

Alignment Between the University General Education Policy and Student Learning Outcomes Assessment Goals and Objectives

D. Social and Behavioral Sciences

<p>D.1. American History and Civilization</p> <p style="text-align: center;">Courses: History 146 (4 units) History 200 (4 units) History 201 (4 units)</p>	
<p>GE Policy</p> <p>In so far as it is appropriate and practicable, courses meeting the American History and Civilization and the American Institutions requirement should:</p> <ol style="list-style-type: none"> a. Introduce students to the concept, theories, and modes of thought and analysis necessary for understanding the particular social science approaches used to present American History, institutions and civilization; b. Provide a balance between breadth and substance on a level appropriate for general education students—in other words NOT be so narrowly defined and discipline—oriented as to be designed primarily for those in the major; c. Include materials on the roles and contributions of men and women and relevant issues and problems that have been and/or are related to the factor of gender; d. Include materials on the diverse ethnic groups that have affected (and/or been affected by) the development of American society, culture, and institutions as well as 	<p>Outcomes Assessment Learning Goals</p> <p>Upon Completion of this requirement students will be able to:</p> <p>Goal 1. Understand key social, economic, cultural, and political themes in American history. Objectives</p> <ol style="list-style-type: none"> 1. Describe a significant social, economic, cultural, or political theme in a two- decade or longer period of American history. 2. Name three key figures in American cultural history. 3. List three social consequences of industrialization in American history. 4. List two causes and two consequences of either the American Civil War, the War for Independence, or World War I. <p>Goal 2. Understand the various contributions of ethnic and gender groups in American history. Objectives</p> <ol style="list-style-type: none"> 1. Name two leaders of an ethnic minority group in American history. 2. Describe the contributions of women to either the abolition of slavery movement or the women's suffrage movement in American history. 3. Compare two civil rights movements and their political or constitutional issues in American history.

<p>relevant issues and problems that have been and/or are related to the factor of ethnicity;</p> <p>e. Where the time frame of the course is appropriate, relate historical developments to contemporary conditions, issues and problems; and</p> <p>f. Depending upon the discipline perspective of the particular course offered under American Institutions, explore various social, political and economic institutions in American society and culture, including their origins, interrelationships, historical and contemporary roles, and impact on American development.</p> <p>g. In addition, where the courses in American history and Civilization include various materials that satisfactorily meet the American History and Constitution requirements as specified in Sec. 40404 of Title V, they shall be so designated; those American Institutions courses that include materials that satisfactorily meet the constitution, State and Local Government requirements of Title V will be so designated. (Some overlap is inevitable where one has history and political science courses that must all deal with the constitution and constitutional issues.)</p>	<p>Goal 3. Understand the historical contexts of contemporary issues and conditions in America.</p> <p>Objectives</p> <ol style="list-style-type: none"> 1. Describe two foreign policy issues that echo a current foreign policy issue. 2. Describe two domestic policy issues that echo a current domestic issue. 3. Compare immigration policies in an earlier era with immigration policies today. 4. Name two people who helped develop a particular cultural movement or genre (jazz, blues, impressionism, modernism, romanticism ...).
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