Foundation: Historical Perspectives

The study of history enables societies to share memories of where they have been, what their core values are, and what decisions in the past account for present circumstances. It helps to create an informed, discriminating citizenry educated in democratic processes of governance, appreciative of their fragility and rarity, and capable of employing them productively. In addition, the study of history nurtures the individual by providing one of the keys to self-identity within the context of shared communities. Finally, history allows one to see both the differences among cultures and the universality of the human subject.

Content Student Learning Outcomes
All courses in the Historical Perspectives category include the following content:

1. An understanding of how historical knowledge is created, including chronological thinking, a comprehension of primary sources, and historical analysis and interpretation.
2. An analysis of different cultures and ways of life, including those of the United States, or a consideration of the common problems and shared humanity among different peoples of the world.
3. An evaluation of historical understanding through the examination of various human endeavors, such as social, political, scientific/technological, economic, or philosophical/religious/aesthetic activities.

Skills Student Learning Outcome 1 (choose one of the following):
   a) Written communication — the practice of creating and refining messages that educated readers will value; or
   b) Critical and creative thinking — uses systematic reasoning to examine and evaluate information and ideas and then innovatively synthesize their conclusions to propose new perspectives and solutions; or
   c) Oral communication — the practice of effectively communicating verbally with a public audience across a variety of contexts.

Skills Student Learning Outcome 2 (choose one of the following):
   a) Problem solving — the process of designing and evaluating strategies to answer open-ended questions; or
   b) Ethical reasoning — a decision making process based on defining systems of value; or
   c) Information literacy — the iterative process of identifying, accessing, evaluating, and synthesizing multiple forms of information.