

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 Social Diversity 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	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

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: English 1110.xx and any History 2000-level course, or permission of instructor.

Previous Value

Prereq: English 1110.xx and any History 2000-level course, or permission of instructor.

Exclusions

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

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.

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

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

- 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
(GEC Course Assessment Plan. Owner: Roth, Randolph Anthony)
- History 3003 American Presidential Elections Paula Baker with rationale.doc
(Syllabus. Owner: Roth, Randolph Anthony)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Roth, Randolph Anthony	02/28/2013 11:11 PM	Submitted for Approval
Approved	Roth, Randolph Anthony	02/28/2013 11:14 PM	Unit Approval
Approved	Heysel, Garrett Robert	03/24/2013 07:37 PM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Vankeerbergen, Bernadette Chantal Hogle, Danielle Nicole Hanlin, Deborah Kay	03/24/2013 07:37 PM	ASCCAO Approval

Professor Paula Baker
Office: Dulles 255
Office Hours: Tues/Thursday, 2:30-5:00, and by appointment
Contact: 688-4634; baker.973@osu.edu

History 3003

History of American Presidential Elections

This course follows American presidential elections because they are interesting, because they are sometimes vitally important, and because they help us understand changing political practices and expectations for government. We begin with 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. The framers of the Constitution imagined that the people's representatives (not the people themselves) would choose the most accomplished man of unblemished character for the presidential office. The Chief Executive was a check on Congress, which, they assumed, would take the lead on policymaking.

These expectations proved mistaken. To account for what changed and why, we need to understand both the wider political, social, and cultural context and the narrower rules that ambitious politicians worked within and remade. We will track the place of factions and parties (and the more often than not negative connotations attached to both), the role of the media, the impact of interest groups, and the importance of new technologies. We will also track the rules of the game – which Americans had the right to vote, how campaigns were financed and run, and how candidates were nominated, for example. The rules reflected both political calculations and wider social, economic, and cultural change. Those changes, and issues that shaped the outcome of elections, will also be part of our analysis.

While we will encounter some political science concepts (such as realignment) and criticism of those concepts, this is a history course. We will be concerned with change over time, contingency, 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.

One other note: I have views on a lot of the material we cover. You'll hear my views as a historian, but not my personal opinions (except for my fondness for Chester A. Arthur). You no doubt have personal opinions as well. That's all to the good, but the point in this course is to defend and support arguments, and to treat others' arguments with respect.

Required reading (available locally):

Michael Schudson, The Good Citizen

We will use this book for background and context. In contrast to accounts of the history of political parties (which naturally cover presidential elections), Schudson's major organizing principle is the answer to the question "Who owns politics?" through American history. In doing this, he covers topics – the media, campaign finance, voting qualifications and systems, political parties, and interest groups – that are important background for us. A bonus: Schudson is interesting and writes well.

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

There are a number of recent accounts of this election, long considered important because for the first time at the end of a lively contest power passed peacefully from one "party" or faction to another. Ferling combines a good account of the Constitutional structures with the personalities and issues that shaped the election and complicated outcome. What happened to the founder's vision of the presidency and presidential selection?

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

The election of Andrew Jackson stands as a marker in the history of American politics. Was Jackson a most un-Washington like figure, or the reverse? Was the election, with the popular passions it drew upon, the media frenzy, and the organization it required, the birth of modern politics?

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

The "end" of Reconstruction is the usual dividing point in separating U.S. history in halves – the first covering pre-European settlement to Reconstruction and the second covering the end of Reconstruction to the present. Despite that, this election, which got a good deal more scholarly attention after the disputed 2000 election, never counted as "critical." What explained the resurgence of the Democratic party in the North? Why was the election so close? Was the election "stolen"? Holt combines the nuts and bolts of the period's politics with conclusions about why the election mattered.

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

The title might make you wonder what the book has to do with elections. But in the course of telling the story of FDR's court packing plan, Shesol, a former speechwriter for President Bill Clinton, takes us through the elections of 1932, 1936, and 1940 as well as the administrative state that FDR built. He great on the personalities and also in making complex issues clear, We will focus especially on the widening cracks in Roosevelt's coalition and his bid to make the Democratic party liberal.

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

Many observers considered the election of 1980, as Busch notes, to be a rejection of Carter, not an affirmative selection of Reagan, a conservative Republican. Did Reagan campaign as a conservative? Did Carter lose the election or did Reagan win it? This book is sympathetic toward Reagan, and it's full of detail on the personalities and political run-up to the election. Was 1980 more than a repudiation of Carter? Why?

Various articles and documents available through web links or posted on Carmen

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
Students will assess changing methodologies and frameworks for understanding U.S. politics.
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past
Students will explore how, for example, political ideologies and patterns of behavior separated over time.
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 covers through examination of particular elections such topics as immigration and nativism, civil rights, and changing intersections between religion and politics.

4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects
Final papers may cover such topics as the rise and fall of anti-Catholicism in U.S. politics, race and the transformation of the Republican party, populist movements, and the impact of social movements on elections.

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:

Social Diversity in the United States

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, 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
Discussions and readings concerning individual elections deal with how race, gender, class, ethnicity, and religion shaped outcomes, and in turn, how policy shaped the distribution of power.
2. Describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.
Students assess how racial and class formation, examined through media and campaign themes throughout the course. For example, writing assignments cover how understandings of race and religion have been contested and challenged in American politics.
3. Critically examine theories of race, gender, class, ethnicity, religion, and nation
Theories of race, gender, class, religion and nation are embedded in American politics. Through the examination of campaign themes and advertisements, for

- example students examine how and for what purposes campaigns have deployed these theories.
4. Engage with contemporary and historical debates on race, gender, class, ethnicity, religion, and nation
Students compare, for example, arguments about race and class in 19th century elections in order to get at connections between them.
 5. Access and critically examine movements framed by race, gender, class, ethnicity, religion, and/or nation in a wider socio-cultural context
Students examine how social movements have reshaped political debate on obvious matters such as the right to vote, but also less obvious ones, such as the election laws and the political parties themselves.
 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
Students choose final papers from such topics as tracing the connections between religion and politics, the impact of women's suffrage, race and the Republican party, and the impact of election laws on citizens being able to exercise the right to vote.

Assignments:

Class participation: 5%

I will encourage consistent participation in this class both through projects and discussion of the material.

Two Short (4-5 page) Papers: 20% each

These papers will draw on the readings as well as lectures, presentations, and discussions. The questions to cover are noted in the syllabus at the points when the papers are due.

Presentation: 20%

Everyone will be assigned to a small group that will make a presentation on an election. That presentation can take any form you can imagine: a Powerpoint, a debate, commercials – anything. I will be meeting with the groups to give pointers on potential sources. You are also free to assign reading for the class.

Longer (8-12 pages) Research or Analytical Paper: 35%

You will have a choice of evaluating the big sweep of elections or to write a focused research paper. I posted general topics on Carmen. You can also construct your own topic. In either case, I will also want to meet with you individually as you begin your paper. These papers are due at the end of the semester.

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.

Grading Scale:

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

A = superior

B = very good

C = average

D = average with a few significant misunderstandings

E = poor (or failure to focus on assignment)

My policy is to give a 0 (not an E which is equivalent to 59%) for missed discussions and all work which is not turned in. Therefore, it is necessary to turn in all papers and take all the exams in order to pass this course.

Expectations for Attendance and Exams: Illness is usually the only acceptable excuse for absence in class. Other absences must be explained to the satisfaction of the professor, who will decide whether omitted work may be made up. **If there will be a problem with the exam dates, you must let me know NOW during the first week of class.** Unexcused absences will be penalized against the final grade. A student wishing to discuss an absence as excused must do so in person during office hours, not over email or in class.

Acceptance of Late Papers: Written work is to be submitted on time, that is, handed to the instructor in class the day it is due. An essay assignment submitted after the end of

class is late (by one day). Late papers will result in the loss of a letter grade for every day late (e.g., a paper with the grade of B will become C if one day late, D if two days late, and so forth). All essays must be submitted before the date of the final examination.

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 of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.

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. Don't. 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:

August 23: Introduction

August 28: Thinking about Elections; Parties, Factions, and Change

Reading: David Mayhew, Electoral Realignments, chapters 2 and 3; Walter Dean Burnham, "The Changing Shape of the American Political Universe;" and Gil Troy, "The Campaign Triumphant," all on Carmen

Somewhere along the line, somebody (usually a candidate) claims that the upcoming presidential election is "critical," if not the most important in American history. Most of the time, such claims are, to put it mildly, overblown. The idea of critical elections, however, has a long scholarly history. What does Burnham mean by critical elections? What makes an election a turning point? What is Mayhew's analysis and critique of the concept? If historians have long been skeptical and if political scientists have abandoned the idea, why does it still have a hold in popular discourse? Troy focuses on changes in campaigns. Do changes in campaigns line up with important elections? Why have campaigns changed?

August 30: The Constitution and Presidential Elections

Reading: Schudson, The Good Citizen, 1-89, [Article II](#)

The method of selecting a president that the framers of the Constitution settled upon says much not only about the lines of political division in early America, but also about the political culture of the period, especially the links between the citizenry and the government. What do we learn? Focus in particular on the role of citizens and the role of the states (as against uniform national rules) and the attitude toward political parties and factions. What kind of individual did the framers imagine occupying the presidency?

September 4: Electing Washington and Adams

Reading: Ferling, Adams vs. Jefferson, chapters 1-6
[1796 results](#)

The presidency of George Washington set many precedents, but the mode of election was not one of them. There were at least two problems: there was only one Washington, and serious issues divided Americans, most obviously the political elite. The rules, meanwhile, assumed either a Washington or a contingent election, an idea which increasingly grated on more democratic sensibilities. Does it make sense to describe the outcome in 1796 as between parties, as the American Presidency Project does?

September 6: The Election of 1800

Reading: Ferling, Adams vs. Jefferson, 7-14

How and why did Jefferson win? Consider the roles of “parties,” the press, political organization, and sectional appeal, as well as the rules of the game as they stood in 1800. Was this the “Revolution of 1800?”

September 11: The Virginia Dynasty

First short paper due – focus on the questions under September 6

Reading: Schudson, The Good Citizen, Chapter 3; and Parsons, The Birth of Modern Politics, chapters 1-3.

Jefferson’s 1800 election marked the beginning of a string of Virginia presidents, each selected by a Congressional caucus, often running against weak opposition. Beneath that stability, however, were fundamental democratizing changes in the size and composition of the electorate and the rules states followed in peopling the Electoral College. These changes reflected what historians have called revolutions in transportation, communication, the reach of the market economy, and religious practice. With these revolutions came territorial expansion and new states, and with that, conflict over the extension of slavery into the new states. What were the new issues and pressures? How, if at all, did the presidency and presidential elections figure into them?

September 13: The Election of 1828

Reading: Parsons, The Birth of Modern Politics, 4-Epilogue

What separated Adams and Jackson – in terms of issues, as well as visions of the nation, personality, and style? Was the election of Jackson the birth of modern politics? What was the state-of-art in campaigning (press, organization, outreach)? Had campaigning changed?

September 18: Parties and Anti-Parties

Reading: Richard P. McCormick, “Was there a ‘Whig Strategy’ in 1836?” and “Address to the People of Massachusetts,” from the Journal of the National Republican Convention Held at Worcester, Mass., 1832, pages 22-34, both on Carmen

<http://www.presidency.ucsb.edu/showelection.php?year=1832>

<http://www.presidency.ucsb.edu/showelection.php?year=1836>

In the years following the election of Andrew Jackson, political parties went from objects of suspicion – parties destroyed republics – to objects that drew the allegiance of American men and non-voting women and children. Yet anti-party attitudes and rhetoric hadn’t disappeared. How do you characterize the arguments of the National Republican

convention in 1832? Did they make a partisan argument against Jackson? Where had Jackson gone wrong? Did the Whig party, in McCormick's view, adopt the strategies and tactics that Jacksonian Democrats had pioneered? Why or why not?

September 20: The Election of 1840: Presentation

September 25: The Political Crisis of the 1850s

Reading: William Gienapp, "Nativism and the Creation of a Republican Majority in the North before the Civil War," on Carmen.

[1856 Republican platform](#)

[1856 Democratic platform](#)

During the 1850s, both major parties were deeply factionalized and in danger of disintegrating completely. The Whig party did fall apart. Why both parties were in trouble, why the Whigs crumbled, and how these events connected with the Civil War have been the subjects of decades of argument. Was party loyalty always contingent? Was the nativist movement "real" or just a stepping stone away from the Whigs and to the Republicans? If slavery was the "real" issue, why weren't politicians able to find a compromise, as they had in 1820? What do the platforms indicate about what was important to the parties?

September: 27: The Election of 1860: Presentation

October 2: Reconstruction Politics

Reading: Holt, By One Vote, chapters 1-4

From its inception, the Republican party was a regional party, viable only in the North and competitive in the West. Reconstruction potentially changed that, depending on the ability of freedmen to vote and on the political status of former rebels. What was the Republican strategy? Why did it fail? Why did the Democrats regain their footing in the North? I will fill in much of what Holt assumes about the shape of the "reconstructed" South.

October 4: The Election of 1876

Reading: Michael Holt, By One Vote, chapter 5-Conclusion

The year 1877 may be the common break for U.S. history survey courses, but was it a break in American politics? Were there any significant differences in how the parties ran the campaigns (media, financing, organization, workers)? Why was the election so close? If the textbooks use 1877 as the end of Reconstruction, were any of the major Reconstruction issues important in the election? Was the election "stolen"?

October 9: The Politics of Stalemate

Reading: <http://www.presidency.ucsb.edu/ws/index.php?pid=76221>

Charles W. Calhoun, "Reimagining the "Lost Men" of the Gilded Age:

Perspectives on the Late Nineteenth Century Presidents," on Carmen

It's a set of elections that produced presidents that nobody remembers. Yet, these elections drew voter turnout in the 80 percent range and seemed pretty important at the

time. The elections were also very tight. How might we pull these apparently contradictory facts together? Did the candidates of the major parties address the major controversies of the period, ones owing to the massive change (economic expansion and a boom and bust cycle, large-scale immigration, and the growth of cities, for example) taking place in the period? We will also cover the perfection of the political “machine.”.

October 11: The Election of 1896: Presentation

October 16: Progressive Rules

Reading: Schudson, The Good Citizen, chapter 4

During the early 20th century the rules governing campaigns and elections were rewritten. The innovations included primary elections, state-printed ballots, the direct election of senators, federal and state laws apparently limiting campaign spending and electioneering practices, and in-person registration. At the same time, a long-running trend in press independence was more or less complete. What is Schudson’s argument about the new rules? What sort of citizen did the new rules demand? Did they change the sort of candidates and issues that had a chance of success?

October 18: The Election of 1912: Presentation

October 23: Progressivism and the 1920s

Reading: Schudson, chapter 5; Richard Jensen, “Armies, Admen, and Crusaders,” and New York Times article on campaign spending in 1920, on Carmen Jensen traces changes in campaigns. *Are you persuaded by his description of changing campaign styles and his explanation? Why would candidates and parties find advertising appealing as a way to reach voters? How did the new style connect with the cost of campaigns? What kinds of candidates thrived? We will cover the post-1912 elections here as well.*

Second paper due here – either October 4 questions or October 16-20, assessing the impact of Progressivism on elections and the presidency

October 25: The Election of 1932: Presentation

Reading: Begin Shesol, Supreme Power, introduction through chapter 6

October 30: The New Deal and Farewell to the Machine

Reading: Shesol, Supreme Power, chapters 7-14

In the classic story, the New Deal finished off the task of destroying political machines, a job begun in the Progressive period. That was true in some cases, but the New Deal also strengthened some machines by providing new sources of jobs and funds. We’ll discuss the chapters, and also watch a classic movie about political machines and reform, Preston Sturges’s “The Great McGinty” (1939).

November 1: Interest Groups, the Permanent Campaign, and the Fraying of the Roosevelt Coalition

Reading: Shesol, Supreme Power, 15-epilogue

For Roosevelt, the 1936 campaign began with the oath of office in 1933. The executive branch used film, among other media, to advertise and build support for New Deal programs. We'll watch a couple of them. The Republicans, meanwhile, had no real strategy. What was the conservative critique of the New Deal in 1935? Was it the same as the one that seemed to build a conservative coalition in Congress by 1938? How did conservatives mobilize?

November 6: Election Day! Presentation: 1960

November 8: The Rights Revolution

Reading: Schudson, The Good Citizen

*The rights revolution refers to both Supreme Court decisions beginning with *Brown v. Board of Education* and to citizens' demands for equal protection and recognition. We will cover how the rights revolution changed politics and elections, touching on 1964 but also on how the Voting Rights Act changed both major parties.*

November 13: The Election of 1968: Presentation

November 15: New Rules: 1972 and 1976

Reading: James Lingle and Byron Shafer, "Primary Rules, Political Power, and Social Change," and Julian Zelizer, "Seeds of Cynicism: The Struggle over Campaign Finance, 1954-1972," on Carmen

On the heels of the rights revolution, the disastrous 1968 Democratic convention, long-running discontent with the federal campaign finance system, and heightened discontent with both parties, a major renovation of the rules of the game with effects that was as profound as reforms of the Progressive era. How would you explain the timing and nature of the new rules? What were their impact on presidential campaigns – and what it took to be a successful candidate?

November 20: A Conservative Ascendancy?

Reading: Busch, Reagan's Victory, introduction through chapter 3

After the 1964 debacle, the Republican party rebounded in both the 1966 midterm elections and the presidential election of 1972. Watergate seemed to reverse whatever momentum the party had. When did the Republican party become a conservative party? What part did events, both economic and culture, have to do with both the transformation of the party and the willingness of the country to elect a conservative?

November 27: The Election of 1980

Reading: Busch, Reagan's Victory, 4 - conclusion

How did Reagan pull off the nomination and defeat Carter? Was it a matter of Carter's weaknesses or of a shift in the wider political culture? Did it signal the beginning of a

conservative ascendancy in American politics? Did policy changes on the scale of 1912 and 1932 follow?

November 29: The Election of 2000: Presentation

Reading: Sidney Milkis and Jesse Rhodes, "George W. Bush, the Republican Party, and the 'New' Party System," Perspectives on Politics on Carmen

December 4: The Elections of 2008 and 2012

Reading: Reading: Noam Scheiber, Organization Man, The New Republic, November 17, 2003; and Milkis and Rhodes, "What Happened to Post-Partisanship?," Perspectives on Politics, 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://studentlife.osu.edu/pdfs/csc_12-31-07.pdf).

What is plagiarism?

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

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.