Report Title: Planning 005: Detailed Report on Curriculum Maps

Curriculum Map	AA History						
				Narrate, in written or oral			
	Demonstrate, in both written and	Read and comprehend a variety	Develop a methodological	form, an event from the			
	oral discussion, the ability to	of primary and secondary	practice of identifying,	past in a way that		Identify examples of	Temper moral judgment in
	consider a diversity of viewpoints,	sources, evaluate their	gathering, evaluating,	recognizes different	Recognize the important	historical change and	historical interpretation with an
	construct and defend a thesis, and	perspective and bias, and	analyzing, synthesizing,	perspectives and multiple	political, intellectual, social,	continuity over time and	understanding of historical
	revise it effectively as new evidence	contextualize them with	interpreting, and citing	causation and rejects	and cultural forces that	evaluate their historical	perspective and the significance
Course Number	demands.	appropriate detail.	historical evidence.	inevitability.	have shaped our past.	significance.	of changing cultural context.
GEO-101	Level: Mastered	Level: Mastered	Level: Reinforced	Level: Reinforced	Level: Mastered	Level: Mastered	Level: Not Applicable
	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable
			Measure: Students debate		Measure: Students write		
			historical issues, such		essays addressing the		
			as,China s political,		question, Explain major		
			economic, and cultural	Measure: In exams, essay	impediments to human		
			geography will enable	questions inquire what	development in [a given]		
			China to become a	political, economic, and	geographical realm.		
			dominant power in the 21	cultural geographies have	Students must demonstrate	Measure: personal	
	Measure: Students are required to		century. Agree or	shaped [a country s] the	that a given society or	essays that ask students to	
	submit discussion postings on a	Measure: Students are assigned a	Disagree. Students have	present day condition.	continent sreality is	reflect on personal	
	weekly basis. Their responses have to	weekly topic essay based on the	to identify, gather, evaluate,	Students have to show their	reflection of political,	experience of development	
	be based on their analysis of	evaluation of their perspective	analyze, synthesize and	understanding of multiple	economic, intellectual,	or underdevelopment in	
	primary and secondary reading	and bias, and contextualize them	interpret geographical	causation in formation and	social, and cultural	order to help them connect	
	assignments	with appropriate detail	evidence	maturing of a given society	geographies	their past to their present	Measure:
HIS-101	Level: Introduced	Level: Not Applicable	Level: Introduced	Level: Introduced	Level: Introduced	Level: Introduced	Level: Introduced
	Emphasis : Not Applicable	Emphasis: Not Applicable	Emphasis: Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable

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HIS-102	in small groups, use of primary sources from different perspectives (class, gender, region), use of primary sources to write final paper Level: Introduced	Measure: Extensive use of primary sources, occasional use of secondary sources including textbook for contextualization. Final papers require paragraph on biases of sources . In online classes, s tudents are assigned a set of excerpts from primar y documents on a weekly basis. They must submit a three page essay responding to questions raised by the instructor	class activities such as student debates on the validity of statements like The Industrial Revolution brought no improvements in the lives of the working class. Students have to identify, gather, evaluate, analyze, synthesize and interpret historical evidence Level: Introduced	significant events and diverse perspectives and causes, exam essay questions Level: Introduced	Juvenal, Hobbes, Rousseau, Karl Marx. V.I. Lenin and John A . Hopson Level: Introduced	Measure: Lectures, class discussion of primary s ources, final papers, exam essays , course summary and review Level: Introduced	Measure: Lecture and class discussion of ethical dimension and historical context for slavery in the ancient world, treatment of children and women, concepts of honor in war, attitudes toward suicide, understanding of class and leadership. Assignments ask students to apply critical judgment of moral questions such What benefits the people under Western Imperialism might have derived? Students are encouraged to go beyond the interpretation and analysis of imperialism as primarily a tool of brutal exploitation Level: Introduced
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	Emphasis : Not Applicable	Emphasis: Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable
	sources from different perspectives (class, gender, region) , use of	Measure: Extensive use of primary sources, occasional use of secondary sources including textbook for contextualization. Final papers require paragraph on biases of sources. In online classes, s tudents are assigned a set of excerpts from primar y documents on a weekly basis. They must submit a three page essay responding to questions	class activities such as student debates on the validity of statements like The Industrial Revolution brought no improvements in the lives of the working class. Students have to identify, gather, evaluate, analyze, synthesize and interpret historical evidence	discussion of documents, in class presentations of significant events and diverse perspectives and causes, exam essay questions	Measure: Class lectures, quizzes, exam essays, exam short answers, textbook reading. Major texts in cultural and intellectual history history are read and discussed in class, including Plato, Thucydides, Pizan, Juvenal, Hobbes, Rousseau, Karl Marx. V.I. Lenin and John A. Hopson Level: Introduced	Measure: Lectures, class discussion of primary s ources, final papers, exam essays , course summary and	Measure: Lecture and class discussion of ethical dimension and historical context for slavery in the ancient world, treatment of children and women, concepts of honor in war, attitudes toward suicide, understanding of class and leadership. Assignments ask students to apply critical judgment of moral questions such What benefits the people under Western Imperialism might have derived? Students are encouraged to go beyond the interpretation and analysis of imperialism as primarily a tool of brutal exploitation
	Emphasis: Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis: Not Applicable	Emphasis: Not Applicable	Emphasis: Not Applicable	Emphasis : Not Applicable

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		Measure: I/R reading primary,					
		secondary, and source documents				Measure: I/R lecture	Measure: I/R lecture, reading
		that reflect various viewpoints;		Measure: in-class/informal	Measure: and social	material, primary source	assignments, in class discussion
	Measure: classroom, small group,	analyze and synthesize these		reflection essays and	structure disjunctions,	analysis, and class discussion	_
	and online discussion of primary and	sources into a narrative or argue a		discussions that center on	change over time, and	of major themes, events, and	require students to reflect on the
	secondary sources; thesis statement	particular viewpoint (with		cultural and social structure	issues of contingency and	intellectual, social, and	ways in which understandings of
	workshops and peer editing	effective thes is) and contextualize	Measure: I/R Assignments	disjunctions, change over	interpretation required to	cultural developments;	gender, femininity, masculinity,
	assignments formal papers and	ation formal essays, in - class	evaluating print and online	time, and issues of	demonstrate their grasp of	attention to gender, race,	sexuality, domestic are culturally
	reading response and reflection	exams, quizzes, and group	sources of primary and	contingency and	lecture and reading	class, region, and	constituted and the forces that
	essays	discussions or presentations	secondary documents	interpretation	material	periodization	cause them to change over time
HIS-106	Level: Reinforced	Level: Mastered	Level: Reinforced	Level: Reinforced	Level: Reinforced	Level: Introduced	Level: Introduced
	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis: Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable
				Measure: Narration of			
		Measure: daily primary and		events and analysis of			
		secondary reading assignments,	Measure: collection and	historical significance,			
		reflection papers on secondary	analysis of source material	multiple causation in all			Measure: lecture, readings and
		sources, exam essays on primary			Measure: Class discussion,		discussion of ethical decisions in
		and seco ndary sources, use of	instruction on use of	essays and mastery shown	,	Measure: I/R class lectures,	religious fasting, political libel,
		primary and secondary sources in		focused on a single topic in	discussion and papers and	class discussion of primary	colonization, collaboration and
	Measure:	research paper	research paper	independent research paper		sources	resistance, warfare, Marxism, etc
HIS-107	Level: Reinforced	Level: Mastered	Level: Reinforced	Level: Reinforced	Level: Reinforced	Level: Introduced	Level: Introduced
	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis: Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable
				Measure: Narration of			
		Measure: daily primary and		events and analysis of			
		secondary reading assignments,	Measure: collection and	historical significance,			
	Measure: class discussion of theses	reflection papers on secondary	analysis of source material	multiple causation in all			Measure: lecture, readings and
	in secondary sources, reflection	sources, exam essays on primary	for research paper, in class		Measure: Class discussion,		discussion of ethical decisions in
	papers on secondary sources,	and seco ndary sources, use of	instruction on use of	essays and mastery shown	,	Measure: I/R class lectures,	religious fasting, political libel,
	development of independent thesis	primary and secondary sources in		focused on a single topic in	discussion and papers and	class discussion of primary	colonization, collaboration and
	for research paper	research paper	research paper	independent research paper		sources	resistance, warfare, Marxism, etc
HIS-111	Level: Reinforced	Level: Introduced	Level: Introduced	Level: Introduced	Level: Introduced	Level: Introduced	Level: Introduced
	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis: Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable

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	Measure: classroom, small group, and online discussion of primary and secondary sources; thesis statement workshops and peer editing assignments Final paper compares and contrasts primary sources from two perspectives in a historical debate or support or critique existing historical views on questions like How Revolutionary was the American Revolution?	Measure: Daily primary source reading assignments, use of textbook and lectures for context, class discussion and paragraph in final paper to consider bias of sources utilized formal essays, inclass exams, quizzes, reading focus questions, and group discussions, in-class readings of important excerpts followed by class discussions	Measure: Comparison, synthesis, and analysis of assigned primary sources in final paper and essay exam questions. Final papers require appropriate citation . Students have to identify, gather, evaluate, analyze,	Measure: in - class/informal reflection essays and discussions that center on cultural and social structure disjunctions, change over time, and is sues of contingency and interpretation . Essay exam questions require narration of historical events and inquire what are the main causes of major historical events discussed in class	in intellectual, social,	Measure: same issue or issue or situation but in different period or geographical context . class discussion of primary and secondary sources, students address this concept of change and continuity in brief essay assignments throughout the semester	respond to such essay questions as what are the legacies of the
HIS-112	Level: Reinforced	Level: Introduced		Level: Introduced	Level: Introduced	Level: Introduced	Level: Introduced
ПІЗ-112	Emphasis : Not Applicable	Emphasis: Not Applicable	Level: Introduced Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable
	Measure: classroom, small group, and online discussion of primary and secondary sources; thesis statement workshops and peer editing assignments Final paper compares and contrasts primary sources from two perspectives in a historical debate or support or critique existing historical views on questions like How Revolutionary was the American Revolution?	Measure: Daily primary source reading assignments, use of textbook and lectures for context, class discussion and paragraph in final paper to consider bias of sources utilized formal essays, in class exams, quizzes, reading focus questions, and group discussions, in-class readings of important excerpts followed by class discussions	Measure: Comparison, synthesis, and analysis of assigned primary sources in final paper and essay exam questions. Final papers require appropriate citation. Students have to identify, gather, evaluate, analyze, synthesize and interpret historical evidence in reaction papers	Measure: in - class/informal reflection essays and discussions that center on cultural and social structure disjunctions, change over time, and is sues of contingency and interpretation . Essay exam questions require narration of historical events and inquire what are the main causes of major historical events discussed in class	Measure: Class discussions and debates, analysis of p rimary source documents, essay exam questions require narration of events in intellectual, social, political and cultural history and require expla nation of significance for US history	Measure: same issue or issue or situation but in different period or geographical context . class discussion of primary and secondary sources, students address this concept of change and continuity in brief essay assignments throughout the semester	Measure: Class discussion, lecture, in class essays and papers considering of moral issues behind slavery, Southern secession, Native American reservations, Scopes trial, child labor, internment camps, atomic warfare and anti - communism . St udents are required to respond to such essay questions as what are the legacies of the conviction in the American Manifest Destiny ? This question is designed to encourage students to understand that historical perspectives change in response to differe nt cultural context
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HIS-113	Level: Reinforced	Level: Introduced Emphasis : Not Applicable	Level: Introduced	Level: Introduced	Level: Introduced	Level: Introduced	Level: Introduced Emphasis : Not Applicable

Measure: Class activity where students assume different person or role and defend their point of view regarding a particular political or social issue. Use same as basis for eading assignments; persent of the point of primary sources of the properties of the prope
Emphasis: Not Applicable Emphasis: Not Appl
Measure: Class activity where students assume different person or role and defend their point of view regarding a particular political or social issue. Use same as basis for essay questions on exams . Classroom , small group, and online Measure: for duestions. Final papers Comparison, synthesis, and analysis of assigned primary sources in final papers and essay exam questions. Final papers cultural and social structure Measure: in-class exams, material, primary source material, primary source lecture, in class essays and material, primary source lecture, in class essays and material, primary source lecture, in class essays and cultural and social structure Measure: in-class exams, material, primary source lecture, in class essays and material, primary source lecture, in class essays and cultural and social structure Measure: in-class exams, material, primary source lecture, in class essays and material, primary source lecture, in class essays and cultural and social structure material.
students assume different person or role and defend their point of view regarding a particular political or social issue. Use same as basis for essay questions on exams . Classroom , small group, and online reading assignments, use of classroom , small group, and online reading assignments as the students assume different person or role and defend their point of view regarding a particular political or synthesis, and analysis of assigned primary sources in final paper and essay exam discussions that center on cultural and social structure reading assignments, use of textbook and lectures for questions. Final papers cultural and social structure reading assignments, use of textbook and lectures for questions. Final papers reading assignments as the content of t
discussion of primary and secondary sources; thesis statement workshops and peer editing assignments Final paper compares and contrasts primary sources from two perspectives in a historical debate HIS-116 HIS-116 discussion of primary and secondary sources; thesis statement workshops and peer editing assignments Final paper to consider bias of sources utilized paper compares and contrasts primary sources from two perspectives in a historical debate HIS-116 discussion of primary and secondary sources; thesis statement workshops and paper to consider bias of sources utilized exams present a problem for which a solution is needed, and look at results perspectives in a historical debate HIS-116 Level: Reinforced disjunctions, change over time, and issues of contingency and interpretation . Essay exam questions require narration of historical events material disjunctions, change over time, and issues of contingency and interpretation . Essay exam questions require narration of historical events material disjunctions, change over time, and issues of contingency and intellectual, social, and secession, Native Americant problem (amount time, and issues of contingency and interpretation . Essay exam questions require narration of historical events material disjunctions, change over time, and issues of contingency and intellectual, social, and secession, Native Americant problem (amount time, and issues of contingency and interpretation . Essay exam questions require narration of historical events material demonstrate their grasp of lecture and reading attention to gender, race, class, and regional influences warfare and anti-community and interpretation and provided level: Introduced Level: Introduced Level: Introduced Emphasis : Not Applicable Emphasis :
Measure: I/R reading primary, secondary, and source documents that reflect various viewpoints; and online discussion of primary and secondary sources; thesis statement workshops and peer editing assignments formal papers and signments formal papers and signments formal papers and source in-class explain to the process of the signment in the principle of the process of the signment in the principle of the process of the pro
reading response and reflection exams, quizzes, and group sources of primary and contingency and lecture and reading class, region, and gender, race, class, region essays and
reading response and reflection esams, quizzes, and group sources of primary and essays . estams, quizzes, and group essays . discussions or presentations secondary documents interpretation material periodization periodization HIS-130 Level: Reinforced Level: Reinforced Level: Reinforced Level: Not Applicable Level: Not Applicable Level: Introduced Level: Introduced

	Measure: class discussion of primary and secondary sources, students complete a series of three page essay assignments throughout the semester that require analysis and understanding of often contradictory primary and secondary source materials	reading of important excerpts followed by discussions, use of primary and secondary sources in essay assignments throughout the semester	7	Measure:	Measure:	Measure: I/R class lectures, class discussion of primary and secondary sources, students explore this theme in final exam essays	Measure: I/R lecture, readings and discussion of ethical decisions in colonization, treatment of indigenous peoples along with people of African descent and economic inequality, these themes are explored in brief essay assignments throughout the semeste
HIS-131	Level: Reinforced	Level: Reinforced	Level: Reinforced	Level: Not Applicable	- ''	Level: Introduced	Level: Introduced
	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable	Emphasis : Not Applicable
	assignments throughout the semester that require analysis and understanding of often contradictory primary and secondary source	reading of important excerpts followed by discussions, use of primary and secondary sources in essay assignments throughout	Measure: analysis of source materiasl for essay assignments, proper use of Chicago style for citations and bibliographies in essays	Measure:		Measure: I/Rclass lectures, class discussion of primary	Measure: I/R lecture, readings and discussion of ethical decisions in colonization, treatment of indigenous peoples along with people of African descent and economic inequality, these themes are explored in brief essay assignments throughout the semester

Fall 2014