

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

HST 101 Western Civilization I

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 to contextualize historical, philosophical or religious events or positions critically, using appropriate disciplinary methodologies or approaches.

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 through the ability to represent accurately and analyze critically the positions of others an understanding of the historical, philosophical, or religious construction of differences and similarities over time, within and between groups, regions, or ideological perspectives/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.

For Living in a Global Society

LGS 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.

LGS 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.

LGS 3. Consider/reflect on the intellectual and ethical dimensions of cultural difference, global dynamics, and/or global citizenship.

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 II

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 to contextualize historical, philosophical or religious events or positions critically, using appropriate disciplinary methodologies or approaches.

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 through the ability to represent accurately and analyze critically the positions of others an understanding of the historical, philosophical, or religious construction of differences and similarities over time, within and between groups, regions, or ideological perspectives/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.

For Living in a Global Society

LGS 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.

LGS 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 and were influenced by the non-European world.
- Develop critical and analytical skills through the reading and interpretation of multiple forms of historical evidence.

LGS 3. Consider/reflect on the intellectual and ethical dimensions of cultural difference, global dynamics, and/or global citizenship.

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 and 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 to contextualize historical, philosophical or religious events or positions critically, using appropriate disciplinary methodologies or approaches.

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 through the ability to represent accurately and analyze critically the positions of others an understanding of the historical, philosophical, or religious construction of differences and similarities over time, within and between groups, regions, or ideological perspectives/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.

For Living in a Global Society:

LGS 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 to 1848.

- 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.

LGS 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 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.

LGS 3. Consider/reflect on the intellectual and ethical dimensions of cultural difference, global dynamics, and/or global citizenship.

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 to contextualize historical, philosophical or religious events or positions critically, using appropriate disciplinary methodologies or approaches.

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 through the ability to represent accurately and analyze critically the positions of others an understanding of the historical, philosophical, or religious construction of differences and similarities over time, within and between groups, regions, or ideological perspectives/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.

For Living in a Global Society:

LGS 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.

LGS 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.

LGS 3. Consider/reflect on the intellectual and ethical dimensions of cultural difference, global dynamics, and/or global citizenship.

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 U.S. 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 to contextualize historical, philosophical or religious events or positions critically, using appropriate disciplinary methodologies or approaches.

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 U.S. history before 1865.
- Develop critical and analytical skills through the analysis and interpretation of multiple forms of historical evidence.

HPA 3. Demonstrate through the ability to represent accurately and analyze critically the positions of others an understanding of the historical, philosophical, or religious construction of differences

and similarities over time, within and between groups, regions, or ideological perspectives/traditions.

Students will:

- Demonstrate knowledge of the significance of diverse figures, ideas, and events in U.S. 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.

For Living in Our Diverse Nation

LDN 1. Analyze and interpret evidence of the influence of human diversity on the history and present culture of the United States.

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 U.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.

LDN 2. Demonstrate an understanding of social and cultural influences in the U.S. that shape perspectives of various social groups, while considering the consequences of advantage and disadvantage.

Students will:

- Develop greater awareness of the diversity of U.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 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. Evaluate theories and arguments related to the ways in which diversity has shaped and continues to shape identity and experience in the U.S.

Students will:

- Demonstrate their knowledge of the significance of major figures, ideas, and events in U.S. 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.

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 to contextualize historical, philosophical or religious events or positions critically, using appropriate disciplinary methodologies or approaches.

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 U.S. society.
- Develop critical and analytical skills through the reading and interpretation of multiple forms of historical evidence.

HPA 3. Demonstrate through the ability to represent accurately and analyze critically the positions of others an understanding of the historical, philosophical, or religious construction of differences and similarities over time, within and between groups, regions, or ideological perspectives/traditions.

Students will:

- Demonstrate their knowledge of the significance of major figures, ideas, and events in modern U.S. 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.

For Living in Our Diverse Nation

LDN 1. Analyze and interpret evidence of the influence of human diversity on the history and present culture of the United States.

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 America and significance of those changes.

LDN 2. Demonstrate an understanding of social and cultural influences in the U.S. that shape perspectives of various social groups, while considering the consequences of advantage and disadvantage.

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 redefined 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 Reconstruction era to the present.

LDN 3. Evaluate theories and arguments 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.
- 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.

HST 111 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 to contextualize historical, philosophical or religious events or positions critically, using appropriate disciplinary methodologies or approaches.

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 through the ability to represent accurately and analyze critically the positions of others an understanding of the historical, philosophical, or religious construction of differences and similarities over time, within and between groups, regions, or ideological perspectives/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.

HST 112 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 to contextualize historical, philosophical or religious events or positions critically, using appropriate disciplinary methodologies or approaches.

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 through the ability to represent accurately and analyze critically the positions of others an understanding of the historical, philosophical, or religious construction of differences and similarities over time, within and between groups, regions, or ideological perspectives/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.

HST 113 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 to contextualize historical, philosophical or religious events or positions critically, using appropriate disciplinary methodologies or approaches.

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

HPA 3. Demonstrate through the ability to represent accurately and analyze critically the positions of others an understanding of the historical, philosophical, or religious construction of differences and similarities over time, within and between groups, regions, or ideological perspectives/traditions.

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.

For Living in a Global Society:

LGS 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.

LGS 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.

LGS 3. Consider/reflect on the intellectual and ethical dimensions of cultural difference, global dynamics, and/or global citizenship.

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 114 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 to contextualize historical, philosophical or religious events or positions critically, using appropriate disciplinary methodologies or approaches.

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 through the ability to represent accurately and analyze critically the positions of others an understanding of the historical, philosophical, or religious construction of differences and similarities over time, within and between groups, regions, or ideological perspectives/traditions.

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.

For Living in a Global Society:

LGS 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.

LGS 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.

LGS 3. Consider/reflect on the intellectual and ethical dimensions of cultural difference, global dynamics, and/or global citizenship.

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.

HST 116 Women, Gender, and Sexuality in 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 their 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 century 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 to contextualize historical, philosophical or religious events or positions critically, using appropriate disciplinary methodologies or approaches.

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 their 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 ideological perspectives/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 their 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.

For Living in Our Diverse Nation:

LDN 1. Analyze and interpret evidence of the influence of human diversity on the history and present culture of the United States.

- 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. Demonstrate an understanding of social and cultural influences in the U.S. that shape perspectives of various social groups, while considering the consequences of advantage and disadvantage.

- 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. Evaluate theories and arguments 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
- Strengthen critical thinking and communication skills through the processes of analytical writing and discussion

HST 119 History of Medicine

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:

- Identify important ideas, people, and themes relevant in the development of medicine and medical practice since the 18th century.
- Evaluate and analyze relevant primary and secondary source material

HPA 2. Analyze and interpret evidence to contextualize historical, philosophical or religious events or positions critically, using appropriate disciplinary methodologies or approaches.

Students will:

- Contextualize medical ideas within their contemporary social, political, and cultural frames of reference.

HPA 3. Demonstrate through the ability to represent accurately and analyze critically the positions of others an understanding of the historical, philosophical, or religious construction of differences and similarities over time, within and between groups, regions, or ideological perspectives/traditions.

Students will:

- Contextualize medical ideas within their contemporary social political, and cultural frames of reference.
- Examine the ways medical understandings can have profound impacts on social and cultural attitudes and vice versa, both in the past and today.

HST 250 North Carolina Indians

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:

- Identify the significance of major figures, events, and ideas in North Carolina Indian history.
- Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims about North Carolina Indians.
- Gain proficiency in writing clearly and effectively.

HPA 2. Analyze and interpret evidence to contextualize historical, philosophical or religious events or positions critically, using appropriate disciplinary methodologies or approaches.

Students will:

- Identify how causation relates to continuity and change in North Carolina Indian society and culture.

- Develop their critical and analytical skills through the reading and interpretation of multiple forms of historical evidence dealing with North Carolina Indians.
- Understand the importance of asking significant questions of historical evidence concerning North Carolina Indians.

HPA 3. Demonstrate through the ability to represent accurately and analyze critically the positions of others an understanding of the historical, philosophical, or religious construction of differences and similarities over time, within and between groups, regions, or ideological perspectives/traditions.

Students will:

- Demonstrate an understanding of the interactions between North Carolina Indians and other Indian peoples, Europeans, Americans, and African-Americans across time and space.
- Acquire an understanding of how North Carolina Indians and their society, culture, religion, economy, and politics changed over time and the consequences of these changes.
- Develop their critical and analytical skills through the reading and interpretation of multiple forms of historical evidence dealing with North Carolina Indians.

For Living in Our Diverse Nation

LDN 1. Analyze and interpret evidence of the influence of human diversity on the history and present culture of the United States.

Students will:

- Identify the significance of major figures, events, and ideas in North Carolina Indian history.
- Acquire an understanding of how North Carolina Indians and their society, culture, religion, economy, and politics changed over time and the consequences of these changes.
- Recognize the distinction between primary and secondary sources and understand how each are used to make historical claims about North Carolina Indians.
- Understand the importance of asking significant questions of historical evidence concerning North Carolina Indians.

LDN 2. Demonstrate an understanding of social and cultural influences in the U.S. that shape perspectives of various social groups, while considering the consequences of advantage and disadvantage.

Students will:

- Identify how causation relates to continuity and change in North Carolina Indian society and culture.
- Acquire an understanding of how North Carolina Indians and their society, culture, religion, economy, and politics changed over time and the consequences of these changes.

LDN 3. Evaluate theories and arguments related to the ways in which diversity has shaped and continues to shape identity and experience in the U.S.

Students will:

- Demonstrate an understanding of the interactions between North Carolina Indians and other Indian peoples, Europeans, Americans, and African-Americans across time and space.
- Develop their critical and analytical skills through the reading and interpretation of multiple forms of historical evidence dealing with North Carolina Indians.

HST 260 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 to contextualize historical, philosophical or religious events or positions critically, using appropriate disciplinary methodologies or approaches.

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 through the ability to represent accurately and analyze critically the positions of others an understanding of the historical, philosophical, or religious construction of differences and similarities over time, within and between groups, regions, or ideological perspectives/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.

For Living in Our Diverse Nation:

LDN 1. Analyze and interpret evidence of the influence of human diversity on the history and present culture of the United States.

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.

LDN 2. Demonstrate an understanding of social and cultural influences in the U.S. that shape perspectives of various social groups, while considering the consequences of advantage and disadvantage.

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.

LDN 3. Evaluate theories and arguments related to the ways in which diversity has shaped and continues to shape identity and experience in the U.S.

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: Global Issues in Historical Perspective

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:

- Identify the significance of major figures, events, and ideas in global history.
- Recognize the differences between primary and secondary sources and evaluate how each are used to make historical claims.
- 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.

HPA 2. Analyze and interpret evidence to contextualize historical, philosophical or religious events or positions critically, using appropriate disciplinary methodologies or approaches.

Students will:

- Recognize the differences between primary and secondary sources and evaluate how each are used to make historical claims.
- Develop critical and analytical skills through the reading and interpretation of multiple forms of historical evidence.
- Develop critical and analytical skills through the reading and interpretation of multiple forms of historical evidence.

HPA 3. Demonstrate through the ability to represent accurately and analyze critically the positions of others an understanding of the historical, philosophical, or religious construction of differences and similarities over time, within and between groups, regions, or ideological perspectives/traditions.

Students will:

- Identify the significance of major figures, events, and ideas in global history.
- Develop critical and analytical skills through the reading and interpretation of multiple forms of historical evidence.
- Analyze the intellectual and cultural exchanges that took place between the West and the wider world.

For Living in a Global Society

LGS 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.

LGS 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.

LGS 3. Consider/reflect on the intellectual and ethical dimensions of cultural difference, global dynamics, and/or global citizenship.

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 271 U.S. Topics in Historical Perspective

For Living in Our Diverse Nation:

LDN 1. Analyze and interpret evidence of the influence of human diversity on the history and present culture of the United States.

- Knowledge of the significance of major ideas and events in U. S. history and how they were generated or shaped by the diverse economic, social, and political experiences of the country's residents
- Recognition of the distinction between primary and secondary source materials and their value as tools in the construction of diverse historical interpretations and narratives
- Knowledge of the diversity of Americans' historical experiences and voices through the examination of multiple forms and sources of historical evidence.
- Ability to evaluate multiple forms of historical evidence created by diverse voices and to identify and explain the sources of interpretive differences

LDN 2. Demonstrate an understanding of social and cultural influences in the U.S. that shape perspectives of various social groups, while considering the consequences of advantage and disadvantage.

- Ability to explain how distinctions based on race, ethnicity, gender, class, age, and/or religion could determine social groups' access to economic security, social mobility, political rights and privileges
- Ability to identify roots of contemporary U. S. society through thematic or issue-focused studies of major transformations in Americans' social, political, and/or economic environments
- Ability to identify and analyze the disparate or shared effects of those transformations on various social groups in the U. S

LDN 3. Evaluate theories and arguments related to the ways in which diversity has shaped and continues to shape identity and experience in the U.S.

- Development of historical thinking skills through the processes of analytical writing and oral discussion (Ex: continuity and change, contextualization, comparison, causation, periodization, synthesis)
- Recognition of the distinction between primary and secondary source materials; demonstrate sources' uses as windows into the diversity of social groups' and individual's experiences and identities, and as tools in the construction of complementary and conflicting historical interpretations and narratives

HST 290 Practice of History

For Information Literacy:

IL 1. Develop questions for research that necessitate information seeking, gathering, and analysis and employ effective and iterative search strategies to address them.

Students will:

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

IL 2. Critically evaluate and classify sources based on the context in which they were produced and disseminated, their place in the relevant scholarly conversation(s), and their indicators of authority.

Students will:

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

IL 3. Synthesize and effectively use information to create new content (e.g., papers, presentations, data analyses, videos) that addresses the research questions, demonstrates ethical use of information (including the acknowledgement of other's intellectual work), and adheres to any established disciplinary or professional parameters.

Students will:

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

For Writing Intensive:

WI 1. Demonstrate an ability to produce written texts that reflect a knowledge and understanding of disciplinary conventions in terms of audience expectations, genre conventions, and/or citation practices.

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 records.

WI 2. Demonstrate the ability to employ an iterative writing process that includes invention, drafting, and revision in response to instructor feedback to complete a major writing project or series of written assignments.

Students will:

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

For Explorations Beyond the Classroom:

EBC1. 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. Synthesize knowledge drawn from their coursework to address the issues/challenges/questions involved in the experience.

Students will:

- 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. 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

For Information Literacy:

IL 1. Develop questions for research that necessitate information seeking, gathering, and analysis and employ effective and iterative search strategies to address them.

Students will:

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

IL 2. Critically evaluate and classify sources based on the context in which they were produced and disseminated, their place in the relevant scholarly conversation(s), and their indicators of authority.

Students will:

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

IL 3. Synthesize and effectively use information to create new content (e.g., papers, presentations, data analyses, videos) that addresses the research questions, demonstrates ethical use of information (including the acknowledgement of other's intellectual work), and adheres to any established disciplinary or professional parameters.

Students will:

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

For Writing Intensive:

WI 1. Demonstrate an ability to produce written texts that reflect a knowledge and understanding of disciplinary conventions in terms of audience expectations, genre conventions, and/or citation practices.

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 records.

WI 2. Demonstrate the ability to employ an iterative writing process that includes invention, drafting, and revision in response to instructor feedback to complete a major writing project or series of written assignments.

Students will:

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

For Explorations Beyond the Classroom:

EBC1. 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. Synthesize knowledge drawn from their coursework to address the issues/challenges/questions involved in the experience.

Students will:

- 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. 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.