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| LSC Use Only No: | LSC Action-Date: | UWUCC USE Only No. | UWUCC Action-Date: | Senate Action Date: |
| | | 11-60a. | AP-2/7/12 | App 2/21/12 |

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

| | |
|---|-----------------------------------|
| Contact Person Gary Bailey | Email Address glbailey@iup.edu |
| Proposing Department/Unit History Department | Phone (724) 357-2162 |

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

| | |
|---|--|
| 1. Course Proposals (check all that apply) | |
| <input checked="" type="checkbox"/> New Course | <input type="checkbox"/> Course Prefix Change |
| <input type="checkbox"/> Course Revision | <input type="checkbox"/> Course Deletion |
| <input type="checkbox"/> Course Number and/or Title Change | <input type="checkbox"/> Catalog Description Change |
| HIST 198 – Explorations in Global History | |
| <u>Current Course prefix, number and full title</u> | <u>Proposed course prefix, number and full title, if changing</u> |
| 2. Additional Course Designations: check if appropriate | |
| <input checked="" type="checkbox"/> This course is also proposed as a Liberal Studies Course. | <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) |
| <input type="checkbox"/> This course is also proposed as an Honors College Course. | |
| 3. Program Proposals | |
| <input type="checkbox"/> New Degree Program | <input type="checkbox"/> Catalog Description Change |
| <input type="checkbox"/> New Minor Program | <input type="checkbox"/> Program Revision |
| <input type="checkbox"/> Program Title Change | <input type="checkbox"/> Other |
| <input type="checkbox"/> New Track | |
| <u>Current program name</u> | <u>Proposed program name, if changing</u> |
| 4. Approvals | |
| Department Curriculum Committee Chair(s) | Date |
| <i>Gary Bailey</i> | 10/26/11 |
| Department Chair(s) | |
| <i>Wheat Moore</i> | 10/26/11 |
| College Curriculum Committee Chair | |
| <i>John Burkhardt Jr</i> | 11/18/11 |
| College Dean | |
| <i>D. ...</i> | 11/17/11 |
| Director of Liberal Studies * | 2/2/12 |
| Director of Honors College * | |
| Provost * | |
| Additional signatures as appropriate: (include title) | |
| UWUCC Co-Chairs | |
| <i>Gail Schriest</i> | 2/9/12 |

* where applicable

| | | | |
|--|---|---|--|
| <p>Received FEB 09 2012 Liberal Studies</p> | <p>Received FEB 6 2012 Liberal Studies</p> | <p>Received DEC 5 2011 Liberal Studies</p> | <p>Received NOV 17 2011 Liberal Studies</p> |
|--|---|---|--|

**HIST 198 Explorations in Global History
SYLLABUS OF RECORD**

I. Catalog Description

HIST 198 Explorations in Global History

3 class hours

0 lab hour

Prerequisite: None

3 credits

(3c-0l-3cr)

Interprets and analyzes the development of Global history through a chronological survey of a historical era or a topical theme central to Global history. Examines, where appropriate, the intersection of race and ethnicity, gender and class. Emphasizes the recognition of historical patterns, the interconnectedness of historical events, and the incorporation of various sub-fields in the discipline of history.

II. Course Outcomes:

By the end of the semester, students will be able to

1. Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of the Global past.
2. Identify important themes in Global history.
3. Explain conflicting interpretations of Global history.
4. Integrate analyses of race, ethnicity, class, and gender into the historical narrative about regions outside of the U.S and Western Europe.
5. Place historical developments in the Global world within a larger global context.
6. Read and analyze historical texts.
7. Develop skills in chronological thinking and historical analysis.

III. Course Outline

Because HIST 198 will have multiple instructors it is not possible to provide a detailed course outline which every instructor will follow in its entirety. The department encourages instructors to exercise their individuality and creativity to offer the material in an enthralling and relevant fashion while at the same time takes the responsibility to ensure that 'basic equivalency' exists. To this end the department chair or his/her designee(s) will supervise the development of new syllabi.

All courses, however, should cover significant epochs and developments in Global history. These can be presented in a chronological survey (e.g.: 20th century Non-Western World) OR based on a significant development/ theme (e.g.: Colonialism in Africa). All courses will provide opportunities for students to develop skills in chronological thinking and historical analysis (cause and effect, complex causation, corroboration, interconnections, etc.).

The syllabus of record for HIST 198 Explorations in Global history: Colonialism in Africa, Latin America and India from 1492 to the present is attached.

**HIST 198 Explorations in Global History
SYLLABUS OF RECORD**

I. Catalog Description

| | |
|---|---------------|
| HIST 198 Explorations in Global History | 3 class hours |
| | 0 lab hour |
| Prerequisite: None | 3 credits |
| | (3c-0l-3cr) |

Interprets and analyzes the development of Global History through a chronological survey of a historical era or a topical theme central to Global History. Examines, where appropriate, the intersection of race and ethnicity, gender and class. Emphasizes the recognition of historical patterns, the interconnectedness of historical events, and the incorporation of various sub-fields in the discipline of history.

II. Course Outcomes:

Objective 1:

Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of the Global past.

Expected Student Learning Outcomes 1 and 2

Informed and Empowered Learners

Required History Content

- Examine several different aspects of history and their inter-relationships.

Rationale:

Assignments will require students to have a level of knowledge about political, economic, social, and international developments in Global history. They will also engage students in examining the complexities of causation and effect in historical developments. (EUSLO 1)

Assignments will also require students to make judgments about developments in Global history based on their knowledge about political, economic, social and international events in the nation's past. (EUSLO2)

Objective 2:

Identify important themes in Global history.

Expected Student Learning Outcomes 1

Informed Learners

Required History Content

- Treats concepts, themes, and events in sufficient depth to enable students to appreciate the complexity of what is being studied, and not be merely cursory coverage of lists of topics.

Rationale:

Assignments will require students to evaluate developments in Global history over time in order

other peoples and other lands as well as domestic developments that take place within Global society. (EUSLO 3)

Objective 6:

Read and analyze historical texts.

Expected Student Learning Outcomes 2 and 3

Empowered and Responsible Learners

Required History Content

- Facilitate students' ability to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.

Rationale:

Assignments will engage students in interpreting and analyzing textual, visual, and electronically-mediated historical texts. (EUSLO 2)

Assignments will prompt students to read and analyze historical texts in an intellectually honest manner. (EUSLO 3)

Objective 7:

Develop skills in chronological thinking and historical analysis.

Expected Student Learning Outcome 2

Empowered Learner

Required History Content

- Facilitate students' ability to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Develop students' historical consciousness.
- Enable students to perceive contemporary experiences in historical perspective.

Rationale:

Assignments will require students to analyze developments in Global history from a historian's viewpoint. They will engage students in examining the conditions that prompt change and continuity. (EUSLO 2)

All courses, however, should cover significant epochs and developments in Global history. These can be presented in a chronological survey (e.g.: 20th century Non-Western World) OR based on a significant development/ theme (e.g.: Colonialism in Africa). All courses will provide opportunities for students to develop skills in chronological thinking and historical analysis (cause and effect, complex causation, corroboration, interconnections, etc.).

III. Course Outline

1. What is Colonialism? - 1 week
 - a. Theory and concepts
 - b. Varieties
 - c. Origins

2. Portugal and Spain During the Age of Discovery - 2 weeks
 - a. The Search for India and China
 - b. The *Reconquista* and the Consolidation of Empires
 - c. Pre-Columbine Shipping and Navigational Innovations
 - d. The Iberian Mindset and Religious Factors

3. Exploration, Encounter, and Conquest - 1 week
 - a. Africa and the Atlantic Islands
 - b. Christopher Columbus and the Caribbean
 - c. Patterns of 15th and 16th Century Exploration and Conquest in the New World

4. The Colonial Experience in Spanish and Portuguese America- 2 weeks
 - a. Foundations of Society and Culture
 - b. Disease, Diminution, and the Mestizo “Problem”
 - c. Mercantilism and the Role of the Church

5. Slavery - 1 week
 - a. Africa in 1492
 - b. The Trans-Atlantic Slave Trade
 - c. Slavery and Resistance to Slavery in Latin America

6. The Western Invasion of Africa – 2 weeks
 - a. Early contacts and pre-colonial activity
 - b. The Portuguese in Angola and the Congo
 - c. Religious incursions and “setting the stage”
 - d. The Scramble for Africa: Motives and Patterns

7. Colonial Africa - 2 weeks
 - a. Varying styles of rule: British, French, German, Italian, Spanish, Portuguese and Belgian
 - b. The Rulers and The Ruled
 - c. Mistreatment and Resistance
 - d. Pan-Africanism and Movement toward Independence
 - e. Independence and post-colonial realities
 - f. The case of South Africa

8. Portuguese and British Imperialism in India - 3 weeks
 - a. Early Economic In-Roads and Local Reactions
 - b. 1757: India as a British Protectorate
 - c. The Rulers and The Ruled
 - d. The 1856 Rebellion: Tragedy and Consequence
 - e. The Indian Nationalism Movement
 - f. Gandhi, Nehru, and Ali Jinnah and the Independence of India
 - g. The Partition and post-colonialism in India

9. Final Exam Week

IV. Evaluation Methods

Final grades will be computed based on the following assignments and percentages:

1) Weekly quizzes – (25%)

These short quizzes will be held weekly on selected pages from the textbook

2) Reaction papers – (25%)

During the course of the semester students will submit two papers (three-pages, double-spaced) on topics/questions dealing with two of the supplemental course texts

3) Exams – 50%

There will be two mid-term exams conducted during the semester, and a final exam during exam week. These exams will consist of a variety of question formats (short answer, multiple choice, and essay)

V. Grading Scale

A: 90% and above B: 80 - 89% C: 70-79% D: 60 - 69% F: Less than 60%

VI. Attendance Policy

Students are strongly encouraged to attend class. Individual faculty members may develop their own policies that comply with the university attendance policy.

VII. Required textbooks, supplemental books and readings

Textbook: Philip D. Curtin, *The World and the West: The European Challenge and the Overseas Empire in the Age of Empire*

Supplemental Readings: Eduardo Galeano, *Open Veins: Five Centuries of the Pillage of a Continent*; and Chinua Achebe, *No Longer at Ease*

VIII. Special resource requirements

None.

IX. Bibliography

Chasteen, John. *Americanos: Latin America's Struggle for Independence*. Oxford: Oxford University Press, 2009.

Dussel, Enrique. *The Invention of the Americas: Eclipse of "the Other" and the Myth of Modernity*. Tr. Michael D. Barber. New York: Continuum, 1995.

Hanson, Mark. "Organizational Bureaucracy in Latin America and the Legacy of Spanish Colonialism" *Journal of Interamerican Studies and World Affairs* 16.2 (May 1974): 199-219.

Hogan, Patrick Colm. *Colonialism and Cultural Identity: Crises of Tradition in the Anglophone Literatures of India, Africa, and the Caribbean*. Albany: State University of New York 2000.

Loomba, Ania. *Colonialism-postcolonialism*. London/New York: Routledge, 1998.

Maddox, Gregory and Timothy K. Welliver. *Articles on Colonialism and Nationalism in Africa*. 4 vols. *Colonialism and Nationalism in Africa*. New York: Garland, 1993.

Pagden, Anthony. *Lords of All the World: Ideologies of Empire in Spain, Britain and France c.1500-c.1800*. New Haven: Yale University Press, 1995.

Todorov, Tzvetan. *The Conquest of America: The Question of the Other*. Tr. Richard Howard. New York: Harper & Row, 1984.

Wallerstein, Immanuel. *The Modern World System*. 2 vols. New York: Academic Press, 1974, 1980.

Wesseling, H. L. *Imperialism and Colonialism: Essays on the History of European Expansion*. Westport, CT: Greenwood Press, 1997.

Wilson, H.H. *History of British India*. London (UK): Kessinger Publishing LLC, 2007

Course Analysis Questionnaire

A. Details of the Course

- A1. This course is designed to fulfill the Humanities: History course in the Liberal Studies program. It is specifically targeted for non-majors.
- A2. The proposed slate of new courses, HIST 196 – Explorations in U.S. History, HIST 197 – Explorations in European History, and HIST 198 – Explorations in Global History are proposed as a substitute for the current university-wide HIST 195 – History of the Modern Era course. It, therefore, affects the liberal studies requirements of every program.
- A3. This course has not been offered in its proposed form.
- A4. This course is not intended to be dual level.
- A5. This course is not to be taken for variable credit.
- A6. Most universities include some liberal studies course that promotes historical awareness and analysis.
- A7. No professional society, accrediting authority, law or other external agency recommends or requires the content or skills of this proposed course.

B. Interdisciplinary Implications

- B1. The department is not considering a team-teaching approach at this time.
- B2. The content of this course does not overlap with any other at the University.
- B3. This course is not cross-listed.
- B4. Seats in this course will not be made available to students in the School of Continuing Education.

C. Implementation

- C1. Faculty resources for the slate of new classes (HIST 196, 197, 198) are as adequate as they are for the existing HIST 195 class, which they are meant to replace.
- C2. Other resources:
 - a. Current space allocations are adequate to offer this course.
 - b. No special equipment is needed for this course.
 - c. No laboratory supplies are necessary for this course.
 - d. Library holdings are as adequate as they are for HIST 195.
 - e. No travel funds are necessary.
- C3. No grant funds are necessary.

- C4. This course will be offered every semester.
- C5. The combination of HIST 196, 197, and 198 will amount to the same number of courses offered as HIST 195.
- C6. We envision these classes as large lecture-style classes as has been the case with HIST 195. As in the past, the ultimate class size will be determined by student enrollment and by the Dean. We anticipate an enrollment of at least 60-70 students.
- C7. No professional society recommends enrollment limits or parameters for this course.
- C8. This course does not involve the use of distance education.

D. Miscellaneous

No additional information.

Liberal Studies Course Approval General Information

1. As this is a multiple-section, multiple-instructor course, the department chair or his/her designee(s) will ensure basic equivalency among the various sections with regards to such things as course outcomes, content, and assessments. Periodic discussion will take place during regular department meetings and at an annual meeting devoted to the topic of these courses for faculty to exchange ideas about resources and teaching strategies. Official or unofficial exchange of individual instructor syllabi will further ensure an appropriate degree of equivalency where applicable.
2. All sections offered under the rubric of the proposed HIST 198 will include the perspectives, experiences and contributions of women as well as racial and ethnic minorities. That is a primary objective of the proposed course (See course outcome #4).
3. The reading and use by students of at least one or more substantial works of fiction or nonfiction in addition to a text is a requirement in the course.
4. This course is not open to majors in the department. The department offers a separate set of courses for its majors. Consequently, the content of this course is designed to introduce students to an aspect of Global history. The department believes that the more focused treatment of themes or eras is more appropriate for non-majors early in their college careers. This new course, which allows faculty who choose to teach a Non-Western-focused the wherewithal to develop a course focused on a specific topic or era, makes available to students a range of History courses that can fulfill the liberal studies requirement. At the same time, the course introduces the core components of the discipline – historical thinking, historical analyses, historical patterns and interconnectedness of historical events – to non-majors.

Provide a detailed rationale which explains how each course objective meets the Expected Student Learning Outcome.

Objective 1:

Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of the Global past.

Expected Student Learning Outcomes 1 and 2

Informed and Empowered Learners

Required History Content

- Examine several different aspects of history and their inter-relationships.

Rationale:

Assignments will require students to have a level of knowledge about political, economic, social, and international developments in Global history. They will also engage students in examining the complexities of causation and effect in historical developments. (EUSLO 1)

Assignments will also require students to make judgments about developments in Global history based on their knowledge about political, economic, social and international events in the nation's past. (EUSLO2)

Objective 2:

Identify important themes in Global history.

Expected Student Learning Outcomes 1

Informed Learners

Required History Content

- Treats concepts, themes, and events in sufficient depth to enable students to appreciate the complexity of what is being studied, and not be merely cursory coverage of lists of topics.

Rationale:

Assignments will require students to evaluate developments in Global history over time in order to identify recurring themes. (EUSLO 1)

Objective (3):

Explain conflicting interpretations of Global history.

Expected Student Learning Outcomes 1 and 2

Informed and Empowered Learners

Required History Content

- Suggest major intellectual questions/problems which interest practitioners of the discipline and explore more critically important theories and principles presented by the discipline.
- Make students aware of various and sometimes contradictory historical interpretations.

Rationale:

Assignments will require students to demonstrate their understanding and knowledge of different

interpretations of Global history. (EUSLO 1)

Assignments will require students to apply critical thinking skills in order to evaluate different interpretations of Global history. (EUSLO 2)

Objective 4:

Integrate analyses of race, ethnicity, class, and gender into the historical narrative about regions outside of the U.S and Western Europe.

Expected Student Learning Outcomes 1, 2, and 3

Informed, Empowered, and Responsible Learners

Rationale:

Assignments will require students to show their knowledge about how racial and ethnic backgrounds, socioeconomic status, sex and sexual orientation have shaped the experiences of individuals and groups in Global history. (EUSLO 1)

Assignments will require students to synthesize information about working people, men, women, and ethnic minorities in order to make judgments about how their experiences have changed over time. (EUSLO 2)

Assignments will engage students in assessing how the ethical and behavioral consequences of certain decisions and actions. They will engage the students in developing respect for the identities, histories and cultures of others. (EUSLO 3)

Objective 5:

Place historical developments in the Non-western world within a larger global context.

Expected Student Learning Outcomes 1 and 2

Informed and Responsible Learners

Rationale:

Assignments will require students to examine how developments in Non-western history fit within a larger global context. (EUSLO 1)

Assignments will engage students in examining how Global history is shaped by the histories of other peoples and other lands as well as domestic developments that take place within Global society. (EUSLO 3)

Objective 6:

Read and analyze historical texts.

Expected Student Learning Outcomes 2 and 3

Empowered and Responsible Learners

Required History Content

- Facilitate students' ability to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.

Rationale:

Assignments will engage students in interpreting and analyzing textual, visual, and electronically-mediated historical texts. (EUSLO 2)

Assignments will prompt students to read and analyze historical texts in an intellectually honest manner. (EUSLO 3)

Objective 7:

Develop skills in chronological thinking and historical analysis.

Expected Student Learning Outcome 2

Empowered Learner

Required History Content

- Facilitate students' ability to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Develop students' historical consciousness.
- Enable students to perceive contemporary experiences in historical perspective.

Rationale:

Assignments will require students to analyze developments in Global history from a historian's viewpoint. They will engage students in examining the conditions that prompt change and continuity. (EUSLO 2)

Please describe how you are defining your standards for these objectives, and how you will determine they have been met by students.

This course will be taught to relatively large classes (50 and above), which will affect the methods used to assess student learning. In general, this will be done in a variety of ways: exams (most likely objective and short answer), online quizzes, in class discussions, clicker questions, class discussions, and group projects. Each individual instructor is likely to develop a different assortment of assessments.

The group project and presentation submitted as a sample assessment is one way of moving beyond exams without producing an unrealistic grading load for faculty who may be teaching multiple sections of the course.

Sample Assignment for Liberal Studies Course
Group Project and Presentation: Contemporary Concerns and Historical Antecedents

This assignment requires you to examine a contemporary issue in historical perspective, create and present a 15-minute PowerPoint presentation with your group, and write an individual response.

Objectives of the assignment:

- a) Analyze a contemporary issue/topic in a historical perspective
- b) Synthesize material and create a coherent presentation.
- c) Present materially orally in front of a group.
- d) Work with peers in a collaborative fashion.

Topics

No more than TWO groups may pick the same topic.

Responsibilities of the Federal Government
Technology and its impact on U.S. Society
Racial and Ethnic Politics
Changes in the U.S. Economy
Individual Rights versus Security
American Workers and their Concerns
Grassroots Activism
The Role of the United States in the World
Americans and Americanism
Consumer Culture

Task

- a) You have to select TWO stories, feature articles, editorials, and/or other material from contemporary sources (i.e. 2008 onwards) that illustrate the contemporary issue you have chosen.
- b) These sources **MUST** be or have been in print form. Examples: *New York Times*, *Washington Post*, *Los Angeles Times*, *Time*, *Harper's*, etc.
- c) Only ONE of your selections may be an editorial cartoon.
- d) You need to make connections to at least THREE different instances in U.S. history when these concerns surfaced and were debated in the United States.
- e) You need to determine whether the fundamental questions surrounding your issue have changed overtime or have remained the same. You also need to explain how a historical perspective helps you understand the contemporary concern.
- f) Create a PowerPoint presentation to accompany your group's oral presentation to the class.

g) Write a single-page individual response to the following:

How has a historical perspective contributed to your understanding of the contemporary topic you have selected?

Procedure

1. Forming Groups (3 Points)

- You need to organize yourselves into groups of 4.
- Submit a list of names of members of your group and contact information to the professor.
- This should be done no later than the end of Week 2 of the semester.

2. Picking a Topic (5 Points)

- Your group needs to “meet” through the discussion board on D2L to choose a topic for your group project. I will monitor your discussions. Every member of the group is expected to contribute at least twice to this initial discussion.
- Use the textbook as your guide.
- By the end of Week 4, you should have a topic.
- Submit the topic to the professor.

3. Choosing Contemporary Sources that deal with Issue (5 Points)

- Your group needs to meet and continue your discussions on the project.
- Read around the topic that you have chosen, discuss what material you will pick. Each member of the group has to bring to discussions/meetings at least TWO sources that deal with the issue you have picked. Discuss your material and decide if they are suitable. If not, your group has to look for alternatives.
- Make a list identifying the material each group member contributes. Include on the list the final TWO choices that the group agrees upon. Submit this to the professor by the end of Week 6.

4. Progress Report (7 Points)

- Your group has to identify the TWO or THREE historical antecedents that you wish to discuss in your group presentation.
- Decide how you want to relate the contemporary issue to the historical antecedents.
- Submit a progress report to the professor by the end of Week 10.

5. Working on the Project

- You should work on the project both individually and as a group.
- Think about your individual components.

6. Peer Review (5 Points)

- You should review the contribution of each member of your group.
- Fill out the peer review sheet and submit it on the day of your presentation.

7. Individual Write-Up (10 Points)

- You need write a one-page, double-spaced response to the following:

How has a historical perspective contributed to your understanding of the contemporary topic you have selected?

8. Presenting the Material (65 Points)

- Create a PowerPoint Presentation to accompany your oral presentation.
- The PowerPoint presentation should include images, maps, and charts where appropriate.
- Each member of the group must take part in the oral presentation. You will be evaluated individually.

| Tasks | Total Possible Points | Points Attained | Due |
|-------------------------------------|-----------------------|-----------------|-----------------|
| Forming Groups | 3 | | End Wk 2 |
| Choosing a Contemporary Topic | 5 | | End Wk 4 |
| Contemporary Sources | 5 | | End Wk 6 |
| Progress Report | 7 | | End Wk 10 |
| Peer Review | 5 | | PresentationDay |
| Presentation (Group and Individual) | 65 | | PresentationDay |
| Individual Response | 10 | | PresentationDay |
| Total | 100 | | |

PowerPoint and Oral Presentation

| Categories | Points | Elements the Professor Looks for |
|----------------------|--------|--|
| Content | 40 | Introduces the overall topic to the audience clearly and concisely. Uses appropriate and interesting sources to illustrate the contemporary issue. Chooses significant and relevant historical antecedents. Explains the connections between the contemporary issue and its historical antecedents thoroughly and clearly. Synthesizes material to enable a logical and coherent progression of ideas. |
| Layout | 5 | Uses headings, subheadings, numbering system to organize material; enables audience to follow the progression of ideas. Uses vertical, horizontal and white space appropriately. |
| Text and Images | 5 | Fonts are easy-to-read; varies appropriately. Background enhances visibility of text. |
| Mechanics of Writing | 5 | Text is written with no errors in grammar, punctuation, spelling, and capitalization. |
| Oral Presentation | 10 | Speaks clearly and loudly; appears familiar with all the material in the presentation; does not read material directly from slides or notecards. |
| Total | /65 | |

A Presentations demonstrate all of the above elements in each of the categories.

B Presentations demonstrate most of the above elements in the above categories. Gaps tend to be in those categories that are not as heavily weighted.

C Presentations demonstrate several of the above elements in the above categories, but gaps tend to be in the “Content” category.

D Presentations demonstrate some of the above elements in the above categories, but there are significant gaps in the “Content” as well as other categories.

F Presentations do not demonstrate the above elements in several categories.

Individual One-Page Papers

| Categories | Points | Elements Professor Looks For |
|----------------------|--------|--|
| Content | 10 | Discusses a few specific ways in which a historical perspective has helped in understanding the particular contemporary issue chosen. Material discussed is specific to the issue chosen and not generic and applicable across the board. If appropriate, includes a discussion of how a historical perspective may get in the way of understanding, |
| Mechanics of Writing | 5 | Meets the required length and is written with no errors in grammar, punctuation, spelling, and capitalization. |

A Papers demonstrate all of the above elements in each of the categories.

B Papers demonstrate most of the above elements in the above categories. There may be few grammatical errors, but these do not get in the way of the flow of the paper.

C Papers demonstrate some of the above elements in the above categories, but the points made tend toward the general rather than being tailored to the contemporary issue the group has chosen.

D Papers do not discuss specifics, show little familiarity with the group project, and are filled with grammatical errors that impede the flow of the paper.

F Papers tend to be too short, and make no effort to address the question or are so riddled with grammatical errors that communication cannot take place.