

Report to Colonnade Program Implementation Committee

In compliance with the Colonnade Implementation Committee's request, the History Department submits the following materials for the Foundation courses HIST 101/HIST 102.

1. A sample syllabus for the courses. This should contain course description, student learning outcomes, goals of the course, and types of assignments. You do not need to send us a course schedule of topics, exams, etc.

Attached.

2. Statement of how HIST 101 and HIST 102 meet the Colonnade Program's Learning Objectives

HIST 101/102: World History introduces students to the global past while also developing their critical thinking skills. The World History courses help students understand the diversity of and the connections between the world's cultures, ideals, and institutions. In addition, the courses introduce students to History as an organized body of knowledge with its own methods, standards of proof, and way of viewing the world. World History strengthens students' ability to evaluate sources and arguments. Because these classes emphasize the reading of primary texts, instructors will focus on literacy skills to supplement content course work.

Course objectives for HIST 101/HIST 102:

Students who take HIST 101 or HIST 102 will be able:

- To identify the general outlines of Ancient and Medieval World History (HIST 101)/Modern World History (HIST 102) including a basic understanding of major themes, historical events, cultural developments, and individuals of pre-modern/modern global civilizations.
- To compare and contrast general aspects of political, religious, economic, and social systems from Ancient and Medieval World civilizations/from Modern World Civilizations within a historical context.
- (HIST 101)To describe and analyze the emergence of civilization and analyze the emergence and impact of cultural contact from 3000 B.C.E. to 1500 C.E. (e.g. emergence of stable states, basic philosophical and religious systems, geographic expansion and interaction, economic and technological advance)
- (HIST 102) To describe and analyze processes from 1500 C.E. to the present (e.g. human migration, imperialism, industrialism, nationalism, globalization).
- To explain cause and effect relationships in history and understand historical method.

- To interpret why a specific primary document was produced and to be able to contrast this document with similar documents produced by other civilizations.
- To read and analyze primary source historical documents.
- To write short analytical essays about primary sources.
- To demonstrate ability to synthesize and write about factual material and primary source material on essay exams.
- To demonstrate a developing historical objectivity, an increasing awareness of the problem of personal bias and opinion in historical analysis, and an ability to use a clear thesis and comparison of ideas in written work.

How these course objectives fulfill the Colonnade Program's six objectives for World History:

Colonnade Learning Objective 1: Demonstrate knowledge of at least one area of the social and behavioral sciences.

Objective 1 is met by the following course objectives:

- To explain cause and effect relationships in history and understand historical method.
- To interpret why a specific primary document was produced and to be able to contrast this document with similar documents produced by other civilizations.
- To read and analyze primary source historical documents.
- To write short analytical essays about primary sources.
- To demonstrate ability to synthesize, and write about factual material and primary source material on essay exams.

Colonnade Learning Objective 2: Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.

Objective 2 is met by the following course objective:

- To demonstrate a developing historical objectivity, an increasing awareness of the problem of personal bias and opinion in historical analysis, and an ability to use a clear thesis and comparison of ideas in written work.

Colonnade Learning Objective 3: Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.

Objective 3 is met by the following course objectives:

- To compare and contrast general aspects of political, religious, economic, and social systems from (HIST 101) Ancient and Medieval World civilizations/(HIST 102) Modern World Civilizations within a historical context.
- (HIST 101) To describe and analyze the emergence of civilization and analyze the emergence and impact of cultural contact from 3000 B.C.E. to 1500 C.E. (e.g. emergence of stable states, basic philosophical and religious systems, geographic expansion and interaction, economic and technological advance)
- (HIST 102) To describe and analyze processes from 1500 C.E. to the present (e.g. human migration, imperialism, industrialism, nationalism, globalization).

Colonnade Learning Objective 4: Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.

Objective 4 is met by the following course objective:

- To demonstrate a developing historical objectivity, an increasing awareness of the problem of personal bias and opinion in historical analysis, and an ability to use a clear thesis and comparison of ideas in written work.

Colonnade Learning Objective 5: Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

Objective 5 is met by the following course objectives:

- To interpret why a specific primary document was produced and to be able to contrast this document with similar documents produced by other civilizations.
- To read and analyze primary source historical documents.
- To write short analytical essays about primary sources.
- To demonstrate ability to synthesize, and write about factual material and primary source material on essay exams.

Colonnade Learning Objective 6: Students will read, comprehend, and analyze primary texts independently and proficiently.

Objective 6 is met by the following course objectives:

- To interpret why a specific primary document was produced and to be able to

contrast this document with similar documents produced by other civilizations.

- To read and analyze primary source historical documents.
- To write short analytical essays about primary sources.

3. Brief description of how your department will assess the effectiveness of these courses.

In addition to introducing students to the discipline of History, HIST 101/102 will stress reading and analyzing primary sources. This will enable faculty to focus upon literacy issues associated with History that are detailed in the following articles:

M. Anne Britt et al, "The Sourcer's Apprentice: A Tool for Document-Supported History Instruction," in Peter Stearns, Peter Seixas, and Sam Wineburg, editors, *Knowing, Teaching, and Learning History: National and International Perspectives* (New York: New York University Press, 2000), 437-470.

Jeffery D. Noakes, "Recognizing and Addressing the Barriers to Adolescents' 'Reading Like Historians'," *The History Teacher*, Vol. 44, No. 3 (May 2011), 379-404.

Steven A. Stahl et al, "What Happens When Students Read Multiple Source Documents in History?" *Reading Research Quarterly*, Vol. 31, No. 4 (October-December 1996), 430-456.

Our assessment plan will draw upon student work that analyzes primary sources and places them within an appropriate historical context. Faculty teaching HIST 101/102 will create a pool of essay topics with relevant primary sources. Faculty members will then draw their essay assignments from this pool. This will ensure consistency of expectations across all sections of the courses while also allowing some variation of topics.

Once the essay assignments are completed, the department will pull a random sample of the essays (30 % of the total). Copies of these essays will be made without student names or instructor's comments or grade. At the end of the semester a faculty committee will assess the essays using the attached "Rubric for Document Essay." This rubric covers the learning outcomes for both the course and the Colonnade Program. Our goal is to have 70% of the sample score Good or Excellent in all areas. It should be noted that we expect it to take several years to achieve this goal.

In addition, the final exam in all sections will contain a question requiring the students to explain and contextualize a primary document. A random sample of these essays will be pulled and assessed by a faculty committee using the "Rubric for Final Exam Essay." (Attached) The department's goal is to have 75% of the students achieve Competent or above with 40% of the students attaining Superior or Excellent.

Once the faculty committee has finished the assessment, they will report to the department on strengths and weaknesses of the student essays and make recommendations on how to improve student performance.

4. If necessary, a list of any proposed revisions needed to bring your course in line with the Colonnade Plan.

At this time the only revision we foresee is changing the title of the course from “World Civilization” to “World History” so that the course title conforms to the title of the subcategory in the Colonnade Program’s Foundations category.

Sample Syllabus Statement

HIST 101: World History to 1500

The following items will be included in all HIST 101 syllabi.

Course Description: This course provides an introduction to our global past while also developing your critical thinking skills. This World History course is designed to help you understand the diversity of and the connections between the world's cultures, ideals, and institutions. In addition, the course introduces you to History as an organized body of knowledge with its own methods, standards of proof, and way of viewing the world. Our goal is to strengthen your ability to evaluate sources and arguments. Because these classes emphasize the reading of primary texts, your instructor will focus on literacy skills to supplement content course work

Learning Objectives for Colonnade Program: This course fulfills the World History requirement in the Foundations category of WKU's Colonnade Program. As part of that program, HIST 101 has the following learning objectives:

Students will demonstrate the ability to:

1. Demonstrate knowledge of at least one area of the social and behavioral sciences.
2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.
3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.
4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.
5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.
6. Students will read, comprehend, and analyze primary texts independently and proficiently.

Learning Objectives for HIST 101: The course objectives for HIST 101 are designed to integrate fully with the Colonnade Program. Upon successfully completing HIST 101, you will be able to:

- To identify the general outlines of Ancient and Medieval World History including a basic understanding of major themes, historical events, cultural developments, and individuals of pre-modern global civilizations.
- To compare and contrast general aspects of political, religious, economic, and social systems from Ancient and Medieval World civilizations.
- To describe and analyze the emergence of civilization and analyze the emergence and impact of cultural contact from 3000 B.C.E. to 1500 C.E. (e.g. emergence of stable states, basic philosophical and religious

systems, geographic expansion and interaction, economic and technological advance)

- To explain cause and effect relationships in history and understand historical method.
- To interpret why a specific primary document was produced and to be able to contrast this document with similar documents produced by other civilizations.
- To read and analyze primary source historical documents.
- To write short analytical essays about primary sources.
- To demonstrate ability to synthesize, and write about factual material and primary source material on essay exams.
- To demonstrate a developing historical objectivity, an increasing awareness of the problem of personal bias and opinion in historical analysis, and an ability to use a clear thesis and comparison of ideas in written work.

This course uses lectures, readings, and class discussions to introduce you to major phases in World History from Antiquity to the Medieval Era. The course is designed to develop your ability to identify ideas and achievements characteristic of different historical periods. Exploring change over time will be a major theme of this course. Historians are most frequently involved in answering the question, “How did this develop from that?” Class assignments are designed to help you answer this question for a variety of ideas and institutions, thereby strengthening your grasp of historical perspective and causation. This course will also encourage you to think analytically about how people have created and adapted societies and institutions in response to the challenges and opportunities that have confronted them in the past.

Writing Assignments: Like the discipline of History itself, this course places a strong emphasis upon writing. During the semester you will write at least one essay in which you analyze primary sources and place them in their appropriate historical context. These essays will be a minimum of 3 pages in length and will be evaluated on the following points:

- **Thesis:** Does your essay present a thesis that is easily identifiable, plausible, and clear?
- **Structure:** Is your essay organized in an understandable way that provides appropriate support for your thesis? Do you have clear transitions from point to point in your argument? Do you write in clear paragraphs that provide support for your topic sentences?
- **Use of Evidence:** Do you support your argument with relevant evidence and examples drawn from the primary sources? Do you integrate your examples into

your overall argument? Do you provide accurate and relevant factual information? Do you cite your sources correctly?

- **Logic and Argumentation:** Does your argument flow logically? Is it reasonable and sound? Do you make original connections that support your thesis?
- **Mechanics:** Is your word usage, punctuation, grammar correct? Do you correctly cite sources? Does your essay meet the length requirement?
- **Identification of Ethical Issues:** Are you able to identify the various ethical perspectives related to your topic? Are you able to discuss the assumptions and implications of those differing ethical perspectives in an objective manner?

Sample Syllabus Statement

HIST 102: World History Since 1500

The following items will be included in all HIST 102 syllabi.

Course Description: This course provides an introduction to our global past while also developing your critical thinking skills. This World History course is designed to help you understand the diversity of and the connections between the world's cultures, ideals, and institutions. In addition, the course introduces you to History as an organized body of knowledge with its own methods, standards of proof, and way of viewing the world. Our goal is to strengthen your ability to evaluate sources and arguments. Because these classes emphasize the reading of primary texts, your instructor will focus on literacy skills to supplement content course work

Learning Objectives for Colonnade Program: This course fulfills the World History requirement in the Foundations category of WKU's Colonnade Program. As part of that program, HIST 101 has the following learning objectives:

Students will demonstrate the ability to:

1. Demonstrate knowledge of at least one area of the social and behavioral sciences.
2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.
3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.
4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.
5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.
6. Students will read, comprehend, and analyze primary texts independently and proficiently.

Learning Objectives for HIST 102: This course fulfills the World History requirement in the Foundations category of WKU's Colonnade Program. Upon successfully completing HIST 101, you will be able to:

- To identify the general outlines of Modern World History including a basic understanding of major themes, historical events, cultural developments, and individuals of modern global civilizations.
- To compare and contrast general aspects of political, religious, economic, and social systems from Modern World Civilizations.
- To describe and analyze processes from 1500 C.E. to the present (e.g. human migration, imperialism, industrialism nationalism, globalization).
- To explain cause and effect relationships in history and understand historical method.

- To interpret why a specific primary document was produced and to be able to contrast this document with similar documents produced by other civilizations.
- To read and analyze primary source historical documents.
- To write short analytical essays about primary sources.
- To demonstrate ability to synthesize, and write about factual material and primary source material on essay exams.
- To demonstrate a developing historical objectivity, an increasing awareness of the problem of personal bias and opinion in historical analysis, and an ability to use a clear thesis and comparison of ideas in written work.

This course uses lectures, readings, and class discussions to introduce you to major phases in World History from the Early Modern era through the Twentieth Century. The course is designed to develop your ability to identify ideas and achievements characteristic of different historical periods. Exploring change over time will be a major theme of this course. Historians are most frequently involved in answering the question, “How did this develop from that?” Class assignments are designed to help you answer this question for a variety of ideas and institutions, thereby strengthening your grasp of historical perspective and causation. This course will also encourage you to think analytically about how people have created and adapted societies and institutions in response to the challenges and opportunities that have confronted them in the past.

By using selected documents (some in translation) from the sixteenth through the twentieth centuries, this course will allow you to encounter directly some of the attitudes and beliefs characteristic of past cultures. These documents, which include both words and images, require multiple levels of interpretation. Together, we will work to identify main themes and ideas. We must also link these documents to their historical context. By the end of the course, you should have the basic skills necessary to interpret historical documents.

Writing Assignments: Like the discipline of History itself, this course places a strong emphasis upon writing. During the semester you will write at least one essay in which you analyze primary sources and place them in their appropriate historical context. These essays will be a minimum of 3 pages in length and will be evaluated on the following points:

- **Thesis:** Does your essay present a thesis that is easily identifiable, plausible, and clear?
- **Structure:** Is your essay organized in an understandable way that provides appropriate support for your thesis? Do you have clear transitions from point to point in your argument? Do you write in clear paragraphs that provide support for your topic sentences?
- **Use of Evidence:** Do you support your argument with relevant evidence and examples drawn from the primary sources? Do you integrate your examples into

your overall argument? Do you provide accurate and relevant factual information? Do you cite your sources correctly?

- **Logic and Argumentation:** Does your argument flow logically? Is it reasonable and sound? Do you make original connections that support your thesis?
- **Mechanics:** Is your word usage, punctuation, grammar correct? Do you correctly cite sources? Does your essay meet the length requirement?
- **Identification of Ethical Issues:** Are you able to identify the various ethical perspectives related to your topic? Are you able to discuss the assumptions and implications of those differing ethical perspectives in an objective manner?

Rubric for Final Exam Essay: HIST 101/102

Excellent: Excellent overall performance, no major weaknesses.

Student's work demonstrates sophisticated critical thinking skills, including the ability to analyze texts and construct clear historical arguments. Student's writing is clear, precise, well-written and makes appropriate use of sources and examples. Student is able to move beyond the interpretations and questions covered in class lectures/discussions and provides insightful interpretation/questions of his or her own.

Superior: Consistently high-level performance but displays some distinctive weaknesses/inconsistencies.

Student's work demonstrates critical thinking skills, including the ability to analyze texts and construct historical arguments. Student's writing is clear, precise, and well-written but is inconsistent and does not make full use of sources and examples. Student is occasionally moves beyond the interpretations and questions covered in class lectures/discussions but mainly repeats material covered in the classroom.

Competent: Average-level performance that displays some skills but is inconsistent.

Student's work demonstrates some grasp of critical thinking, including the ability to analyze texts and construct clear historical arguments. While student's writing is above a minimum level, it is inconsistent and makes inadequate use of sources and examples. Student's analysis rarely moves beyond the interpretations and questions provided in the classroom.

Unsatisfactory: Displays a minimum-level of understanding and skill. Work is highly inconsistent.

Student's work demonstrates only a minimal grasp of critical thinking and writing. Student is unable to construct clear historical arguments with does not provide an adequate analysis of the sources and examples. Student is unable to identify and discuss interpretations and questions raised in the classroom.