**January 28, 2019**

**Letter of Clarification from Alan Willis regarding HS 255**

HS 255: History of Asia has been approved by CUP but has not been taught in some years as a result of staffing problems in the department. A search is currently underway to solve (at last temporarily) that problem. This is, undoubtedly, the root of some of the problem in communicating the exact nature of the assessment that will take place in HS 255.

The committee raised a concern regarding the difference between papers and essays. I understand this concern (now) and have changed the wording. Rest assured, any assessment of this nature, called essay or paper, would have to meet departmental criteria and demonstrate the following:

* Students will be able to develop an historical thesis
* Students will be able to conduct both an external and internal critical analysis of a document
* Students will be able to produce written work conforming to historical style based on the *Chicago Manual of Style*

In the interest of keeping out 200-level course assessments as similar as possible, and also proving reasonable flexibility to the not-yet-hired instructor, I have altered the assessment from “2nd essay” to “final paper.” I hope that this meets the needs of the General Education Committee.

My inclusion of other ways in which instructors in history typically assess the skills we wish to help our students develop I included such things as “document analysis” and “thesis development worksheets.” None of these, however, intended to be the submitted artifact. Rather, it is intended that faculty member will submit the signature assignment from the class, which is almost always the final paper of the semester.

**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** HS 255, History of Asia

**Home Department:** History

**Department Chair Name and Contact Information** (phone, email): Alan Willis (x-1228; awillis@nmu.edu)

**Expected frequency of Offering of the course** (e.g. every semester, every fall): roughly every 4th semester

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content:

This is a broad survey of Asia history and culture from the ancient civilizations of China and India through post-Cold War era.

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes:

A significant portion of the course involves document analysis and thesis building; however, those documents and thesis all address issues of diversity and social interaction. Major topics include the relationship between world religions and local religions, trade and cultural interaction and exchange, colonialism and colonial economic exploitation, neocolonial exploitation, and globalization’s economic and environmental impacts on Asia. In the process, students will evaluate the quality of the information available to them, integrate this new information into their existing knowledge of Asia, and apply the historical method to the process. This will be assessed through quizzes and papers. Cultural awareness and engagement, along with awareness of worldviews, are central to teaching such a broadly defined course about a part of the world with which most students have only a passing familiarity. The texts by Elverskog and Thurborn specifically relate to cultural awareness and engagement, ethical issues, and knowledge of the various worldviews as they both engage the border lines between the Buddhist, the Islamic, and—for Thurborn—the officially atheist; all of this is assessed through the quizzes and papers, the requirements for which include the use of appropriate evidence.

C. Describe the target audience (level, student groups, etc.):

This is a 200-level course with no pre-requisites.

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.):

The course is a non-Western option in the history major (of which we have a severe shortage. It should fulfill the World Cultures graduation requirement as it is overwhelmingly non-western in focus.

* Students will be engaged investigating the values, norms, and beliefs of a variety of Asian societies, most notably China and India;
* Texts and artifacts form the basis of historical investigations; as students investigate Asian history, they will encounter a variety of texts and artifacts produced by Asian societies over time;
* Asia itself is the world’s most diverse continent; the global context has always been dependent upon interaction of India and China with the West from the first hesitant contacts between the Roman and the Han across the Silk Roads to the New Belt and Road project;
* Various Asian societies reveal class, race, caste, and gender in different ways and students will examine how these issues played out in very different settings from the Muslim/Hindu divides of India to the Uyghur/Chinese conflicts that have persisted over the last 800 years and continue today;
* Asian societies developed decidedly non-western value systems based on Hinduism, Buddhism (in its many forms) Taoism, Confucianism, Shintoism, and other religious and ethical systems. Each of these produced their own literary traditions, artistic traditions, and approaches to the scientific world.

E. Provide any other information that may be relevant to the review of the course by GEC: The course is occasionally taught online.

The department of history is currently in the process of hiring an Asian specialist who will be charged with teaching this course. Nevertheless, the department can make certain guarantees to the General Education Committee. Frist, we can guarantee that whoever teaches the course will be required to conform to the departmental expectations for a 200-level course. These goals are listed on the syllabus. As a result, no matter who teaches the course, it will involved writing, critique of evidence, and the development of historical arguments. These activities directly engage critical thinking. Furthermore, as a course about Asia—an incredibly diverse continent—any legitimate offering would have to explore intercultural awareness and engagement. It would, likewise, be impossible to legitimately teach about such radically different societies (both from our own and from each other) without addressing their worldviews. Additionally, once history can regularly offer the course, it is likely to be included in International Studies

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **DIMENSION GUIDANCE** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | Type: Document analysis and thesis projects (include non-graded worksheets and graded short answers or papers); papers and document analysis require students to evaluate the quality of information and integrating that information into an argument  Frequency: Multiple worksheets, 2 short answer sets, at least two apers  Projected submission materials: final paper  Relative Importance: Papers are a major part of the student’s grade; document analysis is major portion of the course based on departmental expectations.  Projected success: similar courses (Africa/Middle East) suggest between 85% and 90% |
| **Integrate** | Integrates insight and or reasoning with previous understanding to reach informed conclusions and/or understanding | Type: Each short quiz and paper will bring forth informed conclusions based on the integration of new materials with prior understandings.  Frequency: at least two papers  Projected submission materials: final paper  Relative Importance: Quizzes and papers are the basis of the student’s grade.  Projected success rate: similar courses (Africa/Middle East) suggest between 85% and 90% |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | Type: Document analysis and thesis projects to be conducted according to historical methodology  Frequency: multiple quizzes and document analysis projects, at least papers.  Projected submission materials: final paper  Relative Importance: Document analysis is a key part of all 200-level history courses; it is essentially the process of evaluating information according to the historical methodologies.  Projected success: similar courses (Africa/Middle East) suggest between 85% and 90% |

**PLAN FOR LEARNING OUTCOMES  
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **DIMENSION GUIDANCE** | **PLAN FOR ASSESSMENT** |
| **Knowledge of cultural worldview frameworks** | Knowledge of elements important to members of another culture | Type: short answer quizzes and papers which address the question of cultural worldviews across Asia  Frequency: multiple times throughout the semester  Projected submission materials: final paper  Relative Importance: this is key to any ability to understand Asian historian and, therefore, central to the course and is part of every assessment.  Projected success rate: similar courses (Africa/Middle East) suggest between 85% and 90% |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | Types: short answer quizzes and papers which address the cultural diversity of Asia  Frequency: multiple times throughout the semester including at least papers  Projected submission materials: final paper  Relative Importance: This is critical to understanding Asian historian not only because Asian societies are (generally speaking) very different from our own but also because of the incredible diversity within the massive continent of Asia.  Projected success rate: similar courses (Africa/Middle East) suggest between 85% and 90% |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | Type: short answer quizzes and papers demonstrating engagement with other cultures’ ideas, perspectives, aesthetics, or worldviews  Frequency: at least two papers and quizzes  Projected submission materials: final paper  Relative While assessing willingness to engage with cultures other than one’s own is virtually impossible, by signing up for Asian History—an elective—students demonstrate at least some level of “willingness” as the course is purely an elective. Their actual ability to do so is assessed by every aspect of the course, thus it is part of 100% of the graded work in the course.  Projected success rate: similar courses (Africa/Middle East) suggest between 85% and 90% |
| **Ethical Issue Recognition** | Awareness of ethical issues as they relate to cultures | Type: short answer quizzes and papers dealing with the ethical issues involved in Asian history (for example: issues of imperialism).  Frequency: multiple times in the semester  Projected submission materials: final paper  Relative importance: major ethical issues are raised throughout the course, especially involving questions of imperialism (both within Asia, dating back to the rise of the Han, the conquests of Muhamad al-Ganzi or Tamerlane to the arrival of the European and the Great Game) as well as the ethical issues involved in building post-colonial societies.  Projected success rate: past experience suggests between 85% and 90% |

***History: Studying the Past, Preparing for the Future***

**HS 255: History of Asia**

Sample syllabus; search for an Asian historian current underway in the department; all of the information here has been cobbled together based on Asian history syllabi from reasonably analogous institutions but made to fit the expectations of the history department at NMU and NMU general education requirements.

**Bulletin Description**

This broad survey of the history of Asia explores the largest and most populace continent in the world. While the regional emphasis may vary, it serves to introduce students to broad issues in Asian history.

**Required Texts**

Rhoads, Murphey. *A History of Asia* (this text is currently in its 7th edition and is widely used)

Elverskog, Johan, *Buddhism and Islam on the Silk Road*

Thurborn, Colin, *Shadow of the Silk Road*

**History Department 200-level Course Goals:**

* Students will be able to develop an historical thesis
* Students will be able to conduct both an external and internal critical analysis of a document
* Students will be able to produce written work conforming to historical style based on the *Chicago Manual of Style*
* Students will demonstrate an awareness of different models, theories, and tools for doing history

**General Education**

(Pending Approval)

**Types of Assessments**

Graded assessments come in essentially two types: short written assessments and short written quizzes regarding lecture/discussion and/or readings  Students will also produce two papers of roughly 800-1000 words demonstrating the four departmentally approved goals for 200-level courses. You will have a choice of topics which will be presented throughout the semester and you will have 1 week from the time the topic is presented until the paper is due; one must be done in the first half of the semester and the other must be done in the second half of the semester.

Topics for Consideration

These are taken from syllabi using the above noted text and represent typical work done in regional public universities

1. The Geography of Asia
2. Early Civilization in India
3. Early Civilization in China
4. Along the Silk Roads: Trade and Cultural Exchange in late Ancient Asia
5. Medieval India and Southeast Asia
6. Medieval East Asia
7. The Religious Encounter in Asia
8. The West Arrives in Asia
9. Two Responses: Manchu China and Tokugawa Japan
10. The Triumph of Imperialism
11. Nationalisms and Revolutions
12. World War II in Asia
13. Red China and the Cold War
14. Decolonization of East and Southeast Asia
15. India vs. Pakistan
16. Asia and the 21st century