

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	3375
Course Title	Mongol World Empire: Central Eurasia, 1000-1500
Transcript Abbreviation	Mongol Empire
Course Description	This course will address the social, cultural, and political history of medieval Central Eurasia, focusing on the Mongol Empire and its legacy. Sometimes this course is offered in a distance-only format.
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

Previous Value

Prereq: English 1110.xx and any History 2000-level course, or permission of instructor.

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 544

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 544: Mongol Empire

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

- Pastoral Nomadism
- Genghis Khan
- Qublai Khan
- Marco Polo
- Yuan China
- Golden Horde
- Chaghatai Khanate
- Il-Khanate
- Bubonic Plague

Attachments

- History Assessment plan.doc
(GEC Course Assessment Plan. Owner: Roth,Randolph Anthony)
- History 3375 Mongol Empire with rationale.doc
(Syllabus. Owner: Roth,Randolph Anthony)

Comments

- Resubmitted with proper prerequisite language and syllabus with rationales. *(by Roth,Randolph Anthony on 12/22/2012 12:40 PM)*
- See 11-6-12 e-mail to N. Breyfogle. *(by Vankeerbergen,Bernadette Chantal on 11/06/2012 11:26 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Roth,Randolph Anthony	10/29/2012 10:52 AM	Submitted for Approval
Approved	Roth,Randolph Anthony	10/29/2012 10:53 AM	Unit Approval
Approved	Heysel,Garett 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	12/22/2012 12:40 PM	Submitted for Approval
Approved	Roth,Randolph Anthony	12/22/2012 12:41 PM	Unit Approval
Approved	Heysel,Garett Robert	12/27/2012 06:17 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	12/27/2012 06:17 PM	ASCCAO Approval

HISTORY 3375
THE MONGOL WORLD EMPIRE
CENTRAL EURASIA, 1000–1500

AUTUMN 2012

T/Th, 11:10–12:30
Mendenhall Lab 0115

INSTRUCTOR

Professor Scott Levi
levi.18@osu.edu

OFFICE HOURS

T/Th, 10:00–11:00, and by appt.
269 Dulles Hall, 292-2447

GRADER/ASSISTANT

Saba Nasser: nasser.2@osu.edu

IMPORTANT DATES

First Day of Classes	Aug. 22	Paper Due	Nov. 20
Map Quiz	Sep. 4	Thanksgiving Day	Nov. 22
Mid-Term Exam	Oct. 11	Last Day of Classes	Dec. 4
Paper Bibliography Due	Oct. 25	Final Exam	Dec. 12, 10:00–11:45

COURSE DESCRIPTION AND OBJECTIVES

At the beginning of the thirteenth century, a small and obscure nomadic people emerged from their isolated homeland in the steppe north of China to forge what would quickly become the largest contiguous empire in the history of the world. The architect of this empire was the young Mongol warrior Temuchin, who rose from a youth full of challenges and disappointments to unite the disparate and warring Turco-Mongol tribes. In the year 1206, Temuchin was elevated to the position of Chinggis Khan (“Oceanic Ruler”) and he announced the “Mandate from Heaven” — the Mongols were destined to conquer the world and Chinggis Khan and his heirs were destined to rule it. A strategic genius, Chinggis Khan expertly exploited his enemies’ weaknesses and used his nomadic troops’ superior speed, mobility and military skills to great advantage. Sedentary peoples were offered the options of total submission or total annihilation, and one by one the great cities of Eurasia toppled. Within just a few decades Mongol rule spread over the peoples of China, Eastern Europe and the Islamic Middle East.

While the Mongol Empire is long gone, it had a profound and undeniable impact on the trajectory of world history. The destruction of the Mongol conquests was overwhelming, but that relatively short period of trauma was followed by a lengthy recovery under the Pax-Mongolica: the Mongol Peace. For several decades, Eurasia witnessed an unprecedented rise in the movement of people and a corresponding rise in the transcontinental exchange of commodities, scientific knowledge, religious and cultural traditions, and even disease pathogens. In the fifteenth century, as the Europe emerged from the Black Death into the Renaissance, the Europeans’ new-found appreciation for the intoxicating spices, silks and other riches of the East developed into an unquenchable thirst, and efforts to obtain these exotic luxuries led to the voyages of Columbus and Vasco da Gama, and the Age of Discovery.

This course will introduce students to the social, cultural and political history of medieval Central Eurasia, paying special attention to the quite regular, occasionally turbulent, but never dull interactions of pastoral-nomadic and sedentary peoples. Additionally, students will develop their critical thinking skills as they engage a wide variety of primary sources that offer valuable insights into Central Asian history.

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. This course is designed to engage the history of the Mongol Empire, and also to introduce students to the ways in which historians have changed their methodological approach to this topic over time. Lectures and readings challenge students to recognize how historians have marshaled new methodologies and used newly available resources, including climatological and other environmental data, to advance our understanding of medieval Eurasian history.
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past. This course engages students in the medieval histories of China, the Middle East, Russia and the Inner Asian pastoral-nomadic steppe. It explores historical discussions and debates pertaining to each of these regions, and especially relating to the symbiotic relations of pastoral-nomadic and sedentary peoples.
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 multiple types of primary written sources (including official chronicles, travel literature, diplomatic letters, religious literature, legal records) authored under a variety of circumstances and pertaining to the history of the Mongol Empire, as well as documentary and popular films. Students are asked to analyze how each type of sources differs, and how they each illustrate various themes of the course.

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

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. This course is anchored in the study of the multiple ways that the Mongol Empire served as a medium for the interactions and exchanges of the medieval Eurasian peoples, and the ways that these exchanges informed historical developments — political, economic, social, cultural and philosophical — across Eurasia and even into Africa and the Americas.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples. From the beginning, the course is grounded in a social science perspective, which provides 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 required primary and secondary source readings pertaining to ethnic, political and religious movements have been selected for this purpose.
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 research paper and their exam essays, students analyze specific moments or issues in terms of their local, regional and 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. They will describe theories of international issues on exams and written assignments. This course will present students with international theories of the Mongol Empire. They will address the Empire as a destructive catalyst, and also as a “Pax Mongolica” that encouraged trans-Eurasian mobility, communication and exchange among virtually all Eurasian nations. They will engage world-systems literature that dates the beginning of globalization to early modern Europe, and contrast that with theories that locates the roots of globalization in the Mongol Empire itself.

6. Students will understand the roots and structures of today’s globalized world. It is often said that, when Christopher sailed from Europe in 1492, he did so with a copy of the *Book of Marco Polo* in his possession. One might argue that globalization itself is a legacy of the Mongol empire. Students will find that this view has been advanced by sociologist Janet Abu Lughod (*Before European Hegemony: The World System A.D. 1250–1350*, Oxford, 1989), and others since.

REQUIRED COURSE TEXTS

Ruth W. Dannel, *Chinggis Khan: World Conqueror* (Boston, 2010).
 Christopher Dawson, *The Mission to Asia* (Toronto, 1980).
 Timothy May, *The Mongol Art of War* (Yardley, PA, 2007).
 David Morgan, *The Mongols*, 2d ed. (Cambridge, MA, 2007).
 Morris Rossabi, *The Mongols and Global History* (New York, 2011)

ADDITIONAL REQUIRED READINGS (ON CARMEN)

1. J. J. Saunders, “Eurasian Nomadism,” “The Turkish Rehearsal...,” and “From Turk to Mongol...,” in *The History of the Mongol Conquests* (Philadelphia, 2001), pp. 9–43.
2. D. Christian, “The Mongol Empire and a New World System,” in *A History of Russia, Central Asia and Mongolia*, vol. 1 (Oxford, 1998), pp. 409–27.
3. M. Rossabi, “Khubilai Emerges” and “The Great Khan,” in *Khubilai Khan: His Life and Times* (Berkeley, 1988), 22–75.
4. Marco Polo, *Travels of Marco Polo*, tr. by Ronald Latham (London, 1958), 74–113.
5. R. Grousset, “Turkestan under the House of Jagatai,” in *The Empire of the Steppes: a History of Central Asia* (New Brunswick, 1970), 326–46.
6. C. Halperin, “The Mongol Administration of Russia” and “The Mongol Role in Russian Politics,” in *Russia and the Golden Horde* (Bloomington, 1985), 33–60.

Note: all books listed as required and recommended readings are on two-hour reserve at the Main Library. All books required for this course are available for purchase at SBX.

COURSE WEBSITE/CARMEN

This course has a webpage on Carmen. Students should check the website regularly for readings, announcements, course resources, and other information. Go to <http://carmen.osu.edu>.

ASSIGNMENTS AND GRADING

Map Quiz:	10%
Paper	30%
Mid-Term	30%
Final	30%

GRADING SCALE

A	92.5–100	B-	80–82	D+	67.5–69.5
A-	90–92	C+	77.5–79.5	D	60–67
B+	87.5–89.5	C	72.5–77	E	59.5 and below
B	82.5–87	C-	70–72		

Note: the instructor reserves the right to consider improvement in determining final grades.

MAP QUIZ

In the first week of the quarter I will provide you with a list of geographical terms and a blank map. You will be required to locate ten of these terms on an identical blank map in class.

EXAMINATIONS

Examinations will consist of a combination of multiple choice, short identifications and essay questions that you will be required to answer in class. Essay questions will be graded based upon how well your answer communicates in writing what you have learned.

If you have to miss an exam because of illness or a verifiable emergency, you must contact me before the exam. Make-up exams will be given only in cases of serious illness or other documented emergency, and will consist entirely of essay questions. To make-up any exam, you will have to take it during one of the regularly scheduled exam sessions offered by the Department of History.

PAPER ASSIGNMENT

For this course you are required to submit a well-crafted research paper of approximately ten pages, due in class on the date specified in the syllabus below. For your paper, you are encouraged to select one of the topics provided below. Alternatively, you may propose a different topic, but your topic must receive the instructor's approval. If you wish to proceed in this way, once you have determined a subject that interests you, you should consult the relevant recommended readings and compile a proposal and bibliography. Your proposal is due in class on the date specified on the syllabus below. Please note that papers must incorporate a critical analysis of at least one primary source. Additional instructions will be distributed in class.

Learning how to express one's ideas clearly is an important goal of any education. For this reason, paper grades will be based not only on content, but also on grammar and your correct use of formal writing style. Papers should be typed and double-spaced in 12-point font, and they should make proper use of footnotes or endnotes, a title page and a bibliography. Useful resources include: Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (5th ed.) and the OSU Writing Center (<http://cstw.osu.edu/writingCenter/>). Please note that papers will drop one full grade for each class period that they are late.

SUGGESTED PAPER TOPICS1) *Religion and Empire*

How did the Mongols use religion to establish and maintain their empire? Discuss the Mongols' own Shamanistic belief system, as well as the faith of the conquered peoples.

2) *Gender and Society in Pastoral-Nomadic Central Eurasia*

Characterize the gender relations and social structure of medieval Mongolia. How did

this pastoral-nomadic society differ from its sedentary neighbors?

3) *The Conquering Mongols*

What is the “nomadic advantage” and how did the Mongols employ it as they carved out their Eurasian empire? What did the Mongols learn from predecessors, and how did they adapt to new challenges?

4) *European Travelers and Mongol History*

Refer to the memoirs of Marco Polo and William of Rubruck. How reliable are their accounts of the Mongol Empire? What are their strengths and weaknesses? How can historians use travel accounts to achieve an improved understanding of Mongol history?

5) *The Mongol Legacy*

The Mongol Empire rapidly grew to become the largest empire in the history of the world. It then fragmented into regional components that were eventually conquered themselves. Is there a legacy of the Mongol Empire? If so, what is it?

CLASS PARTICIPATION AND ATTENDANCE

Attendance and active participation in class discussion is required for this course. The lectures for this course augment the required readings, and exam questions will be taken from both. If you miss a class, it is your responsibility to find out what you have missed and to collect lecture notes and information regarding any changes to the syllabus from other students. Chronic absences, more than two, may result in a penalty of one full letter grade.

DISRUPTIVE BEHAVIOR

Disruptive behavior will not be tolerated. Students may be dismissed from class should they arrive late, depart early (without having previously notified the professor of a compelling reason to do so), converse during class, or (especially) receive a cellular telephone call during class. Text messaging during class is also forbidden. Chronic disruptive behavior will result in the student receiving a failing grade.

IMPORTANT REGISTRATION INFORMATION

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.

HISTORY CATEGORIES

In the history major, it is a Group A, Area 4 course, dealing with the pre-1750 period.

RESERVE CLAUSE

The professor reserves the right to make changes in the syllabus when necessary or beneficial to meet the objectives of the course, to compensate for missed classes or schedule changes, or for similar legitimate reasons. Students will be notified of any such changes to the syllabus in adequate time to adjust to those changes.

SYLLABUS

- WEEK 1**
Aug. 23
- Introduction to the Course
- WEEK 2**
Aug. 28, 30
- The Pastoral-Nomadic Way of Life
 - The Peoples and Geography of Medieval Central Eurasia
- Reading: Dunnell, 1–14
Saunders, 9–43 (Carmen)
- WEEK 3**
Sep. 4, 6
- The Mongol Empire: Sources and Foundations
 - **Map Quiz: Tuesday, Sep. 4**
 - Religion and Culture in the Medieval Steppe
- Reading: Morgan, 1–48
Dawson, vii–xxxv
Rossabi, 25–41
- WEEK 4**
Sep. 11, 13
- Temuchin and the Unification of the Tribes
 - Video Presentation: “Mongol: The Rise of Genghis Khan” (pt. 1)
- Reading: Dunnell, 15–48
Rossabi, 43–68
- WEEK 5**
Sep. 18, 20
- Chinggis Khan and the Mandate from Heaven
 - Video Presentation: “Mongol: The Rise of Genghis Khan” (pt. 2)
- Reading: Morgan, 49–73
May, 1–26
Rossabi, 68–90
- WEEK 6**
Sep. 25, 27
- Chinggis Khan’s Final Years
 - Ogedei’s Qaghanate and the Mongol Invasion of Europe
- Reading: Dunnell, 49–92
May, 27–85
Rossabi, 90–94
- WEEK 7**
Oct. 2, 4
- Video Presentation: “Storm from the East”
 - Governing the Mongol Empire
 - **Paper Proposal and Bibliography Due: Thursday, Oct. 4**
- Reading: Morgan, 74–98
Christian, 409–27 (Carmen)
- WEEK 8**
Oct. 9, 11
- Great Qaghans and Imperial Culture in the Steppe
 - **Mid-Term Exam: Thursday, Oct. 11**
- Reading: Dawson, 89–220 (“The Journey of William of Rubruck”)

- WEEK 9**
Oct. 16, 18
 Reading: • World Conquerors
 • **Library Research Day: Thursday, October 18**
 May, 86–137
- WEEK 10**
Oct. 23, 25
 Reading: • Yüan China: Qublai Khan and the Middle Kingdom
 • The World of Marco Polo
 • **Proposal and Bibliography Due: Thursday, October 25**
 Morgan, 99–119
 Rossabi, 123–80
 Rossabi, 22–75 (Carmen)
 Marco Polo, 74–113
- WEEK 11**
Oct. 30, Nov. 1
 Reading: • Video Presentation
 • Chaghatai Khanate
 Grousset, 326–46 (Carmen)
- WEEK 12**
Nov. 6, 8
 Reading: • Golden Horde: Russia under the Mongol Yoke
 • Il-Khanate: Assassins and the Mongol Conquest of the Middle East
 Morgan, 120–51
 Halperin, 33–60 (Carmen)
- WEEK 13**
Nov. 13, 15
 Reading: • Writing for History: Grammar and Composition
 • Assassins, Crusaders and Slave Kings: Holy War in the Middle East
 Rossabi, 95–128
- WEEK 14**
Nov. 20, 22
 Reading: • Plague and Revolution: The End of the Pax Mongolica
 • **Paper Due: Tuesday, Nov. 20**
 • **Thanksgiving: Thursday, Nov. 22**
 Morgan, 152–73
- WEEK 15**
Nov. 27, 29
 Reading: • Tamerlane: The Last Great Nomadic Empire
 • The Mongol Legacy
 Morgan, 174–206
 Dunnell, 93–105
 May, 138–46
- WEEK 16**
Dec. 4
 • In Class Exam Review

OFFICIALLY SCHEDULED FINAL EXAM
Wednesday, Dec. 12, 10:00–11:45

Plagiarism

Plagiarism is representing someone else's words or ideas as your own. It is a form of academic dishonesty and it is not tolerated. Plagiarism includes, but is not limited to: handing in someone else's work as your own; taking credit for ideas that are not your own; including in your work phrases, sentences, paragraphs or any text from a book, article, or web site without marking the text as a quotation and citing the source; and paraphrasing text from a source (i.e., taking an idea from a source while not quoting it exactly) without citing the source. Any student found to have plagiarized on any assignment may receive a failing grade for the quarter. Additionally, the instructor will notify the Committee on Academic Misconduct. See http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm for further discussion of plagiarism.

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.