

Term Information

Effective Term Spring 2014
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Addition of Global Studies GE requirement.

What is the rationale for the proposed change(s)?

Please see attached syllabus.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No programmatic changes.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2201
Course Title	Ancient Greece and Rome
Transcript Abbreviation	Anc Greece Rome
Course Description	Comparative historical analysis of ancient Mediterranean civilizations of the Near East, Greece, and Rome from the Bronze Age to Fall of Rome.
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

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq or concur: English 1110.xx, or permission of instructor.

Previous Value

Prereq or concur: English 1110.xx.

Exclusions

Not open to students with credit for 1211 or 301.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0103

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior

Quarters to Semesters

Quarters to Semesters

Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)

List the number and title of current course being converted

History 301: Introduction to Ancient Mediterranean Civilizations.

Requirement/Elective Designation

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

General Education course:

Historical Study; Global Studies (International Issues successors)

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

Previous Value

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

General Education course:

Historical Study

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

- State formation
- Social development and structure with special emphasis on Greek and Roman societies
- The economy
- Urbanism
- Empires
- Diplomacy and military conflict
- Literature
- The arts

COURSE CHANGE REQUEST
2201 - Status: PENDING

Last Updated: Heysel,Garett Robert
03/22/2013

Attachments

- History Assessment plan.doc
(GEC Course Assessment Plan. Owner: Roth,Randolph Anthony)
- History 2201 Ancient Greece and Rome Tim Gregory with rationale.docx
(Syllabus. Owner: Roth,Randolph Anthony)

Comments

- See 11-6-12 e-mail to N. Breyfogle. *(by Vankeerbergen,Bernadette Chantal on 11/06/2012 11:28 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Roth,Randolph Anthony	10/29/2012 10:17 AM	Submitted for Approval
Approved	Roth,Randolph Anthony	10/29/2012 10:47 AM	Unit Approval
Approved	Heysel,Garett Robert	10/30/2012 08:50 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/06/2012 11:29 AM	ASCCAO Approval
Submitted	Roth,Randolph Anthony	02/28/2013 10:45 PM	Submitted for Approval
Approved	Roth,Randolph Anthony	02/28/2013 10:45 PM	Unit Approval
Approved	Heysel,Garett Robert	03/22/2013 03:21 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	03/22/2013 03:21 PM	ASCCAO Approval

History 2201

Ancient Greece and Rome: Introduction to Ancient Mediterranean Civilizations

Autumn Semester 2012

Course Catalog Listing:

Comparative historical analysis of ancient Mediterranean civilizations: emphasis on Greek and Roman societies, urbanism, empires, literature, arts; from the Bronze Age to Fall of Rome.

Class Description:

This class is an introduction to the history of the Ancient Mediterranean Civilizations of Greece and Rome. It provides a background of the chronological development of ancient Greek and Roman civilizations and then focuses on the broad issues of state-formation, politics, gender, warfare, tyranny, monotheism, and the environment over a period of some two thousand years, allowing students the opportunity to deal with these issues in several historical contexts over the whole of the course. The course concludes with a consideration of the importance of Greek and Roman history in the modern world and the ways in which it is perceived and used today.

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.

Instructor:

Professor Timothy E. Gregory, 338 Dulles Hall. 292-1949, gregory.4@osu.edu. Office hours: Monday 11:30 AM to 1:30 PM, and by appointment; online at most hours.

Teaching Associates:

Brendan McCarthy (mccarthy.351@osu.edu)

Carole Mitchell (mitchell.703@osu.edu)

Kyle Shimoda (shimoda.4@osu.edu)

Kyle Tadlock (tadlock.6@osu.edu)

Required Book: D.B. Nagle, *The Ancient World: A Social and Cultural History*, 7th edition, Pearson: ISBN 9780205637447. This book has been ordered through SBX, but it will probably be available at other bookstores as well and online. Much of the material for the quizzes and exams will be taken from this book, so you will need to have the book and read it regularly. We strongly recommend that you purchase the 7th (newest) edition of the book, but you may be able to “get away” with using an older edition; you will, however, be responsible for the information in the 7th edition and if you get something “wrong” as a result of using an older edition, you

cannot claim that you were misled by having an out-of-date textbook. The assignments in Nagle will be given by chapter, rather than by page, so you can easily know what the assignment is, even in an older book.

Besides the reading in the textbook, you will also be expected to read other online texts that will be provided on this site each week.

Necessary Software:

If you don't already have them (most computers will) you will need to install recent versions of three programs on your computer.

1. Adobe Acrobat Reader. Can be downloaded for free at <http://www.adobe.com/products/acrobat/readstep2.html>
2. Real Player (most recent version). Can downloaded for free (click on name).
3. Adobe Flash (most recent version).

Please note that if you will be working from someone else's computer, these programs might not be installed. Also, please note that for videos in Real Player you cannot use some other multi-media player (like Windows Media Player)--only Real Player or Flash will work for some of the videos.

Also, since some students in the past have had difficulty downloading and using some of the online videos and audio files, we have created a "Videos and Audio" page in the Course Overview area with suggestions for accessing the videos and audio files; we will keep this page up-dated and think it will answer most of your questions about this issue, at least as far as our knowledge allows.

Discussion Groups and Group Leaders:

The following are the Discussion Groups, along with the names of the Discussion Leaders:

Alexandrians (Timothy Gregory)
Corinthians (discussion leader: Brendan McCarthy)
Pompeians (discussion leader: Carole Mitchell)
Romans (discussion leader: Kyle Shimoda)
Spartans (discussion leader: Kyle Tadlock)

Your discussion leader is responsible for grading all your assignments, so you need to talk with him/her about any questions you have concerning your grades.

Your discussion leader will send you a message telling you what group you are in, but you can also find out which group that is by looking at the Discussions area and then scan down to the Student Forum area, and your group will be right below that. One other way to tell what group you are in is to go to the Classlist tab at the top right of the Carmen page and look for your own name; then look to the right and you will see a small ikon that looks like two small heads; that is the "groups" button: click on it and it will tell you which group you are in.

Class Format:

The course will operate entirely online; there are no regular class meetings and all assignments are turned in through Carmen. There is also regular, required, online discussion (which you can participate at any time throughout each week). It is your responsibility to understand the requirements for the class by reading carefully all the assigned material in the "Course Overview" section of the "Content" area of the class. You are also responsible for meeting all assignment deadlines.

Historical Study

Goals:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students 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. **Theories of History:** Students will be introduced to most of the major theories of history and historical change, many of which were developed by the historians of the ancient world. These will include mythic views of history, in which events are controlled by gods or similar figures; Herodotus' view that historical phenomena are the result of human action; Thucydides' idea that historical events are caused by deep-seated psychological and political structures, and Polybius' view of recurring circles of political change. **Historical Methods:** The course combines a topically inclusive broad vision of the Ancient World of the Near East and the Mediterranean basin over a period of 4000 years with and a consciously comparative approach that examines how their political, social, economic, and environmental institutions compare and contrast with each other.
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past. **Historical debates:** The course will study debates over the causes of the emergence of civilization around 3500 B.C. and the development of theocratic monarchies in the ancient Near East, the emergence of systematic rational thought and democracy in ancient

Greece, and the culmination of that with Alexander the Great's creation of one of the first "world empires" and the broad social and legal changes (including an enlarged opportunity for women to have political and economic power), and causes for the rise, dominance, and ultimate fall of the Roman Empire. **Contemporary debates:** The course will examine such contemporary debates as the relationships between religion and rationalism, the advantages and disadvantages of democracy, the role of the environment and its wise and/or unwise utilization over a vast sweep of time, and the ways in which past societies have developed very different systems of economic development.

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. The course presents students with a variety of sources, mainly written, but also including material culture (in this case mainly archaeological sites and artifacts), maps, videos, and images, and asks them to analyze how the sources of different types illustrate the themes of the course. The course has been designed to take a "whole history" approach, including politics, economics, society, and culture. These four themes and an emphasis on how the study of the ancient past can help us better approach the problems and issues of today's world.

4. Although some graded assignments of the course are required (a series of quizzes and weekly discussion), other assignments can be selected from a list of other possibilities, including examinations and short, focused papers. All of these assignments will contain a significant analytic portion that requires detailed analysis and written exposition.

Diversity

Goals:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

Global Studies

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Rationale for fulfilling the GE Learning Outcomes for Global Studies:

Goals of the course that fulfill the GE Learning Outcomes in Global Studies:

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. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development of the ancient world and how many (if not most) of the political institutions, religious and intellectual structures, and social attitudes had their origins in this period. In addition, the course will allow us to focus on questions of diversity, inclusion/exclusion, gender, and social and economic fairness and harmony in an ancient world that is chronologically very remote for our own but where the issues that were being debated are essentially the same as those that confront contemporary society.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples. These will include issues such as racism, gender, toleration, and changes in attitudes toward them over time.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context. All the materials in the course were selected to do this.
4. Carry out in-depth analysis in papers and/or essays in written exams, comparing distinct moments in human history and how they shaped the world in the past and today. In their papers and in exam essays, the students analyze specific moments or issues in terms of their local and their global significance.
5. Completing readings, attending lectures, and participating in class discussions and assignments that will help students understand the complexity of debates over international issues. Students will describe theories of inter-group issues on exams and written assignments.
6. Students will understand the roots and structures of today's globalized world.

Class Organization Quiz and Beginning of Class Survey:

It is a requirement of this class that all enrolled students take and pass a quiz to demonstrate their understanding of the organization of the class. This quiz can be found in the Quiz area of the class and the 10 multiple-choice questions on it are drawn from the syllabus and the material in the Course Overview area of Content in the class. **You must pass this quiz with a score of 80% or more no later than September 9.** You can take the quiz as many times as you like until you get 80% (but be advised that the questions are randomized from a larger question bank and you will not get the same questions each time you take the quiz). **Another requirement of the class is that you take a Beginning of Class Survey, also no later than September 9.** The survey is simple and quick and it is designed simply to tell us something about the students taking this class. You will find the survey in the Surveys tab at the top center of the Carmen class page.

Discussion:

Much of the work in the class is conducted in online discussion groups. Each of you has been placed into an individual discussion group, which will be guided by one of the Discussion Leaders (see above). Consult the Discussion page in the Course Overview for more information about how the graded discussion operates and how the grade is determined. You can see which discussion group you are in by looking at the group immediately below the "Administrative" area in the Discussions tab (it will be a group such as Alexandrians, Corinthians, Pompeians, Romans, Spartans); alternatively, you can select "Classlist" from the navigation bar above right; find your name, and click on the group icon to the right (icon looks like a couple of cartoon heads); that will tell you what group you are in.

Class Schedule Overview

Notice that the class week normally begins at 12:01AM on Monday and ends at 11:59PM on Sunday. Weeks 1 and 16 are anomalies.

- Week of August 22 (Week 1)
Introduction to the class; historical methods and goals; the nature of historical evidence
Nagel, "Preface," pp. v-vii; online readings (listed in Weekly Overview)
Class Organization Quiz and Beginning of Class Survey

- Week of August 27 (Week 2)
Emergence of Civilization; Early Mesopotamia and Egypt
Nagel, chapter 1; online readings (listed in Weekly Overview)
Class Organization Quiz and Beginning of Class Survey (if not done earlier)

- Week of September 3 (Week 3)
Age of Empires; Ancient Israel
Nagel, chapters 2-3; online readings (listed in Weekly Overview)
Class Organization Quiz and Beginning of Class Survey (if not done earlier)

- Week of September 10 (Week 4)
The Prehistoric Aegean (Minoans & Mycenaeans); rise of the *polis*
Nagel, chapter 4; online readings (listed in Weekly Overview)

- Week of September 17 (Week 5)
Tyranny, Sparta, Athens, Persia
Nagel, chapter 5; online readings (listed in Weekly Overview)

- Week of September 24 (Week 6)
Classical Athens
Nagel, chapter 6; online readings (listed in Weekly Overview)
ETEP reading, "How Free were the Athenians?"

- Week of October 1 (Week 7)
The Rise of Macedon: Philip II & Alexander the Great
Nagel, first half of chapter 7; online readings (listed in Weekly Overview)
ETEP reading, "Alexander the Great"

- Week of October 8 (Week 8)

The Hellenistic World

Nagel, second half of chapter 7; online readings (listed in Weekly Overview)
Mid-Term Exam available October 12 to 14 (Friday through Sunday)

- Week of October 15 (Week 9)

Early Rome and the Growth of Rome's Empire

Nagel, chapters 8-9; online readings (listed in Weekly Overview)

- Week of October 22 (Week 10)

The Roman Revolution

Nagel, chapter 10; online readings (listed in Weekly Overview)

- Week of October 29 (Week 11)

The Augustan System and its Aftermath

Nagel, chapter 11; online readings (listed in Weekly Overview)

- Week of November 5 (Week 12)

Roman Culture

No reading in Nagel this week; online readings (listed in Weekly Overview)

- Week of November 12 (Week 13)

The Pax Romana

Nagel, chapter 12; online readings (listed in Weekly Overview)

- Week of November 19 (Week 14)

Transformation of the Roman World (3rd-6th centuries A.D.)

Nagel, chapter 13; online readings (listed in Weekly Overview)
ETEP reading "The Triumph of Christianity"

- Week of November 26 (Week 15)

The End of Rome: Barbarian Europe, Byzantium, & Islam

Nagel, chapter 14; online readings (listed in Weekly Overview)
ETEP reading, "The Fall of the Roman Empire"

- Week of December 3 (Week 16)

Retrospect: The Significance of the Ancient World

No reading in Nagel this week; online readings (listed in Weekly Overview)
Final Examination will be available December 6 to 9 (Thursday-Sunday)

Graded Assignments:

The grade in this class is based on 4 graded assignments. Of these 4 assignments, two are mandatory (Discussion and the Quizzes), while each student is free to submit any 2 other

assignments from the list below. Each assignment is worth 25% of the final grade for the class. There is no need for a student to tell us which assignments he/she will submit; rather, he/she simply submits them by the specified due dates. Once an assignment has been submitted, it will be counted as part of the final grade and it cannot be “replaced” by another assignment at a later time.

A. Discussion (mandatory): Participation in class and online discussion (online discussion will be graded and worth 25% of the final grade); see document on Discussion in the Course Overview. 25% of the final course grade. Graded discussion will be available for all the weeks of the semester, with the exception of Week 1 and Week 16 (the last “week” of the semester, which is only 2 days). Your job is, in any 10 weeks of the remaining 14 weeks of the semester (i.e., 10 out of 14 weeks, from Week 2 through Week 15) is to post at least TWO ACCEPTABLE messages on the topics suggested for discussion that week.

In order to be acceptable, your posts must meet the following conditions: 1) they must respond to one of the questions asked by your discussion leader for that week; 2) if you are not the first to post in response to the question, your post must advance the discussion by responding to at least one point made by someone else earlier in the discussion (i.e., by clicking on the “reply” button from an earlier post; 3) they must advance the discussion using information from at least one of the primary sources; and 4) they must make a logical historical argument. If an individual post is not acceptable, your discussion leader will delete it and send you a message telling you which criteria you did not meet, and you will have an opportunity to replace the post. Remember, however, that discussion for each week will close at 11:59 PM on Sunday. Therefore, it is highly recommended that you post early in the week; post made on Sunday will run the risk of being rejected at a time that will not allow you to replace it with a new post. All students who post at least 2 acceptable posts for at least 10 of the weeks of the class will receive a grade of 95% for discussion. Those who post for fewer than 10 weeks will receive a lower grade, discounted by 10% for each week “missed” (i.e., 85% for 9 weeks, 75% for 8 weeks, etc.). See the Discussions page in Course Overview for further details.

What lies behind the 95% basic score for doing what is (in the end) required for discussion are the following considerations: First, 95% is a solid A. Beyond that, a grade of 100% is, to me, a perfect score, something that’s really unusual and far above the ordinary. So, it’s possible for someone to get a score in graded discussion that is above 95%, but the student would really have to demonstrate to us how their posts are far above just plain excellent, posts that verge on the perfect. The decision on something like that is up to the individual discussion leaders, and they may, at their discretion, raise a student's 95% discussion grade for some of the following reasons: really "beyond excellent" thoughts, attention to detail, and -- most importantly -- consistently really superior contribution to the discussion and work with others in the group.

Another reason we hesitate to give more than a 95% for doing what is required by the course, is that, in fact, the difference between 95% and 100% in discussion is only 1 ¼% of the final course grade. Many students are able to "make that up" by quizzes, where getting 100% is pretty easy, or through the extra point credits. We hope this makes sense to you. In one way our policy means that we’re trying to hold up at least some standard of real excellence at Ohio State.

B. Quizzes (mandatory): Students must successfully complete 8 quizzes offered throughout the semester; these will test factual knowledge derived from the readings and online material and they may be taken as many times as desired (highest grade will count) until the individual quiz closes. Be aware that the questions in these quizzes are randomized, meaning that if you take a given quiz twice, you will probably not have all the same questions the second time around. All 8 quizzes together count for 25% of final grade. Each quiz, therefore, counts for 3.125% of the final grade; if you fail to complete one or more quizzes your final grade will be reduced accordingly.

Quiz number	opens	closes	assignments covered
1	Aug. 27	Sept. 9	weeks 1-2
2	Sept. 10	Sept. 23	weeks 3-4
3	Sept. 24	Oct. 7	weeks 5-6
4	Oct. 8	Oct. 21	weeks 7-8
5	Oct. 22	Nov. 4	weeks 9-10
6	Nov. 5	Nov. 18	weeks 11-12
7	Nov. 12	Nov. 25	week 13
8	Nov. 26	Dec. 5	weeks 14-16

C. Two other assignments, each worth 25% of the final grade. The rest of the graded elements of the course comprise a menu of 4 choices: two papers from a selection of four topics, a mid-term exam and a final exam. You can choose to submit any two of them in any combination you elect, for a total of 50% of your course grade.

Thus, everyone has to do the discussion and the quizzes, then you can submit either two papers, one paper and either the Mid-Term or the Final Exam, or no papers and both the Mid-Term and the Final Exam. Reminder: once an assignment is submitted, it cannot be "taken back" or another substituted for it

ETEP (Exploring the European Past) Papers, each on one of the following topics as they are illuminated by the events, individuals, and information from the Ancient Mediterranean World (based on the texts in the Online Readings and the discussions up to the date the paper is due). You simply decide, write your paper, and upload it in the appropriate dropbox by the due date. Read the document on "Writing Papers" in the Course Overview for further details. NOTE: all the material for the ETEP assignments are required parts of the class and you must read the material for all assignments, not just those that you write papers on.

ETEP paper topics and due dates:

- Athenian Democracy (due September 30)
- Alexander the Great (due October 7)
- The Triumph of Christianity (due November 25)
- The Fall of the Roman Empire (due December 2)

The papers should be 5 to 6 pages long, double-spaced with standard margins in Times New

Roman 12 pt or comparable format, and in any event no more than 1500 words in length. They will be graded primarily on the proper use of the evidence available for the class, especially in the ETEP material, but also from other readings, discussions, images, etc., in the class. We cannot accept draft papers, but we have provided examples of good papers for you to use as a model, as well as detailed documents telling you how to write a good paper for this class.

Note: each paper should be written to provide your best answer to the main historical question explored in the module. Make sure you explain and defend your points on the basis of a proper use of the primary and secondary sources, mainly those in the ETEP modules (see the “Tips on Writing Papers” document – do not miss this!!!).

Below are succinct statements of the questions (the questions themselves are in double quotes. The rest are just observations, clarifications

:

1. “How free were the ancient Athenians in the 5th century B.C.?” You have to define ‘democracy’ and what you mean by ‘free.’ Please notice that this question does not ask you to compare Athenian democracy to American democracy, and we would ask you not to do so, simply because that is not the question we are asking.
2. “What were the goals of Alexander the Great?” **or** “what kind of person was he?” Please answer only one of these questions, not both of them. Please answer only one of these questions, not both of them.
3. “Why did Christianity become the religion of the Roman Empire?” **or** “what impact did this event have?” Please answer only one of these questions, not both of them.
4. “What do you think the ‘fall of the Roman Empire’ means (as a historical event)? In other words, what caused it?”

Mid-Term and Final Examinations

The Mid-Term and Final exams are conventional examinations comprising some combination of 1) short-answer, mainly factual or explanatory, questions, and short or long answer essay questions. They are timed examinations given in Carmen, each available over a period of several days (*see Course Schedule above*). Once you open the exam in Carmen you have committed to making it part of your grade for the course – that is, you may not look at it and decide not to take it. Once you open the exam you will have a fixed, generous period of time in which to complete it. If you open the exam and do not answer any of the questions, you will get a 0 for the exam. Likewise; if you exceed the time limit for the exam you will be able to submit your, but your grade will be docked for excess time.

Whenever you are working in Carmen be sure to save your work as you go. Carmen frequently “re-sets,” especially in high demand periods such as midterms and finals weeks, and when it does *it loses all work which you have not saved*. Avoid composing in Carmen. Instead, compose your essay in a separate word processing program such as Word or Open Office and when it is finished, copy, cut and paste it into Carmen and then save it immediately.

Finally, be aware that Carmen sometimes takes a surprisingly long time to upload your work. Naturally, that happens most often when demand is high and the pressure is on – midterms and finals weeks, that is. Leave yourself enough time to cope with last minute upload problems, that is, if you expect to spend two hours on the final, start it at least three hours before the submission deadline.

Extra Credit: 2 points

2 points of extra credit will be available (to be added to your final percent grade, so that, for example, if you have an 89, your grade will be 91, the difference between a B+ and an A-!!) if you fill out the two end-of class evaluations: one in the course website on Carmen and the other the regular SEI evaluation. You will need to do both of these in the last 2 weeks and then post a message in the discussion area specially designated for Extra Credit, stating you have done both of these.

Grade Scheme:

All grades throughout the course will be given initially in numerical form. At the end of the course, these will be converted to letter grades according to the following official OSU Standard Scale. Notice that this Scale does not allow grades to be rounded off; rather, Carmen will convert the numerical grades according to the following scale. Again, please notice this grading scale, which could be different from those used in other classes (either with me or with other teachers); this means, for example, that if you get a grade of 89.99 you will get a grade of B+.

A: 93-100; A-: 90-92.99; B+: 87-89.99; B: 83-86.99; B-: 80-82.99; C+: 77-79.99; C: 73-76.99; C-: 70-72.99; D+: 67-69.99; D: 60-66.99; E: 0-59.99

Other Information:

This [syllabus](#) is designed to give you a broad idea of how the course will operate. Each Friday we will publish the Weekly Overview for the coming week. That will contain much more detailed information for the week to come, including all the online assignments (video lectures, video clips, images, Chronologies, and online readings). All the assignments in the Weekly Overviews are required for successful work in the class; you must read and understand all of the things listed in the Weekly Overviews.

You should also read all the documents in the Course Overview section of the Content area of the class.

Each week you should be sure to look at the visual material: Images and Videos (they are part of the class assignments). Students often experience difficulties in viewing the videos: most of them require the installation of Real Player (which can be obtained for free) and a few an up-to-date version of Flash. If you are sure you have Real Player installed but cannot view the videos, try the following, in this order: 1) right-click on the link, and then open the link in another window; if this doesn't work 2) right click on the link, copy it into your clipboard, then copy it into the address line of your browser and return – at least that should bring up Real Player (if it does not, you probably do not have the program installed); if this doesn't work, 3) go to an OSU computer lab and try to open the videos (following steps 1-2 if there are difficulties); if that

doesn't work, 4) you may want to look at your security settings and make sure to "enable mixed media files; if that doesn't work 5) you may wish to install a Real-Player alternative (such as Real Alternative) – this often solves the problem; if all else fails, contact 6) carmen@osu.edu. We test all the videos each week, and they all do work.

All late paper assignments will be subject to a significant decrease in grade. Normally, this will mean a 5% decrease in the grade for each day an assignment is late, up to a maximum of 50% (i.e., 10 days). We may in our sole discretion refuse to accept any assignment that is more than 10 days overdue. Quiz and exam deadlines (closing date/time) normally cannot be extended without a valid and properly documented medical excuse.

All written assignments should be uploaded to the appropriate Dropbox in Carmen prior to the due date

Except in cases that we may specify, you are not expected to use online material from sites other than the Carmen class site (including all the online assignments). If you make use of material from other websites (Wikipedia, History Channel, etc.) you must provide the URL for it.

Grades are assigned by your Discussion Leader (normally a TA in the course); you should discuss all issues of grading with him/her.

Plagiarism:

It is your responsibility, as a student of this University, to avoid any kind of academic misconduct. In this class we want specifically to urge you to carefully avoid plagiarism. Plagiarism is, simply, using material that you did not produce yourself without indicating its precise origin and ownership: this can mean 1) allowing someone else to write a paper or an examination for you, 2) copying and pasting something from a website and failing to mention clearly where this material is from, 3) assisting someone else to commit plagiarism by giving or selling your own work to someone else.

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://studentlife.osu.edu/pdfs/csc_12-31-07.pdf).

Disability Statement: 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 Ave., tel. 292-3307, www.ods.ohio-state.edu

MEMORANDUM

TO: Arts and Sciences Committee on Curriculum and Instruction

FROM: Randolph Roth, Chair, Undergraduate Teaching Committee, 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.