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 101: Western Civilization

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
[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 Foundation Program provides undergraduates with a broad-based education that spans the entire university experience. HIST 101: Western Civilization satisfies three credits of the Foundation Program’s DL-L requirement. It supports the following University Learning Outcome, along with a variety of other course-specific goals. HIST 101 is designed to introduce students to the study of Western Civilization through a historical survey ranging from the ancient Near Eastern and Mediterranean world to the medieval and Renaissance European antecedents of the modern world. This course helps to achieve the goals of the Foundation Program by focusing on the following course learning outcomes. After successful completion of the course, you will be able to:

1. **Demonstrate the ability to locate, read, comprehend, and critique historical texts and arguments by identifying content, context, and point of view/bias and by differentiating between fact and opinion.** Development of such research and reading skills produces a greater comprehension of material, which then may be applied to formulate sound analysis and evaluation of historical events, personalities and issues.

2. **Ability to create and defend a thesis in historical argumentation.** This skill requires the identification and description of historical events, the ability to summarize, classify and explain historical issues, and apply a reasoned analysis of the past, primarily through the written word.

3. **Demonstrate a basic, functional knowledge and comprehension of the continuity and change within history of a given time period or place.** This would increase students’ knowledge bases, provide the means to synthesize a variety of historical information, and improve students’ ability to formulate comparative contexts and draw reasoned conclusions about the past and the modern-day world, exploring issues of continuity and change across time and place, primarily through the written word.

4. **Describe the interaction of a variety of social and cultural differences and assess and synthesize the impacts of these interactions across the history of time and place.** Students should be able to explain the processes through which the dominant narratives of history are created. Students should be able to analyze these dominant narratives and identify and debate among competing historical narratives.

5. **Recognition of our own biases:** Many of us come to the history of Western Civilization with certain preconceived ideas about what happened in the past and the value of that history on our own lives and within global society. Students should be receptive to examining historical developments, people, and cultures from a variety of perspectives without instinctively measuring them against a dominant historical or modern set of ideals with which they may already be familiar.
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.)

- Syllabus statement: “Accommodations: If you are a student with a documented disability needing an accommodation, please see the instructor as soon as possible. You may contact the BSU Disability Resource Center at [http://drc.boisestate.edu](http://drc.boisestate.edu) or at 426-1583 for information about resources and accommodations on campus.”
- Video/DVD material available with closed captioning for Deaf students or students with hearing impairments whenever possible.
- Written materials available in alternative formats for students with visual impairments.
- Prepared to accommodate physical classroom requirements for students with disabilities, including but not limited to special seating for physical, sensory, and mobility challenges and electrical outlet access for adaptive technologies.
- Note-taking aid, alternative assessment formats, and other assessment accommodations available as per the policies of the DRC.
- Blackboard materials checked for accessibility by pdf reader.
- Visual materials will be explained verbally or in writing accessible by screen readers for students with visual impairments and PowerPoint slides will be made available in advance in downloadable format accessible by screen readers.

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.
Course Learning Outcomes are appropriately designed for level of the course and address both content mastery and skill-based outcomes.

The types and numbers of assessments planned for the course are appropriate for measuring the content or skills being assessed.

Course learning activities are likely to promote the achievement of the stated outcomes.

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 a fascinating course, especially in the range of historical content it attempts to address. From the syllabus statement, it looks like the course will end near the Renaissance—is there another course that picks up after that? Or will some instructors focus on other more recent historical periods in some sections of the course? Right now the statement gives the impression that this course will cover history from the ancient near east through the Renaissance, but it’s unclear whether every section of the course will address the same content or whether there will be variation from section to section. The learning outcomes present a nice balance of skills and content mastery, and the wide range of assessments and activities appears to lend itself to an engaging and interesting course.

Why are HIST 100 and HIST 10 Western Ci under Lit Hu while HIST 102 Western Ci and HIST 12 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 courses are sequential, two parts to a whole... How can early Western Civ be a Humanities while modern Western Civ is a Social Science? I am not against HIST as Humanities; I am against History majors being able to double dip and not explore other fields.

The Design for Accessibility statement is thorough and thoughtful. It could be used as a “best-practice guide” for other courses.

CERTIFIED FOR APPROVAL 9-8-2011.

[Signature]

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

Foundational Studies Program Director Signature       Date
## Boise State University
### Foundational Studies Course

**Course Number and Title:** HIST 101: Western Civilization

## 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 | Demonstrate a developing ability to locate, read, comprehend, and critique historical texts and arguments by identifying content, context, and point of view/bias and by differentiating between fact and opinion. Development of such research and reading skills produces a greater comprehension of material, which then may be applied to formulate sound analysis and evaluation of historical events, personalities and issues. | Pre-assignment/Knowledg e Survey at beginning of semester to measure student’s confidence and ability to analyze primary source texts, after brief introduction to primary sources and historical tools of analysis. Assignment/Knowledge Survey later in semester showing development of confidence and skills to both locate and analyze primary source documents, showing improvement over confidence and skills demonstrated in the pre-assessment. | Combination of didactic activities, including but not limited to:  
• Primary and secondary source readings  
• Lecture  
• Online modules  
• Powerpoint  
• Video/film/art/music  
• Instruction and modeling of best historical practices and individual and collaborative active learning activities, including but not limited to:  
• Class discussion/discussion boards analyzing readings and other forms of historical media  
• Exercises, assignments and other in-class, online, and out-of-class opportunities to practice and exhibit best historical practices  
Combination of activities will vary by instructor and class size (50-200 students). |
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| **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 | Ability to create and defend a thesis in historical argumentation. This skill requires the identification and description of historical events, the ability to summarize, classify and explain historical issues, and apply a reasoned analysis of the past, primarily through the written word. | • Written essay or essay examination question that allows students to synthesize information from a variety of primary and secondary sources assigned in class, class lectures, online modules, and discussions. | Combination of didactic activities, including but not limited to:  
• Primary and secondary source readings  
• Lecture  
• Online modules  
• Powerpoint  
• Video/film/art/music  
• Instruction regarding best practices for writing in the discipline of history  
• Feedback to improve historical writing  
and individual and collaborative active learning activities including but not limited to:  
• Combination of activities will vary by instructor and class size (50-200 students). |
| **ULO 10: Reasoning within the discipline** | • Demonstrate a high level of skill in logical reasoning in written and oral work appropriate for the course  
• Identify important underlying assumptions  
• Distinguishes pertinent facts from opinions  
• Differentiates claims from reasons  
• Arranges relevant evidence in concise and clear language appropriate for the course | Demonstrate a developing understanding of the presence of both continuity and change within the history of a given time period or place. Students would be asked to synthesize a variety of historical information from class and readings and draw reasoned conclusions comparing and contrasting continuity and change across time and place, primarily through the written word. | Written and/or oral examination, activity, or assignment asking students to synthesize and evaluate some issue of continuity and change across time period or geographical region. | Combination of didactic activities, including but not limited to:  
• Primary and secondary source readings  
• Lecture  
• Online modules  
• Powerpoint  
• Video/film/art/music  
• Instruction regarding best practices for argumentation, evidence, and proof in the discipline of history and individual and collaborative active learning activities, including but not limited to:  
• Combination of activities will vary by instructor and class size (50-200 students). |

Comment [P1]: This seems vague to me (and perhaps intentionally so). Will the examination be M/C, essay, short answer? I think the case could be made for M/C, but I think the justification would require some effort.

Comment [P2]: Again, if possible, this might be stronger if you could identify the type of examination (M/C, essay, etc.)
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<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>Describe the interaction of a variety of historical, social, and cultural groups. Assess and synthesize the impacts of these interactions on historical developments and how we talk about history, at a developing level. Students should be developing the ability to analyze dominant historical narratives and identify and debate among competing historical narratives by non-dominant social or cultural groups.</td>
<td>Written and/or oral examination, activity, or assignment focusing on an aspect of social and/or cultural difference that allows students to describe, assess and evaluate the interactions and impacts of historical issues/encounters across different groups.</td>
<td>1. Readings, lecture, online content, and/or group discussion/ discussion board of historical narratives and issues from a variety of viewpoints from both dominant and historically underrepresented groups, with various combinations of didactic activities and active individual/ collaborative activities including, but not limited to:</td>
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<td>• Explain one’s own cultural perspectives</td>
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<td>• Compare and contrast of primary and secondary readings produced by different categories of persons</td>
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<td>• Make meaningful comparisons with the cultural perspectives of others</td>
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<td>• movies/video clips</td>
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<td>• discussion board</td>
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<td>• small and large group student discussions</td>
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<td>2. Pedagogical thematic stress that the roots of Western civilization can be traced to the various interactions between a variety of cultures and civilizations not necessarily located in what we traditionally think of as the West. Combination of activities will vary by instructor and class size (50-200 students).</td>
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</tbody>
</table>

Comment [P3]: Here, again, I think it would be helpful to know the type of examination. I think this may be the hardest case to make that students can meet the intent of the ULO in an examination – especially if this is M/C. Knowing that 90% of M/C function at the lowest level, and trying to figure out in my head how a student can explain his own cultural perspective in an M/C question would raise a huge red flag for me. I would encourage you to either explain how this works below the assessment or use the space provided on the application form to make your case. Since the majority of departments using ULO 10 use papers as the basis for a grade, I think the committee may well be stacked in that mindset. Making a strong case somewhere may benefit your cause.
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</table>
| ULO 10: Personal development | • Responsibly entertain and evaluate views that differ from one's own  
• Actively explore and navigate ambiguity and difference  
• Ask probing questions relevant to the discipline  
• Approach problems imaginatively and creatively | Recognition of our own biases: Many of us come to the history of Western Civilization with certain preconceived ideas about what happened in the past and the value of that history on our own lives and within global society. Students should be receptive to examining historical developments, people, and cultures from a variety of perspectives without instinctively measuring them against a dominant historical or modern set of ideals with which they may already be familiar. | Reflective activities, depending on the instructor, which may include but not be limited to class discussions, peer small group discussions, discussion board, and written reflective activities, such as journals, minutes essays or self-assessments. | Reflective activities, depending on the instructor, which may include but not be limited to class discussions, peer small group discussions, discussion board, and written reflective activities, such as journals, minutes essays or self-assessments. |

Comment [Office4]: Will the assessment be the same as the learning activity? I think that could work here. –PAM August 19th 2011