

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 | 3106 |
| Course Title | History of Mexico |
| Transcript Abbreviation | History of Mexico |
| Course Description | History of Mexico during precolonial, colonial, and independence periods with emphasis on the 19th and 20th centuries. |
| 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](#)

Exclusions

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.](#)

Not open to students with credit for 534.03.

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 534.03: History of Mexico.

*** CONVERSION NOTE: For degree audit purposes, students with credit for either History 534.03 or 533.05 will receive audit credit for History 3106. Content of History 3106 is derived from listed quarter course o

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

- Pre-colonial civilizations in Mesoamerica
- The Spanish conquest
- Colonial society
- Independence
- 19th century society
- Uprisings
- Indigenous populations
- The Mexican Revolution
- 20th century society and social movements
- NAFTA and neo-liberalism
- Women/Gender
- Current issues (drugs)

Attachments

- History Assessment plan.doc
(GEC Course Assessment Plan. Owner: Roth,Randolph Anthony)
- History 3106 History of Mexico.doc
(Syllabus. Owner: Roth,Randolph Anthony)

Comments

- We hope the course can be considered for GE status as of Autumn 2013. We are sorry our submission comes a few days past the January 1 deadline. *(by Roth,Randolph Anthony on 01/07/2013 09:46 AM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|--|---------------------|------------------------|
| Submitted | Roth,Randolph Anthony | 01/07/2013 09:46 AM | Submitted for Approval |
| Approved | Roth,Randolph Anthony | 01/07/2013 09:46 AM | Unit Approval |
| Approved | Heysel,Garett Robert | 01/10/2013 05:55 PM | College Approval |
| Pending Approval | Hanlin,Deborah Kay Hogle,Danielle Nicole Vankeerbergen,Bernadette Chantal Jenkins,Mary Ellen Bigler Nolen,Dawn | 01/10/2013 05:55 PM | ASCCAO Approval |

HISTORY 3106
HISTORY OF MEXICO
Spring Semester 2013 Hitchcock Hall 0035
Tuesday-Thursday, 11:10 - 12:30

Instructor: Stephanie Smith
 Associate Professor, History
Office: Dulles Hall, Room 340
Office Hours: 9:30-10:30 Tuesday,
 2:30-3:30 Thursday, or by appointment
Phone: 292-6216
Email: smith.4858@osu.edu

Description:

This course in the History of Mexico is designated in the History Major as a course from Group A3, (Latin America), pre-1750 and post- 1750. GE Historical Study and GE Diversity: Global Studies.

Description:

This course will explore Mexico's dynamic and exciting history from the pre-Conquest era to the present. Several themes analyzed during the course are: **1.** The diversity of Mexico's pre-Columbian indigenous societies; **2.** The Conquest; **3.** The complex interactions between the Spaniards and the indigenous populations of Mexico; **4.** The colonial era, including the development of colonial political, economic, and social systems; **5.** The Independence movements; **6.** The 19th century breakdown into chaos; **7.** The modernizing "Porfirian" dictatorship; **8.** The Mexican Revolution; **9.** The rise of the country's one-party state, the Institutional Revolutionary Party (P.R.I.); **10.** The 1968 student movements; **11.** The post-1968 political, social and economic struggles; **12.** Mexico's ongoing struggles for just economic development, and the continuing movement for inclusion by Mexico's indigenous population; **13.** Mexico's border with the United States, including the movement of peoples; **14.** Mexico's current critical issues, including the "Drug Wars."

Throughout the course we examine issues of gender and the role of women, race and ethnicity, and Mexico's transcultural interactions and conflicts. We will also enjoy Mexico's rich culture through films, music, and art.

CARMEN Website:

PowerPoint, handouts, and extra copies of the syllabus: <https://carmen.osu.edu/>

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

Assigned Readings (Available at Barnes & Noble and University Bookstores):

1. Michael C. Meyer, William L. Sherman, *The Course of Mexican History*, 9th Edition, Oxford University Press, 2010.
2. Gilbert M. Joseph and Timothy J. Henderson, ed., *The Mexico Reader: History, Culture, Politics*, Duke University Press, 2002.
3. Mathew Restall and Amara Solari, *2012 and the End of the World: The Western Roots and the Maya Apocalypse*, Rowman & Littlefield Publishers, 2011.
4. Jeffrey M. Pilcher, *Que vivan los tamales! Food and the Making of Mexican Identity*, University of New Mexico Press, 1998.
5. Jorge G. Castañeda, *ExMex: From Migrants to Immigrants*, New York and London: The New Press.

Grading:

Attendance/Participation: 10%

Midterm: 25%

Paper: 30%

Final: 35%

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. Throughout the course, students are exposed to—and analyze—social, cultural, economic,

environmental, diplomatic, and military history within the context of Mexico. The course takes a **long** approach to the history of Mexico to provide not only an analysis of Mexico, but also a foundation for future comparative understanding of other civilizations.

Beginning with ancient cultures and moving up to recent presidential elections and current issues, such as the drug wars and immigration, this course analyzes the critical historical events that laid the foundation for Mexico today. We also study different parts of Mexico to better understand the diverse geographical elements; for example, the massive, urban region of Mexico City versus the more remote rural, indigenous areas. This course also takes a transnational approach, and considers Mexico's historical relationship with other countries. Additionally, the course explores the meanings of revolution, especially with the Mexican revolution.

2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past. **Historical debates:** This course will study debates over the Maya calendar and “the end of the world,” meanings of sacrifice for the Maya and the Aztecs, the Spanish Conquest, the long term consequences of the U.S.-Mexico War, and the Mexican government's role in the 1968 student massacre—interconnected debates that shape much of today's culture and politics in Mexico, as well as its complex relationship with the U.S. **Contemporary debates:** This course engages the students with critical contemporary issues facing Mexico today, including the drug wars, immigration, environmental issues, including water, art and culture, and the role of women in Mexico.
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. This course presents students with a wide variety of sources, including primary sources for each class assigned from a document reader, a study of Maya religious meanings, a study of historical and contemporary immigration issues, a book on the meaning of food (including environment issues), films, and a text that covers other crucial issues, such as the role of gender in Mexico. Throughout the course, students will analyze these sources to understand better social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements within Mexico, and their relationship to other countries.
4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects. Both the required paper and the essay questions on the exams 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 emphasis on Mexico's relationship to other countries, beginning from the colonial era to the present, students in this course critically examine global issues—both within an historical perspective but also with current issues.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples. Throughout the course, students consistently engage with historical and contemporary debates on the differences and similarities between cultures and peoples. For example, the course examines the meeting of the Aztecs and the Spanish, and the cultural, religious, and political interactions between the two cultures. This course also examines the consistent interactions between Mexico and the U.S., and the movement of peoples across borders.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context. From its first lectures on the Spanish Conquest of the Americas, to the final lectures on the world-wide interest in the indigenous Maya Zapatistas uprising in 1994, this course examines different movements within 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. In their paper and in their exam essays, the students analyze specific movements or issues, including immigration, as well as their historical precedents and how they shape the world 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. Not only will students describe theories of international issues on exams and written assignments, but they also will discuss such issues in almost every class. This class has a number of scheduled debates that will help students work out their opinions of a number of international issues.
6. Students will understand the roots and structures of today's globalized world. Throughout the course, from the first lectures to the last, the students are exposed to a variety of

sources, lectures, readings, debates, and films that help them to understand the roots and structures of today's globalized world.

Grade breakdowns:

A: 92.6 and above; A-: 89.6-92.5; B+: 87.6-89.5; B: 82.6-87.5; B-: 79.6-82.5; C+: 77.6-79.5; C: 72.6-77.5; C-: 69.6-72.5; D+: 67.6-69.5; D: 62-67.5; E: below 62.

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

Make-up examinations and late work: Make-up work will be allowed only in the case of a real emergency, and only if this can be documented with an official written excuse. Do not ask for exceptional treatment.

The "Explanatory Statement for Absence from Class" that can be found on the Wilce Health Center website does not constitute an official statement.

Late work will be downgraded by one letter grade for each day it is late. Work that is four or more days late will not be accepted.

I only will assign an incomplete grade if you have suffered a debilitating injury or a life altering loss, which **must** be documented, and you have completed a significant portion of the course work. If this is not the case, you will be assigned the grade earned.

OSU Writing Center:

<http://cstw.osu.edu>

Media Center: Central Classroom Building, Room 25, 292-3131.

Study and Paper Tips:

☺ Do the assigned readings **before** you come to class. Overall, keep up with the readings.

☺ When writing your paper, keep several things in mind.

1. Strive for good overall paper organization:
 - a. Begin with an introduction, where you state your thesis/argument and briefly tell the reader what your paper will cover. Here you will include the title and author of the book(s) you will discuss.
 - b. Your introduction is followed by the body of the paper, where you will present the body of your evidence through the development of supporting arguments. Remember that your paragraphs should begin with topic sentences.
 - c. Finally, your paper should have a conclusion, in which you once again explain the significance of your question and argument.
2. Strive for good paragraph organization. Begin with a clear topic sentence, which is usually short. Follow with material that either supports or elaborates upon the idea of the topic sentence.
3. Make sure that your paper has a clear progression of ideas from one paragraph to the next.
4. Avoid lengthy quotes. These take up valuable space that is better spent on your own analysis.

5. Avoid contractions, such as don't and isn't, in your paper.
6. Minimize use of the passive voice. For example: "The war was begun by peasants" should be "Peasants began the war." Passive voice makes your writing weak.
7. Once again, avoid plagiarism of any kind.
8. Double-check to make sure that your paper is free of spelling errors, improper grammar, or incorrect punctuation.
9. Make sure that you use footnotes properly.

Class Assignments

Attendance/Participation: Attendance is required for every class, and will be taken at the beginning of each session. You are responsible for attending each and every class since your grade will be adversely affected by any absences. If you need to miss a class, please talk to me beforehand, and present an official written excuse when you return. This class is designed as a lecture and discussion class, and requires active class participation and discussion by every student. To participate well in class, you will need to keep up with the reading material. Your attendance/participation grade will be based on attendance and regular informed contributions to class discussion.

During class, you will discuss primary sources from *The Mexico Reader: History, Culture, Politics*, the lectures, films, and other materials and documents that complement the lectures.

Please make sure you read the assigned materials before class.

*** Please feel free to express your opinion in a constructive manner. Part of the objective of the class is for you to analyze and express your positions on a number of topics. While you may not agree with everything said in class, you must show respect to fellow classmates.

Midterm: The midterm will be held in class on **Tuesday, February 28**. It will be based on ALL of the material presented during the first half of the course, including lectures, films, additional film clips shown in class, assigned readings, and Mathew Restall and Amara Solari, *2012 and the End of the World: The Western Roots and the Maya Apocalypse*.

The midterm will be comprised of short answer identifications and one essay (out of a possible two).

Paper: Your paper will analyze Jeffrey M. Pilcher's *Que vivan los tamales! Food and the Making of Mexican Identity*, as well as secondary material from the lectures, our textbook, and films. I will pass out the paper question in class. We also will talk more about the paper in class.

Your paper should be 5-7 pages long, typed, double-spaced, 12 point type, with one inch margins. In addition, you also need to include a bibliography that lists your sources with full publication dates on a final page (which does not count towards your total pages). When you quote or paraphrase any publications, including *Que vivan los tamales!*, you should properly cite the material. This can be done either with a **foot- or endnote** or with an **in-text citation**. However, you should avoid lengthy quotes. These take up valuable space that is better spent on your own analysis. The paper is due at the beginning of class on **Thursday, March 28**. I will NOT accept papers by email.

Final Exam: The final will be held on **Monday, April 29, 12:00 AM – 1:45 PM**. It will ONLY

cover material after the midterm. However, it will cover ALL material since the midterm, including lectures presented in class, the films, additional film clips shown in class, assigned readings, and Jorge G. Castañeda, *ExMex: From Migrants to Immigrants*.

The final will be comprised of short answer identifications and two essays (out of a possible three).

Course Schedule

Week 1

Tues. Jan. 8 **Introduction**

Thurs. Jan. 10 **Early Societies of Mexico**
Reading: Meyer, 3-29
Discussion—Mexico Reader: “The Meaning of Maize for the Maya”
Timeline: <http://www.pbs.org/wgbh/nova/mayacode/time-flash.html>

Week 2

Tues. Jan. 15 **The Maya**
Reading: Meyer, 30-34
Discussion—Mexico Reader: “Popol Vuh”

Thurs. Jan. 17 **The Maya/The Aztecs**
Reading: Meyer, 35-43
Discussion—Mexico Reader: “The Origins of the Aztecs”

Week 3

Tues. Jan. 22 **The Aztecs**
Reading: Meyer, 44-73
Discussion—Mexico Reader: “The Cost of Courage in Aztec Society”

Thurs. Jan. 24 **The Spanish Conquest**
Reading: Meyer, 77-97
Discussion—Mexico Reader: “Cortés and Montezuma”

Week 4

Tues. Jan. 29 **The Settlement of New Spain**
Reading: Meyer, 98-141

Discussion—Mexico Reader: “Why the Indians Are Dying”

Thurs. Jan. 31

Colonial Society: Race and Gender

Reading: Meyer, 142-190

Discussion—Mexico Reader: “On Men’s Hypocrisy”

Week 5

Tues. Feb. 5

Independence

Reading: Meyer, 193-238

Discussion: —Mexico Reader: “Plan of Iguala”

Thurs. Feb. 7

Aftermath of Independence and the War with the U.S.

Reading: Meyer, 241-268

Discussion—Mexico Reader: “*Décimas* Dedicated to Santa Anna’s Leg”

Week 6

Tues. Feb. 12

The Caste War, 19th Century Conflicts

Reading: Meyer, 283-309; 323-357

Discussion—Mexico Reader: “A Letter from Carlotta”

Thurs. Feb. 14

The Porfiriato

Reading: Meyer, 361-422

Mexico Reader: “Porfirio Díaz Visits Yucatán”

Week 7

Tues. Feb. 19

The Mexican Revolution!

Reading: Meyer, 361-400

Discussion—Mexico Reader: “Plan of Ayala”

Thurs. Feb. 21

Women and Ethnicity during the Revolution

Reading: Meyer, 400-422

Discussion—Mexico Reader: “Pancho Villa”

Week 8

Tues. Feb. 26 **Post-revolutionary Mexico and the 1920s**
Reading: Meyer, 425-443
Discussion—Mexico Reader: “The Socialist ABC’s”

Thurs. Feb. 28 **Midterm**

Week 9

Tues. March 5 **Film: El General**

Thurs. March 7 **Cardenás and the 1930s**
Reading: Meyer, 444-453
Discussion—Mexico Reader: The Oil Expropriation”

Week 10 **SPRING BREAK!**

Tues. March 12 **Spring Break**

Thur. March 14 **Spring Break**

Week 11

Tues. March 19 **Art, Artists, and Culture in Mexico**
Reading: Meyer, 269-280; 310-319
Discussion—Mexico Reader: “Mexican History: A Photo Essay”

Thur. March 21 **Art, Artists, and Culture in Mexico (cont.)**
Reading: Meyer, 455-467
Discussion—Mexico Reader: “Art and Corruption”

Week 12

Tues. March 26 Women and Gender in Mexico
Reading: Meyer, 475-580
Discussion—Mexico Reader: “Modest Gómez ”

Thurs. March 28 PAPER DUE!
Documentary: *Señorita Extraviada* (74 min.)

Week 13

Tues. Apr. 2 1940s and World War II
Reading: Meyer, 471-475
Discussion—Mexico Reader: “The Formation of the Single-Party State”

Thurs. Apr. 4 1950s and the New Society
Reading: Meyer, 475-580
Discussion—Mexico Reader: “The *Maquiladoras*”

Week 14

Tues. Apr. 9 The 1968 Student Movement
Reading: Meyer, 481-503
Discussion—Mexico Reader: “The Student Movement of 1968”

Thurs. Apr. 11 Historical Analysis of United States-Mexico Relations
Discussion—Mexico Reader: “The Deadly Harvest of the Sierra Madre”
Discussion and Debate on Drug Wars

Week 15

Tues. Apr. 16 1968 to the Zapatistas
Reading: Meyer, 504-563
Discussion—Mexico Reader: “EZLN Demands at the Dialogue Table”
Discuss Final

FINAL on Monday, April 29, 12:00 AM – 1:45 PM

Links to some internet sources will be found below. These are not required reading, but you may find them helpful.

For primary sources on the Mexican Revolution:

<http://www.agn.gob.mx/revolucion/>

<http://www.quotaproject.org/displayCountry.cfm?CountryCode=MX>

For primary sources on Mexican Independence:

<http://www.agn.gob.mx/independencia/>

<http://www.oberlin.edu/faculty/svolk/latinam.htm> provides web sites on a series of countries.

<http://www.history.emory.edu/LatAm/> provides chronologies and other information on Argentina, Mexico and Brazil.

<http://www1.lanic.utexas.edu/> The LANIC data base is one of the most comprehensive data bases on all aspects of Latin America

<http://globetrotter.berkeley.edu/GlobalGender/latampage.html> This web site has links to other web sites that look at women in Latin America

<http://historicaltextarchive.com/sections.php?op=listarticles&secid=14> has text articles on various Latin American topics. There is also a special site for Argentina, Peru, etc. There are also e books on this site.

<http://lib.nmsu.edu/subject/bord/laguia/> - [pub](#) is another data base with links to interesting sites about Latin America.

<http://lcweb2.loc.gov/hlas/mdbquery.html> The Hispanic Division of the Library of Congress has been annotating books and articles on Latin American Studies since the 1930s. Now you can get it online.

<http://www.uoregon.edu/~caguirre/resources.html> Here is another website of favorite resources compiled by Prof. Carlos Aguirre.

<http://www.iisg.nl/~womhist/vivalink.html> This web site offers links to sites about women's history in Latin America and other places in the world.

<http://www.georgetown.edu/pdba/Constitutions/constitutions.html> provides English translations of all Latin American constitutions

<http://www.fordham.edu/halsall/mod/modsbook32.html> offers an internet sourcebook on 19th century Latin America.

<http://www.fordham.edu/halsall/mod/modsbook55.html> provides information and documents for 20th century Latin America

<http://www.unl.edu/LatAmHis/LatAmLinks.html> This web site offers thematic topic web links for Latin America

<http://w3.unece.org/stat/scriptsdb/variables.asp> provides statistics on gender in Latin America

<http://www.bbk.ac.uk/ibamuseum/library.html> For those interested in cultural history, this source offers full text articles on cultural topics in Latin America

<http://www-sul.stanford.edu/depts/hasrg/latinam/balder.html> provides an extensive bibliography on sex and sexuality topics in Latin America

<http://www.iisg.nl/~womhist/specialtopics.html> This is the virtual library on women's history topics

<http://www.latinamericanstudies.org/> has links for most countries.

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).

Be forewarned that I will pursue cases of academic misconduct to the appropriate University committee.

Plagiarism is the representation of another’s works or ideas as one’s own: it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct. See this web site for information on plagiarism and writing handouts:
http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm

Warning: Do not attempt to copy a paper or information off the Web and present it as your own work! This is plagiarism, and will result in an academic misconduct hearing.

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.