

Request for Courses in the Core Curriculum

Originating Department or College: Department of Humanities/ COAS

Person Making Request: Dr. Stephen Duffy

Telephone: 326-2543

E-mail: sduffy@tamiu.edu

Course Number and Title: HIST 1302: US Since 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 since 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 since 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:

Why did the growth of industrialization in the US result in the development of a consumer society?

Identify and explain two major differences and one similarity between Populism and Progressivism.

Why was the Presidential election of 1912 so hotly contested? Why is it considered one of the most influential elections in US history?

Communication Skills:

In-class Debate Question:

Top industrialists during the period 1877-1900 built a free-enterprise economy that allowed unfettered economic opportunity to people from all sectors of US society.

President Harry S. Truman made the correct decision as Commander-in-Chief when he authorized the dropping of Atomic-bombs on populated Japanese cities in 1945.

Argument Essay:

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

- Document 8: Joseph T. Finnerty, *The Decline of the Independent Craftsman*
- Document 9: William Steinway, *Workers Prosper as Industry Grows*
- Document 13: James Kyner, *The Struggles of an Entrepreneur*
- Document 15: Pauline Newman et.al., *Conditions at the Triangle Shirtwaist Company*
- Document 16: William Gunn Shepherd, *A Fire Trap*

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:

Imagine that you lived in New York City in the late 1800s or early 1900s. Based on your reading in *America Firsthand*, which job would you have rather had: brass worker, piano maker, small business owner, or garment worker? Explain why you chose that job and not one of the others, using specifics from the AF documents.

Empirical & Quantitative Skills:

N/A

Teamwork:

N/A

Personal Responsibility:

In-class Debate Question:

President Harry S. Truman made the correct decision as Commander-in-Chief when he authorized the dropping of Atomic-bombs on populated Japanese cities in 1945.

Social Responsibility:

Argument Essay:

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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.