

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 for Global Studies.

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

The course will 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 global significance, and understanding of 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 3410
Course Title Studies in Chinese History
Transcript Abbreviation Studies China Hist
Course Description Topics and issues in any period of Chinese history contingent on interests of faculty and students; usually this course emphasizes readings and discussions.
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 Yes
Allow Multiple Enrollments in Term No
Max Credit Hours/Units Allowed 9
Max Completions Allowed 3
Course Components Seminar
Grade Roster Component Seminar
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
<i>Previous Value</i>	<i>Prereq or concur: English 1110 or equiv, and course work in History at the 2000 level, or permission of instructor.</i>
Exclusions	Not open to students with credit for 546

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	<ul style="list-style-type: none">• 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.
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Previous Value

Content Topic List	<ul style="list-style-type: none">• Chinese Marxism and Communism• Gender and Sexuality• Printing and print culture
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Attachments

- History 3410 - Topics in Chinese History Syllabus for Global Studies GE credit.docx: History 3410 Syllabus
(Syllabus. Owner: Bowerman, Ashley E.)
- History Assessment Plan.doc: History GE Course Assessment Plan
(GEC Course Assessment Plan. Owner: Bowerman, Ashley E.)

COURSE CHANGE REQUEST
3410 - Status: PENDING

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

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bowerman, Ashley E.	06/13/2013 12:44 PM	Submitted for Approval
Approved	Roth, Randolph Anthony	06/13/2013 02:59 PM	Unit Approval
Approved	Heysel, Garrett Robert	06/16/2013 05:37 PM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Vankeerbergen, Bernadette Chantal Hogle, Danielle Nicole Hanlin, Deborah Kay	06/16/2013 05:37 PM	ASCCAO Approval

History 3410: Topics in Chinese History

**Topic for Spring 2013: “Treaty-Port Shanghai in Image & Reality,
1842-1949: A Workshop Course”**

**WF 2:20-3:40 pm
Derby Hall 0080**

**Prof. Christopher A. Reed
Office: Dulles Hall 161
Office Hours: TR 1:30-2:30 and by appointment
Office Tel. 292-0853
email: reed.434@osu.edu**

Final Papers Due: Wednesday Apr 24, 4 pm

Course Description

Already in the early 1800s, Shanghai was one of China’s twenty largest cities. Partly for this reason, in 1842, as a result of the Treaty of Nanjing, the first of many “unequal treaties” that Western powers forced China to sign following large and small wars of aggression prior to 1945, Shanghai became one of China’s first five treaty ports. By the end of the 1800s, Shanghai was the most prominent of nearly a hundred treaty ports, many with their own concessions in which lived and traded Western, Indian, Persian (Iranian), Southeast Asian, and Japanese merchants, missionaries, soldiers, etc., along with many “treaty-port Chinese.” Although not typical of 19th- or early 20th-century China, which was overwhelmingly rural, treaty ports and urban settings like Shanghai do provide a valuable site for viewing China in this period. Shanghai, alternately called the “Model Settlement,” “Paradise of Adventurers,” and “Paris of the Orient” by image-makers, provides a unique vantage point for examining major historical, social, cultural, political, and military phenomena between 1842 and 1949, the years covered by this workshop course.

Course Objectives

This problem-oriented workshop course that focuses on “the image versus the reality” of treaty-port Shanghai is interdisciplinary and will consider perspectives drawn from history, literature, film, art history & design, etc. As a workshop course, it will emphasize reading, in-class student presentations, and class discussion rather than lectures (although there will be a small number of lectures to introduce issues in general ways). The course seeks to present you with enough general information and interpretations of the history and culture of treaty-port Shanghai, both in image and in reality, to help you become

capable of making your own judgments concerning this city, its history, and its possible influence on modern China; you will demonstrate mastery of these skills in discussions and also in the successful completion of your final paper.

Recognizing the interdependence of appearance and reality, as well as being able to distinguish between them, is one of the most fundamental analytical categorizations that historians make. Distinguishing between the appearance and the reality of the past is also one of the habits of mind that distinguishes the claims of historians from those of other humanities scholars when each examines the past. For this reason, this course will highlight the contrast between the images of Shanghai advanced by unintentional historical sources such as fiction and the popular media (film, advertising, etc.), in particular, and the city's historical reality as presented by historians, both popular and academic. Students will discover the value of historical analysis in dissecting the problems of appearance and reality. The course's goals lie in stimulating continuing interest in historical issues and then production of a final paper on treaty-port Shanghai that examines the intersection of History and "Fiction," the latter broadly defined (literary, visual [painting, design], or cinematic).

HISTORY 3410 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 "Topics in Chinese History" allows for flexible accommodation of a range of topics, all of which invoke theories of history. In

- “Treaty-Port Shanghai in Image & Reality,” the intellectual activity of history in establishing intellectual truth about the past in contrast to the imagined reality of fiction, film, etc. is critically examined. **Historical methodologies:** This course is organized to allow for problem-centered examination of historical themes subsumed under the theme of “the Shanghai myth.” In doing so, it establishes for students the groundwork of what it is that historians (in contrast to literary scholars, sociologists, etc.) actually do.
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past. **Historical debates:** The course studies historical debates about the rise and fall of treaty-port Shanghai (1843-1949) through the lenses of imperialism, migration, institution-building, etc. **Contemporary debates:** The course is set up to critically examine accounts of Shanghai’s development after 1843 that were first promoted by British empire-builders who passed their understandings on to contemporary Chinese educators and publicists; students contribute to the contemporary debate on Shanghai’s historical evolution.
 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. In a self-conscious way rarely found in other undergraduate courses, this course examines primary and secondary sources through daily in-depth class discussion to critically examine social, political, economic, military, gender, etc. movements in a wider socio-cultural context.
 4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects. Students’ final papers must be comparative in their analytical discussion of historical and literary sources that relate to the course themes, focus on a distinct historical moment, and reveal the student’s ability to develop an individually crafted topic engaging a social movement and its 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:

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 local topic of major significance, students critically examine primary and secondary sources through in-depth daily class discussion and come 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, which include the domination of one circumscribed urban area ("treaty port") of the Qing empire and Chinese Republic by first one and then multiple exogenous groups of armed migrants, 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 early arrival of British invaders in the 1840s to the eventual appearance of Americans, Frenchmen, Japanese, and Russians in treaty-port Shanghai, 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, students analyze specific moments 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. The course is specifically organized to allow students to engage theories of international issues orally and in writing.
6. Students will understand the roots and structures of today's globalized world. Shanghai's history is the history of the colonized world; the former colonized nations of the world, including China, are today becoming hegemonies of the globalized world. This course, which examines how Western values were transferred to China in one particular location, help students understand the roots and structures of today's globalized world.

The course is organized:

1. through the books and lectures to convey factual knowledge and interpretive understanding of China's and Shanghai'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 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.

Course Administration

This course's curriculum is located at the intersection of History and Literature (and to a lesser extent, Film, Design, and Visual Culture). To the extent possible via existing sources, we will pair historical writing on a topic with a literary (or cinematic or visual) source. However, 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 factual information, but will also be able to use it creatively in critical, analytical, and comparative ways, both orally and in writing.

There are no prerequisites for this course, but students are assumed to have had some previous training in college-level history and/or literature beyond the 1000-level. Although not required, some background in East Asian or Chinese history, particularly 141-42/2401-02, 545.03/3404, or 545.04/3405; DEALL courses in late-Qing and/or Republican-era literature, film, or popular culture; or Art History courses in 19th or 20th-century Chinese art or design may prove useful.

Students seeking a course on Chinese literature, culture, or politics should note that this is a History course but of course non-History majors are welcome to take it. However, DEALL offers three courses focusing on Chinese culture and many others that focus solely on Chinese literature. International Studies provides another general introduction to China. Other courses in Anthropology, History (including 3405), History of Art, and Political Science focus on the period since 1949. Students whose main interests are contemporary (post-1949) China will find their interests better addressed in those courses than in History 3410, in which coverage ends around 1949.

Grading and Course Requirements (students must complete
all requirements to earn a final grade in the course)

Final grades for undergraduates and non-History graduate students will be based on the following formula, which rewards both early effort but also steady improvement:

- 1) attendance (with two absences automatically forgiven) and participation (including team work, presentations, and discussions; participation is so important to your success in this workshop class that the professor reserves the right to count persistent lack of preparation or unwillingness to participate in classwork as an absence) 30%
- 2) two take-home map exercises 5% each (for a total of 10%)
- 3) critical book review of Dong, *Shanghai* (counts as midterm exam, max. 5 pp./1500 words) 25%
- 4) critical and comparative evaluation of literary work(s) as historical source(s), including required individual oral presentation (counts as final exam, max. 5 pp./1500 words) 35% (10% for oral, 25% for final paper)

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 be typed or computer-printed on paper, double-spaced, have one inch (1") margins, and submitted on time. Proofread all submissions and make sure the print-out is legible and sufficiently dark; do not use bold. Use only 12-point Times or Times New Roman standard fonts. 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. After the first day, three late arrivals to class and/or early departures will be penalized at the rate of one day's absence.

Students are responsible for all materials, lectures, discussions, films, and readings. This syllabus and any study aids supplied to the students in History 3410 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. As in class itself, when using email, basic courtesy is expected. "Be friendly but not familiar" (source: Woody Allen, "Broadway Danny Rose"). Please note that I will not respond to email that has no salutation (eg, "Dear ..."), that opens with "Hey, prof" "Professor [without my surname]" or anything similar, or that omits courtesy words such as "please" and "thank you."

Tape recording or photographs of lectures or discussions is not permitted except in the base of a documented learning disability. Students with such a disability are encouraged to make their condition known to the instructor early in the semester.

Late Assignments and Makeups: No late assignments or absences from your presentation session will be accepted without the prior agreement of the instructor and submission of a doctor's note. Course overloads and work duties are not acceptable excuses for late assignments, missed deadlines, 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, 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 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 Student Book Exchange (SBX) on High Street. The *Reader* is available at SBX or, if sold out, online (Zip will deliver it to you). If needed, contact Zip at: www.zippublishing.com or 485-0721.

1. Stella Dong, *Shanghai, The Rise & Fall of a Decadent City, 1842-1949* (NY: Wm. Morrow, 2000);
2. Emily Honig, *Sisters & Strangers, Women in the Shanghai Cotton Mills, 1919-1949* (Stanford: Stanford UP, 1986)
3. Lynn Pan, *Shanghai Style, Art & Design Between the Wars* (San Francisco: Long River Press, 2008)
4. Zip Copies *Reader*

Books 1, 2, and 3 are on 2-hr reserve in the main 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 encourage you to purchase one now. In addition, you should familiarize yourself ASAP 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.

Please bring all books listed for reading/discussion to class each day.

We will not use Carmen in this class.

Readings, Lectures, Discussions, and Deadlines

Readings, lectures, films, and planned formal discussions complement each other. Generally, lectures will not duplicate the monographs. Students must integrate course materials themselves. Anyone having difficulty doing so should see the instructor. Students should note that you must complete the reading before class begins on Wednesday and Friday afternoons. In addition, all students are expected to do all of the assigned reading regardless of whether you are presenting on a particular day; presenting students will be counting on your participation, which will of course be graded.

Week One

Wednesday, January 9: Organizational (syllabus, books, etc.); contemporary photos; student bios

Fri, 1/11: Lecture: Shanghai in maps and historical photographs; What is “the Shanghai Myth?”; General Historical Background

Film: excerpts from *The Shanghai Gesture* (1941, American, directed by Austrian-born Josef von Sternberg)

China map assignment to be distributed

Distribute Christopher A. Reed, “Shanghai: From Chinese Hub Port to Global Treaty Port (1730-1865)”

Week Two

Reading: Reed, “Shanghai: From Chinese Hub Port...” (2012); *Reader*: “Telling Phrases” (1862)

1/16: Professor-led discussion: Reed, “Shanghai: From Chinese Hub Port to Global Treaty Port (1730-1865)” (2012) and “Telling Phrases” (1862) from *Reader*

Hand in: China map assignment

Shanghai map assignment to be distributed

1/18: Lecture: Shanghai and the Western Powers, 1842-1949

Students to sign up for student-led discussions (SLD)

Hand in: Shanghai map assignment

Week Three

Reading: Dong, *Shanghai* (2000), pp. 1-72; *Reader*, “Image Makers: The Settlements’ Men of Letters and Shanghai Print Entertainment” from Yeh, *Shanghai Love ... 1850-1910* (2006)

1/23: SLD: Stella Dong, *Shanghai* (2000), pp. 1-72

1/25: SLD: "Image Makers" (2006)

Film: short excerpts from *Flowers of Shanghai* (Taiwanese, 1998, dir. by Hou Hsiao-hsien, 113 minutes), in Chinese, Shanghainese with English subtitles, followed by professor-led discussion

Week Four

Reading: Dong, *Shanghai*, 73-end, *Reader*, "Abduction in Blood Alley" (1887-88), "The Whangpoo River" (post-1939) and/or "Bridge House" (1942-45)

1/30: SLD: Dong, *Shanghai*, 73-193, *Reader*, "Abduction in Blood Alley" (1887-88)

February 1: SLD: Dong, *Shanghai*, 194-end; *Reader*, "The Whangpoo River" (post-1939) and/or "Bridge House" (1942-45)

Week Five

Reading: *Reader*, "Frontispiece" (1934); Ch. 8, 9, 11 all from Isaacs, *Tragedy of the Chinese Revolution* (1938)

2/6: Lecture: Shanghai as a Crucible of Modern China, 1900-27

Professor-led discussion of "Frontispiece" (1934) from *Reader*

2/8: SLD: Isaacs (1938), Ch. 8, 9, 11

Due: critical book review of Dong, *Shanghai*

Week Six

Reading: *Reader*: "A Memory of Another Clime: Society & Culture in Foreign Shanghai" from Clifford, *Spoilt Children of Empire: Westerners in Shanghai and the Chinese Revolution of the 1920s* (1991); "The Big Smoke" from Hahn, *China to Me* (1937); Honig, *Sisters and Strangers* (1986), Intro, Ch. 1, 2

2/13: SLD: "A Memory of Another Clime: Society & Culture in Foreign Shanghai" (1991) from *Reader*; "The Big Smoke" (1937) from *Reader*

2/15: SLD: Honig, *Sisters and Strangers* (1986), Intro, Ch. 1, 2

Week Seven

Reading: Honig, *Sisters & Strangers* (1986), Ch. 3, 5, 6, 7; *Reader*: "Prostitution" (1933+), "House on Qingyun Lane" (c. 1930), "Midnight" (1930)

2/20: SLD: Honig, *Sisters and Strangers* (1986), Ch. 3, 5; "Prostitution" (1933+) and "House on Qingyun Lane" (1930) from *Reader*

2/22: SLD: Honig, *Sisters and Strangers* (1986), Ch. 6, 7; “Midnight” (1930) from *Reader*

Week Eight

Reading: Honig, *Sisters & Strangers* (1986), ch. 8, Conclusion; *Reader*: “Great World Entertainment Building” (c. 1930s); Pan, *Shanghai Style* (2008), Prologue (pp. 3-18), Ch. 1 (19-46), Ch. 2 (47-70), Ch. 3 (91-110, 127-29)

2/27: SLD: Honig, *Sisters and Strangers* (1986), Ch. 8, Conclusion; “Great World Entertainment Building” (c. 1930s) from *Reader*

March 1: SLD: Pan, *Shanghai Style* (2008), Prologue (pp. 3-18), Ch. 1 (19-46), Ch. 2 (47-70), Ch. 3 (91-110, 127-29)

Week Nine

Reading: Pan, *Shanghai Style* (2008), ch. 4 (133-60), 5 (161-83), 6 (201-23), Epilogue (259-65)

3/6: SLD: Pan, *Shanghai Style* (2008), ch. 4 (133-60), 5 (161-83), 6 (201-23), Epilogue (259-65)

3/8: Film: begin to view complete *Shanghai Gesture* (1941, American, directed by Josef von Sternberg) and discuss as a class

Spring Break: March 11 to March 15

Week Ten

No assigned reading this week; work on your final papers

3/20: Film *Shanghai Gesture* (1941, American, directed by Josef von Sternberg) con't, then discuss as a class

3/22: No class today; prepare for your oral presentations of your final paper projects

Week Eleven

No assigned reading this week; work on your final papers

3/27: Individual student presentations of final paper projects

3/29: Individual student presentations of final paper projects

Week Twelve

No assigned reading this week; work on your final papers

4/3: Individual student presentations of final paper projects

4/5: Individual student presentations of final paper projects

Week Thirteen

No assigned reading this week; work on your final papers

4/10: Individual student presentations of final paper projects

4/12: Individual student presentations of final paper projects

Week Fourteen

No assigned reading this week; work on your final papers

4/17: Film: *Shanghai Triad* (Chinese, 1995, dir. by Zhang Yimou, 109 minutes), in Chinese, with English s/t

4/19: Film, con't: *Shanghai Triad* (Chinese, 1995, dir. by Zhang Yimou, 109 minutes), in Chinese, with English s/t

Final Papers due Wednesday Apr 24 4 pm

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).

What is plagiarism?

See http://cstw.osu.edu/writing_center/handouts/research_plagiarism.htm

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

MEMORANDUM

TO: Arts and Sciences Committee on Curriculum and Instruction

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

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

Assessment Goals and Objectives

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

Historical Study GE Requirements:

Goals:

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

Expected Learning Outcomes:

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

Goals of the courses that fulfill the GE Learning Outcomes:

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

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

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

Social Diversity GE Requirements:

Goals:

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

Expected Learning Outcomes:

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

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

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

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

International Issues GE Requirements:

Goals:

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

Expected Learning Outcomes:

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

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

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

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

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

II. Methods

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

Summary of Data:

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

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