

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	2353
Course Title	The Middle East in the 20th Century
Transcript Abbreviation	Mideast 20th Cent
Course Description	Lecture and discussion course exploring the changes that transformed the Middle East during the 20th century, from World War I to nationalism to Islamic revivalism.
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 540.05.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0101

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 540.05: Core Regions of Islamic Worlds - Middle East in the 20th Century.

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

- Islam: Basics and modern issues
- Islam, women, and gender, ca. 1914
- Ethnicity and class
- The Middle East in World War I
- Turkey under Atatürk (1923-38): A revolution?
- Iran under Reza Shah (1926-41): Constitutional monarchy?
- Egypt under the British to World War II
- The mandate system: Syria, Lebanon, and Iraq
- Suez crisis
- Pan-Arabism
- Iranian revolution
- Palestinian-Israeli tensions
- Formation of the Arab League
- Turkey and the EU
- Oil

Attachments

- History Assessment plan.doc
(GEC Course Assessment Plan. Owner: Roth,Randolph Anthony)
- History 2353 Middle East in 20th Century with rationale.docx
(Syllabus. Owner: Roth,Randolph Anthony)

Comments

- Resubmitted with proper prerequisite language and with syllabus with rationale. *(by Roth,Randolph Anthony on 12/22/2012 12:38 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Roth,Randolph Anthony	12/22/2012 12:38 PM	Submitted for Approval
Approved	Roth,Randolph Anthony	12/22/2012 12:41 PM	Unit Approval
Approved	Heysel,Garett Robert	12/27/2012 06:13 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	12/27/2012 06:13 PM	ASCCAO Approval

HIS 2353 The Middle East in the 20th Century

Prof. Heather J. Tanner

Office: 245 Ovalwood Hall

Phone: 419-755-4368

Email: tanner.87@osu.edu

Class time & place:

Website address (URL): carmen.osu.edu

Office Hours: Mondays & Thursdays 1:00-2:30p and by appointment

I prefer to set up mutually convenient appointments rather than offer extensive office hours. If I'm not in my office, please leave a message at my E-mail address or on my voice mail. I check both at least twice a day.

Course Content:

In this seminar, we will explore the political and social development and dynamics of the modern Middle East. We will begin with a brief overview of the basic tenets and practices of Islam and a history of the interactions between Islam and the west. The goal of this course will be to more fully understand the context of the current conflicts, the terrorist attacks against the U.S., as well as the nature of Middle Eastern society in the early twenty-first century. The readings for the course will be a mix of general audience works and scholarly articles; in class time will focus on discussions of the readings. There will be a few lectures.

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 presents students with a variety of sources, including films and current news articles, 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.
2. Students describe and analyze the origins and nature of contemporary issues. The course starts with a discussion of the history of Islam (origins to 19th century), and then examines the efforts of the peoples of the region, as well as westerners, to reform society. In this effort the students examine the historical and contemporary debates to achieve this goal and greater geopolitical influence.

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. Students write one short paper, an essay exam, as well as carry out a small group research project and oral presentation about one of the countries that are experiencing the Arab Awakening.

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. Through the examination of the historical and contemporary debates on how to reform individual Middle Eastern countries and western involvement in the region, students will be introduced to reformers and modern historians have assessed the problems and solutions of Middle Eastern society and government, as well as historical methods of research and writing.
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past. The students examine how different groups within the Ottoman Empire approached reform and how post-WWII Middle Eastern countries adopted and reformed their societies over the next 50+ years. Topics include legal reform, internal, regional, and international politics, economic development and globalization, modernization/secularization, women's issues, and the use of violence.
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. Topics to be discussed include: Sharia vs. secular legal reform, women's roles, modernization, Israeli-Palestinian war, economic development and globalization, third-world alignment and Cold War, Shia revival, jihadism and the war on terror, and the Arab Awakening.
4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects. The Arab Awakening research project requires the students to discuss an individual countries historical development in the 20th century when discussing the causes of the Arab Awakening, as well as discussing the current developments. The class as a whole carries out a comparison of this movement in discussion and as part of the final exam.

Diversity / Global Studies

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Rationale for fulfilling the GE Learning Outcomes for Global Studies:

Goals of the course that fulfill the GE Learning Outcomes in Global Studies:

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

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in the World. The students examine how different groups within the Ottoman Empire approached reform and how post-WWII Middle Eastern countries adopted and reformed their societies over the next 50+ years. Topics include legal reform, internal, regional, and international politics, economic development and globalization, modernization/secularization, women's issues, and the use of violence.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples. The first part of the course allows students to explore not only modern Islamic religious and social practices but also to compare them to American practices.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context. The history of the modern Middle East is a process of ethnic, nationalist, and religiously framed movements that have and are responding to western control and involvement in the region.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human history and how they shaped the world in the past and today. The Arab Awakening research project requires the students to discuss an individual countries historical development in the 20th century when discussing the causes of the Arab Awakening, as well as discussing the current developments. The class as a whole carries out a comparison of this movement in discussion and as part of the final exam.

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. By the end of the class students will be able to discuss the debates within the Muslim world about how to restore their position in the world and improve the lives of the people in the region. In addition, they will understand the dynamics of Sunni-Shia struggles, the Israeli-Palestinian conflict, and the factors which influence Western-Muslim relations.
6. Students will understand the roots and structures of today's globalized world. See answer to #5.

Required Texts: You need to bring to class the materials listed for each discussion to classes devoted to the discussion of the documents.

Kirsten E. Schulze, *The Arab-Israeli Conflict*, 2/E (Pearson, 2008) [Schulze]
 John L. Esposito, *What Everyone Needs to Know about Islam* (Oxford UP, 2002) [Esposito]
 David Lamb, *The Arabs* (Vintage Books, 2002) [Lamb]
 Bernard Lewis, *The Crisis of Islam* (Random House, 2003) [Lewis]
 Vali Nasr, *The Shia Revival* (WW Norton, 2007) [Nasr]

There are several articles on E-reserve at the library. You can access these via the course website or via the Bromfield library website.

Azzam Tamimi "The Origins of Arab Secularism," *Islam and Secularism in the Middle East*, eds. A. Tamimi & J.L. Esposito (New York UP, 2000) 13-28.

Elias H. Tuma, "The Economies of the Middle East," *Understanding the Contemporary Middle East*, eds Deborah J. Gerner (Lynne Rienner Publishers, 2000) 201-237.

Mehdi Abedi & Gary Legenhausen, "Introduction," *Jihad and Shahadat: Struggle and Martyrdom in Islam*, ed. Mehdi Abedi & Gary Legenhausen (The Institute for Research & Islamic Studies, 1986) 1-30.

Barbara F. Stowasser, "Women's Issues in Modern Islamic Thought," *Arab Women* (Indiana UP, 1993) 3-28.

Judith E. Tucker, "Introduction," *Arab Women* (Indiana UP, 1993) vii-xviii.

All reading assignments are to be completed by the discussion section. In discussion and in your written work, you will be asked to reach general conclusions through careful use of specific evidence.

Website:

The course Website is an integral part of this course. I post lecture notes, documents (in Course Documents), assignments, announcements, and other course information at this site. In addition, you can check your grade (homework, participation, exams & papers), and communicate with classmates (via E-mail & discussion board). All areas that contain personal information or activity are secure. You will be enrolled as of the first day of class.

Once you type in the website URL you'll be brought to a page which asks you to either "Login". Enter your OSU email account username and password. Once you've logged in, you will then click on "HIS 2353 The Middle East in the 20th Century" which can be found under "Autumn 2013" classes. This brings you to the course website. **You should check this site at least twice a week.**

Course Grade:

		<u>due date</u>
Midterm	15%	
Paper	15%	
Oral presentation & written report	10% each	
Class participation	30%	
Final	20%	

The format of this course is primarily discussion with few lectures. Because most human beings learn by actively using information and new skills, the discussion sections are a central component of this course. My hope is that we all hone our interpretative skills through the use of facts and documents to create our hypotheses and shape our ideas. In other words, discussion will act as a forum to practice orally the skills necessary to write good essay exams – the creation of thesis-driven arguments supported by evidence. I encourage you all to ask questions and offer observations and interpretations during lectures as well.

Participation: The grade for participation is based on the in class discussion (See rubric on course website for more details.)

During discussions, your participation will be graded on the level of contribution and collaborative quality of your contributions. I recognize that for some of you public speaking is difficult. I look for your willingness to ask questions (either to start the ball rolling or of another student's interpretation) as well as to offer ideas (or "answers"). Although it is easy to address just the professor in a discussion, I much prefer that you address your questions and ideas to the group as a whole. Try to build upon the ideas presented by others and look for connections within the week's readings and to earlier readings.

Grading for discussion participation is based on a 10 point scale: if you're absent you receive no points; if you're asleep you earn an E (5.9); if you're present but silent, you'll earn a C (or 7.4). Beyond these minimums, your participation will be evaluated on the level of comprehension of the readings and lecture and nuance of your arguments. I take into account your normal mode of interaction (as a talker or as a listener) when evaluating your participation.

Missed discussions: You may make up a missed discussion by writing up the answers (reasonably detailed) to the discussion questions for the missed discussion (which are posted on

the course website) **so long as you do so by the last day of regular classes by 5:00 pm.** Missing discussion has a devastating effect on your participation grade, so I encourage you to make up any ones that you miss.

Finally, a word of caution: while there are always exceptions, as a rule people who do not attend class regularly and stay current with the reading do not do well in the course.

Grading Scale:

A+	97-100	B+	87-89	C+	77-79	D+	67-69	E	59
A	94-96	B	84-86	C	74-76	D	64-66		
A	90-93	B-	80-83	C-	70-73	D-	60-63		

A = superior

B = very good

C = average

D = average with a few significant misunderstandings

E = poor (or failure to focus on assignment)

My policy is to give a 0 (not an E which is equivalent to 59%) for missed discussions and all work which is not turned in. Therefore, it is necessary to turn in all papers and take all the exams in order to pass this course.

Papers:

There will be separate handouts on the details of the paper assignments. The first paper will be an essay, 5-7 pages in length, based upon the readings. The second paper (a.k.a. written report) will be a more extended version of the oral presentation of research you've done on one of the countries of the Arab Awakening. The oral presentation will be 10 minutes in length and the written report will be 4-7 pages in length.

Exams:

The exams will consist of essay questions. In these essays, I am looking to see how well you can use the information presented in lectures and the readings, specifically by writing an essay which argues an answer to the question using proof/evidence drawn from the primary source documents and factual details (names, events, and concepts). The goal is to achieve a balance between interpretation and support of this interpretation with references to documents and factual data. All exams are open book and open note.

Drop/Withdrawal Statement:

It is the student's responsibility to know the deadlines for dropping a course or withdrawing from the University.

a. Term drop & withdrawal deadlines can be found at:

<http://registrar.osu.edu><http://www.ureg.ohio-state.edu/ourweb/more/> Click on the

current term under “Important Dates” and scroll down to ADD/DROP/WITHDRAW DEADLINES.

- b. **If you receive financial aid, you should always talk with a financial aid specialist prior to adjusting your schedule.** If you stop attending a course but do not drop it, you risk receiving a failing grade which could negatively affect your GPA and your financial aid status. You can call 419-755-4317 to set up an appointment with an academic advisor or a financial aid specialist in 104 Riedl Hall.
- c. Last day to drop a class or withdraw without a “W” on your permanent record 3rd Friday of each semester. Last day to drop a course or withdraw without petitioning 9th Friday of each semester.

Retention:

The Ohio State University-Mansfield is committed to the success of students. If you are having academic or personal difficulties, you can contact the Student Life and Retention area for information or an appointment at 419-755-4317.

Student Conduct:

The code of student conduct is established to foster and protect the core missions of the university, to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions (http://studentaffairs.osu.edu/resource_csc.asp). Students who violate faculty expectations may be subject to the code of conduct.

Cell phones & computers:

Use of cell phones during class is forbidden (especially texting); if you need to, you can keep your phone on vibrate and take the call outside the classroom. I will confiscate your cell phone for the remainder of class, if you are texting in class. You may use your laptop in class; but I will ask you to turn it off if you are not using it for class purposes.

Sexual Misconduct

The Ohio State University at Mansfield is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect in an environment free of sexual misconduct and discrimination of any type. To file a complaint, contact Student Life at 419-755-4317 and ask for an appointment with the Chief Student Life Officer; or Human Resources at 419-755-4047 and ask for an appointment with the Chief Human Resources Officer, who serve as the campus Title IX Coordinators.

Class & Reading Schedule

Week 1 (Origins)

Movie: *Mohammed: Legacy of a Prophet*
Introduction; Basic Tenets & Practices

Week 2 (Tenets & Practices)

Readings: Esposito, pp. 1-38

Basic Tenets & Practices (con't.); discussion [Esposito, pp. 1-38]
Movie: *Islam and Its Five Pillars*

Week 3 (Expansion of Islam)

Readings: Esposito, pp. 87-116

Discussion (customs & culture) [Esposito, pp. 87-116]
Movie: *Islam, Empire of Faith*

Week 4 (Modernity & The Middle East)

Readings: Tamimi article; Nasr, chs. 1-2

Islamic History – An Overview
Islamic law and interpretation; Discussion [Tamimi article; Nasr, chs. 1-2]

Week 5 (20c. Middle East)

Readings: Esposito pp. 139-161; Lamb, chs. 1-6

Discussion (Islam in the later 20c.) [Esposito pp. 139-161; Lamb, chs. 1-3]
Discussion (Islam in the later 20c.) [Lamb, chs. 4-6]; **paper #1 due**

Week 6 (Economic Challenges)

Readings: Lamb, chs. 7-13; Tuma article

Discussion (Islam in the later 20c.) [Lamb, chs. 7-10]
Economic Life in the Middle East [Lamb, chs. 11-13; Tuma article]

Week 7 (Women & Islam)

Readings: Stowasser and Tucker articles

Movie: *Women and Islam*; discussion [Stowasser and Tucker articles]
Movie: *My Journey, My Islam* (with discussion)

Week 8 (Israeli-Palestinian Conflict)

Readings: Schulze, chs. 1-3

MIDTERM

Israeli-Palestinian conflict (Origins through 1956); discussion [Schulze, chs. 1-3]

Week 9 (Israeli-Palestinian Conflict)

Readings: Schulze, chs. 4-10; segments of *The 50 Years War*

Israeli-Palestinian conflict (1948-1982) discussion [Schulze, chs. 4-7]

Israeli-Palestinian conflict (1990-2007) discussion [Schulze, chs. 8-10]

Week 10 (Jihad)

Readings: Lewis (all)

Discussion [Lewis, pp. xv-81]

Discussion [Lewis, pp. 82-end]

Week 11 (Islam & the West – Clash & Dialogue)

Readings: Abedi & Legenhausen article; Nasr, chs. 3-6

Discussion: Abedi & Legenhausen article

Discussion of *The Shia Revival* pt. I [Nasr, chs. 3-6]

Week 12

Readings: Nasr, chs. 7-9

Discussion of *The Shia Revival* pt. II [Nasr, chs. 7-9]

Movie: *John Esposito on the Struggles of Islam*

Week 13 & 14 (The Arab Awakening)

Readings: none

Oral presentations

Final exam: Date and time

Plagiarism

Because the purpose of university writing assignments is to improve your ability to express yourself in writing, your essays and homework must be your own work. To submit to your instructor a paper that is not truly the product of your own mind and skill is to commit plagiarism. To put it bluntly, plagiarism is the act of stealing the ideas and/or the expression of another and representing them as your own. It is a form of cheating and a kind of academic

misconduct which can incur severe penalties. It is important, therefore, that you understand what it consists of, so that you will not unwittingly jeopardize your college career. You will find a full description of plagiarism on the course website.

All cases of plagiarism and other academic misconduct (cheating on exams, etc.) are reported to the Committee on Academic Misconduct which determines if academic misconduct has occurred and if so, the penalties the student shall face.

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. Any student who needs an accommodation based on the impact of a disability should contact Michelle McLane at the Office for Disability Services, to privately discuss his or her specific needs. Please contact Michelle by phone at (419) 755-4304, by e-mail at mclane.15@osu.edu, or stop by her office, C100G, located on the first floor of the Conard Learning Center.

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.