Midwestern State University

Core Curriculum Course Proposal and Documentation

Course Information

- **History 1453 World Civilizations since 1500 (TCCN: HIST 2322)**
- Course credit hours: 3
- Proposing the Course for Inclusion Under:
  - Foundational Component Area (FCA): **Language, Philosophy & Culture**
  - Component Area Option (CAO): **Cultural & Global Understanding**

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1. Core Curriculum Course Proposal

Document how the proposed course meets each of the following requirements.

Content: Courses in the Language, Philosophy & Culture FCA focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.

> This course is an introductory overview of the major events, trends, and cultures in world civilization from the emergence of *homo sapiens* since c. 1500 CE. It differs from Western surveys by also covering the history of peoples and cultures, as well as their ideas and beliefs, on the continents of Asia, Africa, and Central and South America. This course assumes no prior knowledge and seeks to show students how the many cultures of the historical world affect the human experience in the past as well as in the present.
>
> HIST 1453 provides students with the knowledge and understanding of a variety of cultures after 1500 and includes (but is not limited to) examination of the main political, social, and cultural trends of a variety of societies and cultures.
>
> In addition, students in this course gain an understanding of human history in conjunction with global changes and encounters, a comprehension of the major interactions between peoples and societies throughout the world, an appreciation for comparative urban cultures, visual cultures, and other cultural encounters, an emphasis on how the history of past cultures affects the human experience today, and a broad understanding of the following themes in world history: Social Organization and Control; Religion, Philosophy, and Cosmology; Language and Literature; Science and Technology; Contact and Isolation; Gender Roles.

Skills: Courses in the Language, Philosophy & Culture FCA involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

> Students in HIST 1453 develop the following skills at the culmination of this course:
>
> - The ability to synthesize and evaluate considerable amounts of factual information
> - The ability to distinguish cause and effect in historical processes/events and/or to compare and contrast differing systems and structures
> - The ability to identify and understand the key historical processes/events that shaped world civilizations
> - The ability to identify and understand key political and intellectual ideas that have affected the development of world civilizations
> - The ability to apply critical reasoning to evaluate and effectively communicate complex historical ideas and/or processes

- The ability to better understand the human condition through the exploration of various cultures

Additional Information*: Provide any additional information supporting course inclusion in the core (optional).*

This course is a Texas Common Core Course: History 2322. Of the 136 schools that participate in the Texas Common Core numbering system, 72 institutions teach this course.

Assessment of Core Curriculum Objectives: *Assessments should be authentic, intentional and direct. The following four Core Objectives must be addressed in each course approved to fulfill this category requirement. For each core curriculum objective below, provide the title of the assessment/assignment used to measure if the objective is met. (A complete description of the assignment is provide in a later section, 3. Assessment Core Objectives*.)

1. **Critical Thinking Skills:** *creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information*.

   Writing Assignment Eight

2. **Communication Skills:** *effective development, interpretation and expression of ideas through written, oral and visual communication.*

   Writing Assignment Eight

3. **Social Responsibility**: *intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.*

   Writing Assignment Eight

4. **Personal Responsibility**: *ability to connect choices, actions and consequences to ethical decision-making.*

   Writing Assignment Eight

2. Common Course Syllabus

In this section, copy and paste the common course syllabus, including as many pages as needed within the section. Be sure that assignments included in the syllabus are the same ones listed above in the proposal.

Course Information
History 1453: World Civilizations since 1500
Fall/Spring--
Meeting Times: --
Meeting Location: --

Professor
Dr. Tiffany A. Ziegler
Department of History
Midwestern State University
Office: O-214
Office Hours: --; by appointment; subject to change
E-mail: tiffany.ziegler@mwsu.edu

Course Description/Objectives
This 1000-level core-satisfying course is a history lecture class that surveys the history of the world c. 1500 CE to the present. In this course, students will be introduced to the main political, social, and cultural trends of a variety of societies in three major periods: The Early Modern World, The European Moment in World History, and The Most Recent Century. This periodization allows us to understand human history in conjunction with global changes and encounters that affected and continue to affect the human experience. During the course we will look at the major interactions between peoples, cultures, and societies in addition to assessing societies on their own accord by considering their ideas, values, and beliefs. In order to properly achieve this perspective we will be focusing on comparative urban cultures, visual cultures, and cultural encounters (both within and outside of communities). In the end, students should not only have a basic grasp on the past but should also be able to compare and contrast societies within large-scale frameworks for historical analysis in order to gain a greater appreciation for cultural and global societies.

In addition to the topics mentioned above, the following themes in world history will be studied:
- Social Organization and Control
- Religion, Philosophy, and Cosmology
- Language and Literature
- Science and Technology
- Contact and Isolation
- Gender Roles

3

Required Books, Readings, and Materials
Robert Strayer. *Ways of the World: A Brief Global History with Sources*, Volume 2: since 1500, second ed., Boston; New York: Bedford/St. Martin, 2015.

Requirements and Grading
The grade for this course will be based on attendance, discussion, and participation; several short writing assignments; weekly quizzes; and a final exam.

Class Attendance
I am assuming that you are an adult and that you can make your own decisions about coming to class. Regardless of what you choose, attendance will be taken at the beginning of class as is required per the Texas University System rules. If you miss 7 or more times your grade will drop one letter grade. The grade will then continue to drop one letter for every additional time missed until ten times missed. After ten times missed you will receive a failing grade for attendance, discussion, and participation. You will also be counted as absent if you show up more than 15 minutes late for class without an appropriate excuse or if you are consistently unprepared for class, fail to pay attention during class, and or fail to participate in class discussion.

Discussion and Writing Assignments Papers
Over the course of the semester we will be examining a number of primary sources. Students must read these works and come to class prepared to speak about them. In addition, students will be completing six short writing assignments (no more than two pages or ~500 words). Three are required (writing assignments one, two, and eight) and three are the choice of the student. Not completing these assignments and/or not participating in discussion will negatively affect the overall grade. More details about the papers is provided below, including an outline of the rubrics, which are based on the AAC&U guidelines, used for grading.

- All papers must use the primary sources in order to answer the question(s).

- Papers are due at the beginning of the class period. You must staple the pages together. You will also need to staple a scoring rubric to the paper, which is provided below.

- Discussion assignments are due on the assigned days. You may not submit late discussion papers.

- Of the six papers, the first two writing assignments and the eighth writing assignment must be completed. Of the rest, choose three.

- Papers need to be typed with a reasonable font (Times New Roman, Cambria, Tahoma, etc.), double-spaced, and have one-inch margins. While you do not need to include a cover page, you do need to include your name, the name of the class, and the section. Please proofread these papers for silly mistakes and errors.

- You will need to save all your papers. The last week of classes, all the papers will be turned back into me and collected in folders. On the day of the final you will receive your folder with papers. You may use the papers on the final exam.

Paper Help

I am more than happy to help you with your writing assignments during office hours and by appointment, but you must come in and get the help *in person*. In addition, the campus writing center provides free help to any enrolled student: Tutoring is available Monday through Thursday from 9am to 4pm; you can also find a tutor at the satellite location in Moffett Library Honors Lounge, Sunday and Thursday from 6pm to 9pm. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading.

Quizzes

Students will take weekly quizzes based on the readings.

Examinations

There will be one final exam in the class over the class lectures, readings, and discussions. More detail about the exam will be provided as the course progresses. As noted above, students may use the discussion papers for the final exam.

Grading Breakdown

Grading for the course will break down as follows:

• Final exam	15%
• Writing Assignment One	10%
• Writing Assignment Two	10%
• Writing Assignment Eight	10%
• Writing Assignment Choice	10%
• Writing Assignment Choice	10%
• Writing Assignment Choice	10%
• Weekly quizzes	15%
• Attendance, participation, and discussion	10%
	100%

The grading scale is as follows: A = 90 and above; B = 80-89; C= 70-79; D = 60-69; F = 59 and below.

Missed Exams or Assignments

A makeup final exam will not be given unless you have a valid class excuse, including, but not limited to severe illness (with documentation) and a university excused event (again, with documentation). Please notify me *in advance* and *in person* if you need to miss class. Avoid any penalties by turning in assignments early or by making arrangements with me if you know you must miss class. In-class work, such as discussion assignments, cannot be made up. Make

arrangements to be in class by not scheduling work, child care, doctor's appointments, and other obligations during class time. Late papers will not be accepted.

Support Services
In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related & Other). Please meet with the instructor during the first week of class to make arrangements.

Nondiscrimination Statement
Midwestern State University does not discriminate on the basis of sex, religion, creed, national origin, race, age, disability, or any other basis prohibited by law. If you believe you have been discriminated against unlawfully, please bring this matter to the attention of your professor or to the Human Resource Office.

Intellectual Property
All lectures, PowerPoints, handouts, and discussion materials in this class are considered the intellectual property of the professor. *Lectures may not be recorded or posted online. This includes taking pictures with your cell phones.* In addition, if you miss class, please ask a fellow classmate for the notes. If you are not able to get the notes, see me and I will help you to make accommodations.

Classroom Etiquette
You are responsible for material presented in lectures and the knowledge of any of it will be necessary for papers and the final exam. Please refrain from behavior disruptive to the conduct of class, including but not limited to arriving late, leaving early, leaving in the middle of lecture to use the restroom, talking with neighbors, texting and/or using a cell phone. Do not bring work unrelated to class. Think carefully about how you are spending your tuition money. If you sleep in class and if you snore, people are likely to laugh at you.

Academic Integrity
Cheating, dishonesty and plagiarism will not be tolerated in this course. You must document all of your source material. If you take any text from somebody else, you must make it clear the text is being quoted and where the text comes from. You must also cite any sources from which you obtain numbers, ideas, or other material. If you have any questions about what does or does not constitute plagiarism, ask! Plagiarism is a serious offense and will not be treated lightly. Fortunately, it is also easy to avoid and if you are the least bit careful about giving credit where credit is due you should not run into any problems. Students who plagiarize or cheat on assignments will receive a zero for that assignment—no exceptions. Instances of plagiarism and cheating will be reported to the Dean.

D2L and Instructions
Students MUST access D2L to complete some assignments in this course. In addition, communication with the class will occur via D2L. To access D2L, go to https://d2l.mwsu.edu/. Your username is in the format [first initial + middle initial + 12 characters of last name + ####

where #### is the first 4 characters of your date of birth], for example. Your password is your Mustangs ID followed by an exclamation mark, for example: M10203040!

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*Please note that the syllabus, readings, exams, and assignments are subject to change if the instructor feels it is necessary to modify the schedule. *Reminder: Students are expected to read, write and think in this course.

Reading and Lecture Schedule
Week One: Introduction to World History
- Introduction to the Course, Introduction to the Study of History, and Introduction to the Use of Primary Documents
- Review of the past, c. 1450
  Assignment: Read *textbook*, chapter 12

Week Two: Political Transformations
- Empires
- Encounters
  Assignment: Read *textbook*, chapter 13
  Writing Assignment One Due

Week Three: Economic Transformations
- Commerce
- Consequences
  Assignment: Read *textbook*, chapter 14

Week Four: Cultural Transformations
- Religion
- Science
  Assignment: Read *textbook*, chapter 15
  Writing Assignment Two Due

Week Five: Atlantic Revolutions, Global Echoes
  Assignment: Read *textbook*, chapter 16

Week Six: Revolutions of Industrialization
  Assignment: Read *textbook*, chapter 17
  Writing Assignment Three Due

Week Seven: Colonial Encounters
- Asia
- Africa
  Assignment: Read *textbook*, chapter 18

Week Eight: Colonial Encounters
- Oceania
  Assignment: Read *textbook*, chapter 18
  Writing Assignment Four Due

Week Nine: Empires in Collision
- Europe
  Assignment: Read *textbook*, chapter 19

Week Ten: Empires in Collision
- The Middle East
- East Asia
  Assignment: Read *textbook*, chapter 19
  Writing Assignment Five Due

Week Eleven: Collapse at the Center
- World War I
  Assignment: Read *textbook*, chapter 20

Week Twelve: Collapse at the Center
- The Great Depression
- Rebalancing Global Power
  Assignment: Read *textbook*, chapter 20
  Writing Assignment Six Due

Week Thirteen: The Rise and Fall of World Communism
- Revolution
- Socialism
- Global Conflict
  Assignment: Read *textbook*, chapter 21

Week Fourteen: The Rise and Fall of World Communism
- Socialism
- Global Conflict
  Assignment: Read *textbook*, chapter 21
  Writing Assignment Seven Due

Week Fifteen: The End of Empire
  Assignment: Read *textbook*, chapter 22

Week Sixteen: The Acceleration of Globalism
  Assignment: Read *textbook*, chapter 23
  Writing Assignment Eight Due
Finals

3. Assessment Core Objectives

3A. Assessment for Critical Thinking Skills

This skill will be assessed through writing assignment eight. Over the course of the semester students must read primary sources and write at least six papers over the sources. The last writing assignment is used for assessment. This writing assignment assesses Critical Thinking Skills by evaluating the student in three areas: Explanation of the Issue, Use of Evidence, and Conclusion. In assessing the students' use of Critical Thinking Skills, faculty will rely on the AACU's Critical Thinking VALUE Rubric, in particular line one: explanation of issues; line two: evidence; and line five: conclusions and related outcomes. These lines are distilled into a common rubric lines one through three.

3B. Assessment for Communication Skills

This skill will be assessed through a writing assignment eight. Over the course of the semester students must read primary sources and write at least six papers over the sources. The last writing assignment is used for assessment. This writing assignment assesses Communication Skills by evaluating the students' Communication and Writing. In assessing the students' communication and writing in this assignment, faculty will rely on the AACU's Critical Thinking VALUE Rubric rely on all but the third row (Genre and Disciplinary Conventions) of the AACU's Written Communication VALUE Rubric. They will pay special attention to line five: Control of Syntax and Mechanics. These lines are distilled into a common rubric line four.

3C. Assessment for Social Responsibility
This skill will be assessed through a writing assignment eight. Over the course of the semester students must read primary sources and write at least six papers over the sources. The last writing assignment is used for assessment. This writing assignment assesses students' social responsibility through their awareness of historical cultural differences and similarities by evaluating their recognition of the specific historical context of the beliefs/values/actions of the societies in question via primary sources. Faculty will assess the students' level of Social Responsibility by using the second row: Knowledge and row four: Skills of the AACU's Intercultural Knowledge and Competence VALUE Rubric. In addition, faculty assessment of students' understanding of social responsibility will be assessed through ethical decision-making in an historical context; this will not explicitly rely on the AACU's Ethical Reasoning VALUE Rubric but this assignment does contribute towards that rubric's goals of developing a student's ability to assess "the social context of problems [and] recognize ethical issues in a variety of settings." These lines are distilled into a common rubric line five.

3D. Assessment for Personal Responsibility

This skill will be assessed through a writing assignment eight. Over the course of the semester students must read primary sources and write at least six papers over the sources. The last

writing assignment is used for assessment. This writing assignment assesses students' awareness of Personal Responsibility through their understanding of historical cultural differences and similarities by their recognition of the specific historical context of the beliefs/values/actions of the cultures in question via primary sources. In assessing the students' grasp of Personal Responsibility, faculty will rely on the AACU's Global Learning VALUE Rubric line two: Perspective Taking. These lines are distilled into a common rubric line six.

History 1453: Writing Assignment Eight
Sample

Introduction:
Historians pose questions and then attempt to answer the queries with evidence that the peoples who have come before have left behind (primary documentation). This first paper is meant to introduce you to primary and secondary sources, how to use the sources, and how to cite properly. Please follow the directions below using your textbook and the primary sources. You may also use any primary sources from chapter three of your textbook. Failure to use primary evidence WILL RESULT IN A LOWER GRADE.

The Assignment:
1. Using the lectures, textbook, primary sources, textbook primary sources, handouts, etc., define civilization.
2. Then address the following: How and why has the definition of civilization changed over time? Are there groups in world history who should be studied even if they do not fit the definition of 'civilization'? Who are they and why should we study them?
3. You must use at least 4 different primary sources.

The details:
- This paper should be typed and double-spaced, composed of twelve-point font and of a reasonable font type, e.g. Times New Roman, and should have one-inch margins.
- The total length of this paper should be no more and no less than 2 pages.
- This paper needs to be in the proper essay format: Introduction with thesis, body paragraphs, and conclusion.
- You must cite the sources properly:
  - When you use something directly from the Strayer book, you cite as follows:
    - Strayer argues "…" (Strayer, 17).
  - If you use something from a document, cite as follows:
    - "If a man charges another man with homicide but cannot bring proof against him, his accuser shall be killed…" (*The Code of Hammurabi*, 119).
  - Integrate the sources: no free-floating quotations.
    - We know Egypt was a civilization because the document, *Be a Scribe* talks about the "woes of the soldier," which suggests specialization (*Be a Scribe*, 125).
- Use only class materials. Before handing your paper in, be sure to proofread for grammatical and other mistakes. Failure to proofread will result in a lower grade.

*Your paper will be graded according to the writing assignment common rubric (based on the AACU's Value Rubrics) included in your syllabus. Please familiarize yourself with the rubric before handing in your paper.

4. Rubrics for Assessment of Core Objectives

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

Critical Thinking Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	Milestones		Benchmark
	4	3	2	1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

WRITTEN COMMUNICATION VALUE RUBRIC
for more information, please contact value@aacu.org

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high- quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error- free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

GLOBAL LEARNING VALUE RUBRIC
for more information, please contact value@aacu.org

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect   both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	2	Benchmark 1
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
Applying Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

Rubrics Assessment of Core Objectives: HIST 1453 World Civilizations since 1500 (TCCN: HIST 2322)

ETHICAL REASONING VALUE RUBRIC
for more information, please contact value@aacu.org

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	Milestones		Benchmark
	4	3	2	1
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Knowledge *Cultural self-awareness*	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge *Knowledge of cultural worldview frameworks*	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills *Empathy*	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills *Verbal and nonverbal communication*	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes *Curiosity*	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes *Openness*	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

Writing Assignments Common Scoring Rubric

		Capstone	Milestone		Benchmark
		4	3	2	1
Critical Thinking: Explanation of the Issue		Clear, strong, comprehensive thesis stated delivering all relevant information necessary	Thesis is weak or flawed but present to the extent that it is not impeded by omissions	Thesis is more implied than clear or is at the end; the thesis may leave terms undefined, ambiguities unexplored, and/or backgrounds unknown	No clear thesis or the thesis is stated without clarification or description
Critical Thinking: Use of Evidence		Appropriate sources (namely primary but also secondary) present with appropriate analysis/interpretation and relation to thesis, meaning that there is enough interpretation and evaluation to develop a comprehensive analysis while also considering others' points of view	Appropriate sources present but without appropriate analysis/interpretation and relation to thesis. There is only some interpretation and evaluation to develop a comprehensive analysis and/or there is only some consideration of others' points of view	Few sources present (or use of only secondary sources) and/or without appropriate analysis/interpretation in relation to thesis. There is little interpretation and evaluation to develop a comprehensive analysis and/or there is little consideration of others' points of view	No appropriate sources used
Critical Thinking: Conclusion		Conclusion is logical and reflects the student's informed evaluation of the topic and sources	Conclusion is logical but weak. It only partially reflects the student's informed evaluation of the topic and sources	Conclusion present but does not reflect the student's informed evaluation of the topic and sources	Conclusion confused, oversimplified, or not present
Communication and Writing		Student successfully executes of wide range of conventions specific to communication and writing, including: grammar, spelling, organization, content, presentation, formatting, and style	Student only partially executes of wide range of conventions specific to communication and writing, including: grammar, spelling, organization, content, presentation, formatting, and style; straightforward language is used to convey the meaning and there may be some errors	Conventions specific to communication and writing, including grammar, spelling, organization, content, presentation, formatting, and style, are basic; basic language is used to convey the meaning and there may be many errors	Attempts to use the basic system of conventions specific to communication and writing, including grammar, spelling, organization, content, presentation, formatting, and style, but language and errors impede the meanings being conveyed
Social Responsibility		Clearly understands the source in the context of the times by demonstrating a sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Partially understands the source in the context of the time by demonstrating adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Vague understanding of the in the context of the time by demonstrating adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices; has difficulties suspending value judgments.	Little to no understanding of the source in the context of the time and the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Personal Responsibilities		Through verbal communication and analysis of the sources, provides a deep understanding of multiple worldviews, experiences, and power structures while articulating a complex understanding of cultural differences in relation to history, values, politics, communication styles, economy, or beliefs and practices, and provides a shared understanding of multiple cultural perspectives	Partial analysis of the sources through verbal communication; partial understanding of multiple world views; a partial understanding of cultural differences in relation to history, values, politics, communication styles, economy, or beliefs and practices, and provides a partial understanding of multiple cultural perspectives	Analysis of the sources actions more implied than stated or vague through verbal communication; vague understanding of multiple world views; vague articulation or implied understanding of cultural differences in relation to history, values, politics, communication styles, economy, or beliefs and practices, and provides a vague or an implied understanding of multiple cultural perspectives	Limited or no analysis of the sources; little to no understanding of multiple world views; little to no articulation or implied understanding of cultural differences in relation to history, values, politics, communication styles, economy, or beliefs and practices, and provides a limited or an implied understanding of multiple cultural perspectives