

General Information

| | |
|--------------------------------------|---|
| Course Bulletin Listing/Subject Area | History |
| Fiscal Unit/Academic Org | History - D0557 |
| College/Academic Group | Humanities |
| Level/Career | Undergraduate |
| Course Number/Catalog | 3049 |
| Course Title | War and Dissent in American History |
| Transcript Abbreviation | War&Dissent Americ |
| Course Description | This course looks at the opposition to war in America from the Revolution 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

- U.S. wars and protest
- Thoreau
- Bourne
- Anti-imperialists
- America First
- Draft
- Conscientious objectors
- Universal service
- Anti-Vietnam protesters
- Religion and war

Attachments

- History_Assessment_plan.doc: GE Assessment Plan History
(GEC Course Assessment Plan. Owner: Breyfogle,Nicholas)
- syllabus - 3049.docx: Draft Syllabus History 3049
(Syllabus. Owner: Breyfogle,Nicholas)

Comments

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|--|---------------------|------------------------|
| Submitted | Breyfogle,Nicholas | 08/02/2011 07:40 AM | Submitted for Approval |
| Approved | Breyfogle,Nicholas | 08/02/2011 07:47 AM | Unit Approval |
| Approved | Williams,Valarie Lucille | 08/11/2011 04:18 PM | College Approval |
| Revision Requested | Meyers,Catherine Anne | 08/26/2011 03:31 PM | ASCCAO Approval |
| Submitted | Breyfogle,Nicholas | 10/25/2011 02:02 PM | Submitted for Approval |
| Approved | Breyfogle,Nicholas | 10/25/2011 02:11 PM | Unit Approval |
| Approved | Heysel,Garett Robert | 10/31/2011 09:53 PM | College Approval |
| Pending Approval | Nolen,Dawn Jenkins,Mary Ellen Bigler Meyers,Catherine Anne Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay | 10/31/2011 09:53 PM | ASCCAO Approval |

History 3049

War and Dissent in American History

Professor Steven Conn

153 Dulles Hall, 292-6858, conn.23@osu.edu

Office Hours, TBA

3 Credit Hours

Course Description:

It is an easy truism that the American experience has been shaped by war. But pause over it for just a moment and realize the extent to which the United States has spent the last two hundred years preparing for, engaging in, and recovering from war.

War has posed any number of challenges and difficulties for the nation – political, social, economic, technical. But for many Americans war has posed an even more fundamental challenge to basic American principles and values, like self-determination, liberty, and equality. After all, we are a nation that prides itself on our democratic habits while simultaneously celebrating the military, which as Thomas Jefferson recognized is the most anti-democratic institution imaginable.

The goal of this course is to study the history of specific American wars, and to pair that examination with an analysis of a writer (or writers) who opposed that war. In so doing, we will ask questions about the nature of war, about the relationship of war to democracy, and about the contours and limits of American dissent. 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

Requirements:

This class will be split between lectures delivered by the professor and seminar discussion. First and foremost, therefore, students will be expected to read all the material, to have thought about it, and to be prepared to discuss and debate their ideas in class. In addition, each week students will be expected to post two questions about the reading to a discussion site on Carmen.

Pre-requisites

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

Required Texts:

Michael Walzer, *Just and Unjust Wars*

Tom Paine “Common Sense; “Declaration of Independence;” “A Loyalist Defends the Crown”

Jonathan Schell, *The Fate of the Earth*

Attendance: In order to participate, of course, you must be in class – every class – on time and awake. If you miss class, your absence must be documented and legitimate if you don’t want it to count against your class participation grade. Student who miss more than three weeks without an approved excuse will fail the course.

Short Papers: Each student will write four short essay (2-3 pages). These essay will be critical responses to the readings done for that week. The essays are to be well argued, well organized

and well written. Students will be permitted one re-write of each paper to improve the grade.
Due dates are noted in the course schedule

Final Exam: There will be a cumulative final exam at the end of the term. Students will respond to short-answer questions and to larger essay questions.

The final grade will be determined from this formula: Short essays = 15%/paper x 4=60%; Class participation = 10; final exam = 30%.

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.

Note on Enrollment:

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.

Course Schedule

Week I: Introductions, logistics, scene-setting

Week II: Talking about War

-Reading: Michael Walzer, *Just and Unjust Wars*, Part I

Week III: A Philosophy of War

Readings: Walzer, Part II

-Response Paper #1 due

Week IV: Justifying Revolution – The War for Independence

-Readings: Tom Paine “Common Sense; “Declaration of Independence;” “A Loyalist Defends the Crown”

Week V: War and the Individual Conscience – Thoreau and the Mexican American War

-reading: Henry David Thoreau “On Civil Disobedience”

-Paper #2 Due

Week VI: Just or Unconstitutional? The Civil War and Slavery

-Reading: Southerners defend slavery and the Constitution

Week VII: A Republic or an Empire?: The Spanish-American War

-reading: Andrew Carnegie, “Distant Possessions” and “Americanism vs. Imperialism”

Paper #3 Due

Week VIII: The War to End All Wars: World War I

-reading: Randolph Bourne, “War is the Health of the State,”

Week IX: The Good War[s]?: World War II and the early Cold War

-reading: Dwight Macdonald from *Politics* and John Hersey, *Hiroshima*

Week X: War and the End of American Idealism: Vietnam

-readings: Noam Chomsky, “The Responsibility of Intellectuals,” Hans Magnus Enzensberger, “On Leaving America” Martin Luther King, “A Time to Break Silence,”

Paper #4 Due

Week XI: War and Global Annihilation: The Cold War and Nuclear Weapons

-readings: selections from Jonathan Schell, *The Fate of the Earth*

Week XII: War as the American Metaphor

-readings: William James, "The Moral Equivalent of War"

Note: Students will purchase Michael Walzer, *Just and Unjust Wars*; all other readings are 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.