

Term Information

Effective Term Spring 2015

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 2797.02
Course Title The Western Tradition and Contemporary Issues: From Ancient Greece to the Global Present
Transcript Abbreviation West Trad & Issues
Course Description Participating students will have the opportunity to experience, and gain a greater appreciation for, the significance of the Western tradition through Ionian University faculty-led overviews of the various historical eras, beginning with ancient Greece and ending in the modern era, and group excursions to historical sites.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 4 Week (May Session)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Independent Study
Grade Roster Component Independent Study
Credit Available by Exam No
Admission Condition Course No
Off Campus Always
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq or concur: English 1110.xx, or permission of instructor.
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 54.0101
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

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

- Through first-hand experience with Ionian University faculty and excursions to historical sites, students will gain an understanding and appreciation for the significance of the Western tradition.

Content Topic List

- Ancient Greece
- Ancient Rome
- Byzantium
- The Medieval World
- Modern Europe
- Modern Greece
- Revolutions
- Globalization

Attachments

- History 2797.02 Credit Hour Rationale.doc: Credit Hour Rationale - History 2797.02
(Other Supporting Documentation. Owner: Bowerman,Ashley E.)
- History Curriculum Map.doc: History Curriculum Map
(Other Supporting Documentation. Owner: Bowerman,Ashley E.)
- History Assessment Plan.doc: History Assessment Plan
(GEC Course Assessment Plan. Owner: Bowerman,Ashley E.)
- History 2797.02 Syllabus - Corfu May Session.doc: History 2797.02 Syllabus
(Syllabus. Owner: Bowerman,Ashley E.)

Comments

- An indication of where texts may be purchased is required. In addition , the nature of the attachments give the impression that courses are processed as an "if-the" process. If this GE, add, this, if an abroad course "add-this." There is little evidence that the course has been considered holistically and genuinely within the assessment plan and curricular map of a unit's plan. *(by HeyseI,Garett Robert on 03/12/2014 07:29 PM)*

COURSE REQUEST
2797.02 - Status: PENDING

Last Updated: Heysel,Garett Robert
03/17/2014

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bowerman,Ashley E.	03/03/2014 04:50 PM	Submitted for Approval
Approved	Baker,Paula M	03/03/2014 04:56 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	03/12/2014 07:29 PM	College Approval
Submitted	Bowerman,Ashley E.	03/17/2014 03:31 PM	Submitted for Approval
Approved	Baker,Paula M	03/17/2014 06:55 PM	Unit Approval
Approved	Heysel,Garett Robert	03/17/2014 08:33 PM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Nolen,Dawn Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole Hanlin,Deborah Kay	03/17/2014 08:33 PM	ASCCAO Approval



History 2797.02

The Western Tradition and Contemporary Issues: From Ancient Greece to the Global Present

Dr. Steven Joyce

May Session 2013

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Professor Dimitrios Tsougarakis (Program Coordinator)

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Organization: Department of History

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I. Texts:

1. *The Essential World History*, William J. Duiker and Jackson J. Spielvogel (Boston: Wadsworth, 2012)
2. *The Classical World, An Epic History from Homer to Hadrian*, Robin Lane Fox (New York: Basic Books, 2006).
3. *Various in-class handouts provided by Ionian Faculty*

The instructor will distribute the relevant chapters of the two texts as during the pre-departure orientation. The books are otherwise available through Barnes and Noble or other online merchants.

II. Course Objectives:

Students participating in History 2797.02 will have the opportunity to experience first hand the significance of our Western tradition. Ionian University faculty will present not only a succinct and informative overview of the various historical eras beginning with ancient Greece and ending in the modern era, but also will gain a new and compelling appreciation for the significance of the Western tradition. Group excursions to sites in Greece such as the ancient oracle at Dodona or the Byzantine museum in Corfu will allow students an extra

dimensional experience of Western civilization. Essay quizzes and a final collaborative PowerPoint presentation compose the testing portion of the course.

III. Policies:

1. ***OIA Directives:***

Students must maintain good academic standing and disciplinary standing with The Ohio State University and must observe the Student Agreement, informing you that the Ohio State Code of Student Conduct extends to study abroad and you are obliged to participate in the program as designed, and release of All Claims that you signed as part of your study abroad application. Students must pass all required pre-departure and/or prerequisite courses with the grade stated in your acceptance letter.

2. ***Class attendance:***

All pre departure sessions as well as scheduled class session at the Ionian University are mandatory. Failure to attend class will result in the lowering of the course grade. Please communicate with the resident director in case of sickness or any other event that would result in missing class.

IV. General Education Goals:

GE: Historical Studies: 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 are studied and how they influence today's society and the human condition through the following ways:

1. Critically examine theories of history, and historical methodologies

Students will explore varied methods used in explaining the past, methods that differed markedly over the long period of time covered (i.e., intellectual, economic, cultural, social).

2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past.
The lectures and text introduce students to the long span of the history of Greece and in the process encounter debates on such topics as empire and globalization.
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.
In this course students will explore such topics as the rise of Christianity and religious conflict and political struggle in connection with the big ideological movements (fascism, communism, socialism, liberal democracy) of the twentieth century.
4. Students will carry out in-depth analysis in a final paper, exam, or project comparing distinct historical moments, social movements and their effects.
Students will complete presentations that are focused on major events (such as the rise of Byzantium) or themes that carry across a wide span of time. The presentations involve collaboration as well as individual research in and interpretation of both primary and secondary sources.

V. Course Components:

These components may change slightly from year to year depending on pedagogical requirements.

INTRODUCTION TO WESTERN TRADITION
Coordinator: Prof. Dimitrios Tsougarakis

COURSE - INTRODUCTION TO WESTERN TRADITION AND CONTEMPORARY ISSUES		Total hours	Teachers
1.	Ancient Greece and Rome	9	Kalomira Mataranga
2.	Christianity, Byzantium and the Medieval World	6	Nikiforos Tsougarakis
3.	The Renaissance	5	Ailiana Martini
4.	Discoveries, Colonization and Early Modern Europe	4	Theodossios Nikolaidis

5.	Enlightenment and Revolutions	6	Markos Karasarinis
6.	The 20 th Century: Totalitarianism and Western Democracy	6	Markos Karasarinis
7.	The European Union and the Architecture of Globalization	6	Stavros Katsios & Manos Karagiannis
8.	Modern Greece	6	Kyriaki Koukouraki
		48	



VI. Exams/Quizzes (60%)

- A. (Pre departure): A multiple choice exam covering chapter 4 in *The Civilization of the Greeks* (5%)
- B. (Pre-departure): discussion questions covering chapters 12, 19, and 20 in Robin Lane Fox's *The Classical World* (5 %)
- C. (In-country): Five combined two-hour review and essay quiz sessions covering the following topics: (10% each)
 - 1. Ancient Greece
 - 2. Early Modern Europe/ Reformation
 - 3. Renaissance
 - 4. Enlightenment
 - 5. 20th Century, Totalitarianism, Democracy, European Union, Globalization

VII. Small Group Presentation (40%)

A. General Description: For the presentations on specific topics, the group will provide:

1. A brief narrative of the topic (What was the origin or cause(s) of the topic under consideration? Cite causes, development, events and outcomes. What happened? (i.e. the who, what, when, where, and why)
2. Discuss its cultural and historical significance
3. Describe its impact (What did it accomplish? How did it influence subsequent historical and cultural developments? What are the key concepts? How did it define, alter, and transform the cultural and historical context of which it was a part?)

B. Preparation and Research: (Power Point presentation will be 20 minutes in length)

1. Each member of the group should read at least **2 secondary sources** and **1 primary source** on the topic of their presentation.
2. A primary source is a piece of evidence written or created during the period under investigation. Primary sources are the records of contemporaries who participated in, witnessed, or commented on the events you are studying. They are documents and artifacts.
3. A secondary source is an account of the period in question written after the events have taken place. Often based on primary sources, secondary sources are books, articles, essays and lectures. The authors of secondary sources synthesize, analyze, and interpret primary sources and other secondary sources. In this assignment you will need to use scholarly secondary sources rather than popular secondary sources (which one routinely finds online).
4. Tertiary sources are encyclopedias, dictionaries and textbooks which summarize and synthesize secondary sources.
5. Material of the PowerPoint presentation must augment and complement material discussed in class. It cannot merely repeat what had been presented or discussed in class.
6. Possible Topics to date:
 - a. Sparta—culture, politics, historical impact
 - b. The Greek polis—form, philosophy and political impact
 - c. Greek colonization (*Apoikiai*)-background, causes, role of the *Oikistes* .
 - d. Rise of Byzantium
 - e. Renaissance
 - f. Early modern Europe
 - g. Enlightenment
 - h. Totalitarianism and Western Democracy
 - i. European Union and Greece

j. Modern Greece

7. You may develop other topics according to interest, but you will need to discuss the choice of topics with our instructor.
8. Take good notes. Not only will you need them for the presentation, **but will also provide the course instructor a copy** (see “Responsibilities of each group member”).
9. Use Goggle search for maps and images relating to your topic. You can look for images of individuals as well as events and places. Try to use images from the period you will speak about, rather than modern ones if possible.
10. You will need to get together with your group members at least twice in order to discuss your plans and put together the presentation.



C. Responsibilities of Each Group Member:

1. Each member of the group **must do research on the topic at hand** in order to contribute to the narrative portion of the presentation. **Each group member will turn in to the professor a copy of their research notes.**
2. Each member must participate in the oral presentation.
3. Each member must work on the PowerPoint presentation; therefore, **each member must list the slides they were responsible for and give the list to the professor.**

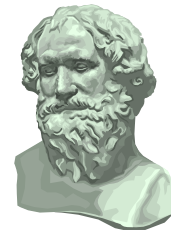
D. Format of the Presentation:

1. The format is a PowerPoint presentation **in support of an oral presentation**. How much or little of the text of your narrative is on the PowerPoint slides is up to you. You will need a detailed outline of the presentation to post as lecture notes.
2. **Each member of the group will present a portion of the presentation.**

- Plan and practice for a 20 minute presentation. At the end of the presentation classmates will have an opportunity to ask questions.

E. Grading Criteria:

- Your grade will ***have two parts; one based upon your individual contributions to the presentation and the other a “group” grade on the oral/visual portion of the presentation. Each is worth 50% of the overall grade.***
- Core criteria include clarity, accuracy, and reasonable thoroughness in your narrative as well as careful analysis and thoughtfulness.
- In the oral presentation, you will be evaluated on how clearly you describe and explain your topic. In the PowerPoint presentation I’m looking for effective use of images and text.



4. Small Group Research Presentation Grading Criteria:

Presentation:

	excellent	very good	good	average	poor	missing
Definition of terms, trends, practices & background comparisons						
impact						
detailed outline for posting for classmates						

Grade:

Individual Research:

	excellent	very good	good	average	poor	missing
research notes						
list of comparisons						
sources (2 secondary & 1 primary)						
slides						

grade:

VIII. May 2013 Course Program Schedule template:

This timeline and program schedule will vary slightly from year to year.

INTRODUCTION TO WESTERN TRADITION AND CONTEMPORARY ISSUES

Coordinator: Prof. Dimitrios Tsougarakis

Date	Time	Activity
Good Friday 3/5	17.10	Arrival and transfer to the Hotel Ariti. Free evening
Saturday 4/5	12.30	First meeting and lunch at the REX restaurant in Corfu city
	24.30	Late traditional dinner after Resurrection festivities
Easter Sunday 5/5	-	Free
Easter Monday 6/5	-	Free
Tuesday 7/5	17-20.00	Ancient Greece and Rome, Dr. Mataranga
Wednesday 8/5	10-13.00	Ancient Greece and Rome, Dr. Mataranga
Thursday 9/5	10-13.00	Ancient Greece and Rome, Dr. Mataranga
Friday 10/5	10-13.00	Christianity, Byzantium and the Medieval World, Dr. Tsougarakis
Saturday 11/5	-	Free
Sunday 12/5	-	Free
Monday 13/5	10-13.00	Christianity, Byzantium and the Medieval World, Dr. Tsougarakis
Tuesday 14/5	10-13.00	The Renaissance, Dr. Martini
Wednesday 15/5	10-12.00	The Renaissance, Dr. Martini

	12-13.00	Discoveries, Colonization and Early Modern Europe, Dr. Nikolaidis
Thursday 16/5	10-13.00	Discoveries, Colonization and Early Modern Europe, Dr. Nikolaidis
Friday 17/5	Departure time to be announced	Excursion to Dodona, overnight stay in Ioannina
Saturday 18/5		Visit to Preveza and Nikopolis and return to Corfu
Sunday 19/5	-	Free
Monday 20/5	10-13.00	Enlightenment and Revolutions, Dr. Karasarinis
Tuesday, Union Day 21/5	-	Free (official holiday)
Wednesday 22/5	10-13.00	Enlightenment and Revolutions, Dr. Karasarinis
Thursday 23/5	10-13.00	The 20 th Century: Totalitarianism and Western Democracy, Dr. Karasarinis
Friday 24/5	10-13.00	The 20 th Century: Totalitarianism and Western Democracy, Dr. Karasarinis
Saturday 25/5	-	Free
Sunday 26/6	-	Free
Monday 27/5	10-13.00	The European Union and the Architecture of Globalization, Dr. Karagiannis
Tuesday 28/5	10-13.00	The European Union and the Architecture of Globalization, Dr. Katsios
Wednesday 29/5	10-13.00	Modern Greece, Dr. Koukouraki
Thursday 30/5	10-13.00	Modern Greece, Dr. Koukouraki
	21.00	Farewell dinner at 21.00
Friday 31/5	17.35	Departure (pick-up time at the Hotel Ariti will be announced)

Concluding Notes:

1. *Academic Integrity:*

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. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp) Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, the Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct." Ignorance of the University's Code of Student Conduct is never

considered an "excuse" for academic misconduct.

2. ***Disabilities:***

“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/>.”

History 2797.02 Credit-Hour Rationale

Formalized instruction		Structured Educational Experiences		
Date	Time	Hours	Time	hours
5/5	10:00-1:00	3		
5/6	10:00-1:00	3		
5/7	10:00-1:00	3		
5/8	10:00-1:00	3		
5/9	10:00-1:00	3		
(subtotals)		(15)		
5/12	10:00-1:00	3		
5/13	10:00-1:00	3		
5/14	10:00-1:00	3		
5/15	10:00-1:00	3		
5/16	10:00-1:00	3		
(subtotals)		(15)		
5/17			10:00-3:00 Overnight Excursion to Dodona, Nikopolis, and Ioannina	5
5/18			10:00-3:00 Overnight Excursion to Dodona, Nikopolis, and Ioannina	5
5/19	10:00-1:00	3		
5/20	10:00-1:00	3		
5/22	10:00-1:00	3		
5/23	10:00-1:00	3		
(subtotals)		(12)		(10)
5/26	10:00-1:00	3		
5/27	10:00	3		
(subtotals)		(6)		
totals		48		10

Allocation

The proposed credit hour rationale contains approximately 48 hours of formalized instruction, in addition to approximately 10 hours of structured educational experiences. Per the Arts & Sciences Curriculum guidelines equating 12 ½ hours of formalized instruction and/or 25 hours of structured

educational experiences per credit hour (or 37 ½ hours of formalized instruction per 3 credit hour course), the Department of History requests that History 2797.02 be valued at 3 total credit hours.

MEMORANDUM

TO: Arts and Sciences Curriculum Committee (ASCC)

FROM: Paula Baker, Chair, Undergraduate Teaching Committee, Department of History

RE: Assessment Plan for proposed GE courses: Historical Study Category, Social Diversity in the U.S., and Diversity: Global Studies

Assessment Goals and Objectives

1. Both the GE and course-specific learning objectives for all History courses might be summarized as follows:

Historical Study GE Requirements:

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.

Goals of the courses that fulfill the GE Learning Outcomes:

History courses develop students' recognition of how past events are studied and how they influence today's society and the human condition 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, exam, or project comparing distinct historical moments, social movements and their effects

2. Both the GE 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 in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

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.

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, exam, or project comparing distinct moments of ethnic, racial, nationalist, gender, class, and/or religious mobilization or social movements and their effects.

3. Both the GE and course-specific learning objectives for History courses requesting Diversity: Global Studies might be summarized as follows:

Global Studies GE Requirements:

Goals:

Courses in Diversity – Global Studies will foster students' understanding of the pluralistic nature of institutions, society, and culture across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

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.

Goals of the course that fulfill the GE Learning Outcomes: Students will achieve the social diversity goals and learning outcomes by

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in the World.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.
4. Carry out in-depth analysis in a final paper, exam, or project comparing distinct moments in human history and how they shaped the world in the past and today.
5. 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. They will describe theories of international issues on exams and written assignments.
6. Students will understand the roots and structures of today's globalized world.

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: Global Studies, 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:

A committee, appointed by the UTC Chair, will be asked to evaluate a sample of 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: Global Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments. The committee will rank the assignments across a four-category scale that captures students' mastery of the GE goals. 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. A brief summary report will be written by the 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.