

**Syllabus Review Rubric: *Global Citizenship and Multicultural Understanding Learning Outcome 2,***  
**Revised 01 15 13**

**Learning Outcome:** *Students will be able to use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.*

GSS courses should strive to meet all three Student Achievements. At a minimum, all GSS Carolina Core courses must meet Student Achievement 1 and then either Achievement 2 or 3.

<b>Student Achievements</b>	<b>Foundational-level Course: Archetypal Syllabus Requirements</b>	<b>Integrative-level Course Syllabus Requirements</b>
<p>1. Define problems and issues appropriate to the field of study and identify theoretical frameworks and approaches for interpreting, defining, analyzing, and evaluating these problems and issues.</p>	<p><i>Course content:</i></p> <p><i>The course should</i></p> <ol style="list-style-type: none"> <li><i>1) define problem(s) or issue(s) appropriate to the field of study;</i></li> <li><i>2) identify different theories, concepts, and/or methodological approaches used by scholars to interpret, define, analyze, and evaluate these problems and issues;</i></li> <li><i>3) explain key theoretical, conceptual, and/or methodological debates relevant to the problems and issues under study.</i></li> </ol> <p><i>Student assignments: Student assignments (e.g. quizzes, exams, papers, projects, or other forms of assessment) should require students to demonstrate their understanding of relevant social science problems or issues. At least one assignment should specifically require students to demonstrate their understanding of the different theoretical, conceptual, and/or methodological frameworks used to analyze and interpret these problems and issues.</i></p>	<ul style="list-style-type: none"> <li>• <b>Course fulfills requirements listed for “foundational” courses, but focuses on the application of social science methodologies to draw conclusions within a particular academic or professional discipline.</b></li> </ul>

<p>2. <i>Demonstrate an awareness of and appreciation for the diversity of human experiences.</i></p>	<p><i>Course content:</i></p> <p><i>The course should</i></p> <ol style="list-style-type: none"> <li>1) <i>Describe how social/behavioral processes and relationships shape and are shaped by social differences (e.g., gender, 'race', class, ethnicity, age, sexuality) and/or how viewpoints, interests, identities, behaviors, and norms take shape within distinctive social environments</i></li> <li>2) <i>Encourage students to think critically about the causes and consequences of social disparities and inequalities.</i></li> </ol> <p><i>Student assignments: Quizzes, papers, projects, and other forms of assessment should ask students to demonstrate their understanding of the ways that human experiences vary by gender, 'race', class, and other forms of social difference. Where appropriate, students may be asked in their assignments to consider remedies for and solutions to social inequalities and disparities.</i></p>	<p><b>Course fulfills requirements listed for “foundational” courses, but focuses on critical thinking about social differences and the diversity of human experiences from the perspective of a particular academic or professional discipline.</b></p>
<p>3. <i>Demonstrate an awareness of how social/behavioral processes and relationships take shape in, and vary across, regional/geographical contexts.</i></p>	<p><i>Course content:</i></p> <p><i>The course</i></p> <ol style="list-style-type: none"> <li>1) <i>may focus on a non-US context in order to expose students to social institutions, structures, practices, norms, and/or identities outside of the United States.</i></li> <li>2) <i>Alternatively, the course may be U.S.-focused, but should expose students to geographical/regional differences in</i></li> </ol>	<p><b>Course fulfills requirements listed for “foundational” courses, but focuses within a particular academic or professional discipline on the ways that social/behavioral issues manifest themselves in, vary across, and/or link together, regional/geographical contexts.</b></p>

	<p><i>social institutions, structures, practices, norms, and/or identities within the U.S.; where appropriate, U.S.-focused courses should also examine and shed light upon regional disparities and inequalities.</i></p> <p>3) <i>Wherever possible, the course should strive to elucidate local-global connections and/or should compare and contrast U.S. and non-U.S. examples.</i></p> <p><i>Course assignments: Exams, papers, projects, and assignments should ask students to demonstrate their awareness and understanding of the ways that social/behavioral processes are shaped within and vary across particular regional/geographical contexts. Where appropriate, assignments should ask students to draw comparisons between different contexts and/or to make connections between processes that operate globally and those that are more specific to regions or localities.</i></p>	
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