

**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.*

<b>Student Achievements</b>	<b>Foundational-level Course: Archetypal Syllabus Requirements</b>	<b>Integrative-level Course Syllabus Requirements</b>
<p>1. <i>Distinguish between primary sources and secondary sources and demonstrate appropriate use of primary sources in historical analysis.</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>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>• <i>Locating, analyzing, and synthesizing primary sources and secondary historical narratives to formulate interpretive arguments about the past in a research project.</i></li> </ul>
<p>2. <i>Discuss historical developments accurately, using appropriate conceptual vocabulary.</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> </ul>	<p><b>Course fulfills requirements listed for “foundational” courses, but focuses on</b></p> <p align="center"><i>TBD</i></p>