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IHHIST162

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**KEENE STATE COLLEGE
2006-2007 COURSE PROPOSAL FORM**

DATE: Nov. 1, 2007

SPONSORING PROGRAM AND CHAIR:

Department of History, Gregory Knouff, chair (gknouff@keene.edu) 358-2961

PROPOSAL SPONSOR:

Margaret Orelup

TITLE SUMMARY: IH-HIST 162

“American Perspectives from 1877”

PROPOSED ACTION: (Underline proposed changes.)

Number Change Title Change Credit Change Description Change Prerequisite Change

Course Deletion Course Replacement

Other: Add course to Integrative Studies Program

EXISTING (OLD) DATA:

PROPOSED (NEW) COURSE TITLE:

IHHIST 162: AMERICAN PERSPECTIVES FROM 1877

Short title: US Perspectives from 1877

PROPOSED (NEW) COURSE DESCRIPTION:

In this course, students will be exposed to a variety of American perspectives through time. Emphasis will be placed on the voices of the traditionally unheard such as the working poor, women, African Americans, and Native Americans. Issues of class, race, and gender will be explored from a comparative approach. *Fall, spring.*

LEARNING OUTCOMES:

Specific Course learning outcomes:

Students will demonstrate the ability to analyze historical primary source material within the context of an interpretive narrative history of the United States. Also, students will gain a deeper understanding of their own historical consciousness through a critical examination of the American past. To do this, students will explore the diverse issues that drove the history of America from American Civil War through the 21st Century.

For IS Program:

PERSPECTIVES OUTCOMES

Students will be able to:

Evaluate diverse approaches to the study of history and their relationship to power, privilege and difference.

Understand and interpret diverse evidence about past societies and cultures: Offers different and conflicting interpretations of the United States from the American Civil War to the 21st Century.

Analyze a creative text within its cultural, aesthetic, historical, and intellectual contexts.

Identify the values and concerns expressed in creative works.

INTEGRATIVE OUTCOMES:

Recognition of cultural diversity in human history: Focuses on class conflict, gender, race, and US imperial expansion and impact throughout the world .

Identification of ethical issues that persist across time and cultures. Almost by definition, the studying of the American past is the questioning of ethical behavior.

Demonstrate knowledge about cultures, societies, religious worldviews and/or political/economic systems.

SKILLS OUTCOMES:

1. Reading:

- Identify contextual issues (author, date of publication, etc.)
- Read with an awareness of purpose
- Identify goals to focus attention
- Ask questions that lead to greater understanding of material
- Select information relevant to a purpose
- Demonstrate the ability to summarize and identify key points

- Demonstrate an understanding and ability to relate discipline-or interdisciplinary specific information to theories presented in a course

2. Writing

- Write with purpose
- Write for an audience
- Organize, state and develop ideas clearly
- Write with syntactical and grammatical competence
- Understand and value academic honesty
- Write with an organizational schema
- Ask questions that lead to a richer product
- Incorporate research appropriately
- Write with authority
- Cultivate disciplinary and interdisciplinary expertise necessary to question sources, develop ideas, and offer interpretations
- Develop complex positions or arguments through writing

3. Critical Thinking

- Demonstrate the ability and willingness to approach a particular idea, problem, task, or goal from multiple perspectives
- Ask sophisticated questions when engaging an idea, problem, task, or goal
- Analyze and interpret evidence, conjectures, and alternative strategies related to a given idea, problem, task, or goal
- Gather evidence, formulate conjectures, and implement alternative strategies related to a given idea, problem, task, or goal
- Analyze and interpret arguments made by oneself and by others to formulate and defend a conjecture or thesis
- Synthesize information, arguments, and perspectives in order to create new meaning, insight, and understanding
- Develop analytical arguments
- Apply critical thinking to important ethical and societal issues and problems
Acknowledge and develop both insight and perspective

4. Creative Thinking

- Use novel ideas, perspectives, or solutions when engaging with a problem, task, or goal
- Engage a problem, task, or goal with sustained effort over a period of time
- Use multiple models or representations of ideas
- Express personal ideas, points of view, or feelings and bring those to a product
- Invent and re-apply ideas
- Confront questions with multiple answers
- Form new combinations of ideas
- Reframe new ideas (metaphors, analogies, use of models)
- Consider diverse points of view in order to reconstruct them imaginatively, emphatically, and accurately
- Demonstrate open-mindedness and flexibility in thinking
- Create new uses for existing patterns or structures

- Go beyond standard schema when investigating a problem

RATIONALE:

This is a new course specifically developed for the IS program that will provide students with myriad perspectives into the American past. This will offer them the opportunity to question and challenge their own historical consciousness and identity, while allowing them to explore diverse perspectives.

RESOURCES:

No additional resources are required.

ADVISORY OPINIONS:

SIGNATURE PAGE

1. **Sponsoring Department:** ___ History_____ Chair: ___Gregory Knouff_____

For 7 Against 0 Abstain 0 Absent 0 Date 10/31/07

2. **Associate Vice-President for Academic Affairs:**

Review & Comment:

Signature: _____ Date: _____

3. **Editor of the Catalog:**

Review & Comment:

Signature: _____ Date: _____

4. **Advisory Opinions:**

List the names of the affected departments and include department responses.

5. **Division Curriculum Committee:**

Comment:

For 5 Against 0 Abstain 0 Absent 0 Chair: T.M. Antrim Date 11/2/07

6. **Dean:**

Comment:

Approved____ Not Approved____
Signature: _____ Date _____

7. **Senate Curriculum Committee:**

Comment:

For ___ Against___ Abstain ___ Absent ___ Chair: _____ Date _____

8. **Keene State College Senate:**

Passed ___ Failed ___ Information___ Signature: _____ Date _____

Other action: