

Course Learning Outcomes – HSTA

HSTA 101IH: American History I

- Provide students with an understanding of the methods used to discover and create the factual and theoretical knowledge of the discipline.
- Explore the discipline of History's methodological and theoretical foundations.
- Explore four major themes throughout the semester: the divergent cultures of the colonial world; the road to revolution and republic; the nature of a growing industrialized society; and slavery and the threat to the Union.

HSTA 102: American History II

- Students will understand the key events, people, and themes in American history since the end of the Civil War.
- Students will understand the interplay of race, ethnicity, and gender in shaping American history.
- Students will be able to understand the differences between primary and secondary sources.
- Students will demonstrate their ability to advance their critical thinking through both written work and class discussion.

HSTA 160: American West

Upon successful completion of this course, the student should be able to:

- Demonstrate knowledge of the key events, and actors as laid out in the course readings and lectures
- Demonstrate an understanding of the historical interpretations and debates regarding this period as laid out in the course readings and lecture
- Draw on the above course material to write their own original analytical essays which include a clear thesis statement and adequate supporting historical evidence
- Discuss and analyze the above course material, either in class or in an online forum, in an informed and intellectually incisive manner

HSTA 311: Early America

- Students should learn about the Revolutionary Era, including its political, social and intellectual aspects
- Students should learn how to analyze a primary historical document, writing a paper and making a presentation about it
- Students should develop their critical analytical ability, as demonstrated in essays they write for the course

HSTA 316: American Civil War Era

The course will help students:

- Improve their ability to understand and interpret original (primary) historical materials (documents and images)

- Acquire an understanding of the most important events and developments in the history of the American Civil War
- Improve their ability to interpret historical events independently, including causation
- Improve their ability to write an analytical paper that uses historical evidence to support a thesis

HSTA 318: Gilded Age to 1940

- Students will understand the key events, people, and themes in American history between the end of Reconstruction and the onset of the Second World War.
- Students will demonstrate through written and oral presentations their understanding of arguments advanced by authors of both primary and secondary sources.
- Students will demonstrate their ability to write an analytical as opposed to a descriptive essay.
- Students will understand how historians frame questions and analyze both primary and secondary sources.

HSTA 322: American History: WWII to the Present

Upon successful completion of this course, the student should be able to:

- Demonstrate knowledge of the key historical events and actors as laid out in the course readings and lectures
- Demonstrate an understanding of the historical interpretations and debates regarding this period as laid out in the course readings and lecture
- Draw on the above course material to write their own original analytical essays which include a clear thesis statement and adequate supporting historical evidence
- Discuss and analyze the above course material, either in class or in an online forum, in an informed and intellectually incisive manner

HSTA 406: McCarthy, Ike and Truman

Upon successful completion of this course, the student should be able to:

- Demonstrate knowledge of the key historical events and actors as laid out in the course readings and lectures
- Demonstrate an understanding of the historical interpretations and debates regarding this period as laid out in the course readings and lecture
- Draw on the above course material to write their own original analytical essays which include a clear thesis statement and adequate supporting historical evidence
- Discuss and analyze the above course material, either in class or in an online forum, in an informed and intellectually incisive manner

HSTA 407: Gender in the US & Canadian West

- Through a comparative analysis of women's experiences in the Canadian and U.S. Wests, students will gain an understanding of how a nation state influences women's lives in differing ways.
- Students will have gained some familiarity with the variety of experiences of indigenous women and settlers and their descendants who came to the West from Mexico, Asia and Europe.
- Students will have written analytical papers that require them to engage themes and evidence from multiple texts.

HSTA 408: Gender in America

- Students will have gained familiarity with the social and legal positions of women from the colonial period to mid-twentieth century
- Students will have learned the major developments in the history of the American feminist movement
- Students will have analyzed the importance of class and race in the construction of American women's gender roles
- Students will have written analytical papers that require them to engage themes and evidence from multiple texts

HSTA 409: Food in America

- Students will have gained familiarity with the cultural meaning of food among various populations in the U.S. from the colonial period through the twentieth century
- Students will have conducted research through oral history interviews into the social meaning of food in family history
- Students will have written analytical papers that require them to engage themes and evidence from multiple texts

HSTA 412: American Thought & Culture

- Students will understand the key ideas and themes in American intellectual and cultural history from the colonial period through the present.
- Students will demonstrate their ability to analyze primary sources in historical context.
- Students will improve their ability to advance their critical thinking skills through written work and class discussion.

HSTA 416: Race & Class in America

- Students should learn about issues of race and class in the American Past, including slavery, the Civil Rights Movement, and racial issues in the recent past.
- Students should learn how to analyze primary documents, including an autobiography written by a slave and the music of jazz as developed primarily by black musicians in the first half of the 20th century.
- Students should develop their critical analytical ability, as demonstrated in essays they write for the course.

NASX 450: History of American Indians

The course will help students:

- Improve their ability to understand and interpret original (primary) historical materials (documents and images)
- Acquire an understanding of the most important events and developments in the history of American Indians
- Improve their ability to interpret historical events independently, including causation

- Improve their ability to write an analytical paper that uses historical evidence to support a thesis

HSTA 460: Montana & the West

The course will help students understand and be able to explain in writing:

- The geography, basic chronology, government, and economics of the state.
- Montana in the regional contexts of western U.S. and Canada.
- The use and value of maps, artifacts, and campus tours in history.

HSTA 464: Trans-Mississippi West

- Students will have learned to discuss and analyze texts that provide a variety of interpretations of the settlement of the American West.
- Students will have gained familiarity with the concept of region and of historians approach to regional history.
- Students will have written analytical papers that require them to engage themes and evidence from multiple texts.

HSTA 468: History of Yellowstone

Upon completing this course, a student will be able to:

- Evaluate primary and secondary documents from the geological history of Yellowstone National Park region to today.
- Understand the place of Yellowstone National Park in the larger context of American history and world history.
- Understand and analyze the changing human landscapes and cultural perceptions of Yellowstone National Park as they relate to the natural history of the region.
- Demonstrate an awareness of competing interpretations of the history of Yellowstone National Park.
- Think critically about the history of Yellowstone National Park using the tools and theories of historical analysis.
- Demonstrate proficiency in the fundamentals of historical writing, including constructing a historical argument supported by primary and secondary source-based evidence.

HSTR 470: American Environmental History

The course will help students:

- Improve their ability to understand and interpret original (primary) historical materials (documents and images)
- Acquire an understanding of the most important events and developments in the policy and philosophy of American Environmental History
- Improve their ability to interpret historical events independently, including causation
- Improve their ability to write an analytical paper that uses historical evidence to support a thesis

HSTA 482: History of American Technology

Upon successful completion of this course, the student should be able to:

- Demonstrate knowledge of the key historical events and actors as laid out in the course readings and lectures

- Demonstrate an understanding of the historical interpretations, theories, and debates regarding this period as laid out in the course readings and lecture
- Draw on the above course material to write their own original analytical essays which include a clear thesis statement and adequate supporting historical evidence
- Discuss and analyze the above course material, either in class or in an online forum, in an informed and intellectually incisive manner