

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	3715
Course Title	Explorations of Science, Technology and the Environment in East Asia
Transcript Abbreviation	Sci Tec Env E Asia
Course Description	Case studies in the Development of Science, Technology and Environmental Change in the East Asian context, pre-modern to modern times.
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.

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[Prereq or concur: Any 2000-level History course, and English 1110.xx; or permission of instructor.](#)

Exclusions

Not open to students with credit for 587.02.

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 587.02: Science, Technology, and Business in Japan.

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

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[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

- Please see attached assessment plan.

[Previous Value](#)

Content Topic List

- Studies primarily from pre-modern Chinese/Japanese science
- Technology and human-natural interactions
- Flood control
- Water supply
- Maritime technologies
- Mining
- Medicine
- Environmental crises and pollution

Attachments

- History Assessment plan.doc
(GEC Course Assessment Plan. Owner: Roth,Randolph Anthony)
- Concurrences from DEALL.docx
(Concurrence. Owner: Roth,Randolph Anthony)
- History 3715 Environment Technology & Science in East Asia with rationale.doc
(Syllabus. Owner: Roth,Randolph Anthony)

Comments

- See 11-6-12 e-mail to N. Breyfogle. *(by Vankeerbergen,Bernadette Chantal on 11/06/2012 11:29 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Roth,Randolph Anthony	10/29/2012 11:58 AM	Submitted for Approval
Approved	Roth,Randolph Anthony	10/29/2012 11:58 AM	Unit Approval
Approved	Heysel,Garett Robert	10/30/2012 08:47 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/06/2012 11:30 AM	ASCCAO Approval
Submitted	Roth,Randolph Anthony	12/14/2012 05:23 PM	Submitted for Approval
Approved	Roth,Randolph Anthony	12/14/2012 05:47 PM	Unit Approval
Approved	Heysel,Garett Robert	12/27/2012 06:15 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	12/27/2012 06:15 PM	ASCCAO Approval

History 3715: Explorations of Science, Technology and the Environment in East Asia

Professor Philip Brown

Spring Semester, 2013

Brown.113@osu.edu

MWF: XXX Hall, XX:XX-YY:YY

Office Hours: Dulles Hall 146, X,Y Z-Z p.m.

[I]t helps to notice the force, power and consequence of discoveries, which appear at their clearest in three things that were unknown to antiquity, and whose origins, though recent, are obscure and unsung: namely the art of printing, gunpowder, and the nautical compass.

Francis Bacon, *Francis Bacon: The New Organon*, Lisa Jardine, Michael Silverthorne, eds., Cambridge University Press, 2000, p. 100.

Writing in 1620, Bacon's reference to the recent origins of gunpowder, the compass, and printing certainly applied to Europe; however, East Asians learned of these technologies centuries before their appearance in Europe; indeed, they were the inventions of the Chinese. Just as Bacon's observations reflected a focus on Europe, our modern sense of the history of technology is heavily concentrated on what we know from its role in "the rise of the West," and not from long-term, global trajectories.—Those trajectories transformed not only production of goods and war, but also the environment, radically re-making the natural world and human society's relationship to it long before the arrival in East Asia of the Imperialist West.

This course explores developments in ecological, scientific and technological history specifically in East Asia. Beginning two thousand years before the Common Era, the East Asian societies of China, Korea and Japan pursued technological innovations that were as transformative as those Bacon noted. Efforts to re-engineer and manage nature led to exploration of astronomical phenomenon and the healing powers of medicines in addition to epochal agricultural, engineering and other transformations.

We will explore five major themes throughout the course:

- Using the environment; the environment as resource
- Reading the environment; predicting and handling natural hazard risk
- Urbanization and the environment
- Knowledge networks and transfer, including the "lenses" through which modern? Early modern? Western technologies were viewed
- Nationalism, war, science and technology

Treatment of the major East Asian societies is selective, not comprehensive, and while organized in a roughly chronological fashion, weekly class meetings are organized around specific cases representative of broad trends.

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
Students examine and question standard understandings of the modern world as uniquely facing ecological problems and creating important scientific and technological developments in light of East Asia's extensive history. They are challenged to think about the degree to which the West was the font of both problems and benefits of techno-scientific developments.
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past
While critical evaluation of both English language scholarship/interpretation of pre-modern East Asian history and East Asian scholarly understandings is undertaken, since this is typically students' first introduction to this field, they face considerable challenge to learn the fundamentals; consequently, critical evaluation typically involves limited discussion of such debates.
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

Primary focus in the course is on ecological, scientific and technological development through discussion, essays, examination of primary and secondary sources, and consideration of the broader implications of these developments on different components of pre-modern East Asian society.

4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects

Final assignment questions focus on integrating materials that cover extended periods of East Asia's history and their implications for East Asia's entry into the modern global systems of techno-scientific knowledge and environmental concerns.

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.

Underlying themes include development of intellectual institutions and technologies that diverge substantially from patterns of Europe and North America, development of distinctive East Asian patterns of investing in scientific and technical developments including developments which shaped remarkable population and economic growth that preceded and conditioned East Asia's response to intensive European and North American contacts in the 19th and 20th century.

2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.

East Asian experience is used as a counter-argument to the simplistic treatments of scholar like Landes, Huntington and Ferguson based on "civilizational" characteristics. In addition, the course argues against perceptions such as "Japanese exceptionalism and " East Asian "stagnation" and challenges students to consider the ways in which East Asia developed distinctive arrangements that served East Asian needs. Attention is also devoted to exploration of the different degrees to which East Asian societies accommodated to Western intellectual and business patterns.

3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.

Throughout the course East Asian cultures' experiences are compared and contrasted with each other, the United States and Europe as appropriate. It is also compared on occasion to the experiences of South and Southeast Asia.

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.

Students' final papers challenge students to compare and contrast phenomenon from different time periods in East Asian history and to explain why the continuities and changes they discover appear.

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.

While this criteria may well apply for much of the world from the 17th century onward, especially in the 20th and 21st centuries, it is largely irrelevant to pre-modern East Asia. To the limited degree it is applicable in the first half of the course, this criteria is critically examined in the context of Euro-centric conceptions of a “closed” pre-modern Japanese society, the Chinese tributary state hierarchy and related developments. The second half embraces these issues, tackling issues of scientific/technological diffusionism and similar themes.

6. Students will understand the roots and structures of today’s globalized world.
See the preceding (#5) statement.

Course Reading

There are no required textbooks. For every lecture, there will be one or more readings, which will be available in two ways: 1/ on CARMEN and 2/ on course reserve in the library.

Course Organization, Assignments and Grading

Organization. This is a lecture course, with no sections. I will pause at suitable moments during the lecture to ask and invite questions, but please feel free to ask questions at any point during the lecture.

Assignments and Grading. Your grade will be composed as follows:

Attendance and classroom participation: 10%
Response Paper 1: 20%
Response Paper 2: 20%
Response Paper 3: 20%
Final Research Paper: 30%

Response papers will be submitted in weeks **5**, **9** and **14**. You will be given a choice of questions based on the lectures and reading, with each paper expected to be approximately 6 pages in length.

Your research paper will be submitted at the end of week **12**. You can write this paper on any aspect of the of East Asian? history of technology. Your paper should be 12 pages in length. You will submit a half-page prospectus, complete with a preliminary reading list, by the beginning of week **6**. Students are strongly encouraged to discuss their research interests in advance with the professor.

Grading Policy: A 100–point scale is used, 10 points for each letter grade. An **A** indicates excellence of the highest quality. A **B** indicates above average work, meeting

more than the minimum. A C indicates that the student minimally does the requirements of the course. In grading papers, I give a grade in the “B” range to papers I judge basically successful, and a grade in the “C” range to papers I judge basically unsuccessful. A paper will have to impress me strongly, one way or the other, to get a higher or lower grade. An “A” paper therefore will be a paper that is not merely good, but genuinely outstanding.

Late Work & Make-ups. Except for clear medical emergencies, late work and make-up exams will not be permitted without prior authorization from the instructor. Unauthorized late submission of work after the specified submission time will be penalized a half-letter grade for each day it is late, including weekend and holidays.

Attendance. Students are expected to attend every class, on time, and not to leave before the end of class. Students who come late are considered absent. Further, a sleeping student will be considered absent. More than two unexcused absences will result in a grade of 0 for the “attendance” part of the course; excessive absences will result in additional penalty beyond the loss of credit for attendance/discussion: direct reduction of the final course grade.

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 History Department chair after that time. Enrolling on time is solely the responsibility of the student.

Cellphones. Please turn off cellphones at the beginning of class.

Class Web Site: This class has a web site which you can access at www.carmen.osu.edu. Students are automatically registered and must log in with their OSU username and password. This site houses copies of the class syllabus and other class materials.

Important Guidelines:

CARDINAL CLASS RULE: IF YOU HAVE ANY QUESTIONS OR NEED HELP regarding class responsibilities, grading, and so forth, PLEASE talk with the instructor! I am glad to help. If you are reluctant to ask questions in class, please discuss your questions with me before or after class, during office hours, or by appointment. If you drop by my office and I am out, PLEASE leave a note, with your name and telephone number, and I will call you back.

COURTESY: Any behavior that distracts fellow students or the instructor, e.g., late arrival, early departure, eating, drinking, chatting, reading the newspaper, watch alarms, etc., is not acceptable. Please be considerate of others in the classroom. If you have questions or comments, share them with the class -- your talking to classmates will distract others; failure to raise a point in class or ask for clarification may mean that everyone loses a chance to learn something.

Lecture Topics

Week 1 (Jan. 7-): Introduction: Defining the Field(s)

Readings; 1) Lerman, Oldenziel and Mohun, “Introduction,” Lerman, Oldenziel and Mohun, eds., *Gender & Technology; A Reader*, 1-9; 2) Latour, “Where Are the Missing Masses? The Sociology of a Few Mundane Artifacts,” Johnson and Wetmore, *Technology and Society: Building our Sociotechnical Future*, 151-180; 3) Carolyn Merchant, “The Theoretical Structure of Ecological Revolutions,” Miller and Roth-

man, *Out of the Woods: Essays in Environmental History*, 18-27; 4) Francesca Bray, *Technology and Gender: Fabrics of Power in Late Imperial China*, Berkeley: University of California Press, 1997. ch. 2 "Encoding Patriarchy", 91-150.

Week 2 (Jan. 14-): Long-Term/Comparative Perspectives on Environmental Change I

Readings: Neil Roberts, *The Holocene: An Environmental History*, Oxford: Blackwell, 1989, "Early Holocene Adaptations (10,000-5,000 yr BP)," p. 62-93; "The First Farmers," 94-120; "The Taming of Nature (5,000-500 yr BP)," 121-154; 2)

Week 3 (Jan. 21-; **Note: No Class Monday, MLK Celebrated**): Long-Term/Comparative Perspectives on Environmental Change II

Readings: Mark Elvin, *The Retreat of the Elephants: An Environmental History of China*, New Haven: Yale UP, 2004, "Landmarks and Timemarks," 3-8; "Humans v. Elephants: The Three Thousand Years War," 9-18; "The Great Deforestation: An Overview," 19-39. Conrad Totman, *Pre-Industrial Korea and Japan in Environmental Perspective*, Leiden: Brill, 2004, "Paleography and Pre-Agricultural Society (to 1,000 BCE)," 9-30;

Week 4 (Jan. 28-): Using the Environment: Agricultural Expansion into the Woodlands

Readings; 1) Elvin, *Retreat of the Elephants*, "The Great Deforestation: Regions & Species," 40-85, "Water and the Costs of System Sustainability," 115-164; 2) Totman, *Pre-Industrial Korea and Japan in Environmental Perspective*, "The Rise of Early Agricultural Regimes 1,000 BCE – 700 CE," 31-64

Week 5 (Feb. 4-): Water Control and Irrigation Networks

Readings; 1) Elvin, *Retreat of the Elephants*, "Water and the Costs of System Sustainability," 115-164; 2) Mark Elvin, *The Pattern of the Chinese Past*, Stanford: Stanford UP, 1973, "The Revolution in Farming," 113-130; 3) Totman, *Pre-industrial Korea and Japan in Environmental Perspective*, "The Early Agricultural Order (700-1350)," 65-100; Francesca Bray, *The Rice Economies: Technology and Development in Asian Societies*, Berkeley: The University of California Press, 1986, 27-61.

Week 6 (Feb. 11-): Iron, Steel, Gunpowder and Shipping

Readings; 1) Mark Elvin, *The Pattern of the Chinese Past*, "Iron, Gunpowder and the Mongols," 84-90; "The Revolution in Water Transport," 131-145; "The Revolution in Science and Technology," 179-202; 2) Sun Lai Chen, "Military Technology Transfers from Ming China and the Emergence of Northern Mainland Southeast Asia (c. 1390-1527)", *Journal of Southeast Asian Studies* 34, no. 3 (Oct. 2003), 495-517.

DUE: Response paper 1, start of the first class of this week.

Week 7 (Feb. 18-): Reading the Environment; Astronomy and Natural Calamities

Readings; 1) Joseph Needham, *The Grand Titration: Science and Society in East and West*, New York: George Allen, 1969, "Science & Society in Ancient China," 154-176; 2) Nathan Sivin, *Granting the Seasons: The Chinese Astronomical Reform*

of 1280, *With a Study of Its Many Dimensions and an Annotated Translation of Its Records*, New York: Springer, 2009, "Orientation," 35-132 (selected sections): 3) Masayoshi Sugimoto and David L. Swain, *Science & Culture in Traditional Japan*, Rutland, VT: Tuttle, 1989, "Science in Japan's First Cultural Transformation", 1-42. "Science in Chinese Wave I," 42-74 OR Park Seong Rae, *Science and Technology in Korean History: Excursions, Innovations, and Issues*, Fremont, CA: Jain Publications, 2005. chs. 5, 10,11 49-63,117-140.

Week 8 (Feb. 25-): Growth Amidst Technological Stasis

Readings; 1) David Edgerton, *Shock of the Old: Technology and Global History Since 1900*, Oxford: Oxford UP, 2007, "Introduction," ix-xviii; 2) Mark Elvin, *The Pattern of the Chinese Past*, "The Turning Point in the Fourteenth Century," 203-234; "Quantitative Growth, Qualitative Standstill," 285-316

Week 9 (Mar. 4-): Transmitting Knowledge: Early Western Contacts & Responses

Readings; 1) Masayoshi Sugimoto and David L. Swain, *Science & Culture in Traditional Japan*, "Western Cultural Wave I" and "Techniques Strategic to Modernizing Processes," 156-186; 2) Benjamin A. Elman, *A Cultural History of Modern Science in China*, Cambridge, MA: Harvard University Press, 2006, "The Jesuit Legacy," 15-35

Week 10 (Mar. 11-): No Classes, Spring Break

Week 11 (Mar. 18-): Urban Growth and Environmental Degradation: Early Modern China and Japan

Readings; 1) John Richards, *The Unending Frontier: An Environmental History of the Early Modern World*, Berkeley, CA: University of California Press, 2003, "Internal Frontiers and Intensified Land Use in China," 112-148; "Ecological Strategies in Tokugawa Japan," 148-192

DUE: Response paper 2, start of the first class of this week.

Week 12 (Mar 25-) : Rural Transformations and Networks of Knowledge: Tokugawa Japan

Readings; 1) Thomas C. Smith, "Okura Nagatsune and the Technologists," in Alber M. Craig and Donald H. Shively, *Personality in Japanese History*, Berkeley, CA: University of California Press, 1970, 127-154; 2) Tessa Morris-Suzuki, *The Technological Transformation of Japan: From the Seventeenth to the Twenty-first Century*, Cambridge: Cambridge UP, 1994, "The Tokugawa Heritage," 13-70; 3) Annick Horiuchi, "When Science Develops Outside State Patronage: Dutch Studies in Japan at the Turn of the Nineteenth Century", *Early Science and Medicine* 8, no. 2 (2003) 148-172.

Week 13 (Apr. 1-): Manufacturing in Late Imperial China

Readings; 1) Benjamin Elman, *A Cultural History of Modern Science in China*, "The Rise of Imperial Chinese Manufacturing and Trade", 68-99.

Week 14: (Apr. 8-) Becoming "Modern"

Readings; 1) Tessa Morris-Suzuki, *The Technological Transformation of Japan:*

From the Seventeenth to the Twenty-first Century, "Technology and the Meiji State," 71-104; "Systems-building and Science-based Industry, 1912-1937," 105-143; 2) Benjamin Elman, *A Cultural History of Modern Science in China*, "Government Arsenals Spur New Technologies", 158-197.

DUE: Research paper, beginning of the last class for the week.

Week 15 (Apr. 15-: Nationalism, Technology, Science)

Readings; 1) Boumsoung Kim, "Seismicity Within and Beyond Empire: Japanese Seismological Investigation in Taiwan and its Global Deployment", *East Asian Science, Technology, Society* 1, no. 2, 153-163. 2) Tessa Morris-Suzuki, *The Technological Transformation of Japan: From the Seventeenth to the Twenty-first Century*, "Systems-building and Science-based Industry, 1912-1937," 105-143; Reed, Christopher A. *Gutenberg in Shanghai: Chinese Print Capitalism, 1876-1937*, Vancouver: University of British Columbia Press, 2004, "Introduction," 25-87.

Week 16 (Apr. 22-): Post-War East Asian Science, Technology and Environment

Readings; 1) Morris Low, "Displaying the Future: Techno-nationalism and the Rise of the Consumer in Post-war Japan," *History and Technology* 19:3, 197-209; 2) Peter Neushul and Zuoyue Wang, "Between the Devil and the Deep Sea: C.K. Tseng, Mariculture, and the Politics of Science in Modern China," *ISIS* 91:1, 59-88; 3) Chihyung Jeon, "The Road to Modernization and Unification: The Construction of the Gyeongbu Highway in South Korea," *Technology and Culture* 51:1, 55-79.

DUE: Response paper 3, start of regularly scheduled examination period.

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.