

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Humanities
Level/Career	Undergraduate
Course Number/Catalog	2060
Course Title	The Battle for the Ohio Country, 1745-1814
Transcript Abbreviation	Battle for Ohio
Course Description	Examines the struggle among colonists, European empires, Native Americans, and the new U.S. for control of the Ohio country. Sometimes this course is offered in a distance-only format.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	Greater or equal to 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	English 1110.xx Pre- or co-requisite
Exclusions	none

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0102
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

Quarters to Semesters

Quarters to Semesters	New course
Give a rationale statement explaining the purpose of the new course	see syllabus

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Social Diversity in the United States

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

Content Topic List

- Struggle among colonists
- European empires
- Native Americans
- The new U.S. for control of the Ohio country
- Migration
- Statehood
- Inter-ethnic conflict
- River trade

Attachments

- History_Assessment_plan.doc: GE Assessment Plan History

(GEC Course Assessment Plan. Owner: Breyfogle, Nicholas)

- syllabus - 2060.docx: Draft Syllabus History 2060

(Syllabus. Owner: Breyfogle, Nicholas)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Breyfogle, Nicholas	05/11/2011 10:03 PM	Submitted for Approval
Approved	Breyfogle, Nicholas	05/11/2011 10:29 PM	Unit Approval
Approved	Williams, Valarie Lucille	05/12/2011 10:44 AM	College Approval
Revision Requested	Meyers, Catherine Anne	05/24/2011 03:25 PM	ASCCAO Approval
Submitted	Breyfogle, Nicholas	07/28/2011 06:22 AM	Submitted for Approval
Approved	Breyfogle, Nicholas	07/28/2011 07:05 AM	Unit Approval
Approved	Williams, Valarie Lucille	07/28/2011 01:18 PM	College Approval
Revision Requested	Meyers, Catherine Anne	08/26/2011 02:32 PM	ASCCAO Approval
Submitted	Breyfogle, Nicholas	10/06/2011 05:20 PM	Submitted for Approval
Approved	Breyfogle, Nicholas	10/06/2011 05:36 PM	Unit Approval
Approved	Heysel, Garrett Robert	10/15/2011 10:08 PM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Meyers, Catherine Anne Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay	10/15/2011 10:08 PM	ASCCAO Approval

Prof. Newell
292-2495
Office Hours: M/W 1:30-3:00

History 2060/ 265 Dulles Hall,
newell.20@osu.edu
Credit Hours - 3

The Battle for the Ohio Country, 1745-1814

Themes and Objectives: In this course, students will examine the contest for control of the Ohio country (defined broadly to include western Pennsylvania and New York, and the Old Northwest) from the mid-18th century through the War of 1812. Class will consist of lecture, discussion, and trips to battlefields/historical sites, as well as primary source research in the Ohio Historical Society and other local repositories. Students will produce a digital narrative of their research results.

Aside from mastering issues of content, this course will help students develop their skills in historical writing and research through the critical consideration of primary and secondary works, including physical sites. Students will also acquire perspective the region's history and an understanding of the factors that shaped conflict among European empires, the United States government, settlers and indigenous peoples. This course fulfills General Education goals.

General Education Requirements:

This course fulfills the following GE requirements: 1) "Historical Study," 2) "Culture & Ideas or Historical Study," 3) Open Option, and 4) "Social Diversity in the United States".

Historical Study GE Requirements:

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes in Historical Study:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context
4. Students will carry out in-depth analysis in a final paper comparing distinct historical Moments, social movements and their effects

Social Diversity in the United States

Goals:

Students' understanding of the pluralistic nature of institutions, society, and culture in the United States is enhanced.

Expected Learning Outcomes:

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Rationale for fulfilling the GE Learning Outcomes for Social Diversity in the United States:

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by:

1. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
2. Describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.
3. Critically examine theories of race, gender, class, ethnicity, religion, and nation
4. Engage with contemporary and historical debates on race, gender, class, ethnicity, religion, and nation
5. Access and critically examine movements framed by race, gender, class, ethnicity, religion, and/or nation in a wider socio-cultural context

6. Carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, nationalist, gender, class, and/or religious mobilization or social movements and their effects

Required Readings: Books are available at SBX, and on closed reserve at the Main Library. I also have copies to lend out of some of the books. Some articles will be available via JSTOR using the OSU library portal; others will be accessible as PDFs on our Carmen website. I will also occasionally hand out primary source documents or make them available on Carmen.

Gregory Dowd, War Under Heaven
Colin Calloway, The Indians' Revolution
David Edmunds, The Shawnee Prophet

Course Requirements: Students will write three short reaction papers to be handed in each week. They will also complete a take-home **comprehensive final examination**, due on June 2. In addition, each student will prepare a digital narrative combining primary sources, images and analysis of a key incident in the Ohio country. A separate handout will describe the digital project in greater detail.

Attendance is important; more than two unexcused absences will result in a failing grade.

Discussion and Reaction Papers: You should come to each class having read and digested the reading assignment, and you should be prepared to participate actively.

Evaluation: Grades will be computed as follows: 40% for participation/reaction papers/discussion leading, 30% for the digital narrative, and 30% for the final.

Grade distribution:

A: 92.6 and above	B-: 79.6-82.5	D+: 67.6-69.5
A-: 89.6-92.5	C+: 77.6-79.5	D: 62-67.5
B+: 87.6-89.5	C: 72.6-77.5	E: below 62
B: 82.6-87.5	C-: 69.6-72.5	

Since the University does not record D- grades, a student earning a course average below 62 will receive an E in this course.

Enrollment: Please note that all students must be officially enrolled for the course by the end of the second full week of the semester. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of each student.

Pre-requisites:

English 1110.xx Pre- or co-requisite

Schedule:

Week 1-5: Empires, Squatters, Speculators and Shawnee. The Middle Ground and the collapse of the French Alliance; The French and Indian War; The Treaty of Easton; British imperial plans for North America; the Paxton Boys; Pontiac's Rebellion. Read War Under Heaven. Trip to Fort Necessity.

Week 6-10: The Indians' Revolution. Topics will include: Colonial plans and the coming of Revolution; Dunmore's War; Iroquois, Shawnee, Cherokee, Susquehanna and Delawares: who makes Indian policy? George Rogers Clark and the Revolution in Ohio. Read Calloway, The Indians' Revolution. Trip to Fallen Timbers state park.

Week 11-15: Ohio in the Early Republic: US Indian policy; Indian Resistance, 1785-1795; Harmar and St. Clair; Fallen Timbers and the cession of Ohio; Indian Revival: Tecumseh and Tenskwatawa. Read Edmunds, The Shawnee Prophet. Trip to the Ohio Historical Society.

Academic misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://sja.osu.edu/page.asp?id=1>).

Disability services:

"Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>

MEMORANDUM

TO: Arts and Sciences Committee on Curriculum and Instruction

**FROM: Nicholas Breyfogle, Associate Professor and Calendar Conversion
Coordinator, Department of History**

**RE: Assessment Plan for proposed GEC courses: Historical Study Category, Social
Diversity in the U.S., and Diversity: International Issues**

Assessment Goals and Objectives

1. Both the GEC and course-specific learning objectives for all History courses might be summarized as follows:

Historical Study GE Requirements:

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Goals of the courses that fulfill the GE Learning Outcomes:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. critically examine theories of ethnicity, race, and nationalism
2. engage with contemporary and historical debates on ethnicity and nationalism
3. access and critically examine ethnically or nationally framed movements in a wider socio-cultural context
4. carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, or nationalist mobilization or social movements and their effects

2. Both the GEC and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

Social Diversity GE Requirements:

Goals:

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

Expected Learning Outcomes:

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
2. describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.

3. Both the GEC and course-specific learning objectives for History courses requesting Diversity in International Issues might be summarized as follows:

International Issues GE Requirements:

Goals:

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues such as health and healing in Africa, or pandemics such as HIV-AIDS reshaped debates world-wide, etc. and help students understand and analyze the

relationships between historical debates and practices about international issues such as health and healing.

2. describe theories of international issues on exams and written assignments.

II. Methods

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity of International Issues, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

Summary of Data:

An advanced graduate student, supervised by the UTC Chair, will be asked to evaluate the sampled questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity International Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments, including class discussions. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. Students will also be surveyed to assess their mastery of the General Education objectives through a survey instrument at the end of the semester. We will compare these data with the exams and papers mentioned above. We will be interested to assess improvement over time, so that we will compare each of the selected student's answers from the surveys, papers, and exams to those on the finals to see if any has in fact occurred. A brief summary report will be written by the grad student and UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed

courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.