

## Term Information

Effective Term Autumn 2013  
*Previous Value* Summer 2012

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Addition of Global Studies GE requirement.

**What is the rationale for the proposed change(s)?**

Please see attached syllabus.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

No programmatic changes.

**Is approval of the request contingent upon the approval of other course or curricular program request? No**

**Is this a request to withdraw the course? No**

## General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2650
Course Title	The World since 1914
Transcript Abbreviation	World since 1914
Course Description	Global perspective on major forces that shaped the world since 1914. Provides students with factual knowledge and a critical interpretive framework for responsible global citizenship.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	Greater or equal to 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

**Prerequisites/Corequisites**

Prereq or concur: English 1110.xx, or permission of instructor.

***Previous Value***

*Prereq or concur: English 1110.xx.*

**Exclusions**

Not open to students with credit for 597.

## Cross-Listings

**Cross-Listings**

## Subject/CIP Code

**Subject/CIP Code**

54.0101

**Subsidy Level**

Baccalaureate Course

**Intended Rank**

Freshman, Sophomore, Junior

## Quarters to Semesters

**Quarters to Semesters**

Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)

**List the number and title of current course being converted**

History 597: Critical Issues of the 20th-Century World.

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

***Previous Value***

*Required for this unit's degrees, majors, and/or minors*

*General Education course:*

*Historical Study*

*The course is an elective (for this or other units) or is a service course for other units*

## Course Details

**Course goals or learning objectives/outcomes**

**Content Topic List**

- World War I
- World War II
- Great Depression
- Fascism and Nazism
- Communism
- United Nations
- Globalization
- Decolonization
- Global terrorism
- De-industrialization

**Attachments**

- History 2650 Syllabus - World History since 1914.docx: History 2650 Syllabus  
*(Syllabus. Owner: Bowerman,Ashley E.)*
- History Assessment Plan.doc: History Course Assessment Plan  
*(GEC Course Assessment Plan. Owner: Bowerman,Ashley E.)*
- History 2650 World History since 1914 with rationale.docx: History 2650 Syllabus with rationales  
*(Syllabus. Owner: Roth,Randolph Anthony)*

**Comments**

- I have attached a new syllabus with rationales for achieving GE objectives. I could not figure out how to delete the earlier version of the syllabus. *(by Roth,Randolph Anthony on 12/08/2012 11:07 AM)*
- See 11-6-12 e-mail to N. Breyfogle. *(by Vankeerbergen,Bernadette Chantal on 11/06/2012 11:30 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Bowerman,Ashley E.	10/25/2012 09:52 AM	Submitted for Approval
Approved	Roth,Randolph Anthony	10/25/2012 09:52 AM	Unit Approval
Approved	Heysel,Garett Robert	10/28/2012 08:51 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/06/2012 11:30 AM	ASCCAO Approval
Submitted	Roth,Randolph Anthony	12/08/2012 11:07 AM	Submitted for Approval
Approved	Roth,Randolph Anthony	12/08/2012 11:08 AM	Unit Approval
Approved	Heysel,Garett Robert	12/10/2012 03:19 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	12/10/2012 03:19 PM	ASCCAO Approval

## **HISTORY 2650: THE WORLD SINCE 1914**

**Fall semester 2012, class number: 9567**

**website: <http://carmen.osu.edu>**

W,F 9:10-10:05, lecture: Hopkins Hall 0250  
T 9:10-10:05 discussion: Physical Activities and Education Services 105  
R 8:00-8:55 discussion: Hagerty Hall 045  
R 9:10-10:05 discussion: Central Classroom 218

**Professor:** Carter V. Findley, [findley.1@osu.edu](mailto:findley.1@osu.edu), 238 Dulles Hall, phone 292-5404  
Office Hours: F, 10:15-11:30 & by appt.

**Graduate Associate:** Elizabeth Marvel, [marvel.5@osu.edu](mailto:marvel.5@osu.edu), 009 Dulles Hall, 292-2955  
Office hours: W, F, 10:30-11:30

### **COURSE DESCRIPTION AND OBJECTIVES**

This course looks from a global perspective at major issues that have made, or are making, the world we live in today. The textbook takes an explicit, thematic approach to the study of these issues. The lectures explore these themes and analyze examples illustrative of them. Additional exercises will explore a variety of alternative approaches to understanding the world around us: films, works of literature, the pictorial record created by artists and photographers, and possibly also panel discussions or simulations of real-life situations. The goal of the course is not only to convey factual knowledge about the world since 1914 but also to provide an interpretive framework in which this knowledge can be set, and to help us all become well-informed and responsible citizens of an increasingly interconnected and fast-changing world.

### **HISTORY 2650 AND HISTORICAL STUDY AND GLOBAL STUDIES GE REQUIREMENTS**

**History majors:** You can use History 2650 to fulfill the Global category; post-1750 and PCS (Power, Culture, and Society) and CCE (Colonialism and Comparative Empires) for constellations.

## **Historical Study (General Education Goals and Outcomes)**

### **Goals:**

Students recognize how past events are studied and how they influence today's society and the human condition.

### **Expected Learning Outcomes:**

1. Students construct an integrated perspective on history and the factors that shape human activity.

2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

***Rationale for fulfilling the GE Learning Outcomes for Historical Study:***

*Goals of the course that fulfill the GE Learning Outcomes in Historical Study:*

History courses develop students’ knowledge of how past events influence today’s society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies. **Theories of history:** The course, which is grounded in world-systems analysis, focuses on four trends that have interacted to shape the history of the world since 1914: global interconnectedness, which has tightened over time; the problems of identity and difference, which have been intensified by interconnectedness; the rise of the mass society, in quantitative and qualitative terms; and the conflict between technology and the environment. **Historical methods:** The course combines a topically inclusive global vision with the ability to focus in depth on selected empirical cases that illustrate the importance of mastering economic history, cultural history, social history, and environmental history.
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past. **Historical debates:** The course will study debates over the causes of World War I, the 1929 Depression, World War II, decolonization, and the collapse of socialism—interconnected crises that defined the twentieth century. **Contemporary debates:** The course concludes with a final unit on critical problems of the present and foreseeable future, ranging from conflict control to environmental and climate issues,
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context. The course presents students with a variety of sources, including novels and films as well analytical writing, and asks them to analyze how the sources of different types illustrate the themes of the course. The course has been designed to take a “whole history” approach, including politics, economics, society, and culture. The four themes and the contemporary emphasis take in most of the issues mentioned here.
4. Students will carry out in-depth analysis in a final paper comparing distinct historical Moments, social movements and their effects. Both the required paper and the essay questions on the exams address these points explicitly.

## **Diversity – Global Studies (General Education Goals and Outcomes)**

**Goals:**

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

**Expected Learning Outcomes:**

## Global Studies

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

### ***Rationale for fulfilling the GE Learning Outcomes for Global Studies:***

#### *Goals of the course that fulfill the GE Learning Outcomes in Global Studies:*

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in the World. With its grounding in world-systems analysis, its four clear themes, and readings and films from countries all over the world, the course combines a topically inclusive global vision with the ability to focus in depth on selected empirical cases that illustrate global points. The four themes of the course cohere around the question of how the world's peoples can live together without generating unmanageable conflict or destroying their earthly habitat.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples. The four themes of the course, grounded in social science perspectives, provide criteria for comparison and selectivity, precisely for the purpose of comparing similarities and differences in different societies.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context. All the materials in the course were selected to do this.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human history and how they shaped the world in the past and today. In their paper and in their exam essays, the students analyze specific moments or issues in terms of their local and their global significance.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. Students will describe theories of international issues on exams and written assignments. From world-systems analysis to the meaning of globalization, the course addresses this criterion in multiple ways. The readings and films include works from South Africa, Nigeria, Egypt, and Germany.
6. Students will understand the roots and structures of today's globalized world. Today's globalized world is the subject of the course.

## ASSIGNED READINGS

C. V. Findley and John A. M. Rothney, *Twentieth-Century World* (seventh edition, 2010)

Chinua Achebe, *Things Fall Apart*

Erich Maria Remarque, *All Quiet on the Western Front*

Alan Paton, *Cry the Beloved Country*  
Naguib Mahfouz, *Midaq Alley*  
Worldwatch Institute, *State of the World 2012*

These books have been ordered through OSU Bookstore (as an order to share with other stores). The Thompson Library Reserve has also been asked to place all these titles on two-hour reserve. However, some of the reserve copies of the novels may not be the same editions as those ordered by the bookstore. Do not count on the reserve room for more than a backup for occasional short-term use. Some of these titles may also be available as e-books.

### ASSIGNED MOVIES

The following movies are assigned for viewing, discussion in section, and potential testing. You need to view three of the films as homework in advance of your discussion section, because the movies run longer than our classtime. These are **movie homework**:

"Modern Times"  
"Triumph of the Will"  
"Cry the Beloved Country."

A fourth movie will be viewed and discussed in section. This is **movie classwork**:

"Night and Fog."

All the movies have been streamed by OSU Digital Rights Media. You can view them from anywhere, if Real Player is installed on the computer you are using (either PC or Apple). Play lists will be created at the appropriate times to make the films available to you at Digital Rights Media at the following URL:

<https://drm.osu.edu/media>

These movies are part of your assignments weeks 5, 6, 7, and 10 in the "Weekly Schedule of Activities," below. In case you need it, the troubleshooting link for OSU Digital Rights Media is: <http://go.osu.edu/Troubleshoot>.

### ASSIGNED PAPER

Students may write about any one of the four assigned novels to fulfill the analytical paper requirement. In each case, the ***paper topic*** is to analyze that novel in terms of how it illustrates the four themes of the course as identified in Chapter One of *Twentieth Century World*. To do a good job of the topic, your paper needs to be about five pages in length, definitely no longer than six (double spaced, twelve-point font). Please note that the assignments will be due at different dates, depending on the option selected. You must submit your paper in printed form (hard copy) at the stated time. Do not try to submit your paper in electronic form.

Option 1: Achebe	Due Wednesday, 19 Sept. at the start of class
Option 2: Remarque	Due Wednesday, 3 Oct. at the start of class
Option 3: Paton	Due Wednesday, 7 Nov. at the start of class
Option 4: Mahfouz	Due Wednesday, 28 Nov. at the start of class

Anyone with further questions about the paper should consult the instructor or the T.A.

### **NOTE CONCERNING REGISTRATION**

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.

### **COURSE REQUIREMENTS**

Attendance and participation (including quizzes)	20 percent
Midterm examination	20 percent
Analytical paper assignment	30 percent
Final examination	30 percent

Regular attendance and participation are essential parts of the course. Attendance may be taken and quizzes may be given at any time.

Here are the grade breakdowns:

A: 92.6 and above; A-: 89.6-92.5; B+: 87.6-89.5; B: 82.6-87.5; B-: 79.6-82.5; C+: 77.6-79.5; C: 72.6-77.5; C-: 69.6-72.5; D+: 67.6-69.5; D: 62-67.5; E: below 62.



## WEEKLY SCHEDULE OF ACTIVITIES

### 2012, Fall

Week One	Readings: Findley & Rothney, preface & Chapter 1-2 (pp. xxi-50); Achebe, <i>Things Fall Apart</i> , start. See also <a href="http://www.flixxy.com/200-countries-200-years-4-minutes.htm">http://www.flixxy.com/200-countries-200-years-4-minutes.htm</a>	
W	22	Aug. Introduction to World History
R	23	Aug. <i>No Thursday discussion sections this week.</i>
F	24	Aug. Berlin, an Imperial Capital
Week Two	Readings: Findley & Rothney, Ch. 3 (pp. 51-76); Achebe, <i>Things Fall Apart</i> , finish to discuss in section. Remarque, <i>All Quiet</i> , start	
W	29	Aug. Dinshawai, a colonial Village
F	31	Aug. World War I in Europe
Week Three	Readings: Findley & Rothney, ch. 4 (pp. 77-96) Remarque, <i>All Quiet</i> (finish to discuss in section)	
W	5	Sept Global Ramifications of the War
F	7	Sept Gender and Mass Mobilization
Week Four	Readings: Findley & Rothney, ch. 5 (pp. 97-113)	
W	12	Sept The Bolshevik Revolution
F	14	Sept The Crash of the World Economy
Week Five	Readings: Findley & Rothney, ch. 6 (pp. 115-35) <b>Movie homework:</b> "Modern Times." view for discussion in section	
W	19	Sept <b>Achebe paper: due at start of class</b> The U.S. New Deal, Re-Engineering Liberalism
F	21	Sept The Depression in the Colonial World
Week Six	Readings: Findley & Rothney, ch. 7-8 (pp. 139-180) <b>Movie homework:</b> "Triumph of the Will," view for discussion in section	
W	26	Sept From Democracy to Fascism
F	28	Sept The Nature of Nazi Society

- Week Seven Readings: Findley & Rothney, ch. 9 (pp. 181-207)  
 Mahfouz, *Midaq Alley* (start)  
**Movie classwork:** "Night and Fog," view and discuss in section
- W 3 Oct. **Remarque Paper: due at start of class**  
 Latin America's Struggle to Develop
- F 5 Oct. The Middle East to 1945
- Week Eight Readings: Findley & Rothney, ch. 10 (pp. 211-33)  
 Mahfouz, *Midaq Alley* (finish to discuss in section)
- W 10 Oct. China and Japan
- F 12 Oct. World War II: War Fronts
- Week Nine Readings: Findley & Rothney, chs. 11 (pp. 235-68)  
 Paton, *Cry the Beloved Country* (start)
- W 17 Oct. **MIDTERM** (covers readings through week 8)
- F 19 Oct. World War II: Home Fronts
- Week Ten Readings: Findley & Rothney, chs 12-13 (pp. 269-330)  
 Paton, *Cry the Beloved Country* (finish to discuss in section), &  
 also  
**Movie homework:** "Cry the Beloved Country," view to discuss  
 in section
- W 24 Oct. Decolonization and Wars of National Liberation
- F 26 Oct. Cold War and Superpower Bipolarity
- Week Eleven Readings: Findley & Rothney, chs. 14-15 (pp. 331-87)  
*State of the World 2012*, pp. xix-52
- W 31 Oct. "1968": Postindustrial Society
- F 2 Nov. The Communist World System and its Fate
- Week Twelve Readings: Findley & Rothney, chs. 16-17 (pp. 389-463)  
*State of the World 2012*, pp. 53-103
- W 7 Nov. **Mahfouz paper: due at start of class**  
 Latin American Lessons
- F 9 Nov. Africa from Decolonization to Globalization
- Week Thirteen Readings: Findley & Rothney, ch. 18 (pp. 463-98)  
*State of the World 2012*, pp. 104-52

W 14 Nov. The Middle East, Islam and Modernity  
F 16 Nov. Indian Extremes

Week Fourteen Readings: *Sate of the World 2012*, pp. 153 to the end

T 20 Nov. *No Tuesday discussion section this week.*  
W 21 Nov. NO CLASS: THANKSGIVING BREAK

Week Fifteen Readings: review Findley & Rothney ch. 18 and *State of the World 2012*

W 28 Nov. **Paton paper: due at start of class**  
China, Future Center of the World System  
F 30 Nov. Globalization: Revolution that Ended the Twentieth  
Century

**FINAL EXAM: Monday, December 10, 10:00-11:45 a.m., Location TBA**

### ACADEMIC MISCONDUCT

*Academic Misconduct:* It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct

[http://studentlife.osu.edu/pdfs/csc\\_12-31-07.pdf](http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf).

### DISABILITY STATEMENT

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Ave., tel. 292-3307, [www.ods.ohio-state.edu](http://www.ods.ohio-state.edu)

## MEMORANDUM

**TO: Arts and Sciences Committee on Curriculum and Instruction**

**FROM: Randolph Roth, Chair, Undergraduate Teaching Committee, Department of History**

**RE: Assessment Plan for proposed GEC courses: Historical Study Category, Social Diversity in the U.S., and Diversity: International Issues**

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### **Assessment Goals and Objectives**

1. Both the GEC and course-specific learning objectives for all History courses might be summarized as follows:

#### **Historical Study GE Requirements:**

##### **Goals:**

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

##### **Expected Learning Outcomes:**

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

#### *Goals of the courses that fulfill the GE Learning Outcomes:*

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. critically examine theories of ethnicity, race, and nationalism
2. engage with contemporary and historical debates on ethnicity and nationalism
3. access and critically examine ethnically or nationally framed movements in a wider socio-cultural context
4. carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, or nationalist mobilization or social movements and their effects

2. Both the GEC and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

**Social Diversity GE Requirements:**

**Goals:**

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

**Expected Learning Outcomes:**

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

*Goals of the course that fulfill the GE Learning Outcomes:* Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
2. describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.

3. Both the GEC and course-specific learning objectives for History courses requesting Diversity in International Issues might be summarized as follows:

**International Issues GE Requirements:**

**Goals:**

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

**Expected Learning Outcomes:**

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

*Goals of the course that fulfill the GE Learning Outcomes:* Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues such as health and healing in Africa, or pandemics such as HIV-AIDS reshaped debates world-wide, etc. and help students understand and analyze the

relationships between historical debates and practices about international issues such as health and healing.

2. describe theories of international issues on exams and written assignments.

## **II. Methods**

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity of International Issues, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

### **Summary of Data:**

An advanced graduate student, supervised by the UTC Chair, will be asked to evaluate the sampled questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity International Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments, including class discussions. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. Students will also be surveyed to assess their mastery of the General Education objectives through a survey instrument at the end of the semester. We will compare these data with the exams and papers mentioned above. We will be interested to assess improvement over time, so that we will compare each of the selected student's answers from the surveys, papers, and exams to those on the finals to see if any has in fact occurred. A brief summary report will be written by the grad student and UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed

courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.