

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Humanities
Level/Career	Undergraduate
Course Number/Catalog	3040
Course Title	The American City
Transcript Abbreviation	American City
Course Description	History of the American city (urban-suburban) from colonial times to the early 21st century. 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

- City in history
- Merchant cities
- 19th century aesthetic conceptions of urban life
- The industrial city
- Immigration
- Progressive reform
- The Garden City
- Impact of the automobile
- Ethnicity
- Racism
- Suburbanization
- State-federal policies
- Postwar sprawl
- Urban renewal

Attachments

- History_Assessment_plan.doc: GE Assessment Plan History
(GEC Course Assessment Plan. Owner: Breyfogle, Nicholas)
- syllabus - 3040.docx: Draft Syllabus History 3040
(Syllabus. Owner: Breyfogle, Nicholas)

Comments

COURSE REQUEST
3040 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/01/2011

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Breyfogle, Nicholas	07/29/2011 03:00 PM	Submitted for Approval
Approved	Breyfogle, Nicholas	07/29/2011 03:02 PM	Unit Approval
Approved	Williams, Valarie Lucille	08/11/2011 04:21 PM	College Approval
Revision Requested	Meyers, Catherine Anne	08/26/2011 03:30 PM	ASCCAO Approval
Submitted	Breyfogle, Nicholas	10/25/2011 02:05 PM	Submitted for Approval
Approved	Breyfogle, Nicholas	10/25/2011 02:11 PM	Unit Approval
Approved	Heyssel, 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

Prof. I.B. Urban**000 Dulles Hall****Office Hours: All day, every day, or by appointment****Office phone: 614-292-5657****e-mail: cityfeller@gmail.com****3 Credit hours**

Course Description and Objectives

This course will examine the city in American history. Beginning with the initial seaport cities of the colonial era through the metropolitan sprawl of today, the course will consider the city in all its features and ramifications. We will explore the relationships between economic purposes, physical conditions, demographics, and cultures of urban America and take note of the dynamic changes in each. For us, the city will not be only a geographical place or a particular form of community; it will also be a product of the artistic and literary imagination, an object of both hope and derision, and the swivel on which much of the nation's electoral politics and political ideologies have turned.

As with all history courses, The American City seeks to encourage your refinement as a broadly knowledgeable human being. You will be asked to read closely and critically, to engage in robust yet courteous discussion with your colleagues, and to write fluently and persuasively. 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

Pre-requisites

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

Required Readings

Howard Chudacoff and Judith Smith, *The Evolution of American Urban Society*

Gary Nash, *The Urban Crucible: Social Change, Political Consciousness, and the Origins of the American Revolution*

Theodore Dreiser, *Sister Carrie*

Lizabeth Cohen, *Making a New Deal: Industrial Workers in Chicago, 1919-1939*

Beryl Satter, *Family Properties: Race, Real Estate, and the Exploitation of Black Urban America*

Robert Brueggemann, *Sprawl: A Compact History*

Assignments and Grading. Your grade will be composed as follows:

Attendance and classroom participation: 10%

Response Paper 1: 20%

Response Paper 2: 20%

Response Paper 3: 20%

Final Research Paper: 30%

Class Schedule

Part I, The Merchant City (Read Chudacoff, chs. 1-2)

Week One: Cities in Historical Perspective; Seaport Cities in the Colonial World (Nash, *Urban Crucible*, chs. 1-7)

Week Two: Merchants Cities in the Revolution and Early Republic (Finish Nash)

Week Three: Interior Cities and the Urban Civil War

Part II, The Industrial City (Chudacoff, chs. 3-5)

Week Four, Industrialization (Begin Dreiser, *Sister Carrie*)

Week Five, The Great Migration and the Backlash Against the City (Continue Dreiser)

Week Six, Progressivism as Urban Reform (Haven't you finished Dreiser yet?)

Part III, Urban America Through Mid-Century (Chudacoff, chs. 6-7)

Week Seven: City Lights: Urban America and the Jazz Era (Cohen, *Making a New Deal*, chs. 1-2)

Week Eight: Consumer Capitalism, One-Industry Towns, and the Growth of the Industrial Midwest (Cohen, chs. 3-6)

Week Nine: Cities at War (Cohen, chs. 7-8)

Part IV, The Great Migration Meets Suburbia (Chudacoff, chs. 8-9)

Week Ten: Postwar Suburbanization (Satter, *Family Properties*, chs. 1-3)

Week Eleven: The Making of the Second Ghetto (Satter, chs. 4-6)

Week Twelve: The Fire Next Time (Satter, chs. 7-10)

Part V, "Post-Urban America"

Week Thirteen: The Conservative Ascendance and the City (Bruegmann, *Sprawl*, chs. 1-9)

Week Fourteen: The Chances of Urban Revival in the "Long Emergency" (Bruegmann, chs. 10-13.)

Student Obligations

1. Attendance: Attendance is expected. You cannot succeed in this course without it.

2. Participation (10%): You will be expected to demonstrate your familiarity with assigned readings through regular class discussion.

3. Content Essays (50%): I will provide an essay prompt for each of our five course sections that will be based on the specific reading and general theme of the section. Each essay will be due at the end of the given section. You will submit two 4-6 page essays. It is your choice as to which ones you tackle. Each essay will be worth 25% of the final grade.

4. Essay Exams (40%). Two take-home essays, 4-6 pages (between 1500 and 2000 words) in response to prompts based on each of the major readings, related documents, and lecture. Each essay will be worth 20%.

Late Papers will be penalized three points (one letter grade reduction) for each day late.

Grading scale

A: 93 and above

B+: 87-89

C+: 77-79

D: 62-69

A-: 90-92

B: 83-86

C: 73-76

E: 62 and below

B-: 80-82

C-: 70-72

Grade descriptions:

E: Poor work that meets few or none of the assignment specifications.

D: Poor work that meets the minimum assignment specifications.

C: Generally acceptable work that meets most of the assignment specifications.

B: Solid work that meets all of the assignment specifications, demonstrates strength in all appropriate skills, and shows mastery of the material.

A: Excellent work on every level, which shows not only mastery of material and skills but originality and critical analysis.

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.