

July 18, 2013

1. College: **Liberal and Applied Arts**
2. Department: **History**
3. Course status: **existing; does not require modification**
4. Course prefix and number: **HIS 133**
5. Course title: **U.S. History Survey, 1000-1877**
6. Course catalog description: **Comprehensive survey of American history from early explorations through Reconstruction. Meets Texas state requirements for all graduates.**
7. Number of semester credit hours: **3**
8. Estimated total course enrollment per year: **1600**
9. Course prerequisites and/or required qualifications for enrolling in the class: **None**
10. Course **is/will be** available online.
11. Foundational Component Area: **American History**
12. Explain why this course fits into this foundation component area: **HIS 133 meets the Coordinating Board's description of the American History component area because it focuses on the consideration of past events and ideas in U. S. history, such as the founding of the colonies, the American Revolution, the westward expansion of the U. S., growing debates over slavery and states' rights, and the period of the Civil War and Reconstruction. The course shows how individuals, communities, states, the nation, and the world interacted (by discussing, for example, how this interaction contributed to the founding of the nation). HIS 133 also shows how these interactions contributed to the development of the U. S. and its global role, examining, for example, their impact on movements such as the growth of industry and the spread of abolitionism in the nineteenth century.**
13. Core Objectives
 - Critical Thinking - Students will be instructed in elements of critical thinking such as innovation, inquiry, analysis, evaluation, and synthesis of information. This instruction will take place by means of lectures and assigned readings. Each student's mastery of critical thinking will be demonstrated by means of an essay in which students will be asked to analyze an historical event from the period between 1000 and 1877. Each student will be asked to interpret five sources, evaluate the sources in historical context, and construct an essay that synthesizes their knowledge.
 - Communication Skills - Students will be instructed in elements of communication including effective development, interpretation, and expression of ideas in writing. The instruction will take place by means of assigned readings and lectures. Each student's mastery of written communication will be demonstrated by means of an essay in which students will be asked to analyze an historical event from the period between 1000 and 1877. Each student will be asked to interpret five sources, develop a thesis based upon source analysis, and express their ideas effectively in an essay that synthesizes their knowledge.
 - Social Responsibility - Students will be instructed in elements of social responsibility such as intercultural competence and knowledge of civic responsibilities. This instruction will take place by means of lectures and assigned

readings. Each student's understanding of social responsibility will be demonstrated by means of an essay in which students will be asked to analyze an historical event from the period between 1000 and 1877. Each student will be asked to interpret five sources, evaluate the sources in historical context, and construct an essay that synthesizes their understanding of intercultural interactions and civic responsibility.

- Personal Responsibility - Students will be instructed in elements of personal responsibility such as the ability to connect choices, actions, and consequences to ethical decision-making. This instruction will take place by means of lectures and assigned readings. Instructors will emphasize the impact of individual choices and decisions in American history, including the ways in which individual decision-making influenced larger patterns in society. Each student's understanding of personal responsibility will be demonstrated by means of an essay in which students will be asked to analyze an historical event from the period between 1000 and 1877. Each student will be asked to interpret five sources, evaluate the sources in historical context, and construct an essay that synthesizes their knowledge of how choices and actions impact ethical decision-making.

Contact person for questions about this submission:

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