NEW DESCRIPTION PENDING APPROVAL - This course examines the development of business culture in China since 1900, looking particularly at how it has transformed and adapted in response to China's own changing political environment as well as China's changing engagement with the West and Japan. We examine cases of Western businesses in China and Chinese businesses in both China and the West. Topics include the rise of industrialism, the role of foreign investment, China's role in the global market place, the relationship between business and the state, state-run enterprises, factory life, entrepreneurialism, advertising, consumerism, and economic nationalism LEC.

| Name * | Megan Greene |
| Email * | mgreene@ku.edu |
| Prefered Phone Number * | (785) 864-9473 |
| Submitting School/College * | CLAS |
| Submitting Department * | History |
| Has the department approved the nomination of this course to the KU Core? * | Yes |
| Name of person giving departmental approval: * | Eric Rath, Director of Undergraduate Studies |
| Date of departmental approval: * | Wednesday, January 21, 2015 |
| Course Title: * | Made in China: Chinese Business History |
| Course Subject Code and Number: * | HIST 394 |
Catalog description: This course examines the development of business in China since 1900. Topics include the rise of industrialism, the role of foreign investment, China's role in the global market place, the relationship between business and the state, state-run enterprises, factory life, entrepreneurialism, building a domestic market for industrial goods, advertising, consumerism, and economic nationalism.

In the event that it's not apparent from the syllabus, HIST 394 is an online course.

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)? * Yes

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)? * Yes

Is the course cross-listed? * No

List any cross-listing and/or honors courses associated with the course you are nominating. Please specifically note when approval was given and who gave approval in the other department(s). *

I think that the version of the syllabus I uploaded may have listed the course as Hist 390/Hist 394. If so, this is a remnant of the first time I taught the course, when 394 was approved after I listed the course in the timetable but before I actually taught it, so students enrolled under both numbers. It is now solely 394 but I forgot to edit that on the most recent syllabus and I think I uploaded the incorrect version. It appears that this form will not allow me to replace one version
with another, so I'm explaining this just so the HIST 390 reference won't cause any confusion. It is not a cross-listed course.

Do all cross-listed departments and honors program partners agree to develop and save direct evidence that students have met the learning outcomes(s)?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Do all cross-listed departments and honors program partners agree to develop and save direct evidence that students have met the learning outcomes(s)?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Is the course also a degree requirement?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Is the course also a degree requirement?</td>
<td>No</td>
</tr>
</tbody>
</table>

Does the course require any prerequisites?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the course require any prerequisites?</td>
<td>No</td>
</tr>
</tbody>
</table>

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.

This course clearly meets all 4 criteria for goal 4.2.
1. It is entirely about China.
2 and 3. Some of the readings look at China's economic/business engagement with other countries, including the US, and some look at how Chinese business practices evolved in ways that were similar to or distinct from those of other countries. The readings therefore frequently direct students to consider Chinese business practices in light of business practices of the US and the West with which they might be more familiar.
4. All of the written work and the discussion questions for this course ask students to describe and analyze Chinese business practices and how those practices have been shaped by the particular circumstances that China has experienced.

1. State what assignments, readings, class discussions, and lectures will devote a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)

All of the course content is on China. In this course we look at the evolution of Chinese business
from the mid 19th century through to the past decade, and we examine topics such as: the rise of industrialism; the influence of Western models, technologies, and business strategies; working conditions and labor migration; the impact of political change on business and the relationship between business and the state; changes in entrepreneurship in China over time; and changes in China's economic relationship with other parts of the world.

All lectures, readings, discussion boards, quizzes, tests, and writing assignments ask students to describe, analyze, and/or otherwise indicate their understanding of Chinese business.

2. Explain how your course or educational experience will develop the ability of students to discuss, debate, and analyze non-US cultures in relation to the student’s own value assumptions. (Please limit responses to 1000 characters.) *

A major course theme is China's absorption, adaptation, and rejection of Western business models and practices. This theme comes up in readings throughout the course and students must engage with it in papers, discussion and tests. For example, Paper 1 asks students to examine 3 Chinese and Western businesses that operated in China in the nineteenth and early twentieth centuries and look at the social, cultural, political, and economic forces that led those businesses to develop as they did. Two of the businesses operated on a model that was more distinctly Western, but they still had to adapt to Chinese conditions in order to succeed in China. One was a new Chinese business that adopted some Western and Japanese features, but that also drew upon Chinese cultural traditions in its practices. A paper that compares those 3 businesses will therefore ask students to think very explicitly about cultural difference and how that might affect decision making and institutional development.

3. Detail how your course or educational experience will sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate

Course content is entirely on China, many of the readings and assignments encourage the students to think comparatively. Readings/sources include written, oral interview, and visual primary sources (sources written/produced by Chinese of the time), scholarly descriptions and analyses of the subject produced by historians and business scholars, and journalistic works on the subject. Through these sources students are exposed to a range of voices, including Chinese voices from all classes and from both urban and rural backgrounds across the past century.
4. State what assignments, readings, class discussion, and lectures will be used to evaluate students’ work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.)

Any/all of the assignments for this course could be used for this purpose, and it's not clear to me how many assignments I should use to document and measure students' grasp of global culture. I assume that there should be several pieces of evidence, so I will do the following:

1. I will use Paper 1 (described above and the assignment is also on the syllabus) to document student understanding of cultural difference.
2. I will design 2 discussion board questions to encourage students to think comparatively about Chinese and American/Western business practices. I will document and measure their responses.
3. I will design 1 essay question on the final exam that will permit me to document and measure students' grasp of Chinese culture and value systems as they shape Chinese business practices.

Attach a copy of the syllabus

394_syllabus_fall_14.docx
145.62 kB · docx

University of Kansas
Department of History
HIST 394
Made in China: Chinese Business History
Fall 2014
Professor Greene
3632 Wescoe Hall
864-9473
mgreene@ku.edu

Office hours: Tuesdays 11-12, Wednesdays 2-3 or by appointment
Course Description:

This course examines the development of business in China since 1900. Topics include the rise of industrialism, the role of foreign investment, China’s changing role in the global market place, the relationship between business and the state, state-run enterprises, factory life and labor practices, entrepreneurialism, building a domestic market for industrial goods, advertising, consumerism, and economic nationalism.

Course Requirements:

In this course you will have a number of activities to complete each week. Every week you will need to post at least three times on the discussion board and add to your journal. Most weeks you will have to complete an online reading comprehension quiz, and in Week 2 you will also take a geography quiz. In addition, you must write 3 papers and a final exam.

Quizzes: Most weeks you will take a reading comprehension quiz. There are a total of 11 quizzes listed on the syllabus. I will drop your lowest quiz score, so your total quiz grade will be based on your performance on 10 quizzes. These are fairly simple reading comprehension quizzes that use multiple choice and true/false type formats. The intent of the quizzes is to help you remember to keep on top of the assigned reading, so they should be pretty easy if you have done the reading.

Geography Quiz: In Week 2, you will be asked to complete a geography quiz, the aim of which is to help you learn where some of the major places we’ll be reading about are located.

Discussion Board: Each week I will post at least 2 discussion questions on the discussion board. Your weekly assignment is to post on the discussion board at least 3 times. Up to 2 of your posts may be direct responses to the questions I have posed, as long as you aren’t just repeating something someone else has said, but at least 1 of your posts must be a reply to something someone else has posted. My goal is for the discussion board to operate in the way that a good classroom discussion operates. The instructor throws out a question and several students raise their hands with answers to that question. If they find that someone else has said what they had wanted to say they usually pull their hands down and wait for
another opportunity to speak. In the meantime an actual discussion of the question ensues, in which numerous students participate. The added benefit of doing this online is that the answers might spawn a series of threads, so that the discussion might spoke off in several directions at once, and not have to be entirely linear. Although you are required to post 3 times a week, there is no limit on the number of posts you can make, and I hope that you will keep following and participating in the discussion threads that you have been a part of to see where they go. For the purposes of studying for the final and in order to get the most out of the course, I strongly recommend that you keep an eye on the discussion board throughout the week each week, that you keep contributing whenever you have something new to add, and that you read all of the various threads as they develop. I will be checking in on the discussion board on a regular basis to count and evaluate your posts and to contribute to the discussion whenever it seems necessary. I will evaluate your posts in accordance with the rubric at the end of the syllabus (Appendix 2). Please read this rubric before you start posting so that you have a sense of what I am expecting from your posts. There are 15 weeks in the term, and there are no discussion questions in week 15. I will give you 2 grace weeks when you don’t have to post on the discussion board, so you will be graded on a total of 12 weeks of posts. If you choose to post every week, I will drop your 2 lowest discussion board grades.

**Journal:** As one of the assignments for this course you will be writing a journal, to which you will add material on a weekly basis. Your journal will be visible only to you and me, and although I will check in on it periodically to make sure you are working on it, you are entirely responsible for keeping up with it and for having it completed and ready to turn in at the end of Week 13. The goal for this journal is to get you to think in both chronological and thematic terms about the course material so that you get a big picture of change and continuity over time. Doing the journal will help you to remember things, and it will also help you to understand connections between the material from week to week. I want you to work on it every week, and to complete it in Week 13 so that you can draw on it as a study guide as you write your final exam in Week 15. You will find some more specific directions on what you should be writing about in your journal in the folder for Week 1, and there is a rubric for the journal at the end of the syllabus (Appendix 3). Please read this rubric before you get started on the journal so that you have a sense of what will make a good journal right from the beginning.

**Papers:** This class requires 3 papers. Paper topics and specific directions appear on the syllabus in the weeks in which they are due. All papers must be submitted through SafeAssign on Blackboard. You will find a link through which to do this by going to “Writing Assignments” on the left hand side of your Blackboard screen for this course. SafeAssign is a service that is designed to prevent plagiarism by comparing the content of papers to a very broad database of other student papers and materials on the web. Because I hope that you will use this program as a tool to guide you as you revise your papers, I have created two SafeAssign links for each paper assignment. The first, labeled “Draft,” is for your own personal use. Using this link, you can run your paper through SafeAssign and make sure you have not accidentally used too many of someone else’s words. The second, labeled “Final,” is the link through which you will submit the final draft of your paper. SafeAssign can sometimes take a few hours or even longer to give you a report on your paper, so it would be a good idea for you to use the “Draft” option well in advance of the paper due date/time. I strongly encourage you to take advantage of this “Draft”
option. Also, I will only be looking in the “Final” folder for your papers, so make sure to submit a final draft.

**Final Exam:** The final exam will be in essay form, and I want you to treat each essay as if it were a paper. Questions for the final will be revealed to you at the beginning of Week 15.

**Late penalties:** Quizzes will only be available to you during the week in which you are supposed to take them. In other words, you must take each quiz during the week in which it is due. The quiz for Week 1 is on the readings for Week 1, and so on. Discussion board questions will be available for posting during the week they are due. Like the quizzes, the discussion board questions for Week 1 are on the readings for Week 1, and so on. You will be able to read, but not post on, the discussion boards from previous weeks. You must complete your weekly quiz and your discussion board posts prior to 11:59 pm on the Tuesday that ends the week in which they are due. Late papers will be penalized by 1/3 of a letter grade for each day they are late. The final exam must be submitted by 11:59 pm on Tuesday December 16. I will not accept late final exams.

Please see the rubrics at the end of the syllabus for more detailed information on how your written work (papers and exam), discussion board posts, and journal will be evaluated.

**Good Historical Writing and Proper Citation:**

All good historical writing uses evidence culled from primary and secondary sources to build some sort of argument or to support a thesis. Your papers, therefore, should include whatever evidence you think appropriate from the assigned readings and/or from any other sources I instruct you to use and should use that evidence in a logical way to develop an argument. *Please do not use any other sources without first asking my permission.* You will find a rubric at the end of this syllabus (Appendix A) that will give you some sense of what the components of a good paper should be. Please do not hesitate to ask if you have any questions.

With respect to citation, your papers and your final examination all need to have foot or endnotes as well as a bibliography. You should use a foot or endnote whenever you are 1. Quoting directly from another source, 2. Paraphrasing another source, or 3. Borrowing an idea from another source. When in doubt, it’s always better to use a foot or endnote than not.
How to do Footnotes: To create a foot or end note in a Word document, place the cursor at the location of the note (the end of a sentence or paragraph), then go to “Insert” and click on “Footnote” in the dropdown menu. You will be asked a few questions, like whether you want foot or endnotes and what kind of footnote marker you want. You should use numerical footnote markers that should look like the one at the end of this sentence. Once you have done this, you need to add information about the source next to the number that appears either at the bottom of the page or at the end of the document. Please use the form that appears in the footnote at the bottom of this page, or, if you are already familiar with the more formal Chicago style, you may use that instead. Either way, you need to include ALL of the information that is identified in the model footnote below. If you footnote a source more than once, you may use an abbreviated form for the second (and subsequent) reference to that source, see footnote 2 below.

How to do a Bibliography: A bibliography is different from a works cited page in that it includes ALL of the sources that you have consulted to write the paper, whether or not you have actually cited them in your footnotes. For this course, I want you to use bibliographies and not works cited pages. Bibliographies list all of the sources you have consulted in alphabetical order by author’s last name. For the purposes of this course, your bibliographies may look identical to your footnotes with two exceptions. First, the name of the author (or the first author) should appear with the last name first. Second, you do not include page numbers in a bibliography unless you are citing a journal article, and none of your readings for this class are journal articles. So, an entry in a bibliography should look like this: Author’s last name, Author’s first name(s), title, place of publication: name of press, date of publication. Entries are not numbered, they are organized in an alphabetical list by author’s last name. If you are having any trouble finding the appropriate information on the pdf of the reading, you can find it on the syllabus below.

Grading:

Discussion boards (every week, 2 grace weeks)  15%
Quizzes (10)  20% (2% each)
Journal (due week 13)  15%
Geography Quiz (week 2)  5%
Paper 1 (week 3)  10%

1 Author’s name in normal order, *title*, place of publication: name of press, date of publication, p. ###.
2 Author’s last name, p.xxx. (OR, if you have more than one source by the same author, Author’s last name, year of publication, p.###.)
Paper 2 (week 6) 10%
Paper 3 (week 11) 10%
Final Exam (week 15) 15%

This course will be graded using the plus minus scale. Your numerical scores at the end of the course will be converted to letter grades as follows:

A 93-100
A- 90-92.99
B+ 87-89.99
B 83-86.99
B- 80-82.99
etc...
F 0-59.99

Books and Readings:

In addition to the tasks and papers outlined above, each week you will have to watch lectures and/or films, and read the assigned readings, some of which are in book form, others of which you will purchase from the Harvard Business School website, but most of which are attached to the Blackboard site as pdfs under the “Readings” tab.

You may purchase the following books at the KU Bookstore or elsewhere:


In addition, you must purchase the following cases (below) from the Harvard Business School website at the following link: https://cb.hbsp.harvard.edu/cbmp/access/28587294. You will need to register with the website in order to access the readings. If you have any difficulty with this, please let me know.


In addition to the books and cases listed above there will be a number of on line readings that you will be able to find on the course’s Blackboard site. These readings will be identified on the syllabus with the word “Blackboard,” and they will be identified in the lesson file for each week under the tab titled “Readings.” You can also always access the readings for any week by clicking on the “Readings” tab on the left hand side of the course’s Blackboard site.

I have not assigned a conventional textbook for this course. Those of you who have not had any previous courses on modern China may feel the need for some sort of basic narrative of twentieth century Chinese history. To some extent, this will be provided in the lectures. However, if you feel you would like to read a book on this topic, I recommend Rana Mitter's *Modern China: A Very Short Introduction*, which is very short, very readable, and provides a clear and very brief overview of modern Chinese history. It is available for free via the KU library as an ebook. If you want something with more detail, you can read Jonathan Spence’s *The Search for Modern China*.

**Academic Misconduct:**
Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another's work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research.

Please be aware that I will deal with academic misconduct in accordance with university regulations.

Proper Conduct on Discussion Board and in Communications with the Instructor:

Most of your communications with each other and with me will take place in writing on the discussion board or via email. Please regard all of these interactions as formal communications that demand proper spelling and grammar, and proper forms of address to individuals with whom you are interacting, and take care that your language and tone are thoughtful of and respectful to others. It’s perfectly fine to disagree with someone’s interpretation of a reading, just make sure to make your point in a way that is respectful of the other person’s opinion. If you are writing directly to me or responding to a peer on the discussion board, please refer to people by name whenever possible. Always re-read your posts before you hit the submit button to make sure that they are written in a way that will not cause offense. If I find that your discussion board posts are written in a way that does not conform to these guidelines and/or that seems to be causing offense, I will contact you to see if we can work on finding a more positive mode of communication.

Topics, Readings, Paper Topics and Due Dates:

The readings for this course will be available to you at all times as will paper topics, so that you can take the time to write good papers. However, the discussion board questions, quizzes, and
lectures will be made available on a weekly basis at midnight on Tuesday at the beginning of each week.

**Module 1: Chinese Business Patterns in the 19th Century**

**Week 1: August 25-September 2**
Topic: Late Imperial Chinese Economic Patterns

Readings:

Activities: Discussion Board, Quiz, Journal

**Week 2: September 3-September 9**
Topic: Late Imperial Manufacturing and Trade


Activities: Discussion Board, Quiz, Journal, Geography Quiz

**Module 2: Development of Modern Industry and a Modern Labor System**

**Week 3: September 10 – September 16**
Topic: Big Business in Early 20th Century: Foreign and Chinese Influences

Readings:

Activities: Discussion Board, Journal

**Paper 1:** In 3-4 typed, double-spaced pages, consider the similarities and
differences between Jardine Matheson, Standard Oil, and Shenxin Cotton Mills. How do business practices in China appear to have changed (or not) from the 19th century to the 1920s? You may use any of the course readings you have done up to this point for this paper.

Papers are due by 11:59 pm on September 16.

Week 4: September 17-September 23

Readings:

Activities: Discussion Board, Quiz, Journal

Module 3: Consumers, Industry, and Politics

Week 5: September 24-September 30
Topic: Consumer Culture and Advertising in the Early 20th Century

Readings:
Karl Gerth, China Made: Consumer Culture and the Creation of the Nation, Cambridge: Harvard University Asia Center, 2003, pp. 125-200

Activities: Discussion Board, Quiz, Journal

Week 6: October 1-October 7
Topic: State-Guided Economic Development Under the KMT in the 1930s-40s

Readings:
Margherita Zanasi, Saving the Nation: Economic Modernity in Republican China, Chicago: University of Chicago Press, 2006, pp. 103-130

Activities: Discussion Board, Quiz, Journal
Paper 2: In 2-3 double spaced pages analyze 2 of the advertising images
that you can find at the websites listed below. Your analysis should address the following questions: How do the ads you have selected seem to represent Chinese values or concerns? How do they seem to represent Western or Japanese values or concerns? What are they trying to influence consumers to do, and what mechanisms do they seem to be using to achieve these goals? Make sure to indicate clearly which images you are using. The images themselves and also any references to course readings should be properly cited using footnotes. You should not be using any sources for this paper other than course readings or images from the following sites: http://oldorientmuseum.com/ or http://advertising.chinasmack.com/2011/vintage-chinese-advertising-from-the-1920-30s-republican-era.html

Papers are due by 11:59 pm on October 7

Module 4: Rise of Communism

Week 7: October 8-October 14
Topic: State-Guided Economic Development under the CCP in the 1950s-60s
Readings:
Activities: Discussion Board, Quiz, Journal

Week 8: October 15-October 21
Topic: State-Guided Economic Development under the CCP in the 1960s-70s
Activities: Discussion Board, Quiz, Journal

Module 5: Reform and Opening

Week 9: October 22-October 28
Week 10: October 29-November 4

Topic: Entrepreneurialism in the Reform era


Activities: Discussion Board, Quiz, Journal

Module 6: China’s New Industrialism

Week 11: November 5-November 11

Topic: China’s New Industrialism


Activities: Discussion Board, Journal

Paper 3: In 3-4 typed, double-spaced pages, compare the trajectories of
the two companies you have read about for this week. Your paper should compare similarities and differences in the challenges these companies faced as well as the strategies they took to overcome them.

Paper due by 11:59 pm on November 11

Week 12: November 12-November 18
Topic: Labor, Migration, and Industrialization in Contemporary China
Activities: Discussion Board, Quiz, Journal

Module 7: Globalized China

Week 13: November 19-25
Topic: Chinese and Western Corporate Influences in Contemporary China
Activities: Discussion Board, Quiz, Journal

Journal due by 11:59 pm on November 25

Thanksgiving Break

Week 14: November 26-December 9
Topic: Consumer Culture in Contemporary China


Activities: Discussion Board

Module 8: Reflecting on What You Have Learned

Week 15: December 10-December 16

Final Exam due by 11:59 pm on December 16
# Appendix 1: Grading Rubric for Papers and Final Examination:

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<thead>
<tr>
<th></th>
<th>A Work</th>
<th>B Work</th>
<th>C Work</th>
<th>D-F Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Argument</strong></td>
<td>Has a clearly stated and well-supported argument that gives shape to the paper</td>
<td>Argument is stated clearly in the opening paragraph but lacks some development or becomes muddled throughout paper</td>
<td>Weak and/or poorly articulated argument</td>
<td>Lacks an argument</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Clearly written without grammatical or word choice errors, well-organized, and good development of ideas</td>
<td>Clearly written with some errors, well-organized, ideas developed though perhaps not fully</td>
<td>Some grammatical errors, poorly worded or constructed sentences/paragraphs, and/or poor organization, underdeveloped ideas,</td>
<td>Numerous grammatical errors, poorly constructed sentences and paragraphs, poorly articulated ideas, poor organization, poor development of ideas</td>
</tr>
<tr>
<td><strong>Use of Evidence</strong></td>
<td>Demonstrates the ability to think comparatively and synthetically about the evidence. Uses evidence effectively to make the argument persuasive.</td>
<td>Uses a good range of appropriate evidence to support the argument</td>
<td>Uses some evidence but not effectively and/or uses inappropriate evidence (encyclopedia or textbook evidence)</td>
<td>Fails to use evidence (or uses very little) to support argument</td>
</tr>
<tr>
<td><strong>Citation</strong></td>
<td>Has foot or endnotes and a bibliography. All are in a proper form.</td>
<td>Has foot or endnotes and a bibliography. Minor form problems.</td>
<td>Has foot or endnotes but may be missing a bibliography. Notes may be missing some information.</td>
<td>Missing foot or endnotes.</td>
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</table>
Appendix 2: Grading Rubric for Discussion Board Posts:

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<thead>
<tr>
<th></th>
<th>A work</th>
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<th>C work</th>
<th>D-F work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of posts</strong></td>
<td>3 or more posts per week, at least 1 of which is a response to a classmate’s post.</td>
<td>3 posts per week.</td>
<td>2 posts per week.</td>
<td>1 or fewer posts per week and failure to follow directions.</td>
</tr>
<tr>
<td><strong>Engagement with the Readings</strong></td>
<td>All posts indicate that student has done the readings and is thinking about them in relation to the discussion questions. Comments include specific and detailed references to the contents of the readings.</td>
<td>All posts indicate that student has done the reading and are relevant to the discussion questions but posts are general and lack specific detail about the reading material.</td>
<td>Some posts indicate that the student has done the reading. Most posts lack specific detail.</td>
<td>Posts do not indicate that the student has done the reading and contain few or no specific references to the readings.</td>
</tr>
<tr>
<td><strong>Engagement with threads and ideas of other students</strong></td>
<td>Many posts indicate that student is reading and thinking about ideas that have arisen in discussion threads. Responses are thoughtful and well developed.</td>
<td>Some posts indicate that the student is engaging with the ideas of peers. Only some responses are fully developed.</td>
<td>Few posts indicate that the student is engaging with peers’ ideas. Few responses are fully developed.</td>
<td>Few, if any, posts indicate that students are paying attention to peer’s ideas.</td>
</tr>
<tr>
<td>** Appropriateness of language and level of politeness**</td>
<td>All posts are written in proper English and are expressed in a way that is considerate of other students and their ideas</td>
<td>Some writing errors, but posts are expressed in a considerate way.</td>
<td>Many writing errors, but posts are expressed in a considerate way.</td>
<td>Posts are rude, belligerent, or inconsiderate.</td>
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## Appendix 3: Grading Rubric for Journal:

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<th></th>
<th>A work</th>
<th>B work</th>
<th>C work</th>
<th>D-F work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing</strong></td>
<td>Language is grammatically correct, words are spelled properly, and ideas are expressed clearly.</td>
<td>Some minor writing errors, but mostly has good grammar, spelling, and clarity of expression.</td>
<td>Writing errors, and ideas are not clearly expressed.</td>
<td>Many writing errors to the point that it is hard to tell what the author intends to be saying.</td>
</tr>
<tr>
<td><strong>Chronological Awareness</strong></td>
<td>Journal may not be entirely linear, but clearly expresses a strong command of the chronology of the events listed in the journal. Covers the entire period of the course from mid 19th c to present and includes major political events as well as important moments that arise in the readings.</td>
<td>Journal indicates a good command of the chronology of events, covers the entire period of the course, draws material from the readings, but leaves some things out, especially details that affect ability to see the thematic “big picture.”</td>
<td>Journal indicates a weak command of the chronology of events, does not draw much material from the readings, and may be missing major events.</td>
<td>Journal indicates a very weak or non-existent command of the chronology and/or makes few or no references to the readings. Is missing major events.</td>
</tr>
<tr>
<td><strong>Thematic Linkages</strong></td>
<td>Makes numerous thematic connections across time and considers change and continuity over time.</td>
<td>Makes thematic connections across time but lacks thoughtfulness with respect to change and continuity.</td>
<td>Makes very few thematic connections across time.</td>
<td>Pays little to no attention to thematic connections of the course.</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Journal makes engaging and possibly even innovative use of course materials and maybe also other materials found elsewhere.</td>
<td>Journal is in some ways visually engaging, makes some attempt at creative presentation.</td>
<td>Journal makes little attempt at creative presentation.</td>
<td>Journal indicates no thought about presentation or creativity.</td>
</tr>
</tbody>
</table>