

Core Course Assessment Plan

Section 1: General Information

Course Dept.: HST Course #: 1200

Term when assessment will occur: Spring Fall Year: 2018

Course Title: The West and the World Since 1500

Section Types and #: 01, 02, 05, 06 (face-to-face, regular); 03, 04 (f-to-f, honors); 90 (online)

Dayton face-to-face

Lake face-to-face

Dayton online

Lake online

Dayton Honors

Lake Honors

Attributes: _____ Integrative Writing in Core
 _____ Multicultural Competency in Core
 _____ Service Learning in Core

Dept. Core Assessment Lead: Arvind Elangovan arvind.elangovan@wright.edu
 Name email

List of faculty who will assess the students' work:

- Arvind Elangovan, Susan Carrafiello, Awad Halabi, Sean Pollock and Nancy Garner
- Department of History Chair: Jonathan Winkler

Section 2: Assessment Plan

Course Outcomes (See 1, 2, and 3 on Instruction sheet)

Historical analysis and global perspectives necessary to understand our diverse world

- Critically describe some of the political, social or economic systems, historical, cultural or spiritual traditions, and/or technological innovations around the world
- Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally
- Use historical knowledge to evaluate contemporary issues

Assignments (Select the appropriate assessments for all three outcomes – see 4 on the instruction sheet)

- ?? Written assignment that addresses outcome(s)
- ?? Written test or exam essay question for outcome(s)
- ? Multiple Choice Marker questions

Written Test or Exam Essay Question

The following short answer and multiple choice questions are directed at fundamental knowledge of historical ideas that have enduring relevance of the present. They represent the sort of knowledge that student of History 1200 will gain in accordance with the goal of increasing the students' global awareness, understanding of systems, and applicability of the past to the present. The expectation is that 70% of students should be able to achieve at least "partial mastery" [75%] of this assignment.

These questions will assess **one** of the department's learning outcomes (identified after each question bloc).

What does Galileo think is the difference between knowledge about the natural world and knowledge about the spiritual world? What does Galileo suggest that his opponents should do before dismissing his ideas? In what ways does Cardinal Bellarmine attempt to refute Galileo's ideas? Why did Galileo's ideas represent a threat to the Catholic Church? [Critically describe some of the political, social or economic systems; historical, cultural or spiritual traditions; and/or technological innovations around the world]

Discuss the political and economic systems in the Soviet Union under the rule of Josef Stalin, c. 1928 to 1941. [Critically describe some of the political, social or economic systems; historical, cultural or spiritual traditions; and/or technological innovations around the world]

Chronicle the historical development of the computer. [Critically describe some of the political, social or economic systems; historical, cultural or spiritual traditions; and/or technological innovations around the world]

How does Spielvogel define "new imperialism," what were its chief characteristics, which states were among the empire builders, and which parts of the world were impacted? What arguments did Rudyard Kipling make to justify European expansion in Africa and Asia? How does the selection by Edward Morel challenge or undermine Kipling's beliefs? Which arguments do you find most compelling? Explain your answer. [Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally;]

Contrast economic life in the affluent West with that in the interior of sub-Saharan Africa over the last forty years. What mechanisms of control have effectively allowed this wealth-poverty gap to develop and widen, to the benefit of West Europeans and Americans? [Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally;]

What is William N. Eskridge Jr.'s main argument in "It's Not Gay Marriage vs. the Church Anymore," and how, historically, has the Bible been used to justify discrimination in the United States of America? Why did the U.S. Supreme Court take up the question of same sex marriage, and what did it rule in *Obergefell v. Hodges*? In her "Statement," how does Rowan County (KY) Clerk Kim Davis justify her decision to refuse to issue marriage licenses to same-sex couples after the *Obergefell v. Hodges* decision? Should civil servants like Kim Davis be allowed to refuse to issue marriage licenses to same-sex couples on the basis of "religious liberty"? In answering the final question, you must use historical knowledge and refer to additional readings assigned this semester. [Use political, social, economic, historical, cultural, spiritual or technological knowledge to evaluate contemporary issues.]

These questions will assess **two** of the department's learning outcomes: to "critically describe a political, social or economic system or historical, cultural or spiritual tradition," and, because they refer to both social and international diversity, the students will "demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement."

Describe one ideal or aspiration that Italian humanists and Northern European Christian reformers had in common.

What were two important social effects of industrialization in the nineteenth century?

Describe two justifications that Europeans devised for the subjugation of Asian and African peoples in the late nineteenth century.

These questions will assess **two** of the department's learning outcomes, to "critically describe a political, social or economic system or historical, cultural or spiritual tradition" and also by considering contemporary social concerns in historical context, to "use political, social, economic, historical, cultural, spiritual or technological knowledge to evaluate contemporary issues."

What was one social problem that Voltaire identified, and his proposed solution?

What is one way in which twentieth-century liberals differed from classical liberals of the nineteenth century, such as John Stuart Mill?

This question assesses all **three** of the department's learning outcomes.

Choose 3 modules (each one representing a different historical period) between 1500 and the present that represent important moments of historical change. Explain how each period or development was transformative, including what its consequences were. Describe each period and its significance as fully as possible.

Multiple Choice Questions

Multiple Choice Marker Questions for learning outcome 1: Critically describe some of the political, social or economic systems, historical, cultural or spiritual traditions, and/or technological innovations around the world. *It is expected that at least 70% of students should be able answer 75% of these questions.*

1. The Enlightenment inspired American political leaders during the American Revolution to
 - A. avoid forming a central government
 - B. denounce the British for being too religious
 - C. establish a political system based on equality and natural rights
 - D. put more effort into strengthening and extending slavery

2. A important idea promoted by romanticism was
 - A. a desire to reorder society on a rational basis
 - B. equal access of all people to food and housing
 - C. a belief in heroes guided by innate genius
 - D. a belief that human nature is weak and cruel

3. Liberals in the nineteenth century believed that social progress would be based upon
 - A. economic and social equality
 - B. preservation of traditional social customs
 - C. a stronger sense of national unity
 - D. greatest possible freedom of individuals

4. A common theme in Marx, Darwin, Nietzsche and Freud was
 - A. history is moving towards the triumph of democracy
 - B. modern society is driving humanity into decline
 - C. human beings are naturally good if they are free
 - D. struggle and conflict are necessary in human life

Multiple Choice Marker Questions for learning outcome 2: Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally. *It is expected that at least 75% of students should be able answer 75% of these questions.*

1. From his observations of the heavens, Galileo was able to conclude that
 - A. heavenly objects are made of ethereal, weightless matter
 - B. heavenly objects are made of the same solid matter as the earth
 - C. no one could ever travel to outer space
 - D. the Bible was right about the stability of the earth

2. One major disadvantage of absolutism in France was
 - A. weakness of the government
 - B. forced expulsion of talented Protestants
 - C. lack of national unity and order
 - D. decline of trade

3. One important social change created industrialization was
 - A. weakening of central government
 - B. a decline in economic growth
 - C. a decline in population
 - D. division society into classes

4. Under the Marshall Plan
 - A. the U.S. lent Europeans money at high interest
 - B. Europeans lent the U.S. money at high interest
 - C. the U.S. granted money to European nations
 - D. Europeans granted funds to the U.S. to pay for war costs

5. Which best describes the creation of the European Economic Community in 1957?
- A. All western European nations joined
 - B. It was a treaty to establish protective tariffs
 - C. It was intended to prevent political unification by improving trade
 - D. It was intended as a first step to economic and political unity

Multiple Choice Marker Questions for learning outcome 3: Applying knowledge to contemporary global context. *It is expected that at least 75% of students should be able answer 75% of these questions.*

1. The fact that Catholic France interfered in the Thirty Years' War on behalf of Protestants indicates that the "religious wars" were
- A. mostly about theological differences
 - B. in large part a matter of power politics
 - C. the path towards reconciliation between religious factions
 - D. not really significant in European history
2. One reason nations implemented compulsory education was to
- A. train more scholars in the humanities
 - B. instill moral discipline and national loyalty
 - C. draw more immigrants from other nations
 - D. prevent the lower classes from attaining political power
3. Germany lost World War I because
- A. the British and Americans overwhelmed its defenses
 - B. Russian tanks stormed into Berlin
 - C. German generals were incompetent
 - D. Germans ran out of men to fight
4. One reason for the "generation gap" in the 1960s was

- A. success of communism among the young
- B. frustration of youth with limits to their freedom
- C. increasing poverty after the war
- D. decline of the birth rates after the war

5. A big risk in Gorbachev's policy of openness in the Soviet Union, which eventually led to the collapse of communism, was that

- A. millions would emigrate out of Russia
- B. people felt free to reject an ineffective communist system
- C. corrupt criminal gangs would take over government
- D. people would wish to restore the Czars to power

Collecting and submitting the assignment(s) (See 5 on the instruction sheet)

Student papers, responses to essay questions and marker questions will be scanned and uploaded on Pilot.

Rubric Selection. Select the items you feel best match your assignment(s) in the rubric(s) on the next few pages.

| Item | Mastery 4 | Partial Mastery 3 | Progressing 2 | Emerging 1 |
|---|---|--|--|--|
| Global Self-Awareness | Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context. | Evaluates the global impact of one's own and others' specific local actions on the natural and human world. | Analyzes ways that human actions influence the natural and human world. | Identifies some connections between an individual's personal decision-making and certain local and global issues. |
| Understanding Global Systems | Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds. | Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds. | Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds. | Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds. |
| Applying Knowledge to Contemporary Global Contexts | Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others. | Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific). | Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific). | Defines global challenges in basic ways, including a limited number of perspectives and solutions. |

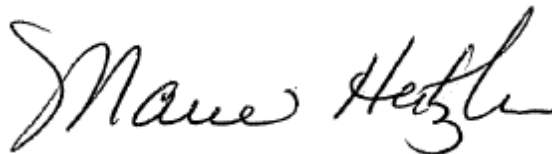
Submit the entire form to Pilot – Core Course Assessment Plan 2017-18. The next section is for UCRC Review only.

Section 3: UCRC Committee Review ONLY

| Item | Complete/NA | Revision Requested | Comments |
|---|-------------|--|----------|
| Learning Outcomes for Global Traditions | | <p>1. Needs title and description of written assignments. Also include essay exam questions. Show how each question connects to which LO.</p> <p>2. Please make sure the assignment matches the rubrics selected.</p> <p>3. Rubric is not appropriate for marker questions. Please provide a benchmark for these questions. For example, 80% of the students will receive a 75% on the marker questions.</p> | |
| Rubric for LOs | Complete | | |
| Rubric for MC Attribute | NA | | |
| Rubric for IW Attribute | NA | | |
| Rubric for SRV/SRVI Attribute | NA | | |
| Assigned Departmental Reviewers | Complete | | |

Committee Review Completed: First review is completed. Second review is needed on above revisions.

Committee Chair Signature



Date 12/8/2017