

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	3570
Course Title	World War II
Transcript Abbreviation	World War II
Course Description	Study of the causes, conduct, and consequences of World War II.
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
Grade Roster Component	Lecture
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: English 1110.xx and any History 2000-level course, or permission of instructor.

Previous Value

Prereq or concur: English 1110 or equiv, and course work in History at the 2000 level, or permission of instructor

Exclusions

Not open to students with credit for 307

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0101

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

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 307: World War II

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

COURSE CHANGE REQUEST
3570 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
12/11/2012

Content Topic List

- Origins of the War
- Blitzkrieg
- Fall of France
- Battle of Britain
- Barbarossa
- Second Sino-Japanese War
- Pearl Harbor
- Midway
- Guadalcanal
- Stalingrad
- Kursk
- Battle of the Atlantic
- Operation Torch
- Sicily

Attachments

- History Assessment plan.doc: Assessment plan
(GEC Course Assessment Plan. Owner: Roth, Randolph Anthony)
- History 3570 World War II with rationales.docx: Syllabus with rationales
(Syllabus. Owner: Roth, Randolph Anthony)

Comments

- See 11-6-12 e-mail to N. Breyfogle. *(by Vankeerbergen, Bernadette Chantal on 11/06/2012 11:27 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Roth, Randolph Anthony	10/29/2012 11:05 AM	Submitted for Approval
Approved	Roth, Randolph Anthony	10/29/2012 11:06 AM	Unit Approval
Approved	Heysel, Garrett Robert	10/30/2012 08:53 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	11/06/2012 11:27 AM	ASCCAO Approval
Submitted	Roth, Randolph Anthony	12/09/2012 07:29 PM	Submitted for Approval
Approved	Roth, Randolph Anthony	12/09/2012 07:30 PM	Unit Approval
Approved	Heysel, Garrett 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

WORLD WAR II

Spring Quarter, 2013

History 3570

Tuesday and Thursday, 2:20–3:40 pm, Hagerty Hall 180

Instructor

Professor Peter Mansoor

mansoor.1@osu.edu

Office Hours

Wednesdays, 4-5 pm and by appointment

214 Dulles Hall, 247-6719

Important Dates

First Day of Class	January 8
Map Quiz #1	February 12
Mid-term Exam	February 14
Book Review #1 Due	March 5 (at beginning of class)
Spring Break	March 11-15
Book Review #2 Due	April 4 (at beginning of class)
Map Quiz #2	April 18
Final Exam	<u>Friday, April 26, 2-3:45 pm</u>

Course Description

World War II was the largest and most destructive war in human history. More than sixty five years after it ended, the war continues to shape our world. This course examines the causes, conduct, and consequences of this devastating conflict. Through readings, lectures, and video, the class will study the politics that shaped the involvement of the major combatants; military leadership and the characteristics of major Allied and Axis armed services; the national and theater strategies of the various major combatants; the military operations that led to victory or defeat on battlefields spanning the globe; war crimes; and other factors such as leadership, economics, military doctrine and effectiveness, technology, ideology, and racism that impacted the outcome of the war. This course falls under the GE category of Historical Study.

Historical Study

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. The course examines the causes, conduct, and consequences of World War II through the lens of several historical theories: the *Dolchstoßlegende*, which convinced the German people that the Imperial German Army did not lose World War I, but rather the soldiers were "stabbed in the back" by Jews, Communists, and Socialists on the home front; the Great Man theory, focusing on the influence of significant figures such as Adolf Hitler, Josef Stalin, Winston Churchill, and Franklin Roosevelt; and counterfactual history, examining the paths not taken to determine why the war progressed and ended as it did. The course uses both primary and secondary sources to enable students to analyze the history of the war in the light of contemporary documentation.
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past. Among other historical debates, the course examines the causes of World War II, positing that in the future historians will view World War I and World War II as a single conflict, with a twenty year truce in-between; why France fell in just six weeks in 1940; the relative combat effectiveness of Axis and Allied forces and whether or not materiel superiority determined the outcome of the conflict; the origins of the Holocaust; the relative effectiveness of the German and American war economies; and the morality and necessity of dropping atomic bombs on Hiroshima and Nagasaki.
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 utilizes a variety of sources, including a primary source reader, an operational history of World War II, documentary films, and war memoirs. The course relies on a comprehensive approach to history, examining the politics that shaped the involvement of the major combatants; military leadership and the characteristics of major Allied and Axis armed services; the national and theater strategies of the various major combatants; the military operations that led to victory or defeat on battlefields spanning the globe; war crimes; and other factors such as leadership, economics, military doctrine and effectiveness, technology, the economic and military contributions of women, ideology, and racism that impacted the conduct and outcome of the war.
4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects. Students must synthesize the information

from primary and secondary sources and lectures in two essay exams. They must also write two critical book reviews, one on a book of their choice (with instructor permission) dealing with the history of World War II and another on the exceptional war memoir penned by E. B. Sledge, who fought with the U.S. Marines on Peleliu and Okinawa. This variety of written assignments forces the students to understand both the grand sweeping history of World War II, and its effects on individual combatants and peoples.

Diversity / Global Studies

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:

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. The course uses written primary and secondary sources and documentary films to examine the causes, conduct, and consequences of World War II, the largest and most destructive war in human history. The course examines the politics that shaped the involvement of the major combatants by examining the legacy of World War I and the Interwar period (including the rise of fascism, socialism, communism, isolationism, and various pacifist movements in Europe, the United States, and Asia); the national and theater strategies of the various major combatants that shaped both the conduct of the war and its aftermath (including the origins of the Cold War and the collapse of European empires); war crimes (including the Holocaust, Japanese use of biological agents in the Second Sino-Japanese War, the Bataan Death March, and other horrors of war); war economies (comparing the effectiveness of economic mobilization

under different political systems), and social and cultural factors that impacted the war's trajectory (e.g., pacifism, anti-Semitism, and racism).

2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples. The course compares the differences and similarities of various nations and peoples through the lens of violent conflict, a time arguably when these attributes are shown in their most striking colors. The course examines the cultural and historical legacies that impacted the various combatants and their populations, including the influence of these factors on the combat effectiveness of their armed forces.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context. The course examines a number of ideologies that impacted the path to war, including fascism, socialism, communism, isolationism, and various pacifist movements in Europe, the United States, and Asia. The course critically examines Hitler's virulent anti-Semitism, without which one cannot understand German strategy and the titanic German-Russian clash on the Eastern Front – the largest land battle in human history. It also examines Japanese nationalism and racism, which propelled that nation into conflict in China and then convinced its leaders that Japan could win a limited war with the United States. The course examines as well American racism, including the establishment of internment camps for Japanese-American citizens.
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. The essay exams and writing requirements accomplish this goal.
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. The readings, lectures, in-class discussions, exams, and papers all lend themselves to the understanding of the complexity of the world in which we live. Students exit the class with an understanding of the role of politics, economics, culture, ideology, racism, historical legacies, technology, leadership, and military doctrine in shaping the world in which we live today. Furthermore, by discussing the roads not taken (counterfactual history), the course shows how changes in one facet of the historical legacy impacts others in profound ways. An entire lesson, for example, is dedicated to the decision to drop the atomic bomb on Japan, and posits how the war would have ended and how the world we live in today would be changed had President Truman made a different decision in this regard.
6. Students will understand the roots and structures of today's globalized world. The course allows the students to comprehend the legacy of World War II, which still shapes the world today. Among the legacies of World War II are the Cold War; the rise of the United States to pre-eminent power status; the collapse of European imperialism; the installation of democratic regimes in Germany, Italy, Japan, and other states; the creation of a Zionist state in the Middle East, and lingering racism that created the conditions for the Balkan wars in the 1990s. The war also accelerated global interconnectedness, which came to full fruition after the end of the Cold War in 1989. Technological legacies of World War II include the creation of the first computers, without which the digital revolution and the Internet would have been created much later than was the case.

Enrollment

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.

Required Reading

Williamson Murray and Allan R. Millett, *A War to be Won: Fighting the Second World War*
James H. Madison, ed., *World War II: A History in Documents*
E.B. Sledge, *With the Old Breed: At Peleliu and Okinawa*

Note: All required books are available for purchase at Student Book Exchange or online.

Assignments and Grading

Based on 1000 points, allocated as follows:

Map Quiz #1	30 points
Mid-term Exam	270 points
Review #1	200 points
Review #2	200 points
Map Quiz #2	30 points
Final Exam	270 points

Grading Scale

A	92.1–100	B-	80–82	D	60–69.9
A-	90–92	C+	78–79.9	E	59.9 and below
B+	88–89.9	C	72.1–77.9		
B	82.1–87.9	C-	70–72		

Class Attendance

Attendance in class is expected. Lectures may deviate from the assigned readings, and material presented in class is testable. All students are expected to read the assignments and come to class prepared to actively listen and participate. You must take the midterm and final examinations and submit all of the required papers to receive course credit. Students who are unable to take an examination because of unavoidable circumstances must make arrangements to take a makeup examination. If you must be absent due to extenuating circumstances, explain the reason to me, if possible in advance. Document the reason for your absence and we will make the necessary arrangements for a make-up exam. It is your responsibility to apprise us of the problem. I will award a grade of “incomplete” only in truly exceptional circumstances.

Examinations

The mid-term and final examinations are designed to test your ability to organize, analyze, and explain critical concepts. They will include an objective section with multiple choice, matching, or fill-in-the-blank questions; short essays that will require you to identify key terms and concepts and to describe their significance; as well as longer essays that will require you to describe and analyze, compare and contrast, or put forward an argument concerning key issues involved in the history of World War II.

Paper Assignments

One of the skills an educated person must develop is the ability to read a book critically. To assist in the development of this skill, students are required to submit two well-crafted book reviews of 2-3 pages each. The first paper will review a book selected from the “Suggested Reading” section at the end of Murray and Millett, *A War to Be Won* or another book on the history of World War II with instructor permission; the second will review E.B. Sledge, *With the Old Breed*. To qualify, the book to be reviewed must have at least 150 pages of text, excluding endnotes and bibliography.

Learning how to express one’s ideas clearly is an important goal of any liberal arts education. For this reason, I will base paper grades not only on content, but also on grammar and correct use of formal writing style.

Book Review Format

Papers will be typed, at least 2 full but not more than 3 pages in length, in Times New Roman font, 12 pitch, left justified, with lines double-spaced, and with 1 inch margins. Students will put their name at the top of the first page on the right margin. Two spaces underneath the student’s name and left justified, list the author’s name, the title of the book, and in parenthesis, the place of publication, the publisher, and the date of publication. The review begins two spaces underneath the bibliographical citation.

Example:

Brutus A. Buckeye

Peter R. Mansoor, *The GI Offensive in Europe: The Triumph of American Infantry Divisions, 1941-1945* (Lawrence: University Press of Kansas, 1999)

[The review begins on this line, double-spaced. “Page references, only necessary for direct quotes, will be placed in parentheses after the end of a sentence.”(p. 24) There is no need to cite page numbers except for direct quotes. Cite outside sources consulted, if any, in a footnote.]

A review should accomplish two basic things:

- Summarize the book's major points
- Present the reviewer's assessment of the book's merit on the basis of his own critical reading

To review a book, a reader should consider five basic questions:

1. Who is the author? What are his/her qualifications for writing this particular work? What is his/her background? What is the author's purpose in writing this book?
2. What are the book's major themes and principal conclusions? [Spend a good portion of the review answering this question.]
3. What is the author's evidence? Where did he/she get his/her information – from personal experience, interviews, careful research through manuscripts and documents, from printed materials, or from the works of others? How reliable are the sources? Does the author use the evidence with care and discrimination? Do his/her conclusions and interpretations logically follow from the evidence or does he/she distort or misinterpret the facts to suit his/her thesis? Are you convinced by the evidence? Cite specific instances of bias, prejudice, or impartiality and explain the basis for any praise or criticism you have.
4. Is the book readable and well organized?
5. What, if anything, did the book contribute to your knowledge and understanding of the subject matter? What audiences would you recommend read the book – academic scholars, professional personnel, interested lay persons?

Take notes as you read and jot down your ideas. Some information may be quickly summarized: other information, particularly the book's major theme and principal conclusions, should receive the bulk of your attention. Identify the book's central theme and the author's point of view. Write a draft review. Then, after time for reflection, revise your review for clarity, syntax, and organization. The important goal of a book reviewer is to tell what is in a book and why it should be read. Deal primarily with ideas, concepts, and interpretations rather than data and facts.

To get an idea of how to write a review, you may want to read some book reviews in the *Journal of Military History*, which may be found in the library.

Note: Graders will collect papers at the beginning of class period on which they are due before the lecture begins. I will penalize any papers delivered after the lecture begins by half of a grade. Paper grades will drop by an additional half grade for each additional day (beginning at midnight) that they are late. Papers under the minimum page limit will be penalized a full grade. Papers over the maximum page limit will be penalized a half grade for each additional page.

SYLLABUS

- Lesson 1** The Legacy of World War I
Jan. 8 Reading: Syllabus; *World War II: A History in Documents*, vi-ix, 1-7
- Lesson 2** Political Developments in the Interwar Period
Jan. 10 Reading: *A War to be Won*, Chapter 1; *World War II: A History in Documents*, 9-17
- Lesson 3** Revolution in Military Affairs and First Battles (Poland, Denmark, and Norway)
Jan. 15 Reading: *A War to be Won*, Chapters 2 and 3 (to p. 58)
- Lesson 4** The Fall of France
Jan. 17 Reading: *A War to be Won*, Chapter 3 (p. 58 to end of chapter) and Chapter 4 (to p. 83); *World War II: A History in Documents*, 18-19
- Lesson 5** Britain Alone
Jan. 22 Reading: *A War to be Won*, Chapters 4 (p. 83 to end of chapter) 5; *World War II: A History in Documents*, 24-25
- Lesson 6** Origins of the Asia-Pacific War
Jan. 24 Reading: *A War to be Won*, Chapter 7
- Lesson 7** The Japanese War of Conquest
Jan. 29 Reading: *A War to be Won*, Chapter 8; *World War II: A History in Documents*, 20-24, 26-27
- Lesson 8** Barbarossa (Special Guest Lecturer, Dr. Williamson Murray)
Jan. 31 Reading: *A War to be Won*, Chapter 6
- Lesson 9** Wartime Economies and Technology
Feb. 5 Reading: *A War to be Won*, Chapter 19; *World War II: A History in Documents*, Chapter 3
- Lesson 10** The Moral Dimension – the Holocaust, Resistance Movements, and Propaganda
Feb. 7 Reading: *A War to be Won*, pp. 405-409; *World War II: A History in Documents*, Chapters 2, 4, and 5; “History of the Holocaust: An Overview,” available online at <http://www.ushmm.org/education/foreducators/resource/pdf/history.pdf>.
- Lesson 11** “Genocide” (Movie); Map Quiz #1
Feb. 12
- Lesson 12** Mid-Term Examination
Feb. 14

- Lesson 13** The Asia-Pacific War, 1942-1944
Feb. 19 Reading: *A War to be Won*, Chapter 9
- Lesson 14** The Eastern Front, 1942-1943 and “Tips on Writing a Book Review”
Feb. 21 Reading: *A War to be Won*, Chapter 11; *World War II: A History in Documents*, 91-95
- Lesson 15** The Central Pacific Campaign and the Return to the Philippines
Feb. 26 Reading: *A War to be Won*, Chapter 13; *World War II: A History in Documents*, Chapter 2
- Lesson 16** Reading Period (Work on Book Review #1)
Feb. 28
- Lesson 17** “Pacific” (Movie)
Mar. 5 ***Note: Book Review #1 due at beginning of class***
- Lesson 18** Battle of the Atlantic and the War at Sea
Mar. 7 Reading: *A War to be Won*, Chapter 10
- Lesson 19** North Africa, Sicily, and Italy
Mar. 19 Reading: *A War to be Won*, Chapter 14
- Lesson 20** The Combined Bomber Offensive
Mar. 21 Reading: *A War to be Won*, Chapter 12
- Lesson 21** Normandy
Mar. 26 Reading: *A War to be Won*, Chapter 15 (to p. 428); *World War II: A History in Documents*, 95-99
- Lesson 22** Breakout and Pursuit
Mar. 28 Reading: *A War to be Won*, Chapter 15 (p. 428 to end of chapter)
- Lesson 23** Reading Period (Work on Book Review #2)
Apr. 2
- Lesson 24** Occupation: Holland, 1940-1944 (Film)
Apr. 4 ***Note: Book Review #2 due at beginning of class***
- Lesson 25** Armageddon: The Annihilation of Nazi Germany
Apr. 9 Reading: *A War to be Won*, Chapter 16; *World War II: A History in Documents*, 99-104
- Lesson 26** Retribution: The Destruction of the Japanese Empire

Apr. 11 Reading: *A War to be Won*, Chapters 17 and 18 (to p. 516); *World War II: A History in Documents*, 104-106

Lesson 27 The Bomb; Map Quiz #2

Apr. 16 Reading: *A War to be Won*, Chapter 18 (p. 516 to end of chapter); *World War II: A History in Documents*, 106-111

Lesson 28 Aftermath

Apr. 18 Reading: *A War to be Won*, Chapter 20 and Epilogue; *World War II: A History in Documents*, Chapters 7-8

Final Exam

Friday, April 26, 2-3:45 pm

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).

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

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

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.