

**Historical Consciousness  
Application for Attribute Consideration (2023)**

H-subscript courses entail two parts: awareness about the past and a set of research skills to investigate that knowledge.

H-subscript courses focus on history as the core content (minimum 50%) exposing students to a range of sources over time and across geographical regions, societies, and cultures that reveal historical origins, changes, continuities, discontinuities, and causation. We encourage H-subscript classes to pay particular attention to recovering and amplifying the voices of those whose experiences have traditionally not been preserved, including Black, Indigenous, people of color, LGBTQ, and women. H-subscript courses teach students to treat the past as a foreign country. Students learn how to empathize with historical actors and the choices they made. H-subscript courses also encourage students to interpret the past as engaged citizens, using it to understand how we have come to where we are today and how different actions in the past and present might produce alternative outcomes in the future.

H-subscript courses **teach students research skills**. Students learn to ask open-ended questions and to devise research strategies to answer them. They learn how to locate relevant primary and secondary sources, how to evaluate evidence and arguments, how to use evidence to develop their own conclusions, how to articulate their conclusions, how to cite their sources, and how to explain the significance of their work.

**Faculty Name(s):** \_\_\_\_\_

**Course Acronym:** \_\_\_\_\_ **Course #:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Indicate next semester course is expected to be taught:** \_\_\_\_\_

**Attach Syllabus**

**Outline syllabus targeting H skills (minimum 50% of course content & assignments):**

*Course Description:*

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*Readings:*

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*Papers/Projects/Exams:*

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**H-subscript classes develop students' awareness and skills in at least three of the following areas.**

Please check which learning outcome(s) your course addresses, and briefly describe how the students will demonstrate learning in those areas through course content and assignments.

*Building historical knowledge*

- x Students will gather and contextualize information about the past and change over time and space to convey both the particularity of certain times and places and also the scale of human experience.
- x Students will learn to identify and articulate key historical questions about origins, changes, continuities, and discontinuities over time, space, and culture.

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*Thinking historically*

- x Students will learn to wrestle with ambiguity and contradictory approaches by evaluating sources from multiple perspectives in order to describe the past.
- x They will learn to empathize with historical actors and their choices in the context of their times.

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*Developing historical methods and arguments*

- x Students will learn to recognize history as an interpretive craft based on analysis of primary and secondary sources using historical methodologies and allied disciplines.
- x They will learn to generate open ended research questions and answer them by identifying, locating, and analyzing a range of primary and secondary sources to determine their accuracy, reliability, persuasiveness, and representativeness.
- x They will learn how to identify and begin to formulate their own arguments.
- x They will learn to acknowledge and integrate primary and secondary sources appropriately into their arguments using Chicago Style.

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*Using history as a citizen*

- x Students will gain a preliminary understanding of how historical knowledge and thinking informs contemporary issues. They will begin to understand how we have come to where we are today and how different actions in the past and present might produce alternative outcomes in the future.

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*Countering racism*

- x Students will understand the formation and evolution of racial ideas over time and space, including “the noble savage” and the pseudo-scientific theory of social Darwinism. They will recognize the ways that such concepts attempt to justify differences and defend hierarchies.
- x Students will recognize the roles that nationalism, ethnicity, appropriation, empires, colonialism, and postcolonialism have played in the formation, maintenance, and resistance to racial hierarchies.
- x Students will become familiar with the institutionalization of race as a result of legal and extralegal practices (e.g. slavery, forced adoptions, lynching, population settlements, mass incarceration, police brutality, etc.).
- x Students will become aware of the resistance strategies of Black, Indigenous, people of