**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.

<table>
<thead>
<tr>
<th>Student Achievements</th>
<th>Foundational-level Course: Archetypal Syllabus Requirements</th>
<th>Integrative-level Course Syllabus Requirements</th>
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| **1.** Distinguish between primary sources and secondary sources and demonstrate appropriate use of primary sources in historical analysis. | **Syllabus indicates that the course:**  
- Introduces students to the process of identifying and analyzing, primary documents which may include texts, images, and other course materials representing the historical context.  
- Enables students to identify and analyze diverse historical narratives (secondary sources) and to formulate interpretive arguments.  
- Involves assignments (e.g. readings, oral discussions, and written essays) that enable students to formulate interpretive arguments about the past. | **Course fulfills requirements listed for “foundational” courses, but focuses on**  
- Locating, analyzing, and synthesizing primary sources and secondary historical narratives to formulate interpretive arguments about the past in a research project. |
| **2.** Discuss historical developments accurately, using appropriate conceptual vocabulary. | **The syllabus indicates that the course:**  
- Introduces students to the methods of historical analysis. | **Course fulfills requirements listed for “foundational” courses, but focuses on**  
*TBD* |