**General Education Course Inclusion Proposal**

**PERSEPCTIVES ON SOCIETY**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number: HS 222: US Since 1865**

**Home Department: History**

**Department Chair Name and Contact Information** (phone, email): Keith Kendall (x-1648; kkendall@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Every semester

**Official Course Status**: Has this course been approved by CUP and Senate? Pending number change

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content: Overview of US History from 1865 to the Present

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes: The course provides an evidence based analysis of the economic, political and social structures the dominate US society and traces their development from the end the Civil War to the current era; such analysis requires evaluation of the quality of evidence, integration of new ideas into existing ideas about US history, and the evaluation of information within the standards of the historical method and will be assessed through papers and tests. The United States is, of course, a human society which developed during the course of the decades under consideration, and the social structures will be analyzed. The ethical issues under consideration will include racial and sexual equality, economic justice, and the defining of just society based on differing interpretation of liberty and freedom. All this will be part of the papers, which include the use of appropriate evidence, tests and document analysis projects.

C. Describe the target audience (level, student groups, etc.): This is a 200-level course with no prerequisites; it is primarily designed for students in teacher education but is open to anyone

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.): History majors must take this course OR US History to 1865; History and social studies education majors are strongly encouraged to take this course in addition to US History since 1865; elementary education majors may be required to take this course depending on area of emphasis.

E. Provide any other information that may be relevant to the review of the course by GEC: This is a multi-section course, taught by multiple faculty. It is offered both online or in person

**PLAN FOR LEARNING OUTCOMES
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **DIMENSION GUIDANCE** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | Type: Document analysis or source-based paper; specific test questionsFrequency: document analysis as part of course meetings or source-based paper, three or four testsProjected submission: results of specific test questions; document analysis samples or paper samplesImportance: document analysis forms the basis of the course, tests are critical portions of students grades part of every graded assignment in the course; exclusive of participation points this maybe 80-100% of the gradeProjected Success: 85-90% success rate by the end of the semester; based on higher level bringing smaller classes and (slightly) more advanced students; current World History success is about 70% |
| **Integrate** | Integrates insight and or reasoning with previous understanding to reach informed conclusions and/or understanding | Type: test questions, papers or document analysisFrequency: regular testing, papers or documents depending on faculty memberProjected submission: paper samples or document analysis, specific test questionsImportance: these are critical parts of students grades; part of every graded assignment in the course; exclusive of participation points this maybe 80-100% of the gradeProjected Success: 85-90% by the end of the semester; based on higher level bringing smaller classes and (slightly) more advanced students; current World History success is about 70% |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | Type: Document analysis or source-based papers, test questionsFrequency: regular across the semesterProjected Submission: test questions, document analysis or papers Importance: critical to success in the class; part of every graded assignment in the course; exclusive of participation points this maybe 80-100% of the gradeProjected Success: 85-90% by the end of the semester; based on higher level bringing smaller classes and (slightly) more advanced students; current World History success is about 70% |

**PLAN FOR LEARNING OUTCOMES
PERSPECTIVES ON SOCIETY**

*Attainment of the PERSPECTIVES ON SOCIETY Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **DIMENSION GUIDANCE** | **PLAN FOR ASSESSMENT** |
| **Analysis of society**  | Synthesis and analysis of social structures and processes or events | Type: Document analysis or source-based papers; specific test questionsFrequency: regular document analysis as part of course meetings, three or four tests, papersProjected submission: specific test questions; document analysis samples or paper samplesImportance: this is what a history course does, hence this would be a part of every graded assignment in the course; exclusive of participation points this maybe 80-100% of the gradeProjected Success: 85-90% by the end of the semester; based on higher level bringing smaller classes and (slightly) more advanced students; current World History success is about 70% |
| **Ethical Issues** | Addressing ethical issues in society | Type: test questions, document analysis or papersFrequency: regular testing, one or two papers or regular document analysis depending on faculty memberProjected submission: samples of document analysis paper, specific test questionsImportance: Every aspect of a history course addresses ethical issues in a society; hence this would be part of every graded assignment in the course; exclusive of participation points this maybe 80-100% of the total grade depending upon the weight of participation in a particular professor’s grading schemeProjected Success: 85-90% by the end of the semester; based on higher level bringing smaller classes and (slightly) more advanced students; current World History success is about 70% |
| **Development and context of society** | Explore themes in the development of human society | Type: Document analysis, test questions, source-based papersFrequency: regular across the semesterProjected Submission: sample papers or document analysis, specific test questions Importance: virtually unavoidable; part of every graded assignment in the course; exclusive of participation points this maybe 80-100% of the gradeProjected Success: 85-90% by the end of the semester; based on higher level bringing smaller classes and (slightly) more advanced students; current World History success is about 70% |

*History: Studying the Past, Preparing for the Future*

**History 222**

**The United States since 1865**

Dr. Alan Scot Willis

Extension: 1228

E-mail: awillis@nmu.edu

Course Description:

History 127 is an introduction to American history from the end of Civil War to the present. The course will focus on the major social, political, and economic forces that shaped the nation. It will focus primarily on the United States, obviously, but take serious account of world developments and question where the United States fits in the international scene. History 127 will also introduce students to a variety of approaches to history, including social history, intellectual history, and political history, as well as key concepts in the study of history including chronology, causation, and agency.

Required Texts:

Hewitt and Lawson, *Exploring American Histories* brief edition, volume 2

Randall Balmer, *Mine Eyes Have Seen the Glory*

Ray Bradbury, *Fahrenheit 451*

Timothy Miller, *The Hippies and American Values*

David Nasaw, *Going Out*

Course Objectives:

* Students will demonstrate a knowledge of the varied nature and uses of historical sources
	+ This will be assessed primarily through the quizzes on *Going to the Sources;*questions on these quizzes address the uses of various types of sources as well as the content of the sources themselves.
* Students will demonstrate a knowledge of cause and effect and chronology
	+ This will be assessed through specifically designed test questions
* Students will demonstrate an understanding of history as a way of interpreting the past rather than merely as a collection of fact
	+ This will be assessed through the papers and specifically designed test questions

Liberal Studies Goals and Objectives

 The main Liberal Studies “ability” goals for the course clearly overlap with the departmental goals.  They are:

* Ability to evaluate various forms of evidence and knowledge
	+ This will be assessed through the quizzes over *Going to the Sources* as well as the papers.
* Ability to engage in analytical reasoning and argumentation
	+ This will be assessed through the paper.

Additionally, the course addresses two “understanding” goals within the Liberal Studies program. They are:

* Understanding cultural diversity within the United States
	+ Several chapters in *Going to the Sources* directly address diversity in the United States; the goal will also be assessed through specific test questions
* Understanding the relationship of the individual to society and its culture and institutions
	+ This is most clearly assessed through the paper assigned on Ellen Ruppel Shell’s text *Cheap,* but it is also a significant part of the assignment on Joshua Brown’s *Beyond the Lines* and will also be addressed in specific test questions.

“Fuzzy”—But Really Important--Goals

Students will grow intellectually

Students will encounter and engage with new ideas

Students will reevaluate long held ideas

Students will learn something about themselves

People interested in quantifying the results of education do not like these types of goals because they are notoriously difficult to assess, and they have a tendency to manifest themselves long after the student actually experiences them.  They are also very difficult to pin down to one class, since many of them develop in the interplay between multiple classes and life beyond the classroom.  To the extent that these goals can or will be ‘assessed” it will be, primarily, through student self-reporting at the end of the semester. While it is possible that some evidence regarding the accomplishment of these goals may present itself in papers or in discussions, much of that evidence will be sporadic and disconnected making it difficult to use for “assessment” purposes.

General Course Policies:

The student is responsible for knowing what the assignments are and when they are due.

Please turn off the ringers/beepers of all cell phones and pagers.

Please do not use your laptops in this class unless specifically directed to do so; you will need your laptop on many Wednesdays.

Students are expected to come to class on time and stay through the entirety of the class period.

Students with Disabilities

 University Statement:

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Offices at 2001 C. B. Hedgcock (227-1700; TTY 227-1543). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state and university guidelines.

 My Statement:

I am happy to work with you and with the Disability Services Office; however, you need to notify me of the situation as early in the semester as possible. I will not lower standards or eliminate assignments as these are not *reasonable* accommodations.

EDUCAT

 Use of EduCat is integral to the course.

 Modules: The Course is divided into six units.  The tests and quizzes are all accessible through the appropriate module, while the assignment can be found in their own module. Additional items which we will be using in class may be linked through the learning modules as well.  A supplemental module contains resources for future teachers; this is not a mandatory part of the class but if your future plans include teaching history, you may find these resources (mostly web pages) interesting and useful; this last module is being constantly revised and updated.

 Sources Quizzes on EduCat: the EduCat quizzes are based primarily on the reading assignments from *Going to the Sources.* These quizzes close at 11:55 on the date due. They will not be re-opened simply because you forgot to do the quiz. The quizzes have one aspect some students find particularly problematic: they are “multiple multiple choice.” That means that any number of the available answers may be correct and you must select each correct answer without selecting any of the incorrect answers (selecting an incorrect answer results in a deduction from your score).

Tests on EduCat: theEduCat tests draw mainly on lecture and *America* (the textbook) but may also include information from *Going to the Sources*. There is one test per module. You will have only one attempt. The test materials will be determined by what is covered in lecture and the course readings for the appropriate module.

Please note: tests may contain documents and other materials (such as maps or graphs) which you will not have seen in class; these will be relevant to materials discussed in class and based on the class materials you should be able to interpret the sources materials. For example, were we to discuss five or six WWI propaganda posters in class, you may be shown a WWI propaganda poster which we did not discuss in class and be asked to interpret that poster. This is designed to test you ability to interpret historical sources, which is more important than your ability to repeat what was said in class.

Grades:

Students generally worry about grades far too much for the sake of grades. This often results in their arguing for points to "improve" their grade. Grades should be taken as a demarcation of your progress toward accomplishing the goal of learning and growing intellectually, as well as an assessment of your performance at a particular point in time. They are not about your worth as a human being, nor are they really just about "points." Indeed, by arguing for points students often blind themselves to one of the central components of intellectual growth: you must stop defending what you have done in order to see what you might have done.

The tests combine to constitute 35% of your grade. They are curved at the end of the semester.

The quizzes combine to constitute 20% of your grade. They are curved at the end of the semester.

The short papers constitute 20% of your grade. There is no curve applied to the section.

There are two short papers. The first examines *Going Out* and the second is based on a examination of *Mine Eyes Have Seen the Glory* and *The Hippies and American Values.*

The project constitutes 15% of your grade. There is no curve applied to this section.

The project draws on *Fahrenheit 451*, and your own research.

All tests and quizzes are taken on EduCat. All tests and quizzes close at 11:55 pm  on the day they are due. All tests are due the day *after* they open.

Many universities and professors take a kinder, gentler approach to grading these days. They argue that grade as currently used reward or punish only certainly types of intelligences and do not leave room for creativity. Perhaps we should not be surprised. After all, most of our educational system would promoted and endowed by industrialists interested in training workers—people who would take orders, not give them. I don’t, actually, approve of such a model of education. Nevertheless, I think it is unreasonable to delude students regarding the likely acceptability of their performance in a middle-class profession (and I have worked in more than one middle-class profession), especially since the overwhelming majority of students (87% nationwide) see “better” employment as the sole reason for going to college (hopefully, at some point, they will realize just how wrong they were!). Hence, you might consider the following corporate corollaries:

A = Fast track to promotion

B = Normal track to promotion

C = Fairly secure employment, so long as we don’t have a recession or face a takeover

D = Demotion, your position is being advertised

F = Your Fired (notably, Donald Trump lost his bid to trademark the phrase)