

Term Information

Effective Term Autumn 2020
Previous Value Autumn 2013

Course Change Information

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

Online teaching approval

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

We have worked with ASC tech to gain online teaching approval

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)?

n/a

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 2650
Course Title The World since 1914
Transcript Abbreviation World since 1914
Course Description Global perspective on major forces that shaped the world since 1914. Provides students with factual knowledge and a critical interpretive framework for responsible global citizenship.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Previous Value Yes, Greater or equal to 50% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Recitation, Lecture
Grade Roster Component Recitation
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or permission of instructor.
Exclusions	
Previous Value	Not open to students with credit for 597.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

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

General Education course:

Historical Study; Global Studies (International Issues successors)

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

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• An understanding of how the world has changed since 1914
Previous Value	
Content Topic List	<ul style="list-style-type: none">• World War I• World War II• Great Depression• Fascism and Nazism• Communism• United Nations• Globalization• Decolonization• Global terrorism• De-industrialization
Sought Concurrence	No

COURSE CHANGE REQUEST
2650 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
06/26/2020

Attachments

- DL History 2650 Syllabus.docx: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- HIST 2650 GE Assessment Plan.pdf: Assessment plan
(GEC Course Assessment Plan. Owner: Heikes, Jacklyn Celeste)
- Hist 2650.docx: ASC Tech checklist
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- History 2650 Syllabus 2020 spring.pdf: In person syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	06/16/2020 04:03 PM	Submitted for Approval
Approved	Elmore, Bartow J	06/16/2020 05:22 PM	Unit Approval
Approved	Heysel, Garrett Robert	06/16/2020 06:13 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	06/16/2020 06:13 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: HISTORY 2650

WORLD HISTORY, 1914 TO THE PRESENT

SPRING 2021

Course overview

Instructor

Instructor: Dr. James Genova
Email address: Genova.2@osu.edu
Phone number: 740 725 6215
Office hours: TR 11:00AM-12:00PM via Carmen Zoom

Course Coordinator

Course description

This course charts the history of the modern world in the age of globalization through the interaction of peoples and regions over the “long 20th century” and the 21st century. A central theme is globalization. We will explore what that means in general and to different peoples, and how our present is produced from the events of the last century and more as well as how it shapes our interpretation of those events. We will investigate how the “North,” i.e., Western Europe, North America, and Japan, dominated and continue to dominate all other parts of the world, the “South,” and the implications of that uneven global relationship. Our narrative will focus on cross-cultural influences – how the North was shaped by encounters with the South as much as the South was configured through contact with the North – and the articulation of personal and collective identities, and what those mean for human social relations. We will examine how the modern world was forged out of a dialectical relationship of oppression and resistance, and what legacies that leaves for today. Finally, the course maps the construction of new notions of “humanity” that could provide the basis for contemporary international understanding and co-operation as well as the challenges to those notions that have also arisen in the late 20th and early 21st centuries. The course is organized around a combination of lectures, readings, discussions, and expository exercises – exams, short writing assignments, and intermediate writing assignments. Attendance

and participation are vital for your and the course's success. You will have to complete each module before you are able to advance to the next module. Within each module you will have to complete all the sections before you are permitted to advance to the next module. Each module will open at the start of each week and remain open throughout the course, so you can always go back and review previous material for the course.

GE Course Information

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.

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.

Global Studies:

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.

Course materials

Daniel Brower and Thomas Sanders, *The World in the Twentieth Century: From Empires to Nations* Seventh Edition (Upper Saddle River, NJ: Pearson, 2014).

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

CarBaseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Grading and faculty response

Grades

Assignment or category	Points
Carmen Discussions	15%
Short Writing Assignments	15%
Historical Controversy Assignments	15%
Mid Term Exam	25%
Final Exam	30%
Total	100

See course schedule, below, for due dates

Assignment information

Weekly Online Discussions:

Online discussions are a means to explore the course material and personal interests (as they relate to the class) in greater depth than is possible through the recorded lectures and the readings. Each week a new subject theme will be posted on the course's Canvas website. Students are expected to participate in weekly conversations by posting reactions to that week's topic. The subjects will be posted on Monday each week and students are expected to have made their interventions by the end of the day on Sunday, except for the last week since it has only one day of class and the discussions must be posted by the end of that day. Grading will be done based on whether the student has participated or not. A couple of words is NOT sufficient. You must write at least a paragraph (4-5 sentences) to get credit. Retroactive credit also WILL NOT be given.

Weekly Short Writing Assignments:

The short writing assignments, due by the end of the day each Sunday for the weekly module except for the final week when the assignment will be due by the end of the day Monday since it is the last class, will be comprised of responses to questions posted that relate to the readings and lectures posted for that week. They are designed to offer in-depth analysis of core concepts explored through that's week's subjects. The weekly writing assignments are in part preparation for the mid-term and final exams. Each week the instructor will post the guiding questions that relate to that week's material and students are expected to write a one-page paper responding to those prompts by using information from the readings and the lectures for that week. Grading will be based on completeness in responding to the prompts, use of the materials from the week, and

quality of the analysis. Unlike the discussions, the short writing assignments will have a numerical grade associated with them.

Historical Controversy Writing Assignments:

Periodically throughout the semester there will be longer intermediate writing assignments. The topics will be posted in the module during which it is due. The Historical Controversy Writing Assignments will be 2-3 pages in length and are meant to provide an opportunity for summarizing a major unit of the course before moving into the next phase of the material to be covered. Grading will be based on completeness in responding to the prompts, use of the materials from the modules for that unit, and quality of the analysis. The Historical Controversy Writing Assignments will have a numerical grade associated with them.

Late assignments

Please let me know at least three days before an assignment is due if you would like to discuss turning the assignment in late. I will take late work on a case-by-case basis.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions:**
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums:**
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Student academic services

Student academic services offered on the OSU main campus

<http://advising.osu.edu/welcome.shtml>.

Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Ohio State's academic integrity policy

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/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Accessibility accommodations for students with disabilities

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.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Jan 11 - 17	<p>Video Lecture – Industrial Revolution: Economies/Societies in Transition</p> <p>Readings: None</p> <p>Assignments: Online Discussion #1 Short Writing Assignment #1</p>
2	Jan 18 - 24	<p>Video Lecture 1 – Ideologies of the Industrial Age Video Lecture 2 – Imperialism and Resistance</p> <p>Readings: Brower and Sanders, <i>World in the Twentieth Century</i>, Chapter 1</p> <p>Assignments: Online Discussion #2 Short Writing Assignment #2</p>
3	Jan 25- 31	<p>Video Lecture 1 – World War I Video Lecture 2 – Revolution around the World: The People Rise Up</p> <p>Readings: Brower and Sanders, <i>World in the Twentieth Century</i>, Chapter 2</p> <p>Assignments: Online Discussion #3 Short Writing Assignment #3</p>
4	Feb 1 - 7	<p>Video Lecture 1 – Latin America Emerges: Ascendancy of Nationalism Video Lecture 2 – China Rallies: Rise of Maoist Communism</p> <p>Readings: Brower and Sanders, <i>World in the Twentieth Century</i>, Chapter 3</p> <p>Assignments: Online Discussion #4 Short Writing Assignment #4 Historical Controversy Assignment #1</p>

5	Feb 8 - 14	<p>Video Lecture 1 – Imperialism: Colonial World between the Wars Video Lecture 2 – U.S. and Europe between the Wars</p> <p>Readings: Brower and Sanders, <i>World in the Twentieth Century</i>, Chapter 4</p> <p>Assignments: Online Discussion #5 Short Writing Assignment #5</p>
6	Feb 15 - 21	<p>Video Lecture 1 – Fascism and the Road to Global War, Again Video Lecture 2 – The Second World War and Holocaust</p> <p>Readings: Brower and Sanders, <i>World in the Twentieth Century</i>, Chapters 5-6</p> <p>Assignments: Online Discussion #6 Short Wiring Assignment #6</p>
7	Feb 22 - 28	<p>Video Lecture 1 – The Cold War Envelops Humanity Video Lecture 2 – The U.S. to the 1970s</p> <p>Readings: Brower and Sanders, <i>World in the Twentieth Century</i>, Chapter 7</p> <p>Assignments: Online Discussion #7 Short Writing Assignment #7 Historical Controversy Assignment #2</p>
8	Mar 1 - 7	<p>Mid-Term Exam: Window available on Carmen Course Site Monday 1 March</p> <p>Video Lecture 1 – Latin America since 1945 Video Lecture 2 – USSR and Eastern Europe to the 1980s</p> <p>Readings: Brower and Sanders, <i>World in the Twentieth Century</i>,</p>

		<p>Chapter 8</p> <p>Assignments: Online Discussion #8 Short Writing Assignment #8</p>
9	Mar 8 - 14	<p>Video Lecture 1 – Western Europe to the 1990s Video Lecture 2 – East Asia: China’s Revolution and Japan’s Recovery</p> <p>Readings: Brower and Sanders, <i>World in the Twentieth Century</i>, Chapter 9</p> <p>Assignments: Online Discussion #9 Short Writing Assignment #9 Historical Controversy Assignment #3</p>
10	Mar 15 -21	Spring Break
11	Mar 22 - 28	<p>Video Lecture 1 – Decolonization in South and Southeast Asia Video Lecture 2 – Decolonization and Post-Colonial Africa to the 1970s</p> <p>Readings: Brower and Sanders, <i>World in the Twentieth Century</i>, Chapter 10</p> <p>Assignments: Online Discussion #10 Short Writing Assignment #10</p>
12	Mar 29-Apr4	<p>Video Lecture 1 – The Middle East Re-Emerges since 1945 Video Lecture 2 – Neo-Liberalism: Ideology of Capitalist Globalization</p> <p>Readings: Brower and Sanders, <i>World in the Twentieth Century</i>, Chs. 11-12</p> <p>Assignments: Online Discussion #11 Short Writing Assignment #11</p>
13	Apr 5 – Apr 11	<p>Video Lecture 1 – Globalization and Anti-Globalization (1990s-2000s) Video Lecture 2 – Crises of Globalization and Catastrophe</p> <p>Readings: Brower and Sanders, <i>World in the Twentieth Century</i>,</p>

		<p>Chapter 13</p> <p>Assignments: Online Discussion #12</p> <p>Short Writing Assignment #12</p>
14	Apr 12 – Apr 18	<p>Video Lecture 1 – Fear, Paranoia, and Terror</p> <p>Video Lecture 2 – Rise of Neo-Fascism, Climate Emergency, the Future</p> <p>Readings: Brower and Sanders, <i>World in the Twentieth Century</i>,</p> <p>Chapter 14</p> <p>Assignments: Online Discussion #13</p> <p>Short Writing Assignment #13</p> <p>Historical Controversy Assignment #4</p>
15	Apr 19 – Apr 25	<p>Video Lecture 1 – The Challenge to Globalization: Trade, Nationalism</p> <p>Video Lecture 2 – Science, Health, Migration</p> <p>Readings: None</p> <p>Assignments: Online Discussion #14</p> <p>Short Writing Assignment #14</p>
16	Apr 26	<p>Video Lecture – The World Today: Where Do We Go from Here?</p> <p>Readings: None</p> <p>Assignment: Online Discussion #15</p> <p>Short Writing Assignment #15</p>

Final Exam Window Opens Wednesday 28 April 2021

History 2650: World History since 1914 – Spring 2020

Class: M-W 12:40pm-1:35pm lecture and Friday discussion

180 Haggerty Hall

Office hours: M-W 1:45pm-3:30pm and by appointment

373 Dulles Hall (Mr. Roth)

E-mail: roth.5@osu.edu

Phone: 292-6843

Course website: Carmen

Graduate Assistants:

World History since 1914 is a wide ranging course in global history. It will focus on seven major themes: 1) global interrelatedness, 2) identity and difference, 3) the rise of mass society, 4) technology and nature, 5) inequality, 6) economic development, 7) feminism, and 8) violence. The course will also study competing theories concerning the causes of violence, the prerequisites for successful economic development, the consequences of environmental change, etc., so students can learn about the latest debates among scholars and develop their own understandings of these issues.

A Warning about Course Content: The course will study remarkable advances that have occurred over the past century, but it will also study horrific events that have caused many to question even the possibility of progress, including war, genocide, misogyny, and the brutal treatment of colonized peoples. The course will also study hatred, prejudice, and hate speech, so we can better understand the causes and consequences of prejudice, discrimination, and inequality. We will study racist propaganda, for instance, as we try to understand the Nazi rise to power or Belgian brutality toward the peoples of the Congo. The material in the course will at times be difficult for all students, and especially painful for students who have found themselves (or their ancestors) objects of hatred based on race, gender, religion, or nationality. I hope that students will share my belief—as my students have in the past—that we can only confront these issues effectively if we speak openly and candidly about them, as higher education at its best allows us to do.

Required Readings (Both are in paperback.)

Carter Vaughn Findley and John Alexander Murray Rothney, *Twentieth-Century World* (7th edition). Wadsworth, 2011. ISBN 13: 978-0-547-21850-2. Paperback.

James H. Overfield, *Sources of Global History since 1900* (2nd edition). Wadsworth, 2012. ISBN 13: 978-1111835385. Paperback.

All the other readings are available electronically on Carmen. The syllabus provides a detailed outline of what we'll cover in the course. Please refer to it often as you plan your studying.

Required films: at <http://go.osu.edu/SecuredMediaLibrary>

Gandhi (1982), directed by Richard Attenborough (English)

To Live (1994), directed by Zhang Yimou (Chinese, English subtitles)

Discussion and Attendance (10% of grade): Attendance and participation in class discussions is mandatory. If your attendance is good and you do not participate in class discussions, you will receive a low B (83) for discussion and participation. If your attendance is poor, your grade will fall below 83; if your participation in discussions is good, your grade will rise above 83.

Quizzes (10% of grade): There will be quizzes on the readings in the course nearly every other week. The quizzes will ask you to report fully and accurately on the content of readings in the course.

Film Analyses (10% of grade): You will be asked to write a one or two page essay on each of the films we will view for class.

Midterm and Final Examinations (20% and 25% of grade): There will be a midterm examination and a final examination. The midterm will include one short answer and one comprehensive essay, the final two short answers and one comprehensive essay. The schedule of assignments is:

Quizzes: Will take place in your sections on dates announced in advance

Film analysis: Wednesday, January 29 (*Gandhi*)

Midterm: Wednesday, Feb. 26

Film analysis: Wednesday, March 27 (*To Live*)

Paper: Wednesday, April 8

Final: Tuesday, April 28, 12:00pm to 1:45pm

Essay (25% of grade): You will be asked to turn in an interpretive essay on the history of your family (6 pages or more in length, double-spaced), in which you reflect on a major theme in the course. *Please hand in a paper copy and post a copy electronically on the discussion page on Carmen.* The essays should not list events from your family's history, but should reflect your effort to engage, critique, and move beyond the ideas of we have studied about identity and difference, or the consequences of economic change, as you strive to understand your family's history in light of global history, and integrate your family's history into the larger framework of the course.

Please think seriously and creatively about the content of your essay, and write it as well as you know how. They should be written in classic essay style with a thesis paragraph, body paragraphs, and a conclusion, and should place your family in relationship with larger historical events. Essays will be evaluated for the quality and concision of their prose as well as for the breadth and depth of their thought. That said, have fun with your essay: it's your chance to get to know your family better, to play with the ideas in the course, and to seek new ways of looking at this complicated material.

Be forewarned that late essays will be marked down by at least one-third of a grade unless other arrangements are made well prior to the due date. No essay will be accepted after the final exam.

Your grade will be determined as follows:

Discussion and attendance	10%
Quizzes	10%
Film analyses	10%
Midterm	20%
Final	25%
Essay	25%

Paper for World History since 1914: Family History

Our paper assignment will be to write a history of your family in the late twentieth and twenty-first century, from your grandparents' generation to your own. For your research, please conduct conversations or oral interviews with members of your family, and ask them to reflect on questions of interest to them as well as to you. It would be best to focus on a particular theme that we are studying the course, such as the impact of globalization, the long-term effects of war, the rise of feminism, etc. The papers will be evaluated for the quality of the writing and the research. Don't try to write a complete history of your family. The keys are 1) to focus on a theme in the course and on experiences that address that theme, 2) to articulate a clear thesis and support it with evidence from your family's history, and 3) to write a sophisticated, thoughtful paper that thinks critically about your family's experiences and about change over time. For instance, it would not be a successful paper were you to write simply about the service of family members in the armed forces. Think carefully about the impact of war on your family and family members, in ways that your family is willing to talk about and ways in which it perhaps isn't. Or you may write about ways in which your family has been affected by war of which they are not aware. Remember: don't take things you are told at face value—think about how *you* think history has shaped and affected your family. It's about thinking deeply about the impact of history, our contributions to history, and the causes and consequences of historical change. It's not an easy assignment. It's a challenging assignment, but one that I hope will be interesting and rewarding. But please remember: it must be tied to one or more of the themes of the course.

Schedule of Readings and Discussions

Week 1 (Jan. 6 & 8): Critical Thinking; Themes; Quality of Life, Equality, and Inequality; The Causes of the “Great Divergence”

Monday, Jan. 7: **NO DISCUSSION SECTION MEETING**

Critical thinking: “Criticism” (Carmen); Robert Berkhofer, “Demystifying Historical Authority” (Carmen); Overfield, pp. xv-xviii (Prologue)

Key Story of History 2650: Quality of Life, Equality, Inequality, and the “Great Divergence”: Hans Rosling, “200 Countries, 200 Years, 4 Minutes.”
<https://www.youtube.com/watch?v=jbkSRLYSojo>

Key Story of History 2650: Globalization, Nationalism, and Empire: Findley and Rothney, Chapter 1; Manu Bhagavan, “Global Authoritarianism” (Carmen)

Week 2 (Jan. 13 & 15): The World on the Eve of World War I; Globalization, Nations, Empires, and Imperialism

Key Stories of History 2650: What Is a Nation? What Makes a Nation “Successful,” and Why Are Some Nations More Successful than Others? And Why Were Old Empires in Decline in an Era of Globalization, While Many European Nations Were Ascendant? Globalization (Carmen), Nations (Carmen), Empires (Carmen)

The World on the Eve of World War I: Findlay and Rothney, Ch. 2 (Origins of the New Century); Overfield, pp. 1-5, 27-28 (Western World on the Eve of the Great War; Asia, Africa, and Latin America in the Early 1900s)

Rationales for Imperialism: Overfield documents 1, 2, 3

Imperialism in Africa: Overfield documents 7, 8, Maji-Maji Uprising in German East Africa (Carmen)

Imperialism in Asia: Findlay and Rothney, pp. 202-205; Overfield documents 9, 12, 15, 51, “Fundamental Principles of National Foreign Policy for Japan” (Carmen)

Week 3 (Jan. 22): World War I and Its Consequences; The Russian Revolution

Monday, Jan. 20: **NO LECTURE: Martin Luther King Holiday**

World War I: Findlay & Rothney, Ch. 3 (World War I: The Turning Point of European Ascendancy); Overfield, pp. 75-76 (World War I and Its Global Significance); Overfield documents 18, 19, 24

Key Story of History 2650: Revolutions and Non-Revolutions: Findley and Rothney, pp. 77-78, 95

The Russian Revolution and the Soviet Union: Findley and Rothney, pp. 78-87, 95; Overfield documents 4, 22, 23, 33, 34; and “Conditions under Russian Industrialization” (Carmen)

Week 4 (Jan. 27 & 29): Crises in the Early Twentieth Century World; Revolutions and Non-Revolutions

FILM ANALYSIS: *Gandhi*, due Wednesday, Jan 29.

Key Story of History 2650: Revolutions and Non-Revolutions: Findlay and Rothney, pp. 86-95; 152-154, 181-202, 205-207; Overfield, pp. 181-182 (Asia in an Era of War and Revolution); “Lessons for the Colonized from the Slaughter in the Trenches” (Carmen)

The Chinese and Vietnamese Revolutions: Overfield documents 13, 48, 49, 50

India’s Non-Revolution: Overfield documents 11, 46, 47; and “Nehru Reflects on Capitalism, Communism, and Socialism” (Carmen)

The Turkish, Iranian, Arab, and Zionist Revolutions: Overfield documents 20, 21, 25, 44, 45; “Meaning of Zionism and Call for Muslim Political Action” (Carmen)

Week 5 (Feb. 3 & 5): Women and the Global Feminist Movement

Key Story of History 2650: Feminism: “The New Voice of Women in the Early Twentieth Century” (Carmen)

Women and Women’s Rights in Western Societies: Overfield documents 5, 6; “Feminism: Emmeline Pankhurst” (Carmen); “Beyond Suffrage: Four ‘New Women’ of the 1920s” (Carmen); Scholtz-Klinz, “Speech to National Socialist Women’s Association” (Carmen)

Women and Women’s Rights in Asia, Africa, and Latin America: Overfield documents 10, 14, 26, 35, 41; “Women in Asian and African Nationalist Movements” (Carmen); Findlay & Rothney, pp. 159-160.

Week 6 (Feb. 10 & 12): The Great Depression and Its Consequences; The Rise of Fascism

The Impact of the Great Depression: Findlay & Rothney, Ch. 5 (Global Economic Crisis and the Restructuring of the Social and Political Order), and Ch. 6 (Restructuring the Social and Political Order: Fascism); Overfield, pp. 109-111 (Decades of Crisis)

The Causes and Impact of the Great Depression: Joseph Stiglitz, “Book of Jobs” (Carmen); Overfield documents 29, 30

The Rise of Fascism: Overfield documents 31, 32; “Selling a Totalitarian System” (Carmen); John Hartfield and Anti-Nazi Propaganda (Carmen)

Week 7 (Feb. 17 & 19): Latin America and Africa in the Early Twentieth Century

Dependence and Colonialism: Findlay and Rothney, Ch. 7 (Latin America’s Struggle for Development); Ch. 8 (Sub-Saharan Africa under European Sway); Overfield, Ch. 6 (including documents 38, 39, 40, 41, 42, 43).

The Mexican Revolution: Plan for Ayala (Carmen); Overfield documents 16, 17, 36, 37

Week 8 (Feb. 24 & 26): World War II

MIDTERM: Wednesday, Feb. 26

The Second World War: Findlay & Rothney, Ch. 10 (World War II: The Final Crisis of European Global Dominance); Overfield, pp. 215-217; Overfield documents 52, 53, 54, 55, 56, 57

Week 9 (Mar. 2 & 4): The Origins of the Cold War, Decolonization, the Postwar West, and the Rise of a New Global Order; Feminism

The Cold War and the Postwar West: Findlay and Rothney, Ch. 11 (The Superpowers, Europe, and the Cold War, 1945-1970); Overfield pp. 253-255 (Industrialized West); Overfield documents 58, 59, 60, 61, 62, 64, 66, 68; Charles de Gaulle, Comments of Algeria (Carmen)

Feminism: Overfield documents 63, 67, 91, 92, 93

Spring Break (Mar. 9 thru 13)

Week 10 (Mar. 16 & 18): The Late Cold War, the Turn to the Right in the West, and the Collapse of the Soviet Union

The Late Cold War and the Turn to the Right in the West: Findlay and Rothney, Ch. 12 (The Superpowers, Europe, and the Cold War, 1970-1990); Overfield documents 85, 86, 97; Jerry Falwell, “An Agenda for the 1980s” (Carmen)

The Collapse of the Soviet Union: Findlay & Rothney, pp. 417-426; Overfield, pp. 291-292 (The Soviet Union, the Soviet Bloc, and China); Overfield documents 69, 70, 71, 72, 95; Vladimir Putin, “Russia at the Turn of the Millennium” (Carmen)

Growing Inequality in the United States and Great Britain: Joseph Stiglitz, “The Fallacy that the Top 1 Percent Drives Innovation” (Carmen); and Joseph Stiglitz, “Of the 1 Percent, By the 1 Percent, and For the 1 Percent” (Carmen)

Week 11 (Mar. 23 & 25): Asia

FILM ANALYSIS: *To Live*, due Wednesday, Mar. 25

The Rise of Postwar Asia: Findlay and Rothney, Ch. 16 (Asian Resurgence), and pp. 438-445

China: Overfield documents 73, 74, 94, 105, 106; “Poster Art from the Chinese Cultural Revolution” (Carmen); “Poster Art in China in the 1980s” (Carmen); “Democratic Protest and Repression in China” (Carmen)

India: Overfield documents 79, 90

Japan: Overfield documents 84; “Embracing Defeat in Japan” (Carmen)

Vietnam: 80

Week 12 (Mar. 30 & Apr. 1): Latin America and Africa

Dependence and Post-Colonialism: Findlay and Rothney, Ch. 13 (Latin America: Neocolonial Authoritarianism or Democracy and Development?); Ch. 14 (Sub-Saharan Africa: Decay or Development?); and pp. 453-459

Africa and Latin America: Overfield documents 77, 78, 101, 102 / Overfield documents 81, 82, 87, 88; “Latin American Women Speak” (Carmen)

Week 13 (Apr. 6 & 8): The Middle East

The Middle East in Turmoil: Findlay and Rothney, Ch. 15 (The Middle East and North Africa since World War II)

Middle East: Overfield documents 75, 76, 83, 89, 103, 104

PAPER DUE: Wednesday, Apr. 8

Week 14 (Apr. 13 & 15): The World since 1990; The Environment and Environmentalism

The World in an Era of Globalization: Findlay and Rothney, pp. 427-438, 460 (The United States and Europe); and Ch. 18 (Twenty-First Century Prospect)

Key Story of History 2650: Globalization, Environmentalism, and the Environment: J. R. McNeill, “Something New Under the Sun” (Carmen); Matt Ridley, “Fossil Fuels Will Save the World (Really)” (Carmen); Overfield documents 65; “Environmentalism, Economic Development, and Social Justice” (Carmen); “Environmental Degradation: A Global Challenge” (Carmen)

Globalization and Its Discontents in the West: Overfield documents 96, 98, 99, 100; Jörg Hader, “The Freedom I Mean” (Carmen); Allman, “Serbia’s Blood War” (Carmen)

Quality of Life in the Contemporary World: Overfield documents 107

Week 15 (Apr. 20): Conclusion and Overview for Final Examination

FINAL EXAMINATION: Tuesday, April 28, 12:00pm to 1:45pm

History Department and University Policies

General Education in 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.

General Education in Diversity

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

Expected Learning Outcomes:

Global Studies

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

1. Enrollment Deadlines

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

2. 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://studentaffairs.osu.edu/resource_csc.asp).

Here is a direct link for discussion of plagiarism: <https://u.osu.edu/cononlinecoursefaq/academic-misconduct-and-plagiarism/>

Here is the direct link to the OSU Writing Center: <https://cstw.osu.edu/writingcenter>

3. 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.

4. Grading Policy

1) The grade breakdowns are as follows: A: 92.5 and above; A-: 89.5-92.4; B+: 87.5-89.4; B: 82.5-87.4; B-: 79.5-82.4; C+: 77.5-79.4; C: 72.5-77.4; C-: 69.5-72.4; D+: 67.5-69.4; D: 62-67.4; E: below 62

2) Since the University does not record D- grades, a student earning a course average below 62 will receive an E in this course.

3) In order to pass the course, you must pass the Final Exam with at least a 62.

4) The expectations for average, good, and excellent work will be spelled out for each particular assignment.

5. Support Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life's Counseling and Consultation Service (CCS)** by visiting ccs.osu.edu or calling 614-- 292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1- 800--273-- TALK or at suicidepreventionlifeline.org.

GE ASSESSMENT PLAN

A. Historical Studies

ELO 1: Students construct an integrated perspective on history and the factors that shape human activity.

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: There will be a short paper (1-2 pages) to assess students' ability to construct an integrated perspective on history and the factors that shape human activity.

Sample: Discuss the factors that enabled the "Great Powers" to conquer or dominate the rest of the world during the late 1800s and early 1900s. What role did modern racism play in creating popular support for or indifference toward the subjugation of such a large part of the world's people by a handful of countries like the U.K., France, Germany, Japan, Russia, and the U.S.?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, integrated and self-aware understanding of history and the factors that shape human activity.	Demonstrates adequate and integrated understanding of history and the factors that shape human activity.	Demonstrates modest understanding of history and the factors that shape human activity.	Demonstrates little or no understanding of history and the factors that shape human activity.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

ELO 2: Students describe and analyze the origins and nature of contemporary issues.

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to describe and analyze the origins and nature of contemporary issues.

Sample question: Liberalism and nationalism often combined as a belief system of the elite to justify their own dominance of society and the project of conquering colonial empires. Write an essay in which you discuss how liberalism and nationalism contributed to the imperialism of the late 19th and early 20th centuries.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, and self-aware analysis of the origins and nature of contemporary issues.	Demonstrates adequate and critical understanding of the origins and nature of contemporary issues.	Demonstrates modest understanding of the origins and nature of contemporary issues.	Demonstrates little or no understanding of the origins and nature of contemporary issues.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how

strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

ELO 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.

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: Students will write a short paper (1-2 pages) to assess students' ability to speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Sample question: Using primary sources as well as the assigned readings write a short paper in which you discuss the ways in which the position of the Great Powers was weakened by the war. Was their position strengthened in any manner? How did the Great War contribute to the development of anti-colonial and radical political movements in the places like Africa, Asia, and Latin America?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust and critical ability to speak and write about primary and secondary	Demonstrates adequate and critical ability to speak and write about primary and secondary	Demonstrates modest ability to speak and write about primary and secondary	Demonstrates little or no ability to speak and write about primary and secondary

historical sources.	historical sources.	historical sources.	historical sources.
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2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

B. Diversity- Global Studies

ELO 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.

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to understand the economic, political, cultural, and social dimensions of the past and present societies of the contemporary world and will learn to weigh the various aspects of these dimensions in their understanding of the past and present.

Sample: “Following the Second World War (1945) the United States and Soviet Union emerged as superpowers and shaped the world through competition with each other. This ideological and political rivalry led to the demise of Europe’s colonial empires, but also brought the world to the brink of annihilation.” Write an essay in which you respond to the above statement.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates an excellent understanding of the varied aspects of the cultures and communities of the contemporary world.	Demonstrates adequate understanding of the varied aspects of the cultures and communities of the contemporary world.	Demonstrates modest understanding of the varied aspects of the cultures and communities of the contemporary world.	Demonstrates little or no understanding of the varied aspects of the cultures and communities of the contemporary world.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students’ input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department's Undergraduate Teaching Committee. Assessments will be summarized and used to alter the course for the next teaching.

ELO 2: Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to be able to situate local events in their global contexts and their ability to understand their own place in this economic context both as US and as global citizens.

Sample: "Since the end of the Cold War in 1991 the world has been profoundly re-shaped by neo-liberal globalization. This has led to deep interconnections among all the world's regions at many levels. However, it has largely benefitted the world's richest people and corporations, putting all other societies at their disposal." Write an essay in which you respond to the above statement making sure to discuss neo-liberalism as an ideology.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates an excellent understanding of the role of national and international diversity in shaping their worlds.	Demonstrates adequate understanding of the role of national and international diversity in shaping their worlds	Demonstrates modest understanding of the role of national and international diversity in shaping their worlds.	Demonstrates little or no understanding of the role of national and international diversity in shaping their worlds.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All

responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department's Undergraduate Teaching Committee. Assessments will be summarized and used to alter the course for the next teaching.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: History 2650

Instructor: Jim Genova

Summary: World History 1914-Present

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Carmen • Office 365
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • CarmenWiki • Carmen Message Boards • Zoom
6.3 Technologies required in the course are readily obtainable.	X			All are available for free
6.4 The course technologies are current.	X			All are updated regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			OSU accessibility policy is included
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			OSU policy on obtaining these materials is included
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.				All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 6/16/20
- Reviewed by: Ian Anderson

Notes: Good to go!

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.