

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

**Learning Outcome:** *Students will be able to use the principles of historical thinking to assess the relationships between modern societies and their historical roots*

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

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

**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.