Part 1. Course Information

Course Number and Title: History 111 US History through 1865

Type of Foundations Course - (choose one):

- DLS (Disciplinary Lens – Social Science)
- DLL (Disciplinary Lens – Literature and Humanities)
- DLV (Disciplinary Lens – Visual and Performing Arts)
- DLM (Disciplinary Lens – Math)
- DLN (Disciplinary Lens – Natural, Physical and Applied Science)
- FF (Finishing Foundations)
- CID (Communication in the Discipline)

Delivery Format(s) - (Check all that apply):

- Face to Face
- Fully Online
- Hybrid
- Concurrent Enrollment
- Other (briefly describe):

Part II. Syllabus Statement

Boise State's Foundations Program provides undergraduates with a broad-based education that spans the entire university experience. History 111 satisfies three units of the Foundation Program's Disciplinary Lens—Social Science requirement. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

1. Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.
US History through 1865 is designed to introduce students to the history of the United States, particularly the cultural/social values that laid the foundation of American society. This course helps to achieve the goals of the Foundations program by assisting students apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and systems. After successful completion of this course, a student will be able to:

Articulate how the experiences of exploration, colonization, and dissent influenced the nation’s formation and expansion through 1865
Analyze the ways that various political and social tenets and cultural influences shaped the early development of the United States as a nation through 1865
Explain how and why the United States was founded and what the cultural, social, and political implications of that process have been with regard to the nation’s past and present
Apply multidisciplinary and multicultural approaches to their study of the past
Articulate how social, cultural, and political systems shape people’s perspectives (including one’s own) and how they influence interpretations of contemporary and past events
Identify, distinguish between, and interpret primary and secondary historical sources
Describe and apply historical methodology
Develop a historical argument and support it with appropriate evidence

**Part III. Design for Accessibility**

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. *(See example statements appended to this form)*

All posted pdf reading assignments will be checked for readability by a screen reader. (The college will ask Academic Technologies to help with a review of these electronic materials). Whenever available, videos chosen for use in the course will be those that have been close-captioned by the content producer to provide access to students with hearing impairment. PowerPoints used in class lectures, insofar as they contain graphs or other visual representations of content, will be verbally described to students on an as-needed basis. We will add textual descriptions accessible by screen readers to images used on the course web site. Extra time on tests, oral examinations, or other accommodations will be provided to students as needed per the policies of the Disability Resource center.
Part IV. Evidence of Quality Course Design and Alignment with Foundation ULOs

<table>
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<tr>
<th>Foundation ULO 11 Criteria and Notions of Exemplary Work</th>
<th>Course Learning Outcomes “By the end of this course, each student should be able to…”</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities/Pedagogy</th>
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</table>
| Understanding of individuals as members of a particular culture and/or community | • Articulate how the experiences of exploration, colonization, and dissent influenced the nation’s formation and expansion through 1865  
• Analyze the ways that various political and social tenets and cultural influences shaped the early development of the United States as a nation through 1865  
• Apply multidisciplinary and multicultural approaches to their study of the past  
• Articulate how social, cultural, and political systems shape people’s perspectives (including one’s own) and how they influence interpretations of contemporary and past events | • Formal and informal in-class assignments, which may include exams, focused on how multiple cultures contributed to the development of the US  
• Out-of-class reading and writing assignments, which may include exams, asking students to analyze how social, cultural, and political systems shape peoples’ views and how those perspectives in turn shaped how the US developed  
• Small and large group discussions about the roles of dissent and consensus in the creation of the Republic and the crises that followed  
• Assignments or discussions asking students to articulate and evaluate their views and how their personal history might shape their understanding of US history | • Lectures that incorporate videos, primary documents, and appropriate secondary literature  
• Small and large group discussions  
• Reading assignments taken from sources representing various disciplines and literary genres  
• Clearly designed written assignments – both in and out of class – that assess students’ comprehension of the material and their level of analytical skills |
| Understanding of historical and/or cultural forces | • Apply multidisciplinary and multicultural approaches to their study of the past  
• Articulate how social, cultural, and political systems shape people’s perspectives (including one’s own) and how | • Analytical essays where students must articulate and defend historical arguments using primary and secondary sources from a variety of perspectives  
• Exams designed to assess students’ comprehension of historical developments and their | • Small group discussions of texts that include primary and secondary sources that present a variety of perspectives  
• Lectures illustrating the role of debate and dissent in the foundation of the US and in |
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<tr>
<th>Reasoning, inquiry, and problem-solving</th>
<th>Ability to summarize, synthesize, and evaluate the diverse materials presented in class</th>
<th>historians’ interpretations of those events</th>
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<td>✗ demonstrates an understanding of the methodology or theoretical framework appropriate to the discipline</td>
<td>✗ Articulate how social, cultural, and political systems shape people’s perspectives (including one’s own) and how they influence interpretations of contemporary and past events</td>
<td>✗ Clearly designed written assignments – both in and out of class – that assess students’ comprehension of the material and their level of analytical skills</td>
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<tr>
<td>✗ analyzes own and others’ assumptions and evaluates the relevance of contexts</td>
<td>✗ Identify, distinguish between, and interpret primary and secondary historical sources</td>
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<tr>
<td>✗ uses information and analysis to capture the critical elements of the discussion</td>
<td>✗ Describe and apply historical methodology</td>
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<tr>
<td>✗ Identify, distinguish between, and interpret primary and secondary historical sources</td>
<td>✗ Develop a historical argument and support it with appropriate evidence</td>
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<tr>
<th>Responsibility, personal reflection</th>
<th>Brief essays where students answer a question using a variety of evidence and explain their choices for using a particular method in answering historical questions</th>
<th>Reading assignments incorporating various types of historical sources (novels; memoirs; images; primary texts; textbooks, articles, or monographs).</th>
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<tr>
<td>✗ demonstrates, through personal reflection, an understanding of the importance of an active commitment to community</td>
<td>✗ Discusses that highlight the role of dissent in US history and how individuals and groups effected change</td>
<td>✗ Lectures that introduce and elaborate on a variety of historical methods and sources</td>
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<tr>
<td>✗ Articulate how the experiences of exploration, colonization, and dissent influenced the nation’s formation and expansion through 1865</td>
<td>✗ In-class and out-of-class assignments focused on evaluating the role of the individual and of communities in</td>
<td>✗ Small and large group discussions</td>
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<tr>
<td>✗ Discusses that highlight the role of dissent in US history and how individuals and groups effected change</td>
<td>✗ Small and large group discussions</td>
<td>✗ Clearly designed written assignments – both in and out of class – that assess students’ comprehension of the material and their level of analytical skills</td>
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the development of US cultural, social, and political systems

Part V. Additional Justification (optional)

If the brief justification provided to the University Curriculum Committee in the proposal to accompany the “Request for Curriculum Action” seems insufficient to make the case for including of the course in the Foundations program, additional (optional) narrative can be included here.
Boise State University
Foundational Studies Review Committee: Course Application Evaluation Form

Course Information

<table>
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<tr>
<th>Course Number and Title: <strong>History 111: US History through 1865</strong></th>
<th>Number of Credits: 3</th>
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Type of Foundational Studies Course (choose one)

- [ ] DLS (Disciplinary Lens – Social Science)
- [ ] DLM (Disciplinary Lens – Math)
- [x] DLL (Disciplinary Lens – Literature and Humanities)
- [ ] DLN (Disciplinary Lens – Natural, Physical and Applied Science)
- [x] DLV (Disciplinary Lens – Visual and Performing Arts)
- [ ] CID (Communication in the Discipline)
- [x] FF (Finishing Foundations)

Review Committee Checklist

_ X_ Syllabus Statement – the syllabus statement introduces students to the purpose and role of the course in the Foundational Studies Program curriculum. *(A standard syllabus statement is available on the Foundations Program website.)*

_ X?_ University Learning Outcomes (ULOs) – the ULOs are specified on the syllabus? *(see below)*, as appropriate, for the type of foundational studies course (DLS, DLM, DLL, DLN, DLV, CID or FF).

I cannot tell if “ULO 11” is actually listed on the syllabus or not. It has the statement for this ULO but the number is not specified. On the sample syllabus, the ULO number is indicated, but I’m not sure if this is essential or not. Perhaps this item, and ones that follow on this list, are specifically meant for the chart in part IV of the application.

_ X_ Course Learning Outcomes – the Course Learning Outcomes are clearly stated, designed for the level of the course, and designed to support the University Learning Outcomes (ULOs) for the course

_ X_ Assessment Methods -- the assessment methods for the course are clearly stated and appropriate for measuring the Course Learning Outcomes for the course.

_ X_ Teaching and Learning Activities / Pedagogy -- the planned teaching and learning activities clearly align with the assessment methods and are designed to promote achievement of the stated course learning outcomes and ULOs for the course.

_ X_ Course design and materials have considered best practices for accessibility to course materials and ideas by all students (e.g., alternatives to auditory and visual content)

_ X_ For DL courses only – the course meets the Idaho Statewide GEM Outcomes criteria. *(A table matching GEM Outcomes to BSU ULOs is available from the Foundations Program.)*

Feedback from Review Committee:
| Accept Application | Revise/Resubmit Application | Reject Application |