

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/>

2. Analyze and interpret primary and secondary sources.

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.)

3. 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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WCJC Department: History – Dr. Bibus
Contact Information: 281.239.1577 or bibusc@wcjc.edu
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