

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	3281
Course Title	Imperial Russian History, 1700-1917
Transcript Abbreviation	Impl Rus 1700-1917
Course Description	Survey of Russian history from the reign of Peter the Great to the 1917 revolutions.
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 537.01.

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 537.01: Hlstory of Russia - Imperial Russia, 1725-1914.

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

- Peter the Great
- Catherine the Great
- Imperial expansion
- Political culture
- Social changes
- Napoleonic wars
- Great reforms
- Industrialization
- 1905 revolution
- World War I
- 1917 revolutions

Attachments

- History Assessment plan.doc
(GEC Course Assessment Plan. Owner: Roth,Randolph Anthony)
- History 3281 Imperial Russia Nick Breyfogle and Gleb Tsipursky with rationale.doc
(Syllabus. Owner: Roth,Randolph Anthony)

Comments

- See 11-6-12 e-mail to N. Breyfogle. *(by Vankeerbergen,Bernadette Chantal on 11/06/2012 11:26 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Roth,Randolph Anthony	10/29/2012 10:44 AM	Submitted for Approval
Approved	Roth,Randolph Anthony	10/29/2012 10:45 AM	Unit Approval
Approved	Heysel,Garett Robert	10/30/2012 08:54 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/06/2012 11:26 AM	ASCCAO Approval
Submitted	Roth,Randolph Anthony	02/28/2013 10:58 PM	Submitted for Approval
Approved	Roth,Randolph Anthony	02/28/2013 11:00 PM	Unit Approval
Approved	Heysel,Garett 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

History 3281 Imperial Russia, 1689-1917

Autumn 2012

TR 9:35-10:55, Journalism 375

Professor Nick Breyfogle

Office hours: Thursday 1-3, and happily by appointment

Office: 159 Dulles Hall.

Phone: 292-3560

E-mail: breyfogle.1@osu.edu [this is the best way to reach me]

Welcome to the wonderful world of Russian history!

In this course, we will study fundamental events and changes in Russian politics, economics, intellectual thought, artistic life, culture, and society from the reign of Peter the Great to the February and October Revolutions of 1917. We will strive to understand how Russians lived and gave meaning to their lives during these years. Russia was an eclectic place in these two and a half centuries: creative and destructive Tsars who ruled with absolute power; peasants in bark sandals who waded every spring through knee-deep mud and struggled every fall to bring in the harvest; bomb-throwing anarchists; a multi-ethnic empire which grew during these years to stretch from the German lands in the west to the Pacific Ocean in the east (and even into North America), an empire that included peoples from a vast collection of different cultures, religious beliefs and ways of life (and an empire that only came apart with the collapse of the Soviet Union in 1991); millions of Russian peasants who left their homes to move into Moscow, St. Petersburg, and other cities forming Russia's working class; revolutions and rebellions; and, at the turn of the century, arguably Europe's most brilliant intellectual and artistic life, ranging from Stanislavsky's theater and Nijinsky's dancing to the Avant Garde art of Liubov Popova, Natalia Goncharova, and Kazimir Malevich.

This course does not require prior exposure to Russian history, but assumes that you have some grounding in modern European history. Although the course will generally proceed chronologically, we will explore Imperial Russian history topically and thematically rather than following a strict sequence of dates and events.

The format of the course will be a combination of lectures, in-class discussions, workshop activities, and presentation of your work to your fellow classmates. You are required to attend classes faithfully, participate actively, and come to class prepared to discuss your ideas about the readings and to listen to your colleagues. (More on this below).

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:** The course is grounded in students developing their own individual historical interpretations and on learning to use historical methods, namely analyzing primary sources, first-hand accounts of historical events created by direct observers, as well as secondary sources. We will focus on the nature of social hierarchies and the experiences of disenfranchised groups in imperial Russia and we will examine the relationship between governing structures and society as a whole. The course will span the history of imperial Russia from 1700 to 1917. **Historical methods:** The course combines a topically inclusive Russia-wide vision with the ability to focus in depth on selected empirical cases that illustrate the importance of mastering political history, cultural history, and social history.
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past. **Historical debates:** The course will study debates over imperial Russian modernization, colonization, the rise of radicalism, and the experience of World War I. **Contemporary debates:** The course concludes with a final unit on critical problems of the present and foreseeable future in Russia, ranging from terrorism

to consumerism to technology; it will also link to the meaning of socialism, a relevant issue in contemporary discourse.

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 primary and secondary sources, and asks them to analyze how the sources of different types illustrate the themes of the course. The course has been designed to take a “whole history” approach, including politics, economics, society, and culture. The two themes and the contemporary emphasis take in most of the issues mentioned here. The ethnic/racial/national movements in particular will be dealt with in light of the ethnic/racial/national diversity in imperial Russia itself.
4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects. Both the required papers, including the final one, and the exam questions address these points explicitly.

Diversity / Global Studies

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

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Rationale for fulfilling the GE Learning Outcomes for Global Studies:

Goals of the course that fulfill the GE Learning Outcomes in Global Studies:

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

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical

development in the World. With its grounding in historical analysis methods, its two clear themes, and readings and films from all periods of imperial Russian history, and through Russia's powerful influence on the rest of the world, the course combines a topically inclusive vision with the ability to focus in depth on selected empirical cases that illustrate broader points. The two themes of the course cohere around the question of how people around the World, and especially in imperial Russia, relate to various social groups in society and to their collective governing structures. We also consider thoroughly links to experience of those outside the imperial Russia as well.

2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples. The two themes of the course, grounded in social science and humanities perspectives, provide criteria for comparison and selectivity, precisely for the purpose of comparing similarities and differences of the experience of different ethnic/racial/national groups within imperial Russia.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context. All the materials in the course were selected to do this, especially the ones dealing with the theme of subordinated social groups; we also closely consider the experience of different ethnic/racial/national groups within imperial Russia.
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 in their exams, the students analyze specific moments or issues 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. From debates over imperial Russian nationalism and Russian interactions with the outside world, the course addresses this criterion in multiple ways. The readings and films include works from and about different ethnic/racial/national groups within imperial Russia; they also include readings about the Russian impact abroad.
6. Students will understand the roots and structures of today's globalized world. Today's globalized world, and the place of Russia within this world, is the primary subject of the latter sections of this course, and is pursued throughout the earlier parts of the class.

Important Information

Students are **very** welcome to come and talk with me about any aspect of the course and the marvels of history. My office hours and location are listed above. I can also easily be reached by e-mail (breyfogle.1@osu.edu) to set up an appointment.

In accordance with departmental policy, all students must be officially enrolled in the course by the end of the second 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.

For History Majors: this course fulfills the following Geographic, Chronological, and Thematic requirements: Europe, post-1750, CCE and PCS

Required Readings

All books are available for purchase at SBX, Barnes and Noble, and other area bookstores

*All books and the coursepack have been put on two-hour reserve at Thompson library.
Some of these books are available in digital versions online.*

All Readings listed below are Required Readings

Textbooks

Walter Moss, A History of Russia, vol 1, to 1917. 2nd Edition (Anthem Press)
Mary Lynn Rampolla, A Pocket Guide to Writing in History (7th edition)

Discussion Readings

The Memoirs of Princess Dashkova: Russia in the Age of Catherine the Great.
Nikolai V. Gogol, Plays and Petersburg Tales. Oxford University Press. [We will read
“The Overcoat” and “The Inspector General”]
Leo Tolstoy, The Kreutzer Sonata and Other Stories. Oxford University Press, World
Classics. [We will read “Hadji Murad”].
Ivan Turgenev, Fathers and Sons. Penguin Classic.
Olga Semyonova Tian-Shanskaia, Village Life in Late Tsarist Russia.
Victoria Bonnell, The Russian Worker: Life and Labor Under the Tsarist Regime.
University of California Press. 1983. 0520050592
Kurban Said, Ali and Nino. Anchor Books.

Assignments and Grading

I. Requirements for this course include:

- 1) active class participation and informed discussion, regular attendance, and map assignment [25%]
- 2) take-home examination # 1 [20%]
- 3) take-home examination # 2 [20%]
- 4) take-home final examination [35%]

Grades will be computed on the following standard scale:

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

Three special comments:

- 1) Since the University does not record D- grades, a student earning a course average below 62 will receive an E in this course.
- 2) In order to pass the course, you must pass the Final Exam with at least a 62.
- 3) I reserve the right to consider improvement when determining final grades.

II. Class Participation and Attendance

Active class participation and informed discussion (in the form of questions and comments) requires not only that you attend class regularly, but also that you have completed the reading assignment prior to class and have taken the time to think about what you have read so that you are ready to discuss it. Class participation includes small-group presentations and in-class debates, both of which will require some preparation outside of class.

Attendance at lectures and especially discussion meetings is mandatory. Attendance will be taken. Irregular attendance (you are entitled to no more than two unexcused absences), or a pattern of lateness, will result in a poor class participation grade.

III. Map Assignment

Students will complete a take-home map exercise on Russian cities and physical geography, and will be permitted a maximum of four mistakes on the assignment. Those who submit work with more than four mistakes will be required to re-do the assignment until it is satisfactory.

III. Exams

Warning! I expect a great deal from your exams. It is one of the tasks of these projects to write clearly and concisely, saying a lot in a small amount of space. You will need to write and re-write these essays many times in order to fit an insightful, intelligent, and in-depth discussion into the space allotted. As with all work in this class, these assignments must be typed and double-spaced in 12-point font. Correct grammar and spelling and your writing style will be used to determine your grade.

Any time you refer to an idea or quote from any of the books and readings from the class (you will do this often in your essays, often a few times per paragraph), you **must** reference the quotation or information by placing the page number in square brackets beside the quotation/information drawn from the text. For example: [Turgenev, p. 27].

If you reference other readings or sources of information, proper footnotes and bibliography must be included.

***** See the “Writing Tips and Guidelines” handout and Rampolla for helpful guidelines for writing papers and exams, and correct citation of sources *****

Take-Home Exams

There will be three (3) take-home exams during the course, which includes the final.

For the **first two exams**, students will have one week to write a 7-page essay in answer to one of a choice of two questions. I will distribute the exam questions in class on September 18 and October 18, respectively. Exams will be due at the beginning of class on September 25 and October 25, respectively.

The **final exam** will be a similar format, except that students will write two 8-page papers in answer to two of a choice of four questions. Final Exam questions will be handed out on November 20, and completed finals will be due in my office before noon on Monday, December 10.

Please note these dates in advance and be sure to free up your calendar then to ensure sufficient time to work on the exam.

As with all work in this class, these assignments must be typed and double-spaced in 12-point font. Correct grammar and spelling and your writing style will be used to determine your grade.

IV. General Paper Information

Grading Your Exams and Papers:

Most of your grade in this course will be based on how well you communicate in writing what you have learned. You should refer to my handout, "Tips and Guidelines," and Rampolla. In addition, I furnish below brief descriptions of how you will earn your essay grades:

- "C" essays will include: an introductory paragraph that contains your thesis; a body of several paragraphs in which you offer evidence from the readings, lectures, and discussions to support your thesis; and a conclusion that reiterates your basic argument.
- "B" essays will include: all of the above requirements for a "C" essay plus more relevant data and analyses than is found in an average essay.
- "A" essays will include: all of the above requirements for a "B" essay plus more data and some indication of independent or extended thought.
- As for "D" and "E" essays: usually, these essays do not include a viable thesis and/or they do not include very much information from the course.

Late Assignments

Extensions for written work are granted at the discretion of the instructor to those students presenting valid and verifiable excuses. Students who are unable to fulfill assignments as scheduled for family, religious, or medical reasons must contact me **before** the due date of the assignment. If you submit work late without just cause, or without a previously approved excuse, you may have your grade reduced by a full letter per day late. The pressures of other course work, employment, and extra-curricular activities do not constitute valid excuses for late assignments. Note due dates on the syllabus and plan ahead. If I am not available to approve excuses, leave a message on my e-mail or office voice-mail. There is no provision in this course for additional papers for extra credit or to substitute for requirements.

Submission of Assignments

All assignments are mandatory. If you do not submit one assignment, your final grade will be reduced by one full letter grade in addition to giving you zero for that assignment. If you do not submit two or more assignments, you will automatically fail the course.

Grade Reconsideration

A student who wishes reconsideration of his/her grade on a paper should submit the assignment in its entirety to the instructor. The paper should be accompanied by a written exposition, explaining why the grade is not an accurate appraisal of the work. Appeals must be initiated within one week after the paper was returned to the class. In reviewing a paper on appeal, I reserve the right to raise, confirm, or lower the grade.

Topics, Reading Assignments, and Exam Dates

Week 1

August 23 Introduction and Course Overview

Week 2

August 28 Pre-Petrine Russia and the Coming of Peter the Great

****** Map Assignment handed out in class ******

August 30 Peter the Great Transforms Russia
Reading: Moss, pp. 223-250 (look also at maps on pp. 2-3, 7)

Week 3

September 4 **Discussion:** *The Revolution of Peter the Great*
Reading: "Peter the Great" documents [*CARMEN*]

September 6 Anna, Elizabeth, and Catherine II: Russia in the Age of Empresses and Enlightenment
Reading: Moss, pp. 251-280, 288

****** Map Assignment due at beginning of class ******

Week 4

September 11 **Discussion:** *Court Life under Catherine the Great*
Reading: The Memoirs of Princess Dashkova

Week 8

October 9 **Discussion:** *Tolstoy's Caucasus*
 Readings: Leo Tolstoy, "Hadji Murad" in The Kreutzer Sonata and Other Stories

October 11 The Great Reforms
 Reading: Moss, pp. 417-431

Week 9

October 16 The Intelligentsia and Russian Radicalism
 Reading: Moss, pp. 431-438

October 18 **Discussion:** *Intellectual Life and the Nobility on the Eve of Reform*
 Reading: Ivan Turgenev, Fathers and Sons

***** Take-Home Exam #2 Questions handed out in Class *****

Week 10

October 23 Alexander III and the Counter-Reforms
 Reading: Moss, pp. 441-449

October 25 Empire and National Minorities, 1856-1905
 Reading: Moss, pp. 464-490

***** Take-Home Exam #2 Due at Beginning of Class *****

Week 11

October 30 **Discussion:** *Peasant Life after Emancipation*
Reading: Olga Semyonova Tian-Shanskaia, Village Life in Late Tsarist Russia

November 1 Industrialization and Urbanization
Reading: Moss, pp. 517-529

Week 12

November 6 **Discussion:** *The Life and Times of the Russian Working Class*
Reading: Victoria Bonnell, The Russian Worker: Life and Labor Under the Tsarist Regime. University of California Press

November 8 The Road to Bloody Sunday
Reading: Moss, pp. 449-463

Week 13

November 13 1905! Revolution and its Aftermath
Reading: Moss, pp. 491-505

November 15 Constitutionalism From Revolution to War: Stolypin's Reforms and "Neckties"
Reading: Moss, included in November 13

Week 14

November 20 Russian Culture in the Crucible of Revolution and Modernization
 Reading: Moss, pp. 552-577

****** Final Exam Questions Handed Out in Class ******

November 22 No Class (Happy Thanksgiving)

Week 15

November 27 Russia Enters World War I, the February Revolution, and the End of
 Imperial Russia
 Reading: Moss, pp. 505-514

November 29 **Discussion:** *Russia as Multicultural Empire: A View from the Caucasus*
 Reading: Kurban Said, Ali and Nino

Week 16

December 4 From February to October, The Bolsheviks Come to Power

***** Final Take-Home Exam due Monday December 10, before noon at my office (159 Dulles Hall) or sent via e-mail attachment**

Plagiarism, Cheating, and Academic Misconduct

Plagiarism, cheating, or other academic misconduct will not be tolerated and will be reported to the Committee on Academic Misconduct. Plagiarism is theft. Please read the attached definition of plagiarism (Appendix B from University Survey: A Guidebook and Readings for New Students). And see the web sites: <http://oaa.osu.edu/coamfaqs.html#fairuse> (and scroll down for discussion of plagiarism) and <http://oaa.osu.edu/coamtensuggestions.html>.

***** If you do not understand what plagiarism entails as it is described in this excerpt from the student handbook and/or websites, you must see me before beginning any of these assignments. *****

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf).

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Ave., tel. 292-3307, www.ods.ohio-state.edu

MEMORANDUM

TO: Arts and Sciences Committee on Curriculum and Instruction

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

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

Assessment Goals and Objectives

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

Historical Study GE Requirements:

Goals:

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

Expected Learning Outcomes:

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

Goals of the courses that fulfill the GE Learning Outcomes:

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

1. critically examine theories of ethnicity, race, and nationalism
2. engage with contemporary and historical debates on ethnicity and nationalism
3. 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.