

B - Course Revision Form V. 7.2022 : Entry # 2408**DEAN Decision**

Approved

Today's Date

09/22/2022

EPC Decision

Approved

Today's Date

10/28/2022

GEC Decision

Approved

Today's Date

11/29/2022

APIRC Decision

Approved

Today's Date

12/02/2022

Begin Form**Today's Date**

09/12/2022

Your Name

Joey Fink

Your Email:jfink@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

Rick Schneid

Email address of your Department Chair

B - Course Revision Form V. 7.2022 : Entry # 2408fschneid@highpoint.edu

By checking below I am certifying that my department chair has seen and approved the course revisions that are in this proposal

Yes

Please select the appropriate school overseeing this proposal:

Humanities and Behavioral Sciences

Which semester is this course to be taught as proposed?

Fall 2023

Is this course part of GoGlobal?

No

Does this course, as revised, include any community engagement?

No

Is this a revision to meet new Gen Ed requirements?

Yes

In which area(s) of Gen Ed does this course (as proposed) fulfill?

American Context; Diversity

Does this course as it currently exists fulfill any of the below University academic program requirements?

- This course does not currently fulfill academic program requirements

What would you like to revise?

- Learning Outcomes

Does this course count towards a major or a minor?

Yes

Please list the course(s) and whether they are required or electives for the major/minor.

Course Prefix/Number	Name of Major and/or Minor?	Required or Elective?
HST 2240	History	elective

Is this course cross listed?

No

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HSP

Current course number

2240

Current course title

U.S. Women's History

Curriculum Review Information**Please list all revised student learning outcomes, including Gen Ed outcomes, for this course**

As an American Context course, this class has the following learning outcomes:

1. Write texts that address audiences in rhetorically appropriate ways (Communication I).
2. Formulate and support ideas through use of credible, genre and discipline appropriate sources (Communication II).
3. Organize evidence and logical inferences to reveal important patterns, differences, or similarities in the analysis of an issue or problem (Analytic III).
4. Analyze significant connections between the worldviews, power structures, aesthetics, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures (Appreciation of Difference I).

As a course that fulfills the Diversity requirement in the general education curriculum, this course also has these learning outcomes:

5. Organize evidence and logical inferences to reveal important patterns, differences, or similarities in the analysis of an issue or problem (Analytical Skills III).
6. Reflect critically on their own values in light of alternatives. (Ethical Reasoning III).
7. Analyze significant connections between the worldviews, power structures, aesthetics, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures (Appreciation of Difference I).
8. Identify and describe how power and privilege, particularly as determined by racial and socioeconomic inequality, impact their own life circumstances and those of other people both locally and globally (Appreciation of Difference III).

Please list any revisions to units or content areas that will be required for all sections of this course

There is no required content for this course; instructors have the liberty to choose the people, time periods, and topics/events to focus on when they teach it, provided that majority of the content is appropriate to a women's/gender history course. A general breakdown of content should look like this: at least 70% of the content (assigned readings and topics for classroom learning) should focus explicitly on women. The other 30% does not have to focus explicitly on women, but should relate to issues of gender and/or sexuality. The course should not focus exclusively on any one group of women, and instructors should strive to include multiple groups of women in the study of any give time period, event, or specific topic. For an example of the kinds of content that could be taught in this seminar, and to see what these guidelines look like 'in action,' please consult the course schedule in the sample syllabi (pp. 17-27), where you can see that each course meeting has a title that summarizes or references

B - Course Revision Form V. 7.2022 : Entry # 2408

the topic we're focusing on that day, and list the assigned readings for that day. This should adequately demonstrate the kind of content this course could cover to meet its learning outcomes.

Please list any revisions to assignments, tests, or other assessments that will be required for all sections of this course. If you have Gen Ed learning outcomes, please address assessment for each area that you are proposing the course be designated (i.e., Arts, Humanities, Diversity)

There are no assessment methods that are required for all sections of this course. Indeed, changes to the kinds of assessment methods are necessary to discourage academic dishonesty and to revise/adapt approaches based on student feedback and the instructor's self-evaluation of how well the learning outcomes were achieved in any given semester. You can consult the pages 10-13 of the sample syllabi for examples of the kinds of assignments one could require for this course and how they will link to the learning outcomes. On page 10, there is a table that links the assignments to the learning outcomes they will assess, and then descriptive paragraphs for the various kinds of graded course work follow on pages 11-13.

Please list any revisions to course policies that will be required for all sections of this course

N/A

If you would like to specify any revisions to requirements for how contact hours must be met for all sections of this course, please indicate below (e.g., if any experiential learning activities will replace seat time)

N/A

If this course proposal affects any other departments, please describe the consultation and approval that you've received and from whom

N/A

Is there anything else the reviewing parties should know about this course revision proposal that hasn't already been asked/addressed?

N/A

Sample Syllabus

- [Fink_HST-2240-US-Womens-History.docx](#)