

**Core Competencies Assessment 2009-2010: Area V Courses**

Mesalands Community College  
History 102 – A survey of American History 1877 to present

Humanities and Fine Arts Competencies  
HIST 1213

<b><u>State Competencies</u></b> (Learning Outcomes Being Measured)	<b><u>Assessment Procedures</u></b> (Process/Instrument named or described – rubric attached)	<b><u>Assessment Results</u></b>	<b><u>How Results Will Be Used To Make Improvements</u></b>	<b><u>(Optional)</u></b> Recommendations/Goals/ Priorities
1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)				
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).				
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.				
4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.				

(Continued)

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<p>For all Humanities and Fine Arts Competencies, students should: Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures.</p> <p>Note: For the purposes of the Humanities and Fine Arts requirement, courses will come from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and /or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.</p> <p style="text-align: center;">End – Humanities/Fine Arts</p>	<p>All students will be required to read and then write a report on the book, Populist Revolution. The paper will be concerned with the Populist’s proposed reforms and how they influenced later reform periods of American history. An outline will be provided explaining how the paper is to be done. The student should demonstrate how the Populist proposals were adopted or how they influenced the Progressives (1900-1916), the New Deal (1932-1940), and Johnson’s War on Poverty (1964).</p>	<p>A review of the paper done to meet this assignment demonstrates that the students did not do well on the assignment. Many of the students did not read the assigned book with satisfactory comprehension. Most did not connect the events of different generations because they were similar reforms. The level of historical literacy to complete the assignment was not evident in Mesaland’s students.</p>	<p>A book should not be used to illustrate Populism’s reforms – rather, each period of reforms after Populism, should be studied as an outcome of Populism and how it was influenced by this agrarian revolt.</p>	

Area V Assessment Contact Person \_\_\_\_\_ *Name* \_\_\_\_\_ *Date* \_\_\_\_\_ Phone number \_\_\_\_\_