

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	3229
Course Title	History of Early Christianity
Transcript Abbreviation	Early Christianity
Course Description	A survey of the history of Christianity from its Jewish and Greco-Roman roots to the late sixth century.
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 506.

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 506: History of Early Christianity.

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

- Judaism and Greco-Roman religions
- Jesus and his movement
- Paul and the apostles
- Formation of the New Testament texts and canon
- Early missionary activity
- Development of competing forms of Christianities
- Gnosticism
- Proto-orthodox school
- Asceticism and Monasticism
- Ritual and liturgy
- The church and clergy
- Roman empire and Christianity

Attachments

- History 3229 Early Christianity David Brakke with rationale.docx
(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	02/28/2013 10:54 PM	Submitted for Approval
Approved	Roth,Randolph Anthony	02/28/2013 10:54 PM	Unit Approval
Approved	Heysel,Garett Robert	03/24/2013 07:37 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	03/24/2013 07:37 PM	ASCCAO Approval

Department of History
College of Arts and Sciences

Autumn Semester 2012
Ohio State University

HIST 3229: HISTORY OF EARLY CHRISTIANITY

Tuesdays and Thursdays, 3:55-5:15, Cockins Hall 312

This course surveys the history and literature of ancient Christianity from its origins as a Jewish sect in Palestine to its establishment as the official religion of the Roman Empire in the fifth century. Topics include persecution and martyrdom, scripture, Gnosticism, theological controversies over the Trinity and the nature of Christ, Constantine and the establishment of catholic orthodoxy, the rise of monasticism, and important figures such as Origen and Augustine. The course will emphasize the variety of early Christian groups and will provide a good foundation for the study of Christianity in any later period. No previous study of ancient history or of Christianity is assumed. The format is primarily lecture.

Instructors

David Brakke, Professor of History
230 Dulles Hall 292-2174 brakke.2@osu.edu
Office hours: Wednesdays 11:00 – 12:00; Thursdays 1:30 – 2:30; and by appointment

Shannon Turner, Graduate Assistant
turner.1022@buckeyemail.osu.edu
Office hours TBA

Textbooks

Nearly all the readings are drawn from the following books, which have been ordered at the bookstores:

Henry Chadwick, *The Early Church*
Bart Ehrman, ed., *After the New Testament: A Reader in Early Christianity*
Bart Ehrman and Andrew Jacobs, eds., *Christianity in Late Antiquity, 300 – 450 C.E.: A Reader*

You will need also a copy of the Christian Bible (Old and New Testaments), and a couple readings will be on Carmen. As for Bible translations, I recommend the New Revised Standard Version. If you do not have a Bible, I have ordered *The HarperCollins Study Bible* at the bookstore; it is ideal for serious historical study.

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 developments in religious history and so engages critically with theory that seeks to integrate religion with social structures, particularly historical sociology of religion (e.g., Weber and Durkheim) and theories of conversion. **Historical methods:** Close examination of primary sources allows students to try out and discuss several methods of interpretation, including cultural history, social theory, and gender theory.
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past. The course studies debates over specific issues of late ancient history, such as the reasons for state persecution of Christians, the reality and motivations of Constantine's "conversion," and the origins of monasticism. The course content enables students to think about contemporary debates over the role of religion in politics and society.
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 combines "big-picture" analysis of the social, political, and cultural dimensions of the ancient Mediterranean context in which Christianity emerged with close readings of a variety of primary documents, including martyrdom accounts, apocryphal gospels, theological treatises, monastic rules, etc.
4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects. Two papers require students to engage in in-depth analysis of primary sources and the differing

interpretations of them, as do the essay questions on the exams. Most of the paper topics and essay questions require students to compare forms of Christianity in differing geographical contexts or chronological moments in the period covered by the course.

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 course focuses on the Mediterranean world in late antiquity, spanning from western and southern Europe, to southwestern Asia, to northern Africa, and it traces how religious ideas and practices circulated across this transnational environment.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples. The course considers how a single religious tradition differs across cultures and engages debates over how to explain and interpret religious and cultural diversity.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context. This is precisely the theme of the course, which examines Christianity within the global world of late antiquity.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human history and how they shaped the world in the past and today. In their papers and essay exams students analyze specific moments and issues in ancient Christian

- history in terms of their particular cultural contexts and the wider context of the late Roman imperial world.
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. Readings from Palestine, Egypt, north Africa, Mesopotamia, and southern and central Europe help students to understand the international character of world Christianity from its origin, which they analyze in written assignments and exams.
 6. Students will understand the roots and structures of today's globalized world. This course enables students to understand the origins of contemporary religious diversity across the globe by tracing how Christianity moved from its origins in Palestine into western Asia, Africa, and Europe. It examines the roots of major global Christian traditions: Roman Catholicism and forms of Orthodox Christianity in eastern Europe, Asia, and Africa (e.g., Coptic and Ethiopian Christianity).

Requirements

1. Midterm examination on Tuesday, October 16 (30%).
2. Two short papers (4-6 pages) (30%) due on September 18 and November 6. Assignments for these papers will be distributed well in advance of the due dates. No research will be required.
3. Final examination with a comprehensive component on Wednesday, December 12, 6:00-7:45 p.m. (40%).

Grading Scale:	A = 94-100
	A- = 90-93
	B+ = 87-89
	B = 83-86
	B- = 80-82
	C+ = 77-79
	C = 73-76
	C- = 70-72
	D+ = 67-69
	D = 60-66
	E = under 60

Important Additional Information

Student Responsibility for 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 Chair after that time. Enrolling officially and on time is solely the responsibility of the student.

Schedule of Topics and Readings

Please bring to class either your Bible, *After the New Testament*, or *Christianity in Late Antiquity*, whichever contains the day's assigned readings. You never need to bring Chadwick, *Early Church* to class.

ANT = *After the New Testament: A Reader in Early Christianity*

CLA = *Christianity in Late Antiquity, 300 – 450 C.E.: A Reader*

I have designated the assignments from these books by reading number. Readings from Chadwick are designated by page numbers.

I. The Earliest Christian Groups (50-100)

Thur Aug 23 Introduction and the Greco-Roman World

Tues Aug 28 Varieties of Judaism in First-Century Palestine (including "Christianity")
Daniel, chapters 7-12 (in the Hebrew Bible or Old Testament)
Gospel of Mark, chapter 13 (in the New Testament)

Thur Aug 30 Paul and the Inclusion of Gentiles
Chadwick, *Early Church*, 9-23
Roman, 1 Corinthians, Galatians (in the New Testament)

Tues Sep 4 Different Gospels, Different Christianities
Gospel of Matthew (in the New Testament)
Gospel of John (in the New Testament)
Gospel of Thomas (ANT 37)

II. The Development of Christian Institutions and Theologies (50-250)

Thur Sep 6 Bishops and Presbyters: The Development of Church Offices
Chadwick, *Early Church*, 45-53
1 Timothy, 2 Timothy, Titus (in the New Testament)
The Didache (ANT 56)
The Letters of Ignatius to the Ephesians, Magnesians, and Smyrneans (ANT 57)
Hippolytus, *The Apostolic Tradition (ANT 58)*

Tues Sep 11 Scripture I: Early Christian Literature and the First Canons
1 Timothy (in the New Testament)
Infancy Gospel of Thomas (ANT 40)
Acts of Paul (ANT 43)
Acts of Thecla (ANT 44)

The Muratorian Canon (ANT 51)
Irenaeus, *Against the Heresies* (ANT 52)
Origen of Alexandria (ANT 53)
Eusebius, *Ecclesiastical History* (ANT 54)

- Thur Sep 13 Scripture II: Rejection or Appropriation of Jewish Scriptures
 Chadwick, *Early Church*, 32-45
 The Epistle of Barnabas (ANT 15)
 Justin, *Dialogue with Trypho* (ANT 16)
 Origen, *Homilies on Genesis* (ANT 69)
- Tues Sep 18 Video: “The First Christianity” (Christianity in Iraq and China)
- Thur Sep 20 No class.
- Tues Sep 25 Persecution, Martyrdom, and the Authority of the Confessor/Martyr
 Chadwick, *Early Church*, 23-31, 66-73, 116-18
 The Letter of Ignatius to the Romans (ANT 4)
 The Martyrdom of Polycarp (ANT 5)
 The Martyrdom of Perpetua and Felicitas (ANT 8)
- Thur Sep 27 Philosophy I: Platonism, Stoicism, and the Birth of Christian Thought
 Chadwick, *Early Church*, 74-79
 Justin, *Dialogue with Trypho* (ANT 3)
 Justin, *First Apology* (ANT 10)
- Tues Oct 2 Philosophy II: The Gnostics and the Valentinians
 Chadwick, *Early Church*, 80-83
 The Secret Book of John (ANT 22)
 The Gospel of Truth (ANT 24)
 Ptolemy’s *Letter to Flora* (ANT 25)
- Thur Oct 4 Gaul and Egypt: Differing Modes of Opposition to “Gnosis”
 The Letter of the Churches of Vienne and Lyons (ANT 6)
 Irenaeus, *Against the Heresies* (ANT 31)
 Clement of Alexandria, *The Educator* (ANT 71)
- Tues Oct 9 Asia Minor and North Africa: The New Prophecy and Spiritual Rigor
 Chadwick, *Early Church*, 84-93
 The Acts of the Scilitan Martyrs (ANT 7)
 Tertullian, *Prescription of the Heretics* (ANT 32)
 Tertullian, *On the Flesh of Christ* (ANT 33)
 Tertullian, *Against Praxeas* (ANT 34 and 73)
 Tertullian, *To His Wife* (ANT 72)
- Thur Oct 11 Egypt and Palestine: Origen and a Unified Christian Theory of Everything
 Chadwick, *Early Church*, 54-66, 94-115
 Origen, *Against Celsus* (ANT 14)
 Origen, *Homilies on Luke* (ANT 68)
 Origen, *On First Principles* (ANT 74)
- Tues Oct 16 **Midterm Examination**

III. From Persecution to the Beginnings of Catholic Orthodoxy (200-335)

- Thur Oct 18 Ritual Practices and Communal Identity across the Mediterranean
The Didache (ANT 61)
Justin, *First Apology* (ANT 62)
Tertullian, *Apology* (ANT 63)
Tertullian, *On the Crown* (ANT 64)
Hippolytus, *The Apostolic Tradition* (ANT 65)
The Didascalia (ANT 66)
- Tues Oct 23 Lapsed Christians and the Nature of the Church: Italy and North Africa
A New Religion in Mesopotamia: Mani and Manichaeism
Chadwick, *Early Church*, 118-21
Cyprian, *On the Unity of the Catholic Church* (ANT 60)
Dionysius of Rome, *Letter to Dionysius of Alexandria* (ANT 76)
Cyprian, *On the Lapsed* (will be made available electronically)
- Thur Oct 25 Despair and Triumph: The Great Persecution and Constantine
Chadwick, *Early Church*, 121-32
The Acts of Saint Felix (CLA 1)
Lactantius, *The Death of the Persecutors* (CLA 2)
The Origin of Constantine (CLA 3)
Eusebius, *The Life of Constantine* (CLA 4)
Zosimus, *The New History* (CLA 5)
- Tues Oct 30 Creating Orthodoxy: The Council of Nicea
Arius, *Thalia* (CLA 20)
Alexander of Alexandria, *Letter to Alexander of Constantinople* (CLA 21)
Arius, *Letter to Alexander of Alexandria* (CLA 22)
Canons of Elvira (CLA 32)
Creed and Canons of Nicea (CLA 33)

IV. Christianity in Late Antiquity (300-450)

- Thur Nov 1 Defining the Christian God: The Trinitarian Controversy
Chadwick, *Early Church*, 133-51
Athanasius, *On the Incarnation of the Word* (CLA 26)
Gregory of Nazianzus, *Third Theological Oration* (CLA 23)
Creed and Canons of Constantinople (CLA 34)
Gregory of Nyssa, *On Not Three Gods* (on e-reserve)
- Tues Nov 6 Asceticism I: Female Virginity in the Cities, Desert Monks in Egypt
Chadwick, *Early Church*, 174-91
Jerome, *Letter to Eustochium* (CLA 37)
Pachomian Rules (CLA 38)
Sayings of the Desert Fathers (CLA 39)
Antony, *Letters* (CLA 40)
- Thur Nov 8 Asceticism II: Monks in Syria and Gaul
Sulpicius Severus, *The Life of Saint Martin* (CLA 12)

Aphrahat, *Demonstration 6: On Covenanters* (CLA 41)
Theodoret, *The Religious History* (CLA 47)

Tues Nov 13 Church and State: Julian, Theodosius, and the Donatists

Chadwick, *Early Church*, 152-73
Julian, *Letters on Religion* (CLA 6)
Ephraim, *Hymns Against Julian* (CLA 7)
Ambrose, *On the Death of Theodosius* (CLA 8)
Theodosian Code: On Religion (CLA 9)
The Novellas (CLA 10)
Optatus, *Against the Donatists* (CLA 28)

Thur Nov 15 Creating a Sacred Empire: Saints, Relics, and Holy Places

Egeria, *Travel Journal* (CLA 42)
Gregory of Nyssa, *Letter on Pilgrimage* (CLA 43)
Victricius of Rouen, *In Praise of the Saints* (CLA 44)
Lucianus, *On the Discovery of Saint Stephen* (CLA 45)
History of the Monks of Egypt (CLA 48)
The Life of Pelagia (CLA 49)

Tues Nov 20 The New Christian Culture: The Bible and Visual Splendor

Chadwick, *Early Church*, 258-84
Eusebius, *Church History* (CLA 50)
Athanasius, *Easter Letter 39* (CLA 51)
Priscillian, *On Faith and Apocrypha* (CLA 52)
Diodore of Tarsus, *Commentary on Psalms* (CLA 55)
Gregory of Nyssa, *Homily on the Song of Songs* (CLA 56)
Paulinus of Nola, *Song on Felix's Church* (CLA 57)
Christian Art in Late Antiquity (CLA 58)

Have a good Thanksgiving!

Tues Nov 27 The Puzzle of God Incarnate: The Christological Controversy

Chadwick, *Early Church*, 192-212
Nestorius, *Letter to Cyril of Alexandria* (CLA 24)
Cyril of Alexandria, *Third Letter to Nestorius* (CLA 25)
Canons of Ephesus (CLA 35)
Definition and Canons of Chalcedon (CLA 36)

Thur Nov 29 Augustine I: From Young Seeker to Catholic Bishop

Chadwick, *Early Church*, 213-36
Augustine, *Confessions* (CLA 11)
Augustine, *Sermon on the Dispute with the Donatists* (CLA 29)
Augustine, *On Christian Doctrine* (CLA 53)

Tues Dec 4 Augustine II: Original Sin and Predestining Grace

Jerome, *Letter to Ctesiphon (Against Pelagius)* (CLA 27)
Augustine, *The Enchiridion on Faith, Hope, and Love* (available on the Web: details later)

Final Examination on Wednesday December 12 at 6:00 pm

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.

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.