

HIST100 : Facts, Evidence, and Explanation

General Information

Author:	<ul style="list-style-type: none">Michelle StonisRamos, Hazel
Course Code (CB01) :	HIST100
Course Title (CB02) :	Facts, Evidence, and Explanation
Department:	HIST
Proposal Start:	Spring 2026
TOP Code (CB03) :	(2205.00) History
CIP Code:	(54.0101) History, General.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000653706
Curriculum Committee Approval Date:	04/23/2025
Board of Trustees Approval Date:	06/17/2025
Last Cyclical Review Date:	04/23/2025
Course Description and Course Note:	HIST 100 explores research methods and critical analysis historians use to "do history." Students develop historical thinking skills through written assignments such as primary source response papers, review essays, and bibliographies. The research component of this course enhances students' information competency, critical thinking, and communication skills by using resources like online databases, applets, and archives.
Justification:	New Course
Academic Career:	<ul style="list-style-type: none">Credit
Mode of Delivery:	<ul style="list-style-type: none">In-PersonRemoteHybridOnline
Author:	No value
Course Family:	No value

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">History
Alternate Discipline:	No value
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

GE Status A2, A3, 1A, 1B

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cal-GETC

Area 1B: Critical Thinking and Composition

Area

Critical Thinking and Composition

Status

Pending

Approval Date

No value

Comparable Course

No Comparable Course defined.

Area 4: Social and Behavioral Sciences

Social and Behavioral Sciences

Pending

No value

GCC General Education Requirements

Area 1B:

Oral Communication and Critical Thinking

Pending

No value

No Comparable Course defined.

Area 4:

Social and Behavioral Sciences

Pending

No value

Units and Hours

Summary

Minimum Credit Units (CB07)

3

Maximum Credit Units (CB06)

3

Total Course In-Class (Contact Hours)

54

Total Course Out-of-Class Hours

108

Total Student Learning Hours

162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0
Total	54

Course Out-of-Class Hours

Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

Advisory

ENGLC1000 - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.

- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ENGLC1000E - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ENGLC1000H - Academic Reading and Writing - Honors

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.

Entry Standards

Entry Standards	Description
No value	No value

Course Limitations

Cross Listed or Equivalent Course	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction Lecture

Methods of Instruction Collaborative Learning

Methods of Instruction Guest Speakers

Methods of Instruction Multimedia

Methods of Instruction Presentations

Out of Class Assignments

- Annotated bibliography (e.g., an annotated bibliography with 5-7 reliable sources that address a historical topic of the student's choosing)
- Critical analysis essay (e.g., write a two-page analysis of a major news story using historical thinking skills to distinguish between facts, opinions, and arguments)
- Research (e.g., students use historical databases like Social Explorer to track down specific information to prepare for writing assignment)

Methods of Evaluation

Rationale

Activity (answering journal prompt, group activity)

Two 2-page journal prompt responses (500 words each) (e.g., comparing and contrasting biases in archival news stories from the late 1800s on a historical event, such as the Battle of Little Bighorn)

Writing Assignment

Write two 5-page (1250 words each) review essays that analyze, evaluate, and compare four or more secondary sources (each) regarding their intended audience, author's assumptions, argument, use of sources, logical reasoning, and relationship to the topic's historiography.

Writing Assignment

Frame a historical research question and develop a 7-page (1750-word) annotated bibliography for the project that includes at least six primary sources and three secondary sources.

Exam/Quiz/Test

Four in-class essays (2,000 words total)

Each time:

In 45 minutes, write a brief essay (500 words) that identifies which one of the three primary sources contained in the exam packet is the most reliable source of fact. You must support your selection by comparing and contrasting it as specifically as possible with the other two. As you compare and contrast, pay close attention to the author and their historical context, the intended audience, and the logical consistency of the content. Your essay must have a brief introduction and thesis statement, body paragraphs with topic sentences, and a brief conclusion. You may use your lecture and reading notes during the exam.

Textbook Rationale

The 2018 Benjamin text (14th edition) is a seminal work in teaching historical writing. The 2016 Dittmer et al. text contains primary sources for students to analyze, and it is the only text that brings all of these documents into one accessible location.

Textbooks

Author	Title	Publisher	Date	ISBN
William Kelleher Storey	Writing History: A Guide for Students	Oxford University Press	2020	978-0190078416
Zachary Schrag	The Princeton Guide to Historical Research	Princeton University Press	2021	978-0691198224
Melvin E. Page and Brian J. Maxson	Short Guide to Writing about History, Tenth Edition (10th Edition)	Waveland Press, Inc.	2023	978-1478650041
Jules Benjamin	A Student's Guide to History (14th Edition)	Bedford/St. Martin's	2018	978-1319109707
John Dittmer, Jeff Kolnick, and Leslie Burl McLemore	Freedom Summer: A Brief History with Documents (Bedford Series in History and Culture)	Bedford/St. Martin's	2016	978-1457669330
Jerald Podair	City of Dreams: Dodger Stadium and the Birth of Modern Los Angeles	Princeton University Press	2019	978-0691192796
Natalia Molina	A Place at the Nayarit: How a Mexican Restaurant Nourished a Community	University of California Press	2024	978-0520402324
Kathryn Kish Sklar	Women's Rights Emerges within the Anti-Slavery Movement, 1830-1870: A Short History with Documents (Bedford Series in History and Culture)	Bedford/St. Martin's	2019	978-1319113124

Other Instructional Materials (i.e. OER, handouts)

Description	Arguments in Context: An Introduction to Critical Thinking (OER)
Author	Thaddeus Robinson
Citation	2021
Online Resource(s)	https://open.muhlenberg.pub/arguments-in-context/

Learning Outcomes

Course Objectives

Distinguish between facts, opinions, and arguments.

Identify, evaluate, and apply different historical research methods such as textual analysis, oral history, and quantitative analysis.

Define historiography and use secondary source material to identify and analyze debates between historians.

Locate and evaluate secondary sources with an attention to audience, argument, date and context of publication, author's perspective, methodology, and use of sources.

Locate and critically analyze, or judge primary sources with attention to historical agency, context, perspective, and causation.

SLOs

Analyze primary and secondary historical source material critically, focusing on context, agency, conflict, perspective, and causation.

Expected Outcome Performance: 70.0

Evaluate the different methods, theories, and genres that historians use to analyze and draw conclusions from factual evidence.

Expected Outcome Performance: 70.0

Course Content

Lecture Content

Identify and Analyze Historians' Vocabulary (4 hours)

- Agency
- Archive
- Argument/Thesis/Claim
- Audience
- Causality
- Citation
- Deduction
- Evidence
- Fact
- Fallacy
- Historical Context
- Historical Thinking Skills
- Historiography
- Induction
- Methodology
- Opinion
- Perspective
- Primary Source

- Review
- Secondary Source

Case Studies in Historiography (15 hours)

- Identifying a "Debate" Among Historians
- Argument and Methodology
- Argument and Availability of Evidence
- Historical Context

Reading Primary Sources (20 hours)

- Author's Perspective
- Intended Audience
- Historical Context
- Significance of Evidence

Identifying Errors (10 hours)

- Logical Fallacies
- Misreading and Overstretching Evidence
- Historical Forensics

Historical Research Project (5 hours)

- Framing a Question
- Writing an Argumentative Thesis
- Identifying Relevant Secondary Sources
- Identifying Primary Source Archives
- Communicating with Archivists
- Searching Databases

Total Hours: 54

Additional Information

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Is it possible this course will have a material fee?

No

I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liasons>):

No

What term(s) will this course be offered?

Fall/Spring

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value

Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value