

**Core Curriculum  
Course Proposal Cover Sheet**

**Department:** Social Sciences  
**College:** COLFA  
**Department Head:** Malcolm Cross

**Course Prefix & Number:** HIST 201

**Course Title:** History of the United States to 1877

**Course Description:** This course is a survey of the history of the United States from the first European contacts through the end of the Reconstruction Period. It is designed to cover the broad sweep of United States political, cultural, social, and economic history with an emphasis on those periods that have helped to shape a distinctive American character. This course with HIST 202 will fulfill the legislative requirement of two semesters of United States history.

**Please select the THECB Foundational Component Area for which this course is being submitted. (Please select only one)**

American History ([download forms](#))

(The “download forms” link for the selected Component Area includes the ***Foundational Component Area Justification Form*** and the ***Student Learning Outcome Alignment Form***)

**Checklist:**

Course Proposal Cover Sheet  
Foundational Component Area Justification Form  
Student Learning Outcome Alignment Form

# AMERICAN HISTORY

## FOUNDATIONAL COMPONENT AREA JUSTIFICATION FORM

Rationale: Please provide a rationale for the course which explains how the course being proposed fits into this component based on the component's description. For your convenience, the overall description and rationale for this component are included below.

American History (from THECB Chapter 4: 4.28)

- Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area.
- Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Social Responsibility and Personal Responsibility.

- Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
- Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication;
- Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
- Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making

Rationale for Inclusion in this Category:

**HIST 201 has been a component in the General Education since the early 1950s, when the state legislature stipulated that all state colleges and universities in Texas require students to take two semesters of American History. This course emphasizes Critical Thinking Skills, Communication Skills, Social Responsibility, and Personal Responsibility. Moreover, the course places the history of the United States within the larger context of world history and stresses the inter-relationship between American historical events and developments in the rest of the world. Finally, HIST 201 also provides students with the important historical foundation they need to be informed and responsible citizens of Texas and the United States.**

**STUDENT LEARNING OUTCOME ALIGNMENT FORM**  
**American History**

**Course Prefix/Number:** HIST 201

**Course Title:** History of the United States to 1877

**Core Objective: Critical Thinking** CT1: Students will be able to evaluate evidence in analysis, interpretation or arguments.

Course SLO(s): 1) Students analyze the causes and results of events in American history to 1877

2) Students study primary sources from American history to 1877 and analyze their validity in terms of accuracy and bias

Learning Activities: Classroom lectures, reading assignments, and classroom discussions

Means of Assessment: Embedded questions on selected tests

**Core Objective: Critical Thinking** CT2: Students will be able to synthesize varied components of information to form a rational conclusion.

Course SLO(s): Students offer alternative explanations for events in American history to 1877

Learning Activities: Classroom lectures, reading assignments, and classroom discussions

Means of Assessment: Embedded questions on selected tests

**Core Objective: Communication** C1: Students will express ideas in written, visual or oral forms to a range of diverse audiences in multiple settings.

Course SLO(s): Students will write, revise, and express themselves effectively in written essays on tests on American history to 1877

Learning Activities: Lectures, classroom discussions, and practice essay-writing exercises

Means of Assessment: Embedded essay questions on selected tests

**Core Objective: Social Responsibility** SR2. Students will demonstrate an understanding of civic responsibilities and duties

Course SLO(s): 1) Students discuss broad social issues, including those affecting diverse groups in American society to 1877, from a historical perspective

2) Students will think critically about American history to 1877 and apply the historical process to the understanding of current issues

Learning Activities: Reading assignments and classroom discussions

Means of Assessment: Embedded questions on selected tests

**Core Objective: Personal Responsibility** PR1: Students will demonstrate an understanding of ethical standards as applied to decision-making.

Course SLO(s): Students discuss and critique the ethical standards that influenced the decisions of American leaders in the past

Learning Activities: Classroom discussions and reading assignments

Means of Assessment: Embedded questions on selected tests

**Additional objectives at the discretion of the department.**

**Core Objective: Knowledge of American History** Students will demonstrate an understanding of the major events, individuals, and forces that shaped American history to 1877

Course SLO(s): Students demonstrate an adequate understanding of the events, individuals, and forces that influenced the trajectory of American history from the arrival of Europeans in the Western Hemisphere to the end of Reconstruction in 1877.

Learning Activities: Classroom lectures, classroom discussions, and reading assignments

Means of Assessment: Embedded questions on tests

**Core Objective: Historical Developments** Students will analyze the effects of historical, social, political, economic, cultural, and global forces on the history of the United States to 1877

Course SLO(s): Students analyze how developments elsewhere in the world shaped and were shaped by social, political, economic, and cultural developments in the United States to 1877

Learning Activities: Classroom lectures, classroom discussions, and reading assignments

Means of Assessment: Embedded questions on tests

As department head, I will ensure that all faculty that teach this course are aware of the requirements that these core objectives and learning strategies be incorporated into the above referenced course. This action is taken so that Tarleton State University will be in compliance with Texas Higher Education Coordinating Board foundational component area and core objective requirements for the General Education Core Curriculum.

Signature \_\_\_\_\_ Malcolm Cross \_\_\_\_\_

We, the undersigned faculty, support the proposed changes to this course and agree to incorporate them into our section of the above referenced course. This action is taken so that Tarleton State University will be in compliance with Texas Higher Education Coordinating Board foundational component area and core objective requirements for the General Education Core Curriculum.

*(Signed document should be kept in department office, listing names below on the electronic document implies acceptance)*

Dr. T. Lindsay Baker  
Dr. Richard Cruz  
Dr. Christopher Guthrie  
Dr. Michael Pierce  
Dr. Janet Schmelzer  
Dr. Donald Zelman  
Dr. Patricia Zelman  
Mr. Ted Roberts  
Mr. Andrew Johnson