

## 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 Social Diversity.

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

In this course, students will examine the varied experiences of American Indian peoples from 1560 to 1820 and their actions and responses to the social, cultural and environmental transformations occurring from the 16th to the 19th century.

### 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	3070
Course Title	Native American History from European Contact to Removal, 1560-1820
Transcript Abbreviation	Nat Am 1560-Removl
Course Description	Major issues and events in Native American history from before the European invasion and colonization through the early 1820s.
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 568.01.

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

### Subject/CIP Code

54.0102

### 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; Social Diversity in the United States

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 of the course will increase their knowledge of American Indian peoples and the ways in which their lives are embedded in, and inseparable from their geographic, historic spiritual, cultural, and social surroundings.

### [Previous Value](#)

### Content Topic List

- Native Americans
- European Colonization
- France
- England
- Spain
- North America
- American Revolution
- French and Indian War
- Women
- War of 1812

**COURSE CHANGE REQUEST**  
3070 - Status: PENDING

Last Updated: Heysel,Garett Robert  
07/30/2013

**Attachments**

- History 3070 Syllabus for GE Social Diversity.doc: History 3070 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.	07/19/2013 10:09 AM	Submitted for Approval
Approved	Baker,Paula M	07/19/2013 10:21 AM	Unit Approval
Approved	Heysel,Garett Robert	07/30/2013 05:12 PM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Nolen,Dawn Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole Hanlin,Deborah Kay	07/30/2013 05:12 PM	ASCCAO Approval



## History 3070 – Autumn 2012

### Native American History from European Contact to Removal, 1560 - 1820

Tu/Th – 11:10AM – 12:30PM – Founders 2111

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**John N. Low JD, Ph.D.**

Assistant Professor

Office Hours: Tues. 2 – 3:30 PM or by appointment

Office Phone: 740-755-7857/ 773-547-2308

Office Location: 2057 Founders Hall

Email – [jlow@newark.osu.edu](mailto:jlow@newark.osu.edu)

#### **GE Goals:**

This course fulfills the GE requirement for **Historical Study**. Students in this category learn to 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.

This course also fulfills the GE requirement for **Cultures and Ideas**. Cultures and Ideas Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

#### **Expected Learning Outcomes:**

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course also fulfills the GE requirement for **Diversity**. 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.

#### **Social Diversity in the United States - Expected Learning Outcomes:**

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, 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.

## COURSE DESCRIPTION:

There are currently more than 560 federally recognized American Indian Nations with which the United States maintains government to government relations based upon a sovereign status which is both inherent (i.e., pre-dates the coming of Europeans to this hemisphere) and law/treaty based. American Indian history is essential to understanding American history. An introduction to American Indian history draws together materials from a variety of primary and secondary sources. We will examine the varied experiences of American Indian peoples from 1560 to 1820, and approach this study with the understanding that American Indians were active participants in history and not hapless victims of Euro-American colonization. We will commence our journey with an overview of pre-Contact Indigenous peoples. In the following weeks, we will focus on the ways Indigenous peoples in the United States acted and responded to the host of stresses that accompanied the rapid and often violent social, cultural, and environmental transformations from the sixteenth to early nineteenth centuries. We will pay particular attention to the ways Indians adapted to meet the challenges they confronted as they persisted in their efforts to preserve their homelands, their cultures, and their rights to self-determination. Some of the goals of this course are to broaden your knowledge of American Indian peoples and the ways in which their lives are embedded in, and inseparable from their geographic, historic spiritual, cultural, and social surroundings. Students will examine and deconstruct important historical tropes such as “frontier,” “civilized and savage,” and “the middle ground.” Students will also learn the role of primary documents in the “construction” of history and through critical reading, writing, and research, gain an understanding of the role of the historian in writing history. Students will also explore the beginnings of the colonial project now called the United States, learn about the Indigenous inhabitants that pre-existed “American History” and consider whether the contact stories of Natives with settlers are narratives of declension, conflict and resistance, creative adaptation and survival, or some mixture of each.

## Required Texts:

- ❖ R. David Edmunds, Frederick E. Hoxie & Neal Salisbury, *The People, A History of Native America*, Volume 1: to 1861, (Boston: Houghton Mifflin Company, 2007), **(The People)**
- ❖ Camilla Townsend, *Pocahontas and the Powhatan Dilemma*, (New York, Hill and Wang, 2004), **(Townsend)**
- ❖ Colin G. Calloway, *The World Turned Upside Down, Indian Voices from Early America*, (Boston: Bedford/ St. Martin, 1994), **(Calloway)**
- ❖ Allan Greer, *The Jesuit Relations, Natives and Missionaries in Seventeenth-Century North America*, (Boston: Bedford/ St. Martin, 2000), **(Greer)**
- ❖ James H. Merrell, *The Lancaster Treaty of 1744, with Related Documents*, (Boston: Bedford/ St. Martin, 2008), **(Merrell)**
- ❖ Readings as assigned and posted on *Carmen*.



**Course Requirements:** class attendance, preparation and participation, ten short papers, biography paper, and final exam.

**Attendance – no more than 2 unexcused absences – each additional unexcused absence lowers your grade by 10%**

**Class Participation** – 20% - including preparation by doing the readings before class and willingness to engage in discussions and class activities. Participation also means contributing something to the discussion while demonstrating respect for others. We will be discussing tough issues and I want to hear what you have to say in an objective and thoughtful manner. Other ways to contribute include, but are not limited to, bringing in news articles relevant to course topics, bringing websites and other media to the attention of the class, announcing American Indian cultural events, sharing relevant personal experiences, etc. Those too shy or uncomfortable speaking in class may see me during office hours or by email to contribute. Some of these topics are difficult so please come see me if you need more context or to discuss in a less public venue.

**Five Short papers** – 20% - You will write nine short response papers (2-3 pp. each) as outlined in the course schedule below. Four of the will be a response to the films we watch in class. Each paper will be an essay (not a film review) to the film incorporating what you have learned from the readings, lectures, and class discussions and in some way reflecting a thoughtful consideration of the relevance of the film to this class. In addition, you will complete a 2-3 pp. response paper to a painting by Hal Sherman currently in the special collections of the OSUN Library. Details will be provided in class.

**Research Project** – 20% - You will write a 8-10 pp. research paper reflecting a topic of your choosing but it must reflect Native American Indians in Ohio from 1560 to 1820. The paper can focus on a particular tribal leader, tribal community, or event(s). You must turn in your topic that you have chosen by Thursday, October 4. The paper is due December 4, the last day of class.

**Midterm and Final Exam** – 20% each.

**Grading Rubric:**

**Five Response Papers – 20%**

**Research Paper – 20%**

**Midterm – 20%**

**Final Exam – 20%**

**Class Participation – 20%**

**Total possible – 100%**

## Grading Scale:

A = 95 – 100%	B+ = 87 - 89%	C+ = 77- 79%	D = 60 - 69%
A- = 90 - 94%	B = 83 - 86%	C = 73 - 76%	F = Below 60
	B- = 80 - 82%	C- = 70 - 72%	

**Resources:** OSU – Newark has both a writer’s studio (<http://newark.osu.edu/academics/degreesatnewark/english/thewritersstudio/Pages/index.aspx>) and a tutoring center (<http://newark.osu.edu/studentlife/tutoring/Pages/index.aspx>) to assist you in your assignments. I encourage you to use them. It may be best for me to send them a copy of your assignments before you schedule an appointment.

**Requirements & Expectations:** The opportunity to create a learning environment and community lies with both the instructor and student. Clearly defined expectations and responsibilities facilitate this:

*As a student in this class, your responsibilities include:*

- ❖ Reading the assigned materials on time
- ❖ Coming to lecture and section prepared with questions about the readings and lectures
- ❖ Coming to lecture and section on time and prepared to participate
- ❖ Respecting the views and learning needs of other students
- ❖ Consulting with the Instructor about any problems with the course

*As your instructor, I make a commitment to:*

- ❖ Come to class prepared to facilitate discussion and learning
- ❖ Be responsive to the needs of students
- ❖ Provide guidance on ways to improve your academic performance
- ❖ Respect the views and learning needs of the students
- ❖ Work with you to resolve any problems in the course

I am looking forward to getting to know each of you as scholars. I also hope that you will take time and make the effort to get to know one another as members of an intellectual community. I encourage you to use me as a resource and hope you will take advantage of my office hours.

**Grade Appeal Procedure:** If you believe that your grade on any assignment should be different from the grade received, you must clearly explain *in writing* the basis for your request for re-evaluation. This gives you an opportunity to prepare and present cogent arguments for reassessment. While a grade appeal may result in a higher grade, there is no guarantee and a re-evaluation may result in lower grade, if such is warranted. Further information on formal grade appeal rights and procedures are outlined in your student handbook.

**Attendance:** Research shows that regular attendance is one of the best single predictors of student performance. Good attendance = learning = Good grade. In addition, class is an opportunity to learn not only from me, but also from your classmates. Your classmates want to learn from *you*. Be sure you understand the penalties outlined above that result from more than two unexcused absences. *Please remember – attendance, participation and preparation for class is a part of your grade.*

**Incompletes:** All assignments must be completed in order to receive a passing grade for the course. I do not expect to approve any “incompletes” except under the most extraordinary circumstances.

**Drop/Add Policy:** Students should consult your student handbooks and university website regarding deadlines and relevant policies and procedures.

**Major Illness or Crisis:** If something of major concern has happened to affect your ability to be a part of this class, please contact me ASAP. In case of emergencies affecting your ability to participate in class, you will need to contact the appropriate University personnel for documentation, alternate arrangements, etc.

**Disabilities:** 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 Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

**Warning: plagiarism and classroom conduct:** This course conforms to generally accepted guidelines for a uniform grading policy and scholastic integrity. Any instances of academic dishonesty - including plagiarism or cheating in any form - are unacceptable. 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). The Instructor of this course expects a high level of student involvement and discussion in the classroom. All students are responsible for comporting themselves in an intellectual fashion which is respectful of the diversity of opinions found at this Campus. Please see me immediately - or phone or email, or drop an anonymous note in my mailbox, if you are uncomfortable with the classroom environment.

**In the News:** Articles and stories about Native American Indians appear frequently in the news. If you see something that seems relevant to the course, bring it in and share it!



**On the Internet:** One of my favorite sites is [www.airos.org](http://www.airos.org). AIROS is *American Indian Radio On Satellite* and provides an interesting and entertaining source of news and music from “Indian Country” throughout the United States. Popular online newspapers include [www.indiancountry.com](http://www.indiancountry.com) and [www.indiancountrynews.com](http://www.indiancountrynews.com). I also like *Newspaper Rock, Where Native America Meets Pop Culture* at <http://www.bluecorncomics.com/newsrock.htm>. A very useful website has been launched by the Newberry Library in Chicago. Of particular value for this course is the section on “Peoples, Places & Time” Click on it at <http://publications.newberry.org/indiansofthemidwest/>

## COURSE SCHEDULE

### *Subject to Modification*

#### Week 1: Introductions

Thursday, August 23: Welcome, Review of Syllabus, Expectations, Introductions, Questions & Concerns

#### Week 2:

Tuesday, August 28: *Why study American Indian history? How do we approach this course?*

**Readings:**

Robert Warrior, “Indian” in *Keywords for American Cultural Studies* (Available on Carmen)

**Assignment: Take the test “Your Native IQ” at <http://www.understandingprejudice.org/nativeiq/>. Bring your results to class.**

Thursday, August 30: **American History Begins: Indian Peoples Before the Advent of Europeans**

**Film:** *The Teaching Rocks* (20’)

**Readings:**

**The People**, pp. 1 – 26

“The Mound Builders,” Carl Waldman (Available on Carmen)

**In Class preview of paintings by Hal Sherman for 2-3 pp. response paper.**

**We will meet in library W-175**

#### Week 3:

Tuesday, September 4: **American History Begins: Indian Peoples before the Advent of Europeans (continued)**

**Readings:**

“The American Indians,” Edward H. Spier” (Available on Carmen)

“Basic Concepts for Understanding Native History and Culture,” Jack D. Forbes (Available on Carmen)

**Hal Sherman paintings - Response Paper 1 due.**

Thursday, September 6: **Voices from the Shore**

**Readings:**

**Calloway**, Foreword, Preface, Introduction, pp. 1 – 42

“Premonitions and Prophecies,” from *Native American Testimony*, revised edition, Peter Nabakov (Available on Carmen)

**We will meet at the Earthworks Center for class for a special presentation by Center staff.**

**The Newark Earthworks Center, Baker House, 950 Sharon Valley Road, Newark, Ohio 43055.**

#### Week 4:

Tuesday, September 11: **Strangers in Indian Homelands, 1490 - 1600**

**Readings:**

**The People**, pp, 27 – 52

“Face to Face,” from *Native American Testimony*, revised edition, Peter Nabakov (Available on Carmen)

**Thursday, September 13: After the Mayflower**

**Film:** *We Shall Remain – After the Mayflower* (112')

**Readings:**

Review Film website at [http://www.pbs.org/wgbh/amex/weshallremain/the\\_films/episode\\_1\\_about](http://www.pbs.org/wgbh/amex/weshallremain/the_films/episode_1_about)

Review film transcript at [http://www.pbs.org/wgbh/amex/weshallremain/files/transcripts/WeShallRemain\\_1\\_transcript.pdf](http://www.pbs.org/wgbh/amex/weshallremain/files/transcripts/WeShallRemain_1_transcript.pdf)

**Week 5:**

**Tuesday, September 18: Cultural Conflicts, Contests, and Confluences**

**Readings:**

Calloway, pp. 43 – 77

**Thursday, September 20: The Powhatan Experience**

**Response Paper 2 due.**

**Readings:**

Townsend, pp. 1 – 84 (including relevant notes in the back)

**Week 6:**

**Tuesday, September 25: The Powhatan Experience (continued)**

**Readings:**

Townsend, pp. 85 – 178 (including relevant notes in back)

**Thursday, September 27: Native Peoples and the Founding of European Colonies, 1600 – 1660**

**Readings:**

*The People*, pp. 53 – 80

Calloway, pp. 78 – 114

**Week 7:**

**Tuesday, October 2: The Middle Ground Worlds in Upheaval, 1660 - 1720**

**Readings:**

“Creative Misunderstandings and New Understanding,” Richard White (**Available on Carmen**)

“What Is the Middle Ground, Anyway?,” Philip J. Deloria (**Available on Carmen**)

**Thursday, October 4: Midterm (Research Paper Topic Due)**

**Week 8:**

**Tuesday, October 9: French Missionaries and Jesuit Relations**

**Readings:**

Greer, pp. Preface, pp. 1 - 93

**Thursday, October 11: French Missionaries and Jesuit Relations (continued)**

**Readings:**

Greer, pp. 94 - 213

**Week 9:**

**Tuesday, October 16:**

**Film - *Black Robe* (101')**

**Discussion Day**

**Thursday, October 18: Worlds in Upheaval, 1660 - 1720**

**Readings:**

*The People*, pp. 81 – 109

## **Week 10:**

**Tuesday, October 23: The Treaty of Lancaster**

**Response Paper 3 due.**

**Readings:**

Merrell, Preface, pp. xi – 88

**Thursday, October 25: The Treaty of Lancaster (continued)**

**Readings:**

Merrell, pp. 89 – 135

## **Week 11:**

**Tuesday, October 30: Native Americans in Peace and War, 1716 - 1754**

**Readings:**

**The People**, pp. 110 - 134

**Thursday, November 1: In a World of Warfare: Indians and the Wars for Empire**

**Readings:**

Calloway, pp. 115 – 145

“The French King Wakes up in Detroit: ‘Pontiac’s War’ in Rumor and History”, Gregory E. Dowd (**Available on Carmen**)

## **Week 12:**

**Tuesday, November 6: Native Peoples and Imperial Crises, 1754 - 1821**

**Readings:**

**The People**, pp. 135 – 163

**Thursday, November 8: American Indians in the Memory of Mainstream America**

**Film: The Last of the Mohicans (114’)**

**Readings:**

“Style and the Sentimental Gaze in ‘The Last of the Mohicans,’” Diane Price Herndl (**Available on Carmen**)

## **Week 13:**

**Tuesday, November 13:**

**Film:** Complete screening of “The Last of the Mohicans”

**Discussion Day**

**Thursday, November 15: American Indians and the American Revolution, 1775 - 1783**

**Response Paper 4 due.**

**Readings:**

Calloway, pp. 146 – 169

## **Week 14:**

**Tuesday, November 20: The Defense of the Trans-Appalachian Homelands, 1795 - 1815**

**Readings:**

**The People**, pp. 164 - 188

**Thursday, November 22 – No Class (Thanksgiving Break).**

## **Week 15:**

**Tuesday, November 27: Indian Voices from the New Nation**

**Film:** *We Shall Remain – Tecumseh’s Vision* (90’)

**Readings:**

**Calloway**, pp. 170 – 199

Review film transcript at [http://www.pbs.org/wgbh/amex/weshallremain/files/transcripts/WeShallRemain\\_2\\_transcript.pdf](http://www.pbs.org/wgbh/amex/weshallremain/files/transcripts/WeShallRemain_2_transcript.pdf)

Tecumseh, The Shawnee Prophet, and American History: A Reassessment, R. David Edmunds (**Available on Carmen**)

The Illinois River Potawatomi in the War of 1812, R. David Edmunds (**Available on Carmen**)

Thinking and Believing: Nativism and Unity in the Ages of Pontiac and Tecumseh, Gregory E. Dowd (**Available on Carmen**)

**Thursday, November 29: Western Tribes Meet the Long Knives, 1800 - 1820**

**Readings:**

**Response Paper 5 due.**

**The People**, pp. 189 – 212

## **Final Half-Week**

**Tuesday, December 4: Natives and Europeans *on the other side* – Alaska and California**

**Readings:**

“The Sword and the Cross, The Missions of California” Jeannette Henry Costo (**Available on Carmen**)

History of the Russian Settlement at Fort Ross, California (**Available on Carmen**)

Exploration and Settlement on the Alaskan Coast, at <http://www.pbs.org/harriman/1899/exploration.html>

**Research Paper due at Beginning of Class**

**Final Exam: Tuesday, December 11, 10:20AM – 12:05PM**

## 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.