

REQUESTING AN IS DESIGNATION: HIST 120

Please complete the following chart in order for the IS/MS committee to assess how well your course addresses the student learning outcomes. Please indicate with specificity what element of the assessment addresses the SLO. You do not need to address all the assessments for each SLO. Please note that we do not require you to list ALL assignments or texts that address the SLOs, representative texts or tasks are sufficient.

For a course to be designated IS, at least **three** of these six SLOs must be addresses in content and assessments.

IS SLO #	RESPRESENTATIVE RELEVANT TEXTS/READINGS	RESPRESENTATIVE ASSESSMENT/S
<p>SLO 1. Discuss global political, economic, cultural, social, ecological, and/or technological challenges from a perspective other than their own national and/or cultural context.</p>	<p>All HIST 120 course content (lectures, primary and secondary source readings, etc.) and related activities and assessments (discussions, essays, exams, etc.) require students to analyze networks and patterns of political, cultural, technological, intellectual, and social change from the perspective of non-U.S. cultures, from the ancient Near East to seventeenth-century Europe, and to consider how these historical narratives shape their own national, cultural, individual, and corporate identities in the present.</p> <p>Readings include: <i>The Epic of Gilgamesh</i> (Akkadian, ca. 2000 BCE); Homer, <i>Iliad</i> (Greek, 8th c. BCE); Pact of 'Umar (Arabic; 9th c. CE); Fulcher of Chartres, "Pope Urban II's Sermon at Clermont" (Frankish/European, 1095); Martin Luther, <i>Freedom of a Christian</i> (German, 1520); Michel de Montaigne, <i>Of Cannibals</i> (French, 1580s)</p>	<p>Primary source discussion/annotation - students individually and collectively analyze and discuss primary source readings from pre-modern European and Mediterranean civilizations, drawing connections between text and context, formulating historical questions, and drawing conclusions based on historical evidence on such diverse topics as war, global economic and cultural exchange, and scientific and technological development</p> <p>Essays - students answer assigned historical questions by analyzing primary source evidence from pre-modern European and Mediterranean civilizations, drawing conclusions, making a historical argument supported by evidence, and documenting evidence via MLA, APA, or Chicago-style citations</p>

		<p>Exams - in midterm and final exams, students analyze primary source evidence from pre-modern European and Mediterranean civilizations and evaluate secondary source evidence to answer essay questions on course content</p>
<p>SLO 2. Apply discipline-based approaches to analyze complex, interdependent global systems and legacies (for example, natural, physical, social, cultural, economic, and/or political) and their implications for people's lives and/or the earth's sustainability.</p>	<p>Students examine historical examples of global conflict and exchange among pre-modern European and Mediterranean civilizations, their effects on the lives of individuals, and their legacies through analyzing historical texts in context, including: The Law Code of Hammurabi (Babylonian, 18th c. BCE); The "Eternal Treaty" between the Egyptians and the Hittites (Egyptian, ca. 1259 BCE); Fulcher of Chartres, "Pope Urban II's Sermon at Clermont" (Frankish/European, 1095); and Michel de Montaigne, <i>Of Cannibals</i> (French, 1580s)</p>	<p>Primary source discussion/annotation - students individually and collectively analyze and discuss primary source readings from pre-modern European and Mediterranean civilizations, drawing connections between text and context, formulating historical questions, and drawing conclusions based on historical evidence on such diverse topics as war, global economic and cultural exchange, and scientific and technological development</p> <p>Essays - students answer assigned historical questions by analyzing primary source evidence from pre-modern European and Mediterranean civilizations, drawing conclusions, making a historical argument supported by evidence, and documenting evidence via MLA, APA, or Chicago-style citations</p>

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SLO 3. Identify sources of and strategies to address conflict, cooperation, inequity, and/or competition in a global context.	N/A	N/A
SLO 4. Discuss discipline-based theoretical, cultural and/or intellectual perspectives within a global context.	Students analyze, evaluate, and critique secondary sources and historical theories excerpted in lectures, including central claims in Edward Gibbon's <i>The Decline and Fall of the Roman Empire</i> , the Pirenne thesis, Robert Moore's <i>The Formation of a Persecuting Society</i> etc. through the lens of primary source evidence from pre-modern European and Mediterranean civilizations	Primary source discussion/annotation - students individually and collectively analyze and discuss primary source readings from pre-modern European and Mediterranean civilizations, drawing connections between text and context, formulating historical questions, and drawing conclusions based on historical evidence on such diverse topics as war, global economic and cultural exchange, and scientific and technological development Exams - in midterm and final exams, students analyze primary source evidence from pre-modern European and Mediterranean civilizations and evaluate secondary source evidence to answer essay questions on course content
SLO 5. Apply multiple disciplinary perspectives (for example, cultural, historical, scientific, etc.) to examine the	N/A	N/A

impact of countries, regions, or non-state actors on global systems (man-made and/or natural).		
SLO 6. Assess one's own sense of identity, community, ethics, perspective, and/or impact in the context of a world composed of interdependent yet often inequitable systems.	N/A	N/A