

Term Information

Effective Term Spring 2014

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 2705
Course Title The History of Medicine in Western Society
Transcript Abbreviation HistMedWestSoc
Course Description This course explores the changing intellectual, economic, institutional and cultural relationships that have characterized medicine in the Western world from antiquity to the present, and examines individual roles and trends in the education of practitioners, locations of healing, and expectations that people had of medicine as ideas about the body and illness shifted.
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? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture, Recitation
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq or concur: English 1110.xx, or permission of instructor.
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 54.0101
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

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 gain a broad understanding of the history of medicine in the Western world and the implications of industrialization, technology, cultural and institutional changes on the development of medical practice and medical professions.

Content Topic List

- Ancient medicine; Hippocratic medicine; Medieval medicine; disease and the Black Death; history of dissection; surgery; the early clinic; diagnostic technology; the microscope; evolution, race and eugenics; experimentation; antibiotics; ethics.

Attachments

- History 2705 Syllabus.docx: History 2705 Syllabus

(Syllabus. Owner: Bowerman,Ashley E.)

- History Assessment Plan.doc: History GE Course Assessment Plan

(GEC Course Assessment Plan. Owner: Bowerman,Ashley E.)

Comments

- Updated GE Assessment Plan and syllabus attached. *(by Bowerman,Ashley E. on 10/30/2013 09:01 AM)*
- See previous request to update standard combined GE rationale and assessment plan document for all submissions going forward. I'll resend e-mail. *(by Vankeerbergen,Bernadette Chantal on 10/29/2013 09:40 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bowerman,Ashley E.	10/17/2013 01:41 PM	Submitted for Approval
Approved	Baker,Paula M	10/17/2013 02:04 PM	Unit Approval
Approved	Heysel,Garett Robert	10/28/2013 09:24 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/29/2013 09:45 AM	ASCCAO Approval
Submitted	Bowerman,Ashley E.	10/30/2013 09:01 AM	Submitted for Approval
Approved	Baker,Paula M	10/30/2013 09:05 AM	Unit Approval
Approved	Heysel,Garett Robert	10/30/2013 11:03 AM	College Approval
Pending Approval	Hanlin,Deborah Kay Hogle,Danielle Nicole Jenkins,Mary Ellen Bigler Nolen,Dawn Vankeerbergen,Bernadette Chantal	10/30/2013 11:03 AM	ASCCAO Approval

The Ohio State University
History 2705: The History of Medicine in Western Society
Semester, Year
Call Number
Class meeting days, time and room

Instructor: Susan C. Lawrence, Ph.D.

Office: 253 Dulles Hall

Phone: 614-292-5479

E-mail: lawrence.578@osu.edu

Office hours:

Graduate Teaching Assistant:

Office:

Phone:

Email:

Office hours:

Note

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of the student.

This course fulfills the following **GE requirements: Historical Study**. It **does** count toward the history major.

Course Description:

In this course, we explore the changing intellectual, economic, institutional and cultural relationships that have characterized medicine in the Western world from antiquity to the present. We consider the education of practitioners, locations of healing, and expectations that people had of medicine as ideas about the body and illness shifted with new discoveries and theories about health and disease. We examine the roles both of prominent individuals (Harvey, Pasteur, Ehrlich) and of general trends (industrialization, technology) in shaping medical practice and the medical professions.

Historical Study

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

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes in Historical Study: This course allow students to recognize how past events are studied and how they influence today's society and the human condition in the following ways:

1. Critically examine theories of history, and historical methodologies
Students will analyze the historical contingency of medicine. Current medical practices were neither self-evident (e.g. awareness of germs) nor inevitable (e.g. private health insurance systems). Students will encounter social, cultural, economic, and technological explanations for changing ideas and practices.
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past.
This course highlights how health care never exists in isolation as a single set of “facts” about health and disease. The complicated relationships among science, technology and medicine as a body of knowledge and a set of practices are continuously defined by social and cultural ideas about health, healing and – of course – money.
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.
Students will study primary sources in order to gain insight into past beliefs about the body and health care experiences, such as the Black Death and surgery before inhalation anesthesia, and how and why those beliefs changed over time.
4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects.
This course covers a long span to time, and the paper, and especially the final exam, requires students to analyze how social, economic and political changes shaped the practice of medicine as an avocation, an occupation and a profession.

Required Readings:

All of the required readings for this course are available in electronic format. All readings are listed in the Course Schedule (the Course Schedule is also available on Carmen in unit module). Some readings are directly posted on the course website as Adobe pdf or Microsoft Word document files. Other readings are found on internet sites (instructions are provided in the Carmen). Still others are articles available through journals for which OSU has on-line subscriptions. Students will need to use the library's interface to find the journal title and article using the information provided (volume number, year, pages).

Please make sure that you check the course schedule **well before the readings are due**, in order to have enough time to access the on-line documents. You may either print out copies to read before class or read them online. In either case, bring the readings and your notes to class on the day(s) they are due. Having copies of the primary sources on hand for class discussion is particularly important.

The Student Response System:

All students are required to purchase the OSU approved personal response unit (aka a "clicker"). These are available at _____. The clicker will be used for attendance, as well as to gather information about the class and to monitor student understanding of the material we cover. Your clicker performance will be used to assess the attendance and participation part of your course grade. Questions that have no correct answer (such as survey-type questions) are worth one point. Content and conceptual questions, for which there are correct or best answers, are worth three points for the correct answer and one point for incorrect answers.

Course requirements:

Students are expected to

- attend class. Students who miss class almost inevitably find that their grades suffer.
- complete the reading assignments listed on the course outline on time for class.
- bring the clicker unit and assigned readings to class.
- use the Carmen website to get links to the course materials, check for discussion questions and monitor their posted grades for accuracy and self-evaluation.
- complete three short (3-5 page) essay exam questions.
- complete an assignment finding historical newspaper articles on line
- complete a final self-reflection essay
- take three examinations (two midterm exams and a final)

Important dates:

Essay I

Exam I - at the end of Unit III

Essay II

Exam II -- at the end of Unit V
 Essay III
 Final Exam
 Final self-reflection essay

Evaluation:

Essays - 3 @ 10% each	30%
Exam I	10%
Exam II	15%
Final exam	25%
Cumulative clicker points	15%
Final reflection essay	5%

Grade distribution

I use the OSU Standard Scheme for assigning letter grades to points:

93 - 100 (A)		90 - 92.9 (A-)
87 - 89.9 (B+)	83 - 86.9 (B)	80 - 82.9 (B-)
77 - 79.9 (C+)	73 - 76.9 (C)	70 - 72.9 (C-)
67 - 69.9 (D+)	60 - 66.9 (D)	Below 60 (E).

Policy on late work

Late work shall be penalized one letter grade per day. For example, A+ to A for one day, A+ to A- for two days, A+ to B+ for three days. No assignment will be accepted more than one week late, except for *extraordinary* circumstances

Make-up work, including make-up examinations, will be allowed only for absences due to OSU sponsored events, for which advanced notice is required, or for **documented** illness or family crises, such as funerals of close relatives.

Policy on class attendance

Students who choose to miss class for minor illnesses, for attending weddings, family gatherings or other events of personal importance, forfeit their clicker points for that day. Students who miss class for documented reasons receive the base number of clicker points (one per question posed). Students who forget their clickers and sign in on the "no clicker" sheet receive the base number of clicker points (one per question posed) for that day. Students who forget their clickers four times or more will not be allowed points for attendance for subsequent days without clickers. Students who borrow a clicker from another student **will not** be given credit for clicker points OSUess they have correctly entered their ID number into the clicker. No exceptions.

Email policy

I like to be accessible to students in my courses and welcome email communications. Please do not expect immediate responses, however. I will do my best to return any email messages within 24 hours on weekdays and by Monday for emails sent on Friday afternoon. All students need to ensure that the email address listed for them on Carmen is accurate and current. Do check the website for basic course information and copies of handouts before emailing me with routine questions.

Course schedule

Reading assignments are due on the day they are listed on the schedule. All class meetings involve a mixture of lecture, clicker response questions and discussion. Please note that this schedule is subject to change if circumstances require it. The reading assignments are directly available on the course website (or via instructions and links). You will find this information listed for the entry for each day's topic in the Unit modules of our Carmen site.

Please note that this schedule is subject to change if circumstances require it. Such changes will be announced on Carmen and appropriate changes will be made to the schedule online. You are responsible for checking due dates on Carmen.

I. Introduction: What is the history of medicine?

The syllabus, class expectations and community standards
Using the i>Clicker system
Class demographics

II. The Foundations: Classical Antiquity and Medieval Medicine

Medical practice and medical theories – Greek antiquity and Hippocrates

Secondary sources: Vivian Nutton, *Ancient Medicine* (2004), Selections from Chapter 4 and Chapter 7; Chart of the four humors

Primary sources: Hippocrates (attributed), *The Hippocratic Oath*

Hippocratic and Galenic Medicine

Primary sources: Hippocrates, extracts from *On the Nature of Man*; *Regimen in Acute Diseases*; and *Epidemics*; Galen, extracts from *On the Art of Medicine*, *Mixtures*, and *On Exercise with the Small Ball*

Secondary source: Vivian Nutton, *Ancient Medicine* (2004), Chapter 16.

Prepare for the first essay assignment: read the instructions and the advice on how to write history essays on Carmen. Bring any questions about this assignment to class.

Medieval Medicine: Suffering, Miracles and Academic Medicine

Secondary source: Katherine Park, "Medicine and Society in Medieval Europe, 500-1500," in Wear, *Medicine in Society: Historical Essays* (1992), 59-90.

Primary sources: Miracles – Excerpts from *The Four Books of the Miracles of St. Martin* (6th c) "Life of Sister Chiara of Montefalco."

Disease in History: The Black Death

Secondary source: Samuel K. Cohn, Jr. "The Black Death: End of a Paradigm," *American Historical Review* 107 (2002), 703-738. [via OSU Library online journals]

Primary sources: City of Pistoia [Italy], "Ordinances for Sanitation In A Time Of Mortality," 1348; Marchione di Coppo Stefani, extracts from *The Florentine Chronicle* (written in 1370s-1380s).

Disease in History: Old World meets New World

Secondary source: Sheldon Watts, "The Globalization of Disease after 1450," Chapter 7 in his *Disease and Medicine in World History* (2003), 85-99.

III. Challenges: new anatomies and new physiologies

1500: Engines of change for Western medicine

Secondary source: Elizabeth Eisenstein, *The Printing Press as An Agent of Change: Communications and Cultural Transformation in Early-Modern Europe* (1980), 683-708.

Vesalius: dissections and disputations

Secondary source: Roy Porter, *The Greatest Benefit to Mankind* (New York: Norton, 1997), 176-190.

Primary sources: Vesalius, "Preface," Hesler, "An Eye Witness Report," and Platter, "Journal"

Harvey: the circulation of the blood

Secondary source: Porter, *The Greatest Benefit to Mankind*, 201-216

Primary source: Selections from Harvey, *On the Motion of the Heart and Blood in Animals* (1628), in Rothman, 68-75.

IV. Rise to power: inventions and innovations in the 19th century

Surgery: the problem of pain

Secondary source: Martin Pernick, "The Calculus of Suffering in Nineteenth-Century Surgery," *Hastings Center Report* 13 (1983), 26-36; reprinted in Judith Leavitt and Ronald Numbers, eds. *Sickness and Health in America*, 2nd ed. (Madison, 1985), 98-112.

Primary sources: Dale Ingram, "Of Stones in the Bulb of the Urethra," *Practical Cases and Observations in Surgery, with Remarks...* (London: J. Clarke, 1751), 49-61; D'Arblay, "A Mastectomy," and Simpson, "Answer...";

The Clinic: the stethoscope, morbid anatomy and clinical correlations

Secondary source: Stanley Joel Reiser, "The Science of Diagnosis: Diagnostic Technology," in W. F. Bynum and Roy Porter, eds. *Companion Encyclopedia of the History of Medicine*, vol. 2 (London, 1993), 826-51.

Primary sources: Laënnec, "On Mediate Auscultation."

The Clinic: diagnostic technology and standardization

Secondary source: Hughes Evans, "Losing Touch: The Controversy over the Introduction of Blood Pressure Instruments into Medicine," *Technology and Culture* 34 (1993), 784-807 [via OSU Library online journals]

The microscope: cells, germs and bacteriology

Secondary source: Susan C. Lawrence, "Anatomy, Histology, Cytology," in Peter Bowler and John Pickstone, eds. *The Cambridge History of Science: Volume 6, The Modern Biological and Earth Sciences* (2009)

Primary sources: Pasteur, "On ... Germ Theory," and Koch, "On ... Tuberculosis"

The microscope: sepsis, antiseptis and asepsis

Secondary source: Anna Greenwood, "Lawson Tait and Opposition to Germ Theory: Defining Science in Surgical Practice," *Journal of the History of Medicine and Allied Sciences*, 53 (1998), 99-131. [via OSU Library on-line journals]

Primary sources: Semmelweis, "The Etiology... of Childbed Fever," and Lister, "On the Antiseptic Principle"

V: The public and the profession: 18th-early 20th centuries

The Industrial Revolution and public health: cities and dirt

Secondary source: Richard Shyrock, "Medicine and the Public Health Movement, 1800-1880," chapter 12 in his *The Development of Modern Medicine: An Interpretation of the Social and Scientific Factors Involved* (1979), 211-47.

Primary sources: Jenner, "On Variolation," Chadwick, "Report"

Medical police: health and the law

Secondary source: Judith Leavitt, "'Typhoid Mary' Strikes Back: Bacteriological Theory and Practice in Early Twentieth Century Public Health," *ISIS* 83 (1992), 608-29. (via **OSU Library on-line journals**)

Reforming the profession: medical licensing and alternative medicine

Secondary source: Rennie B. Schoepflin, "Therapeutic Choice or Religious Liberty," chapter 6 in his *Christian Science on Trial: Religious Healing in America* (2003), 138-67.

Reforming society: evolution, race and eugenics

Secondary source: Martin Pernick, "Eugenics and Public Health in American History," *American Journal of Public Health* 87 (1997), 1767-72 [via **OSU Library on-line journals**]

Primary sources:

- 1) go to <http://www.eugenicsarchive.org>. Click on "Search the Image Archive." In the search box, enter "id1442" to read W.A. Plecker's "Amount of Negro and Other Colored Blood Illegal in Various States for Marriage to Whites: 1929." AND
- (2) go to the OSU Library home page. Under "E-Resources" find Proquest Databases. On the main Proquest page, scroll down to the section for historical databases. Choose a major paper, such as the New York Times. On the basic search page that comes up, type "eugenics" in the text box. Enter a date range (such as 01/01/1890 to 01/01/1899) for a period of time between 1890 and 1929; limit the time period for a reasonable search. Choose two articles to print out, read and bring to class for discussion and to hand in. Make sure to put your name on your print outs when you hand them in.

Reforming society: eugenics and euthanasia

Secondary source: Michael Burleigh, *Death and Deliverance: 'Euthanasia' in Germany, 1900-1945* (Cambridge, 1994), 93-111.

Exam II: Units IV and V

VI: Biomedicine: politics, power and the market

Medicine and Madison Avenue

Primary sources: Go online to “Medicine and Madison Avenue” at <http://scriptorium.lib.duke.edu/mma/>. Read Stuart Chase and F. J. Schlink, “Consumers in Wonderland,” *New Republic* 49 (1927), 348-51 (item MM1177) and Chemical Laboratory, AMA, “Listerine,” *Journal of the American Medical Association* 96 (1931), 1303-06 (item MM1169).

Magic Bullets: Ehrlich and Salvarsan, WWII and Antibiotics

Secondary source: Patricia Spain Ward, “The American Reception of Salvarsan,” *Journal of the History of Medicine and Allied Sciences* (1981), 44-62; John Parascandola, “The Introduction of Antibiotics into Medical Therapeutics,” *History of Therapy* (Tokyo, 1990), reprinted in Leavitt and Numbers, eds., *Sickness and Health in America*, 3rd edition, 102-111.

Paying for progress

Secondary source: Ronald Numbers, “The Third Party: Health Insurance in America,” reprinted from *The Therapeutic Revolution* (1979) in J. Leavitt and R. Numbers, *Sickness and Health in America*, 3rd edition (Madison, 1997), 269-83.

Primary source: Anonymous, “A Doctor’s Advice to His Critics,” *Forum and Century* 87 (1932), 353-8.

Biomedical research: the laboratory and the clinic

Secondary sources: Roy Porter, *The Greatest Benefit to Mankind* (New York: Norton, 1997), 551-70; James Le Fanu, “1950: Streptomycin, Smoking and Sir Austin Bradford Hill,” chapter 3 in his *The Rise and Fall of Modern Medicine* (1999), 26-51.

Research and Race: The USPHS Syphilis study

Primary sources: articles on the syphilis study

Experimentation and ethics

Primary sources: Bernard, “An Introduction..,” Senate Subcommittee, “Human Experimentation” (1973); Henry K. Beecher, “Ethics and Clinical Research,” *The New England Journal of Medicine* 274 (1966), 1354-60.

Redefining death in the 20th century

Primary sources: Pius XII, “The Prolongation of Life” (1958), Ad-Hoc Committee of Harvard Medical School, “A Definition of Irreversible Coma” (1968)

Being a patient in the 21st century: technology, autonomy and death

Reading: Selection on the law on advanced directives in Ohio; James A. Tulsky, "Beyond Advance Directives: Importance of Communication Skills at the End of Life," *JAMA* 294(3), 359-65; Henry S. Perkins, "Controlling Death: The False Promise of Advance Directives," *Annals of Internal Medicine* 147 (2007), 51-57, plus Appendix.

Final Self-reflection essay due in the Carmen drop box by 12 p.m.

FINAL EXAM

Concluding Notes

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/csc/>).

What is plagiarism?

http://cstw.osu.edu/writingcenter/handouts/research_plagiarism

I take all academic misconduct very seriously, and am prepared to flunk students who engage in it.

Students with disabilities

Students who have had a disability 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>.

MEMORANDUM

TO: Arts and Sciences Curriculum Committee (ASCC)

FROM: Paula Baker, Chair, Undergraduate Teaching Committee, Department of History

RE: Assessment Plan for proposed GE courses: Historical Study Category, Social Diversity in the U.S., and Diversity: Global Studies

Assessment Goals and Objectives

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

Historical Study GE Requirements:

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.

Goals of the courses that fulfill the GE Learning Outcomes:

History courses develop students' recognition of how past events are studied and how they influence today's society and the human condition through the following ways:

1. Critically examine theories of history, and historical methodologies
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past.
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.
4. Students will carry out in-depth analysis in a final paper, exam, or project comparing distinct historical moments, social movements and their effects

2. Both the GE 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 in order to become educated, productive, and principled citizens.

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.

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. Critically examine theories of race, gender, class, ethnicity, religion, and nation
 4. Engage with contemporary and historical debates on race, gender, class, ethnicity, religion, and nation.
 5. Access and critically examine movements framed by race, gender, class, ethnicity, religion, and/or nation in a wider socio-cultural context.
 6. Carry out in-depth analysis in a final paper, exam, or project comparing distinct moments of ethnic, racial, nationalist, gender, class, and/or religious mobilization or social movements and their effects.
3. Both the GE and course-specific learning objectives for History courses requesting Diversity: Global Studies might be summarized as follows:

Global Studies GE Requirements:

Goals:

Courses in Diversity – Global Studies will foster students' understanding of the pluralistic nature of institutions, society, and culture 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.

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

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.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.
4. Carry out in-depth analysis in a final paper, exam, or project comparing distinct moments in human history and how they shaped the world in the past and today.
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.
6. Students will understand the roots and structures of today's globalized world.

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: Global Studies, 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:

A committee, appointed by the UTC Chair, will be asked to evaluate a sample of 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: Global Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments. The committee will rank the assignments across a four-category scale that captures students' mastery of the GE goals. 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. A brief summary report will be written by the 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.