

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	3250
Course Title	Revolutionary and Napoleonic Europe, 1750-1815
Transcript Abbreviation	Rev and Nap Europe
Course Description	A survey of European but especially French history from the crisis of the Old Regime to the end of the wars of the French Revolution.
Semester Credit Hours/Units	Fixed: 3

Offering Information

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

Prerequisites and Exclusions

Prerequisites/Corequisites

[Previous Value](#)

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

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

Exclusions

Not open to students with credit for 512.02.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0101

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Quarters to Semesters

Quarters to Semesters

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

List the number and title of current course being converted

History 512.02: European History - French Revolution and Napoleon.

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 origins of the French Revolution
- The transformation of the "liberal" constitutional revolution of 1789-90 into the Convention's government by Terror in 1793-94
- The role of religion in the making of the European Counter-Revolution
- Napoleon Bonaparte's ambiguous relation to the Revolution in France and as "exported" to Europe
- Robespierre
- Marie Antoinette
- War of 1812
- Elba
- The Directory
- Levee en Masse

Attachments

- History 3250 Revolutionary Europe 1770-1815.doc
(Syllabus. Owner: Roth, Randolph Anthony)
- History Assessment plan.doc
(GEC Course Assessment Plan. Owner: Roth, Randolph Anthony)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Roth, Randolph Anthony	01/02/2013 09:40 AM	Submitted for Approval
Approved	Roth, Randolph Anthony	01/02/2013 09:40 AM	Unit Approval
Approved	Heyssel, Garrett Robert	01/04/2013 12:40 PM	College Approval
Pending Approval	Hanlin, Deborah Kay Hogle, Danielle Nicole Vankeerbergen, Bernadette Chantal Jenkins, Mary Ellen Bigler Nolen, Dawn	01/04/2013 12:40 PM	ASCCAO Approval

D. K. Van Kley
Office: Dulles 334; hours: 3:30-5:30 Tues-Thurs.
Phone: 2-6312 ; email: vankley.1
Lecture outlines, etc. on carmen.osu.edu

Spring Semester 2013
Tu.-Th. 11:10-12:30
University Hall 0038

History 3250: Revolutionary Europe, 1770-1815

All students must be officially enrolled in this course by the end of the second week of the quarter. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of each student.

Course Description

This course is a survey of Europe from the era of the French Revolution from about 1770, when the French “old regime” began to exhibit signs of unraveling from within, to 1815, when Napoleon Bonaparte lost the last of the revolutionary wars. Although the emphasis in this course will necessarily fall on France itself, an effort will be made to place the French Revolution in a European-wide comparative perspective in order to determine what was unique about France such that conditions common to the European Old Regime came to the point of collapse and the project of radically discontinuous “revolution” only there. An attempt will also be made to isolate those conditions that were permanently altered as a result of the Revolution, not only in France but in the rest of Europe and the world. Among these conditions, that of religion will receive special attention. The question will be asked—and perhaps even answered—how the French Revolution gave birth to the first attempt to eradicate Christianity, and thereby refracted Europe’s erstwhile religious and political divisions into the modern one between religious “conservatives” and secular “progressives.”

With a couple of exceptions, the course format will that of lectures accompanied by outlines and illustrated by prints in the first half of each class session followed by class discussions based on the common readings in the second. Along with faithful attendance and active participation in discussions, the course requirements will consist of two take-home essays on the problem of the origins or causes of the Revolution and the question of why the Revolution should have culminated first in the Terror, and then in the Napoleonic dictatorship. In addition, the course will require two short-answer quizzes as well as two two-to-three-page position papers in connection with American and French declarations of rights and a mock trial of the king Louis XVI. The main texts to be used are Keith Baker’s edited primary documents entitled The Old Regime and the French Revolution, Jeremy Popkin’s A Brief History of the French Revolution, Michael Walzer’s Regicide and Revolution, which contains speeches delivered on the occasion of the trial of Louis XVI; Felix Markham’s short Napoleon, just for something to read on that subject; and Thomas E. Kaiser and Dale K. Van Kley’s From Deficit to Deluge: The Origins of the French Revolution. Since this book has very recently come out,

and I have all the page proofs in my files, I will book the entire book on line on Carmen so that it's clear that I am not trying to line my pockets at your the students' expense. A very minimal course reader will contain a little additional material, mainly by me.

Ohio State University now requires each and every faculty member teaching a GEC course to articulate that course's objectives or "learning outcomes" and therefore the reason why this course should qualify as a "general" one. In general, this syllabus states that, aside from conveying a certain amount of information about what happened in Europe between roughly 1560 and 1775, this course aims to inculcate an instinctual grasp of three general points. The first is that people in other and previous centuries organized themselves and perceived "reality" differently from the way we do here and now, and that the reasons why this is so are not because people in the past were less intelligent than we are or that our culture represents "progress" in relation to theirs. The second is that things happen as they do on account of the interaction between an innumerable multiplicity of intentions and the surrounding environment, and that culturally conditioned assumptions are part of this environment. The third and final point is that every situation is a product of a particular and non-replicable history, and that in understanding any such situation, no shortcut eliminates the need for finding out about what went into the making of this situation. If it were possible to state these objectives in a single sentence, that would read to the effect that some knowledge of and a feeling for the texture of historical change is indispensable to our capacity to make the largest possible sense of what is happening in the world we have inherited and are shaping in our turn; and that, more than any set of pat "answers" conveyed, the value of the study of history lies in enabling us to ask the right questions in order to understand this world.

In order to attain these and other "learning outcomes," the GEC requirements lay down four means or "rationales." These stated means are that courses in historical study require students to examine historical theories and methodologies; to engage with contemporary and historical debates on specific regions, time periods, and themes of the human past; to widen the scope of their awareness of political, economic, and various other kinds of movements by means of reading both primary and secondary sources; and to enable them to carry out comparative analyses of such movements in historical context in a final exam. In the particular context of the era of the French Revolution and its place in late eighteenth and early nineteenth-century Europe, this course proposes to employ these means in the following forms.

By means of a sustained attention to the "causes" of both the French Revolution and the Revolution's turn toward the Terror of 1793-94, first of all, this course requires students to examine the interplay between structural necessity and seemingly random contingency in historical causation, thus engaging rival theories of historical causation and their accompanying methodological approaches to the evidence. Because sharp differences in accounting for the Revolution and the Terror divided "conservative" from "liberal" interpretations of these events from the very outset—second of all—this course engages that debate both in its original historical context and at the present time, renewed as this debate has been since the bi-centennial of the French Revolution in 1989. Indeed, at a certain point, the course stages this debate as one dividing defenders and critics of the American as opposed to French revolutionary conception of "rights." Thirdly, the course also analyzes in turn the fiscal, demographic, economic, social, political, intellectual and religious "origins" of the Revolution as well as the very anti-feminist

turn it took during the Terror, and all of them with the help of both primary and printed sources, thereby engaging the third of the GEC's required means. And finally and fourthly, both the midterm and final analytical essays demand that students distinguish those factors that made for revolution in France and France alone in 1789 in comparison to surrounding European states that shared so many characteristics with France. Thus does it also engage in some serious international analysis in a particular context and time—the fourth of the stated means.

This course's goals also coincide with those specified by the GEC as qualifying for a study in diversity on a global scale, seeing that these goals, like this course's, are to convey an understanding of the various features of one or more of the world's nations or peoples other than those of this country and its inhabitants; as well as a recognition of the role of national and international diversity in shaping students' attitudes as global citizens. What holds for the goals holds good for the means or "rationales."

Although this course does not pretend to take the whole world as its province, it does indeed attend to all of Europe while making significant contact with the British colonies in North America and Spanish and Portuguese ones in Central and South America. Within these geographical and chronological contexts, as previously stated, this course employs both primary and secondary sources, engages class discussions, stages debates about historical yet ongoing issues, and examines political, economic, social and cultural developments. By challenging the narrative of "secularization" and paying particular attention to the role of religion in the making of both national identities and modern ideologies, this course also "examines ethnically, nationally or religiously framed movements in a socio-cultural and global context"—the fourth of the GEC's rationales. Further, the course requires an in-depth final written essay that requires students to analyze how a revolution with apparently liberal and humanitarian beginnings could have bequeathed the legacy, not only of ideological "liberalism," but also "conservatism," a possible politics of terror, the techniques of plebiscitary dictatorship, and both universalistic and particularistic nationalisms—the fourth and sixth means or rationales. And by emphasizing, finally, that the French Revolution was the first revolution to try to put the past behind it and announce political and moral truths thought fit for the entire world, the course will perforce address the quite burning international issue of whether there are such truths, or whether people must expect to remain culturally diverse and irreducibly particular. It is the French declaration of rights of 1789 and not the American ones that has served as the model for the majority of other such national declarations as well as that of the United Nations of 1948.

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
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past
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
4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects

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.

2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.
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.
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.
6. Students will understand the roots and structures of today's globalized world.

Books Required

Keith M. Baker, The Old Regime and the French Revolution, at SBX

Felix Markham, Napoleon, at SBX

Jeremy Popkin, A Short History of the French Revolution, at SBX

Michael Walzer, Regicide and Revolution, at SBX (and if available)

Kaiser, Thomas; and Dale K. Van Kley, eds., From Deficit to Deluge: The Origins of the French Revolution, at SBX, or on Carmen as page proofs

Dale K. Van Kley, "512.02 Course Packet" at Student Union

Course Requirements, Due Dates, and Grades

Jan. 24: A short multiple-choice quiz on Jeremy Popkin's A Short History of the French Revolution

Feb. 14: An 8-page take-home essay exam on some aspect of the problem of the origins of the French Revolution (a page being defined by a 12 point New Times Roman font with no more than 1-inch margins, top and bottom, left and right)

Feb. 21: A 2-3 page position paper on the relative merits of the American and French declarations of rights

Mar. 07: A short 2-3-page paper on the position in the trial that you have chosen to represent

Mar. 28: In class quiz on Felix Markham, Napoleon.

Apr. 30: Final in class factual exam: in University 038, 10:30-11:45 a.m. The final 8-page take-home essay exam on why the principles of 1789 culminated in the Terror and/or the Napoleonic dictatorship can be handed to me at the same time, or in my office at 334 Dulles by 5:30 p.m.

Regular class attendance: a penalty of half a grade will be imposed for every three class periods of unexcused absence, a class period being defined as each approximately forty-five-minute segment of a one-hour and forty-eight-minute class

In calculating the final grade, the two major take-home essays will count for 30% each, the position paper on the trial of the king will be valued at 15%, participation in class

discussions will worth another 15%, and the quizzes will constitute the remaining 10%.

Schedule of Topics and Reading Assignments

I The Collapse of the Old Regime (Popkin, A Short History of the French Revolution, 1-34)

January

08: Organization and a Few Reflections on the Subject of “Revolution”

10: **Lecture:** The European Old Regime

Discussion: Causation and “causes” of things in history

15: **Lecture:** The “Old Regime” in France

Discussion of Loyseau, from “A Treatise on Orders,” in Baker, The Old Regime and the French Revolution, 13-31

17: **Lecture:** The Fiscal (or Financial) Origins of the French Revolution

Discussion based on reading of Gail Bossenga, “The Financial Origins of the French Revolution Revisited”; and Jack Goldstone, “The Social Origins of the French Revolution,” both in From Deficit to Deluge, pp. 37-66.

22: Economic, Demographic, and Social Origins of the Revolution Social Origins of the French Revolution

Discussion: Jack Goldstone, “The Social Origins of the French Revolution,” in From Deficit to Deluge, pp. 66-103.

24: **Lecture:** Political Origins and the Paradox of Politics in an Absolute Monarchy

Discussion based on reading of Baker, The Old Regime “session of the scourging” and “remonstrances of the Cour des aides,” 47-70; and John Hardman, “Decision-Making,” separately distributed; and Thomas Kaiser, “From Fiscal Crisis to Revolution, in From Deficit to Deluge, pp. 139-64.

Multiple-choice quiz on ALL of Popkin, A Short History of the French Revolution

29: **Lecture:** The Religious Origins of the Revolution

Discussion of Bossuet, "Politics Derived from the Words of Holy Scripture," in Baker, The Old Regime, 31-47; and Van Kley, "The Religious Origins of the French Revolution" in From Deficit to Deluge, pp. 105-38. Also highly recommended is Michael Walzer's introduction in his Regicide and Revolution, 1-46

- 31: **Lecture:** The Enlightenment and the Intellectual Origins of the Revolution

Discussion of selections of "The Definition of an Encyclopedia," in Baker, The Old Regime and the French Revolution, 71-89; and Keith M. Baker, "Enlightenment Idioms, Old Regime Discourses, and Revolutionary Improvisation," in From Deficit to Deluge, pp. 165-97;

February

- 05: **Lecture:** The Religious Enlightenment of Jean-Jacques Rousseau

Discussion of selections from Rousseau's The Social Contract, separately distributed; and selections from Sieyès's What is the Third Estate, 154-79. **While reading Sieyès's What is the Third Estate, compare its conception of French society to that in Loyseau's Treatise on Orders, 13-31**

II The French Revolution (Popkin, A Short History of the French Revolution, 36-110)

- 07: **Lecture:** "Patriot" Movements Elsewhere in Europe, Particularly Belgium and the Dutch Republic

Discussion: The "Patriotism" of the American states' Declarations of Rights, 1776-1780

- 12: **Lecture:** The "Pre-Revolution," 1787-89

Discussion based on readings in Baker, The Old Regime, the "speech by the controller general Calonne," 124-31; the section on "the Parliamentary Opposition," 135-43; and, in the section on "The Calling of the Estates General," the King's "Order in Council," 143-45, the "Memorandum of the Princes of the Blood," 151-54; and finally, "Regulations for the Convocation of the Estates General," 179-84.

- 14: **Lecture:** From the meeting of the Estates General to the National Assembly related readings consisting of "dispatches from Paris" to the "Decrees of the National Assembly, 10-11 August," in Baker, The Old Regime, 184-231; and John Markoff, "Peasants and their Grievances" from Campbell, The Origins, 239-66, separately distributed

Discussion: "Dispatches from Paris" and "Deliberations of the Estates General, in Baker, The Old Regime, 184-208. **First 8-page take-home essay exam due**

- 19: **Lecture:** From the Storming of the Bastille to the March to Versailles

Discussion: “The Abolition of the Feudal Regime,” in Baker, The Old Regime, 208-37; and/or revolutionary songs and their lyrics. See “Revolutionary Songs” available on Carmen@osu.edu

- 21: **Lecture:** The “Declaration of Rights of Man and the Citizen” and the Constitution of 1789-91

Discussion of American and French declarations of rights based on readings in Baker, The Old Regime, 237-39, 249-62; and “introduction to the second section of the course” and the declarations of rights by the states of Massachusetts and New Hampshire, plus Edmund Burke, a fragment from Reflections on the French Revolution.

1-2 page position paper on the relative merits of the American and French declarations of rights due

- 26: **Lecture:** From the Civil Constitution of the Clergy to the flight to Varennes; related readings in Baker, The Old Regime, “The Civil Constitution of the Clergy, 239-42; and “the king’s declaration on leaving Paris,” plus petitions by clubs and debate in National Assembly, also in Baker, The Old Regime, 269-86; and Dale K. Van Kley, “The Old Regime, Catholic Europe, and the Revolution’s Religious Schism,” in course reader.

Discussion of these readings and prints on depicting the deterioration of the image of the clergy and/or more revolutionary songs, in “Revolutionary Songs” in Carmen@osu.edu

- 28: **Lecture:** The Legislative Assembly and the Way to War.

Discussion: “Revolutionary Politics,” in Baker, The Old Regime, 267-86

March

- 05: **Lecture:** The Fall of the Monarchy and the September Massacres

Discussion: Roland’s “letter to the king” plus addresses by fédérés and sections, etc. in Baker, The Old Regime, 286-302

- 07: **Discussion only: Class trial of the king**, based on speeches by deputies in Baker, The Old Regime, pp. 302-24; but principally in Michael Walzer, Regicide and Revolution, 47-214. **A 2-3 page paper on the position in the trial that you have chosen to represent is due**

- 19: **Lecture:** The Revolution at War With its Enemies and Itself: from the Vendée to the Federalist Revolt

Discussion of addresses to and speeches in Convention, in Baker, The Old Regime, 325-30; and Tackett, “The West in France,” in “512.02 in course reader or separately distributed.

21: **Lecture:** The “Sans-Culottes” and the Terror

Discussion based on petitions and registers of Paris sections and decrees by and reports to Convention, and Robespierre’s “Report on the Principles of Political Morality” of Feb. 5, 1794, in Baker, The Old Regime, 330-62, 368-84; and “Revolutionary Songs” in carmen@osu.edu. **The focus question for the discussion is whether “virtue” is necessary in order to sustain a republican form of government; and whether, further, Robespierre was right in holding that “terror” was necessary in order to protect and foster “virtue”**

26: **Lecture:** “Dechristianization”: The Religious Face of the Terror

Discussion based on reports on the republican calendar and the Festival of the Supreme Being in Baker, The Old Regime, pp. 362-68, 384-9. **The focus question is whether religious belief is necessary to maintain political freedom—in other words, republican government**

28: **Lecture:** The Directory between “Left” and “Right”

Accompanying reading: “Manifesto” by Directors and Babeuf’s principles and defense, in Baker, The Old Regime, 392-404

Lecture and discussion: The post-Thermidorian Gallican Church and the Directory’s “dry terror”

Reading: Van Kley, “The Project of Catholic Reform in an Era of Anti-Catholic Revolution” and/or “The abbé Grégoire and the quest for a Catholic Republic,” both in Course Reader

III The Napoleonic Episode (Popkin, A Short History of the French Revolution, 111-50; and Felix Markham’s Napoleon, entire

April

02: **Lecture:** Napoleon Bonaparte: From the Coup (of 18 Brumaire) to the Concordat (of 1801)

Discussion of Bonaparte’s speeches and proclamations and Constitution of the Year VIII, and Address to the Clergy of Milan, in Baker, The Old Regime, pp. 405-15, 423-25; and Felix Markham, Napoleon, 15-102. **Focus question: was Bonaparte a really necessary**

conclusion to the French Revolution?

Quiz on Markham, Napoleon, entire book

- 04: **Lecture:** From the Consulate to the Empire in France
Reading: “Napoleonic ideas,” in Baker, 416-23
- 09 **Lecture:** From “Sister Republics” to Empire in Europe (the case of one of the Italian States or the case of the German states)
Reading: Markham, Napoleon, 103-50
- 11: **Lecture:** Napoleon and the Papacy
Reading: Bonaparte’s letter to Pius VII and to Cardinal Fesch, in Baker, 425-26; and Markham, 150-54
- 16: **Lecture and discussion:** The Napoleonic Empire and the Rise of Religious Nationalism: the case of Spain
Reading: Markham, Napoleon, 155-216
- 18: **Lecture:** Napoleon as general at his best and/or worst: Austerlitz and Waterloo

Discussion on Napoleon, for or against, based on Markham, Napoleon, 216-35
- 30: **Final 8-page take-home essay exam on why the principles of 1780 culminated in the Terror and/or the dictatorship of Napoleon, due at my office by 5:00 p.m.** As a possible help, I will distribute in class or put on Carmen my essay, “Conspiracy Theories and Theories of Conspiracy,” published in the on-line journal entitled “H-France.”

Expectations for Attendance and Exams: Illness is usually the only acceptable excuse for absence in class. Other absences must be explained to the satisfaction of the professor, who will decide whether omitted work may be made up. *If there will be a problem with the exam dates, you must let me know NOW during the first week of class.* Unexcused absences will be penalized against the final grade. A student wishing to discuss an absence as excused must do so in person during office hours, not over email or in class.

Acceptance of Late Papers: Written work is to be submitted on time, that is, handed to the instructor in class the day it is due. An essay assignment submitted after the end of class is late (by one day). Late papers will result in the loss of a letter grade for every day late (e.g., a paper with the grade of B will become C if one day late, D if two days late, and so forth). All essays must be submitted before the date of the final examination.

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. assess 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.