

Request for Courses in the Core Curriculum

Originating Department or College: Department of Humanities/ COAS

Person Making Request: Dr. Stephen Duffy

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Course Number and Title: HIST 1301: US to 1877

Please attach in separate documents:

Completed Catalog Add/Change Form

Syllabus

List the student learning outcomes (SLOs) for the course (i.e., what students should know and/or be able to do as a result of taking this course) and include the Core Curriculum Objectives (CCOs) addressed.

Student Learning Outcomes:

- **Critical Thinking:** Students will be able to analyze and evaluate economic, social, and political trends in US history before 1877 through writing essay exams.
- **Communication Skills:** Students will be able to interpret relevant primary and secondary documents and express their interpretations and comprehension of events and issues in US history before 1877 through argumentative essays or class-room debates.
- **Personal Responsibility:** Students will be able to demonstrate their ability to connect choices to consequences through role-related argumentative essays or class-room debates.
- **Social Responsibility:** Students will be able to demonstrate their knowledge of the importance of civic engagement and its historical context through topic-related argumentative essays or class-room debates.

Core Curriculum Objectives addressed by the Student Learning Outcome(s):

- Critical Thinking Skills
- Communication Skills
- Personal Responsibility
- Social Responsibility

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to the appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Personal Responsibility

Written Communication

Social Responsibility

Oral Communication

Visual Communication

Empirical & Quantitative Skills

Because we will be assessing student learning outcomes across multiple core courses, assessment assigned in your course must include assessment of the core competencies. For each competency checked above, indicate the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for more than one core curriculum objective.

Critical Thinking:

Exam Essays:

Identify and explain two major motivations for the Europeans who colonized America. How are these motivations expressed in modern American identity?

Identify and explain two major reasons why war broke out between the American “Patriots” and the British Empire in 1775-1776. Why was the battle of Saratoga a turning point in this first stage of the conflict?

Explain why Thomas Jefferson’s rise to the Presidency in 1800 is considered by some historians as a “second American Revolution.” What role did Alexander Hamilton play in Jefferson’s election?

Communication Skills:

In-class Debate Question:

The American “Patriots” were correct in violently opposing British soldiers at Lexington and Concord in 1775.

Rapid Western expansion in the 1830s-1850s was of unquestioned benefit to the welfare of the US and its people.

Argument Essay:

Directions: This assignment is based on the following readings from *America Firsthand*:

- Document 16: Joseph Plumb Martin, *A Soldier’s View of the Revolutionary War*
- Document 17: Boston King, *Choosing Sides*
- Document 18: Catherine Van Courtlandt, *Secret Correspondence of a Loyalist Wife*
- Document 19: Eliza Pinkney and Abigail Adams, *Republican Motherhood*

Using two or more of these primary sources, please answer the following question in essay form, with an introduction and conclusion and utilizing complete sentences. Make sure that you use SPECIFIC examples from the readings in your answer. You will have a total of 30 minutes in which to write your answer. Good luck!

Question:

The above-mentioned documents all present different points of view on the hardships faced by a variety of Americans during the Revolutionary War. Write an essay in which you outline why these individuals took EITHER the Patriot OR the Loyalist side during the war, and what the consequences were of their choices, using at least two of these readings as your supporting evidence. Which document(s) do you think makes the best case for its agenda, and WHY? (be sure to support your opinion)

Empirical & Quantitative Skills:

N/A

Teamwork:

N/A

Personal Responsibility:

Argument Essay:

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Social Responsibility:

In-class Debate Question:

Rapid Western expansion in the 1830s-1850s was of unquestioned benefit to the welfare of the US and its people.

Will the syllabus vary across multiple sections of the course? ___ Yes ___ No

If yes, list the assignments that will be constant across the sections:

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every five (5) years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their courses. All course instructors will be properly prepared to assume these responsibilities ahead of time.

Reviewed and approved by the Core Curriculum Committee on February 1, 2013.