

Originating Course Information

Offering of History 3194:Upper-Level Undergraduate Group Studies

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|----------------------------------|--------------------------------|
| Fiscal Unit/Academic Org | History - D0557 |
| Requirement/Elective Designation | Not A General Education course |

General Information

| | |
|---------------------------------------|---|
| Type of Request | Group Studies |
| Term of Offering | Spring 2019 - Regular Academic Term |
| Level/Career | Undergraduate |
| Rationale for proposing this offering | Professor Chris Reed seeks to pilot a course in the history of East Asian film before deciding whether or not to make it a permanent course offering. |

Offering Information

| | |
|---|---|
| Number of Times Previously Offered | 0 |
| Description for this offering | This course explores East Asia's historical experience through film, introducing students to the historical imaginary, major themes, particular episodes, and cinematic imagery of East Asia's past as depicted by Hollywood and film cultures. |
| Display offering in class search? | Yes |
| Class Search Title | East Asian Film |
| Display description in notes of class search? | Yes |
| Course Components | Lecture |
| Originating Course Component(s) | Lecture |
| Graded Component | Lecture |
| Semester Credit Hours/Units | Fixed: 3 |
| Grading Basis | Letter Grade |
| Repeatable | Yes |
| Allow Multiple Enrollments in Term | No |
| Max Credit Hours/Units Allowed | 12 |
| Max Completions Allowed | 4 |
| Length Of Course | 14 Week |
| Campus of Offering | Columbus |
| Instruction Mode | In Person |
| Final Exam? | Yes |

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Meeting Information

| | |
|--------------------|-------------------|
| Meeting Days | Monday, Wednesday |
| Meeting Start Date | 01/07/2019 |
| Meeting End Date | 04/22/2019 |
| Meeting Start Time | 10:20 AM |
| Meeting End Time | 1:05 PM |

Do you want a room in the classroom pool/general assignment? Yes

Course Components for this Meeting Pattern Lecture

Instructor Information

| Instructor Name | Instructor Role | Print Indicator | Instructor Grading Access |
|----------------------------|--------------------|-----------------|---------------------------|
| Reed,Christopher Alexander | Primary Instructor | Yes | Post |

Scheduling Information

General Assignment Room Characteristics Sloped/Tiered Floors, Video Conferencing Set-Up
Enrollment Capacity 45
Wait List Capacity 999
Permission required to enroll in this course No Consent
Technology in the Classroom Regular Delivry & Modrate Tech

Course Details Information

Course goals or learning objectives/outcomes

- Students will gain an understanding of how and why various historical topics have been depicted in movies by the respective national film cultures.
- Students will understand why film is such an effective historical medium, and the extent to which existing film versions of past events/processes agree or disagree with present-day historical thinking.
- Students will explore, historicize, and analyze themes such as race, culture, nationalism, modern empire-building, and identity, and to reflect on the meaning of these themes (and films) today.

Content Topic List

- Chinese film
- Korean film
- Japanese film
- Revolution
- Imperialism
- Communism
- War
- Identity
- Filiality

Sought Concurrence Yes

Attachments

- History 3194 Syllabus - Reed.docx: Reed 3194 Syllabus
(Syllabus. Owner: Bowerman,Ashley E.)
- History 3194 - Reed - DEALL Concurrence Request.pdf: DEALL Concurrence
(Concurrence. Owner: Bowerman,Ashley E.)
- History 3194 - Reed - Film Studies Concurrence.pdf: Film Studies Concurrence
(Concurrence. Owner: Bowerman,Ashley E.)
- History 3194 - Reed - Petition.docx: 3194 Petition
(Other Supporting Documentation. Owner: Bowerman,Ashley E.)
- History Assessment Plan.doc: History Assessment Plan
(GEC Course Assessment Plan. Owner: Bowerman,Ashley E.)

Comments

- This course is seeking Historical Study and Diversity: Global Studies GE. Concurrence request sent to DEALL was unanswered.

(10/08) Assessment plan now attached; spoke with Bernadette re: GE status. *(by Bowerman,Ashley E. on 10/08/2018 08:55 AM)*

- If you are requesting GE status, at the top of the page please select the correct info. Right now it says that it is not a general education course. The requested GE will mean that this course needs to be reviewed by a panel. Please attach GE rationale and GE assessment plan. *(by Vankeerbergen,Bernadette Chantal on 10/07/2018 10:00 PM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|---|---------------------|------------------------|
| Submitted | Bowerman,Ashley E. | 10/01/2018 03:45 PM | Submitted for Approval |
| Approved | Otter,Christopher James | 10/02/2018 09:16 AM | Unit Approval |
| Approved | Heysel,Garett Robert | 10/07/2018 08:57 PM | College Approval |
| Revision Requested | Vankeerbergen,Bernadette Chantal | 10/07/2018 10:02 PM | ASCCAO Approval |
| Submitted | Bowerman,Ashley E. | 10/08/2018 08:55 AM | Submitted for Approval |
| Approved | Otter,Christopher James | 10/08/2018 09:10 AM | Unit Approval |
| Approved | Heysel,Garett Robert | 10/15/2018 11:58 AM | College Approval |
| Pending Approval | Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler | 10/15/2018 11:58 AM | ASCCAO Approval |



October 1, 2018

To the Curriculum Committees:

The History Department is petitioning to have the one-time offering request History 3194 "East Asian History through Film" effective for Spring 2019. The instructor, Professor Chris Reed, is seeking to pilot this course before determining whether or not to permanently add it to our curriculum next year, and also wishes to teach this course in the spring to make up for a cancelled fall course. Though this course proposal has missed the Registrar's September 1 deadline, we hope that it may be allowed to go into effect for the upcoming Spring 2019 semester.

Sincerely,
Professor Chris Otter
Undergraduate Teaching Committee Chair

The Ohio State University

History 3194, Group Studies in East Asian History Through Film

(3 credits)

Proposed New Course/Syllabus

Prof. Christopher A. Reed (reed.434@osu.edu)

161 Dulles Hall, 292-0853

Office Hours: TR 11-12 and by appointment

Spring 2019

M 10:20-1:05, W 10:20-11:40

Locations TBD

There are no prerequisites for this course nor for success in it. Further, almost any humanities or social science course you've taken will help you succeed in this course.

Course Overview

This course explores East Asia's historical experience through major motion pictures. The goal is to introduce students to the historical imaginary, major themes, particular episodes, and cinematic imagery of East Asia's past as they have been depicted by Hollywood and the national film cultures of China, Korea, and Japan. Students will gain an understanding of how and why various historical topics have been depicted in movies by the respective national film cultures, why film is such an effective historical medium, and the extent to which existing film versions of past events/processes agree or disagree with present-day historical thinking. We will use film to explore, historicize, and analyze themes such as race, culture, nationalism, modern empire-building, and identity, and to reflect on the meaning of these themes (and films) today.

Course Objectives

This course engages a central issue: Given that the majority of people in American society, and in China, Korea, and Japan as well, rely on visual media and film to make sense of the past, to what extent do the movies we view adequately relay "historians' truth" about historical subjects in the East Asian past? This course will examine a variety of topics by presenting and discussing feature films, historical texts, and critical texts that treat this issue. Films will cover four categories: Hollywood films about East Asia (China, Korea, and Japan), Chinese films about Chinese history, Korean films about Korean history, and Japanese films about Japan's past. We will also learn to identify recurring themes in films on East Asian society and history.

History 3194 and

- 1. GE Historical Study, and**
- 2. Diversity/Global Studies Requirements**

Historical Study (General Education Goals & Outcomes)

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.

Diversity / Global Studies (General Education Goals and Outcomes)

Goals: Students [should] 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:

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.

GE Rationale

This course fulfills the GE Historical Study requirement by providing students with a clear understanding of the recent (late modern and contemporary) history of East Asian societies. It fulfills the GE Diversity/Global Study requirement by helping students gain insight into the array of questions, sources, and methods that film makers and historians have used to reveal East Asian history to domestic and international audiences. Students will develop the skills necessary for critically and insightfully comparing and analyzing our primary source material (the films themselves).

History 3194 is applicable to the History Minor, which typically requires only four courses above the 1000-level to complete and may overlap up to six hours with GE requirements. Students should consult their college or departmental catalogue as well as their advisers for further guidance on meeting course and program requirements.

History Majors take note: This course belongs to Group East Asia, post-1750, with concentrations in Power, Culture, and Society (PCS) & Colonialism and Comparative Empires (CCE).

Instructions for Accessing Streamed Videos

All films will be viewed as a class on Monday mornings (the room will be reserved for 2 hours 45 minutes although most films will run for 2 hours or less). After the Monday viewing, most films will become available online for second viewings. To access them, go the OSU Online Media Library at: <http://go.osu.edu/SecuredMediaLibrary>

Course Requirements and Classroom Operations

Wed. classes will start with a short quiz, usually consisting of five multiple choice questions *on that day's* reading, followed by a brief lecture that will highlight relevant historical background, drawing on the topical prompt for that day. Afterwards, we will discuss the historical background, the film of the week, and how they compare/contrast/agree.

Each assignment & grade is expressed below as a number of points. Each point equals 1% of your grade in the class. So, for example, a quiz is worth five points. 5/5 is an A; 4/5 is a B, etc.

Papers should be 3-pages double-spaced and will compare and contrast the portrayal of a person or historical situation in a film with the historical reality as students have learned about it from reading primary and secondary sources and the Wed. lecture. Students will be expected to use at least three sources (footnoted) in each paper, only one of which may come from the material we read for the course. Students may use any three films viewed in class for these assignments.

| | | |
|----------------------|---------------------------------------|------|
| Attendance | | =10% |
| Participation | | =15% |
| Quizzes | 12@ 2.5 points each; lowest 2 dropped | =25% |
| Plagiarism Quiz | 1 @ 5 points | = 5% |
| Papers | 3 @ 10 points each | =30% |
| Take-home Final exam | 1 @ 15 points | =15% |

This course uses the OSU Standard Scheme, which is the default on Carmen:

- A = 100% to 93%
- A- = <93% to 90%
- B+ = <90% to 87%
- B = <87% to 83%
- B- = <83% to 80%
- C+ = <80% to 77%
- C = <77% to 73%
- C- = <73% to 70%
- D+ = <70% to 67%
- D = <67% to 60%
- E = <60% to 0%

As is standard practice in the History Department, late papers and assignments, even with a legitimate excuse, will be marked down a half a letter grade per day for each day they are late, weekends included. Therefore, for example, on the second day, an A becomes an A-; on the third day, the A- becomes a B; on the fourth day, the B becomes a B-; etc.

The professor may consider improvement if a grade is borderline. I may also adjust the scale to students' advantage.

Assigned Readings: The following books are required for this course and may be obtained from Barnes & Noble OSU Bookstore at 1598 N High St, Columbus 43201 and other area bookstores. In addition, all books are on 2-hr reserve in Thompson Library; use the library copies in a pinch,

but do not count on their being available. If you do not yet own a good English dictionary, I strongly encourage you to purchase one now.

Required Course Books

Miller, John H. *Modern East Asia: An Introductory History* (ME Sharpe, 2008)

Marchetti, Gina. *Romance and the "Yellow Peril"; Race, Sex, and Discursive Strategies in Hollywood Fiction* (Univ of Calif Press, 1993)

Supplemental readings to be posted to Carmen

Optional Critical Bibliography

Berry, Chris and Mary Farquhar. *China on Screen: Cinema & Nation* (Columbia UP, 2006)

Choi, Jinhee. *The South Korean Film Renaissance: Local Hitmakers, Global Provocateurs* (Wesleyan UP, 2010)

Fuller, Karla Rae. *Hollywood Goes Oriental: CaucAsian Performance in American Film* (Wayne State UP, 2010)

Richie, Donald. *A Hundred Years of Japanese Film* (Kodansha, 2001)

Teo, Stephen. *Chinese Martial Arts Cinema: The Wuxia Tradition* (Edinburgh, 2009)

Wong, Eugene Franklin. *On Visual Media Racism: Asians in the American Motion Picture* (Arno Press, 1978)

Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Written Assignments

The largest part of your grade in this course will be based on how well you communicate in writing what you have learned. All essay-type written work is graded according to three general criteria weighted more or less equally: 1) the quality and effectiveness (persuasive power) of the analysis or argument; 2) the accuracy, relevance, importance, and quantity of evidence you provide to support your analysis or argument; and 3) the quality of the paper's organization and writing. If you need editorial assistance from the Writing Center <http://www.cstw.osu.edu>, please plan ahead.

Students are responsible for all instructional materials, lectures, discussions, films, readings, and assignments. This syllabus and any study aids supplied to the students in History 3194 are

subject to change at the discretion of the instructor. Any further instructions regarding course requirements given verbally by the instructor are as binding as written instructions.

Unless instructed otherwise, all written assignments must be typed or computer-printed, double-spaced, and have one-inch (1”) margins. Please make sure the text is legible and sufficiently dark; do not use bold. Use only 10- or 12-point standard fonts such as Times or Times New Roman and cite all sources. All assignments, including rough drafts, must be submitted via Carmen TurnItIn unless other arrangements have been made in advance and approved by the professor. You must give all essays a title and you must correctly cite all sources, including course books.

Failure to follow these instructions, or submission of carelessly or sloppily written papers, will yield a penalty of half a letter grade per day, weekends included, and such papers will be returned for revision.

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/csc/>. **To help you understand and avoid plagiarism, each student must take the plagiarism module on Carmen and pass it with a perfect score.**

Lateness and Makeups: No late assignments or absences from exams/assignments will be accepted without the prior agreement of the instructor and submission of a doctor’s note. The “Explanatory Statement for Absence from Class” found on the Wilce Health Center website does NOT constitute an official doctor’s note. Course overloads and work duties are not acceptable excuses for late assignments, missed discussions or examinations, or for failure to participate fully in other class activities. There will be no make-up quizzes; if you know that you will miss a class when an assignment is due, you must make prior arrangements with the professor. After the first week of the semester, two late arrivals to and/or early departures from class will be graded as an absence.

If you absolutely must miss an exam because of illness or a verifiable emergency, you must contact the professor. If permission to take a make-up exam is granted, it is the student's responsibility to take such a make-up examination at the time and place specified by the professor. Make-up examination dates are set by the History Department; you must take a make-up on one of these dates in the location specified by the department.

Everyone should familiarize themselves with the class’s **Carmen website** at: <http://carmen.osu.edu>. The course syllabus and other materials will be posted there. Anyone who has trouble gaining access to this site should first consult the instructions at <https://resourcecenter.odee.osu.edu/carmencanvas>. If you will have difficulty, call 688-HELP, OR send email to Shelp@osu.edu, AND tell the professor.

Email protocol: All students must have active OSU email accounts for the purposes of mass emailings through Carmen. If your account is not activated, please activate it today. If you habitually use a different email system, be sure to set preferences to have your OSU email forwarded to it. If you are registered for the course and believe that you are not receiving the course emails, contact the professor immediately.

The professor is accessible to all students in this course and I welcome email communications. However, please do not expect immediate responses. I will do my best to return any email messages within 24 hours on weekdays and by Monday for emails sent on Friday afternoon.

As in class itself, when using email, basic courtesy is expected. “Be friendly but not familiar” (source: Woody Allen, Broadway Danny Rose). Please note that we will not respond to email that has no salutation (eg, “Dear ...” “Hello ...” or something similar), that opens with “Hey, prof” “Professor [without my surname]” or anything similar, or that omits basic courtesy words such as “please” and “thank you.”

Class Schedule

Week 1: Introduction, including clip from *The Mask of Fu Manchu* (1932)

Historical Reading: Miller, Preface & Intro

Week 2: China by Hollywood: Warlordism

Film: *The Bitter Tea of General Yen* (1932) and *Shanghai Express* (1932)

Historical Reading: Miller, Ch. 1; Atwill and Atwill, *Sources in Chinese History*, “Warlord Era,” 154-62

Critical Reading: Marchetti, Ch. 3, “Threat of Captivity: *Bitter Tea of General Yen* and *Shanghai Express*”

Week 3: China by Hollywood: Peasants

Film: *The Good Earth* (1937)

Historical Reading: Miller, Ch. 2 (Qing China, Europe and East Asia); P. Buck, *The Good Earth* (1931), Ch. 1-6; Conn, *Pearl Buck, A Cultural Biography* (1996), Ch. 1

Week 4: China by Hollywood: Imperialism & Modern Empire-Building

Film: *55 Days at Peking* (1963)

Historical Reading: Miller, Ch. 3; Schurmann and Schell, 193-204 on Boxers; Esherick, *Origins of the Boxer Uprising* (1987), Ch. 8 “The Spirit Boxers”

Week 5: China by Hollywood: Dynastic End & Revolution

Film: *The Last Emperor* (1987)

Historical Reading: Miller, Ch. 4; selections from Pu Yi, *The Last Manchu; The Autobiography of Henry Pu Yi, The Last Emperor of China* (2010 reprint) & R.F. Johnston, *Twilight in the Forbidden City* (1934); Rhoads, *Manchus & Han: Ethnic Relations & Political Power in Late Qing and Republican China, 1861-1928* (2000), selections

Week 6: Korea by Hollywood: War, Puppet Masters, & Brainwashed Infiltrators

Film: *The Manchurian Candidate* (1962)

Historical Reading: Miller, Ch. 2 (Korea only) and Ch. 8 (Korean War only)

Critical Reading: Robt. Jay Lifton, *Thought Reform & the Psychology of "Totalism": A Study of Brainwashing in China* (1961), Ch. 1-4, 13-15

Week 7: Japan by Hollywood: Samurai

Film: *The Last Samurai* (2003)

Historical Reading: Miller, Ch. 2 (Tokugawa Japan only) and Ch. 5; *Sources of Japanese Tradition* "Yamaga Sokoo and the Origins of Bushidoo," 394-402; "Saigo Takamori & the Samurai Spirit," 654-57

Week 8: Japan at War: Viewing Japan's WW2 Military

Film: *Tora! Tora! Tora!* (1970)

Historical Reading: Miller, Ch. 7, first half; Nishiyama, *Engineering War & Peace in Japan, 1868-1964* (2014), Intro, Ch. 2, 3

Week 9: Japan at War: Viewing Japan's WW2 Civilians

Film: *Bridge to the Sun* (1961)

Historical Reading: Miller, Ch. 7, second half

Critical Reading: Marchetti, Ch. 8, "Japanese War Brides: Domesticity and Assimilation in *Japanese War Bride* and *Bridge to the Sun*"

Week 10: Japan by Hollywood: Forbidden Love

Film: *Sayonara* (1957)

Historical Reading: Miller, Ch. 8

Critical Reading: Marchetti, Ch. 7, "Tragic and Transcendent Love: *Sayonara* and *The Crimson Kimono*"

Week 11: China by China: Nationalism, Communism, War, and Identity

Film: *Red Sorghum* (1987)

Historical Reading: Miller, Ch. 9, Ch. 10; Mo Yan, *Red Sorghum: A Novel of China* [in *World War 2*], Ch. 1-3; Gatu, *Village China at War: The Impact of Resistance to Japan, 1937-45* (2008), Ch. 2

Week 12: Korea by Korea: Family, Filiality, War, and Survival

Ode to My Father (2014)

Historical Reading: Miller, Ch. 9 (Cold War Continues), Ch. 10 (Korean Deadlock Continues); Cumings, *Korea's Place in the Sun: A Modern History* (1997), Ch. 5, 6, 7

Week 13: Japan by Japan: War, Memory, and Identity

Film: *The Wind Rises* (2013)

Historical Reading: Miller, Ch. 9; Nishiyama, *Engineering War & Peace in Japan, 1868-1964* (2014), Ch. 4, 5, 7 & Conclusion

Week 14: Summing Up

Historical Reading: Miller, Ch. 10

Final Exam/Paper (deadline TBD)

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.

Bowerman, Ashley

From: Otter, Christopher
Sent: Monday, October 1, 2018 2:21 PM
To: Bowerman, Ashley
Subject: Fw: another concurrence request
Attachments: ReedHist 3194East Asian History Thru Filmproposed new coursesyllabus (1) (1).docx

Christopher Otter
Associate Professor
Chair, Undergraduate Teaching Committee
Department of History
263 Dulles Hall
Ohio State University
Columbus OH 43210

From: Otter, Christopher
Sent: 18 September 2018 13:25
To: Bender, Mark
Subject: another concurrence request

Hi Mark,

Sorry to bug you again, but another colleague is developing a course for which we'd like DEALL concurrence. The course in question is East Asian History Thru Film, developed by Chris Reed. The syllabus is attached. If you could provide some feedback by the end of the month, that would be great!

Cheers,

Chris

Christopher Otter
Associate Professor
Chair, Undergraduate Teaching Committee
Department of History
263 Dulles Hall
Ohio State University
Columbus OH 43210

From: Bender, Mark
Sent: 12 September 2018 10:19
To: Otter, Christopher
Subject: Re: concurrence request

Dear Christopher,

DEALL offers concurrence on the request concerning Mitch Lerner's proposed History 3575 course.

Yours truly,

Mark Bender
Chair, DEALL

From: Otter, Christopher
Sent: Friday, September 7, 2018 6:34:59 AM
To: Bender, Mark
Subject: concurrence request

Hi Mark,

Please find attached materials for a new class on the history of the Korean War, proposed by Mitch Lerner. We are requesting concurrence for the class. Mitch is keen to teach this class as soon as he can. Would it be possible for you to get the material back to me within the week?

Many thanks,

Chris

Christopher Otter
Associate Professor
Chair, Undergraduate Teaching Committee
Department of History
263 Dulles Hall
Ohio State University
Columbus OH 43210

Bowerman, Ashley

From: Otter, Christopher
Sent: Monday, October 1, 2018 2:20 PM
To: Bowerman, Ashley
Subject: Fw: concurrence request

Christopher Otter
Associate Professor
Chair, Undergraduate Teaching Committee
Department of History
263 Dulles Hall
Ohio State University
Columbus OH 43210

From: Friedman, Ryan
Sent: 22 September 2018 09:25
To: Otter, Christopher
Subject: Re: concurrence request

Hi, Christopher,

Thanks for contacting me about the new course; I am the right person to be fielding this sort of request. I shared the sample syllabus with the members of the Film Studies undergraduate committee, and we are happy to grant concurrence on the course. It doesn't overlap with anything that our faculty currently teach or that is included in our major. By the same token, this isn't a class that would count for the major or minor in Film Studies, since it uses film as a window into a set of representational questions, rather than approaching it as a distinct medium. (In one way or another, all of the courses in our curricula engage with film form, history, and/or theory.)

All best,
Ryan



Ryan Jay Friedman
Director, Film Studies Program
Associate Professor of English
150 Hagerty Hall
1775 College Road
Columbus, OH 43210

From: Otter, Christopher
Sent: Tuesday, September 18, 2018 1:32:33 PM

To: Friedman, Ryan
Subject: concurrence request

Hi Ryan,

My apologies for bothering you. A member of the department of History has developed a new course on East Asian History and Film, and we'd like to request concurrence. I wasn't totally sure whom I needed to contact, but you looked the most likely candidate! Let me know if you are, and if you aren't, if you have any idea where I should send this. If you are, could you give us some feedback within the next couple of weeks?

Thanks so much,

Chris

Christopher Otter
Associate Professor
Chair, Undergraduate Teaching Committee
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