

B - Course Revision Form V. 7.2022 : Entry # 2944**DEAN Decision**

Approved

Today's Date

09/20/2023

EPC Decision

Approved

Today's Date

10/27/2023

GEC Decision

Approved

Today's Date

11/10/2023

APIRC Decision

Approved

Today's Date

11/17/2023

Begin Form**Today's Date**

09/11/2023

Your Name

JOEY FINK

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

Yes

By checking below, I certify 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:

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Humanities and Behavioral Sciences

Which semester is this course to be taught as proposed?

Fall 2024

Are you submitting multiple courses for revision from the same department?

No, just one

Please list all of the courses that you are submitting revisions for:

Course Prefix	Course Number	Course Title
HST	1203	American Aspirations

What would you like to revise?

- Learning Outcomes

Gen Ed & Academic Program Information**Is this a revision to meet new Gen Ed requirements?**

Yes

Which area(s) of Gen Ed does your proposal seek for approval?

- The American Context [TAC]

Is this course part of an academic program?

- This course does not currently fulfill academic program requirements

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

No

Is this course part of GoGlobal?

No

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 1203	History	elective

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No

Choose the department designator for your course from the list below.

HST

Current course number

1203

Current course title

American Aspirations

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

This American Context course 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).

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

Instructors have the autonomy to make adjustments to content and structure to incorporate new scholarship, to respond to students' performance and feedback, and to keep things fresh and discourage academic dishonesty.

There are some guidelines that must be met every time the course is taught (outlined here) and the department chair will review the syllabus each time the course is taught to ensure the guidelines are met:

- The course should begin around or just before 1914 and bring the content up to the 21st century, so that the students' journey through the twentieth century throughout the semester. This structure allows for some continuity from semester-to-semester (so that all students walk away from the course having opportunities to analyze change and continuity in the United States culture, politics, geopolitical relationships, and social fabric from 1900-2000).
- The course must require students to grapple with content from or about a variety of different perspectives in American history, from the powerful and elite to the ordinary and overlooked, including women, children, racial minorities, the working class and low-income, and immigrants.
- The course must provide opportunities for students to grapple with the connections between the "big picture" explanations of how and why things happened the way they did, and the micro-histories or case studies that reveal the texture and nuances of everyday life. For instance, when studying World War II, students should be assessed on their understanding of how and why global conflict broke out in the 1930s, and also analyze primary sources that reveal how the war was experienced "on the ground."

If you have Gen Ed learning outcomes, please address the kinds of assessments you may use for each area that you are proposing the course be designated (i.e., Arts, Humanities, Diversity)

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There can be some variations to this, but generally every time the course is taught there will be:

- exams that test knowledge gained AND applied (i.e., some written component that requires the use of historical evidence to explain, analyze, reflect, and/or assess)

*LOs 2-4

- participation or in-class activities that assess vocal and/or written communication skills and analytical thinking (i.e., primary source analysis exercises, debates)

*LOs 3 and 4

- essays or papers that assess written communication skills, the ability to organize evidence and use to persuade, explain, and/or evaluate, and that require respect and appreciation for different experiences and viewpoints

*LOs #1 and #4

The sample syllabus has a table on page 5 that provides an example of this.

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?

In the course schedule in the attached sample syllabus, you'll find a course schedule (pages 9-13) that has titles for every class session that will provide glimpses into the specific topics studied in this semester's iteration of HST 1203. It does not include specific lists of assigned readings/primary sources because when I teach this course, I provide these in Blackboard and I change them up every time I teach to discourage academic dishonesty.

I can provide a bibliography at the reviewers' requests to demonstrate the variety of assigned readings by historians (i.e., articles and excerpts from books) and primary sources (written, visual/art, audio, and video) that students are required to read and to use in their graded coursework.

Sample Syllabus

- [R-HST1203-sample-syllabus-1.pdf](#)