE COURSE

The grades for History 282 are based on the following:

- First mid-term examination  100 points
- Second mid-term examination  100 points
- Final examination  100 points
- Discussion and attendance  100 points
- 400 points

In place of the second examination, the student may decide to do a research paper after discussion with the instructor. There is a research guide available in the library which points to proper footnoting, writing and the bibliography to be prepared. This paper option should prepare the student for upper division work at the University level.

In addition to the text readings below, there are several primary source documents on reserve in the library at the circulation desk. These documents form the basis for our small group discussions in class. These documents will be announced and assigned periodically throughout the semester.

TEXTS FOR THE COURSE

The required texts for the course are A People and a Nation, A History of the United States, by Norton, et. al., volume II: Since 1865. In addition, there is another book available from the instructor in the middle of the semester called America in British Eyes.

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<td>Chapter 27 Diplomacy in a Broken World, 1920-1941</td>
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<td>America in British Eyes, Barbara Bennett Peterson, 1988</td>
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<td>Chapter 33 Reform, Radicalism, and Disappointed Expectations, 1961-1973</td>
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<td>Chapter 34 Disillusionment and Economic Uncertainty</td>
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<td>Chapter 35 A Sharp Turn to the Right</td>
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