



BAKER COLLEGE
STUDENT LEARNING OUTCOMES

HIS4910 Senior Seminar in History and Social Studies
3 Semester Hours

Student Learning Outcomes & Enabling Objectives

1. Examine issues of temporality in the historical discipline.
 - (a) Identify traditional chronological divisions in world history and U.S. history and analyze the problems associated with these.
 - (b) Explain the concept of a turning point in history and illustrate this with examples drawn from world history and U.S. history.
2. Examine the concept of historiography:
 - (a) As schools of thought on historical problems, which develop over time through a process of revisionism.
 - (b) As the philosophy of history represented through positivist, relativist, and postmodernist perspectives.
3. Examine primary sources relevant to world history and U.S. history.
 - (a) Identify repositories for and types of primary sources particular to world history and U.S. history, e.g. state records, diaries of prominent individuals, organizational records, physical evidence at historical sites.
 - (b) Evaluate primary sources systematically in order to establish reliability, sufficiency, and utility.
4. Distinguish between the varieties of history through an analysis of:
 - (a) Period, e.g. prehistoric, ancient, medieval, early modern, modern, contemporary.
 - (b) Region, e.g. African, Antarctic, Asian, Australasian, European, Latin American, Middle Eastern, North American.
 - (c) Theme, e.g. cultural, diplomatic, economic, environmental, imperial, intellectual, intelligence, labor, medical, military, scientific, social, political, women etc.
5. Analyze selected readings in (a) world history; and (b) US history, and write book reviews that are consistent with academic conventions.
6. Explain the interdisciplinary relationships between history and the social sciences, especially: (a) political science; (b) economics; (c) geography; and (d) sociology.
7. Examine the use and abuse of history in relation to: (a) policy-making; (b) identity; (c) morality; (d) television and the media; and (e) the heritage industry

8. Discuss academic and professional standards in social studies education and reflect on professional readiness in relation to those standards.

- (a) Discuss National Council for the Social Studies (2002) *National Standards for Social Studies Teachers*.
- (b) Discuss Michigan Department of Education (2007) *Grade Level Content Expectations: Social Studies*.
- (c) Discuss Michigan Department of Education (2013) Michigan Test for Teacher Certification Field 084 Social Studies (Secondary) and Field 105 Social Studies (Elementary).
- (d) Complete ACE assignments on professional credentials and professional organizations.

9. Develop domain-specific and transferable skills.

- (a) Improve critical thinking (analysis and synthesis of arguments).
- (b) Improve competence in composition (arguments supported by evidence, historiography, and theoretical perspectives, and characterized by sound structure, precise spelling and grammar, and accurate referencing).

Improve competence in presentation (arguments supported by evidence, historiography, and theoretical perspectives, and characterized by sound structure, effective use of Information and Communication Technology, confident articulation, and accurate referencing).

These SLOs are not approved for experiential credit.

Effective: Fall 2017