## Background on Student Learner Outcomes - What Is the History Department Required to Do?

The 3 bolded statements are the Student Learner Outcomes listed in the syllabus, but with definitions added.

1. **Create an argument through the use of historical evidence**.

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* + *argument*: “a coherent series of statements leading from a premise to a conclusion” – In this course, the argument must be based on evidence from the listed reliable sources.
  + *evidence*: “something which shows that something else exists or is true”

**Source** *Merriam Webster*. Link Address: <https://www.merriam-webster.com/>

1. **Analyze and interpret primary and secondary sources.**

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| **Term** | **Explanation** |
| **sources, primary** | Using information gathered directly from those performing the actions or making the statements.  Examples of **primary** sources include census data, diaries, film, and interviews. |
| **sources, secondary** | Using information, analysis, and interpretation based on primary sources.  Examples of **secondary** sources include historians’ analysis and history textbooks. (Because textbooks rely on secondary sources, sometimes textbooks are called tertiary sources.) |

1. **Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.**

Depending on the period we are studying, sometimes we will focus on each of these:

* + On historical forces (such as prior events as they lead to future outcomes, even if not desired)
  + On social forces (such struggles between regions or groups)
  + On political forces (such as elections, political parties, and government)
  + On cultural forces (as movements for reform or against it)
  + On global forces (such as globalization—something that seems to show up periodically)

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