

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	2204
Course Title	Modern European History
Transcript Abbreviation	Mod Euro Hist
Course Description	Examination of selected themes from the history of Modern Europe from the French Revolution 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 1212 or 312.

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 312: Introduction to Modern Europe.

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

- French Revolution
- Nineteenth-century revolutions
- Industrialization
- Nationalism and imperialism
- Modernism
- Urbanization
- The new woman
- The two world wars
- Communism
- Fascism and the defense of democracy
- Decline of empires and the Cold War
- Post-colonialism and the EU

Attachments

- History Assessment plan.doc
(GEC Course Assessment Plan. Owner: Roth,Randolph Anthony)
- History 2204 Modern Europe with rationale.docx
(Syllabus. Owner: Roth,Randolph Anthony)

Comments

- See 11-6-12 e-mail to N. Breyfogle. *(by Vankeerbergen,Bernadette Chantal on 11/06/2012 11:28 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Roth,Randolph Anthony	10/29/2012 10:18 AM	Submitted for Approval
Approved	Roth,Randolph Anthony	10/29/2012 10:46 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 05:45 PM	Submitted for Approval
Approved	Roth,Randolph Anthony	12/14/2012 05:52 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 2204: Modern Europe

Professor: Dr. Gleb Tsipursky
Class meeting place: ...
Meeting time: T/Th 11:10-12:30,
and special events

Contact: tsipursky.1@osu.edu, 740-755-7806
Office location: LeFevre Hall 287
Hours: Tuesdays 3:50-4:40, before and after
class, and by appointment



The Soviet War Memorial in Berlin, built shortly after the end of World War II, commemorates Soviet soldiers who died in the battle for this city. This memorial not only embodied the Soviet triumph in defeating Nazi Germany, but also became a contested site during the subsequent Cold War.
(The photo is from the personal archive of Gleb Tsipursky)

Course Content

I am excited to welcome you to History 2204, which surveys the history of Europe from the French Revolution to the present. The geographical scope of this class ranges from Russia at the far eastern end of the European continent to England and Portugal at the far western edges. The course will pursue two key areas of focus. First, we will shed light on the nature of social hierarchies and the experiences of disenfranchised groups in Europe. Second, we will examine the relationship between governing structures and society as a whole. Thus, our two key “Course Questions” are:

1. What role did social hierarchies and subordinated social groups (such as lower social classes, women, youth and the elderly, minority faith groups, and ethnic minorities) play in European history from the French Revolution onward? How did this role evolve over time? What parallels exist to the role of historically underrepresented groups and the nature of social hierarchy in today’s society, in the United States and around the world?
2. What was the relationship between governing structures and societies in European history from 1789 onward? How did this role evolve over time? What parallels exist to the role of governments in today’s society, in the United States and around the world?

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. **Theories of history:** The course is grounded in students developing their own individual historical interpretations and on learning to use historical methods, namely analyzing primary sources, first-hand accounts of historical events created by direct observers. We will focus on the nature of social hierarchies and the experiences of disenfranchised groups in Europe and we will examine the relationship between governing structures and society as a whole. The course will span the history of Europe from the French Revolution to the present. **Historical methods:** The course combines a topically inclusive European-wide vision with the ability to focus in depth on selected empirical cases that illustrate the importance of mastering political history, cultural history, and social history.
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past. **Historical debates:** The course will study debates over the causes of the French Revolution, the Industrial Revolution, the development of nationalism and socialism as ideologies, World War I, II, and the Cold War, the rise of communism, fascism, and consumerism. **Contemporary debates:** The course concludes with a final unit on critical problems of the present and foreseeable future, ranging from terrorism to consumerism to technology.
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 primary and secondary sources, and asks them to analyze how the sources of different types illustrate the themes of the course. The course has been designed to take a "whole history" approach, including

politics, economics, society, and culture. The two themes and the contemporary emphasis take in most of the issues mentioned here.

4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects. Both the required papers, including the final one, and the exam questions 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. With its grounding in historical analysis methods, its two clear themes, and readings and films from countries all over Europe, and through the European imperial influence to the World, the course combines a topically inclusive vision with the ability to focus in depth on selected empirical cases that illustrate broader points. The two themes of the course cohere around the question of how people around the World, and especially in Europe, relate to various social groups in society and to their collective governing structures.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples. The two themes of the course, grounded in social science and humanities perspectives, provide criteria for comparison and selectivity, precisely for the purpose of comparing similarities and differences in different European and colonial societies.

3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context. All the materials in the course were selected to do this, especially the ones dealing with the theme of subordinated social groups.
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 papers and in their exams, the students analyze specific moments or issues in terms of their local and their global significance.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments. From debates over national and socialism to the Cold War conflict, colonialism and decolonization, and post-World War II consumerism, the course addresses this criterion in multiple ways. The readings and films include works from and about western and eastern Europe and their colonial empires.
6. Students will understand the roots and structures of today's globalized world. Today's globalized world, and the place of Europe within this world, is the primary subject of the latter sections of this course, and is pursued throughout the earlier parts of the class.

Course Objectives

- 1) **How do we know what we know about history?** This basic question faces all of you as novice historians. The answer to this question is not a simple one, since many aspects of history are a matter of current debate. We know certain things relatively well, such as many key facts, names, and dates. There is less agreement on more complex and ultimately more important issues, such as the causes and outcomes of historical events and processes, and the nature of relationships within and between societies. The latter represents the focus of attention within the historical discipline, including in this course.
- 2) **Historical Analysis.** As novice historians, you will focus a great deal of attention on developing your own individual historical interpretations and on learning to use historical methods. The latter are the best practices developed by historians in trying to understand the past. We will spend a lot of time analyzing primary sources, first-hand accounts of historical events created by direct observers. In contrast, secondary sources are interpretations of the past created based on primary sources, for example, your textbook, or the papers that you will write. A key task of this class will be to help you develop your own interpretation of past events, using both primary and secondary sources as the basis for your view.
- 3) **Thinking and Reasoning Abilities.** Through undertaking such analysis of the past, you will strengthen your fundamental thinking and reasoning abilities. These abilities include: active reading; effective communication; critical, creative, and independent thinking; teamwork;

global awareness; finally, lifelong learning. These abilities will facilitate your success in all spheres of life, professional, public, and private.¹ Thus, this class will thus help you:

- a) **Develop your ability to read actively.** For secondary sources, this means identifying an author's argument, and determining how well it is supported. For primary sources, you will learn to identify the framework in which the document was created, reflect on how this influenced the perspective expressed, consider what it tells us about the historical setting, and place this text within the broader historical context of the time.
- b) **Develop your ability to think critically, creatively, and independently about what you read.** This pertains to critically evaluating the arguments of secondary sources, and the perspectives in primary sources. In doing so, you will compare these sources to other historical contexts and formulate an independent interpretation of historical issues.
- c) **Develop your ability to communicate effectively, in written and oral form.** This means marshaling appropriate historical evidence to make coherent and logical interpretations of past events. At the same time, this refers to respecting the perspectives of your audience, and addressing its needs.
- d) **Develop your teamwork ability.** This refers to helping create a collegial, collaborative, and team-oriented learning community, one conducive to developing skills in negotiation, compromise, agreeing to disagree, and presenting team conclusions to a broad audience.
- e) **Develop your global awareness.** This involves thoughtfully examining the different viewpoints of historical figures in a range of times and places. Through doing so, you will gain a deeper appreciation of the varied ways of understanding and evaluating reality by people in today's world, whether around the globe or within your own community.
- f) **Develop your lifelong learning ability.** This means the ability to compare continually one's own beliefs with daily reality and the perspectives of others, and to change one's mind and viewpoint to reflect differing circumstances and new data. Doing so is crucial for success in one's professional career, where innovation and flexibility are rewarded.

Methods

My Teaching Philosophy: I seek to create an educational community that uses team-based learning strategies to encourage students both to take responsibility for their own learning and to assist the learning of their peers. Thus, our class meetings will feature active learning, meaning a combination of team activities, class discussions, and in-class writing exercises, with little or no lecturing. Learning assessment includes course notes and test question assignments, a few short

¹ As historians, we should provide evidence for our claims. Here is what Norman Augustine, the former chairman and CEO of Lockheed Martin, wrote about history in a 09/21/2011 op-ed in the *Wall Street Journal*: "...subjects like history impart: critical thinking, research skills, and the ability to communicate clearly and cogently. Such skills are certainly important for those at the top, but in today's economy they are fundamental to performance at nearly every level. A failing grade in history suggests that students are not only failing to comprehend our nation's story and that of our world, but also failing to develop skills that are crucial to employment across sectors."

papers, evaluations of class participation, an online team project, a Midterm Exam and a Final Exam. I fully believe in the ability of everyone who puts in the required effort to succeed in this course and am dedicated to helping you do so.

Typical Class Schedule: **Please make sure to do all of the readings and assignments for the upcoming week before coming to the first weekly class session.** Most Tuesdays, you will begin by sharing your course notes and test questions on the assigned materials with your team. Then, we will have a brief discussion of the readings and do a set of team exercises. Most Thursdays, we will do a source analysis and a set of team exercises. A typical set of exercises involves an individual writing component, a team discussion followed by a class discussion, and a team project that you will present to the class, all evaluated as part of your participation grade.

Time Commitment: The course requires **40-50 pages of reading per week on average**, sometimes more. It also requires **800-1000 words of writing per week on average**, less in the first half of the semester and more in the second. If you accept that at the beginning and follow the strategies I outline in the guides in the “Other Course Guidelines” sheet, you should be fine keeping pace. Make sure to dedicate at least an **hour and a half per weekday on average (7.5 hours a week)** outside of class time itself to doing the readings and writing the assignments, and leave time to prepare for exams, and you should be on track to get the grade you desire and to gain the knowledge and skills that will serve you well in your college and post-collegiate career.

Assignments

Course notes and test questions:	400 points
Primary source mini-papers (4):	320 points
Historical thinking mini-paper:	90 points
Earthworks mini-paper:	90 points
Lecture and Film mini-paper:	120 points
Visual Teaching Tool Team Project:	200 points
Class participation:	380 points
Midterm exam:	160 points
Final exam:	240 points
TOTAL:	2000 points

For the grading rubrics, see the “Evaluation Guidelines” sheet. For other information, see the “Other Course Guidelines” sheet.

Readings

Textbook (Required): *Making Europe: People, Politics, and Culture, Volume II: Since 1550.* Frank L. Kidner, Maria Bucur, Ralph Mathisen, Sally McKee, Theodore R. Weeks (2009).

Please make sure that you have the textbook in your hands by the beginning of the first week of classes, as you will have a reading assignment from the book for the second class session.

Primary Source Readings: I have located and posted required readings online on Carmen in order to save you the \$80 it would cost to buy a book of readings on history primary sources.

History Writing and Methods Guide: In order to save you the \$30 it would cost to buy a book providing guidance on historical thinking, methods, and writing, I have located and posted guidance on these issues on the course website. Please follow these closely in your analysis of historical evidence and your writing of class assignments.

Class and Readings Schedule

This schedule is subject to change based on unforeseen events and developments. As far as I am able, I will discuss any changes with the class in advance and secure consensus on the best course of action.

Week 1: Introduction; Historical Methods; Europe in the 17th and 18th centuries

Readings:

- Please do these before our first class session on January 8:
- Carmen: “Syllabus”; “Evaluation Guidelines”; “Other Course Guidelines”; “It’s Not Hard; It’s Just Work”; “Harry H. Harrison Jr., 1001 Things Every College Student Needs to Know”; “Norm Augustine, The Education Our Economy Needs”; and “Dr. Gleb Tsipursky’s List of Useful Apps for Education.”
- Please do these before our second class session on January 10:
- Carmen: “Ahmed Afzaal, Grading and Its Discontents”; “Paul Edwards, How to Read a Book”; “Thomas Andrews and Flannery Burke, What Does It Mean to Think Historically”; and “Writing for College History Classes.”
- Textbook: pg. xxv-xxvii, 445-51, 457-62, 473-74, 479-80, 487-88, 493-98, 509, 525-34.

January 8: No assignment due

January 10: **Write a three-sentence summary of the core ideas for each article on Carmen and a list of five bullet points on the main trends in 17th and 18th century Europe** (evaluated as part of your class participation)

Week 2: The French Revolution and Napoleonic Wars, 1775-1815

Readings (from now on, always do all of the readings before the start of the week):

- Textbook: pg. 536-64
- Carmen: Primary source, “Maximilien Robespierre, Justification of the Use of Terror”

January 15: **Course notes and test questions due**

January 17: **Historical thinking mini-paper due**

Week 3: Conservative and Liberal Europe, 1814-1847

Readings

- Textbook: pg. 566-93
- Carmen: Primary source, “John Henry Newman, Who is to Blame”

January 22: No class today, owing to attending lecture and watching film on April 11. Post your course notes and test questions in the “Week 3” Discussion Forum on Carmen

January 24: Earthworks tour with Jeff Gill. Meet him at N. 33rd st. and Parkview rd., Newark, OH, at 11:30 AM for a 45-minute tour. That should give you more than enough time to get back to campus in time for your next activity.)

Week 4: Industrialization and Society, 1800-1850

Readings

- Textbook: pg. 594-620
- Carmen: Primary source, “Louis Blanc, The Organisation of Labour”

January 29: Course notes and test questions due. Earthworks mini-paper due

January 31: No assignments due

Week 5: The Triumph of the Nation-State, 1848-1900

Readings

- Textbook: pg. 622-52
- Carmen: Primary source, “Giuseppe Mazzini, On Nationality”

February 5: Course notes and test questions due

February 7: No assignments due

Week 6: The Culture of Industrial Europe, 1850-1914

Readings

- Textbook: pg. 654-81
- Carmen: Primary source, “M. I. Pokrovskaia, Working Conditions of Women in the Factories”

February 12: Course notes and test questions due

February 14: Primary source analysis mini-paper due

Week 7: Midterm Exam; Class Evaluation & Party

Readings

- **No assignment**

February 19: Midterm Exam; Team Peer Evaluation

February 21: Midterm Class Evaluation and Class Party. Please bring treats/drinks to share, and make them European to the extent that you can. I will bring plates, cups, napkins, and forks.

Week 8: The Age of Imperialism, 1870-1914

Readings

- Textbook: pg. 682-712
- Carmen: Primary source, “Charles Creighton Hazewell, The Indian Revolt”

February 26: Course notes and test questions due. Division into new groups. Start-up of digital project.

February 28: No class today. Instead, meet with your team to work on your digital project. Also, read ahead for next week, as you have two chapters to read and take notes on.

Week 9: War and Revolutionary Experiments, 1900-1929

Readings

- Textbook: pg. 714-70 [please note this is two chapters, and make sure to have course notes and test questions for both]
- Carmen: Primary source, “Wilfred Owen, Dulce et Decorum Est”

March 5: **Course notes and test questions due**

March 7: **Primary source analysis paper due**

Week 10: Spring Break

Readings

- **No assignment**

March 12: Spring Break

March 14: Spring Break

Week 11: Democracy Under Siege, 1929-1945

Readings

- Textbook: pg. 772-803
- Carmen: Primary source, “Rudolf Hess, Memoirs from the Commandant of Auschwitz”

March 19: **Course notes and test questions due**

March 21: **Primary source analysis mini-paper due**

Week 12: Europe Divided, 1945-1968

Readings

- Textbook: pg. 804-834
- Carmen: Primary source, “Universal Declaration of Human Rights”

March 26: **Course notes and test questions due**

March 28: **No class today. Instead, meet with your team to work on your digital project**

Week 13: Lifting the Iron Curtain, 1969-1991

Readings

- Textbook: pg. 836-864
- Carmen: (**This one is longer than usual**) Primary source, “Donald Raleigh, Russia's Sputnik Generation: Soviet Baby Boomers Talk about Their Lives.”

April 2: **Course notes and test questions due**

April 4: **Primary source analysis mini-paper due**

Week 14: Europe in a Globalizing World, 1991 to the Present; Digital Project Presentation

Readings

- Textbook: pg. 866-894
- Carmen: “Anna Politkovskaya, Akaky Akakievich Putin II”

April 9: **Course notes and test questions due. Launch your digital project by 8 PM**

April 11: **Digital Project Presentation (during regular class session)**

April 11: **5-8 PM, Ben Nathans Lecture and Film.** This is an obligatory special event

Week 15: Final Exam; Class Overview, Evaluation, and Party

Readings

- **No assignment**

April 16: Final Exam (cumulative). Lecture and Film paper due. All late and bonus assignments due.

April 18: Class Overview, Evaluation, and Party. Bring treats/drinks to share, and make them European to the extent that you can. I will bring paper plates, cups, napkins, and forks.

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.

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.