

Syllabus Review Rubric: *Global Citizenship and Multicultural Understanding—Historical Thinking*

Learning Outcome: *Students will be able to use the principles of historical thinking to understand past human societies*

Student Achievements	Foundational-level Course: Archetypal Syllabus Requirements	Integrative-level Course Syllabus Requirements
<i>Identify and analyze the historical context, as well as the natural, material, and socio-cultural forces that shape human societies</i>	<p><i>Syllabus indicates that the course:</i></p> <ul style="list-style-type: none"> • <i>Introduces students to the process of identifying and analyzing, primary documents which may include texts, images, and other course materials representing the historical context.</i> • <i>Enables students to identify and analyze diverse historical narratives (secondary sources) and to formulate interpretive arguments.</i> • <i>Covers essential concepts and provides a basic vocabulary for understanding the natural, material, and/or socio-cultural forces that shape human societies.</i> • <i>Involves assignments (e.g. readings, oral discussions, and written essays) that enable students to formulate interpretive arguments about the past</i> 	<p>Course fulfills requirements listed for “foundational” courses, but focuses on</p> <ul style="list-style-type: none"> • Locating, analyzing, and synthesizing primary sources and secondary historical narratives to formulate interpretive arguments about the past in a research project. • Expanding students’ conceptual understanding of the natural, material, and/or socio-cultural forces that shape human societies and integrating these advanced concepts into their interpretive arguments about the past.
<i>Apply historical methods and frameworks to interpret the past and its relationship to the present.</i>	<p><i>The syllabus indicates that the course:</i></p> <ul style="list-style-type: none"> • <i>Introduces students to the methods of historical analysis,</i> • <i>Provides instruction in the techniques for locating and interpreting a wide range of historical sources</i> • <i>Provides instruction in the application of historical frameworks</i> 	<p>Course fulfills requirements listed for “foundational” courses, but focuses on</p> <ul style="list-style-type: none"> • Developing a critical understanding of different historiographical approaches to interpreting the past. • Providing instruction in advanced research techniques for locating and interpreting historical sources • Applying historiographical knowledge

	<p><i>to understanding the relationship between the past and the present.</i></p> <ul style="list-style-type: none"> • <i>Includes assignments that require students to apply historical methods and frameworks to interpret the past and its relationship to the present.</i> 	<p>and advanced research techniques to interpret the past and its relationship to the present.</p>

KEY: Black represents what will show up on each of the rubrics. **Red** provides direction on what the Specialty Team needs to fill in for their particular rubric. **Blue** provides an example from the Written Communication Core component.