

Course: HIST 2

1. Date of Application: 12/1/2011
2. Name, Dept of Proposer: E. Elena Songster, HISTORY
3. Name of Dept/Program housing course: HISTORY
4. Name of Chair/PD: Myrna Santiago
5. How often is the course taught: yearly
6. Course Prerequisites: N/A
7. Unit value of course: 1
8. Normal Class Size: 35
9. Number of sections expected Fall 2012: 0
10. Number of sections expected Spring 2013: 1
11. Is the course appropriate for first-year students: Yes
12. Relevant Learning Goal(s): Social, Historical, Cultural Understanding, Global Perspectives
13. Chair will oversee submission of student work: Yes
14. Chair will oversee instructor participation in norming/asst: Yes

15. Teaching: "2: Coverage of the Learning Outcomes for Social, Historical, Cultural Understanding in History 2:

HIST 2 fulfills one of four lower-division requirements for History Majors and is also a requirement for IAS majors. Additionally HIST 2 is being submitted for consideration for "Global Perspective" categorization. Students tend to be first and second year students in the above mentioned majors as well students seeking to fulfill Global Perspectives or students who simply are looking for a general overview of world history. Readings, discussions, lectures, assignments, and other classroom activities are designed to meet the four learning outcomes designated for Social, Historical, Cultural Understanding. The first outcome "to examine human activity in particular periods or places from an historical perspective" will be achieved through all of our readings, discussions, lectures, assignments, and other classroom activities in which we will be studying the human activity in given places around the world from 1500 to the present and examining points of interaction and areas of influence among the various regions and peoples studied.

The second outcome of understanding interpretations of historical causation and change will be achieved by analyzing historical arguments, primary sources, as well as examining the relationships among historical events, intellectual trends, various forms of human interaction resulting from such phenomena as trade and war.

The third outcome of (SHC Understanding ): learning how to collect evidence through historical methodology, will be most explicitly expressed in the Library Annotated Bibliography assignment. However this skill is also honed with the newspaper assignment, and formulating papers with historical arguments.

The fourth learning outcome on learning how to interpret evidence using historical methodology is met through analysis of primary sources and examination of historical arguments in secondary reading. Students demonstrate their achievement of these outcomes in their papers and exams.

Global Perspective is achieved by examining the world from the perspective of peoples in Asia, Africa, Latin America, and the Middle East. Perspectives from these regions are explored through many readings that are written by authors from those regions and a study of the impact of such phenomena as colonialism in these regions.

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16. Learning: "3) Assessment Artifacts for Core Learning Outcomes.

Many of the assignments address multiple learning outcomes specifically, others encompass multiple learning outcomes within a single assignment.

In reading and discussing primary and secondary sources, students learn outcome number 4 on how to interpret evidence. This is reinforced through papers and exams. Learning outcome 3: learning how to collect evidence using historical methodology is most specifically addressed by the library assignment and its annotated bibliography but is also achieved when writing individual papers and analyzing newspaper articles. Learning outcome two: understanding interpretations of historical causation and change are achieved through the Newspaper assignment and all papers.

A student's achievement of the Global Perspective learning outcome is assessed primarily through three assignments: The Newspaper Assignment requires that students seek out a newspaper article from a non-western news source and analyze it. Both of the written papers for the class require that the student analyze primary documents from non-western sources. The close examination and analysis of primary documents from non-western origins will require that students not only get exposed to the perspectives of other parts of the world, but also articulate an understanding and analysis of the significance of the perspective of the document's author in understanding the specific aspect of world history for which the document is relevant.

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