

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Humanities
Level/Career	Undergraduate
Course Number/Catalog	3003
Course Title	American Presidential Elections
Transcript Abbreviation	Amer Pres Election
Course Description	History of presidential campaigns and elections from Washington to the present. 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
Grade Roster Component	Lecture
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 & any History 2000-level course (or permission of instructor)
Exclusions	none

Cross-Listings

Cross-Listings

Subject/CIP Code

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

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

- Political parties
- The presidency
- Electoral coalitions
- Election law and customs
- Electoral college
- Third parties
- Campaign finance
- Dixiecrats
- Gender and politics
- Race and ethnicity and politics

Attachments

- History_Assessment_plan.doc: GE Assessment Plan History
(GEC Course Assessment Plan. Owner: Breyfogle, Nicholas)
- syllabus - 3003.docx: Draft Syllabus History 3003
(Syllabus. Owner: Breyfogle, Nicholas)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Breyfogle, Nicholas	07/29/2011 02:54 PM	Submitted for Approval
Approved	Breyfogle, Nicholas	07/29/2011 02:55 PM	Unit Approval
Approved	Williams, Valarie Lucille	08/12/2011 03:34 PM	College Approval
Revision Requested	Meyers, Catherine Anne	08/26/2011 03:28 PM	ASCCAO Approval
Submitted	Breyfogle, Nicholas	10/25/2011 02:10 PM	Submitted for Approval
Approved	Breyfogle, Nicholas	10/25/2011 02:11 PM	Unit Approval
Approved	Heysel, Garrett Robert	10/30/2011 08:38 PM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Meyers, Catherine Anne Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay	10/30/2011 08:38 PM	ASCCAO Approval

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American Presidential Elections **History 3003** **(3 credit hours)**

This course follows American presidential elections as they help us understand changing political practices and expectations for government. We will cover and analyze some of the standard ways historians and political scientists have given structure to elections. We will then move to examine a series of elections in detail, from 1800 through 2008. We will consider such questions as the place of factions and parties (and the ideas about both), the role of the media, the impact of interest groups, and the importance of new technologies.

While we will encounter some political science concepts (such as realignment) and criticism of those concepts, this is a history course. Our concern is with change over time and the complexities of explaining change. This course is not a substitute for political science courses on elections, parties, voting behavior, or the presidency, which have different analytical agendas and cover elections with different literatures and contexts at the forefront. 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 reading (available locally):

A. James Reichley, The Life of the Parties

John Ferling, Adams vs. Jefferson: The Tumultuous Election of 1800

Lynn Parsons, The Birth of Modern Politics: Andrew Jackson, John Quincy Adams, and the Election of 1828

Michael F. Holt, By One Vote: The Disputed Presidential Election of 1876

Jeff Shesol, Supreme Power: Franklin Roosevelt vs. the Supreme Court

Andrew E. Busch, Reagan's Victory: The Presidential Election of 1980 And the Rise of the Right

Various documents are available through web links or posted on Carmen

We will read a mix of primary and secondary sources. Your job will be to interpret the sources and fit them into a wider picture of the period.

Assignments:

Class participation: 10%

Three Papers: 25% each

Presentation: 15%

The papers will address questions (available on Carmen) that require students to closely and critically examine the reading. Paper Grades:

"C" essays will include: an introductory paragraph that contains your thesis; a body of several paragraphs in which you offer evidence from the readings, lectures, and presentations to support your thesis; and a conclusion that reiterates your basic argument.

"B" essays will include: all of the above requirements for a "C" essay plus more relevant data and analyses than is found in an average essay.

"A" essays will include: all of the above requirements for a "B" essay plus more data and some indication of independent or extended thought.

"D" and "E" essays: usually, these essays do not include a viable thesis and/or they do not include very much information from the course.

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.

Students are also responsible for participation in one group, which will prepare a presentation on an election for the class. Specific assignments to groups TBD.

Attendance and participation: We will cover material in class that won't be in the reading. Class attendance and careful note-taking are important to doing well in the course.

Pre-requisites

English 1110.xx Pre- or co-requisite & any History 2000-level course (or permission of instructor).

What is plagiarism?

See http://cstw.osu.edu/writing_center/handouts/research_plagiarism.htm

Other Conduct

We will start on time and end on time. Cell phones will be turned off, unless you have an emergency you need to track, in which case vibrate (and leaving the room to pick up the call) is appropriate. Texting isn't loud, but it's still rude. If you know that you have to leave class early, let me know and sit near a door so as not to disturb others.

Schedule:

Week 1: Introduction – Thinking about Elections; Party, Faction and Elections

Reading: Reichley, Introduction, Chapter 1; David Mayhew selections; Walter Dean Burnham. “Critical Elections”; and Jensen “Armies, Admen, and Crusaders,” on Carmen

Week 2: The Election of 1800

Reading: Reichley, Introduction, Chapters 1-3; Federalist Papers selections; Ferling, Adams vs. Jefferson

Week 3: Parties and the Presidency: The Election of 1828 First paper due

Reading: James Ceaser chapter and Van Buren selections on Carmen; Parsons, The Birth of Modern Politics

Week 4: Context: Third Parties and the Crisis of the 1850s

Reading: Reichley, Chapter 5-6; Mark Voss-Hubbard, “Third Partyism”; and Michael Holt chapter on Carmen

Week 5: Presentations: Democrats and Republicans in 1860

Week 6: Reconstruction and the Election of 1876

Reading: Michael F. Holt, By One Vote

Week 7: The Heyday of Political Parties in Elections

Reading: Reichley, Chapters 7-10; Film, “The Great McGinty”

Week 8: Presentation: Progressivism and the Election of 1912

Week 9: Context: Progressivism Extended and the New Deal Realignment Second Paper Due

Reading: Steve Neal, Happy Days are Here Again, Chapters 21 and 22; FDR, Speech at the Commonwealth Club, San Francisco, Hoover, Acceptance Speech, 1932, on Carmen

Week 10: Interest Groups, the Permanent Campaign, and the Fraying of the Roosevelt Coalition

Reading: Jeff Shesol, Supreme Power

Week 11: Election of 1960 (presentations); Amateurs and Movements

Reading: Reichley, Chapters 13-17

Week 12: Presentations: The Election of 1968

Week 13: The Conservative Ascendancy and the Election of 1980

Reading: Andrew E. Busch, Reagan's Victory

Week 14: 1972 and 2008 Third Paper Due

Reading: Noam Scheiber, "Joe Trippi Reinvents Campaigning," The New Republic, January 30, 2004; Bruce Miroff, The Liberal's Moment, Chapters 1 and 12; Sidney Milkis and Jesse Rhodes, "George W. Bush, the Republican Party, and the 'New' Party System," Perspectives on Politics, and Milkis and Rhodes, Barack Obama, The Democratic Party, and the Future of the 'New American Party System,'" The Forum, available on Carmen

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.