

## 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 diversity GE status for Global Studies.

### What is the rationale for the proposed change(s)?

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through primary and secondary sources, contemporary and historical debates, critical examination and analysis of human history, and understanding the roots and structures of today's globalized world.

### 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 3404  
Course Title Modern China 1750-1949  
Transcript Abbreviation Hist Modern China  
Course Description History of Modern China, circa 1750 to 1949; emphasis on state and society (politics, military affairs, economics, social structure, and culture). Sometimes this course is offered in a distance-only format.  
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: English 1110 or equiv, and course work in History at the 2000 level, or permission of instructor.*

**Exclusions**

Not open to students with credit for 545.03

## **Cross-Listings**

**Cross-Listings**

## **Subject/CIP Code**

**Subject/CIP Code**

54.0101

**Subsidy Level**

Baccalaureate Course

**Intended Rank**

Sophomore, Junior, Senior

## **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**

- Students will 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.

***Previous Value***

**COURSE CHANGE REQUEST**  
3404 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
06/24/2013

**Content Topic List**

- Late imperial Chinese state & society
- Chinese gentry
- Impact of internal changes and foreign aggression (imperialism)
- Decline of dynastic system
- Popular anti-gentry
- Anti-dynastic and anti-foreign insurrections
- 1911 Revolution
- Republican state and society
- Establishment of Communist and Nationalist parties
- Emphasis on Nationalists and Northern Expedition
- Nanjing Decade
- 2nd Sino-Japanese War
- Yanan Communism

**Attachments**

- History 3404 - Modern China Syllabus for GE Global Studies credit.doc: History 3404 Syllabus  
*(Syllabus. Owner: Bowerman, Ashley E.)*
- History Assessment Plan.doc: History GE Course Assessment Plan  
*(GEC Course Assessment Plan. Owner: Bowerman, Ashley E.)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Bowerman, Ashley E.	06/13/2013 11:42 AM	Submitted for Approval
Approved	Baker, Paula M	06/13/2013 12:05 PM	Unit Approval
Approved	Heyssel, Garrett Robert	06/16/2013 05:35 PM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Vankeerbergen, Bernadette Chantal Hogle, Danielle Nicole Hanlin, Deborah Kay	06/16/2013 05:35 PM	ASCCAO Approval

## **History 3404: History of Modern China, 1750 to 1949**

Prof. Christopher A. Reed

Fall 2012  
TR 2:20-3:40 pm  
Bolz Hall 314

**Final Examination: Monday, Dec 10, 2012**

Prof. Christopher A. Reed  
Office Hrs. TR 11 am-12 pm  
and by appointment

Office: Dulles Hall 161  
Office tel. 292-0853  
email: reed.434@osu.edu

Course Description: This course provides a general but analytical survey of the history of China from approximately 1750 to 1949 with emphasis on the late Qing and Republic of China. After a brief introduction to China's geography, languages, and cultural background, we will discuss key historical phenomena that have distinguished China's evolution in the modern period. The course is organized around the paired themes of non-Chinese attempts to challenge or undermine China's sovereignty and Chinese responses to those efforts, partly and especially since 1895 to achieve "wealth and power" for their nation. For this reason, emphasis is placed on political, military, and social developments, although some attention is also given to economic, cultural, and intellectual ones.

Course Objectives: The primary goal of History 3404 is to present you with enough chronology, definitions, information, and interpretations about China up through the late 1940s so that you will become able to evaluate China's late imperial and republican pasts, along with the possible impact of those periods on more recent events, critically and skeptically. In addition, by the end of the course, if you have mastered the curriculum, you should also have acquired some understanding of the value of studying the past for its own sake.

For most of the semester, the course material is presented both chronologically and thematically and seeks a balance between detailed examination of particular moments and exploration of broad patterns of continuity and change across historical periods. When appropriate, comparative historical perspectives will be suggested.

### **HISTORY 3404 AND HISTORICAL STUDY AND GLOBAL STUDIES GE REQUIREMENTS**

#### **Historical Study (General Education Goals & Outcomes)**

**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 Weberian understandings of the late Qing and Republican Chinese bureaucratic state-apparatus and empire, in scholarly theories about the role of the Chinese gentry both in supporting and ultimately in dismantling the late imperial state, and in the impact of Western imperialism and ideas of revolution on early 20<sup>th</sup>-century Chinese society. **Historical methods:** The course combines a focus on issues of state & society with selected empirical cases that illustrate the importance of understanding cultural, political, economic, and military 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 the causes for the successes and failures of the late imperial Qing state and its successor states while it engages themes of demographic expansion, imperialism & war, revolution, cultural transformation, state-building, and economic modernization. **Contemporary debates:** The course asks students to write essays on conflicting accounts of the Chinese gentry, causes of revolution, impact of imperialism, and military modernization.
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 memoirs, journalistic accounts, and films as well as analytical writing, and asks them to analyze how the sources of different types illustrate the themes

- of the course. The course takes a holistic approach, including culture, politics, economics, and military history.
4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects. Both of the written take-home examinations (each with multiple options that students may choose) 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 the course's clear focus on a comprehensive approach to Chinese history from 1750 to 1949, in which cultural, political, economic, and social features changed in astonishingly fundamental ways, some in good ways and others not, students critically examine "industry-standard" primary and secondary sources through class discussion to understand the diverse origins of the modern World.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples. The themes of the course, including the replacement of the Manchus' Confucian Qing dynasty in 1912 by a Han Chinese, Western-derived Republic, cohere around the differences and similarities between cultures and peoples over time and space.

3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context. From the Manchu mastery of Confucian Han China's administrative and ideological apparatus to the development (and failure, partly for cultural reasons) of a Western-style Republic after 1912, the materials in the course illustrate these themes.
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 writing assignments and take-home examinations, students analyze specific moments or issues in terms of both their local 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. From Weberian understandings of the bureaucratic state to international revolutionary terrorists, students will describe theories of international issues on exams and written assignments.
6. Students will understand the roots and structures of today's globalized world. In the 18<sup>th</sup> century, when the course begins, China had the world's largest economy; in the 21<sup>st</sup> century, it will again have the world's largest economy. In the period covered by this course (1750-1949), China's economy collapsed, partly due to globalism, and laid the foundation for its current prosperity, which is also partly due to globalism. In this sense, the globalized world is the underlying theme of the course.

The course is organized:

1. through the books and lectures to convey factual knowledge and interpretive understanding of China's historical experience in the late imperial and Republican periods. Further, students will be provided opportunities to read for information, for narrative, and for argument.
2. through the classes, particularly the discussions, to reinforce study skills for organizing and understanding the information and interpretations about Chinese history gained from the books and lectures. In preparing for student-led discussions, students will learn how to formulate informed, contextualized questions; they will also practice responding to and discussing such questions.
3. through the readings, discussions, and writing assignments (exams and papers) to provide students with opportunities to develop critical and comparative thinking along with communications skills (oral and written). Students will practice writing and speaking in ways that communicate evidence in the service of their arguments (theses) and/or points of view.

By the end of the course, if you have mastered the curriculum, you will have developed the ability to think critically about Chinese historical phenomena between 1750 and 1949. Further, you will have acquired a basic understanding of the chronology and major issues

influencing the first half of China's 20<sup>th</sup> century, including its Communist revolution, as defined by historians. Accomplishing these objectives will prepare you to make your own judgments about the chief historical themes, trends, and causes of events leading to the world of today as well as to shine light on the value of understanding the past for its own sake.

Course Requirements and Evaluations of Students: The work of historians is still done largely through reading, writing, and discussion. This course will provide opportunities to develop these skills. Since history is an empirical subject, the most successful students will master not only factual information, but will also be able to use it in analytical and comparative ways.

Under the semester system, students in all 3000-level classes are expected to have had some previous training in college-level History. Students who are familiar with the range of topics covered in History 2401/141 and 2402/142 "Comparative Asian Civilizations I & II" OR History 3401/342 "Foundations of East Asian Civilization" OR History 3405/545.04 "Contemporary China" will find that knowledge beneficial in a general way. Experience with the topics covered in History 2800/398 can also be helpful.

History 3404 is not open to students with credit for History 545.03.

Course materials include printed, visual, and oral sources, each of which may be classified as primary or secondary; knowing the difference will pay off in this course as well as in other history courses. Knowledge of this distinction is vital to successful completion of the written assignments. History 3404 will not use the Carmen class site.

Final grades for undergraduates and non-History graduate students will be based on the following formula:

- 1) attendance (with two absences automatically forgiven) and participation 25%**  
**each student is required to join a formal discussion-leading group, which will formulate discussion questions in advance and circulate them to the rest of the class the night before the group leads the chosen discussion**
- 2) two take-home map exercises 5% each (for a total of 10%)**
- 3) comparison of the gentry as presented in Wakeman and Bianco 30%**
- 4) required take-home midterm 35%**
- 5) optional take-home final examination 35%**

History graduate students are requested please to confer with the instructor before the end of the first week concerning their enrollment.

Unless instructed otherwise, all written assignments must have be typed or computer-printed on paper (no email transmissions will be accepted), double-spaced, have one inch (1") margins, and be submitted on time. Please make sure the print-out is legible and sufficiently dark; do not use bold. Use only 10- or 12-point standard fonts such as Times or Time New Roman. You must give all essays a title and you must correctly cite all



sources, including course books, unless otherwise instructed. In evaluating written assignments, the instructor will pay close attention to spelling, grammar, and style. Failure to follow these instructions, or submission of carelessly or sloppily written papers, will yield a penalty of half a letter grade per day, weekends included, and such papers will be returned for revision.

Students are responsible for all materials, lectures, discussions, films, and readings. This syllabus and any study aids supplied to the students in History 3404 are subject to change at the discretion of the instructor. Any further instructions regarding course requirements given verbally by the instructor are as binding as written instructions.

All students must have active email accounts. If your account is not activated, please activate it today. Tape recording of lectures is not permitted except in the case of a documented learning disability. Students with such a disability are encouraged to make their condition known to the instructor early in the semester.

Lateness and Makeups: No late assignments or absences from exams will be accepted without the prior agreement of the instructor and submission of an official doctor's note. The "Explanatory Statement for Absence from Class" that can be found on the Wilce Health Center website does not constitute an official doctor's note. Course overloads and work duties are not acceptable excuses for late assignments, missed exams, or for failure to participate fully in other class activities. There will be no makeup map assignments. Although each student is permitted two unexcused absences, if you know that you will miss a class on a day when an assignment is due, you must make prior arrangements with the instructor. Late papers and exams, even with a legitimate excuse, will be marked down half a letter grade per day for each day they are late, weekends included.

**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 History Department Chair after that date. Enrolling fully, officially, and on time is the responsibility of each student.

Assigned Readings: The following books are required for this course and may be obtained from the Student Book Exchange (SBX) on High Street and other area bookstores. In addition, all books are on 2-hr reserve in Thompson Library; use these in a pinch, but do not count on their being available. If you do not yet own a good English dictionary, I strongly encourage you to purchase one now. In addition, you should familiarize yourself now with a good historical dictionary like Michael Dillon's China: A Cultural & Historical Dictionary (1998) and with Herrmann's Historical Atlas of China (1966), both of which are in the library.

Lucien Bianco, Origins of the Chinese Revolution (1967 & 1971) [secondary source]  
Ida Pruitt, A Daughter of Han (1945 & 1967) [primary source]  
Frederic Wakeman, Jr., The Fall of Imperial China (1975 & 1977) [secondary source]  
Theod. White and Annalee Jacoby, Thunder Out of China (1946, 1961, 1974, & 1980) [primary source]

Please bring all books listed for reading in a specific week to class each day.

Readings, Lectures, Discussions, Deadlines, and Examinations

Readings, lectures, films, and discussions complement each other. Generally, lectures will not duplicate the monographs and both lectures and reading material will be included on the examinations. Students must integrate course materials themselves. Anyone having difficulty doing so should see the instructor. Finally, you will note that weekly reading assignments are listed at the beginning of each week; students will get more out of each week's lectures and discussions if the reading is completed before class begins on Tuesday afternoon.

**Week 1 (29 meetings): Reading: Wakeman, Map, TOC, Intro & Ch. 1**

August 23: Introductions and course description, purpose, and requirements; Comments on course books and their themes (China-centered history, social sciences and their influence on history, comparative history); Romanization systems

**Week 2: Reading: Wakeman, Ch. 2, 3**

August 28: Chinese civilization & culture vis-a-vis Chinese imperial-meritocratic & dynastic government; The Chinese people (Han ethnicity and minorities); Chinese languages, Romanization systems

August 30: China in maps: the importance of geography to history and politics

Second take-home map test ("China") instructions to be distributed

**FIRST TAKE-HOME MAP TEST ("ASIA") DUE IN CLASS**

**Week 3: Reading: Wakeman, Ch. 4, 5**

Sept 4: The Manchu Conquest of China

Sept 6: The Qing World Order (Official/Confucian and Unofficial/Popular)

**SECOND TAKE-HOME MAP TEST ("CHINA") DUE IN CLASS**

**Week 4: Reading: Wakeman, Ch. 6, 7, 8 (up to p. 142, then 156-59)**

Sept 11: Imperial-Meritocratic China: **Student-led Discussions of Wakeman, Ch. 1 (Peasants); 2 (Gentry)**

Sept 13: Imperial-Meritocratic China con't: **Student-led Discussion of Ch. 3 (Merchants)**

**Week 5: Reading: Wakeman, Ch. 8 (143-56), & Ch. 9; Bianco, "Foreword," "Preface," and Ch. 1; Pruitt, pp. 1-73**

Sept 18: The Western Intrusion & America's Old China Trade

Sept 20: Foreign Drug Lords: The Opium Wars (1839-42, 1856-60) and the Western Threat to Qing State & Society

Take-home midterm examination questions to be distributed

**Week 6: Reading: Wakeman, Ch. 10, 11; Pruitt, pp. 74-175**

Sept 25: Taiping Rebellion (1851-64) and the Peasant-led Religious Threat to Qing State & Society

Sept 27: Self-Strengthening Movement (1860s-1894), 1<sup>st</sup> Sino-Japanese War (1894-95), and the Official-led Threat to Qing State and Society; Boxer Rebellion (1899-1901)—Financial Ruin of Qing

**Week 7: Reading: Bianco, Ch. 2-4; Pruitt, 175-249 (end)**

Oct 2: Double Ten Revolution of 1911: Ending Both 2,000 Years of Imperial Bureaucratic Government and the Qing Dynasty

Oct 4: **Student-led Discussion of Pruitt, pp. 1-141**

**Week 8 Reading: Bianco, Review Ch. 2 and read 5, 6; White & Jacoby (WJ), Ch. 2, 3, 8**

Oct 9: **Student-led Discussion of Pruitt, pp. 142-249**

Oct 11: The May Fourth/New Culture Movement (1915-1922; decline of Confucian Paradigm, End of the Civil Service, Rise of Western Political Influences)

**REQUIRED TAKE-HOME MIDTERM DUE IN CLASS**

**Week 9 Reading: WJ, "Foreword," "Introduction," and Ch. 1-3, 7, 8**

Oct 16: Rise & Decline of Nationalist China: Shanghai 1927, Nanjing Decade (1928-37), and the Failure of Elite Politics

Oct 18: Film: "China in Revolution, 1911-36" (available on YouTube); general discussion

**Week 10 Reading: Bianco, Ch. 7, Conclusion; Pruitt, 240-49**

Oct 23: The Chinese Communist Party (est. 1921), Its Search for a Non-Confucian Paradigm, and the Anti-Japanese War (1937-1945)

Oct 25: Japan's Effort to Colonize China (1931-45) and the Second Anti-Japanese War

(1937-45)

**COMPARISON OF THE GENTRY AS PRESENTED IN WAKEMAN & BIANCO  
DUE IN CLASS**

**Week 11 Reading: WJ, Ch. 4-6, 9, 14, 16**

Oct 30: **Student-led Discussion of WJ, Foreword, Intro, 1, 2, 3**

Nov 1: **Student-led Discussion of WJ, 4-9**

**Week 12 Reading: WJ, Ch. 11, 12, 13, 15**

Nov 6: **Student-led Discussion of WJ: 10, 14, 16, 17**

Nov 8: Film: "Vinegar Joe Stillwell" (not on YouTube in Fall 2013) & general discussion

**Week 13 Reading: WJ, Ch. 17-21**

Nov 13: **Student-led Discussion of WJ, 11, 12, 13, 15**

Nov 15: **Student-led Discussion of WJ: review Foreword, Intro, 18, 19, 20, 21**

**Week 14 No new reading; review Wakeman & Bianco**

Nov 20: To be decided

Nov 22: **No class, Thanksgiving**

**Week 15: No new reading; review Wakeman & Bianco**

Nov 27: Film: "China in Revolution, 1936-49" (available on YouTube)

Nov 29: The Civil War (1946-49), and the Rise of the Peasant/Worker/Soldier Paradigm in Communist China

Final Examination questions to be distributed in class this week

**Week 16: No new reading; review Pruitt and WJ**

Dec 4: Last class: General discussion and summing up

**Final Examination: Due Monday, Dec 10, 2012, 4 pm**

Terminology

If you are not already familiar with the following common historical terms and the historical context from which they emerged, please be sure that you have a working historical definition of them by the end of the third week of class. You may find it easiest

to split the list with one or two classmates and then to exchange definitions.

- |                                  |  |
|----------------------------------|--|
| 1. Confucianism/Neo-Confucianism | 21. bourgeoisie                          |
| 2. Daoism/Taoism                 | 22. petty bourgeoisie                    |
| 3. Legalism                      | 23. peasants                             |
| 4. lineage                       | 24. <i>The Communist Manifesto</i>       |
| 5. empire                        | 25. Meiji Restoration                    |
| 6. imperial                      | 26. feudalism                            |
| 7. imperialism                   | 27. party politics                       |
| 8. dyarchy                       | 28. bureaucracy                          |
| 9. physiocracy                   | 29. dynasty                              |
| 10. republicanism                | 30. Russian/Bolshevik/October Revolution |
| 11. constitutional monarchy      | 31. Stalinism                            |
| 12. anarchism                    | 32. Comintern                            |
| 13. liberalism                   | 33. nationalism                          |
| 14. Marxism                      | 34. gentry                               |
| 15. revolution                   |  |
| 16. revolutionary socialism      |  |
| 17. parliamentary socialism      |  |
| 18. communism                    |  |
| 19. French Revolution            |  |
| 20. Leninism                     |  |

First Map Exercise: Asia (Due Thurs., August 30, 2012 in class)

Please locate the following geographic sites on the outline map distributed in class, placing the number of each item in its appropriate spot (e.g., put a “2” on the location of Calcutta; regarding rivers such as “1,” draw in the river and put a “1” along its full length).

- |                               |                     |
|-------------------------------|---------------------|
| 1. Brahmaputra River          | 11. Mekong River    |
| 2. Calcutta                   | 12. Xian/Xi’an/Sian |
| 3. Singapore                  | 13. Tokyo           |
| 4. Philippines                | 14. Pusan/Busan     |
| 5. Indus River                | 15. Kabul           |
| 6. Bengal (NOT Bay of Bengal) | 16. Taiwan/Formosa  |
| 7. Baghdad                    | 17. Hong Kong SAR   |
| 8. Inchon                     | 18. Himalayas       |
| 9. Yellow River/Huanghe       | 19. Manchuria       |
| 10. Tibet                     | 20. Vietnam         |

Grading Scale:

A+	97-100	B+	87-89	C+	77-79	D+	67-69	E	59
A	94-96	B	84-86	C	74-76	D			64-66
A	90-93	B-	80-83	C-	70-73	D-			60-63

A = superior

B = very good

C = average

D = average with a few significant misunderstandings

E = poor (or failure to focus on assignment)

My policy is to give a 0 (not an E which is equivalent to 59%) for missed discussions and all work which is not turned in. Therefore, it is necessary to turn in all papers and take all the exams in order to pass this course.

*Academic Misconduct:* It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentlife.osu.edu/pdfs/csc\\_12-31-07.pdf](http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf)).

What is plagiarism?

See [http://cstw.osu.edu/writing\\_center/handouts/research\\_plagiarism.htm](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](http://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**

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### **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.