

Term Information

Effective Term Spring 2014
[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 | 3221 |
| Course Title | Rome from the Gracchi to Nero |
| Transcript Abbreviation | Rome Gracchi-Nero |
| Course Description | Rome from the Gracchi to Nero. |
| 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

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

Previous Value

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

Exclusions

Not open to students with credit for 503.01 or 503.02 or 2212

Previous Value

Not open to students with credit for 503.01 or 503.02.

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

Modified or re-envisioned course that includes substantial parts of the content and learning goals of one or more quarter courses

List the current courses by number and title that are to be subsumed into proposed course

History 503.01: Roman History - Roman Republic ; History 503.02: Roman History - Early Roman Empire, 31 B.C.-A.D. 180.

*** CONVERSION NOTE: For degree audit purposes, this semester course may not have a quarter course equivalent. Please review you

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

- Political, social, economic, and cultural developments from the mid-second century BC to the mid-first century AD
- The fall of the Roman Republic
- The civil wars
- The establishment of a monarchy
- The history and collapse of the Julio-Claudian dynasty

COURSE CHANGE REQUEST
3221 - Status: PENDING

Last Updated: Heysel,Garett Robert
04/11/2013

Attachments

- History Assessment plan.doc
(GEC Course Assessment Plan. Owner: Roth,Randolph Anthony)
- History 3221 Rome from the Gracchi to Nero Nate Rosenstein with rationale.docx
(Syllabus. Owner: Roth,Randolph Anthony)

Comments

- See 4-4-13 e-mail to R. Roth. *(by Vankeerbergen,Bernadette Chantal on 04/04/2013 11:59 AM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|--|---------------------|------------------------|
| Submitted | Roth,Randolph Anthony | 02/28/2013 11:32 PM | Submitted for Approval |
| Approved | Roth,Randolph Anthony | 02/28/2013 11:34 PM | Unit Approval |
| Approved | Heysel,Garett Robert | 03/18/2013 10:10 AM | College Approval |
| Revision Requested | Vankeerbergen,Bernadette Chantal | 04/04/2013 12:00 PM | ASCCAO Approval |
| Submitted | Roth,Randolph Anthony | 04/06/2013 10:47 AM | Submitted for Approval |
| Approved | Roth,Randolph Anthony | 04/06/2013 10:47 AM | Unit Approval |
| Approved | Heysel,Garett Robert | 04/11/2013 05:15 PM | College Approval |
| Pending Approval | Hanlin,Deborah Kay Hogle,Danielle Nicole Vankeerbergen,Bernadette Chantal Jenkins,Mary Ellen Bigler Nolen,Dawn | 04/11/2013 05:15 PM | ASCCAO Approval |

Prof. N. Rosenstein
373 Dulles Hall
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Office Hour: W & F 10:30-11:30

History 3221

ROME FROM THE GRACCHI TO NERO

Fall, 2012

This course offers an advanced survey of Roman history during the late Republican and early Imperial eras, ca. 133 B.C – A.D 69, from a variety of perspectives: political, social, diplomatic, economic, and intellectual. In addition, students will be introduced to some of the basic problems that historians of the period are currently attempting to solve as well as to some of the most important hypotheses their work has produced. In the process, students will become acquainted with certain of the principal research tools and techniques that ancient historians have developed to aid them in their investigations.

The following books are available for purchase at SBX:

Appian, *The Civil Wars*, Penguin. ISBN 9780140445091
Boatwright, Gargola, and Talbert, *The Romans, From Village to Empire*, 2nd ed, Oxford University Press ISBN: 9780199730575
Cassius Dio, *The Histories: the Reign of Augustus*, Penguin, ISBN 9780140444483
Catullus, *The Poems of Catullus*, Penguin, ISBN 9780140449815
Cicero, *Selected Political Speeches*, Penguin, ISBN 9780140442144
Horace, *The Complete Odes and Epodes*, Penguin, ISBN 9780140444223
Petronius & Seneca, *Satyricon & Apocolocyntosis*, Penguin, ISBN 9780140444896
Plutarch, *The Fall of the Roman Republic*, Penguin, ISBN 9780140449341
Plutarch, *Rome in Crisis* Penguin, ISBN 9780140449167
Sallust, *The Jugurthine War and the Conspiracy of Catiline*, Penguin, ISBN 9780140441321
Suetonius, *The Caesars*, Hackett, ISBN 9781603843133
Tacitus, *Annales*, Hackett, ISBN 9780872205581
Virgil, *The Aeneid*, Hackett, ISBN 9780872207318

Copies of the assigned readings may also be found on closed reserve at the Thompson (Main) library.

Note: the texts of most of these ancient authors are available online at a number of websites. These are particularly good ones:

<http://www.perseus.tufts.edu/hopper/collection?collection=Perseus:collection:Greco-Roman>

<http://perseus.uchicago.edu/>

I have no objection to students reading the assignments there or to using translations other than those listed above. However not all translations are equal, so it's best to check with me before purchasing.

A Note on eBooks: Editions of several ancient authors are available for eReaders like Nook, Kindle, and the iPad, sometimes at very little cost or free. It is fine to use an e-edition for this class; however be careful of two things. First, some of these editions are either incomplete or in Greek or Latin or both. So be sure you are downloading a complete text in English (unless you want the text in Greek or Latin or some other language). Secondly, once again not all translations are equal, so it's best to check with me before downloading.

Historical Study

Goals: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

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

1. Critically examine theories of history, and historical methodologies. **Theories of History:** This course examines the various theories seeking to account for the fall of the Republic and the establishment of an Imperial monarchy. **Historical Methods:** The course proceeds by a theoretically informed empirical study combined with a close, analytical reading of the ancient sources.

2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past. **Historical Debates:** The causes of the Republic's fall and the benefits of Imperial government were both subjects of historical debate in the past and are still the subject of lively debate among both scholars and the general public.
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context. The course presents students with a variety of sources and asks them to analyze how the sources illustrate the themes of the course. The course has been designed to take a "whole history" approach, including politics, economics, society, and culture.
4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects. The essay exams and the final paper 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. The ancient authors and modern books selected for this course examine the political, economic, social, cultural, and philosophical aspects of Republican and early Imperial Rome.

2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples. The readings and lectures explicitly explore debates both ancient and contemporary on the differences and similarities between the Romans and other ancient peoples as well as ourselves.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context. The wars that Rome fought during the period covered by the course are just these sorts of ethnically, nationally, and religiously framed movements. The lectures place them in their broader socio-cultural 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 essay, the students analyze specific moments or issues raised by the fall of the Republic and its replacement by a monarchy in terms of their local and their global significance.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments. Students in their exams and paper will examine theories of international conflict as they apply to Rome's acquisition of and rule over an empire.
6. Students will understand the roots and structures of today's globalized world. The institutions and ideals of ancient Rome stand at the head of western political and intellectual traditions which in turn have profoundly influenced the rest of the modern world.

Requirements and Grading: Students in this course will be required to take a midterm and a final exam and write a 7 to 10 page term paper, each of which must be completed in order to pass the class. Grades will be determined as follows:

Quizzes: 25%

Midterm: 20%

Paper: 25%

Final Exam: 30%

Enrollment: All students must be officially enrolled in the course by the end of the second full week of the semester. 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.

Schedule of Lectures

Week I

- Aug. 22: Rome and its *Imperium*
 - Reading:
 1. *The Romans. From Village to Empire*, 109-24
- Aug. 24: Politics, Society, and the Economy
 - Reading:

1. *The Romans. From Village to Empire*, 125-44

Week II

- Aug. 29: Tiberius Gracchus
 - Reading:
 1. Plutarch, “Life of Tiberius Gracchus”
 2. Appian, *The Civil Wars*, Book I, sections 7-17
 3. *The Romans. From Village to Empire*, 144-48
- Aug. 31: **QUIZ 1**; Gaius Gracchus
 - Reading:
 1. Plutarch, “Life of Gaius Gracchus”
 2. Appian, *The Civil Wars*, Book I, sections 18-27
 3. *The Romans. From Village to Empire*, 148-53

Week III

- Sept. 5: Crisis at the Century’s Close
 - Reading:
 1. Plutarch, “Life of Gaius Marius,” sections 1-31.
 2. Appian, *The Civil Wars*, Book I, sections 28-33
 3. Sallust, “*The Jugurthine War*”
 4. *The Romans. From Village to Empire*, 154-70
- Sept. 7: The Alliance Crumbles; The Republic Falters
 - Reading:
 1. Plutarch, “Life of Marius,” 32-46; “Life of Sulla,” 1-10
 2. Appian, *The Civil Wars*, I 34-53
 3. *The Romans*, 170-80, 202-204

Week IV

- Sept. 12: Calamity
 - Reading:
 1. Plutarch, “Life of Sulla,” 11-38
 2. Appian, *The Civil Wars*, I 55-107
 3. *The Romans*, 180-97, 204-205
- Sept. 14: **QUIZ 2**; Recovery
 - Reading:
 1. Plutarch, “Life of Crassus,” 1-12; “Life of Pompey,” 1-23
 2. Appian, *The Civil Wars*, I 108-121
 3. *The Romans*, 197-200, 205-206

Week V

- Sept. 19: The Ascendancy of Pompey
 - Reading:
 1. Cicero, “On the Command of Gnaeus Pompeius”

2. Plutarch, "Life of Pompey," 24-46
3. *The Romans*, 201-202, 207-208

- Sept. 21: Catiline and Cicero
 - Reading:
 1. Cicero, "First, Second, and Fourth Speeches Against Lucius Sergius Catilina"
 2. Sallust, *The Conspiracy of Catiline*
 3. *The Romans*, 209-15

Week VI

- Sept. 26: The First Triumvirate
 - Reading:
 1. Plutarch, "Life of Pompey," 47-53; "Life of Caesar," 1-21
 2. Appian, *The Civil Wars*, II 8-17
 3. Suetonius, "Julius Caesar," 1-23
 4. *The Romans*, 217-28
- Sept. 28: **QUIZ 3**; The Shadow of Civil War
 - Reading:
 1. Cicero, "Speech In Defense of Titus Annius Milo"
 2. Plutarch, "Life of Pompey," 54-59, "Life of Caesar," 22-32
 3. Suetonius, "Julius Caesar," 24-33
 4. Appian, *The Civil Wars*, II 18-33
 5. *The Romans*, 228-38

Week VII

- Oct. 3: Roman Decadence
 - Reading:
 1. Cicero, "Speech In Defense of Marcus Caelius Rufus"
 2. Plutarch, "Life of Lucullus," 39-42
 3. *The Romans*, 238-41
 4. Cicero, *Letters to Atticus* 5.21, 6.1.3-8, 2.7-9, 3.5 (on the Perseus website: <http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3atext%3a1999.02.0022> under "volume 2, B.C. 50, nos. CCXLIX, CCLI, CCLV, CCLXIII" or at [http://artflx.uchicago.edu/perseus-
cgi/citequery3.pl?dbname=PerseusLatinTexts&query=Cic.%20Att.&getid=1](http://artflx.uchicago.edu/perseus/cgi/citequery3.pl?dbname=PerseusLatinTexts&query=Cic.%20Att.&getid=1) under Book 5 letter 21 pages 128-31; Book 6 letter 1 pages 134-37, letter 2 pages 152-53, letter 3 page 169.
- Oct. 5: Literature in the Late Republic
 - Reading:
 1. Cicero, *Letters to Atticus* 2.1.1-3, 4.16.1-3 (on the Perseus website: <http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3atext%3a1999.02.0022> under "volume 1, B.C. 60, no. XXIV and B.C. 54 no. CXLII" or at <http://artflx.uchicago.edu/perseus->

[cgi/citequery3.pl?dbname=PerseusLatinTexts&query=Cic.%20Att.&getid=1](http://www.perseus.tufts.edu/cgi/citequery3.pl?dbname=PerseusLatinTexts&query=Cic.%20Att.&getid=1)
under Book 2, letter 1 and Book 4 letter 16 pages 280-81.

2. Plutarch, "Life of Cicero"
3. Catullus, *The Poems of Catullus*, nos. 1-62, 83, 85-86, 93

Week VIII

- Oct. 10: **MIDTERM**
- Oct. 12: Civil War and Caesar
 - Reading:
 1. Plutarch, "Life of Pompey," 60-80; "Life of Caesar," 32-69
 2. Suetonius, "Julius Caesar," 34-89
 3. Appian, *The Civil Wars*, II 101-18
 4. *The Romans*, 241-56

Week IX

- Oct. 17: The Republic's Last Stand
 - Reading:
 1. Cicero, "First Philippic Against Marcus Antonius"
 2. Plutarch, "Life of Antony," 1-19
 3. Suetonius, "Life of Augustus," 1-12, 27,
 4. Appian, *The Civil Wars* II 118-37, 143-48, III 1-14, 21-31, 39-51, 61-8; IV 1-13, 32-3, 57-66, 74-89, 101-16, 121-38
 5. *The Romans*, 257-66
- Oct. 19: Octavian against Antony
 - Reading:
 1. Suetonius, "Life of Augustus," 13-18
 2. Plutarch, "Life of Antony," 20-87
 3. Appian, *The Civil Wars* V 1-41, 46-145
 4. *The Romans*, 267-276

Week X

- Oct. 24: From Republic to Empire
 - Reading:
 1. Augustus, "Res Gestae Divi Augusti," section 34
(<http://perseus.uchicago.edu/perseus-cgi/citequery3.pl?dbname=PerseusLatinTexts&getid=1&query=Aug.%20preface>)
 2. Cassius Dio, *The Roman History*, Book L, sections 1-16, 31-34; LI 1-22; LII 42; LIII 1-3, 11-16, 30
 3. *The Romans*, 276-281, 305-307
- Oct. 26: **QUIZ 4**; The Augustan Regime
 - Reading:

1. Augustus, "Res Gestae Divi Augusti," 1-33, 35
(<http://perseus.uchicago.edu/perseus-cgi/citequery3.pl?dbname=PerseusLatinTexts&getid=1&query=Aug.%20preface>)
2. Cassius Dio, *The Roman History*, LIII 25, 29; LIV 20-24; LV 29-34; LVI 18-24
3. Suetonius, "Life of Augustus," 19-60
4. *The Romans*, 289-305

Week XI

- Oct. 31: Art and Ideology
 - Reading:
 1. Virgil, *The Aeneid*, Books I, IV, VI
 2. Horace, *Epodes*, 1, 7, 9, 16; *Odes*, I.2, 12, 35, 37, II.1, 7, 16, III.2, 3, 5, 6, 14, 16, 24, IV.5, 14, 15
 3. *The Romans*, 286-87
- Nov. 2: Augustus and the Succession
 - Reading:
 1. Cassius Dio, *The Roman History*, LIII 31-33; LIV 28-29; LV 1-2, 9, 10A; LVI 32-34
 2. Suetonius, "Life of Augustus," 61-101
 3. *The Romans*, 283-88, 315-16

Week XII

- Nov. 7: Tiberius
 - Reading:
 1. Tacitus, *Annales*, Book I, sections 1-15, 72-81; Book II, sections 27-32, 48-88; Book III, sections 1-19; Book IV, sections 1-12
 2. Suetonius, "Life of Tiberius"
 3. *The Romans*, 309-16
- Nov. 9: Caligula and Claudius
 - Reading:
 1. Suetonius, "Life of Caligula," "Life of Claudius"
 2. *The Romans*, 316-24

Week XIII: **TERM PAPERS DUE**

- Nov. 14: Society and Economy in the Early Empire
 - Reading:
 1. Petronius, *Satyricon*: "Puteoli", "Dinner with Trimalchio"
 2. *The Romans*, 329-37, 339-45
- Nov. 16: **QUIZ 5**; Claudius and Nero
 - Reading:

1. Seneca, "Apocolocyntosis"
2. Tacitus, *Annales*, XI 23-38; XII 1-9, 58-69; XIII 1-25
3. Suetonius, "Life of Nero," 1-12, 34
4. *The Romans*, 324-27

Week XIV

- Nov. 21 Thanksgiving Break
- Nov. 23 Thanksgiving Break

Week XV

- Nov. 28: Life and Literature in the Early Empire
 - Reading:
 1. Tacitus, *Annales* IV 34-35
 2. *The Romans*, 281-83, 337-39
- Nov. 30: Nero and the End of the Julio-Claudians
 - Reading:
 1. Tacitus, *Annales*, XIII 45-47; XIV 1-16, 51-65; XV 33-74; XVI 1-35
 2. Suetonius, "Life of Nero," 13-33, 35-57

FINAL EXAM: WEDNESDAY DEC 12, 12:00PM-1:45PM

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.

Grading Scale:

All grades throughout the course will be given initially in numerical form. At the end of the course, these will be converted to letter grades according to the following official OSU Standard Scale. Notice that this Scale does not allow grades to be rounded off; rather, Carmen will convert the numerical grades according to the following scale. Again, please notice this grading scale, which could be different from those used in other classes (either with me or with other teachers); this means, for example, that if you get a grade of 89.99 you will get a grade of B+.

A: 93-100; A-: 90-92.99; B+: 87-89.99; B: 83-86.99; B-: 80-82.99; C+: 77-79.99; C: 73-76.99; C-: 70-72.99; D+: 67-69.99; D: 60-66.99; E: 0-59.99

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.

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).

What is plagiarism? See http://cstw.osu.edu/writing_center/handouts/research_plagiarism.htm

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150

Pomerene Hall, 1760 Neil Ave., tel. 292-3307, www.ods.ohio-state.edu

MEMORANDUM

TO: Arts and Sciences Committee on Curriculum and Instruction

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

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

Assessment Goals and Objectives

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

Historical Study GE Requirements:

Goals:

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

Expected Learning Outcomes:

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

Goals of the courses that fulfill the GE Learning Outcomes:

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

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

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

Social Diversity GE Requirements:

Goals:

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

Expected Learning Outcomes:

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

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

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

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

International Issues GE Requirements:

Goals:

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

Expected Learning Outcomes:

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

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

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

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

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

II. Methods

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

Summary of Data:

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

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