

HIST COURSE STUDENT LEARNING OUTCOMES

HIST 101 - US History to 1877

Students will [be able to](#) describe and analyze the evolution of the sectional tension between the North and South, including the ways slavery, ideology, and cultural and societal differences contributed to the Civil War.

Students will [be able to](#) describe the intellectual origins of the U.S. Constitution, its significant elements, and arguments for and against its ratification.

Students will [be able to](#) write a historical analysis of a historical problem or issue chosen by the instructor. The student writing should evaluate cause and effect, consider multiple perspectives, identify reliable sources and valid arguments, and distinguish between primary source and secondary source evidence.

HIST 102 - U. S. History since 1877

Students will [be able to](#) analyze and explain the origins, significant elements, and ramifications of the late 19th century/early 20th century Industrial Revolution.

Students will [be able to](#) evaluate cause and effect, consider multiple perspectives, identify reliable sources and valid arguments, and distinguish between primary source and secondary source evidence.

Students will [be able to](#) produce academic work that analyzes and explains the political, economic, and cultural origins, elements, and ramifications of World War II.

HIST 105 - European Civilization to 1648

Students will [be able to](#) analyze the cultural, political, economic, social, and religious development in the history of key civilizations that emerge in the Ancient Near East, Mediterranean Basin, and Europe between the birth of Western civilization in the 4th millennium BC to AD [1648](#).

Students will [be able to](#) write a historical analysis of a historical problem or issue chosen by the instructor. The student writing should evaluate cause and effect, consider multiple perspectives, and differentiate between historical fact and interpretation.

HIST 106 - European Civilization since 1648

[Students will be able to describe](#) and discuss the origins and essential elements of the Scientific Revolution, the Enlightenment, the Industrial Revolution, Socialism, Marxism, the American and French Revolutions, the 20th century world wars, and the rise of communism and fascism.

[Students will be able to write](#) an historical analysis of a historical problem or issue chose by the instructor. The student writing should evaluate cause and effect, consider multiple perspectives, and differentiate between historical fact and interpretation.

HIST 111 - Survey of U.S. Constitutional History

Students will [be able to](#) analyze the underlying principles of political philosophy that were incorporated into the United States Constitution.

Students will [be able to](#) analyze various arguments and evidence regarding the interpretation of the meaning of the Constitution, including changes over time.

Students will [be able to](#) describe and explain the political system created by the Nevada Constitution.

HIST 208 - World History I

CSLOs are under review.

HIST 209 - World History II

CSLOs are under review.

HIST 215 - History of Sexuality in the United States

Students will [be able to](#) identify and display knowledge of major events and issues of sexuality in the United States.

Students will [be able to](#) utilize a variety of source materials including primary documents, media, databases, artifacts, and/or electronic resources to examine and evaluate past events, issues, groups and individuals.

Students will [be able to](#) write a historical analysis of a historical problem or issue relating to sexuality in the United States. The student writing should evaluate cause and effect, consider multiple perspectives, identify reliable sources and valid arguments, and distinguish between primary source and secondary source [evidence](#).

HIST 217 - Nevada History

CSLOs are under review.

HIST 227 - Introduction to Latin American History & Culture I

Students will [be able to](#) explain and analyze the operations of colonial governments in Latin America and their impact on traditional cultures and societies in the area.

Students will [be able to](#) explain and describe the significance of the links between the Maya, Inca, and Aztec civilizations and the colonial regimes of Spain and Portugal.

Students will [be able to](#) explain the emergence, growth, and decline of the great [Mesoamerican](#) civilizations – Maya, Aztec, [and](#) Inca.

HIST 228 - Intro to Latin American History and Culture II

Students will [be able to](#) analyze and interpret the elements and ramifications of the diplomatic relationship between United [States](#) and Latin American nations in the 19th and 20th [centuries](#).

Students will be able to explain and analyze the causes and results of the period of nationalist revolutions in Latin America.

Students will be able to explain and analyze the operations of colonial governments in Latin America and their impact on traditional cultures and societies in the area.

HIST 251 - Introduction to Historical Methods

Students will be able to analyze the major periods of historical thought.

Students will be able to analyze primary and secondary sources.

Students will be able to apply historical research methods, source analysis, and academic writing skills to produce a research-based essay.

HIST 295 - Special Topics in History

Students will be able to identify and describe the specific substantive area of history being studied.

Students will be able to identify and describe the historical origins of the specific substantive area of history being studied.

Students will be able to describe and analyze the current significance and impact of the specific substantive area of history being studied.