**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number: World History to 1520 - HS 201**

**Home Department: History**

**Department Chair Name and Contact Information** (phone, email): Keith Kendall (x-1648; kkendall@nmu.edu)

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Every semester

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content

HS201 (World History to 1520) is the first half of a survey course providing students with a well-rounded understanding of World History. This course explores the development of humanity from its origins to the era of the beginnings of global contact and trade among all continents.

Course Objectives:

Students will improve their ability to analyze and evaluate evidence, and offer arguments regarding historical epochs and events

Students will improve their critical thinking and writing skills; particularly, students will improve their ability to develop a thesis and to employ evidence to defend that thesis.

Students will gain an improved understanding of causal relationships regarding the consequences of events, decisions, actions, and trends in world history.

Students will gain an improved understanding of the study of history as a conceptual framework for understanding the past and the present as opposed to a mere accumulation of events, dates, and discrete facts. Students will also be able to explain how current ideas shape our understanding of the past.

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes:

This course requires students to engage in historical methodology which involves assessing and creating arguments based on a variety of types of sources (critical thinking) in the context of historic cultures from around the world (social responsibility in a diverse world). Students analyze the impact of political systems, world religions, social inequalities, and patterns of interaction and exchange over time.

Critical Thinking:

History is built on the analysis of primary source documents, and the making of arguments based on those documents. In order to satisfy the *Evidence Dimension*, HS 201 requires students to examine primary source documents, narratives, texts, and scholarly journal articles; these are critically judged and the result of those judgements inform papers, document worksheets, and test answers. In order to satisfy the *Integrate Dimension*, HS 201 requires students to reach conclusions about the past based on evidence from a variety of sources. This requires them to integrate their knowledge and primary source analysis skills as they accumulate throughout the semester, this appears in paper and test questions and document analysis sheets In order to satisfy the *Evaluate Dimension*, HS 201 requires students to engage in the historical method, which involves the analysis of both the context and the content of documents. While history can be done in a number of ways, the profession coalesces around judicious handling of evidence, an accurate rendering the chronology of verifiable events in the pursuit of understanding both causality and meaning in history. Historians also apply critical analysis to the logic and veracity of arguments proposed by fellow historians in their writings and students are encouraged to engage in such analysis of all texts they are assigned to read; this is assessed through papers which include the use of appropriate evidence, and tests.

Social Responsibility in a Diverse World:

 World History requires students to learn about the diverse heritage of peoples around the world. In order to satisfy the *Knowledge of Cultural Worldview Frameworks Dimension*, HS201 requires students to identify key elements of major world religions, political traditions, and economic systems that shape historic world views from the populating of the planet to the era of early global trade; this is assessed through tests and papers. In order to satisfy the *Intercultural Awareness Dimension*, students will use the information they identified from the *Knowledge of Cultural Worldview Frameworks* *Dimension* and explain how these elements of cultural worldviews compare and contrast to each other. They will also explain how major ideas, traditions, and technologies spread across cultures; these explanation will be the basis of papers or test answers or in class work. In order to satisfy the *Intercultural Engagement Dimension*, HS201 necessitates the engagement with the past in the development of historical empathy; this is accomplished through immersion in the sources generated by various cultures and the stories of those cultures’ histories and assessed by tests, papers, and in class work and discussions. In order to satisfy the *Ethical Issue Recognition Dimension*, HS201 requires students to approach questions of past decisions and past actions with a clear perspective in which the ethical issues of the times are carefully examined while students assess change of ethical standards across time. This course specifically addresses ethical issues, and changing views, regarding slavery, war, genocide, social inequalities, and religious toleration, and present their conclusions in papers, in class work, or in discussions.

C. Describe the target audience (level, student groups, etc.)

HS201 attracts a wide variety of students. There are no prerequisites for this class. It fulfills the World Cultures requirement under the Liberal Studies program.

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

HS201 will fulfill a requirement for History majors (they can either take 201 or 202). This course is required for all History Education majors.

E. Provide any other information that may be relevant to the review of the course by GEC

Under the CUP proposal, HS 101, HS 102 (Western Civilizations I and II) and HS 105 (World History) are eliminated to provide a more globally balanced perspective and minimize the influence of Euro-centrism in teaching history. The new World History courses (HS201 and HS202) will include the information from HS 101, HS 102, and HS105 allowing students to understand how European history fits into the broader historical narrative of World History. Instead of just one course in World History, it will be split into two survey classes in order to cover the wide sweep of changes over time around the globe.

This is a multi-section class taught every semester by several instructors so there will be some variation in specific content as well as assessment types and frequency.

**PLAN FOR LEARNING OUTCOMES
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | Type: Whole class discussions, small group activities, and/or periodic document analysis worksheetsFrequency: Regularly (approximately weekly)Projected submission materials: document analysis worksheetsRelative Importance: part of every graded assignment in the course; exclusive of participation points this maybe 80-100% of the gradeProjected success: 85% based on higher level bringing smaller classes and (slightly) more advanced students; current World History success is about 70% |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | Type: Exams, essays, and/or research papers.Frequency: Varies by instructorProjected submission materials: Selected questions from exams, essays, and research papers.Relative Importance: Varies by instructor part of every graded assignment in the course; exclusive of participation points this maybe 80-100% of the gradeProjected success: 85%; based on higher level bringing smaller classes and (slightly) more advanced students; current World History success is about 70% |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | Type: Exams, essays, and/or research papers.Frequency: Varies by instructorProjected submission materials: Selected questions from exams, essays, and research papers.Relative Importance: Varies by instructor part of every graded assignment in the course; exclusive of participation points this maybe 80-100% of the gradeProjected success: 85%; based on higher level bringing smaller classes and (slightly) more advanced students; current World History success is about 70% |

**PLAN FOR LEARNING OUTCOMES
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of cultural worldview frameworks**  | Knowledge of elements important to members of another culture | Type: Discussions, Tests, Essays, and Research PapersFrequency: Varies by instructorProjected submission materials: Select questions from tests, essays, and research papers.Relative Importance: essential to class; one way or another virtually 100% of the course grade in this class would require knowledge of cultural worldview and frameworks. Projected success: 85%; based on higher level bringing smaller classes and (slightly) more advanced students; current World History success is about 70% |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | Type: Exams, essays, and/or research papers.Frequency: Varies by instructorProjected submission materials: Selected questions from exams, essays, and research papers.Relative Importance: This is world history course. If we follow the same standing rules from the World Cultures section (it is not clear that this is the case, but we have nothing else to go on) then Europe/Australia/North America are too western to be considered “intercultural awareness.” Under this guideline, roughly 75% of the course can be considered “intercultural” and this would be reflected in an equivalent percentage of the graded work. Projected success: 85%; based on higher level bringing smaller classes and (slightly) more advanced students; current World History success is about 70% |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | Type: Exams, essays, and/or research papers.Frequency: Varies by instructorProjected submission materials: Selected questions from exams, essays, and research papers.Relative Importance: Varies by instructor. If we assume that engaging with cultures other than one’s own constitutes an actual willingness to do so, rather than it having been done under duress, then nearly 100% of the course and would have a correspondingly high proportion of the grade dependent it upon it, unless the culture must be non-western to satisfy this requirement, in which case the relevant percentage would likely drop to about 75% Projected success: 85%; based on higher level bringing smaller classes and (slightly) more advanced students; current World History success is about 70% .  |
| **Ethical Issue Recognition**  | Awareness of ethical issues as they relate to cultures | Type: Exams, essays, and/or research papers.Frequency: Varies by instructorProjected submission materials: Selected questions from exams, essays, and research papers.Relative Importance: Varies by instructor; virtually unavoidable part of every graded assignment in the course; exclusive of participation points this maybe 80-100% of the grade. Projected success: 85%; based on higher level bringing smaller classes and (slightly) more advanced students; current World History success is about 70% |