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 100: Themes in World History

Type of Foundational Studies Course – (Choose One):
[ ] DLS (Disciplinary Lens – Social Science)  
[x] 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  
[ ] 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.)

<table>
<thead>
<tr>
<th>Boise State's Foundations Program provides undergraduates with a broad-based education that spans the entire university experience. HIST 100: Themes in World History satisfies three credits of the Foundation Program's Disciplinary Lens – Literature and Humanities requirement. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Apply knowledge and the methods of inquiry characteristic of literature and other humanities disciplines to interpret and produce texts expressive of the human condition.</td>
</tr>
<tr>
<td>HIST 100: Themes in World History is designed to introduce methods of historical interpretation and to explore issues, developments and trends across time and place. 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, students will be able to:</td>
</tr>
<tr>
<td>• identify and locate relevant primary and secondary sources – textual, visual, audio, material</td>
</tr>
<tr>
<td>• apply various interpretive approaches to these different kinds of sources</td>
</tr>
<tr>
<td>• explain why individuals, looking at the same evidence, generate different interpretations</td>
</tr>
<tr>
<td>• craft and defend an argument based on evidence from primary and secondary sources</td>
</tr>
<tr>
<td>• explain the driving forces behind continuity and change as related to the course theme</td>
</tr>
</tbody>
</table>

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.)

| The course has been designed to accommodate a broad spectrum of learners, regardless of learning style or (dis)ability. In-class activities in particular are designed to accommodate students who need material in alternate formats; for example, large-print versions of handouts will be available, as well as digital versions of text documents that can be read by screen readers. I will work with the DRC and other campus resources to make video and audio content accessible to all students, and students may request to turn in assignments in alternative formats. As needed, I will further modify classroom seating, assignments, and other class requirements to meet the needs of students with recognized disabilities. |

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.
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:

This looks like an interesting course, especially given the broad range of subjects that instructors might choose to focus on for each different section. The learning objectives as they are now seem to focus almost exclusively on skill-based outcomes; incorporating more objectives related to content mastery would help to make the course more balanced, especially since students might get the impression from the objectives that this is only a “history methods” course instead of a course about specific historical events and periods. Will all sections of the course make use of all the assessments and activities listed on the worksheet? If not, it would be helpful to have some language clarifying to what extent these will be common for all sections. The course certainly appears to offer students valuable insights into the ways that historians think and work.

Why are HIST 100 and HIST 101 Western Civ under Lit & Hum while HIST 102 Western Civ and HIST 121 Eastern Civ are under Social Science? Does that mean a History major can take two history courses and fulfill two different DL requirements without venturing out of the field of the major? History can be considered both a Humanities and a Social Science discipline, but shouldn’t there be some consistency? Splitting HIST 101-102 into 2 different DL categories seems highly problematic.

The Design for Accessibility paragraph is thoughtful, thorough and practical. Who is the “I”? Does this imply that there will only ever be one instructor teaching one section of this course? Planned Teaching and Learning Activities seem varied and engaging for students with different learning styles.
# Boise State University

## Foundational Studies Course

**Course Number and Title:** HIST 100: Themes in World History

## 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:** Critical reading skills within the discipline | • Skillfully uses disciplinary tools and vocabulary appropriate for the course  
• Accurately comprehends appropriate texts  
• Convincingly interprets appropriate texts  
• Insightfully analyzes assigned texts  
• • locate relevant primary and secondary sources – textual, visual, audio, material  
• apply various interpretive approaches to different kinds of sources | • students find a primary source and interpret it  
• students could evaluate two or more differing interpretations (in secondary sources) of a primary source, explain the difference in interpretation, and argue which interpretation makes more sense  
• students create brief analytical responses to a variety of instructor prompts | • in-class discussion of what constitutes a primary vs. a secondary source, providing examples of each  
• in-class group activity on interpreting primary sources  
• in-class group activity on analyzing secondary sources for use of evidence, bias, standpoint  
• instructional visit from reference librarian and/or visit to the library, with focus on digital search tools |
| **ULO 10:** Writing and/or speaking within the discipline | • Articulates complex ideas in clear and coherent language appropriate to the discipline  
• Demonstrates exemplary skill with grammar and style appropriate for the course | • make and defend an argument based on evidence from primary and secondary sources | • students create a short argumentative essay (or a similarly structured argumentative piece in another medium, such as a video) in response to a question-based prompt provided by the instructor, using texts/artifacts/images from class as evidence to support their argument  
• students write a longer argumentative essay on an instructor-approved topic of interest to them, either building on their previous essay or beginning anew, this time drawing on both class texts/artifacts/images and on sources they locate themselves | • instructional visit from reference librarian and/or visit to the library  
• guided peer workshops of thesis statements and/or paper topics  
• structured peer workshops of essay drafts  
• students identify, analyze, and evaluate the arguments within secondary sources  
• class discussion, game, or other form of active learning around evaluating the utility and reliability of sources |
| Foundati
<p>| Foundation ULO | Course Learning Outcomes: | Assessment Method: Evidence of Student Learning | Planned Teaching &amp; Learning Activities / Pedagogy |
| on ULO 10 | 10 | By the end of this course, each student should be able to… | |
| Criteria | Notions of Exemplary Work | | |
| ULO 10: Reasoning within the discipline | | | |
| • Demonstrate a high level of skill in logical reasoning in written and oral work appropriate for the course | • explain why individuals, looking at the same evidence, generate different interpretations | • students create a short argumentative essay (or an similarly structured argumentative piece in another medium, such as a video) in response to a question-based prompt provided by the instructor, using texts/artifacts/images from class as evidence to support their argument |
| • Identify important underlying assumptions | • craft and defend an argument based on evidence from primary and secondary sources | • students write a longer argumentative essay on an instructor-approved topic of interest to them, either building on their previous essay or beginning anew, this time drawing on both class texts/artifacts/images and on sources they locate themselves |
| • Distinguishes pertinent facts from opinions | • explain the driving forces behind continuity and change as related to the course theme | • students create brief analytical responses to a variety of instructor prompts |
| • Differentiates claims from reasons | | • students evaluate two or more differing interpretations (in secondary sources) of a primary source, explain the difference in interpretation, and argue which interpretation makes more sense |
| • Arranges relevant evidence in concise and clear language appropriate for the course | | • brainstorming via concept maps or other visual organizers |
| | | • analytical responses to primary or secondary sources, delivered in writing or audiovisual media, online or off |
| | | • students use the web to find a source of information, related to the course theme, that they believe is unreliable, and they explain why they don’t trust it |
| | | • individual students find recent news coverage on a topic, and then historicize that topic, sharing their findings with each other |</p>
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<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>ULO 10: Cultural, historical, conceptual, and linguistic awareness</td>
<td>• Exhibits awareness of and sensitivity to human values by demonstrating knowledge and appreciation of cultural, historical, conceptual or linguistic differences</td>
<td>• explain why individuals, looking at the same evidence, generate different interpretations</td>
<td>• thoughtful participation in course discussion (face-to-face and/or online, as appropriate)</td>
<td>• course discussion of how culture, environment, and experience shape individuals’ beliefs</td>
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<td></td>
<td>• Explain one’s own cultural perspectives</td>
<td></td>
<td>• students evaluate two or more differing interpretations (in secondary sources) of a primary source, explain the difference in interpretation, and argue which interpretation makes more sense</td>
<td>• students interview people whose life experiences or cultural background differs significantly from their own, asking questions related to the course theme (ex: If the course theme was “water,” an Idaho-born LDS student from Boise might ask a Sudanese refugee about her family’s relationship to water over the past 2-3 generations.)</td>
</tr>
<tr>
<td></td>
<td>• Make meaningful comparisons with the cultural perspectives of others</td>
<td></td>
<td>• students create brief analytical responses to a variety of instructor prompts</td>
<td>• participating in, or building, role playing games and/or simulations</td>
</tr>
<tr>
<td>ULO 10: Personal development</td>
<td>• Responsibly entertain and evaluate views that differ from one’s own</td>
<td>• apply various interpretive approaches to different kinds of sources</td>
<td>• thoughtful participation in course discussion (face-to-face and/or online, as appropriate)</td>
<td>• students consider their own family or community history in relation to the course theme</td>
</tr>
<tr>
<td></td>
<td>• Actively explore and navigate ambiguity and difference</td>
<td>• craft and defend an argument based on evidence from primary and secondary sources</td>
<td>• assignment: students write a longer argumentative essay on an instructor-approved topic of interest to them, either building on their previous essay or beginning anew, this time drawing on both class texts/artifacts/images and on sources they locate themselves</td>
<td>• students interview experts or community members, and report back to the class on what they’ve learned, adding some historical perspective (ex: if the course theme is “epidemics,” students could interview an epidemiologist who entered the profession at the beginning of the AIDS epidemic, or might interview farmers about their use of antibiotics)</td>
</tr>
<tr>
<td></td>
<td>• Ask probing questions relevant to the discipline</td>
<td>• explain the driving forces behind continuity and change as related to the course theme</td>
<td>• students create brief analytical responses to a variety of instructor prompts</td>
<td></td>
</tr>
</tbody>
</table>