

## 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	2251
Course Title	Empires and Nations in Eastern Europe, 1500-Present
Transcript Abbreviation	Emp & Nat in E Eur
Course Description	Comparative study of the Ottoman, Habsburg, and Russian empires, and their successor states in eastern Europe, from 1500 to the present.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

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

## Prerequisites and Exclusions

**Prerequisites/Corequisites**

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

***Previous Value***

*Prereq or concur: English 1110.xx.*

**Exclusions**

Not open to students with credit for 519.03.

## Cross-Listings

**Cross-Listings**

## Subject/CIP Code

**Subject/CIP Code**

54.0103

**Subsidy Level**

Baccalaureate Course

**Intended Rank**

Freshman, Sophomore, Junior

## Quarters to Semesters

**Quarters to Semesters**

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

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

History 519.03: East Central Europe - Balkans from the Ottoman Conquest until World War I.

## 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**

- The consolidation of empires
- Territorial expansion and military conquest
- Religious organization and conflict
- The court and administrative structure
- Economic and social organization
- Urban and rural life
- Crisis
- Adaptation and reform
- Wars
- Revolutions and national movements
- Empires to nation-states
- Minorities and refugees
- War and ethnic cleansing
- Communism and dissent
- Ottoman, Austrian, Russian, and Polish empires

**Attachments**

- History Assessment plan.doc  
*(GEC Course Assessment Plan. Owner: Roth,Randolph Anthony)*
- History 2251 Empires and Nations in Eastern Europe 1500-Present with rationale.docx  
*(Syllabus. Owner: Roth,Randolph Anthony)*
- Concurrences from Russian & Slavic.docx  
*(Concurrence. 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 10:33 AM	Submitted for Approval
Approved	Roth,Randolph Anthony	10/29/2012 10:45 AM	Unit Approval
Approved	Heysel,Garett Robert	10/30/2012 08:51 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/06/2012 11:28 AM	ASCCAO Approval
Submitted	Roth,Randolph Anthony	12/14/2012 05:32 PM	Submitted for Approval
Approved	Roth,Randolph Anthony	12/14/2012 05:48 PM	Unit Approval
Approved	Heysel,Garett Robert	12/27/2012 06:14 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	12/27/2012 06:14 PM	ASCCAO Approval

## History 2251. Empires and Nations in Eastern Europe, 1500-Present

Fall 2012

Prof. Theodora Dragostinova

Department of History

236 Dulles Hall

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Email: [dragostinova.1@osu.edu](mailto:dragostinova.1@osu.edu)

Wed/Fri, 9:35-10:55AM

220 Caldwell Lab

Office Hours: Wednesdays, 2:45-3:45pm & Fridays, 11am-12pm

### **Course description:**

This course provides a survey of the history of Eastern Europe from the fifteenth century until the present. We will cover both the Balkans and East-Central Europe, analyzing the larger historical trends in the territories of today's Greece, Bulgaria, the former Yugoslavia, Albania, Romania, Hungary, the Czech Republic, Slovakia, and Poland. The course is structured around three topics: the imperial expansion of and encounter between the Ottoman, Habsburg and Russian Empires as well as Poland-Lithuania in the early modern period; the creation and evolution of the modern nation-states in the nineteenth and twentieth centuries; and the multiple transitions of Eastern Europe from nation-states to the Soviet bloc to the European Union in the twentieth and twenty-first centuries. The purpose is to provide an overview of the area and its peoples and to engage the concepts of empire, state, and nation in comparative perspective.

## 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. The course covers a broad area of Eastern Europe, encompassing the successor territories of the Habsburg, Ottoman, and Russian Empires. It focuses on the discussion of theories of empire and nation/nationalism in the broad Eastern European perspective, including their multiple definitions and evolving meaning over time. It also examines the political systems, economic structures, cultural development, and social interactions within the area over the long run.
2. Students describe and analyze the origins and nature of contemporary issues. The focus of the course is on integrating historical and contemporary perspectives on the same issues by demonstrating the changing meaning of history over time. For example, we discuss how Islam functioned in the Balkans in the 16<sup>th</sup> century, and then debate how contemporary political concerns in the present give a different color to the issue.

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. The course includes a variety of sources, such as textbooks, memoirs, novels, primary sources, movies excerpts, and visual images, to show students how each of these sources presents different views on the past.

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

*Goals of the course that fulfill the GE Learning Outcomes in Historical Study:* History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies. **Theories of history:** The course integrates a detailed discussion of theories of empire and nation/nationalism, including their multiple definitions and evolving meaning over time. For example, we start with a discussion of the characteristics of "classic" empires in the 15<sup>th</sup> century and end with the question if the European Union can be interpreted as a form of a "modern" empire. **Historical methodologies:** The course uses two different historical methodologies: macro-analysis and micro-analysis. It provides an comprehensive overview of historical processes, giving a macro-perspective on the areas, but also "zooms in" on a very specific areas and cities to show the micro-picture of historical change.
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past. The focus of the course is on integrating historical and contemporary perspectives on the same issues by demonstrating the changing meaning of history over time. For example, we discuss how Islam functioned in the Balkans in the 16<sup>th</sup> century, and then debate how contemporary political concerns in the present give a different color to the issue.
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 includes a variety of sources, such as textbooks, memoirs, novels, primary sources, movies excerpts, and visual images, to show students how each of these sources presents different views on the past.
4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects. Students have two assignments that comply with this requirement: 1) they write a critical paper on

one of the assigned readings and 2) they complete a digital project on a topic of their choice that explicitly incorporates diverse views on the same historical event or trend.

## **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. The course covers a broad area of Eastern Europe, encompassing the successor territories of the Habsburg, Ottoman, and Russian Empires. It focuses on the discussion of theories of empire and nation/nationalism in the broad Eastern European perspective, including their multiple definitions and evolving meaning over time. It also examines the political systems, economic structures, cultural development, and social interactions within the area over the long run.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens. By examining a diverse area with different ethno-national and religious makeups as well as various political traditions, the course emphasizes the diversity of human experience in the broad European area.

### ***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 includes a variety of sources, such as textbooks, memoirs, novels, primary sources, movies excerpts, and visual images, to show students how each of these sources presents different views on the past.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples. The focus of the course is on integrating historical and contemporary perspectives on the same issues by

- demonstrating the changing meaning of history over time. For example, we discuss how Islam functioned in the Balkans in the 16<sup>th</sup> century, and then debate how contemporary political concerns in the present give a different color to the issue.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context. This is the explicit goal of this class, which is focused on the evolving meaning of ethno-national and religious identities from the pre-modern to the modern times.
  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 addition to a paper on the assigned readings, this course asks students to complete a final, digital project on a topic of their choice that explicitly incorporates diverse views on the same historical event or trend.
  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. The course focuses on the discussion of theories of empire and nation/nationalism in the broad Eastern European perspective, including their multiple definitions and evolving meaning over time. For example, we start with a discussion of the characteristics of “classic” empires in the 15<sup>th</sup> century and end with the question if the European Union can be interpreted as a form of a “modern” empire. The objective is to show the complexity of these concepts in their international context.
  6. Students will understand the roots and structures of today’s globalized world. The course covers a broad area of Eastern Europe, encompassing the successor territories of the Habsburg, Ottoman, and Russian Empires. It starts with an examination of Eastern Europe as the “meeting ground of Europe” and ends with a discussion how Eastern Europe is now “disappearing” within the European Union, showing the historical roots of today’s globalized European community.

**Required readings:**

- Lonnie Johnson, Central Europe: Enemies, Neighbors, Friends, New York: Oxford University Press, 2010. ISBN-13: 978-0195386646. (“Johnson” in Class Schedule)
- Andrew Wachtel, The Balkans in World History, Oxford University Press, 2008. ISBN-13: 978-0195338010. (“Wachtel” in Class Schedule)
- Mark Mazower, The Balkans: A Short History, Modern Library, 2002. ISBN-13: 978-0812966213. (“Mazower” in Class Schedule)
- The Turkish Letters of Ogier Ghiselin de Busbecq, Imperial Ambassador at Constantinople, 1554-1562, trans. Edward Forster, Baton Rouge: Louisiana State UP, 2005. ISBN-13: 978-0807130711. (“Busbecq” in Class Schedule)
- Ivo Andric, The Bridge On the Drina, Chicago: University of Chicago Press, 1977. ISBN-13: 978-0226020457. (“Andric” in Class Schedule)

Use online on the OSU Libraries website or on reserve at Thompson Library: Emily Gunzburger Makas and Tanja Damljanovic Conley, eds. Capital Cities in the Aftermath of Empire: Planning in Central and Southeastern Europe (Routledge, 2010).

Additional readings on Carmen are marked with asterisk (\*) on the Class Schedule.

Recommended: Dennis P. Hupchick and Harold E. Cox, The Palgrave Concise Historical Atlas of Eastern Europe, New York: Palgrave, 2001 (“Atlas” in Class Schedule)

**Students are expected to complete all reading assignments before each class.**

**Course requirements and assignments:**

Three quizzes: 15% (Sept. 7; Nov. 2; Nov. 28)

Midterm exam: 15% (Sept. 26)

Final exam: 25% (Dec. 7)

One 3-to-4-page paper: 20% (choose between Busbecq/Sept. 14 or Andric/Oct. 19; students may choose to write two papers and drop the lower grade)

Research project using digital media: 20%

    Project proposal: 5% (Nov. 14)

    Presentation: 15% (Nov. 30)

Attendance and participation: 5%

**Grade distribution:**

A: 92.6 and above

B-: 79.6-82.5

D+: 67.6-69.5

A-: 89.6-92.5

C+: 77.6-79.5

D: 62-67.5

B+: 87.6-89.5

C: 72.6-77.5

E: below 62

B: 82.6-87.5

C-: 69.6-72.5

Since the University does not record D- grades, a student earning a course average below 62 will receive an E in this course.

**Any grade complaints should be made in writing within 48 hours after grades are distributed.**

**Attendance:**

I am not going to take attendance in lecture. However, I will take attendance during *Discussion* (marked on syllabus) and count that attendance toward your **attendance and participation grade**. If you have more than two *unexcused* absences **in classes designated as Discussion**, you will receive a B; if you have more than four unexcused absences, you will receive a C; if you have more than six unexcused absences, you will receive a D; if you have more than eight unexcused absences, you will receive an E for that component of your grade.

**Communication:**

The quickest way to contact me is by email, and you may expect a reply within 24 hours. Please make sure that you use formal English in your emails, sign your message with your full name, and indicate the course that you are taking with me.



I use CARMEN to post class materials and assignment instructions so please check it frequently. **I reserve the right to make changes to the Class Schedule and the assigned readings and notify students through CARMEN.**

**Late assignments:**

All paper assignments are due during the designated class period. **Late submissions will be marked down a letter grade per day;** please email me a copy of the paper as soon as you finish it to stop the clock and bring a hard copy to my office as soon as possible. Please provide me with proper documentation in the case of a legitimate absence.

**Use of technology:**

You are welcome to bring a laptop to take notes in lecture but all laptop users will be asked to sit toward the back of the classroom so that they may not distract the rest of the students. Please be courteous to others and turn off the Wi-Fi function of your computer. **Failure to do so will reflect on your participation and discussion grade.** The use of cell phones (including smart phones), iPods, and headphones in class is prohibited.

## **Class Schedule**

### **Week 1 (August 22 and 24)**

W, Lecture: Empires and Nations in Eastern Europe

F, Lecture/*Discussion*: What is Eastern Europe?

Readings: Wachtel, Introduction; Mazower, Introduction; Johnson, Introduction;

**\*\*\*Start reading Busbecq, Turkish Letters\*\*\***

### **Week 2 (August 29 and 31)**

W, Lecture: The Ottoman Empire

Readings: Mazower, ch. 1; Wachtel, ch. 2 and 3 (51-68); Atlas, Maps 19, 20, 22, 24

F, *Discussion*: The Ottomans in the Balkans: Consequences and Legacies

Readings: \*Runciman, The Fall of Constantinople, 1453, excerpts; Lady Montagu on the Ottomans (Carmen); Atlas, Maps 11, 25

### **Week 3 (September 5 and 7)**

W, Lecture: The Habsburg Empire

Readings: Johnson, ch. 3, 4 and 5; Atlas, Maps 19, 20, 27

F, *Discussion*: The Clash of Empires: The Fight for Christendom

Readings: \*John Stoye, The Siege of Vienna, excerpts; Lady Montagu on Vienna and the Habsburgs (Carmen)

**\*\*\*Quiz #1 on Friday, 09/07\*\*\***

### **Week 4 (September 12 and 14)**

W, Lecture: Poland-Lithuania and the Russian Empire

Readings: \*Ian Armour, A History of Eastern Europe, 61-65, 91-100 (Carmen); Atlas, Maps 23, 26

F, *Discussion*: Imperial encounters: The view of the Habsburg ambassador in Istanbul

Readings: Busbecq, Turkish Letters (entire)

**\*\*\*Paper on Busbecq due on Friday, 09/14, in class\*\*\***

### **Week 5 (September 19 and 21)**

W, Lecture: Empires in Crisis I (The Habsburgs and the Ottomans)

Readings: Johnson, ch. 6; Wachtel, ch. 3 (68-71); Atlas, Map 28

F, Lecture: Empires in Crisis II (Poland partitioned)

Readings: \*Ian Armour, A History of Eastern Europe, 65-76 (Carmen); Atlas, Map 29

**\*\*\*Exam review: Come prepared to ask questions!\*\*\***

### **Week 6 (September 26 and 28)**

**\*\*\*W, Midterm exam in class on Wednesday, 09/26\*\*\***

F, *Discussion*: Nations and Nationalism (screening excerpts from Pan Tadeusz)  
Readings: Mazower, ch. 2

**\*\*\*Start reading Andric, The Bridge on the Drina\*\*\***

**Week 7 (October 3 and 5)**

W, Lecture: Revolutions and New States in the Balkans, 1804-1878

Readings: Wachtel, ch. 4 (p. 72-90); Mazower, ch. 3; Atlas, Maps 32, 35

F, *Discussion*: Cities in Transition: Sofia and Athens

Readings: Capital Cities in the Aftermath of Empires, chapters on Athens and Sofia (online or on reserve at Thompson)

\*Memorandum of the Secret Bulgarian Committee; Botev, The Sole Salvation Lies in Revolution; Spencer, Moldavia (Carmen)

**Week 8 (October 10 and 12)**

W, Lecture: The Habsburgs in Turmoil: 1815-1878

Readings: Johnson, ch. 7 and 8; Atlas, Maps 30, 31, 33, 34

F, *Discussion*: Cities in Transition: Vienna, Budapest, and Prague

Readings: Capital Cities in the Aftermath of Empires, chapters on Budapest and Prague until WWI (online or on reserve at Thompson)

\*Palacký, Letter to Frankfurt; The Hungarian Declaration of Independence; Crosse, The Transylvanian Germans (Carmen)

**Week 9 (October 17 and 19)**

W, Lecture/*Discussion*: The Three Polands?

Readings: \*Jan Slomka, The Life of a Polish Peasant; Taylor, A Glance at Warsaw (Carmen); Atlas, Map 29

F, *Discussion*: Empires, Borderlands, and People

Readings: Ivo Andric, The Bridge on the Drina (entire); Atlas, Maps 36, 37, 38

**\*\*\*Paper on Andric due on Friday, 10/19, in class\*\*\***

**Week 10 (October 24 and 26)**

W, Lecture: War and the End of Empire

Readings: Johnson, ch. 9 (162-172); Wachtel, ch. 4 (90-96); Atlas, Maps 39, 40, 41, 42

F, *Discussion*: Historical Change and Digital Media (presentation of digital software)

**Week 11 (October 31 and November 2)**

W, Lecture: The Nation-State Triumphant

Readings: Johnson, ch. 9 (173-186); Wachtel, ch. 5 (97-108); Mazower, ch. 4; Atlas, Maps 43-45, 47

F, *Discussion*: Cities in Transition: Post-WWI Eastern Europe

Readings: Capital Cities in the Aftermath of Empires - choose two chapters from those on Budapest, Prague, Bucharest, Sofia, Belgrade, or Cracow & Warsaw, and focus on the period after WWI (online or on reserve at Thompson)

**\*\*\*Quiz #2 on Friday, 11/02\*\*\***

**Week 12 (November 7 and 9)**

W, Lecture: World War II

Readings: Johnson, ch. 10; Wachtel, ch. 5 (108-111); Atlas, Maps 46, 48

**\*\*\*F, NO CLASS: Individual work: Work on digital projects!\*\*\***

**Week 13 (November 14 and 16)**

W, Lecture: Postwar Transformations

Readings: Johnson, ch. 11 and 12 (236-245); Wachtel, ch. 5 (111-120)

F, Lecture/*Discussion*: Building Communism: The New Socialist Utopias (Screening excerpts from Man of Marble)

Readings: \*Women-Workers and Labor Competitions (Carmen).

**\*\*\*Digital project proposal due on Friday, 11/14, in class\*\*\***

**Week 14 (November 21 and 23)**

**No class, Thanksgiving break: Work on digital project!**

**Week 15 (November 28 and 30)**

W, Lecture/*Discussion*: Eastern Europe under Communism: The Soviet bloc as an Empire?

Readings: Johnson, ch. 12(245-274); Wachtel, ch. 5 (120-125); Atlas, Map 50;

\*Nagy, Reform Communism; Soviet Statement: Friendship and Cooperation (Carmen)

**\*\*\*Quiz #3 on Wednesday, 11/28\*\*\***

F, Lecture/*Discussion*: Postsocialism and European Union: Eastern Europe vanished?

Readings: Johnson, ch. 13 and Epilogue; Mazower, Epilogue; Atlas, Map 51

**\*\*\*Digital project due by Friday, 11/30: Upload on Carmen\*\*\***

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**\*\*\*Final exam on Friday, 7 December, 8:00-9:45am\*\*\***

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**Plagiarism:** For the purposes of this class, it is extremely important that you know what plagiarism involves. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the unacknowledged use of another person's ideas. For additional information, please visit the following website

[http://cstw.osu.edu/writingCenter/handouts/research\\_plagiarism.cfm](http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm)

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

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

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

## MEMORANDUM

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

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

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

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### **Assessment Goals and Objectives**

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

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

##### **Goals:**

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

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

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

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

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

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

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

**Social Diversity GE Requirements:**

**Goals:**

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

**Expected Learning Outcomes:**

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

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

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

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

**International Issues GE Requirements:**

**Goals:**

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

**Expected Learning Outcomes:**

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

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

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

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

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

## **II. Methods**

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

### **Summary of Data:**

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



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