

Term Information

Effective Term Spring 2019

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 3575
Course Title The Korean War
Transcript Abbreviation Korean War
Course Description This course will show how the often overlooked Korean War proved to be a critical moment in modern world history. Rooted in themes in Asian and American history from before the 20th century, this course places the Korean War conflict within a longer framework of East Asian struggles against western influence and within a broader international context.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 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 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 or concur: English 1110.xx or permission of instructor.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 54.0108
Subsidy Level Baccalaureate Course
Intended Rank 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 basic factual knowledge of the Korean War period of United States history.
- Students will develop or improve skills in analyzing historical data and drawing informed conclusions about such material.
- Students will gain or further develop critical skills necessary to assess arguments based on historical facts or analogies.
- Students will cultivate the logical and persuasive communication and analytical skills that are the marks of a liberally-educated person.

Content Topic List

- Japanese occupation
 - End of WWII and division of Korea
 - Partisan, Civil, and International wars
 - American, UN, and Chinese intervention
 - Civilian life and domestic effects
 - POW experience
 - Korea and Vietnam
 - The Korean War in culture and memory
 - Domestic policy
 - Korean nuclear crisis(es)
- No

Sought Concurrence

Attachments

- History Curriculum Map.doc: History Curriculum Map
(Other Supporting Documentation. Owner: Bowerman, Ashley E.)
- History Assessment Plan.doc: History Assessment Plan
(GEC Course Assessment Plan. Owner: Bowerman, Ashley E.)
- History 3575 Syllabus.docx: Updated Syllabus
(Syllabus. Owner: Bowerman, Ashley E.)

Comments

- Syllabus has been updated with textbook purchase information. This course will be taught by Mitch Lerner on the Columbus and Newark campuses and may be taught by lecturers at the other regional campuses. *(by Bowerman, Ashley E. on 04/16/2018 10:59 AM)*
- An indication of where texts may be obtained is required. Also, does the department expect that this course will be taught at all campuses? *(by Heysel, Garrett Robert on 04/13/2018 11:15 PM)*

COURSE REQUEST
3575 - Status: PENDING

Last Updated: Heysel,Garett Robert
04/16/2018

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bowerman,Ashley E.	04/09/2018 10:52 AM	Submitted for Approval
Approved	Stebenne,David Lawler	04/09/2018 01:56 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	04/13/2018 11:15 PM	College Approval
Submitted	Bowerman,Ashley E.	04/16/2018 10:59 AM	Submitted for Approval
Approved	Stebenne,David Lawler	04/16/2018 11:00 AM	Unit Approval
Approved	Heysel,Garett Robert	04/16/2018 04:15 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	04/16/2018 04:15 PM	ASCCAO Approval

HISTORY 3575: The Korean War
[Semester]
[Instructor]
[Meeting Pattern]
[Location]

[Office Hours information]

Course Description:

Sandwiched between World War II and the Vietnam War, the Korean War is often overlooked. Yet, as this course will show, the conflict proved to be a critical moment in modern world history. Millions of Korean lives were forever altered, if not destroyed, by the conflict. New political institutions and ideologies emerged on the peninsula. American military, diplomatic, and political history shifted as the force of the Cold War collided with long standing pre-World War II trends in the region. It also had long term implications for participants in East Asia, shaping the trajectory of Chinese history in both domestic and foreign policy. Rooted in themes in Asian and American history from before the 20th century, this course pushes outside of the bounds of the 1950-1953 periodization of the conflict and instead places it within a longer framework of East Asian struggles against western influence and within a broader international context. Perceiving the conflict in these ways challenges how we understand global history in the 20th century.

GE Historical Study

Goals

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

Expected Learning Outcomes

- Students construct an integrated perspective on history and the factors that shape human activity.
- Students describe and analyze the origins and nature of contemporary issues.
- 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 fulfills the Historical Study GE through the following Academic Objectives:

1. Students will gain a basic factual knowledge of this period of United States history.
2. Students will develop or improve skills in analyzing historical data and drawing informed conclusions about such material.
3. Students will gain or further develop critical skills necessary to assess arguments based on historical facts or analogies.
4. Students will cultivate the logical and persuasive communication and analytical skills that are the marks of a liberally-educated person.

Enrollment:

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

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/>.

Disability Services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Required Texts:

Steven Casey: *Selling the Korean War: Propaganda, Politics, and Public Opinion*
 Sheila Miyoshi Jager, *Brothers at War: the Unending Conflict in Korea*
 Ha Jin, *War Trash*
 Richard Peters and Xiaobing Li, *Voices from the Korean War: Personal Stories of American, Korean, and Chinese Soldiers* [Available online through the Ohio State University's Subscription to Project Muse]
 Various Readings available online (Library Reserves)

Textbookss may be purchased at OSU Barnes & Noble.

Grade Distribution:

Attendance and Participation	: 20%
Research Paper	: 30%
Paper on <i>War Trash</i>	: 10%
Four Response Papers	: 30%
Map Quiz	: 10%

Research Paper: You will write one 10-15 page research paper on a topic related to the Korean War., which will demonstrate your analytical and research abilities. The paper will use primary sources where possible. Your paper grade will be made up by the proposal (15%), workshop participation (15%) and final paper (70%).

The Research Proposal is due on 2/05/19. It should contain a thesis statement, a 1-2 paragraph description of the focus of the paper, and a list of primary and secondary sources you will use.

The paper workshop is on 03/28/19

The final draft is due during final exam week

War Trash Essay: You will write one essay, 5 pages in length with 1” margins on Ha Jin’s *War Trash*. Bring a hardcopy of your final paper to class on the **due date of 03/05/19**.

Four Reading Response Papers: You will write four papers responding to a question on the syllabus related to the readings. These papers **may not exceed three pages**.

Map Quiz: You will be tested on the locations of 20 countries in Asia.

Attendance: Attendance and participation are included in your grade. There is no way to “make up” missed in-class assignments. Know that class begins promptly at 9:30 am. Lateness is disruptive and will negatively affect your participation grade.

The Writing Center & Librarians: Feel free to make use of the assistance of the writing center. Appointments are available in-person at 4120 Smith Lab, as well as for online sessions. You may schedule an in-person or online appointment by visiting WCOOnline or by calling 614-688-4291. Please note that the Writing Center also offers daily walk-in hours—no appointment necessary—in Thompson Library.

Standards: All essays are to be typed in with one inch margins on all sides and 12-point Times New Roman font. The essays must be printed in black ink. Citations must follow the Chicago Manual of Style. They must be stapled. Papers will not be accepted via email except in emergencies and with my approval.

Cell Phones: All phones and other devices must be “silent” and remain in your bag at all times. If you are caught texting in the class you will be considered absent and your participation grade will suffer.

Details of this syllabus are subject to change. You are responsible for knowing about any changes, which will be communicated in class and/or via email.

The Korean War – Spring 2019 Schedule

- 1/8/2019 Introduction to the Course and Major Themes in the Korean War
- 1/10/2019 The Decline of Chosŏn Korea and the Late 19th Century in East Asia
Reading: *Source Book of Korean Civilization: Volume II*, ed. Peter Lee, 289-294, 361- 385 [Online Course Reserves]
- 1/15/2019 The Japanese Occupation of Korea
Reading: Hildi Kang, *Under the Black Umbrella: Voices from Colonial Korea, 1910-1945*, 1-5, 17-23, 87-98 [Online Course Reserves]
PS: March 1 Proclamation of Korean Independence, March 1, 1919 [Online Course Reserves]
- 1/17/2019 Absolute Chaos: the End of World War II in Asia and the Division of Korea, 1945-1948
Reading: Bruce Cumings, *The Korean War: A History*, 101-147 [Online Course Reserves]
- 1/22/2019 Inside East Asia: Mao, Kim, and the Struggle for Control
Reading: Chen Jian, *Mao's China and the Cold War*, 7-38 [Online Course Reserves]
PS: Mao Zedong, "On the People's Democratic Dictatorship: in Commemoration of the 28th Anniversary of the Communist Party of China," June 30, 1949 [Online Course Reserves]
- 1/24/2019 The Partisan War, 1948-1950
Reading: John Merrill, "Internal Warfare in Korea: 1948-1950," in Bruce Cumings ed. *Child of Conflict: the Korean American Relationship* [Online Course Reserves]
- 1/29/2019 From Civil War to International War
Reading: Sheila Myoshi Jager, *Brothers at War: the Unending Conflict in Korea*, 55-65
PS: Rudy Tomedi, *No Bugles, No Drums: An Oral History of the Korean War*, 1-8, 24-28 [Online Course Reserves]
- 01/31/2019 Choosing War?: the American Decision to Intervene

Reading: James I. Matray, "America's Reluctant Crusade: Truman's Commitment of Combat Troops in the Korean War," *The Historian* (May 1980), 437-455

PS: Dean Acheson, *Present at the Creation: My Years in the State Department*, 402-413 [Online Course Reserves]

Reading Response Paper: You are a cabinet member in Harry Truman's administration in June 1950. Write a policy memo arguing that the U.S. should or should not intervene in the Korean War.

02/05/2019

The Big Test: the U.N. Security Council and the Decision to Call for Intervention

Reading: Terence Roehrig, "Coming to South Korea's Aid: the Contributions of the UNC Coalition," *International Journal of Korean Studies*, (Summer 2011) 15:1, 63-97

PS: Ban Ki-Moon, "Secretary General Remarks at Korean War Anniversary Event," June 25, 2010 [Online Course Reserves]

Harry S. Truman, "Communist Action in Violation of the United Nations Charter," August 1, 1950 [Online Course Reserves]

Omar Bradley, "A New Power is Born: Armed Action by the United Nations," September 20, 1950 [Online Course Reserves]

Research Proposal Due

02/07/2019

Civilians Stuck In Between

Reading: Stewart Lone ed., *Daily Lives of Civilians in Wartime Asia: From the Taiping Rebellion to the Vietnam War*, selections [Online Course Reserves]

PS: *Voices from the Korean War*, 206-213

02/12/2019

Inchon and Beyond

Reading: *The Korean War: The U.N. Offensive 16 September-2 November 1950* (Washington, D.C.: Center for Military History) [Online], 1-29

PS: Rudy Tomedi ed., *No Bugles, No Drums*, 29-38 [Online Course Reserves]

MAP QUIZ

02/14/2019

Choosing War?: China's Decision to Intervene

Reading: Jeremy Brown, "From Resisting Communists to Resisting America: Civil War and Korean War in Southwest China, 1950-1951," in Jeremy Brown and Paul G. Pickowicz eds., *Dilemmas of Victory: the Early Years of the People's Republic of China* [Online Course Reserves]

Thomas J. Christiansen, "Threats, Assurances, and the Last Chance for Peace: the Lesson's of Mao's Korean War Telegrams," *International Security* (1992), 122-154

PS: Marshall Nie Rongzhen, "Beijing's Decision to Intervene" in *Mao's Generals Remember Korea*, 38-44 [Online Course Reserves]

Reading Response Paper: What drove Chinese leaders to intervene in the Korean War?

02/19/2019

The Chinese Offensive

Reading: *The Korean War: The Chinese Offensive, 3 November 1950-24 January 1951* (U.S. Army Center of Military History), 1-33

PS: *No Bugles, No Drums*, 79-85 [Online Course Reserves]

Voices from the Korean War, 117-124

02/21/2019

The War Inside the War: the Domestic Effects of the Korean War in China and Korea

Reading: Masuda Hajimu, *Cold War Crucible: the Korean Conflict and the Postwar World*, 170-195, 245-257 [Online Course Reserves]

02/26/2019

A Discussion of Ha Jin's *War Trash*

Reading: Ha Jin, *War Trash*, all

02/28/2019

MacArthur's Relief and Ridgway's War

Reading: Sheila Myoshi Jager, *Brothers at War: the Unending Conflict in Korea*, 138-192

PS: *No Bugles, No Drums*, 103-108 [Online Course Reserves]

Douglas MacArthur to Joseph Martin, March 20, 1951 [Online Course Reserves]

Harry S. Truman to Omar Bradley, with attachments, April 7, 1951.

President's Secretary's Files, Truman Papers [Online Course Reserves]

Douglas MacArthur Speech to Congress, April 19, 1951 [Online Course Reserves]

03/05/2018

Stalemate

Reading: Andrew J. Birtle, *The Korean War: Years of Stalemate*, (U.S. Army Center of Military History), 1-38 [online]

PS: *Voices from the Korean War*, 131-133

War Trash Paper Due

- 03/07/2018 Changes at Home: the Korean War and U.S. Domestic Politics
 Reading: Steven Casey, *Selling the Korean War*, chapters 2-8
 PS: Harry Byrd, August 7, 1950 Speech and September 9, 1950 speech
 [Online Course Reserves]
 Republican Party Platform 1952 [Online Course Reserves]
- 03/19/2019 Negotiating with the North Koreans and Chinese
 Reading: Donald W. Boose Jr., "The Korean War Truce Talks: A Study in
 Conflict Termination," *Parameters* (2000), 102-116
 PS: Howard S. Levie, "Sidelights on the Korean Armistice Negotiations,"
American Bar Association Journal (August 1962), 730-733
**Reading Response Paper: What was the most challenging issue in the
 Korean War armistice negotiations? How was this issue addressed by
 the participants?**
- 03/21/2019 The Prisoner of War Experience
 Reading: Sheila Myoshi Jager, *Brothers at War: the Unending Conflict in
 Korea*, 208-237, 257-261
 PS: *Voices from the Korean War*, 242-258
 Shorty Estabrook, "The Tiger Survivors Story: Captivity and Beyond,"
The 24th Infantry Division Association, [Online Course Reserves]
- 03/26/2019 Eisenhower and the Korean War
 Reading: Michael Gordon Jackson, "Beyond Brinkmanship: Eisenhower,
 Nuclear Warfighting, and Korea, 1953-1968," *Presidential Studies
 Quarterly*, Vol. 35, No. 1 (Mar., 2005), 52-75.
 Steven Casey, chapters 9-12
 PS: Dwight D. Eisenhower, *Mandate for Change*, 171-191 [Online Course
 Reserves]
- 03/28/2019 Research Paper Workshop
- 04/02/2019 Korea and Vietnam
 Reading: Sheila Myoshi Jager, *Brothers at War: the Unending Conflict in
 Korea*, 300-351
 PS: Ahn Junghyo, "A Double Exposure of the War," in *United States and
 Asia at War: A Cultural Approach* [Online Course Reserves]

- 04/04/2019 The Second Korean War
 Reading: Mitchell Lerner, “‘Mostly Propaganda in Nature’: Kim Il Sung, the Juche Ideology, and the Second Korean War,” *North Korea International Documentation Project Working Paper Series*, Woodrow Wilson International Center for Scholars, Washington D.C., all [online]
Reading Response Paper: What is Juche and how has it influenced post-Armistice Korea?
- 04/09/2019 Two Very Different Reconstructions: North and South Korea, 1970-Present
 Reading: Sheila Myoshi Jager, *Brothers at War: the Unending Conflict in Korea*, 353-424
- 04/11/2019 The Korean War and the POW question
 Reading: Michael R. Dolski, “When X Doesn’t Mark the Spot: Historical Investigation and Identifying Remains from the Korean War,” in Derek Congram, ed., *Missing Persons: Multidisciplinary Perspectives on the Disappeared* (Toronto: Canadian Scholars’ Press, Inc., 2016) [Online Course Reserves]
- 04/16/2019 The Korean War in Culture and Memory: Korean, American, and Chinese Perspectives
 Reading: Judith Keene, “Lost to Public Commemoration: American Veterans of the ‘Forgotten’ Korean War,” *Journal of Social History* (January 2011), 1095-1113
 Tessa Morris Suzuki, “Remembering the Unfinished Conflict: Museums and the Contest Memory of the Korean War,” in *East Asia Beyond the History Wars: Confronting the Ghosts of Violence*, 128-148 [Online Course Reserves]
- 04/18/2019 The Korean Nuclear Cris(es)
 Balazs Szalonai, “The International Context of the North Korean Nuclear Program, 1953-1988” in *North Korea’s Efforts to Acquire Nuclear Technology and Nuclear Weapons: Evidence from Russian and Hungarian Archives* (Cold War International History Project), 2-24
 William J. Perry, “Proliferation on the Peninsula: Five North Korean Nuclear Crises,” *The Annals of the American Academy of Political and Social Science* (September 2006), 78-86.
- 4/23/2019 **Research Paper Due**

Korean War Online Sources:

U.S. Army Center for Military History:

<https://history.army.mil/reference/Korea/kw-remem.htm>

U.S. Marine Corps University

<https://www.usmcu.edu/historydivision/frequently-requested/publications/korean-war-1950-1953>

<http://www.koreanwar2.org/kwp2/usmckorea/reference/usmckoreabiblio.pdf>

<https://www.mtholyoke.edu/~park25h/classweb/worldpolitics/bibliography.html>

Primary Sources:

Korean War Project Digital Initiative

<http://www.koreanwar2.org/> [Note: Not all the pages on this site qualify as primary sources. This site has a substantial collection of command reports.]

National Security Archive

<https://nsarchive.gwu.edu/>

Library of Congress Veterans History Project

<https://memory.loc.gov/diglib/vhp/search?query=&field=all&war=korean>

Harry S. Truman Presidential Library and Archive:

https://www.trumanlibrary.org/whistlestop/study_collections/koreanwar/

American Presidency Project

<http://www.presidency.ucsb.edu/>

Cold War International History Project

<https://www.wilsoncenter.org/program/cold-war-international-history-project>

Select Primary Sources available Online through the Ohio State University Library:

**African American Newspapers, 1827-1998
Archives Unbound**

Hispanic American Newspapers, 1808-1980
ProQuest Historical Black Newspapers
ProQuest Historical Newspapers
Japan Times
Roper Center for Public Opinion Research
Reader's Guide Retrospective

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.