

Attachment 15

Representative Core Curriculum Assessments: US History and Humanities

UGS Program Review
Fall 2019



US History Core Curriculum Assessment Component Area 060

US History State Core Objectives and Core Competencies

Courses included in the U.S. History category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas history for a portion of this component area. These courses involve the study of the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

All courses in this area of the core curriculum must be designed to help students meet the following UT Austin Core Competencies:

UT CORE COMPETENCIES	THECB CORE OBJECTIVES			
	Critical Thinking Skills (CT) creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Communication Skills (COMM) effective development, interpretation and expression of ideas through written, oral and visual communication	Personal Responsibility (PR) ability to connect choices, actions, and consequences to ethical decision-making	Social Responsibility (SOCRESP) intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
1. To evaluate sources, methodologies, and interpretive strategies historians use to investigate and narrate the past.	✓			
2. To articulate and analyze how institutions, cultures, concepts, or relationships change over time.	✓	✓		✓
3. To interpret events, texts, and arguments within their political, economic, cultural, and/or social historical context and as expressions of individual beliefs, values, and decisions.	✓		✓	✓

Core Curriculum Assessment

The purpose of the core assessment at UT Austin is to document and assess the degree to which students demonstrate the UT core competencies for each component area, based on course materials and student work samples. This informs our understanding of the core curriculum and its impact on student learning and provides faculty an opportunity to share instructional practices across departments and colleges.

Two primary questions guide the core curriculum assessment:

1. What types of course assignments prompt or allow students to demonstrate the core competencies?
2. To what extent were expected core competencies demonstrated from student work?

Possible Data Sources

*Student written work

Essays
Research or reflection papers
Peer review/editing/evaluation
Short-answer questions on quizzes or exams
Essay questions on quizzes or exams

Individual or group presentations/performances

Observed and analyzed by trained assessors (invited to visit the class for this purpose or, if these are routinely recorded, viewing shared recordings)
Peer reviews/evaluations

Digital products (individual or group)

Video
Web materials
Online discussions or other interactive posts

Scantron responses to selected quiz or exam questions

De-identified scantron results for selected questions addressing specified competencies
Other raw or summarized results from sets of questions matched to specific competencies

Student surveys

Administered by instructor or UGS assessment team

US History Core Curriculum Assessment Process



US History Core Curriculum Rubric

THECB Core Objectives

Critical Thinking Skills (CT): creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills (COM): effective development, interpretation and expression of ideas through written, oral and visual communication

Social Responsibility (SR): intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Personal Responsibility (PR): ability to connect choices, actions and consequences to ethical decision-making

COMPETENCY 1: To evaluate sources, methodologies, and interpretive strategies historians use to investigate and narrate the past. (CT)		
	Meets	Does not Meet Expectations
1A. Practices History as a narrative that engages a question or addresses a problem (CT)	May include depending on specific assignment: <ul style="list-style-type: none"> • Incorporates a range of relevant people, places & events • Uses clear chronological markers • Engages with causality, change or continuity as appropriate 	<ul style="list-style-type: none"> • Summarizes facts or “what happened” • Reveals little/no sense of chronology • Little/no sense of causation or change over time or continuity
1B. Recognizes that historical narratives draw on various kinds of evidence –primary and/secondary sources. (CT)	May include depending on specific assignment: <ul style="list-style-type: none"> • Incorporates primary sources • Identifies secondary sources by author • Uses citation system to acknowledge sources • Discusses various sources used to develop argument and narrative • Applies the evidence in the source to explore or illustrate an appropriate historical problem 	<ul style="list-style-type: none"> • No or limited effective use of primary and/or secondary sources • No/or haphazard use of citation system • No articulation of a range of sources to provide evidence for answer • No or haphazard use of evidence in relationship to an appropriate historical problem

COMPETENCY 2: To articulate and analyze how institutions, cultures, concepts, or relationships change over time. (CT, COMM, SOCRESP)

	Meets	Does not Meet Expectations
<p>2A. Demonstrates understanding of the development of key institutions and principles. (Soc Rep: students learn about key understanding of form of gov and role of citizens in the US; COMM: students demonstrate understanding in writing; CT)</p>	<ul style="list-style-type: none"> Identifies development of key institutions (institutions may vary widely according to course topic e.g. political, economic, religious, educational, legal, constitutional, social, cultural). Demonstrates understanding of key concepts (may vary widely according to course topic e.g. the development of the US as a capitalist economy; immigration as a central dynamic; struggles over expanding franchise; slavery and freedom) Articulates the evolution of long term problems (may vary widely according to course topic, such as struggles over persistent forms of inequality in terms of access to suffrage, government, legal system, practices of exclusion and inclusion in defining citizenship, the struggles for civil, political, and economic rights). 	<ul style="list-style-type: none"> Does not identify the characteristics of key institutions or how they changed over time. Student does not grasp basic features of key concepts Student demonstrates little or no accurate understanding of the evolution of long term problems.
<p>2Ai (CD) Students articulate how differential power relations embedded in institutional structures shaped an underrepresented cultural group’s experience of marginalization</p>	<ul style="list-style-type: none"> Identifies reasons why underrepresented populations did not have equal access to resources. [e.g. racialization, gender, religion, immigration/citizenship status, sexuality, ethnicity and national origin] Explains some of the ways in which inequality was institutionalized in legal and/or other institutions. 	<ul style="list-style-type: none"> Minimal recognition of the role of power, access to resources and institutional arrangements in the creation and maintenance of marginalized groups.
<p>2Aii (CD) Students can explain factors that changed the situation of underrepresented cultural groups over a period of time or factors that obstructed change.</p>	<ul style="list-style-type: none"> Identifies key actors/struggles/conflicts who/that contributed to change Analyzes the campaigns underrepresented groups used to claim greater visibility/inclusion/protections (may vary widely according to course topic e.g. struggles over Constitution, civil rights campaigns, lawsuits) 	<ul style="list-style-type: none"> Little or no demonstrated understanding of how or why inequalities specific to particular underrepresented groups evolved over time.

<p>2B. Analyzes multiple perspectives of historical actors in events or processes, (Examples of historical events or processes could include Civil War, slave trade or illegal immigration, etc.). (COMM: students demonstrate understanding in writing/discussion; CT)</p>	<p>Includes different perspectives on key events</p>	<p>Single or generic perspective on key events/processes</p>
<p>2Bi (CD) Students identify experiences of underrepresented cultural groups to key historical processes in particular historical contexts, e.g., colonial America/Reconstruction US/US after World War II</p>	<ul style="list-style-type: none"> • Identifies specific examples of the participation of an underrepresented group or groups in key processes • Analyzes how marginalized communities/individuals gained greater visibility or inclusion or protections through such participation 	<ul style="list-style-type: none"> • Little or no articulation of the roles of diverse groups/individuals in particular major events/processes
<p>2C. Synthesizes information to draw informed conclusions/ arguments about historical continuities or change over time. (COMM: students demonstrate understanding in writing/discussion; CT)</p>	<ul style="list-style-type: none"> • Discernible thesis that is developed throughout. Organizational framework of introduction, paragraph breaks and conclusion. • Basic grasp of standard grammatical rules. • Use of appropriate evidence. 	<ul style="list-style-type: none"> • Little or no effort to engage to engage problem or answer question with a thesis. • Lack of basic organizational framework. • Frequent poor word choice and multiple grammatical errors. • Lack of evidence or all evidence.

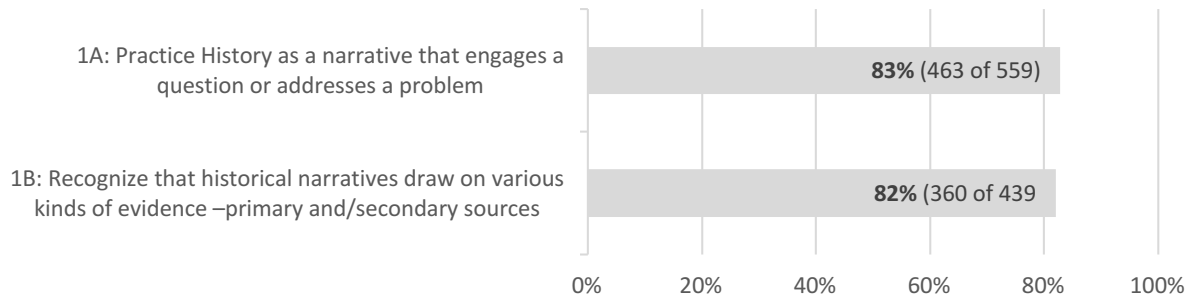
COMPETENCY 3: To interpret events, texts, and arguments within their political, economic, cultural, and/or social historical context and as expressions of individual beliefs, values, and decisions. (CT, PR, SOCRESP)

	Meets	Does not Meet Expectations
<p>3A Frames historical decisions in their political, economic, cultural, and/or social historical contexts. (Personal responsibility and social responsibility – one example e.g. legislators who passed discriminatory immigration claimed it was justified by eugenics; COMM – students articulate understanding in writing/discussion; CT)</p>	<p>Explains how the conditions specific to the historical period effected how particular actions/decisions were made.</p>	<p>Shows little or no awareness of how conditions specific to the historical period effect actions/decisions</p>
<p>3B. Analyzes choices historical actors made, ethical and otherwise (for example by practical considerations, economic motives, racial prejudice, desire for safety and stability) in the context of their beliefs and values. (Personal responsibility and social responsibility - historical actors in the Confederacy motivated by racial and economic issues)</p>	<p>Explains actors’ choices in the historical contexts (beliefs, agendas, and motivations, political and economic circumstances etc.) specific to the particular timeframe.</p>	<p>Shows little or no awareness that actors face choices whose meanings and implications vary over time.</p>

Spring 2017 US History Core Assessment Results

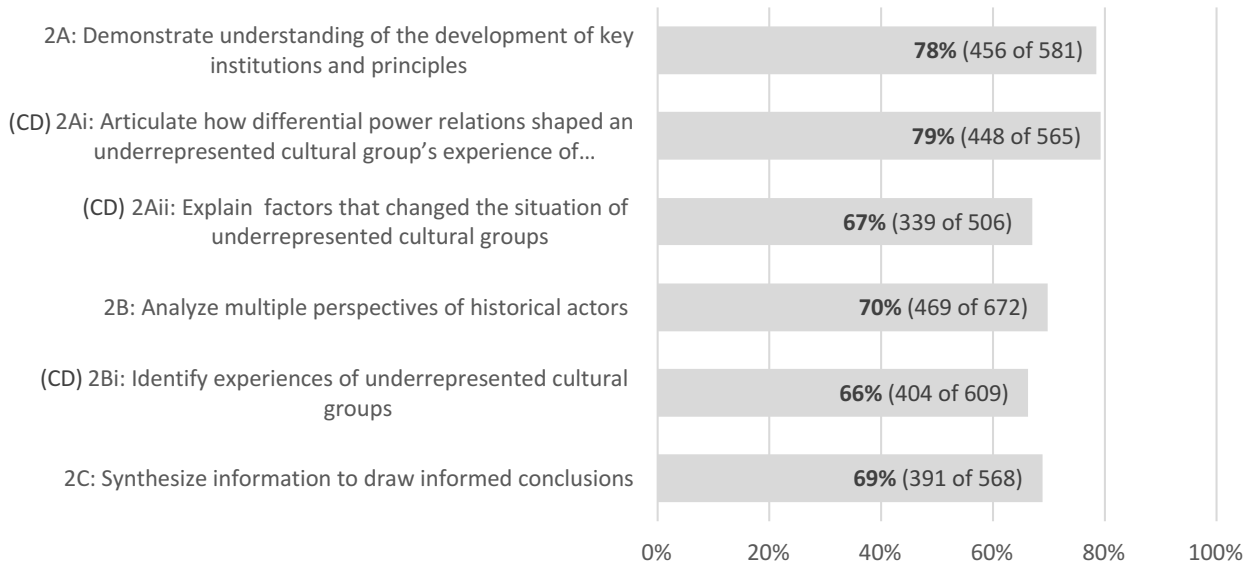
Competency 1

82% of student work demonstrated expectations for **evaluating sources, methodologies, and interpretive strategies** historians use **to investigate and narrate the past.** (CT)



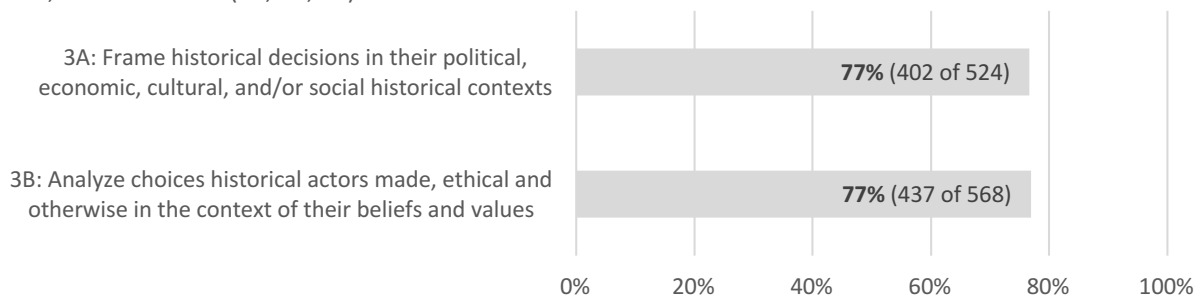
Competency 2

72% of student work demonstrated expectations for **articulating and analyzing how institutions, cultures, concepts, or relationships change over time.** (CT, COMM, SR)



Competency 3

77% of student work demonstrated expectations for **interpreting events, texts, and arguments within their political, economic, cultural, and/or social historical context** and as expressions of individual beliefs, values, and decisions. (CT, PR, SR)



Competency 1: To evaluate sources, methodologies, and interpretive strategies historians use to investigate and narrate the past. (CT)

<p>1A. Practices History as a narrative that engages a question or addresses a problem (CT)</p>	<p>HIS 315L, Midterm Essay Evaluate the validity of this statement: “When all is told, the 1920s were really not that much different from the Progressive Era.” Compare and contrast the two periods. Include key names, dates, and representative legislation and/or actions in your analysis of the major characteristics of each era. Address, in particular, attitudes toward equality and views of the nation’s future.</p> <p>HIS 350R, Found Object Presentation and Paper In the paper: You must describe your object and provide a photograph or illustration of it. You should discuss why you picked it and then place it in historical context, use external sources, and articulate how society’s relationship to the object has changed over time (Who invented/designed/made it? What has it been used for? Etc.). Finally, what does the object you picked demonstrate about changing social beliefs, values, and decision-making processes?</p>
<p>1B. Recognizes that historical narratives draw on various kinds of evidence –primary and/secondary sources. (CT)</p>	<p>HIS 317L, Primary Document Analysis Your response should include a descriptive analysis of the document or image and a comparative discussion of the film. How do the two complement or complicate our interpretation of the slave trade? What can one learn about this historical moment from these records?</p> <p>HIS 317L, Exam Essay Which primary source is MOST important for narrating the history of religion in the United States?</p>

Competency 2: To articulate and analyze how institutions, cultures, concepts, or relationships change over time. (CT, COMM, SR)

<p>2A. Demonstrates understanding of the development of key institutions and principles. (Soc Rep: students learn about key understanding of form of gov and role of citizens in the US; COMM: students demonstrate understanding in writing; CT)</p>	<p>HIS 314K, Oral History Paper The objective of your paper will be to explain changes and continuities in your family history. Another way to see this is by telling yourself that you will use the past to explain the changes that are evident in your present generation.</p> <p>HIS 315L, Essay Was Reconstruction a success, a failure or something in between? Identify the groups that had a stake in Reconstruction. Describe what they wanted. Tell what they got. Explain why. What were the long-term consequences of Reconstruction? Be sure to cite specific evidence to support your general statements.</p>
<p>2Ai (CD) Students articulate how differential power relations embedded in institutional structures shaped an underrepresented cultural group’s experience of marginalization</p>	<p>HIS 355P, Argumentative Essay The Second World War, like many wars in American history, entailed both regimentation and liberation. In other words, the war brought rationing, the draft, and other constraints on daily life, but it also freed many Americans from old hierarchies of race and gender. How do you account for this paradox? What is the relationship between the imposition of social control and the liberation that many Americans experienced? Focus your answer on the experiences of women and racial minorities.</p> <p>HIS 317L, Exam #2 The concept of whiteness has historically played an important role in determining the inclusion and exclusion of Asian Americans in American society. Provide three (3) examples of how the concept of whiteness has been embedded in institutional structures to exclude or include Asian Americans between 1790s and the 1920s. Some institutional structures you may want to consider are courts, schools, popular culture, public health programs, law enforcement, and immigration agencies, among others.</p>

<p>2Aii (CD) Students can explain factors that changed the situation of underrepresented cultural groups over a period of time or factors that obstructed change.</p>	<p>HIS 317L, Exam #2 What were the causes of the various anti-Asian movements between the 1850s and 1920s? How did individual instances of discrimination in the 1850s evolve into organized acts of racial violence against Asians by the 1870s and 1880s? What were the outcomes of this violence? <i>[In your essay, please be as specific as possible when you discuss which groups were the targets of violence and who committed the violence. Be as specific as possible.]</i></p> <p>HIS 355P, Argumentative Essay Write an essay comparing and contrasting two recent films dealing with the peak moments of the liberal civil rights struggle: “Selma” and “All the Way.” Both of these movies explore how and why the white political establishment embraced civil rights as a national priority, but they offer different visions of the relationship between grassroots activism and the decision-making of political elites. You are free to focus on any aspects of the films that you consider relevant, but be sure to advance a clear central argument. You may wish to draw on your reading of Anne Moody’s <i>Coming of Age in Mississippi</i> to appreciate the roles and contributions of activists, and you may wish to indicate which vision of the civil rights movement you find more persuasive.</p>
<p>2B. Analyzes multiple perspectives of historical actors in events or processes, (Examples of historical events or processes could include Civil War, slave trade or illegal immigration, etc.). (COMM: students demonstrate understanding in writing/discussion; CT)</p>	<p>HIS 315K, Exam Essay Question Suppose an indentured servant bound for Virginia and a Puritan headed for Massachusetts met on the London waterfront in 1630 and began to talk. How would each have described their previous lives and the motives that induced them to embark for America? What did each expect their new life to be like? What were their ultimate goals? As they wave goodbye, they promise to exchange letters in ten years. What do you think these letters would have reported? Did they each find what they went looking for?</p> <p>HIS 345J, Exam 2 Imagine that it is 1855. You have just been commissioned to produce a documentary film on slavery in the United States. Because the budget is tight, the producer requires you to focus on the one individual whose activities best illustrate the key development or developments in the slavery controversy in America during the last fifteen years. On that basis, you are asked to lay out the arguments for and against choosing each one of the following for the starring role: Stephen A. Douglas, Frederick Douglass, James K. Polk, and Harriet Beecher Stowe. Which one do you end up suggesting that your producer choose, and why?</p>
<p>2Bi (CD) Students identify experiences of underrepresented cultural groups to key historical processes in particular historical contexts, e.g., colonial America/Reconstruction US/US after World War II</p>	<p>HIS 365G, Short Essay Question Discuss how various immigration laws shaped South Asian families and communities in the United States from 1880-1946. Who were the South Asian immigrants and in what part of US did they settle? South Asian migrants and immigrants to United States learned to live in a racially stratified society. Give two examples of how South Asians assimilated into a society organized along lines of race. South Asian Americans by their actions or mere presence challenged existing ideas about race. Give two examples.</p> <p>HIS 317L, Exam #2 Between the 1840s and 1920s, different Asian American groups sought to resist and challenge their marginalization and discrimination in U.S. society. What were some of the strategies or forms of resistance used by different ethnic groups? Explain the constraints, failures, and/or successes of each strategy.</p>
<p>2C. Synthesizes information to draw informed conclusions/arguments about historical continuities or change over time. (COMM: students demonstrate understanding in writing/discussion; CT)</p>	<p>HIS 315L, Document Analysis Students will write an analytical essay that follows this format: Page 1: Describe the argument of the document and purpose of its writer(s). Page 2: Contextualize the document. Explain what the document tells us about the time during which it was written. Page 3: Critique the document. Describe inaccuracies, prejudices, exaggerations, and misleading statements in the document.</p>

Competency 3: To interpret events, texts, and arguments within their political, economic, cultural, and/or social historical context and as expressions of individual beliefs, values, and decisions. (CT, PR, SR)

3A Frames historical decisions in their political, economic, cultural, and/or social historical contexts. **(Personal responsibility and social responsibility – one example e.g. legislators who passed discriminatory immigration claimed it was justified by eugenics; COMM – students articulate understanding in writing/discussion; CT)**

HIS 315G, Midterm Exam
 Jennifer Stoeber describes how her book, *The Sonic Color Line*, “details the long historical entanglement between white supremacy and listening in the United States, contextualizing recent events such as the deaths of Jordan Davis and Sandra Bland within the ongoing struggle of black people to decolonize their listening practices, exert their freedom to sound in safety, diversity, and solidarity, and shift how they are heard in everyday life and in spaces allegedly public” (p2). **What historical examples in the 1930s and 1940s would you use to illustrate the “entanglement between white supremacy and listening?”** Develop a close analysis of at least three cultural texts (songs, films, books, speeches, etc.) from our class that illustrate the ways people of color sought to be heard and the ways these contributions were misheard, silenced, co-opted, or dismissed? Draw on the work of at least three of our authors to support your analysis. Please be sure to provide a well-organized essay with a thesis statement and convincing presentation of concrete evidence.

HIS 357D, Final Exam
 The 1954 Brown decision and the three important Civil Rights Laws of the 1960s had their precedents in prior important Supreme Court decisions, presidential executive orders/policies, federal legislation and the changing post-WWII international scene and new attitudes of African Americans. Do you agree or disagree? In answering this question, provide information on the following:

- First, discuss two court cases that preceded Brown, including in your discussion a review of **how previous decisions in those cases provided a constitutional basis/precedent for the Brown decision. Then, discuss the Brown decision and its significance.**
- Second, discuss the impact of the Cold War and the emergence of the “Third World,” former colonized nations, as **factors that contributed to the changing position of the federal government regarding the rights of blacks.** Specifically, you will be providing your opinion, based on factual information on **why the Civil Rights Movement took place when it did and why** the Federal Government was responsive to Black Protest during this period.
- Third, briefly discuss the **important provisions of the 1964, 1965, and 1968 Civil Rights Acts and the Result/repercussions, (positive and negative from your perspective) of each.**

3B. Analyzes choices historical actors made, ethical and otherwise (for example by practical considerations, economic motives, racial prejudice, desire for safety and stability) in the context of their beliefs and values. **(Personal responsibility and social responsibility - historical actors in the Confederacy motivated by racial and economic issues; COMM – students articulate understanding in writing/discussion; CT)**

HIS 356K, Exam Essay Question

- How do the ideas of W.E.B. DuBois help us to **understand the protagonist of James Weldon Johnson’s novel?**
- In “The Solitude of Self,” **how does Stanton build a case for women’s rights that might appeal to a patriarchal audience?**

HIS 355N, Exam Essay Question
 At the end of *Changes in the Land*, Cronon writes. ‘Who could have imagined that the Wilderness should turn into a market for Merchants.’ But all of the New World was seen as wilderness at first. **How did the economic developments of Virginia, New England, and Native American New England overwhelm their original goals and come to define the respective cultures?**

HIS 317L, Exam Essay Question
 The first generation of Puritans (1630-1660) had high hopes as they set out to establish a colony in Massachusetts Bay in 1630. During the second generation (1660-1690), the Puritans were in crisis over whether they had achieved their ideals. By 1700, changes in the economy, church membership, and social structure of New England convinced many Puritans that their original project had failed. **Describe the objectives that the first Puritan leaders like John Winthrop had for their colony. What did they want to accomplish? Who was their audience? What changes led some Puritans to believe they had failed in their mission during the course of the seventeenth century?** Draw on your readings and the lectures to support your arguments.

Humanities Core Curriculum Assessment Component Area 040

Humanities Core Competencies and Objectives

Courses included in the humanities component of the core curriculum are designed to expand students' knowledge and understanding of the human condition and human cultures through the critical study of works of human imagination and thought.

All courses in this area of the core curriculum must be designed to help students meet the following Student Competencies:

- Competency 1:** To critically analyze and interpret works and their impact on human life and society in a discipline such as literature
- Competency 2:** To articulate an informed response to those works that demonstrates an awareness and appreciation of their content, scope, and variety
- Competency 3:** To describe the role of those works as expressions of individual or shared human values within a historical and social context

Humanities Student Competencies

Competency 1 Competency 2 Competency 3

THECB Required Core Objectives

Critical Thinking Skills (CT) - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	✓	✓	✓
Communication Skills (COM) - effective development, interpretation and expression of ideas through written, oral and visual communication		✓	
Personal Responsibility (PR) - to include the ability to connect choices, actions, and consequences to ethical decision-making			✓
Social Responsibility (SR) - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	✓		✓

Core Curriculum Assessment

The purpose of the core assessment at UT Austin is to gather course materials and student work samples to document and assess the degree to which students demonstrate the core competencies for each component area in order to inform our understanding of the core curriculum and its impact on student learning, as well as to provide faculty an opportunity to share instructional practices across departments and colleges.

Two primary questions guided the HUM core curriculum assessment:

1. What types of course assignments would prompt or allow students to demonstrate the HUM core competencies?
2. To what extent were expected HUM core competencies demonstrated from student work?

Possible Data Sources

Student written work

Essays
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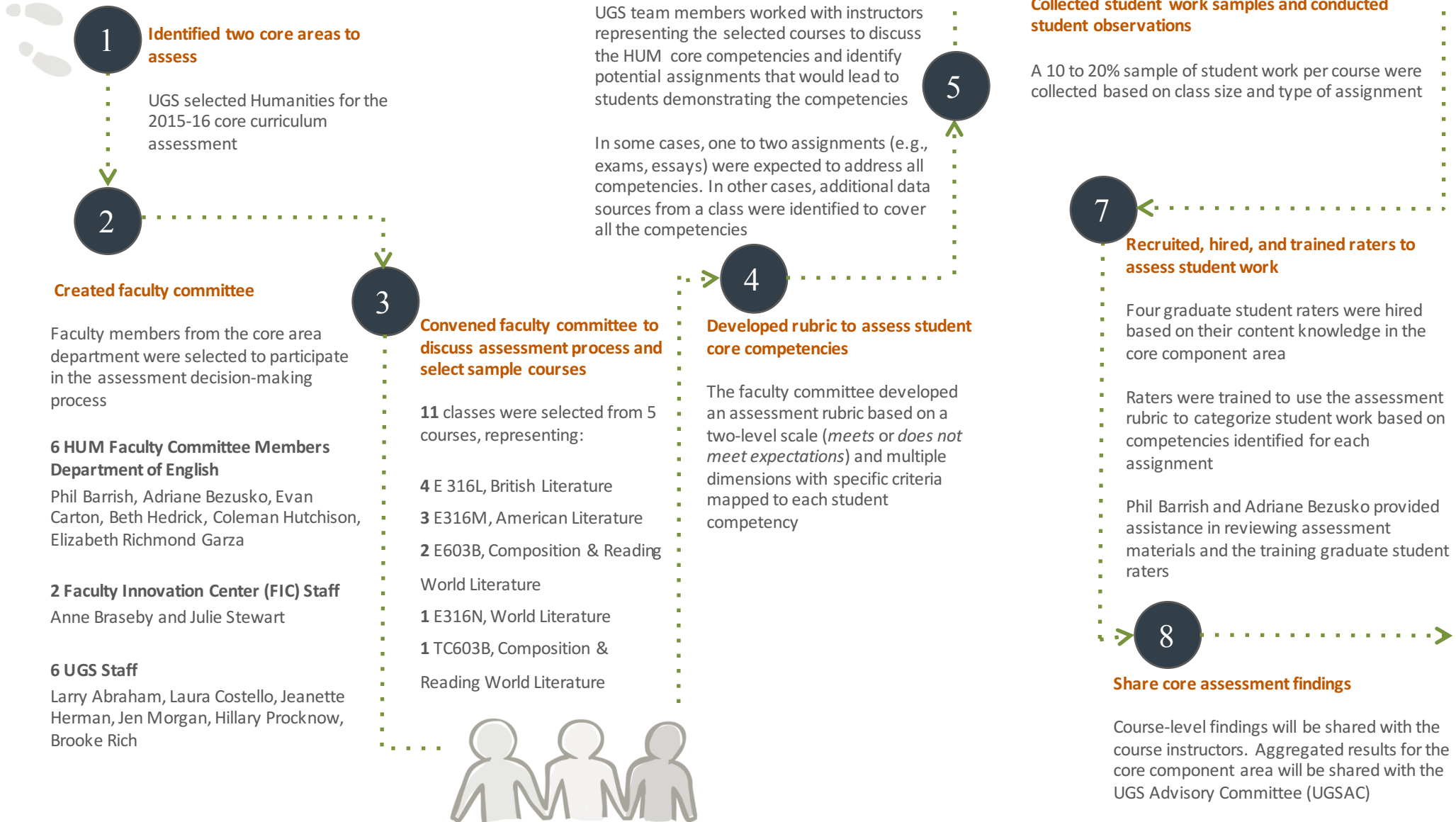
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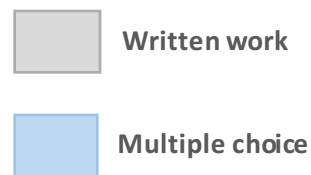
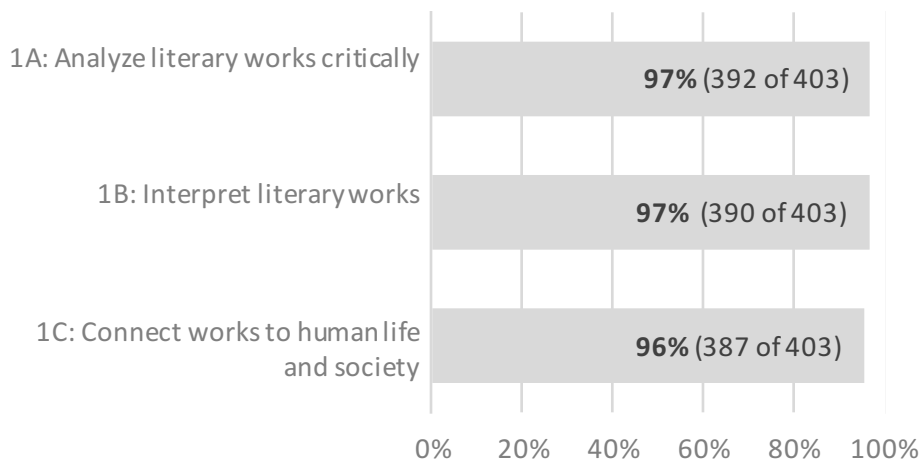
Administered by instructor or UGS assessment team

Humanities Core Curriculum Assessment Process



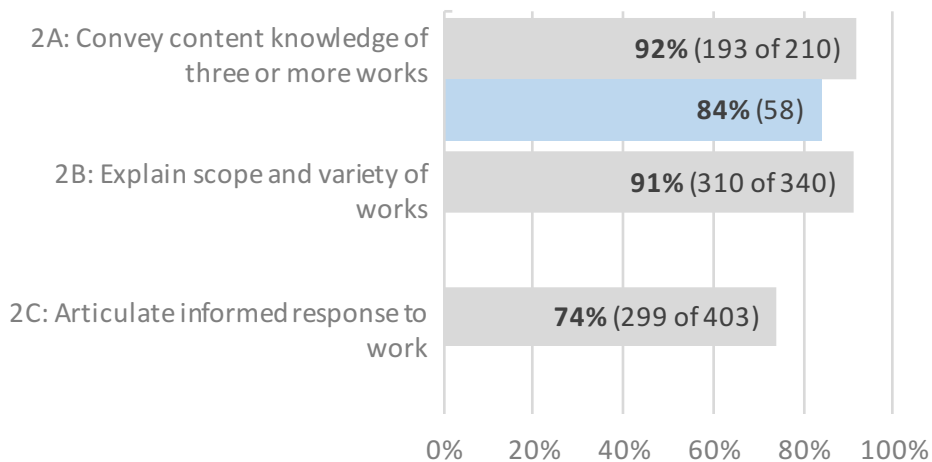
Competency 1

97% of student work demonstrated expectations for **critically analyzing and interpreting works** and their **impact on human life and society**.



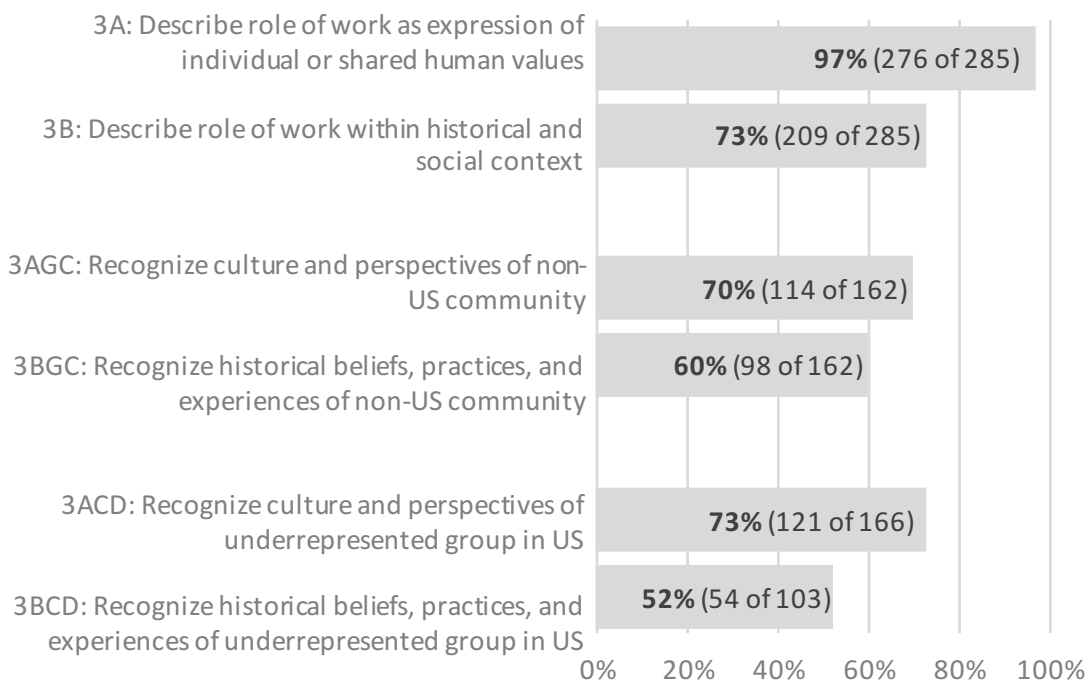
Competency 2

84% of student work demonstrated expectations for **articulating an informed response** that demonstrates an **awareness and appreciation of content, scope, and variety**.



Competency 3

75% of student work demonstrated expectations for **describing the role of the work** as an **expression of individual or shared human values** within a historical and social context.





2016 Humanities Rubric

Meets Expectations

Does Not Meet Expectations

Competency 1. Were students critically analyzing and interpreting works and their impact on human life and society?

1A. Demonstrates the capacity to analyze literary works critically.

*Analytical claims are based on valid evidence

CRIT Step 4 (Analyze)

- Articulates specific analytical claim or claims (i.e. ones requiring evidentiary support and susceptible to disagreement or falsification) rather than mere observational rehearsals of plot elements or character descriptions.
- Offers support for claim(s) by citing elements of work that provide plausible basis for or evidence of claim

- Responses are mostly/exclusively observational—rehearsals of plot elements or character descriptions.
- Responses are primarily expressions of personal affect or opinion.

1B. Demonstrates the capacity to interpret literary works.

*Generates a valid argument

CRIT Step 5 (Argue)

- Interpretation has a discernible thesis.
- Thesis is supported by relevant evidence.
- Thesis is applicable to (i.e. supportable by) the text as competently understood.

- Interpretation lacks a discernible thesis.
- Thesis is unsupported by relevant evidence, adduced from the text and/or its contexts.
- Thesis is inapplicable to (i.e. insupportable by) the text as competently understood.

1C. Demonstrates an understanding of the relationship of literary works to human life and society.

*Engages at some level with how the work relates to any of a wide range of personal or social dynamics (e.g., gender and sexuality; race or ethnicity; politics and ideology; religion; family; the natural world; the individual's relation to a larger collective; ethical decision-making; conflicting moral systems; processes of historical change, etc.)

- Discussion of literary works demonstrates thoughtful consideration of how they engage with or might bear on real world issues or the conditions of lived personal and/or societal experience.

- Discussion of literary works demonstrates no thoughtful consideration of how they engage with or might bear on real world issues or the conditions of lived personal and/or societal experience.

Competency 2. Were students articulating an informed response that demonstrates an awareness and appreciation of content, scope, and variety?

2A. Demonstrates an awareness of the content of the assigned works.

* Shows content knowledge regarding a minimum of three works

- Uses appropriate and relevant content to convey understanding of the assigned works.

- Uses inappropriate and/or irrelevant content in regards to assigned works.

2B Demonstrates an appreciation of the scope and variety of the works.

* Explains the generic characteristics in a way that recognizes the existence of various and diverse literary genres or contrasts different stylistic modes across one or more works.

- Responds to essay or exam assignments that invite recognition of generic, thematic, cultural, linguistic, or other forms of breadth and diversity by thoughtfully addressing such matters.
- Recognizes one or more of a broad range of contexts and relationships exemplified either within a single text (scope) or between multiple texts (variety), including such contexts and relationships as genre, genre history, generic differences, and the various other cultural frames--or thematic issues--to which literary texts respond or within which they may be located.

- Responds to essay or exam assignments that invite recognition of generic, thematic, cultural, linguistic, or other forms of breadth and diversity by simplistic comparisons or juxtapositions of texts that focus solely on matters of plot or character or on broad ideas and that fail to acknowledge and address the indices of literary scope and variety.

2C Demonstrates ability to articulate informed responses to the works.

*Articulates a well-communicated response in regards to 2B

- Discussion of works is substantive, purposeful, and articulate and anchored or informed by a **firm grasp of the works' factual content** or thoughtful consideration of the works' various formal, cultural, and thematic frames

- Discussion of literary works is minimal, halting, unfocused, and/or inarticulate and appears unanchored or uninformed either by a firm grasp of the works' factual content or thoughtful consideration of the works' various formal, cultural, and thematic frames.

Competency 3. Were students describing the role of the work as an expression of individual or shared human values within an historical and social context?		
<p>3A Demonstrates an ability to describe the role of the work as an expression of individual or shared human values. * Describes values and ideas (personal, ideological, religious, or aesthetic, etc.—also see examples listed under competency 1C) contained in a literary work</p>	<ul style="list-style-type: none"> Responds to thematically oriented (values-related) essay or essay exam question in a manner that is substantive, thoughtful, and coherent. <p>OR</p> <ul style="list-style-type: none"> Articulates thesis in response to values-related question that is applicable to the text or texts under discussion and is supported by relevant evidence. 	<ul style="list-style-type: none"> Responds to thematically oriented (values-related) essay or essay exam question in a manner that exhibits minimal substantive analysis, thoughtfulness, and/or coherence. <p>OR</p> <ul style="list-style-type: none"> In response to values-related question, fails to articulate a thesis that is applicable to the text or texts under discussion and is supported
<p>3B Demonstrates an ability to describe the role of the work within an historical and social context. * Recognize that the values and ideas exist within a specific historical or social context (e.g., the Protestant Reformation; Industrialization; Victorian America; the Civil Right’s Movement)</p> <p>CRIT Step 3 (Context) and Step 4 (Analyze)</p>	<ul style="list-style-type: none"> Responds to historically or contextually oriented essay or essay exam question in a manner that is substantive, thoughtful, and coherent. Articulates thesis in response to historically or contextually oriented question that is applicable to the text or texts under discussion and is supported by relevant evidence. 	<ul style="list-style-type: none"> Responds to historically or contextually oriented essay or essay exam question in a manner that exhibits minimal substantive analysis, thoughtfulness, and/or coherence. In response to historically or contextually oriented question, fails to articulates a thesis that is applicable to the text or texts under discussion and is supported by relevant evidence. Discussion of literary work or works appears unanchored or uninformed by a firm grasp of the works’ historical and social context(s).
<p>3A (GC) Demonstrates understanding of the culture and perspectives of a non-U.S. community. * Examines particular issue, theme, or phenomenon within the context of non-US communities, countries, or regions in relation to their own cultural experiences</p>	<ul style="list-style-type: none"> Articulates thesis that draws on adequate understanding of the culture or perspectives of at least one non-US community in a manner that is substantive, thoughtful, and coherent manner. Supports thesis with appropriate and relevant evidence. 	<ul style="list-style-type: none"> Includes mostly superficial observations of the culture and perspectives of a non-U.S. community. Supports thesis with only personal experience/opinion or with minimal or inappropriate supporting evidence.
<p>3B (GC) Explores historical beliefs, practices, and experiences of a non-U.S. community. *Examines the beliefs and practices within the context of non-US communities, countries, or regions in relation to their own cultural experiences</p>	<ul style="list-style-type: none"> Articulates thesis that draws on adequate historical understanding of a non-US community in a manner that is substantive, thoughtful, and coherent manner. Supports thesis with appropriate and relevant evidence. 	<ul style="list-style-type: none"> Identifies some basic historical beliefs, practices, and experiences of a non-U.S. community. Reflects limited understanding of the historical beliefs, practices, and experiences of a non-U.S. community.

<p>3A (CD) Demonstrates understanding of the culture and perspectives of at least one underrepresented cultural group in the United States. *Examines particular issue, theme, or phenomenon within the context of underrepresented or marginalized US communities (e.g., differences in social/political power of a cultural group, such as women in US, immigrant communities, American Deaf Community, etc.)</p>	<ul style="list-style-type: none"> • Articulates thesis that draws on adequate understanding of the culture or perspectives of at least one underrepresented cultural group in the U.S. in a substantive, thoughtful, and coherent manner. • Supports thesis with appropriate relevant evidence 	<ul style="list-style-type: none"> • Includes mostly superficial observations of the culture and perspectives of an underrepresented cultural group in the U.S. • Describes experiences of underrepresented cultural group in the U.S. using minimal analysis or based on evidence that is missing or erroneous.
<p>3B (CD) Explores historical beliefs, practices, and experiences of an underrepresented group in the U.S., including the factors that led to and maintain the group’s experience of persistent marginalization. * Examines how beliefs and practices of underrepresented or marginalized US communities are impacted by contextual factors</p>	<ul style="list-style-type: none"> • Articulates thesis that draws on adequate historical understanding of an underrepresented cultural group in the US and its experience of marginalization in a manner that is substantive, thoughtful, and coherent. • Supports thesis with appropriate and relevant evidence. 	<ul style="list-style-type: none"> • Identifies some basic historical beliefs, practices, and experiences of an underrepresented cultural group in the U.S. • Reflects limited understanding of the group’s experience of persistent marginalization.

1A: Student capacity to analyze works critically may be measured by any assignment (eg. quizzes that assess reading competency rather than factual recall alone; short answer exam questions; discussion board posts; or the Analyze step in CRIT) in which students are asked to formulate analytical claims (that is, articulations of significance or function that require evidentiary support and are susceptible to disagreement or falsification) as opposed to simple observations about literary texts.

1B: Student capacity to interpret literary works can be measured by any assignment (eg. an essay, a Critical Reading Exercise, an exam essay question, or the Argue step in CRIT) that requires students to generate an argument or reading of a literary text.

1C: Demonstration of student understanding of the impact of literary works on human life and society may be assessed by observing/auditing student discussion in lecture or section. The question for the observer would be simply did student discussants talk about the literary works in ways that indicated they were thinking about them in relation to human life and society? Any such application of the “literary” text to the “real” world by definition demonstrates literature’s impact on a student’s engagement with lived personal and social experience.

2A: Student awareness of the content of works studied may be measured straightforwardly by reading quizzes, objective test questions, and/or any instrument that measures basic student grasp of the content of the assigned texts.

2B: Student appreciation of the scope and variety of the assigned literary works involves demonstrating recognition of one or more of a text’s broad range of contexts and relationships--with “scope” and “variety” referring, potentially, to matters of a text’s genre, genre history, and genre differences from others, and to the various other cultural frames--or even the thematic issues--to which it responds or within which it may be located. Any compare-and-contrast question on an exam or paper assignment, any question or assignment asking students to engage with issues of genre, any assignment in the World variant that asked students to engage with texts across languages and cultures (and any assignment in any E316 variant that asked students to engage with texts across historical eras) would thus be suitable for assessing student appreciation of the scope and variety of the literature they had read.

2C: Student articulation of an informed response to literary works entails demonstrating knowledge—in a format that involves discursive articulation—of both a text’s content (2A) and the scope and variety of its various formal, cultural, and thematic frames (2B). This sub-competency (like that of 1C) could also be assessed via classroom observation, as well as via final essays or final exam essay questions that required students to articulate informed responses to multiple texts while bringing generic, cultural, and/or thematic scope and variety to bear.

3A: The word “describe” in the formulation of Competency 3 points to essays or exam essay questions as the appropriate measurement instrument. Any imaginable thematically oriented essay question will by definition provide an occasion for measuring student competency 3A.

3B: And any imaginable historically oriented essay question will by definition provide an occasion for measuring student competency 3B. (Additionally, competency 3B may be measurable by students’ critical use of contextual information in the “Context” and “Analyze” steps of CRIT.)

Global Cultures Flag: Courses carrying the Global Cultures Flag focus on the histories, traditions, practices, aesthetics, and/or perspectives of one or more non-U.S. communities as a way of understanding culture. Ideally, the Global Cultures Flag will challenge students to explore the beliefs and practices of non-U.S. cultural communities in relation to their own cultural experiences so that they engage in an active process of self-reflection and self-awareness. Students earning the Global Cultures Flag should learn about non-U.S. cultural content, experiences and/or perspectives in depth. Courses may be structured in different ways to provide an in-depth exploration, but must include at least one of the following: 1) a sustained focus on one or more non-U.S. communities, countries, or regions; 2) a coherent examination of a particular issue, theme, or phenomenon within the context of two or more non-U.S. communities, countries, or regions; and 3) a close study of global phenomena through a comparative cultural framework.

Cultural Diversity Flag: Courses carrying the Cultural Diversity Flag typically focus on the histories, traditions, practices, or aesthetics of one or more underrepresented U.S. communities as a way of understanding their culture. “Cultural groups” may be delimited in terms of shared practices and beliefs and include groups such as women in the United States, certain immigrant communities, and the American Deaf Community. A cultural group will be considered “underrepresented” for this purpose if the experience of its members in the United States has been or continues to be one of persistent marginalization. Small numbers alone are not sufficient to show that a cultural group is underrepresented; rather, differences in the social and political power of a cultural group are key to this determination. Ideally, the Cultural Diversity Flag will challenge students to explore the beliefs and practices of an underrepresented group in relation to their own cultural experiences so that they engage in an active process of self-reflection.



Humanities Core Curriculum Assessment
Example Assignments

Competency 1: To critically analyze and interpret works and their impact on human life and society in a discipline such as literature

<p>1A. Demonstrates the capacity to analyze literary works critically.</p> <p>*Analytical claims are based on valid evidence</p> <p>CRIT Step 4 (Analyze)</p>	<p>E 316L, Exam 2, Part III Passage Analysis</p> <p>In <i>Lanval</i>, <i>Sir Gawain and the Green Knight</i>, and <i>King Lear</i> we became familiar with the famous romance structure wherein the central character begins at the civilized court, goes forth into the wilderness (or maybe the court is invaded by a wild threat), faces a defining struggle with an opposing complex of forces, and returns with his hard-won wisdom to educate or improve the civilized world he came from.</p> <p>YOUR TASK for this question is to apply the thinking, the analytic capacities, built into this "in/out/in" idea to the much later <i>Gulliver's Travels</i> and Browning's "Child Roland to the Dark Tower Came." Examine each text in turn, discuss significant differences as well as similarities in comparison to the medieval texts, and then show what the two 18th- and 19th-century texts teach you about each other. (<i>Don't forget</i> this third step.) Be as precise as you can about your claims, and provide specific evidence for them.</p>
<p>1B. Demonstrates the capacity to interpret literary works.</p> <p>*Generates a valid argument</p> <p>CRIT Step 5 (Argue)</p>	<p>E 603B, Interpretive Essay 2</p> <p>Please write an interpretive essay of 3-4 pages (750-1000 words). A successful interpretive essay presents a way of reading a text, and a good interpretive thesis takes something implicit in the text and makes it explicit. In the high-flown diction of a favorite graduate student, an interpretive essay can give voice to the unspoken genius of the work. Your act of literary criticism continues the work of literature. As with Essay #1, I am, above all, looking for effective use of (not merely quotation of) textual evidence. You may gather that textual evidence from various scales, from the individual words to an overall structure that your analysis may discern. Outside research is both permitted and encouraged but not required; if you do consult outside sources, take pride in that fact and cite them.</p>
<p>1C. Demonstrates an understanding of the relationship of literary works to human life and society.</p> <p>*Engages at some level with how the work relates to any of a wide range of personal or social dynamics (e.g., gender and sexuality; race or ethnicity; politics and ideology; religion; family; the natural world; the individual's relation to a larger collective; ethical decision-making; conflicting moral systems; processes of historical change, etc.)</p>	<p>E 316N, Exam 2, Part III</p> <p>Does Gretchen deserve the death penalty? Does Faust deserve to live? Does either of them deserve salvation? For this question you will wish to think about the nature of justice in the play and about whether Goethe concludes his play in a manner that is ethically satisfactory to you. Referring to details of the text, explain why you either agree or disagree with the choices which Goethe made for his two characters.</p> <p>E 316M, Comparative Essay</p> <p>Your final essay for this class will compare works from our syllabus by two different authors. I have provided some suggested topics below. You may also develop your own topic but must run it by your teaching assistant or the professor before committing to it. Remember that a <i>topic</i> still must be shaped into a <i>thesis</i>. We will have an in-class workshop on Tuesday, March 29, on how to construct a strong thesis for a comparative essay. A grading rubric follows the list of suggested topics.</p> <ul style="list-style-type: none"> • Relationship with Nature: Compare a human character's relationship with nature in <u>two</u> of the following texts: Whitman, "Song of Myself"; Chopin, <i>The Awakening</i>; Crane, "The Open Boat"; Hemingway, "Big Two-Hearted River"; any of Dickinson's poems. • Marriage: Compare the portrayal of marriage in any <u>two</u> of the following texts: Hemingway, "The Short Happy Life of Francis Macomber"; Faulkner, "Barn Burning"; Chopin, <i>The Awakening</i>. (If you choose to discuss Hemingway, you may also include the young couple in "Hills Like White Elephants, even though we don't know if they are married.")

Competency 2: To articulate an informed response to those works that demonstrates an awareness and appreciation of their content, scope, and variety

<p>2A. Demonstrates an awareness of the content of the assigned works. <i>* Shows content knowledge regarding a minimum of three works</i></p>	<p>E 316M, Exam 2, Part II Choose 5 of the following 8 quotations. For each identify the author and title of the work (5 points). Then, write a paragraph in which you discuss why this is an important or representative portion of the text from which it is taken (25 points). In doing so, one might discuss the speaker and/or context of the passage; one would certainly want to discuss its formal and thematic elements. Questions one might consider: What is being said here? What images, figures, words, &c. stand out? How does the passage speak to the time, place, or other circumstances of its composition?</p>
<p>2B Demonstrates an appreciation of the scope and variety of the works. <i>* Explains the generic characteristics in a way that recognizes the existence of various and diverse literary genres or contrasts different stylistic modes across one or more works.</i></p>	<p>TC 603B, Writing Assignment, <i>The Strangeness of Our World</i> You will spend this semester developing a thesis and conducting research on an aspect of our broader course topic, the strangeness of our world. You may approach this topic from a variety of perspectives and engage with it using different methodologies. For example, you may choose to investigate the predominance of particular genres of “strangeness” in certain periods or geographic locales (such as Magical Realism in Latin America or the Gothic in Great Britain). You may choose to examine the concept of “normalcy” and challenges to it, whether thematic or stylistic, as they emerge in a particular literature. You may pick a particular author or text and analyze the role of strangeness plays therein. Or you may choose to focus on a theoretical question to consider the different ways of or reasons for deviating from the “normal” or the banal in literary texts.</p>
<p>2C Demonstrates ability to articulate informed responses to the works. <i>*Articulates a well-communicated response in regards to 2B</i></p>	<p>E 316M, Comparative Essay Your final essay for this class will compare works from our syllabus by two different authors. I have provided some suggested topics below. You may also develop your own topic but must run it by your teaching assistant or the professor before committing to it. Remember that a <i>topic</i> still must be shaped into a <i>thesis</i>. We will have an in-class workshop on Tuesday, March 29, on how to construct a strong thesis for a comparative essay. A grading rubric follows the list of suggested topics.</p>

Key Questions to Ask Yourself:

Thesis

- Is my thesis specific, probing, and focused?
- Does my thesis tie together your discussion of the works in an interesting and substantive way?
- Does my thesis make clear what comparing these two works (as opposed to others you might have chosen) enables you to see or say more clearly about one or both of them?

Tip: A genuinely probing thesis will not be provable simply by reiterating plot points or by drawing entirely on contextual evidence.

Supporting Analysis

- Does my analysis make convincing use of textual evidence? Does your analysis pay attention to questions of language and form, not merely plot?
- Do I find any evidence that might not be immediately obvious to a casual reader? (In other words, do I use evidence that demonstrates I have read carefully and closely?)
- Is my analysis focused on developing the thesis I articulated, or does it wander away from that thesis?
- Do I actively analyze evidence, or merely quote it with the assumption that my reader will see in it exactly what I do.
- Does my analysis make claims that can't be supported by evidence from the text--or are even contradicted by such evidence?
- Are my essay's writing and organization clear and easy for a reader to follow?

Competency 3: To describe the role of those works as expressions of individual or shared human values within a historical and social context

<p>3A Demonstrates an ability to describe the role of the work as an expression of individual or shared human values.</p> <p>* Describes values and ideas (personal, ideological, religious, or aesthetic, etc.—also see examples listed under competency 1C) contained in a literary work</p>	<p>E 316L, Exam 2, Section IV</p> <p>Write a short essay on one of the following questions.</p> <ol style="list-style-type: none">1. Describe one important way in which <i>Johnson’s Life of Savage</i> might be said to critique the view of charity put forward by Steele in <i>The Conscious Lovers</i>. To frame your answer, be sure you give a clear sense of Steele’s general notion of charity; then describe a specific point on which Johnson appears to reject that notion. How might we regard Johnson’s biography as a response to Steele’s vision? Use quotations from at least two of the passages in parts II and/or III, above, to illustrate and support your perspective.2. Describe two ways in which Sterne’s <i>A Sentimental Journey</i> endorses Barrow’s optimistic view of charity. Then explain how Sterne’s work differs significantly from Barrow’s, especially as a critique of one or more of Barrow’s central premises. Use quotations from at least two of the passages in parts II and/or III, above, to illustrate and support your perspective.
<p>3B Demonstrates an ability to describe the role of the work within an historical and social context.</p> <p>* Recognize that the values and ideas exist within a specific historical or social context (e.g., the Protestant Reformation; Industrialization; Victorian America; the Civil Right’s Movement)</p> <p>CRIT Step 3 (Context) and Step 4 (Analyze)</p>	<p>E316K, CRIT portion</p> <p>Contextualize: From the information provided in the paragraph of background information – or from your own prior knowledge – list at least 1 fact about the author’s writing or about the historical or social circumstances of his time that you think might be relevant to an interpretation of the text.</p>
<p>3A (GC) Demonstrates understanding of the culture and perspectives of a non-U.S. community.</p> <p>* Examines particular issue, theme, or phenomenon within the context of non-US communities, countries, or regions in relation to their own cultural experiences</p> <p>3B (GC) Explores historical beliefs, practices, and experiences of a non-U.S. community.</p> <p>*Examines the beliefs and practices within the context of non-US communities, countries, or regions in relation to their own cultural experiences</p>	<p>E316L, Final Exam</p> <p>In each of your answers, make sure you address the historical, social, biographical, or religious context of the work. This needn’t be the focus of your response, but you do need to discuss how the work fits into its place and time. And as always, consider how the lines and scenes contribute to an understanding of the work as a whole, or what crucial themes and ideas and character traits the lines reveal, and why those attributes matter to an interpretation of the entire work [17 points].</p>

3A (CD) Demonstrates understanding of the culture and perspectives of at least one underrepresented cultural group in the United States. **Examines particular issue, theme, or phenomenon within the context of marginalized US communities (e.g., differences in social/political power of a cultural group, such as women in US, immigrant communities, American Deaf Community, etc.)*

3B (CD) Explores historical beliefs, practices, and experiences of an underrepresented group in the U.S., including the factors that led to and maintain the group's experience of persistent marginalization. ** Examines how beliefs and practices of underrepresented or marginalized US communities are impacted by contextual factors*

E 316M, Final Exam, Part II Essay

Pick **two** of the following six questions and answer them fully and thoughtfully (probably at least 1.5 – 2 pages in a blue book per question). 50 points each.

No repeating authors! That is, if you choose to write about Charles Chesnutt for the anthology question, you may not also write about him when discussing realist writers.

- Walt Whitman celebrates himself, the minister dons his black veil, Hulga chooses a new name for herself: American literature is filled with portrayals of individuals who make themselves stand out in some way. **But what is individualism? And is it always a good thing?** Using three texts from our course (one of which must be from before the midterm), **discuss the concept of individualism in American society. What changing pressures have individuals faced through the decades? (Social, economic, religious, etc.) When is individualism a rebellious, even valiant act, and when is it selfish, useless, or even destructive?** Use specific examples from your chosen texts to support your argument throughout.
- The first day of class, when I asked you to list famous American authors, almost all the names that wound up on the board were those of white men. This semester, we've read a lot of texts by white men, but also texts by women and people of color. Choose three texts (one of which must be from before the midterm) and examine their portrayals of marginalized individuals. In the course of your argument, consider these questions: **what stereotypes or bigotry might the author be fighting against here? How does s/he resist those assumptions in this text? Are there moments where you see the author softening the message to make it more palatable/enjoyable for the audience?** Use specific examples from your chosen texts to support your argument throughout.
- Ah, romance! We've read a lot of texts this semester that feature a partnership: sometimes a romantic entanglement, some an everyday marriage or relationship. Choose three texts (one of which must be from before the midterm) and examine their portrayals of romantic relationships. What is the function of the relationship within the larger story? **What social pressures and expectations are placed on these relationships, especially for the women? How have these expectations changed over time?** Use specific examples from your chosen texts to support your argument throughout.

Reflection Questions

1. Do these results give an accurate portrait of your courses?
2. Are there components of the HUM competencies that you are not sure how to include in your courses?
3. What resources would help strengthen the development of student core competencies in core courses?
4. What are your recommendations for increasing ongoing communication about the components and goals of UT's core curriculum?
5. How can we continue to promote faculty involvement in the core assessment process?