

University Studies courses in the department will also foster student learning outcomes appropriate to their University Studies categories. Those learning outcomes are linked below:

HST 101 Western Civilization to 1650

For Historical and Philosophical Approaches:

HPA 1. Describe and explain various historical, philosophical, or religious facts, themes, and issues of global human experience of the past and/or present.

Students will:

Demonstrate knowledge of the significance of major figures, ideas, and events in Western history.

Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims.

Gain proficiency in writing clearly and effectively.

HPA 2. Analyze and interpret evidence on historical, philosophical or religious events or positions critically and systematically, including causal relationships.

Students will:

Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims.

Identify how causation relates to continuity and change in Western society in the ancient world, the Middle Ages and the era of the Renaissance and Reformation.

Develop critical and analytical skills through the reading and interpretation of multiple forms of historical evidence.

HPA 3. Demonstrate an understanding of the historical, philosophical, or religious construction of differences and similarities over time, within or between groups, regions, or traditions.

Students will:

Demonstrate their knowledge of the significance of major figures, ideas, and events in Western history;

Demonstrate an understanding of the interactions between and within cultural groups in the West across time and space;

Develop their critical and analytical skills through the reading and interpretation of multiple forms of historical evidence;

Understand the importance of asking significant questions of historical evidence.

HPA 4. Draw on global historical, philosophical, or religious perspectives demonstrate an understanding of human values, challenges, priorities, and problems over time.

Students will:

Acquire an understanding of change over time in Western society, culture, economy, and politics and the consequences of those changes.

Understand the importance of asking significant questions of historical evidence.

For Living in a Global Society

GS 1. Demonstrate knowledge of global issues, processes, trends and systems

Students will:

--demonstrate knowledge of the significance of major figures, ideas and events in western civilization from the preliterate period to approximately 1650 CE

--identify how causation relates to continuity and change among the civilizations formed by the kingdoms of the ancient Near East, Greece, Rome, and the nation states of medieval Europe and the Renaissance.

GS 2. Use knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.

Students will:

- examine appreciate differences and similarities between civilizations across time and space.
- identify how causation relates to continuity and change within these civilizations
- develop critical and analytical skills through the reading and interpretation of multiple forms of historical evidence

GS 3. Accept cultural differences and tolerate cultural ambiguity.

Students will:

- identify and examine how different societies have addressed the challenges of diversity.
- demonstrate knowledge of the significant major figures, ideas and events in the ancient world until about 1650 CE
- examine and appreciate differences and similarities between and within the civilizations of the pre-modern world.

HST 102 Western Civilization since 1650

University Studies Learning Goals Addressed in HST 102 (Western Civilization Since 1650)

For Historical and Philosophical Approaches:

HPA 1. Describe and explain various historical, philosophical, or religious facts, themes, and issues of global human experience of the past and/or present.

Students will:

- Demonstrate knowledge of the significance of major figures, ideas, and events in Western history.
- Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims.
- Gain proficiency in writing clearly and effectively.

HPA 2. Analyze and interpret evidence on historical, philosophical or religious events or positions critically and systematically, including causal relationships.

Students will:

- Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims.
- Identify how causation relates to continuity and change in modern Western society.
- Develop critical and analytical skills through the reading and interpretation of multiple forms of historical evidence.

HPA 3. Demonstrate an understanding of the historical, philosophical, or religious construction of differences and similarities over time, within or between groups, regions, or traditions.

Students will:

- Demonstrate their knowledge of the significance of major figures, ideas, and events in Western history.
- Develop their critical and analytical skills through the reading and interpretation of multiple forms of historical evidence.
- Understand the importance of asking significant questions of historical evidence.

HPA 4. Draw on global historical, philosophical, or religious perspectives demonstrate an understanding of human values, challenges, priorities, and problems over time.

Students will:

- Acquire an understanding of change over time in Western society, culture, economy, and politics and the consequences of those changes.
- Understand the importance of asking significant questions of historical evidence.

For Living in a Global Society

GS 1. Demonstrate knowledge of global issues, processes, trends and systems

Students will:

- demonstrate knowledge of the significance of major figures, ideas and of western and global history
- acquire an understanding of change over time in Western Society, culture and politics and their effect on global developments.
- analyze the major factors which produced both slow and rapid change in global history

GS 2. Use knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.

Students will:

- recognize the differences between primary and secondary sources and evaluate how each is used to make historical claims
- examine the diversity of European social, political, and cultural developments and how they influenced the non-European world
- develop critical and analytical skills through the reading and interpretation of multiple forms of historical evidence

GS 3. Accept cultural differences and tolerate cultural ambiguity.

Students will:

- Examine the ways in which cultural differences and even violence manifested themselves in times and places when tolerance was not the norm
- Examine and appreciate the differences and similarities between Western and non-Western societies
- examine and appreciate differences and similarities among and within western and other civilizations across time and space

HST 103 Introduction to Global History 1500-1848

For Historical and Philosophical Approaches:

HPA 1. Describe and explain various historical, philosophical, or religious facts, themes, and issues of global human experience of the past and/or present.

Students will:

- Demonstrate knowledge of the significance of major figures, ideas, and events in global history.
- Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims.
- Gain proficiency in writing clearly and effectively.

HPA 2. Analyze and interpret evidence on historical, philosophical or religious events or positions critically and systematically, including causal relationships.

Students will:

- Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims.
- Identify how causation relates to continuity and change in western and non-western societies.
- Develop critical and analytical skills through the reading and interpretation of multiple forms of historical evidence.

HPA 3. Demonstrate an understanding of the historical, philosophical, or religious construction of differences and similarities over time, within or between groups, regions, or traditions.

Students will:

- Demonstrate their knowledge of the significance of major figures, ideas, and events in global history.
- Develop their critical and analytical skills through the reading and interpretation of multiple forms of historical

evidence.

--Understand the importance of asking significant questions of historical evidence.**HPA 4. Draw on global historical, philosophical, or religious perspectives demonstrate an understanding of human values, challenges, priorities, and problems over time.**

Students will:

--Acquire an understanding of change over time in global societies, cultures, economies, and politics and the consequences of those changes.

--Understand the importance of asking significant questions of historical evidence.

For Living in a Global Society:

GS 1. Demonstrate knowledge of global issues, processes, trends and systems

Students will:

-Demonstrate knowledge of the significance of major figures, ideas, events and trends in global history from 1500 CE to 1848 CE

-Recognize change over time in early modern societies in Europe, America, Africa, Asia and Oceania, and the consequences of those processes of change in other parts of the world

-Analyze economic, religious, cultural and biological exchanges that took place between and within Western and non-Western societies from 1500 to 1850.

GS 2. Use knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.

Students will:

-Identify and examine differences and similarities between and within Western and non-Western societies across time and space.

-Identify and examine how the multiple ways (commercial, economic, political, social, cultural, religious and biological) in which Western and non-Western societies became interconnected between and within them in the period 1500-1850, and the legacy of those interconnections in today's globalized world

-Identify and examine how different societies have addressed and resolved the challenges of diversity

GS 3. Accept cultural differences and tolerate cultural ambiguity.

Students will:

-Identify and examine differences and similarities between and within Western and non-Western societies across time and space.

-Identify and examine how the multiple ways (commercial, economic, political, social, cultural, religious and biological) in which Western and non-Western societies became interconnected between and within them in the period 1500-1850,

-Identify and examine how different societies have addressed and resolved the challenges of diversity

-Identify and examine the ways in which cultural differences and ambiguity manifested themselves in times and places when toleration was not the norm

HST 104 Introduction to Global History since 1848

For Historical and Philosophical Approaches:

HPA 1. Describe and explain various historical, philosophical, or religious facts, themes, and issues of global human experience of the past and/or present.

Students will:

Demonstrate knowledge of the significance of major figures, ideas, and events in global history.

Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims.

Gain proficiency in writing clearly and effectively.

HPA 2. Analyze and interpret evidence on historical, philosophical or religious events or positions critically and systematically, including causal relationships.

Students will:

Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims.

Identify how causation relates to continuity and change in western and non-western societies.

Develop critical and analytical skills through the reading and interpretation of multiple forms of historical evidence.

HPA 3. Demonstrate an understanding of the historical, philosophical, or religious construction of differences and similarities over time, within or between groups, regions, or traditions.

Students will:

Demonstrate their knowledge of the significance of major figures, ideas, and events in global history.

Demonstrate their understanding of the interactions between and within cultural groups across time and space.

Develop their critical and analytical skills through the reading and interpretation of multiple forms of historical evidence.

Understand the importance of asking significant questions of historical evidence.

HPA 4. Draw on global historical, philosophical, or religious perspectives demonstrate an understanding of human values, challenges, priorities, and problems over time.

Students will:

Acquire an understanding of change over time in global societies, cultures, economies, and politics and the consequences of those changes.

Understand the importance of asking significant questions of historical evidence.

For Living in a Global Society:

GS 1. Demonstrate knowledge of global issues, processes, trends, and systems.

Students will:

Describe and define the significance of major events, figures, places, and ideas in global history

Analyze the social, cultural, economic, political, and intellectual exchanges that have taken place between the western and non-western worlds.

GS 2. Use knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.

Students will:

Analyze the social, cultural, economic, political, and intellectual exchanges that have taken place between and within the western and non-western worlds across time and space.

Identify and distinguish between primary and secondary sources, explaining how each is used to make historical claims.

Examine and explain the historical backgrounds of contemporary global interconnections, the challenges of globalization, and the influences of one culture on another.

GS 3. Accept cultural differences and tolerate cultural ambiguity.

Students will:

Analyze the social, cultural, economic, political, and intellectual exchanges that have taken place between the western and non-western worlds.

Evaluate cultural, economic, and political differences between various societies and demonstrate how those societies have contested, accepted, and negotiate cultural diversity.

Discuss change over time and across space in global societies, cultures, and economies and the consequences of those changes.

HST 105 United States to 1865

For Historical and Philosophical Approaches:

HPA 1. Describe and explain various historical, philosophical, or religious facts, themes, and issues of global human experience of the past and/or present.

Students will:

Demonstrate knowledge of the significance of major figures, ideas, and events in American history before 1865. Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims.

Gain proficiency in writing clearly and effectively.

HPA 2. Analyze and interpret evidence on historical, philosophical or religious events or positions critically and systematically, including causal relationships.

Students will:

Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims.

Identify how causation relates to continuity and change in American history before 1865.

Develop critical and analytical skills through the analysis and interpretation of multiple forms of historical evidence.

HPA 3. Demonstrate an understanding of the historical, philosophical, or religious construction of differences and similarities over time, within or between groups, regions, or traditions.

Students will:

Demonstrate knowledge of the significance of diverse figures, ideas, and events in American history before 1865.

Develop critical and analytical skills through the analysis and interpretation of multiple forms of historical evidence.

Understand the importance of asking significant questions of historical evidence.

HPA 4. Draw on global historical, philosophical, or religious perspectives demonstrate an understanding of human values, challenges, priorities, and problems over time.

Students will:

Acquire an understanding of changes that occurred before 1865 in American society, culture, economy, and politics and the consequences of those changes.

Understand the importance of asking significant questions of historical evidence.

For Living in Our Diverse Nation

LDN 1. Describe and explain various themes and issues relevant to the study of human diversity.

Students will:

Demonstrate knowledge of the significance of major figures, ideas, and events in American and ethnic history.

Develop greater awareness of the diversity of American historical experiences through the evaluation of multiple sources of historical evidence.

Acquire greater knowledge of the ways in which distinctions based on race, ethnicity, religion, class, age, and/or gender have influenced access to social and political rights and privileges.

LDN 2. Analyze and interpret evidence of the influence of human diversity on the history and present culture of the United States.

Students will:

Develop greater awareness of the diversity of Americans' historical experiences through the evaluation of multiple sources of historical evidence.

Acquire greater knowledge of the ways in which distinctions based on race, ethnicity, religion, class, age, and/or gender influenced access to social and political rights and privileges in pre-Civil War eras.

Identify how causation relates to continuity and change in American and ethnic history.

LDN 3. Demonstrate and understanding of social and cultural influences that shape perspectives of various social groups, while considering the consequences of advantage and disadvantage.

Students will:

Demonstrate their knowledge of the significance of major figures, ideas, and events in American and ethnic history.

Acquire greater knowledge of the way in which distinctions based on race, ethnicity, religion, class, age, and/or gender have influenced access to social and political rights and privileges.

Recognize the distinction between primary and secondary source materials and their contributions to the development of historical interpretations and narratives.

LDN 4. Evaluate claims, arguments, and theories related to the ways in which diversity has shaped and continues to shape identity and experience in the U.S.

Students will:

Recognize the distinction between primary and secondary source materials and their contributions to the development of historical interpretations and narratives.

Develop their critical and analytical skills through the reading and interpretation of multiple forms of historical evidence.

Gain a greater understanding of the historical roots of contemporary U.S. society through the systematic study of major transformations in women's and various racial and ethnic groups' social environments, political engagement, and economic opportunities

HST 106 United States from 1865 to Present

For Historical and Philosophical Approaches:

HPA 1. Describe and explain various historical, philosophical, or religious facts, themes, and issues of global human experience of the past and/or present.

Students will:

Demonstrate knowledge of the significance of major figures, ideas, and events in U.S. history since the end of the Civil War.

Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims.

Gain proficiency in writing clearly and effectively.

HPA 2. Analyze and interpret evidence on historical, philosophical or religious events or positions critically and systematically, including causal relationships.

Students will:

Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims.

Identify how causation relates to continuity and change in Modern American society.

Develop critical and analytical skills through the reading and interpretation of multiple forms of historical evidence.

HPA 3. Demonstrate an understanding of the historical, philosophical, or religious construction of differences and similarities over time, within or between groups, regions, or traditions.

Students will:

Demonstrate their knowledge of the significance of major figures, ideas, and events in modern American history.

Demonstrate an understanding of the interactions between and within cultural groups across time and space, in the United States as well as abroad.

Develop their critical and analytical skills through the reading and interpretation of multiple forms of historical evidence.

Understand the importance of asking significant questions of historical evidence.

HPA 4. Draw on global historical, philosophical, or religious perspectives demonstrate an understanding of human values, challenges, priorities, and problems over time.

Students will:

Acquire an understanding of change over time in modern America society, culture, economy, and politics and the consequences of those changes.

Understand the importance of asking significant questions of historical evidence.

For Living in Our Diverse Nation

LDN 1. Describe and explain various themes and issues relevant to the study of human diversity.

Students will:

Comprehend the diversity of American historical experiences through the evaluation of multiple sources of historical evidence.

Acquire knowledge of the ways in which distinction based on race, ethnicity, religion, class, age, and/or gender have influenced access to social and political rights and privileges and shaped American society.

Develop critical understanding of the obstacles posed to the inclusion of women and members of various racial and ethnic groups in exercising their full rights as citizens.

Recognize change over time and space in post-Civil War American and significance of those changes.

LDN 2. Analyze and interpret evidence of the influence of human diversity on the history and present culture of the United States.

Students will:

Develop greater awareness of the diversity of Americans' historical experiences through the evaluation of multiple sources of historical evidence.

Analyze how distinctions based on race, ethnicity, religion, class, age, and/or gender have been defined and re-defined over time and how those categories have influenced the development of social, economic, and political structures and institutions in the U.S.

Analyze the historical roots of contemporary U.S. society through the chronological study of major transformations in Americans' social environments, political engagement, and economic opportunities from the era of the Reconstruction to the present.

LDN 3. Demonstrate an understanding of social and cultural influences that shape perspectives of various social groups, while considering the consequences of advantage and disadvantage.

Students will:

Acquire knowledge of the ways in which distinctions based on race, ethnicity, religion, class, age, and/or gender have influenced access to social and political rights and privileges.

Compare and contrast the impact of major social, political, economic, and cultural forces on the lives of Americans living both within and outside dominant cultures.

Recognize the distinction between primary and secondary source materials and the perspectives they offer on the development of historical interpretations and narrative.

LDN 4. Evaluate claims, arguments, and theories related to the ways in which diversity has shaped and continues to shape identity and experience in the U.S.

Students will:

Acquire knowledge of the ways in which distinctions based on race, ethnicity, religion, class, age, and/or gender have influenced access to social and political rights and privileges and have shaped social and cultural values and practices.

Recognize the distinction between primary and secondary source materials and their contributions to the development of historical interpretations and narratives.

Analyze the historical roots of contemporary U.S. society through the chronological study of major transformations in Americans' social environments, political engagements, and economic opportunities from the era of Reconstruction to the present.

(Note: HST 106 is included as an option in the *Immigration* cluster)

HST 203 The Sea and History

For Historical and Philosophical Approaches:

HPA 1. Describe and explain various historical, philosophical, or religious facts, themes, and issues of global human experience of the past and/or present.

Students will:

- Demonstrate knowledge of the significance of major figures, ideas, and events in global maritime history;
- Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims;
- Gain proficiency in writing clearly and effectively.

HPA 2. Analyze and interpret evidence on historical, philosophical or religious events or positions critically and systematically, including causal relationships.

Students will:

- Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims;
- Identify how causation relates to continuity and change in maritime societies and activities;
- Develop critical and analytical skills through the reading and interpretation of multiple forms of historical evidence.

HPA 3. Demonstrate an understanding of the historical, philosophical, or religious construction of differences and similarities over time, within or between groups, regions, or traditions.

Students will:

Demonstrate knowledge of the significance of major figures, ideas, and events in global maritime history;
Examine and appreciate differences and similarities between and within global maritime societies across time and space;
Develop critical and analytical skills through the reading and interpretation of multiple forms of historical evidence;
Develop an understanding of the importance of asking significant questions of historical evidence.

HPA 4. Draw on global historical, philosophical, or religious perspectives demonstrate an understanding of human values, challenges, priorities, and problems over time.

Students will:

Develop an understanding of the importance of asking significant questions of historical evidence;
Acquire an understanding of change over time in global maritime society, culture, economy, and politics and the consequences of those changes.

For Living in a Global Society:

GS 1. Demonstrate knowledge of global issues, processes, trends, and systems.

Students Will:

Demonstrate knowledge of the significance of major figures, ideas and events in global maritime history
Identify how causation relates to continuity and change in maritime societies and activities
Gain proficiency in writing clearly and effectively.

GS 2. Use knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.

Students Will:

Examine and appreciate differences and similarities between and within global maritime societies across time and space;
Identify how causation relates to continuity and change in maritime societies and activities;
Develop critical and analytical skills through the reading and interpretation of multiple forms of historical evidence.

GS 3. Accept cultural differences and tolerate cultural ambiguity.

Students Will:

Demonstrate knowledge of the significance of major figures, ideas and events in global maritime history;
Examine and appreciate differences and similarities between and within global maritime societies across time and space.

HST 204 Women in Modern America

For Historical and Philosophical Approaches:

HPA 1. Describe and explain various historical, philosophical, or religious facts, themes, and issues of global human experience of the past and/or present.

Students will:

Develop greater awareness of the diversity of women's historical experiences through the evaluation of multiple sources of historical evidence.

Advance understanding of the social construction of gender, past to present.

Acquire greater understanding of the historical roots of contemporary society through the chronological study of major transformations in women's social environments, political engagement, and economic opportunities from the mid-19th C to the present.

Acquire greater knowledge of the ways in which distinctions based on race, ethnicity, religion, class, age, and /or gender have influenced access to social and political rights and privileges.

HPA 2. Analyze and interpret evidence on historical, philosophical or religious events or positions critically and systematically, including causal relationships.

Students will:

Develop greater awareness of the diversity of women's historical experiences through the evaluation of multiple sources of historical evidence.

Acquire greater knowledge of the ways in which distinctions based on race, ethnicity, religion, class, age, and /or gender have influenced access to social and political rights and privileges.

Advance understanding of the social construction of gender, past to present.

Recognize the distinction between primary and secondary source materials and their contributions to the development of historical interpretations and narratives.

Strengthen critical thinking and communication skills through the processes of analytical writing and discussion.

HPA 3. Demonstrate an understanding of the historical, philosophical, or religious construction of differences and similarities over time, within or between groups, regions, or traditions.

Students will:

Develop greater awareness of the diversity of women's historical experiences through the evaluation of multiple sources of historical evidence.

Acquire greater knowledge of the ways in which distinctions based on race, ethnicity, religion, class, age, and /or gender have influenced access to social and political rights and privileges.

Advance understanding of the social construction of gender and of the importance of gender as a tool of historical analysis.

Recognize the distinction between primary and secondary source materials and their contributions to the development of historical interpretations and narratives.

HPA 4. Draw on global historical, philosophical, or religious perspectives demonstrate an understanding of human values, challenges, priorities, and problems over time.

Students will:

Gain a greater understanding of the historical roots of contemporary U. S. society through the chronological study of major transformations in women's social environments, political engagement, and economic opportunities from the mid-19th century to the present.

Advance understanding of the social construction of gender, past and present.

For Living in Our Diverse Nation:

LDN 1. Describe and explain various themes and issues relevant to the study of human diversity.

Students will:

Develop greater awareness of the diversity of women's historical experiences through the evaluation of multiple sources of historical evidence.

Acquire greater knowledge of the ways in which distinctions based on race, ethnicity, religion, class, age, and /or gender have influenced access to social and political rights and privileges.

Advance critical understanding of the social construction of gender, past to present.

Strengthen critical thinking and communication skills through the processes of analytical writing and discussion.

LDN 2. Analyze and interpret evidence of the influence of human diversity on the history and present culture of the United States.

Students will:

Develop greater awareness of the diversity of women's historical experiences through the evaluation of multiple sources of historical evidence.

Acquire greater knowledge of the ways in which distinctions based on race, ethnicity, religion, class, age, and /or gender have influenced access to social and political rights and privileges.

Advance critical understanding of the social construction of gender, past to present.

Gain a greater understanding of the historical roots of contemporary U. S. society through the chronological study of major transformations in women's social environments, political engagement, and economic opportunities from the mid-19th century to the present.

LDN 3. Demonstrate an understanding of social and cultural influences that shape perspectives of various social groups, while considering the consequences of advantage and disadvantage.

Students will:

Acquire greater knowledge of the ways in which distinctions based on race, ethnicity, religion, class, age, and /or gender have influenced access to social and political rights and privileges.

Advance critical understanding of the social construction of gender, past to present.

Recognize the distinction between primary and secondary source materials and their contributions to the development of historical interpretations and narratives.

Strengthen critical thinking and communication skills through the processes of analytical writing and discussion.

LDN 4. Evaluate claims, arguments, and theories related to the ways in which diversity has shaped and continues to shape identity and experience in the U. S.

Acquire greater knowledge of the ways in which distinctions based on race, ethnicity, religion, class, age, and /or gender have influenced access to social and political rights and privileges.

Advance critical understanding of the social construction of gender, past to present.

Recognize the distinction between primary and secondary source materials and their contributions to the development of historical interpretations and narratives.

Gain a greater understanding of the historical roots of contemporary U. S. society through the systematic study of major transformations in women's social environments, political engagement, and economic opportunities (19th C to present).

HST 205 History of Science I: Antiquity to the Scientific Revolution

For Historical and Philosophical Approaches:

HPA 1. Describe and explain various historical, philosophical, or religious facts, themes, and issues of global human experience of the past and/or present.

Students will:

Demonstrate knowledge of the significance of major figures, ideas, and events in the history of pre-Modern Western science.

Understand basic principles of Western science, philosophy, and theology.

Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims.

Gain proficiency in writing clearly and effectively.

HPA 2. Analyze and interpret evidence on historical, philosophical or religious events or positions critically and systematically, including causal relationships.

Students will:

Learn to distinguish between competing historical interpretations of events in the history of science.

Recognize differences between primary and secondary historical sources.

Demonstrate understanding of causal connections between social, cultural, and intellectual movements in Western history.

Understand basic principles of scientific reasoning, methodology, and argumentation.

Distinguish between scientific, philosophical, and theological ways of understanding.

HPA 3. Demonstrate an understanding of the historical, philosophical, or religious construction of differences and similarities over time, within or between groups, regions, or traditions.

Students will:

Demonstrate knowledge of the significance of distinct ideas, theories, and movements in the pre-Modern history of Western science.

Recognize the influence of non-European sources (e.g. Islam, India, China) on the development of Western science.

Understand the relationship between historical context (culture, religion, politics) and the development of particular scientific ideas and methods (e.g. heliocentrism, human anatomical investigation, natural history).

Understand the role of European expansion, exploration, and imperialism on the development of Western science.

HPA 4. Draw on global historical, philosophical, or religious perspectives demonstrate an understanding of human values, challenges, priorities, and problems over time.

Students will:

Recognize the changing nature of scientific thought over the course of Western history.

Understand the importance of social and cultural context on the development of scientific beliefs.

Demonstrate awareness of basic scientific principles/methodologies.

Understand basic problems and challenges in historical interpretation.

HST 206 History of Science II: Modern Science

For Historical and Philosophical Approaches:

HPA 1. Describe and explain various historical, philosophical, or religious facts, themes, and issues of global human experience of the past and/or present.

Students will:

Demonstrate knowledge of the significance of major figures, ideas, and events in the history of Modern Western science.

Understand basic principles of scientific reasoning and historical development.

Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims.

Gain proficiency in writing clearly and effectively.

HPA 2. Analyze and interpret evidence on historical, philosophical or religious events or positions critically and systematically, including causal relationships.

Students will:

Learn to distinguish between competing historical interpretations of events in the history of science.

Recognize differences between primary and secondary historical sources.

Demonstrate understanding of causal connections between social, cultural, and intellectual movements in modern Western history.

Understand basic principles of scientific reasoning, methodology, and argumentation.

Recognize the ethical dimensions of modern science.

HPA 3. Demonstrate an understanding of the historical, philosophical, or religious construction of differences and similarities over time, within or between groups, regions, or traditions.

Students will:

Demonstrate knowledge of the significance of distinct ideas, theories, and movements in the history of modern science.

Recognize the role of science in contributing to modern theories of human difference.

Understand the relationship between historical context (culture, religion, politics) and the development of particular scientific ideas and methods.

HPA 4. Draw on global historical, philosophical, or religious perspectives demonstrate an understanding of human values, challenges, priorities, and problems over time.

Students will:

Recognize the changing nature of scientific thought over the past 300 years.

Understand the importance of social and cultural context on the development of scientific beliefs.

Demonstrate awareness of basic scientific principles/methodologies.
Understand basic problems and challenges in historical interpretation.
Recognize the unique roles and responsibilities of citizens in modern scientific societies.

HST 207 Jewish History to 1492

For Historical and Philosophical Approaches:

HPA 1. Describe and explain various historical, philosophical, or religious facts, themes, and issues of global human experience of the past and/or present.

Students will:

Demonstrate knowledge of the significance of major figures, ideas, and events in global Jewish history;
Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims;

Gain proficiency in writing clearly and effectively.

HPA 2. Analyze and interpret evidence on historical, philosophical or religious events or positions critically and systematically, including causal relationships.

Students will:

Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims;

Identify how causation relates to continuity and change among the Jews, their culture, and their activities;

Develop critical and analytical skills through the reading and interpretation of multiple forms of historical evidence.

HPA 3. Demonstrate an understanding of the historical, philosophical, or religious construction of differences and similarities among groups and regions.

Students will:

Demonstrate knowledge of the significance of major figures, ideas, and events in Jewish history;

Examine and appreciate differences and similarities between and within Jewish communities across time and space;

Develop critical and analytical skills through the reading and interpretation of multiple forms of historical evidence;

Develop an understanding of the importance of asking significant questions of historical evidence.

HPA 4. Draw on global historical, philosophical, or religious perspectives to evaluate contemporary problems/issues.

Students will:

Develop an understanding of the importance of asking significant questions of historical evidence;

Acquire an understanding of change over time for Judaism and the Jewish people from a global perspective and the social, cultural, political, and economic consequences of these changes.

For Living in a Global Society:

GS 1. Demonstrate knowledge of global issues, processes, trends, and systems.

Students will:

Demonstrate knowledge of the significance of major figures, ideas and events in global Jewish history until 1492.

Identify how causation relates to continuity and change in communities and their endeavors

Gain proficiency in writing clearly and effectively.

GS 2. Use knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.

Students will:

Examine and appreciate differences and similarities between and within Jewish communities across time and space;

Examine and appreciate differences and similarities between Jewish communities and the other communities among whom they lived;

Identify how causation relates to continuity and change in Jewish communities and Jewish culture;

Develop critical and analytical skills through the reading and interpretation of multiple forms of historical evidence.

GS 3. Accept cultural differences and tolerate cultural ambiguity.

Students will:

Demonstrate knowledge of the significance of major figures, ideas and events in global Jewish history.

Examine and appreciate differences and similarities between and within Jewish communities across time and space.

Examine how cultural differences and ambiguity have always existed even in times when tolerance was not the norm.

HST 208 Jewish History from 1492 to the Present

For Historical and Philosophical Approaches:

HPA 1. Describe and explain various historical, philosophical, or religious facts, themes, and issues of global human experience of the past and/or present.

Students will:

Demonstrate knowledge of the significance of major figures, ideas, and events in global Jewish history;

Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims;

Gain proficiency in writing clearly and effectively.

HPA 2. Analyze and interpret evidence on historical, philosophical or religious events or positions critically and systematically, including causal relationships.

Students will:

Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims;

Identify how causation relates to continuity and change among the Jews, their culture, and their activities;

Develop critical and analytical skills through the reading and interpretation of multiple forms of historical evidence.

HPA 3. Demonstrate an understanding of the historical, philosophical, or religious construction of differences and similarities among groups and regions.

Students will:

Demonstrate knowledge of the significance of major figures, ideas, and events in Jewish history;

Examine and appreciate differences and similarities between and within Jewish communities across time and space;

Develop critical and analytical skills through the reading and interpretation of multiple forms of historical evidence;

Develop an understanding of the importance of asking significant questions of historical evidence.

HPA 4. Draw on global historical, philosophical, or religious perspectives to evaluate contemporary problems/issues.

Students will:

Develop an understanding of the importance of asking significant questions of historical evidence;

Acquire an understanding of change over time for Judaism and the Jewish people from a global perspective and the social, cultural, political, and economic consequences of these changes.

Understand how history has shaped contemporary Jewish communities, Jewish culture, and the practice of Judaism throughout the world.

For Living in a Global Society:

GS 1. Demonstrate knowledge of global issues, processes, trends, and systems.

Students will:

Demonstrate knowledge of the significance of major figures, ideas and events in global Jewish history since 1492.

Identify how causation relates to continuity and change in communities and their endeavors.

Gain proficiency in writing clearly and effectively.

GS 2. Use knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.

Students will:

Examine and appreciate differences and similarities between and within Jewish communities across time and space;

Examine and appreciate differences and similarities between Jewish communities and the other communities among whom they lived;

Identify how causation relates to continuity and change in Jewish communities and Jewish culture;

Develop critical and analytical skills through the reading and interpretation of multiple forms of historical evidence.

GS 3. Accept cultural differences and tolerate cultural ambiguity.

Students will:

Demonstrate knowledge of the significance of major figures, ideas and events in global Jewish history.

Examine and appreciate differences and similarities between and within Jewish communities across time and space.

Examine the ways in which cultural differences and ambiguity manifested themselves in times and places when tolerance was not the norm.

For Living in Our Diverse Nation:

LDN 1. Describe and explain various themes and issues relevant to the study of human diversity.

Students will:

Develop greater awareness of the diversity of the Jewish people's historical experiences through the evaluation of multiple sources of historical evidence.

Acquire greater knowledge of the ways in which distinctions based on race, ethnicity, religion, class, age, and gender in society at large have affected the Jews.

Advance critical understanding of the ways in which the Jews have constructed multi-layered identities, and why this process has been more successful in the United States than elsewhere.

Strengthen critical thinking and communication skills through the processes of analytical writing and discussion.

LDN 2. Analyze and interpret evidence of the influence of human diversity on the history and present culture of the United States.

Students will:

Develop greater awareness of the diversity of the Jews' historical experiences through the evaluation of multiple sources of historical evidence.

Acquire greater knowledge of the ways in which distinctions based on race, ethnicity, religion, class, age, and gender have influenced access to social and political rights and privileges.

Advance critical understanding of the fluid nature of Jewish identity, past to present.

Gain a greater understanding of the historical roots of contemporary U. S. society through the chronological study of major transformations in the social environments, political engagement, and economic opportunities of modern Jewry and in what ways American Jewry has evolved according to a distinct historical trajectory.

LDN 3. Demonstrate an understanding of social and cultural influences that shape perspectives of various social groups, while considering the consequences of advantage and disadvantage.

Students will:

Acquire greater knowledge of the ways in which distinctions based on race, ethnicity, religion, class, age, and gender have influenced access to social and political rights and privileges.

Advance critical understanding of the fluid construction of ethno-religious identities, past to present.

Recognize the distinction between primary and secondary source materials and their contributions to the development of historical interpretations and narratives.

Strengthen critical thinking and communication skills through the processes of analytical writing and discussion.

LDN 4. Evaluate claims, arguments, and theories related to the ways in which diversity has shaped and continues to shape identity and experience in the U. S.

Students will:

Acquire greater knowledge of the ways in which distinctions based on race, ethnicity, religion, class, age, and gender have influenced access to social and political rights and privileges.

Advance critical understanding of the fluid construction of ethno-religious identities, past to present.

Recognize the distinction between primary and secondary source materials and their contributions to the development of historical interpretations and narratives.

Gain a greater understanding of the historical roots of contemporary society through the study of major transformations in Jewish culture and Judaism as a religious system.

HST 209 African-American History

For Historical and Philosophical Approaches:

HPA 1. Describe and explain various historical, philosophical, or religious facts, themes, and issues of global human experience of the past and/or present.

*Students will:

* Demonstrate knowledge of the significance of major figures, ideas, and events in African American history.

* Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims.

* Gain proficiency in writing clearly and effectively.

HPA 2. Analyze and interpret evidence on historical, philosophical or religious events or positions critically and systematically, including causal relationships.

*Students will:

* Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims.

- * Identify how causation relates to continuity and change in African American history.
- * Develop critical and analytical skills through the reading and interpretation of multiple forms of historical evidence.

HPA 3. Demonstrate an understanding of the historical, philosophical, or religious construction of differences and similarities over time, within or between groups, regions, or traditions.

*Students will:

- * Demonstrate their knowledge of the significance of major figures, ideas, and events in African American history.
- * Examine and appreciate differences and similarities between and within African American societies across time and space;
- * Develop their critical and analytical skills through the reading and interpretation of multiple forms of historical evidence.
- * Understand the importance of asking significant questions of historical evidence.

HPA 4. Draw on global historical, philosophical, or religious perspectives demonstrate an understanding of human values, challenges, priorities, and problems over time.

Students will:

- * Acquire an understanding of change over time in African American society, culture, economy, and politics and the consequences of those changes.
- * Understand the importance of asking significant questions of historical evidence.

For Living in a Global Society:

GS 1. Demonstrate knowledge of global issues, processes, trends, and systems.

Students will:

Demonstrate knowledge of the significance of major figures, ideas, and events in African American history.
Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims.
Gain proficiency in writing clearly and effectively.

GS 2. Use knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.

Students will:

Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims;
Identify how causation relates to continuity and change in African American history;
Develop critical and analytical skills through the reading and interpretation of multiple forms of historical evidence;
Understand the importance of asking significant questions of historical evidence.

GS 3. Accept cultural differences and tolerate cultural ambiguity.

Students will:

Demonstrate their knowledge of the significance of major figures, ideas, and events in African American history.
Examine and appreciate differences and similarities between and within African American societies across time and space.

HST 270: Topics in Global History

For Living in a Global Society:

GS 1. Demonstrate knowledge of global issues, processes, trends, and systems.

Students will:

Identify the significance of major figures, events, and ideas in global history.
Acquire an understanding of change over time in Western society, culture, and politics and the global consequences of those changes.
Analyze the intellectual and cultural exchanges that took place between the West and the wider world.

GS 2. Use knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.

Students will:

Recognize the differences between primary and secondary sources and evaluate how each are used to make historical claims.

Demonstrate knowledge of the multi-cultural roots of the West's religious, intellectual, and cultural traditions.

Examine and identify cultural differences between popular and elite views in Western societies.

Develop critical and analytical skills through the reading and interpretation of multiple forms of historical evidence.

GS 3. Accept cultural differences and tolerate cultural ambiguity.

Students will:

Demonstrate knowledge of the multi-cultural roots of the West's intellectual and cultural traditions.

Examine and identify cultural differences between popular and elite views in Western societies.

Analyze the intellectual and cultural exchanges that took place between the West and the wider world.

HST 280: History of Surfing

University Studies Learning Goals Addressed in HST 280 (History of Surfing)

For Historical And Philosophical Approaches:

LDN 1. Describe and explain various themes and issues relevant to the study of human diversity.

Students will:

Describe and explain how and why various groups within American society, including but not limited to, Polynesian Islanders and Protestant Missionaries, twentieth-century boys and girls, corporate managers and countercultural activities, and professional athletes and retired Baby-Boomers, have understood the practice of surfing and incorporated it into their lives and activities.

Understand the various historiographies of surfing and evaluate how these literatures are related to the ways in which diversity has shaped and continues to shape identity and experience in the United States.

LDN 2. Analyze and interpret evidence of the influence of human diversity on the history and present culture of the United States.

Students will:

Analyze and interpret a variety of forms of historical evidence related to surfing including texts, images, music, and material culture to understand how these cultural forms influence the creation and representation of identity.

LDN 3. Demonstrate an understanding of social and cultural influences that shape perspectives of various social groups, while considering the consequences of advantage and disadvantage.

Students will:

Analyze and interpret a variety of forms of historical evidence related to surfing including texts, images, music and material culture to understand how these cultural forms influence the creation and representation of identity.

Understand how the practice of surfing is tied to larger themes in American history including expansionist imperialism, the growth of antimodernism and tourism, the expansion of the middle class and leisure time, and the development of new technologies.

LDN 4. Evaluate claims, arguments, and theories related to the ways in which diversity has shaped and continues to shape identity and experience in the U.S.

Students will:

Describe and explain how and why various groups within American society, including but not limited to, Polynesian Islanders and Protestant Missionaries, twentieth-century boys and girls, corporate managers and countercultural activist, and professional athletes and retired Baby-Boomers, have understood the practice of surfing and incorporated it into their lives and activities.

Understand the various historiographies of surfing and evaluate how these literatures are related to the ways in which diversity has shaped and continues to shape identity and experience in the United States.

HST 290: Practice of History

For Information Literacy:

IL 1. Be able to determine the nature and extent of information needed to solve a problem.

Students will:

-Demonstrate an ability to assess information and determine acceptable parameters of evidence for a historical research question

IL 2. Access information effectively and efficiently from a variety of sources.

Students will:

-Demonstrate an ability to identify a variety of primary and secondary historical sources through indexes, databases, catalogues and finder guides.

IL 3. Evaluate information critically and incorporate appropriate information into his or her knowledge base.

Students will:

-demonstrate ability to evaluate historical and scholarly sources and employ them in assessing or making a historical argument

IL 4. Individually, or as a member of a group, use information effectively to accomplish a specific purpose.

Students will:

-demonstrate ability to use information to contribute to a scholarly dialogue on historical topics

IL 5. Understand many of the economic, legal, and social issues surrounding the use of information and access, and use information ethically and legally.

Students will:

-demonstrate an understanding of historical research ethics and their social and legal importance.

For Writing Intensive:

WI 1. Locate appropriate sources of information to support written arguments.

Students will:

-Demonstrate an ability to locate primary, secondary, and tertiary sources relevant to an historical argument

-Develop skills in locating a diversity of source media including print, digital and archival

WI 2. Evaluate and use evidence to generalize, explain, and interpret content.

Students will:

-Demonstrate an ability to summarize, analyze, synthesize and interpret content from primary and secondary historical sources.

WI 3. Demonstrate an understanding of the ethical use and citation of the ideas of others used as supporting material in written work.

Students will:

-demonstrate ability to cite historical and scholarly sources using formats common to the historical field

-demonstrate an understanding of plagiarism as the defined by the American Historical Association

WI 4. Demonstrate the ability to write critically, using the conventions of the discipline covered in the course.

Students will:

-demonstrate ability to write critically and contribute to scholarly dialogue on historical topics

WI 5. Analyze and evaluate the claims, arguments, and theories presented course materials using appropriate methods (such as logical analysis and the identification of fallacies).

Students will:

-demonstrate ability to use logic to assess historical arguments

-demonstrate an understanding of historical research methods and the theories behind them

Explorations Beyond the Classroom:

EBC1. Students will be able to articulate their expectations, the purpose, and/or the goals of the experience in terms of their personal educational development.

Students articulate the rationale behind their choice of a research subject, the significance of their subject, and the quality of their achievement of the basic skills employed in the course, including their ability to develop an interpretation based on evidence, to discover and analyze source material, to write clearly and effectively, and to communicate effectively orally.

EBC2. Students will synthesize knowledge drawn from their coursework to address the issues/challenges/questions involved in the experience.

Students' experience of developing the research project to its final form (research paper and, in some classes, a research poster) involves the synthesis of the knowledge acquired at each stage of the research process. This includes the close study of the presentation of historical argument and evidence, and the acquisition of specific library research skills

EBC 3. Students will be able to communicate the impact or significance on their personal educational development *and* on others in the profession or in the field at the *conclusion* of the experience.

At the end of the semester, students submit a history paper based their research and share the results of their work with the class.

All HST 400s serve as capstone courses for University Studies purposes and are Writing Intensive

History and University Studies “Clusters”

Remember that all incoming students now need to develop a “thematic transdisciplinary cluster” of three themed courses. (link to <http://uncw.edu/universitystudies/thematictransdisciplinaryclusters.html>)

OR

A minor

OR

A second major

History makes a great minor and pairs well with many other majors, but if you are working towards a cluster, history courses are currently connected to the following “clusters:”

Ancient Thought and Culture—HST 101

Global Diversity—HST 104 and HST 367

Immigration—HST 106 and HST 340

Judaism and the Jewish People—HST 207, HST 208, and HST 385