

History Working Group on General Education Courses
October Notes

Topic: Principles and practice

Homework: Review the changes you have made over time in the syllabus for the GE course you're working on. If you haven't already incorporated objectives, define your objectives. What sort of strategies and assignments have worked or not worked in the past?

Goal: Approval of list of objectives for lower level courses and exchange of ideas about strategies

But first, we recommend that the Undergraduate Affairs Committee recommend that the Department recommend that all History courses

1. Have objectives enumerated and implemented in the syllabus.
2. Present history not only as a product (what to know) but also as a process (how to think) that involves asking questions and solving problems, using a variety of sources, collecting and selecting evidence, constructing arguments and formulating conclusions, evaluating multiple interpretations.
3. Make use of primary sources and teach students how to read primary as well as secondary sources critically.
4. Require analytical written work other than exams and help students write more correctly and cogently, using evidence to make a point and using University of Chicago style for foot/endnotes and bibliography.

Next page = outline of changes in one GE History course

History 205 Early Modern Europe

	First Time	Next Time
Objectives	not stated	change and continuity from 1400 to 1800 especially social history events in context history = process as well as product reading textbook and sources critically writing analytically
Format	2 75-minute lectures, one more narrative and one more thematic	75-minute discussion 75-minute thematic lecture
Class time	coverage of what to know	also discussion of how to think taking notes on textbook and lectures issues, sources, images in textbook comparison of textbook accounts additional sources making a point in essay or paper library resources
Reading	textbook (Chambers), chapter per week several classic texts, Machiavelli to Voltaire	textbook (Levack), chapter (including sources) per week sources selected for illustrative and instructional purposes
Exams	midterm and final, including ids and essay quizzes	open-notebook essay final
Writing	5-page analytical paper	weekly page about issue, source, image outline for practice analytical paper 2 5-page analytical papers optional rewrites library exercise
Grading	50% final 20% midterm 20% quizzes 20% paper	50% papers 25% other assignments 25% final