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.

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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

Course Number and Title: HIST 111: US History through 1865

Type of Foundational Studies Course – (Choose One):
[x] DLS (Disciplinary Lens – Social Science)
[ ] DLL (Disciplinary Lens – Literature and Humanities)
[ ] DLV (Disciplinary Lens – Visual and Performing Arts)
[ ] DLM (Disciplinary Lens – Mathematics)
[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)
   Includes Lab: [ ] Yes [ ] No
[ ] CID (Communication in the Discipline)
[ ] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[x] Face to Face
[x] Fully Online
[ ] Hybrid
[ ] Concurrent Enrollment
[ ] Other (briefly describe):
Part II. Syllabus Statement

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. HIST 111 satisfies 3 credits of the Foundational Studies Program's Disciplinary Lens – Social Science requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

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

HIST 111: 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, you 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.)

HIST 111: US History through 1865: 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

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.
Boise State University  
Foundational Studies Course  
Spring 2014  
Course Number and Title: HIST 111: US History through 1865

**Course Design Table**

<table>
<thead>
<tr>
<th>Foundation ULO 11 Criteria</th>
<th>Foundation ULO 11 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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</thead>
<tbody>
<tr>
<td>ULO 11.1: Understanding of individuals as members of a particular culture and/or community</td>
<td>Demonstrates an understanding that members of different cultures and/or communities see, interpret, and experience the world differently. Articulates his/her own place within own culture and examines cultural assumptions about people and the world</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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<td>ULO 11.2: Understanding of historical and/or cultural forces</td>
<td>Demonstrates an understanding of the historical and/or social forces that shape individuals and institutions</td>
<td>Apply multidisciplinary approaches to their study of the past</td>
<td>Analytical essays where students must articulate and defend historical arguments using primary and secondary sources from a variety of perspectives</td>
<td>Small group discussions of texts that include primary and secondary sources that present a variety of perspectives</td>
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<td>Analyzes the world views and/or philosophical assumptions of a given source</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>Exams designed to assess students’ comprehension of historical developments and their ability to summarize, synthesize, and evaluate the diverse materials presented in class</td>
<td>Lectures illustrating the role of debate and dissent in the foundation of the US and in historians’ interpretations of those events</td>
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<td>Draws connections between diverse perspectives</td>
<td>Identify, distinguish between, and interpret primary and secondary historical sources</td>
<td>* Describe and apply historical methodology</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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<td>* Describe and apply historical methodology</td>
<td>Develop a historical argument and support it with appropriate evidence</td>
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<td>ULO 11.3: Reasoning, inquiry, and problem-solving</td>
<td>Demonstrates an understanding of the theoretical framework that is behind various approaches to education</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>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</td>
<td>Reading assignments incorporating various type of historical sources (novels; memoirs; images; primary texts; textbooks, articles, or monographs). Lectures that introduce and elaborate on variety of historical methods and sources Small and large group discussions focused on appropriate historical methods, sources, and practice</td>
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</table>

| Analyzes own and others’ assumptions and evaluates the relevance of contexts | 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 |

| Uses information and analysis to capture the critical elements of the discussion | | |

| ULO 11.4: Responsibility, personal reflection | Consistently demonstrates, through personal reflection, a complex understanding of the importance of active, meaningful participation in a community | Articulate how the experiences of exploration, colonization, and dissent influenced the nation’s formation and expansion through 1865 | Discussions that highlight the role of dissent in US history and how individuals and groups effected change In-class and out-of-class assignments focused on evaluating the role of the individual and of communities in the development of US cultural, social, and political systems |

| Consistently demonstrates, through personal reflection, a complex understanding of the importance of active, meaningful participation in a community | Articulate how the experiences of exploration, colonization, and dissent influenced the nation’s formation and expansion through 1865 | Discussions that highlight the role of dissent in US history and how individuals and groups effected change In-class and out-of-class assignments focused on evaluating the role of the individual and of communities in the development of US cultural, social, and political systems |

| Small and large group discussions | Small and large group discussions |

| Clearly designed written assignments – both in and out of class – that assess students’ comprehension of the material and their level of analytical skills | | | |

| 5-16-2013 | | | | |