

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	2375
Course Title	Islamic Central Asia
Transcript Abbreviation	Islam Central Asia
Course Description	Introductory survey of the political, cultural, religious, and economic history of Islamic central Asia from the eighth-century Arab conquests to the nineteenth-century Russian colonial era.
Semester Credit Hours/Units	Fixed: 3

Offering Information

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

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq or concur: English 1110.xx, or permission of instructor.

Previous Value

Prereq or concur: English 1110.xx.

Exclusions

Not open to students with credit for 343.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0101

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior

Quarters to Semesters

Quarters to Semesters

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

List the number and title of current course being converted

History 343: Islamic Central Asia.

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

COURSE CHANGE REQUEST
2375 - Status: PENDING

Last Updated: Heysel, Garrett Robert
03/24/2013

Content Topic List

- Pastoral nomadism
- Islam
- Sufism
- Turks
- Genghis Khan
- Tamerlane
- Bukharan Khanate
- Russian colonization
- Kokand
- Silk Road, Indian trade relations
- Samarkand
- Islamic culture and architecture

Attachments

- History Assessment plan.doc
(GEC Course Assessment Plan. Owner: Roth, Randolph Anthony)
- History 2375 Islamic Central Asia Scott Levi with rationale.doc
(Syllabus. Owner: Roth, Randolph Anthony)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Roth, Randolph Anthony	02/28/2013 10:51 PM	Submitted for Approval
Approved	Roth, Randolph Anthony	02/28/2013 10:55 PM	Unit Approval
Approved	Heysel, Garrett Robert	03/24/2013 07:36 PM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Vankeerbergen, Bernadette Chantal Hogle, Danielle Nicole Hanlin, Deborah Kay	03/24/2013 07:36 PM	ASCCAO Approval

ISLAMIC CENTRAL ASIA

FROM THE ARAB CONQUESTS TO RUSSIAN COLONIZATION

“If you have nothing to tell us, but that on the banks of the Oxus and the Jaxartes one barbarian has been succeeded by another barbarian, in what respect do you benefit the public?” — Voltaire

SPRING 2013

History 2375
W/F 10:20–11:15
110 Orton Hall

INSTRUCTOR

Professor Scott Levi
levi.18@osu.edu

OFFICE HOURS

W/F: 11:30–12:30 (and by appt.)
269 Dulles Hall, 292-2447

IMPORTANT DATES

First Day of Classes	Jan. 7	Paper Two	Apr. 12
Map Quiz	Jan. 18	Last Day of Classes	Apr. 19
Paper One	Feb. 8	Final Exam	Apr. 24, 10:00–11:45
Mid-Term Exam	Feb. 22		

COURSE DESCRIPTION AND OBJECTIVES

This course is an introductory survey of the history of Islamic Central Asia from the eighth-century Arab conquests to the nineteenth-century Russian colonial era. There are no prerequisites for this course. We will begin the semester with a brief survey of the historical, anthropological and religious background necessary to navigate this period of Central Asian history. Paramount among these is the interactions between nomadic and sedentary peoples. We will then turn to a more focused analysis of Central Asia in the medieval period, exploring such major social transformations as: the gradual association of Central Asian peoples with the Islamic faith; their seemingly curious attraction to Sufism, the mystical dimension of Islam; and the concomitant “Turkicization” of our region as wave upon wave of Turkic nomads migrated from the steppe to the southern sedentary areas. We will then shift our attention to the thirteenth-century unification of the nomadic tribes under Chinggis (Genghis) Khan and the cataclysmic Mongol conquests. As the Mongol World Empire decentralized over the course of the fourteenth century, Central Asia gave rise to the last great nomadic empire, that of Timur (Tamerlane). We will examine the career and milieu of this military commander as he brutally extended his control from his capital of Samarqand across a vast territory stretching from the borders of India, deep into modern Turkey, and far into the nomadic steppe. Although the Timurid Empire was a powerfully destructive force, we will see that it also ushered in a period of cultural renaissance that helped to shape Central Asian identity in centuries to come.

The early modern era (sixteenth through eighteenth centuries) is a contested period in Central Asian history and for that reason, and others, it merits our close attention. Our readings in the secondary literature will analyze the entrenched position that the European commercial interests that came to dominate the Indian Ocean trade in some way usurped the Central Asian “Silk Road” trade and cast the region into a lengthy period of economic isolation and cultural stagnation. We will contrast this with readings in primary sources and more recent studies that suggest our region remained vital and very much involved in world historical processes. Topics to be addressed during this segment of the course include: the early modern transformation of the

transcontinental caravan trade; the mechanisms of state formation and political stability in the three pre-colonial Uzbek states of Bukhara, Khiva and Khoqand; and a discussion of Russian and Chinese motives and methods for colonial expansion into Central Asia during the eighteenth and nineteenth centuries.

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. This course is designed to engage the history of Central Asia from the eighth century Arab conquests to the nineteenth century Russian colonial period. It will also introduce students to the ways in which historians have changed their methodological approach to this topic over time. Lectures and readings challenge students to recognize how historians have marshaled new methodologies and used newly available resources, including climatological and other environmental data, to advance our understanding of Eurasian history.
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past. This course engages students in the medieval histories of China, India, the Middle East, Russia and the Inner Asian pastoral-nomadic steppe. It explores historical discussions and debates pertaining to each of these regions, including the importance of the Silk Road and transregional connectivity to Eurasian history; the gradual association of Central Asian peoples with the Islamic religion; the gradual rise to dominance of Turkic peoples in the region; and the symbiotic relations of pastoral-nomadic and sedentary peoples.
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, including multiple types of primary written sources (including official chronicles, travel literature, diplomatic letters, religious literature, legal records) authored under a variety of circumstances and pertaining to the history of Central Asia, as well as documentary and popular films. Students are asked to analyze how each type of sources differs, and how they each illustrate various themes of the course.

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. This course is anchored in the study of the multiple ways that Central Asia served as a medium for the interactions and exchanges of Eurasian peoples, and the ways that these exchanges informed historical developments — political, economic, social, cultural and philosophical — across Eurasia and on to Africa and the Americas.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples. From the beginning, the course is grounded in a social science perspective, which provides criteria for comparison and selectivity, precisely for the purpose of comparing similarities and differences in different societies.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context. All required primary and secondary source readings pertaining to ethnic, political and religious movements have been selected for this purpose.

4. Carry out in-depth analysis in research paper assignments comparing distinct moments in human history and how they shaped the world in the past and today. In their research paper and their exam essays, students analyze specific moments or issues in terms of their local, regional and 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. This course will present students with international theories of the history of Islamic Central Asia. They will address the region as a crossroads of exchange, located at the center of the premodern overland Silk Road network that encouraged trans-Eurasian mobility, communication and exchange among virtually all Eurasian nations. They will engage world-systems literature that dates the beginning of globalization to early modern Europe, and contrast that with theories that examine the role of ancient and medieval Central Asian peoples in the movement of peoples, commodities and information across the Eurasian landmass.
6. Students will understand the roots and structures of today's globalized world. It is often said that, when Christopher sailed from Europe in 1492, he did so with a copy of the *Book of Marco Polo* in his possession. Some have argued that globalization itself is a legacy of the Mongol empire. Students will find that this view has been advanced by sociologist Janet Abu Lughod (*Before European Hegemony: The World System A.D. 1250–1350*, Oxford, 1989). Digging deeper into the literature on the Silk Road, they will find that others place the roots of globalization even earlier.

IMPORTANT INFORMATION

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 of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.

REQUIRED COURSE TEXTS

Rafis Abazov, *The Palgrave Concise Historical Atlas of Central Asia* (New York, 2008).

Peter B. Golden, *Central Asia in World History* (Oxford, 2011).

Scott C. Levi and Ron Sela, eds, *Islamic Central Asia: an Anthology of Historical Sources* (Bloomington, 2010).

Svat Soucek, *A History of Inner Asia* (Cambridge, 1999).

Note: all books required for this course are available for purchase at SBX.

ADDITIONAL REQUIRED READINGS (ON CARMEN)

1. D. Sinor, "Rediscovering Central Asia," *Diogenes* 51, 4 (2004), pp. 7–19.

2. S. A. M. Adshad, "World History and Central Asia: Time, Place and People," in *Central Asia in World History* (London, 1993), pp. 3–26.

3. R. Foltz, "A Refuge of Heretics: Nestorians and Manichaeans on the Silk Road," in *Religions of the Silk Road* (New York, 1999), pp. 61–87.

4. S. Levi, "Turk and Tajik in Central Asian History," in J. Sahadeo and R. Zanca, eds, *Everyday Life in Central Asia* (Bloomington, 2007), pp. 15–31.

5. R. Foltz, "The Islamization of the Silk Road," in *Religions of the Silk Road*, pp. 89–109.

6. D. Christian, "The Mongol Empire and a New World System," in *A History of Russia, Central Asia and Mongolia*, vol. 1 (Oxford, 1998), pp. 409–27.
7. D. Morgan, "Nature and Institutions of the Mongol Empire," in *The Mongols* (Cambridge, MA, 1986), pp. 84–111.
8. R. Grousset, "Tamerlane," in *The Empire of the Steppes: a History of Central Asia* (New Brunswick, 1970), pp. 409–65.
9. R. McChesney, "Shrines and Shrine Dynasties," in *Central Asia: Foundations of Change* (Princeton, 1996), pp. 71–115.
10. A. Bodger, "Change and Tradition in Eighteenth–Century Kazakhstan: The Dynastic Factor," in S. Akiner, ed., *Cultural Change and Continuity in Central Asia* (London, 1991), pp. 344–60.
11. J. Millward, "Between Islam and China (16th–19th Centuries)," in *Eurasian Crossroads: a History of Xinjiang* (New York, 2007), pp. 78–115.
12. M. Saray, "The Russian Conquest of Central Asia," *Central Asian Survey* 1, 2–3 (1982), pp. 1–30.

RECOMMENDED SUPPLEMENTARY RESOURCES

- C. Findley, *The Turks in World History* (Oxford, 2005).
 R. Frye, *The Heritage of Central Asia* (Princeton, 1998).
 A. Schimmel, *Islam: an Introduction* (Albany, NY, 1992).
 UNESCO, *History of Civilizations of Central Asia*, 6 vols (Paris, 1992–).

Historical Study

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

Expected Learning Outcomes:

4. Students construct an integrated perspective on history and the factors that shape human activity.
5. Students describe and analyze the origins and nature of contemporary issues.
6. 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:

5. Critically examine theories of history, and historical methodologies
6. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past

7. 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
8. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects

Diversity / Global Studies

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

Expected Learning Outcomes:

3. 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.
4. 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:

7. 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.
8. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.
9. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.
10. 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.
11. 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.
12. Students will understand the roots and structures of today's globalized world.

ASSIGNMENTS AND GRADING

Map Quiz:	10%
Mid-Term	30%
Papers (2)	30%
Final	30%

GRADING SCALE

A	92.5–100	B-	80–82	D+	67.5–69.5
A-	90–92	C+	77.5–79.5	D	60–67
B+	87.5–89.5	C	72.5–77	E	59.5 and below
B	82.5–87	C-	70–72		

Note: the instructor reserves the right to consider improvement in determining final grades.

CLASS PARTICIPATION AND ATTENDANCE

Attendance and active participation in class is required for this course. Additionally, the lectures for this course augment the required readings, and exam questions will be taken from both. You are strongly encouraged to attend all class periods. If you miss a class, it is your responsibility to find out what you have missed and to collect lecture notes from other students. Chronic absences, more than three, may result in a penalty of one full letter grade.

MAP QUIZ

In the first week of the semester I will provide you with a list of geographical terms and a blank map. You will be required to locate ten of these terms on an identical blank map in class.

PAPER ASSIGNMENTS

It is a requirement of this course that you submit two well-crafted essays of approximately five pages each, due in class on the dates specified in the syllabus below. These essays must incorporate a critical analysis of at least one primary source, discussing such features as the circumstances surrounding authorship, relevant factors relating to the source's reliability, and the general utility of the source for historical research. Additional instructions for this assignment will be addressed in class.

Learning how to express one's ideas clearly is an important goal of any liberal arts education. For this reason, paper grades will be based not only on content, but also on grammar and your correct use of formal writing style. Papers should be typed and double-spaced in 12-point font. Papers will drop one full grade for each class period that they are late.

EXAMINATIONS

The mid-term and final examinations will consist of a combination of multiple choice, short identifications and essay questions that you will be required to answer in class. Essay questions will be graded based upon how well your answer communicates in writing what you have learned. Make-up exams will be given only in cases of serious illness or other documented emergency, and will entirely consist of essay questions. To make-up any exam, you will have to take it during one of the regularly scheduled exam sessions offered by the History Department.

DISRUPTIVE BEHAVIOR

Disruptive behavior will not be tolerated. Students may be dismissed from class should

they arrive late, depart early (without having previously notified the professor of a compelling reason to do so), converse during class, or (especially) receive a cellular telephone call during class. Text messaging during class is also forbidden. Chronic disruptive behavior will result in the student receiving a failing grade.

RESERVE CLAUSE

The professor reserves the right to make changes in the syllabus when necessary or beneficial to meet the objectives of the course, to compensate for missed classes or schedule changes, or for similar legitimate reasons. Students will be notified of any such changes to the syllabus in adequate time to adjust to those changes.

SYLLABUS

- WEEK 1**
Jan. 9, 11
- Introduction to the course
 - Central Asian peoples and geography
- Reading: Soucek, 1–45
Golden, 1–34
Abazov, maps 1–5
Levi and Sela, Introduction
- Carmen: Sinor, “Rediscovering Central Asia,” 7–19
Adshead, “World History and Central Asia,” 3–26
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- WEEK 2**
Jan. 16, 18
- Pastoral nomadism in historical perspective
 - Religions of the ancient Silk Road
 - **Map Quiz: Friday, Jan. 18**
- Reading: Soucek, 46–69
Golden, 35–62
Abazov, maps 6–13
Levi and Sela, Part I, A, readings 1–2
- Carmen: Foltz, “Nestorians and Manichaeans,” 61–87
-
- WEEK 3**
Jan. 23, 25
- The rise of Islam and the Arab invasion of Central Asia
 - The Samanid Dynasty and early Islamic Central Asia
- Reading: Soucek, 70–101
Golden, 63–75
Abazov, map 14–21
Levi and Sela, Part I, B and C, readings 3–6; Part II, A and B, readings 8, 12–13
- Carmen: Levi, “Turk and Tajik in Central Asian History,” 15–31
Foltz, “Islamization of the Silk Road,” 89–109
-
- WEEK 4**
Jan. 30, Feb. 1
- Slide presentation
 - Sufism in historical perspective
-
- WEEK 5**
Feb. 6, 8
- Conversion in the Steppe and the coming of the Turks
 - Chinggis Khan and the rise of the Mongol World Empire
 - **Paper one due, Friday, February 8**
- Reading: Soucek, 103–122
Golden, 76–90
Abazov, maps 22–24
Levi and Sela, Part II, C, reading 14

WEEK 6 • Video presentation
Feb. 13, 15 • Eurasia under Mongol rule
Reading: Levi and Sela, Part III, A and B, readings 19–27
Carmen: Christian, “The Mongol Empire,” 409–27
 Morgan, “Nature and Institutions,” 84–111

WEEK 7 • Review and Video Presentation
Feb. 20, 22 • **Mid-Term Exam, Friday, February 22**

WEEK 8 • The rise of Tamerlane
Feb. 27, Mar. 1 • Central Asia’s last nomadic empire
Reading: Soucek, 123–43
 Golden, 91–104
 Abazov, map 25
 Levi and Sela, Part IV, A, readings 28–30
Carmen: Grousset, “Tamerlane,” 409–65

WEEK 9 • The “Timurid Renaissance” and the rise of the Sufi brotherhoods
Mar. 6, 8 • Babur’s life and legacy: the last Timurid and the first Mughal
Reading: Soucek, 144–48
 Abazov, map 26
 Levi and Sela, Part IV, B, readings 31–34
Carmen: McChesney, “Shrines and Shrine Dynasties,” 71–115

WEEK 10 • **Spring Break**
Mar. 13, 15

WEEK 11 • Central Asia under the Shibanid Uzbeks
Mar. 20, 22 • The Islamic World in the era of European expansion
Reading: Abazov, map 27
 Levi and Sela, Part V, A, readings 35–39
Carmen: J. Millward, “Between Islam and China,” 78–115

WEEK 12 • Early modern Central Asia and the outside world
Mar. 27, 29 • The Uzbek Khanates
Reading: Soucek, 149–75
 Golden, 105–21
 Abazov, map 28
 Levi and Sela, Part V, B, readings 40–43

WEEK 13
Apr. 3, 5
Reading: Soucek, 177–93
Abazov, maps 29–30
Levi and Sela, Part VI, A and B, readings 44–50
Carmen: A. Bodger, “Change and Tradition...,” 344–60

WEEK 14
Apr. 10, 12
Reading: Soucek, 195–208
Golden, 122–39
Abazov, maps 31–32
Levi and Sela, Part VI, C, readings 51–55
Carmen: Saray, “The Russian Conquest of Central Asia,” 1–30

WEEK 15
Apr. 17, 19
Reading: Soucek, 209–24

OFFICIALLY SCHEDULED FINAL EXAM
Wednesday, Apr. 24, 10:00–11:45

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).

Plagiarism is representing someone else’s words or ideas as your own. It is a form of academic dishonesty and it is not tolerated. Plagiarism includes, but is not limited to: handing in someone else’s work as your own; taking credit for ideas that are not your own; including in your work phrases, sentences, paragraphs or any text from a book, article, or web site without marking the text as a quotation and citing the source; and paraphrasing text from a source (i.e., taking an idea from a source while not quoting it exactly) without citing the source. Any student found to have plagiarized on any assignment may receive a failing grade for the semester. Additionally, the instructor will notify the Committee on Academic Misconduct. See http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm for further discussion of plagiarism.

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.