Boise State University
Foundational Studies Program Course Application Form
Due to the Foundational Studies Program by August 19, 2011

After the Foundational Studies Program has approved a course, departments will continue through the regular department and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

Table of Contents (Click title to go to that section)

Instructions: ........................................................................................................................................ 1
Part I. Course Information.................................................................................................................. 1
Part II. Syllabus Statement................................................................................................................2
Part III. Design for Accessibility ...................................................................................................... 2
Part IV. Evidence of Quality Course Design .................................................................................. 2
Part V. Additional Justification (Optional) ....................................................................................... 3
Review Committee Checklist ......................................................................................................... 3
Feedback from Review Committee: ............................................................................................... 3
Course Design Table ......................................................................................................................... 4

Instructions:

1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part I. Course Information

<table>
<thead>
<tr>
<th>Course Number and Title: HIST 102: Western Civilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Foundational Studies Course – (Choose One):</td>
</tr>
<tr>
<td>[x] DLS (Disciplinary Lens – Social Science)</td>
</tr>
<tr>
<td>[ ] DLL (Disciplinary Lens – Literature and Humanities)</td>
</tr>
<tr>
<td>[ ] DLV (Disciplinary Lens – Visual and Performing Arts)</td>
</tr>
<tr>
<td>[ ] DLM (Disciplinary Lens – Mathematics)</td>
</tr>
<tr>
<td>[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)</td>
</tr>
<tr>
<td>Includes Lab: [ ] Yes [ ] No</td>
</tr>
<tr>
<td>[ ] CID (Communication in the Discipline)</td>
</tr>
<tr>
<td>[ ] FF (Finishing Foundations)</td>
</tr>
</tbody>
</table>

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

[x] Face to Face
[x] Fully Online
[ ] Hybrid
[ ] Concurrent Enrollment
[ ] Other (briefly describe):
Part II. Syllabus Statement

In the space below, include the syllabus statement for this course which will appear on the first page of the syllabus for each section of this course. (Template and examples are appended to this application form.)

Boise State's Foundations Program provides undergraduates with a broad-based education that spans the entire university experience. HIST 102: Western Civilization satisfies three credits of the Foundation Program's Disciplinary Lens-Social Science (DL-S) requirement. It supports the following University Learning Outcome, along with a variety of other course-specific goals:

11. Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.

HIST 102: Western Civilization is designed to help students will gain an understanding of the past and the ways in which the past has shaped the present. This course helps to achieve the goals of the Foundations program by focusing on the following course learning outcomes. After successful completion of this course, you will be able to:
   1. Critically analyze and evaluate primary sources.
   2. Write persuasively by clearly stating a thesis and providing evidence to support that thesis.
   3. Explain the historical significance of key events in the history of Western civilization.
   4. Articulate and evaluate differences between various worldviews of past and present cultures.
   5. Understand how and what historical forces shape individuals and institutions.

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.)

HIST 102: Western Civilization: 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. 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. Images used in the Blackboard site will have appropriate textual descriptions that can be read by screen reader software.

Part IV. Evidence of Quality Course Design

Please use the table below (column headings for this table should not be changed) to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used
for reporting to the Foundational Studies Program should be consistent across different sections of the course.

Please see below.

**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” is not sufficient to make the case for including the course in the Foundational Studies Program, additional (optional) narrative can be added here.

**Review Committee Checklist**

- [x] Syllabus Statement - statement introduces the student to the purpose and role of the course in the Foundational Studies Program curriculum.
- [x] An appropriate number of Course Learning Outcomes are specified for the course and are clearly designed to support the Foundational Studies Program ULOs.
- [x] Course Learning Outcomes are appropriately designed for level of the course and address both content mastery and skill-based outcomes.
- [x] The types and numbers of assessments planned for the course are appropriate for measuring the content or skills being assessed.
- [x] Course learning activities are likely to promote the achievement of the stated outcomes.
- [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).

**Feedback from Review Committee:**

Course meets all required criteria.

Electronically signed by Vicki Stieha, Director, Foundational Studies Program, Boise State University.

CERTIFIED FOR APPROVAL 9-8-2011.

<table>
<thead>
<tr>
<th>Foundational Studies Program Director Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
## Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO 10 Criteria</th>
<th>Foundation ULO 10 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>
</tr>
</thead>
</table>
| **ULO 10: Understanding of individuals as members of a particular culture and/or community** | • Demonstrate an understanding that members of different cultures and/or communities see, interpret, and experience the world differently  
• Articulates his/her own place within his/her own culture(s) and examines its assumptions | Articulate and evaluate differences between various worldviews of past and present cultures. | Via quizzes, essay examinations, or papers, students will be asked to evaluate the observations of contemporary observers and draw conclusions from them. | Students will be engaged in multiple activities that can include but are not limited to:  
• in-class and online discussion  
• in-class and out-of-class writing.  
By reading primary source documents, students will be able to see that people react differently to events in the past than they do today.  
Example: Students will read contemporary observations regarding the Lisbon earthquake of 1755 and compare and contrast them to reactions to the Japanese earthquake of 2011. |
| **ULO 10: Understanding of historical and/or cultural forces** | • Demonstrates an understanding of the historical and/or social forces that shape individuals and institutions  
• Analyzes the world views and/or philosophical assumptions of a given source  
• Draws connections between diverse perspectives | Understand how and what historical forces shape individuals and institutions. | Via quizzes, essay exams, portfolios, research papers, class discussion, or student debate, students will be able to come to conclusions regarding how past events shaped peoples’ lives and how ideas or worldviews shape historical developments. | Students will be engaged in multiple activities that can include but are not limited to:  
• in-class and online discussion  
• in- and out-of-class writing.  
By reading primary source documents, students will be able to come to conclusions regarding how past events shaped peoples’ lives.  
For example: Students will read contemporary observations regarding the French, American and Russian revolutions and discuss how those revolutionary forces shaped the lives of those who lived through them. |
<table>
<thead>
<tr>
<th>Foundation ULO 10 Criteria</th>
<th>Foundation ULO 10 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>
</tr>
</thead>
</table>
| ULO 10: Reasoning, inquiry, and problem-solving | • Demonstrates an understanding of the methodology or theoretical framework appropriate to the discipline  
• Analyzes own and others’ assumptions and evaluates the relevance of contexts  
• Uses information and analysis to capture the critical elements of the discussion | • Critically analyze and evaluate primary sources.  
• Write persuasively by clearly stating a thesis and providing evidence to support that thesis. | Students will gather evidence from primary and secondary sources and present a historical argument, either in oral or written form. | Specific assignments will vary by instructor, but may include:  
Analysis of primary sources to construct a persuasive argument regarding a historical question or issue.  
In-class debates in which students must take and articulate various perspectives on a specific historical question, and using primary and secondary sources for evidence. |
<table>
<thead>
<tr>
<th>Foundation ULO 10 Criteria</th>
<th>Foundation ULO 10 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>
</tr>
</thead>
<tbody>
<tr>
<td>ULO 10: Responsibility, personal reflection</td>
<td>• Demonstrates, through personal reflection, an understanding of the importance of an active commitment to community</td>
<td>• Explain the historical significance of key events in the history of Western civilization. • Understand how and what historical forces shape individuals and institutions.</td>
<td>Various methods for assessing this learning objective may include, but are not limited to: • Reading and writing about case studies where communities have succeeded or failed • Writing formal or informal essays reflecting upon community histories • Essay examinations in which students must reflect upon the importance of community and individual action related to a specific historic event</td>
<td>The specific assignments instructors will use to support this learning outcome will vary, but could include: In-class discussion of examples where the history of modern western civilization demonstrates a failure to acknowledge the fundamental human rights of certain groups within society. Some examples might include imperialism or the Holocaust. Students may also engage in written analyses of examples of community failure and how individuals attempted to prevent such events from happening.</td>
</tr>
</tbody>
</table>