

Glendale College

Course Outline of Record Report

Course ID 010765
Revision - December 2025

HIST100 : Facts, Evidence, and Explanation

General Information

Author:	<ul style="list-style-type: none"> Michelle Stonis
Course Code (CB01) :	HIST100
Course Title (CB02) :	Facts, Evidence, and Explanation
Department:	HIST
Proposal Start:	Fall 2026
TOP Code (CB03) :	(2205.00) History
CIP Code:	(54.0101) History, General.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000653706
Curriculum Committee Approval Date:	12/10/2025
Board of Trustees Approval Date:	01/13/2026
Last Cyclical Review Date:	04/23/2025
Course Description and Course Note:	<p>HIST 100 builds students' critical-thinking, writing, and research skills in preparation for upper-division courses at four-year colleges and universities. Although the course emphasizes historiography and historical methods, students majoring in disciplines other than History will benefit from such topics as but not limited to: objectivity; quantitative methodology; the roles of sex, gender, class, race, and ethnicity in history; demographics, disease and public health in history; economic and technological influences on history; social and cultural history; environmental history; and the proper use and interpretation of primary sources. This course is intended for students who are interested in History and want to improve their critical thinking and writing skills, which can be applied across the curriculum.</p>
Justification:	Content Change
Academic Career:	<ul style="list-style-type: none"> Credit
Mode of Delivery:	<ul style="list-style-type: none"> In-Person Remote Hybrid Online
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

Prerequisite

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

Prerequisite

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

Prerequisite

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
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No value	No value
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Requisite Validation

Upload Statistical Validation and/or other documents (if necessary)
 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., write a 2,000-word annotated bibliography with 10 peer-reviewed scholarly sources that address a historical topic of the student's choosing)
 - Historiography (e.g., write a 2,000-word historiography paper tracing the significant scholarship and discipline conversations on a chosen subject using a feminist methodology)
 - Critical analysis essay (e.g., write a 1,000-word analysis essays on major news stories using historical thinking skills to distinguish between facts, opinions, and arguments while practicing objectivity)
 - Research (e.g., students use historical databases like Social Explorer to track down specific information to prepare for a writing assignment)

Methods of Evaluation	Description of Activity/Interaction
Activity (answering journal prompt, group activity)	In-class writing assignments that demonstrate the student's comprehension of theses, arguments, and methods put forth by historians and various schools of history. Two 2-page journal prompt responses (500 words each; 1,000 words total) (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

Annotated bibliography (e.g., write a 2,500-word annotated bibliography with 10 peer-reviewed scholarly sources that address a historical topic of the student's choosing)

Exam/Quiz/Test

Write a 1,000-word essay that identifies which one of the three primary sources contained in the exam packet is the most reliable source of facts. 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 content's logical consistency. 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.muhenberg.pub/arguments-in-context/			

Learning Outcomes

Course Objectives

Distinguish between facts, opinions, and arguments.

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

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

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.

Define and describe History as a concept and an academic discipline, including its relevance in the contemporary world.

Critically evaluate arguments and use of evidence.

Differentiate between non-fallacious and fallacious reasoning.

Critique, compare and contrast scholarly texts.

Communicate with college-level writing skills.

Identify theories of history and how they have changed over time.

Evaluate various methods of writing History

Recognize, access and interpret various types of primary sources.

Write a substantial research paper and annotated bibliography.

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

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

What is History, and Why is it Important? (1 hour)

- Antiquarian collection of facts
- Interpretive lessons of the past
- Understanding origins of contemporary world and cultural/national identities
- All history is contemporary

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 (10 hours)

- Identifying a "debate" among historians
- Argument and methodology
- Argument and availability of evidence
- Historical context
- Theories of history
 - China: Confucius to the Twenty-Four Histories
 - Greece: Herodotus and Thucydides
 - European annals or chronicles
 - Enlightenment emphasis on factual investigation
 - Nineteenth century and professionalization of History
 - Whig History
 - Marxian History
 - The French School – Annales
 - Progressive historians in the U.S.
 - Social History and the New Left
 - The cultural turn and Postmodernism

Reading Primary Sources (10 hours)

- Author's perspective
- Intended audience
- Historical context
- Significance of evidence

Methodology (5 hours)

- Biography
- Political-economic
- Quantitative
- Gender, class, race, ethnicity, and sexuality
- Feminist
- World systems
- Environmental and demographic

Identifying Errors (2 hours)

- Logical fallacies
- Misreading and overstretching evidence
- Historical forensics

Critically Reviewing and Writing About Works of History (20 hours)

- Critically reviewing scholarly, peer-reviewed books and articles
- Compare, contrast, and classify scholarly, peer-reviewed books and articles
- Foundations of historiographic interpretation in primary sources
- Citations
- Mechanics of good historical writing

Historical Research Project (10 hours)

- Framing a question
- Writing an argumentative thesis
- Identifying relevant secondary sources
- Identifying primary source archives
- Communicating with archivists
- Searching databases

Research Topics (2 hours)

- Historiographic essays
- Bibliographic essays
- Research papers
- Library sources
- Internet sources

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/liaisons>):

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