

**Core Curriculum
Course Proposal Cover Sheet**

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

Course Prefix & Number: **HIST 202**

Course Title: **United States History Since Reconstruction**

Course Description: This course continues the survey of United States history to present times. The emphasis is on the developments that contributed to the growth of modern America. This course with [HIST 201](#) 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:

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 202 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 202

Course Title: History of the United States Since 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 from 1877 to the present. 2) Students analyze primary sources from American history from 1877 to the present 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 synthesize varied components of information to form a rational conclusion.

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

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 express themselves effectively in written essays on tests on American history from 1877 to the present.

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

Means of Assessment: Embedded essay questions on selected tests, evaluated according to a rubric

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

Course SLO(s): 1) Students analyse broad social issues, including those affecting diverse groups in American society from 1877 to the present, from a historical perspective. 2) Students will use information about American history from 1877 to the present 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 for each item within both Course SLOs.

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

Course SLO(s): Students will analyze 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 from 1877 to the present

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

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 for each item within both Course SLOs

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