UA Rich Mountain
Assessing Student Learning
Course Outcomes Report
Kyle Carpenter
Fall 2022

1. **Purpose**
   The Course Outcomes Report supplies information each semester regarding student learning on the course level. This report must be submitted to your division chair by the last day of the semester. Data from this report will be integrated into the annual Program Review. The Strategic Goals aligned with this report are Strategic Goal Three: Provide High Quality Education and Strategic Goal Four: Continuous Quality Improvement.

2. **Course Details**
   Course Name: World Civilizations to 1500 Course #: HIS153lec01

3. **Assessed Outcome**
   Course Outcome: Share and defend historical research with other students to develop: Collaboration skills, Scholarly research, Presentation skills

   Related Program Outcome: Technological and research skills

   Related GELO category (choose one):
   - ☐ Thinking critically
   - ■ Communicating effectively
   - ☐ Using technology
   - ☒ Conducting relevant research

4. **Evidence of Student Learning**
   Describe the classroom activity/tools related to the **course** objective (project, discussion, essay, quiz, etc.): "Choose your own final" project

5. **Course Data**
   Number of students in your course(s) who met the course objective: 15

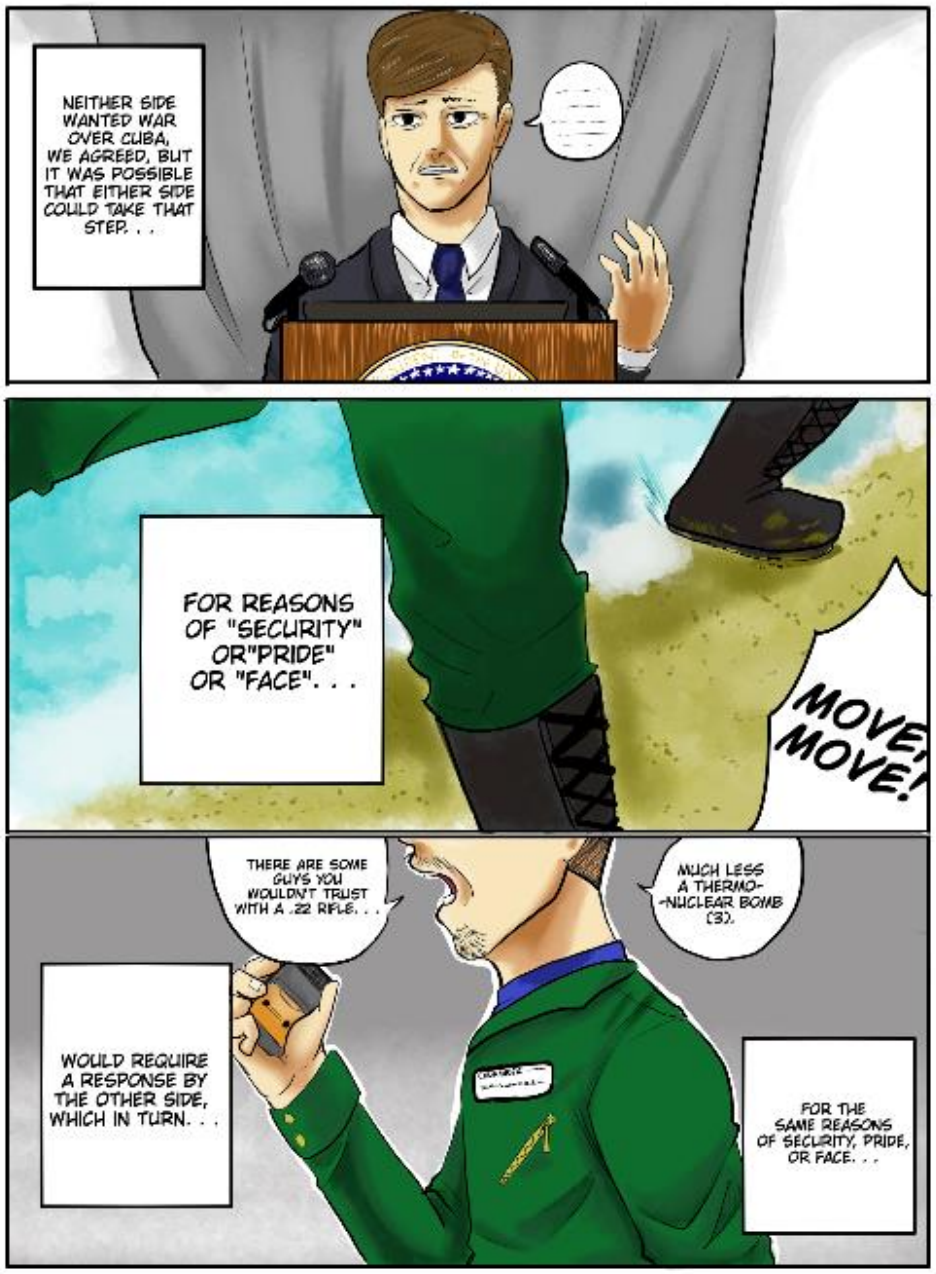
   Total number of students in your course section(s): 15

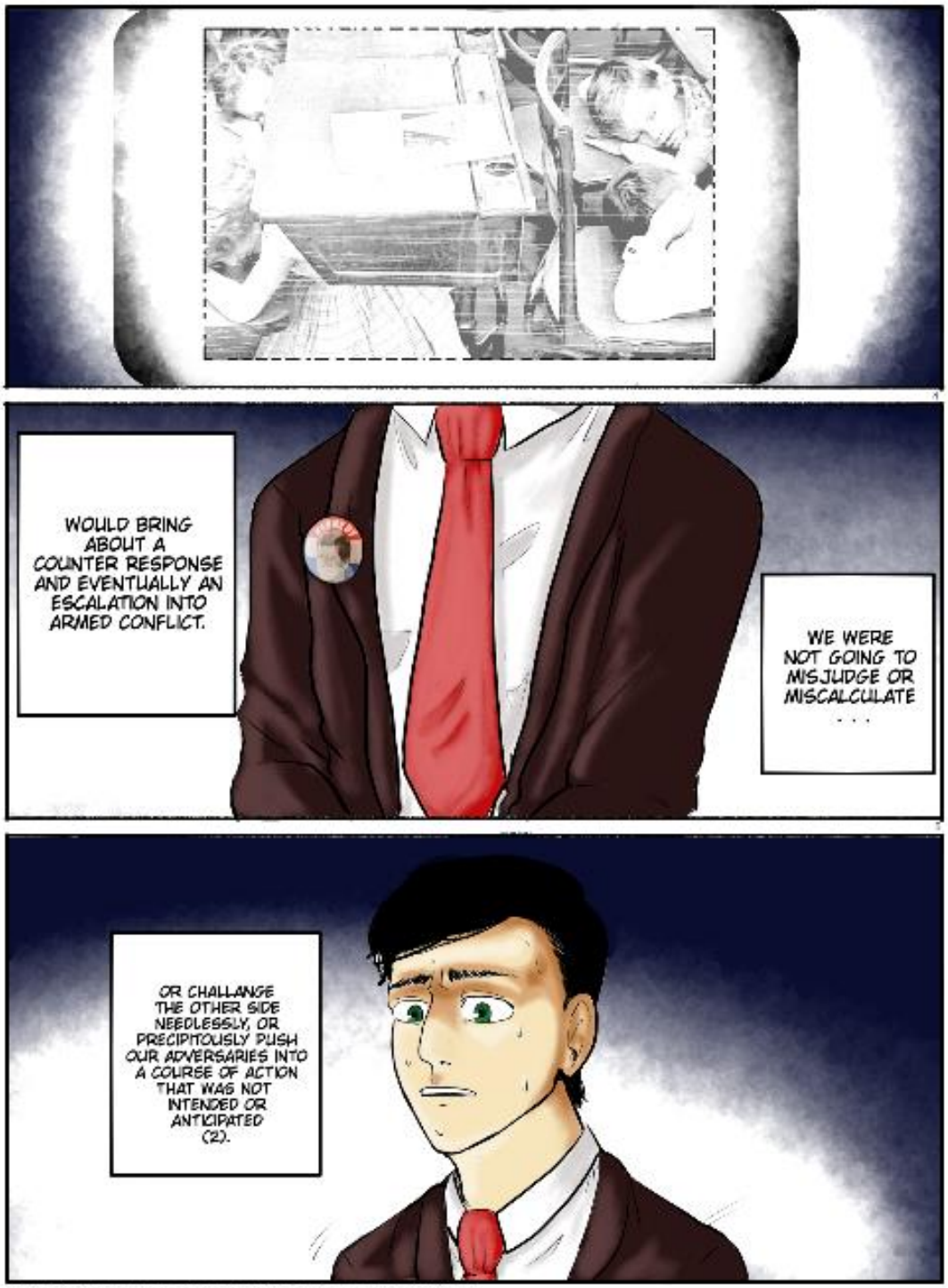
   Percent (%) of students achieving this course objective: 100

6. **Response to Data**
   Will you change how you teach as a result of this assessment?

   ☐Change(s) needed. *Type explanation here.*
   ☒No change(s) needed. Every student succeeded in researching, collaborating, and presenting their research.

***Attach <u>anonymous</u> student samples of each activity along with the grading rubric/scale.**
****Attach any meeting minutes associated with this assessment.**


NEITHER SIDE WANTED WAR OVER CUBA, WE AGREED, BUT IT WAS POSSIBLE THAT EITHER SIDE COULD TAKE THAT STEP. . .
FOR REASONS OF "SECURITY" OR"PRIDE" OR "FACE". . .
MOVE, MOVE!
THERE ARE SOME GUYS YOU WOULDN'T TRUST WITH A .22 RIFLE. . .
MUCH LESS A THERMO--NUCLEAR BOMB (3).
WOULD REQUIRE A RESPONSE BY THE OTHER SIDE, WHICH IN TURN. . .
FOR THE SAME REASONS OF SECURITY, PRIDE, OR FACE. . .


WOULD BRING ABOUT A COUNTER RESPONSE AND EVENTUALLY AN ESCALATION INTO ARMED CONFLICT.
WE WERE NOT GOING TO MISJUDGE OR MISCALCULATE . . .
OR CHALLANGE THE OTHER SIDE NEEDLESSLY, OR PRECIPITOUSLY PUSH OUR ADVERSARIES INTO A COURSE OF ACTION THAT WAS NOT INTENDED OR ANTICIPATED (2).

Art Reflecting its Society: An Analysis of Russian Constructivism in Early 20th Century

HIS153-lec-01

Dr. Kyle Carpenter

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Word Count: 1562

Russian Constructivism is known as one of the most exciting artistic movements of the 20th century. Despite having been a brief artistic movement of the twenties, Constructivism's contribution to the artistic vanguards that would emerge in the thirties is undeniable and many of the teachings and graphic resources used by constructivist artists are still references today.[1] To understand the emergence and placement of constructivism in the world, it is necessary to comprehend history and everything that Europe went through at the beginning of the last century. No wonder, the term avant-garde is used to characterize the movement, which is inserted in one of the periods of greatest agitation in society. Since its introduction in exhibitions and fairs around the world in the 1920s, constructivism has suffered a strong contextual drain, being portrayed only as an artistic exhibition by the western world, when in fact it was a much more complex movement.[2] The constructivist perspective was a political conjunction, with the function of giving art a social importance. Due to the context in which it was inserted, constructivism reflects Russian society insofar as artists expressed political agitation, functionality, and simplicity.

During the beginning of the 20th century, Russia was behind other European countries. The country was still ruled by an absolutist Tsarist regime under Nicholas II and was just beginning its industrial revolution. According to Socialism in Europe and the Russian Revolution "at the beginning of the twentieth century, the vast majority of Russia's people were agriculturists. About 85 per cent of the Russian empire's population earned their living from agriculture."[3] The mostly agrarian population was dissatisfied with the poor division of land, which was mostly concentrated in the hands of the nobles. In addition, industrial workers were

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[1] "Constructivism Movement Overview." The Art Story. https://www.theartstory.org/movement/constructivism/.
[2] Christina Lodder. *Russian Constructivism* (New Haven; London; Yale University Press, 1998), 1.
[3] "Socialism in Europe and the Russian Revolution." National Council of Educational Research and Training (NCERT). https://ncert.nic.in/textbook/pdf/iess302.pdf, 31.

dissatisfied with poor working conditions, working hours, and starvness.[4] It was at that time that the first soviets were formed, a group of political organization that brought together workers and soldiers. The entry of the Russian Empire into the First World War, a fact that involved great public spending, accelerated the process towards revolutionary ideals. In the beginning of 1917, there was the first successful attack against the tsarist regime. Bentley adds that "Already in April 1917 Lenin began calling for the transfer of legal authority to the soviets and advocated uncompromising opposition to the war."[5] From then on, the new government brought about the transformation of the Russian Empire into the Union of Soviet Socialist Republics (USSR), replacing Russia's traditional monarchy with the world's first socialist state. The new government, led by Vladimir Lenin, solidified its power only after three years of civil war, which ended in 1920.

The civil war was an event that deeply shook the country and promoted great political agitation. Forces linked to the former tsarist regime gathered in the White Army. They also got support from Western capitalist powers to try to overthrow the nascent Soviet power.[6] Soviet organization, organized in the Red Army, in the Civil War created the foundations for state centralization of the economy and control of social life. The constitution of War Communism sought to administer the new state. Based on the militarization of the economy, directing it towards the efforts of the Civil War, War Communism imposed military discipline on industries and began to confiscate peasant crops.[7] One of the first constructivist works was conceived at this time. "Beat the whites with the red wedge", created by El Lissitzky in 1919[8], aimed to incite

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[4] NCERT, "Socialism in Europe and the Russian Revolution.", 31.
[5] Jerry H. Bentley, et.al, *Traditions & Encounters* (New York; McGraw; Hill, 2014), 594.
[6] NCERT, "Socialism in Europe and the Russian Revolution.", 40.
[7] NCERT, "Socialism in Europe and the Russian Revolution.", 42.
[8] El Lissitzky. *Beat the Whites with the Red Wedge*. (Boston; Museum of Fine Arts,2001). https://collections.mfa.org/objects/314484/klinom-krasnym-bei-belykh-beat-the-whites-with-the-red-wedg.

the population to join the revolution and the communist party, represented by the reds. This work was one of the first records of what would become the Constructivist Movement and expresses the tendency of Constructivist artists to approach art as a way of promoting revolutionary ideals. Its composition, despite being abstract, is easy to read and associate with the message to be conveyed. In this poster, the geometric elements represented in a minimalist way the metaphor of events and reflect society in civil war. The red wedge represents the communist party and revolutionaries, which strikes the center of the white circle, which represents the Menshevik party.[9]

The Russian revolution was followed by Socialist Revolution, industrial growth, and national liberation. The construction of heavy goods occupies a particular place in the country's economy. A machine-building industry is needed to equip the development of agriculture and the armaments industry.[10] Among this new reality, the aesthetic and political Russian Constructivism movement emerges. Born from the idea of "constructing", the Constructivist Movement was guided by abstraction and geometrism, using experiments with new materials, colors, shapes, textures, objects.[11] The constructivist avant-garde had socialism as its principle and the cubist and futurist movements as inspiration. One of his proposals was to make art more accessible to the people, and that it prioritizes functionality.[12] These movement believed that art should have a direct relationship with life, being utilitarian for society. The most famous Monument designed by the constructivists, more specifically by Tátlin, was the Monument to the Third International, where he subverted the idea of sculpture as a closed form. He had real materials as a principle,

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[9] Charles Cramer. "Suprematism, Part II: El Lissitzky (Article)." (Khan Academy). https://www.khanacademy.org/humanities/art-1010/cubism-early-abstraction/russian-avant-garde/a/suprematism-part-ii-el-lissitzky.
[10] NCERT, "Socialism in Europe and the Russian Revolution.", 42.
[11] Lodder, 2.
[12] Art History, "Constructivism Movement Overview".

which reflected the industrial society, so that the work of art could be inserted in a practical way in society. The Monument – which, unfortunately, was not built – was a great symbol of the dynamism that was sought for life post-revolution.[13]

Another important characteristic of Constructivism was the creation of works that were simple and easy for the population to understand. Artists of the time used their works to transmit ideas from art, adding images and symbols to capture the attention of the workers and peasant class who could not read and write.[14] By creating a simple and easy-to-understand message, the Soviet party created a direct communication channel, in which the message was more easily absorbed by the receiver, which facilitated understanding and support for the ideology expressed through the graphic pieces. In the visual communication pieces from the Russian Constructivist movement, common graphic elements that identify the posters within this movement are evident. To contextualize the message, to the mostly illiterate receiver, the arts made use of grouped forms, ranging from circles, squares, triangles and, which could assume other interpretations whose symbolic understanding and association of the form was efficient for the great masses. [15]One of the best-known posters of the time is "Books! For All Areas of Knowledge" created by Alexander Rodchenko in 1924[16]. This constructivist piece was developed to promote programs for the dissemination of culture and education between peasants and the proletariat: Its simple, sans-serif, high-impact typography, expresses the phrase "Books for all areas of knowledge" - valuing and reinforcing the poster's message, it aimed to encourage the broad masses to participate in the educational programs promoted by the socialist government.

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[13] Loder, 60.
[14] Art History, "Constructivism Movement Overview".
[15] Loder, 199.
[16] Rodchenko, Alexander. "Books (Please)! In All Branches of Knowledge." Frye Art Museum , 1924. https://collection.fryemuseum.org/objects-1/info?query=Portfolios+%3D+%223439%22+and+Sort_Artist+%3D+%22Rodchenko%2C+Alexander%22&sort=0.

Russian constructivism was an aesthetic-political movement essential for the consolidation of socialism in the Soviet Union. The movement was inserted in one of the most troubled moments of the western society, and its political, functional, and simple character perfectly reflected the Russian society of the time. When analyzing the constructivist works developed in the Soviet period, we see the concern and commitment of the artists of the time with the propagation of the message and ideology in which they believed. Not only that, all the forms and elements used were directly related to the message and objective of the work with its social function. It was an avant-garde movement insofar as it allowed new productions to abandon elitism and become accessible to the masses. The ideology of the constructivist vanguard is a reflection of the socialist ideals that emerged in politics. In this way, constructivism went beyond art, but a political and social movement that accompanied the changes that Russia was facing. However, over the course of the 1920s, the utopia planned by constructivist artists fell into decay. From that moment on, socialism, designed to bring equality and defend the interests of the proletariat, collapsed under a government of repression and censorship. Constructivism came to an end in the very political model it helped to create. The importance of Constructivism as a movement was such that today it is still an artistic inspiration in the field of design, arts, and architecture. It is simple, concise and easily understandable aesthetics, whose objective is the massification of the receiver, is attractive to the design in a way that helps the conception of illustrations that express a message with clarity.

THE FIGHT FOR STALINGRAD

HOW STALINGRAD CHANGED THE COURSE OF THE SECOND WORLD WAR

- Operation *Barbarossa* began with the goal of conquering resources for German expansion and the extermination of Soviet Bolshevism. However, even in the initial month the war the invasion had not gone as well as OKW had hoped despite Russian losses.
- On Hitler's insistence, the *Wehrmacht* was stretched between three key objectives, the capture of Stalingrad being crucial to securing the Volga river and decimating the Russian spirit. Regardless of outcome, Stalingrad would affect the tide of war.
- Ultimately, the German army was defeated in Stalingrad. This signaled the first major Soviet army victory in the war, and Germany's first major defeat. Stalingrad proved that the Nazi war machine could be stopped.
- Not only was the victory in Stalingrad fundamental for bolstering the Allies' moral, but it also costed Germany greatly in terms of soldiers and resources and weakened the *Wehrmacht* for future battles.
- Despite the horrifying cost of lives, Stalingrad's sacrifice allowed for the German army to be pushed back and ultimately defeated at Berlin.

OPERATION BARBAROSSA

Hitler's Goal

Destroy "Jewish" Bolshevism	Prevent a war on 2 fronts	Capture territory and resources

Key Objectives

Army Group *North*: Leningrad	Army Group *Center*: Moscow	Army Group *South*: Stalingrad

STALINGRAD'S IMPORTANCE

- **Stronghold of the South**
  - Sits on the Volga River
    - Main water way for transporting supplies and people
    - Oil fields in the south in the caucuses
    - Attack Moscow from the rear
- **The City of Steel**
  - Major Factories
    - *Dzerzhinsky* - Tractor Factory
    - *Barrikady* - Ordnance Factory
    - *Krasny Oktyabr* - Red October Steel Works
- **Vanity**
  - Named after Stalin
  - Wanted to crush the Russian moral and make a show of capturing Stalingrad

<u>Hitler wanted to capture it no matter the cost</u>

STALINGRAD TIMELINE

July

28: Stalin issues Order 227 – Not One Step Back.

23: Rostov-on-Don falls

August

Siege of Stalingrad

23: Luftwaffe air raids carpet bomb the city

November

19: Operation Uranus begins

23: Soviet pincer attack by Don river crossing

December

12: Erich von Manstein launches Operation *Winter storm*

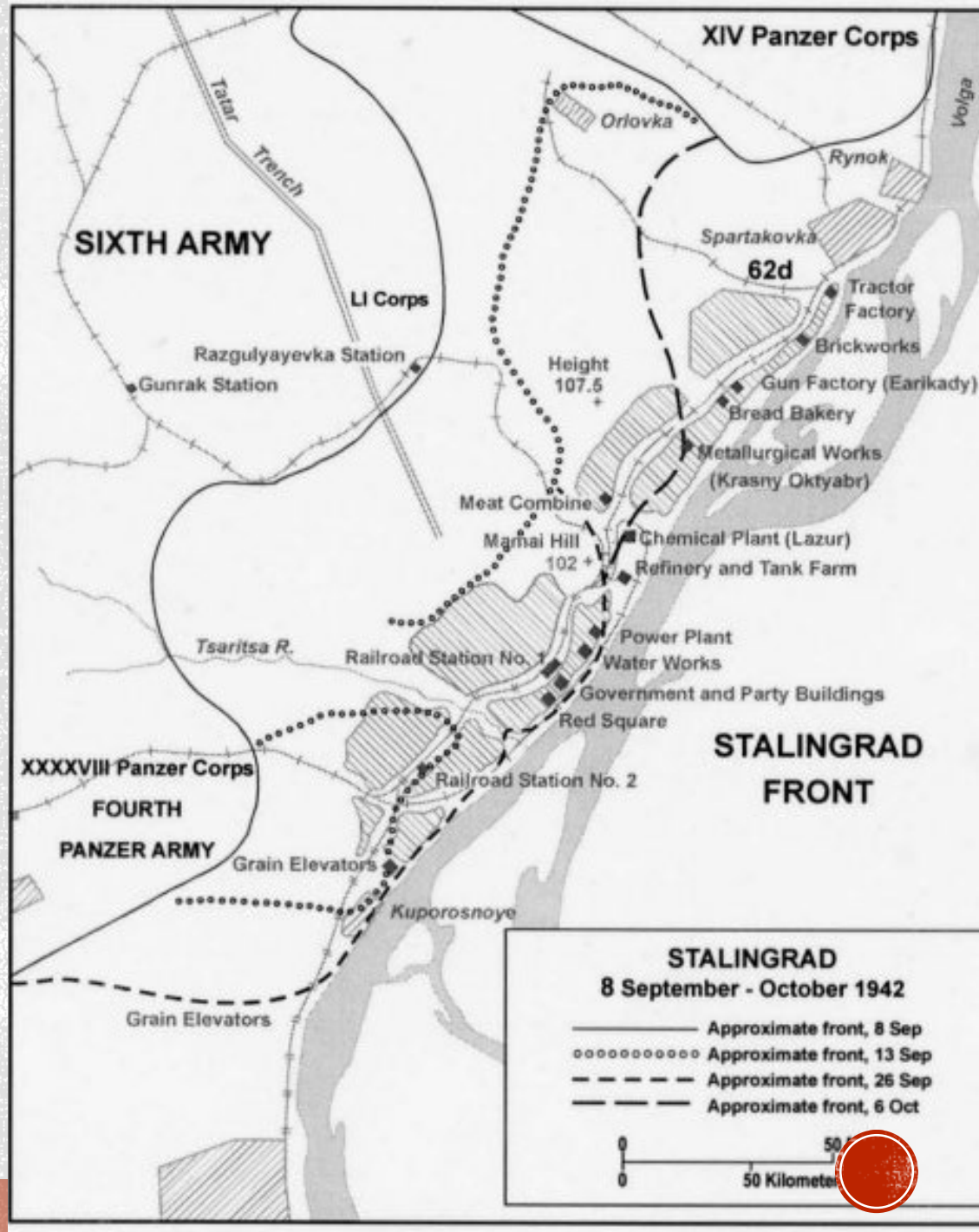
January

30: Paulus is promoted to Field General

31: Paulus alongside the 6th Army and 4th Panzer Army surrenders

HISTORY'S BLOODIEST BATTLE

- **Not One Step Back**
  - Nothing to lose
    - "We will defend the city or die in the attempt," - Chuikov
  - Civilian units against the Germans
    - Workers special brigades
    - Prepare defenses
    - Factories produce only weaponry
- **Rattenkrieg**
  - Savagery of fighting
  - Each building and every street became a battlefield
    - Every building became a fortress
    - Stalingrad Academy of street-fighting
- **Total Casualties:**
  - Axis: 800,000
  - Soviet: 1,100,000
    - Civilian: 40,000



Destroying a city that won't be destroyed

THE SOVIET DOGS FIGHT LIKE LIONS

- **Unrelenting Defense**
  - Women in combat
    - Night Witches
    - Anti-aircraft
    - Medical orderlies
  - For the defenders of Stalingrad, there is no earth on the other side of the Volga.
    - From production line to front line
- **Germans Losing Moral**
  - Sniperism
  - Rampant fear
    - "The sooner I am under the ground, the less I will suffer."

"Everyone in Stalingrad who still possesses a head and hands, women as well as men, carries on fighting."

IT'S ADVISABLE TO KILL THE BEAR BEFORE COOKING IT

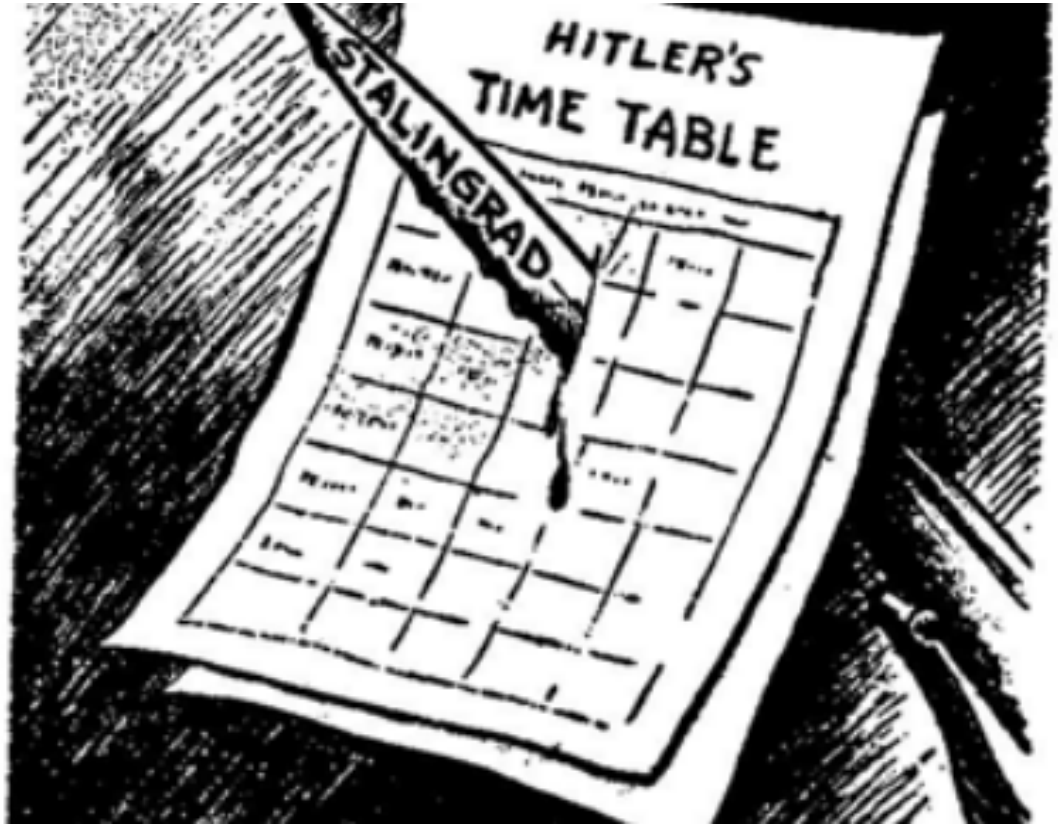
COUNTER OFFENSE

- **Weak flank**
  - Under armed, demoralized, ill-equipped Romanian, Italian, Hungarian troops
  - Underestimated Soviet capabilities
    - Hitler and Group B staff believed the Soviets incapable of launching an effective counter-offensive
    - Refused to believe estimates of Soviet Tank productions
      - Soviet men & women workers in the Ural factories had an output 4x the German industry
- **Operation Mars**
  - Diversion tactic
    - Soviet 62nd army kept in city as bait
    - Fed false information to German *and* Soviet intelligence

OPERATION URANUS

- **Hitler: The Russians are Finished**
  - *January 19th:* Soviet troops pincered the Sixth Army's flanks
    - General Heim's panzer division did not move against the Soviet breakthrough because Hitler forbidden moving Panzer units without his authorization
- ***Winter Storm***
  - Manstein's mission to recover the Sixth Army
    - Reached within 35 miles of Stalingrad
    - Attempted Luftwaffe air-supply
  - Hitler refused to allow Paulus to retreat
- **Field Marshal Paulus**
  - Hitler promoted Paulus to Field Marshal
    - "Surrender out of the question. Resist to the end."
  - **January 31st**: Paulus surrendered
    - Russians captured 91,000 troops and 24 generals

SHIFTING TIDES



- **Hitler's Distrust**
  - Blamed his general and staff officers for Stalingrad's failure
    - Paulus accused of cowardice, treachery, and disobedience
  - German command paralyzed by indecision
    - Hitler overconfident of success
- **Retreat**
  - German army pulled from Leningrad and Moscow to smaller defensive line
  - **July 12th:** Battle of Kursk
    - Stalingrad proved that the Germans could be halted. Kursk showed they could be beaten.

THE ROAD TO BERLIN

- **Soviet Ultimate Victory**
  - Closing Russian Trap
    - War Directive 51
  - Losing Ground
    - Leningrad, Odessa, Minsk, Poland, Romania, Bulgaria, Baltics, Greece, Yugoslavia
  - Six million German causalities by 1945
    - Twice the number of original invasion force against Russia
    - Russian hatred for anything German
- **Two Fronts Collapsing on Germany**
  - Mussolini ousted
  - D-Day
  - The Race to Berlin
    - **April 29th:** Soviets fight less than a mile from Hitler's bunker
    - **May 2nd:** Red army reaches Berlin

8 May 1945: Germans surrendered unconditionally.

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DEDICATED TO VITALY A. SEMENOV

My grandfather was seventeen years old at the time of the Stalingrad battle.

He was originally from Rostov-on-Don but followed his Brother-in-Law, who was an ace pilot in the 9th Guards Fighter Aviation Regiment, to Stalingrad.

Choose Your Own Final - Project Instructions for World Civilizations

For this final project, you will all have the opportunity to choose your own final project. We will spend a significant amount of time after the midterm working on this project in collaborative ways. We will break the entire project into four parts: 1. Topic Proposal (20%) 2. Annotated Bibliography (20%) 3. Final Product (50%) 4. Final Presentation (10%). Each of your Topic Proposals and Annotated Bibliographies will look similar. Your Final Products and Presentations will diverge. For your Final Product you may choose between writing an essay, building a slideshow, producing a podcast, filming a documentary, or drawing a comic strip. This final project allows you to be creative, play to your strengths, and choose a Final Product that you can take with you into future courses and even into your career. So, take your time and choose wisely!

Part 1: Topic Proposal

To jumpstart your thinking, look at the course schedule in your syllabus. Each day has a topic heading. Then, think about what topics interest you most. Are you intrigued by politics? Economics? War? Religion? Art? Law? Crime? Imperialism? Decolonization? Something else entirely? Whatever piques your curiosity, relate it to the period between 1821-2001. This is basically the period between the end of the era of Revolutions and the beginning of the 21st century. If you are having any problems at all coming up with a topic, **meet with me by October 25**. I can help guide you to a topic you will enjoy researching. Your topic proposal should be about 150-300 words long and answer some fundamental questions: What topic did you choose? Give a brief overview of the topic. Why did you choose it? How will you research the topic? How might you represent this topic in your final project?

Part 2: Annotated Bibliography

An annotated bibliography is an excellent tool to organize your research. An annotated bibliography includes a summary and evaluation of each source you plan to use in your research. Therefore, you must engage the source in order to complete the annotated bibliography. You should seek out at least five (5) pieces of evidence for your final project. At least two (2) of those should be primary sources. Each entry in your bibliography should have three parts. 1. The citation in Chicago style. 2. Your summary of the arguments, topics, and ideas in the source. 3. Your assessment of the source that includes how it will be helpful to your project, biases in the source, the reliability of the source, etc.

Part 3: The Final Product

The final product you submit should draw from the research you completed in your annotated bibliography. Based on that evidence, you can choose to create one of the following products:

1. Essay

In between 1200 to 1500 words, use your primary and secondary sources from your annotated bibliography to create an argumentative essay. Be sure to have a clear argument (ABC thesis) that you defend with relevant evidence (Chicago style citations). Organize your paper with a logical structure and use clear topic sentences and transitions to help your reader understand the logic of your organization. Edit your paper thoroughly to avoid errors and to improve readability. Give your paper a title that reflects your argument. Formatting: Cover page with title, name, date, and word count. 12-pt., Times New Roman font, double-spaced, 1" margins, 1200-1500 words (4-5 double-spaced pages)

2. Slideshow

Create a slideshow of 10-12 slides using PowerPoint or Google Slides. Using your primary and secondary sources from your annotated bibliography, create a presentation that includes an ABC thesis, captivating images, and concise language. The slideshow should have a logical structure and carry a recognizable narrative. Each slide must contain lecture notes and Chicago-style citations.

3. Podcast

Your podcast should have a gripping introduction that grabs the listener's attention. It should also be organized around an ABC thesis so that the listener can understand the podcaster's position and the direction in which the podcast is going. The narrative arc of the podcast should rely on your primary and secondary sources from your annotated bibliography. At the conclusion of the podcast, the podcaster should outline the sources used. Each podcast only needs to be about 5-7 minutes long, but should clearly present on the topic you chose. Good podcasts are based on well-written scripts. Make sure to submit your script with your podcast.

4. Documentary

Your documentary should be an original production that engages your topic through the use of audio and visual elements. Your documentary should have a gripping introduction that captures the viewer's attention. It should also be organized around an ABC thesis so that the viewer can understand the producer's position and the direction in which the documentary is going. The narrative arc of the documentary should rely on your primary and secondary sources from your annotated bibliography. At the conclusion, the documentary should outline the sources used. The documentary should not exceed ten minutes. The best documentaries have detailed scripts. Make sure to submit your script with your documentary.

5. Comic Strip

Create a comic strip of at least six (6) panels. The comic strip may be hand drawn or created using digital software. Regardless, your comic strip should be in color. The comic should relate to your topic and draw from the sources in your annotated bibliography. It should convey an argument (thesis), either visually or through text. You should also cite your sources at the foot of the comic strip.

Part 4: Presentation

You will present your final project to class during the final exam period. Your presentation need not exceed 5-7 minutes. Your presentation should outline your topic, clearly convey your argument, discuss your sources, and explain why you chose the medium for your final project. For those of you who complete a slideshow, podcast, or documentary, you may use your final product as your presentation. You should come prepared to present, demonstrate subject knowledge, and speak clearly in your presentation.