

APPENDIX A:

Detailed Evaluation of History and Political Science Course Components and SLOs

SLOs:

SLO I: Students will develop an appreciation for the importance of historical and social science scholarship by:

- gaining a comprehension of both continuity and change over time as they position themselves and their country, especially its institutions, within the larger historical narrative.

SLO II: Students will develop an understanding of the specific strengths, limitations, and biases of historical and social science scholarship by:

- Describing what historians and political scientists do through a recognition of the kinds of sources they rely on and the types of questions they ask;
- identifying the difference between primary and secondary sources;
- critically thinking about course content to formulate their own interpretations.

SLO III: Students will develop effective communications skills by:

- reading secondary and primary source material;
- discussing course content with the instructor and among their classmates;
- writing basic essay arguments using historical and social scientific evidence.

KEY:

I = Introduced: Formally introduces the SLO Objective in the course.

P = Practiced: Consistently practices the SLO Objective in the course.

R = Reinforced: Applied the objective via specific course assignment or assessment to further reinforce it.

COURSES:

History 104A & 104B (Western Civilization in a World Perspective)

Prepared by Alan Kirshner

I = Introduced: Formally introduces the SLO Objective in the course.

The title of the course alone underlines the introduction of this objective. The students receive course outlines that identify continuity and change over time. In fact, the terms continuity and change not only appear on portions of my outlines, but are reinforced through videos like James Burkes' Connections series.

P = Practiced: Consistently practices the SLO Objective in the course.

Once a week students meet in groups where topic questions are introduced that are designed to not only to have students infer historical concepts from the primary and secondary sources presented in the textbook and lecture, but demands critical thinking in their exchanges with the others in the group. Students are required to show their preparation in a summary on a 3 x 5 card. The students grade themselves and a rotating chairperson grades them as well. One of the grades is based upon the insightful and stimulating questions they ask to other group members. The instructor (me, of course) moves from group to group to help stimulate the exchanges. If there is a large discrepancy in the individual and chairperson's grade the instructor will provide the grade based upon his recollection of the individuals exchange in the group.

R = Reinforced: Applied the objective via specific course assignment or assessment to further reinforce it.

Graded group meetings each and/or the papers the students write if they miss a group meeting are only one of the methods used to assess and reinforce all of these objectives. Information gleaned from group interaction is brought before the compete class. The students are subject to three open-ended essay exams that are designed to elicit their ability to present factual historical evidence as well as conceptualizing and synthesizing the material. After each essay exam the instructors spends a full period going over the questions with the students and inviting their participation to reinforce previous leaning and to further discuss course content.

History 105: California History **Prepared by Heather McCarty**

SLO I:

I, P, R:

- Students are involved in large classroom discussions, as well as small group discussions, regarding contemporary readings of past events.
- Lecture on the historiography of key historical topics and then students are asked to free write about what factors contribute to the shifts in historiography.
- On midterm and final exams students are asked to compare and contrast historical periods.
- Students complete a service learning project that addresses a contemporary problem facing California and they turn in a short research paper related to the problem they have identified.

SLO II:

I, P, R:

- Each week students read primary and secondary sources. Most weeks the secondary sources are abridged versions of articles by two different scholars that make very different and conflicting arguments about the same topic/ issue. These readings are discussed in class.

- Twice per semester students turn in a weekly response paper that brings the secondary and primary source materials into dialogue, and they evaluate the various author's arguments.
- In-class debates of historical interpretations.

SLO III:

I, P, R:

- Each week students read primary and secondary sources. Most weeks the secondary sources are abridged versions of articles by two different scholars that make very different and conflicting arguments about the same topic/ issue. These readings are discussed in class.
- Twice per semester students turn in a brief response paper that brings the secondary and primary source materials into dialogue, and they evaluate the various author's arguments.
- Students must reference primary and secondary materials in the midterm and final essay exams.

History 107: History of Film

Instructor was unable to provide information. This course is being reviewed as part of the TD Program Review, since its primary listing is TD107.

History 112: Chicano History Prepared by Ralph

Hist-112	<p>SLO I: P= Students must complete unit response papers (essays) which compare and contrast historical eras/units of the course citing evidence.</p> <p>R= Students must complete a two-part oral history project: I. interview and II. presentation & reflection.</p>	<p>SLO II: I= Students are introduced formally to Chicana/o historians, historiography, and the historical scholarship process.</p> <p>P= ChS102/Hist 112 students complete in-class assignments interrogating and discussing primary sources related to the historical unit.</p> <p>R= Students are</p>	<p>SLO III: P= Each historical unit is completed with an in-class primary source group exercise & presentation.</p> <p>R= Group exercise of primary sources require class presentation and discussion with larger group on ideas generated from small group discussion.</p>
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		assessed through group presentation on primary source exercises, and through part two of oral history project.	P/R= Students are taught and are required to cite either primary or secondary sources in response papers (essays).
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History 114A and 114B: African American History: 1619-1877 and 1977 to Present
Prepared by Janice Jones

SLO Objective I: Students will develop an appreciation for the importance of historical and social science scholarship by:

P

- Classroom discussion covering connections between the events of the Middle Passage, enslavement, and the fight for freedom and the Civil War in relationship to social and political trends and events covering 1619 to 1877.

SLO Objective II: Students will develop an understanding of the specific strengths, limitations, and biases of historical and social science scholarship by:

R

- Students must access Secondary Sources (online, Black History calendars, the History channel, etc): critical and popular readings, daily facts of events occurring in African American history, readings from various time periods covered in class.

SLO Objective III: Students will develop effective communications skills by:

P

- Students are graded on a Final Term Project covering a specific time period covered in the course. The project includes a written term paper and an oral presentation discussing: economics, social events, political events, religious events and economics of the period. Must site primary and secondary sources.

History 115: Asian American History
Prepared by Ken Hanada

SLO Objective I: Students will develop an appreciation for the importance of historical and social science scholarship by:

R

- In-class quizzes on key concepts, historical events, names and dates
- Classroom discussions establishing connections between major historical events and contemporary social/political/cultural issues and problems
- In-class videos/films presenting the “voices” and “stories” of Asian people who have lived through major historical eras or events

SLO Objective II: Students will develop an understanding of the specific strengths, limitations, and biases of historical and social science scholarship by:

P

- Reading and discussing primary and secondary source materials with opposing viewpoints and perspectives to develop an independent viewpoint in regards to a historical event (i.e.: internment of Japanese and Japanese Americans)
- Identifying the differences between primary and secondary source documents in discussions with the instructor

SLO Objective III: Students will develop effective communications skills by...

R

- Writing a basic essay argument for midterm/final exams utilizing historical evidence
- Students graded on a written term paper which must include citations from primary and secondary source materials
- In-class small and group discussions to develop critical thinking skills

History 117A and 117B: US History to 1877/ US History from 1877
Prepared by Darren Bardell

SLO Objective I: Students will develop an appreciation for the importance of historical and social science scholarship by...

I

- Classroom discussion covering assumed or traditionally accepted value of historical scholarship with students’ own understanding of its value.

P

- Chapter quizzes after each chapter reading assignment

R

- Midterm and Final Exam assignment. Students compose a formal critical analysis essay in which the compare and contrast the period under analysis to contemporary events and trends.

SLO Objective II: Students will develop an understanding of the specific strengths, limitations, and biases of historical and social science scholarship by...

I

- Classroom discussion covering contemporary reading of past events.

P

- Students must first identify the difference and then critically analyze various primary and secondary sources and present their findings to the class during discussion periods.

SLO Objective III: Students will develop effective communications skills by...

P

- Daily classroom discussion covering reading assignment and lecture topics.

R

- Students must reference primary and secondary sources when writing midterm and final exams and provide a critical analysis of these sources.

History 118: Contemporary US History: 1945 – present

Prepared by Darren Bardell

SLO Objective I: Students will develop an appreciation for the importance of historical and social science scholarship by...

I

- Classroom discussion covering assumed or traditionally accepted value of historical scholarship with students' own understanding of its value.

R

- Midterm and Final Exam assignment. Students compose a formal critical analysis essay in which the compare and contrast the period under analysis to contemporary events and trends.

SLO Objective II: Students will develop an understanding of the specific strengths, limitations, and biases of historical and social science scholarship by...

I

- Classroom discussion covering contemporary reading of past events.

R

- Midterm and Final Exam assignment. Students compose a formal critical analysis essay in which the compare and contrast the period under analysis to contemporary events and trends.

SLO Objective III: Students will develop effective communications skills by...

P

- Regular classroom discussions covering reading assignments and lecture topics.

R

- Students must reference primary and secondary sources on final research project and provide a critical analysis of these sources.

History 119A and 119B: Bad Girls: Women's History to 1890/ Women's History form 1890

Prepared by Heather McCarty

SLO I:

I, P, R:

- Students are involved in large classroom discussions, as well as small group discussions, regarding contemporary readings of past events.
- Lecture on the historiography of key historical topics and then students are asked to free write about what factors contribute to the shifts in historiography.
- On midterm and final exams students are asked to compare and contrast historical periods.
- Students complete a service learning project that addresses a contemporary problem facing women.

SLO II:

I, P, R:

- Each week students read primary and secondary sources. Most weeks the secondary sources are abridged versions of articles by two different scholars that make very different and conflicting arguments about the same topic/ issue.
- Students turn in a weekly response paper that brings the secondary and primary

- source materials into dialogue, and they evaluate the various author's arguments.
- In-class scaffolding of key feminist theories.
 - Students complete a semester long research paper where they learn to develop historical thinking skills and offer their own historical interpretations.

SLO III:

I, P, R:

- Each week students read primary and secondary sources. Most weeks the secondary sources are abridged versions of articles by two different scholars that make very different and conflicting arguments about the same topic/ issue. These readings are discussed in class.
 - Students turn in a weekly response paper that brings the secondary and primary source materials into dialogue, and they evaluate the various author's arguments.
 - Students must reference primary and secondary materials in the midterm and final essay exams.
 - Students complete a semester long research paper where they learn to develop historical thinking skills and offer their own historical interpretations.
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History 141:

Prepared by Heather McCarty Heather

SLO I:

I, P, R:

- Students are involved in structured discussion board discussions regarding contemporary readings of past events, including connecting musical trends with the events of the time period.
- Students complete a final project that traces the influences of a contemporary artists to the roots of 1950s rock and roll.
- Weekly quizzes of readings and listening guides.
- Students complete a field trip assignment where they go to a concert/ show and apply performance theory to the song prior to the concert, and after using the 4 part performance window theory.

SLO II:

I, P, R:

- Each week students read primary and secondary sources, including completing weekly listening guides.
- Weekly quizzes of the readings and listening guides.
- Students complete a field trip assignment where they go to a concert/ show and apply performance theory to the song prior to the concert, and after using the 4 part performance window theory.
- Students complete a lyric analysis paper that analyzes the lyrics and connects them to the relevant sociopolitical events of the 1950s.

SLO III:

I, P, R:

- Each week students read primary and secondary sources, including completing weekly listening guides.
 - Students are involved in structured discussion board discussions regarding contemporary readings of past events, including connecting musical trends with the events of the time period.
 - Weekly quizzes of the readings and listening guides.
 - Students complete a lyric analysis paper that analyzes the lyrics and connects them to the relevant sociopolitical events of the 1950s.
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History 142:

Prepared by Darren Bardell

SLO Objective I: Students will develop an appreciation for the importance of historical and social science scholarship by...

I

- Classroom discussion covering assumed or traditionally accepted value of historical scholarship with students' own understanding of its value.

R

- Midterm and Final Exam assignment. Students compose a formal critical analysis essay in which the compare and contrast the period under analysis to contemporary events and trends.

SLO Objective II: Students will develop an understanding of the specific strengths, limitations, and biases of historical and social science scholarship by...

I

- Classroom discussion covering contemporary reading of past events.

R

- Students must first identify the difference and then critically analyze various primary and secondary sources and present their findings to the class during discussion periods.

SLO Objective III: Students will develop effective communications skills by...

I

- Monthly student presentation covering a highly subjective and emotionally charged topic in U.S. history

P

- Online discussion board where students post and respond in short essay format to topic drawn from readings and lecture topics.

R

- Students must include a critical analysis of primary and secondary in their midterm and final exam projects.

History 143: History of Rock and Roll since 1970 **Prepared by Tim Roberts**

SLO Objective I: Students will develop an appreciation for the importance of historical and social science scholarship by...

R

- Online quizzes after each online reading assignment.
- In-class quizzes on recognition of concepts of musical evolution and influence.
- Classroom discussion covering connections between musical trends and social/political events

SLO Objective II: Students will develop an understanding of the specific strengths, limitations, and biases of historical and social science scholarship by...

P

- Students must access and apply multiple online sources: Primary Sources: observation (e.g. YouTube), listening (musical analysis); Secondary Sources: critical and popular readings, quantitative analyses (sales data, charts and awards).
- Students will compare/contrast the material, create projections and connections among musical styles and social trends.

SLO Objective III: Students will develop effective communications skills by...

R

- Students are graded on a Final Term Paper on a significant artist, citing musical, social, and historical relevance and influence. Must cite primary and secondary sources.

- In-class presentation on artist with musical examples as primary source for analysis along with biographical and critical evidence from secondary sources.
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Political Science 102 (American Government)
Prepared by Alan Kirshner

I = Introduced: Formally introduces the SLO Objective in the course.

While continuously presenting the functioning of American Government in its historical context and in relation to the world as a whole, the student develops a clearer view of our institutions and how they work. Students using the course outline, study outline, lecture topics and worksheets that interface with the textbook do express a fuller comprehension of their place in both a political and historical narrative.

P = Practiced: Consistently practices the SLO Objective in the course.

Students are able to better understand the resources used and questions asked by political scientists and political pundits by using Online sites. Included in the research students do Online are both primary and secondary sources. The worksheets required that I have interfaced with the chapter demand critical thinking as in most cases their aren't right or wrong responses. Student grades are dependent on the approach take in attempting to answer the interface questions rather than providing an absolutely correct answer.

R = Reinforced: Applied the objective via specific course assignment or assessment to further reinforce it.

Students are required to read both primary and secondary materials. The interfaces/worksheets integrate these in the analytical questions posited. In the Online class students posted their analysis of their research in the discussion board for other students and the instructor to comment. As with the Western Civilization courses the essay exams are open ended designed to elicit from the students factual historical/political evidence as well as conceptualizing and synthesizing the material. Discussion of the questions and answers takes place the day exams are returned. The Political Science course exams, however, do include short identification questions. In all cases, essay and identification, the student has a choice of which questions to answer so they may best show the knowledge they have achieved as well as their individual critical thinking skills. This is why, in my view, the communication between students and between students and instructor is so productive after the exam is returned.

Political Science 103 (International Relations)
Prepared by Matt Freeman

SLO Objective I: Students will develop an appreciation for the importance of historical and social science scholarship by...

R

- Class discussion after reading assignments.
- In-class quizzes on recognition of concepts of International Relations.
- Classroom discussion stressing importance of National and International Policy.

SLO Objective II: Students will develop an understanding of the specific strengths, limitations, and biases of historical and social science scholarship by...

P

- Students must develop understanding of IR methodology for case studies: ; Secondary Sources: contemporary readings for IR Field relating to case studies; application of quantitative and qualitative IR methods to make general observations about cases.
- Students will compare/contrast the policies of each case study and closely examine the interconnectedness of policy.

SLO Objective III: Students will develop effective communications skills by...

R

- Students are required to research and present findings to class concerning one of their case studies. Students must site all sources.
 - Students work together in breakout sessions to apply IR methodology and theory to cases.
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Political Science 104 (Political Theory)

Prepared by Matt Freeman

SLO Objective I: Students will develop an appreciation for the importance of historical and social science scholarship by...

R

- Class discussion after reading assignments.
- In-class exegesis of classical and contemporary work in theory
- Classroom discussion stressing importance of Socratic and Postmodern methodology.

SLO Objective II: Students will develop an understanding of the specific strengths, limitations, and biases of historical and social science scholarship by...

P

- Students must develop understanding of Socratic and Postmodern theory for textual exegesis of Primary works: Plato; Aristotle; Machiavelli; Hobbes; Rousseau; Neitzsche; Foucault.
- Students will compare/contrast the theories of each work and closely examine the interconnectedness of western political thought.

SLO Objective III: Students will develop effective communications skills by...

R

- Students are required to research and present findings to class concerning one work in theory outside of required readings. Students must site all sources.
 - Students work together in breakout sessions to engage in close textual exegesis of Primary works.
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Political Science 105 (Comparative Politics)

Prepared by Matt Freeman

SLO Objective I: Students will develop an appreciation for the importance of historical and social science scholarship by...

R

- Class discussion after reading assignments.
- In-class quizzes on comparative framework and theories.
- Classroom discussion stressing importance of comparative methodology.

SLO Objective II: Students will develop an understanding of the specific strengths, limitations, and biases of historical and social science scholarship by...

P

- Students must develop understanding of Comparative methodology for case studies; Secondary Sources: contemporary readings for Comparativiest in the field relating to case studies; application of quantitative and qualitative Comparative methods to make general observations about cases.

- Students will compare/contrast the policies of each case study and closely examine the interconnectedness of policy.

SLO Objective III: Students will develop effective communications skills by...

R

- Students are required to research and present findings to class concerning one of their case studies. Students must site all sources.
- Students work together in breakout sessions to apply Comparative methodology and theory to cases.