

Term Information

Effective Term Summer 2018

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 3798.06
Course Title Between France and Morocco: Inclusivity and Diversity in the Francophone World
Transcript Abbreviation FrancophoneWorld
Course Description This is a Study Abroad course offered in the 4-Week May Session that traces the evolution of plural (cultural, religious, political, and national) identities in France and North Africa, focusing on shared histories and tensions between the two countries.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Always
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes

- Understand two connected but distinct national histories of multiculturalism and ethnic pluralism.
- Understand the entangled geopolitical, cultural, political, and religious history of France and North Africa.
- Identify, discuss, and interpret the politics that shape national capitals, monuments, and museums, to give voice to their often-unspoken messages.
- Understand the past as a set of malleable options that can be selectively activated and occluded to promote the projects of the present and future.
- See the history of Christianity, Judaism, and Islam in the foreign light of the point of their intersection at the crossroads of history.

Content Topic List

- History of Paris
- France's colonial past
- Religion and diversity
- Racism and anti-racism
- Muslims in Europe
- Human rights
- History, politics and society in Morocco
- The French Mediterranean
- Marseilles/Aix as the gateway to Europe, North Africa, and global economy
- French Orientalism

Sought Concurrence

No

Attachments

- History Assessment Plan Study Abroad.doc: History SA Assessment Plan
(GEC Course Assessment Plan. Owner: Bowerman, Ashley E.)
- History Curriculum Map.doc: History Curriculum Map
(Other Supporting Documentation. Owner: Bowerman, Ashley E.)
- History 3798.06 Syllabus.docx: History 3798.06 Syllabus
(Syllabus. Owner: Bowerman, Ashley E.)

Comments

COURSE REQUEST
3798.06 - Status: PENDING

Last Updated: Heysel,Garett Robert
10/19/2017

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bowerman,Ashley E.	10/12/2017 01:14 PM	Submitted for Approval
Approved	Stebenne,David Lawler	10/18/2017 11:44 AM	Unit Approval
Approved	Heysel,Garett Robert	10/19/2017 09:44 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	10/19/2017 09:44 AM	ASCCAO Approval

History 3798.06
Paris – Aix-Marseilles – Marrakech and/or Rabat
BETWEEN FRANCE AND MOROCCO: INCLUSIVITY AND DIVERSITY IN THE
FRANCOPHONE WORLD

Instructor: Alice L. Conklin (Conklin.44@osu.edu)

Department of History Education Abroad program
Program Dates 8 May to 31 May, 2018
GE categories: Culture and Ideas; Diversity-Global Studies

Prerequisites: There is no prerequisite course.

Course description: This is a Study Abroad course offered in May that traces the evolution of plural (cultural, religious, political, and national) identities in France and North Africa, focusing on shared histories and tensions between the two countries.

Learning objectives specific to the course:

After completing this course, students should be able to:

- Understand two connected but distinct national histories of multiculturalism and ethnic pluralism in light of
- understand the entangled geopolitical, cultural, political, and religious history of France and North Africa in its changing fortunes and current configuration;
- identify, discuss, and interpret the politics that shape national capitals, monuments, and museums, to give voice to their often-unspoken messages;
- understand the past as a set of malleable options that can be selectively activated and occluded to promote the projects of the present and future;
- see the history of Christianity, Judaism, and Islam in the foreign light of the point of their intersection at the crossroads of history.

General Education

This course fulfills the general education requirements for (1) Historical Study and (2) Diversity-Global Studies. Between France and Morocco fulfills the Historical Study GE requirement by developing students' knowledge of how past events influence today's society and helping them understand how humans view themselves. The course engages students in critical listening, reading, seeing, thinking, writing and experiencing of cultural, political, religious and historical phenomena and expressive and aesthetic forms. Students are exposed to perspectives of "foreignness" and ideas from diverse authors and experts with varied experiences and required to use this new knowledge to critically analyze how history, religion and politics express sometimes hidden discourses. This course also fulfills the Diversity-Global

Studies GE requirement by interrogating and analyzing the varied ways multiple identities (gender, race, class, sexuality, ethnicity, and nationality) evolve and interact in different countries and the role that conflict and tensions have in shaping those interactions. Students learn the history and evolution of multicultural and pluralistic with a view to question notions such as: citizenship, faith, diversity, and identity.

GE Goals and Expected Learning Outcomes

Historical Study

Goals: History courses develop students' 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.

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.

Student audience: Course open only to students in one of Office of Diversity and Inclusion Scholars programs and/or the College of Arts and Sciences Program for Advising in Scholarship and Service (PASS).

Class format: There will be two introductory meetings at Columbus at the beginning of the May term. In Paris and the cities visited afterward, there will be a combination of Formal Instruction by myself (designated as FI in the schedule below), some guest lectures, and visits to sites, museums, and living parts of the city, guided by myself or by guest local experts (Structured Educational Experiences, or SEE in the schedule below). The Formal Instruction sessions will include the presentation of necessary background information and analysis but will ideally revolve around a discussion of the readings. Students will also make brief presentations at the sites that we visit, about specific aspects on which they have had time to specialize.

Credit hour allocation: The proposed syllabus contains approximately 25 hours of Formalized Instruction, in addition to approximately 25 hours of Structured Educational Experiences. Per the Arts &

Sciences Curriculum guidelines equating 12 ½ hours of formalized instruction and/or 25 hours of structured educational experiences per credit hour, the Department of History requests that History 3xxx be valued at 3 total credit hours.

Readings: The readings will consist of individual articles and selected chapters from the books that are listed in the schedule/syllabus (below), and will be given to the students in pdf form, so that they don't have to carry bulky books or print-outs. Students will be expected to have read the relevant Wikipedia entries for specific sites then read the more specialized bibliography.

Assignments, grades, etc.: A general outline may be offered, though the particulars may be adjusted when the time comes. First, participation in discussion, attendance at all site visits, and one presentation: 20%. The FI and the SEE will involve student discussion of the sites and readings; moreover, students will be asked to present one of the course readings. Second, a journal entry kept for each day that includes an SEE: 35%. Journal entries will focus on how a monument, site, or historical event is part of the living city in which it is located, and these may range from global historical analysis to detailed observations about how people behave around it or its framing in the national culture. These will be collected and read by the instructor at first every few days, to make sure that students are on the right track, and later on a weekly basis. Third, a short paper (3 pages) analyzing one of the assigned films: 5 %. Students will be asked to view the film (it is available with English subtitles on YouTube) and analyze 1) whether the events portrayed in the movie draw on stereotypes and 2) whether the movie adopts a critical or sympathetic point of view about the historical events being depicted, and why. Fourth, a final written report on the trip: 40%. This will be a paper, ca. 3000 words, written on a specific common thread running through a number of sites visited in the class and drawing on at least four of the readings and related site visits. A range of topics will be given to the students at the beginning of the class.

Disability policies: Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

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 OSU Code of Student Conduct (studentaffairs.osu.edu/resource_csc.asp). Additional information about plagiarism is available at cstw.osu.edu/writing_center/handouts/research_plagiarism.cfm; more information about the OSU Writing Center is available at cstw.osu.edu/writing_center.

SCHEDULE

PART I: COLUMBUS

8-9 May: **Columbus meetings.**

- **6 FI** Meetings these two days will prepare students by presenting important background information about the current state of the two countries they will visit, France and Morocco. The former is a republic with a young new president eager to work with Germany and solidify the European Union; but France is also experiencing growing inequalities, with anger directed at first and second-generation migrants. Morocco is a constitutional monarchy, religiously much more unified than France, and is both modern and traditional society. The lectures will also present information about local norms and attitudes toward Americans abroad.
- **Readings:** Chapters from Tyler Stovall, *Transnational France*; the novel *Kiffe Kiffe Tomorrow* by Nazia Guen; Erik Bleich, "Anti-Racism without Races: Politics and Policy in a 'Color-Blind' State," in Chapman and Frader, *Race in France: Interdisciplinary Perspectives on the Politics of Difference*: 162-181.

PART II: PARIS, VIVE LA DIFFÉRENCE

For this part of the trip, there will be a variety of short lectures on the history of Paris that stress its rise as a cultural capital of the world, its involvement in colonialism, and its modern experience of waves of immigration. Some time will be devoted to discussion of the readings/movie. The readings will focus on the experiences of black, Muslim, Jewish men and women at particular moments in the recent past, in order to highlight the particular French "model" of integration of minorities and overall approach to inclusion and diversity. At all times, we will consider the gendered and sexualized aspects of difference in France, and compare US patterns to French ones.

9 May (W): **Travel as a group to Paris**

10 May (R) **Arrival and meeting in Paris.**

- **1 SEE** on site in the afternoon, touring hotel neighborhood. Bateau mouche

11 May (F): **From Versailles to the Marseillaise**

- **2 FI** A brief history of Paris as an iconic city of culture, and the transformation of Paris in the nineteenth century.
- **1 SEE** on site in the afternoon. Eiffel Tower and Musee du Quai Branly
- **Readings for discussion:** Alice Conklin, "Colonialism and Human Rights"; Declaration of the Rights of Man and Citizen (1789)

12 May (Sat): **France's Colonial Past**

- **1 FI** An overview of slavery in the Caribbean and its abolition in 1848, colonialism in Sub-Saharan African, and immigration policies since decolonization. Questions to be addressed are: why are there no memorials to the victims of slavery in Paris? Why and when did Paris develop "dangerous" suburbs with

large concentrations of “immigrants” – and why are these younger suburbanites still referred to as immigrants, even though they were born in France? We conclude with recent campaigns against all forms of racism and discrimination.

- **1 SEE** on site in the afternoon: The Louvre
- **Readings for discussion:** Aimé Césaire, *Discourse on Colonialism*

13 May (Sun): **Multi-faith Paris**

- **2 FI** This day is devoted to the history of Jews and Muslims in pre-dominantly Catholic France, and their experience as a religious minorities. Questions to explore include racism and anti-racism in France, the devotion of French Jews to the Republic, the current state of Muslim-Jewish relations, and the recent resurgence of anti-semitism.
- **1 SEE** on site walking tour (Paris Muse). Visit Notre Dame, Mosquée of Paris and Memorial de la Shoah;
- **Readings for discussion:** ****Screen the film “La Haine” before today’s class****

14 May (M): **Paris Noir**

- **1 FI** The main theme of this day will be the experiences of Africans, Caribbean, and African-Americans in Paris over the course of the twentieth century, with special emphasis on the experiences of two world wars and their aftermaths. France relied on colonial troops to make up its manpower deficit in both wars. Black soldiers from the US brought jazz to Paris in the 1920s, and participated in D-Day. In particular we will explore African Americans’ long attraction to France and the contributions of Africans, West Indians, and African-Americans to France’s rich cultural heritage.
- **2 SEE** on site visit with students at Université Paris 8 and walking tour of Seine-St. Denis
- **Readings for discussion:** http://www.democracynow.org/2016/2/10/part_2_ta_nehisi_coates_on: Ta-Nehisi Coates on moving to Paris, *Democracy Now*, February 10, 2016; Catherine Bernard, “Confluence: Harlem Renaissance, Modernism and Negritude. Paris in the 1920s-1930s,” in *Explorations in the City of Light: African-American Artists in Paris, 1945-1965*, 21-27

15 May (T): **The Challenge of Diversity today**

- **1 FI** Zineb El Rhazoui, Member of MALI “Mouvement alternatif pour les libertés individuelles” (Journalist at *Charlie Hebdo*)

The focus of this session will be the current debate over how to respond to all forms of extremism. Questions to be answered are: Why does France have the largest concentration of Muslims in any European country? Why have the French banned the wearing of headscarves by Muslim girls in public schools? What is the responsibility of journalists today in the face of terrorism?

- **1 SEE** Museum of Immigration (guide: Vanessa Lambert)
- **Readings for discussion:** articles by Zineb El Rhazoui

16 May (W): **Free Day** (could come earlier in the week). Optional visit to Versailles.

17 May (R): **travel day to Aix-en-Provence**

- **1 SEE** Orientation in Aix (IAU)

PART III: AIX-MARSEILLES

18 May (F): **Welcome to Provence.**

- **1 FI:** Recap of major themes in recent French history. Introduction to the history of impressionism, including the politics of the artists (some republicans, some anti-semites, some exoticizing the “primitive”); history of French Orientalism (e.g. Matisse in Morocco)
- **2 SEE** Visit to Cezanne’s studio, walking tour of Aix (**IAU**)

19 May (Sat): **Marseilles/Aix: Gateway to Europe and North Africa**

- **1 FI:** The French colonial conquest of Algeria in 1830, the opening of the Suez Canal in 1869 and the growth of Marseilles as a colonial port. Arrival of colonial migrants and American GIs after WWI.
- **Free Afternoon**
- **Readings for discussion:** various NYT articles: Pfanner et al, “French Case, Battle to Unmask Twitter Users” *NYTimes* 1/25/14 Bilefsky, “Le Pen Draws Fire for Apparent Anti-Semitic Pun” *NYTimes* 6/9/14 Robb, “Meet Dieudonné, the French Comedian behind Soccer’s Antisemitism Controversy” *New Republic* 1/3/14; Kamel Daoud, “The Sexual Misery of the Arab World,” *NYTimes* 2/12/16

20 May (Sun): **The History of the French Mediterranean**

- **1 FI** The history of Marseilles as a crossroads.
- **2 SEE** on site in Marseilles (walking tour with Aboubakr, **IAU**)
- **Readings for discussion:** Eric Jennings, “Last Exit from Vichy France: The Martinique Escape Route and the Ambiguities of Emigration, 1940-41” *The Journal of Modern History* 74 (June 2002): 289-324; Whitewashing D-Day

21 May (M): **HOLIDAY in France**

- **Day off.** Optional trip to Les Baux or La Ciotat

22 May (T): **Muslims in Europe**

- **1 FI** History of Islamic Art. Muslims in Southern France
- **1 SEE** Visit to Mosque
- **Readings for discussion:** Nasiali, Minayo, “Ordering the Disorderly Slum: ‘Standardizing’ Quality of Life in Marseille Tenements and Bidonvilles, 1953-1962,” *Journal of Urban History* 38, Issue 6 (November 2012)

23 May (W): **Aix and the Global Economy**

- **1 FI** In preparation for travel tomorrow, discuss the conquest of Morocco and the history of the Protectorate, rise of nationalism and departure of the French.
- **2 SEE** on site. visit to local businesses (**IAU**)
- **Readings for discussion:** various NYT articles: Lipstadt, “Why Jews Are Worried” *NYTimes* 8/20/14; Malik, “Muslims and Jews are Targets of Bigotry in Europe” *NYTimes* 8/21/14; Smale, “Lashing Out in Verse” *NYTimes* 4/2/14

PART IV: MOROCCO (8 nights, Marrakech, Rabat, Fez and Casablanca)

24 May (R) Travel to Marrakech and General Orientation

- **1 FI:** Introduction to Islam and Ramadan
- **Readings for discussion:** Newly, Gordon. "Introduction to Islam" in *A concise encyclopedia of Islam* pp. 1-12 One World Publications 2002

25 May (F): Morocco: Politics/Society/The Arab Spring (Marrakech)

- **1 FI** Politics/Society/The Arab Spring
- **2 SEE** on site Social Service/Business: Project SOAR Maryam Montague <http://www.mmontague.com/do-good-project-soar/> Intercultural Business: Enshallah Factory, An SME that exports typical Moroccan craft <http://www.enshallah.co.uk/>
- **Readings for discussion:** Aboubakr Jamaï, "Letters from Rabat" *Carnegie Europe*, March 2016

26 May (Sat): Islam in Morocco (Marrakech)

- **1 FI:** History of Islam in Morocco
- **2 SEE** on site. Jemaa El Fna Square, Al Koutoubia Mosque, The Bahia Palace, The Majorelle Garden
- **Readings for discussion:** Ayoob, Mohammed. "Ch1: Defining Concepts, Demolishing Myths" in *The Many Faces of Political Islam* (University of Michigan Press 2007), pp. 1-22

27 May (Sun): Marrakesh → Rabat

- **2 FI Mohammed Kenbib (University Mohammed V) :** Judaism in Morocco
- **1 SEE** on site. Visit Chellah in Rabat
- **Readings for discussion:** Simon, Reeve Spector & Menachem, Michael. "Morocco" in *The Jews of the Middle East and North Africa in Modern Times* (Columbia University Press, 2002), pp. 471-504

28 May (M): Human Rights Today

- **1 FI Sion Assidon (Moroccan Jewish community) :** Human Rights
- **2 SEE** On site. Visit Royal Palace, Kasbah de Oudaya, Mohammed V Mausoleum
- **Readings for discussion:** Ben-Layashi, Samir & Maddy-Weitzman, Bruce. "Myth, History And Realpolitik: Morocco And Its Jewish Community" *Journal of Modern Jewish Studies* Vol 9, No. 1 March 2010, pp. 89–110

29 May (T): Rabat → Fez

- **1 SEE** on site. University Mosque al Quaraouiyine, Old Media (Rabat)

30 May (W): Fez → Casablanca

- **2 FI** Nabil Ayouch, Moviemaker OR Driss Ksikes (Novelist/Playwright) : Culture Today
- **1 SEE** on site., Medersa Bou Inania

31 May(R) Casablanca

- **1 SEE** on site. Tour of Hassan II Mosque in Casablanca

June 1 Casablanca → Paris → Atlanta → Columbus

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.

The procedure is unchanged for study abroad courses. The Ohio State instructor will make available exams or papers that reflect GE goals for the UTC.