

**Learning Goal 1:** Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods. [Historical Comprehension]

**HISTORY DEPARTMENT RUBRIC for 200-300 level courses** (to assess Learning Goal 1): Criteria for LG1 with assessment measures to be administered by professors in 200 and 300 level courses, either as end-of-semester surveys given to students or folded into individual assignments.

Criteria	Excellent	Good	Adequate	Possible Assessment Examples
<b>AGENCY:</b> Under- standing the role of human agency in a historical period.	<p>Explains why or how an individual established a new set of parameters or established a different path of historical development.</p> <p>Clearly links change and continuity to the actions of historical actors, including one individual or multiple groups.</p> <p>Can recall individuals of significance in history and their connection to key “turning points.”</p>	<p>Clearly links change and continuity to the actions of historical actors, including one individual or multiple groups.</p> <p>Can recall individuals of significance in history and their connection to key “turning points.”</p>	<p>Can recall individuals of significance in history and their connection to key “turning points.”</p>	<p>Ask the student to give an example of how human agency (role of an individual) has shaped a historical period.</p> <p>Ask the student to give examples of how human agency involving political parties or groups or mass movements have shaped a historical period.</p>
<b>CAUSATION:</b> Compre- hension of how factors like econ- omics, social life, and ideas impact history.	<p>Distinguishes multiple causes and/or multiple effects (including both obvious and intended, subtle and unintended, as well as long and short term), and recognizes that different groups were affected in different ways by these developments.</p>	<p>Appreciates multiple causes and effects but does not fully grasp the complexity and multiplicity of the relationships between them and the consequences for different groups in society.</p>	<p>Enumerates short term and obvious/intended causes and effects only.</p>	<p>Attach the following question to a survey at the end of a unit: John Doe, distinguished professor of history at UNC Chapel Hill argues that revolutions are caused by downturns in material production (e.g. famines, recessions, and rising grain prices). Doe’s argument is based on these kinds of historical forces: a) social b) cultural c) role of individual d) economic and e) familial.</p>
<b>DIVERSITY:</b> Awareness of how different places and cultures affect historical tools and systems of interpret- ation.	<p>Draws interpretive connections between the ways in which different groups of historical actors understood “their present” and the ways they responded to the problems, opportunities, and choices that confronted them.</p>	<p>Recognizes that historical actors brought multiple perspectives to the same event, reflecting differences in class, gender, race/ ethnicity, region, religion, age, education, and past experiences, but does not necessarily connect these perspectives to significant historical developments.</p>	<p>Appreciates that people’s lives in the past differ in significant ways from contemporary life but does not fully contextualize the values of another place or period.</p>	<p>1) Ask the student to identify certain factors of one country that would make it difficult to apply their findings to another.</p> <p>2) Ask the student to describe how the same historical process (e.g. economic, social, or political) unfolded differently in two distinct geographical regions.</p> <p>3) Ask the student to explain why a certain historical event (e.g. economic, social, or political) did not happen in a particular place or time.</p>