

Term Information

Effective Term Autumn 2020
Previous Value Summer 2012

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 offer the course online and would like the curriculum to reflect that 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 2065
Course Title Colonialism at the Movies: American History in Film
Transcript Abbreviation Colonialism Film
Course Description Explores historical treatment of Native/European contact, colonization, and key events and issues in American history in film. Sometimes this course is offered in a distance-only format.
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	
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; Social Diversity in the United States

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

- Understanding of the colonial history of the United States via film

[Previous Value](#)

Content Topic List

- Colonial America
- American Revolution
- Civil War
- Race and Ethnicity
- Native Americans
- European empires in the Americas
- Latin America
- Transatlantic contact
- Transatlantic slave trade
- Colonialism

Sought Concurrence

No

Attachments

- DL History 2065 Syllabus Revised.docx: Syllabus
(Syllabus. Owner: Heikes,Jacklyn Celeste)
- Checklist - History 2065.docx: ASC Tech Checklist
(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)
- History 2065 assessment.pdf: Assessment Plan
(GEC Course Assessment Plan. Owner: Heikes,Jacklyn Celeste)

Comments

- Please upload GE assessment plan for this particular course taught on-line. *(by Vankeerbergen,Bernadette Chantal on 06/10/2020 08:49 AM)*
- Note: Yes, it seems the other two documents (the updated GE assessment and "class version" syllabus are not needed). *(by Elmore,Bartow J on 06/09/2020 03:58 PM)*
- The course will not be taught in person and has not been taught in person since before semester conversion. The course has only ever been taught online. *(by Heikes,Jacklyn Celeste on 06/09/2020 03:35 PM)*
- Once the work with ASCTech (or ODEE/equivalent college support team for non-ASC units) is completed, the course request should be submitted via curriculum.osu.edu with the following attachments
 (1) a complete syllabus for the distance learning course,
 (2) a syllabus for the class version of the course (if applicable)
 (3) the completed Distance Learning Course Component Technical Review Checklist (or equivalent documentation for non-ASC units),
 (4) for existing GE courses that are being converted to a distance learning format: an updated GE assessment plan that is specific to the distance learning format. *(by Heysel,Garett Robert on 05/30/2020 11:57 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	05/29/2020 04:54 PM	Submitted for Approval
Approved	Elmore,Bartow J	05/29/2020 09:06 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	05/30/2020 11:57 PM	College Approval
Submitted	Heikes,Jacklyn Celeste	06/09/2020 03:35 PM	Submitted for Approval
Approved	Elmore,Bartow J	06/09/2020 03:58 PM	Unit Approval
Approved	Heysel,Garett Robert	06/09/2020 06:49 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	06/10/2020 08:50 AM	ASCCAO Approval
Submitted	Heikes,Jacklyn Celeste	06/18/2020 04:57 PM	Submitted for Approval
Approved	Elmore,Bartow J	06/18/2020 09:11 PM	Unit Approval
Approved	Heysel,Garett Robert	06/18/2020 10:38 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	06/18/2020 10:38 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: HISTORY 2065

COLONIALISM AT THE MOVIES: AMERICAN HISTORY IN FILM

SP2020

Course overview

Instructor

Instructor: Dr. Margaret Newell
Email address: newell.20@osu.edu
Phone number: 614-292-2495
Office hours: Wed 2:00PM-3:30PM
Office Location: 265 Dulles Hall

Course Coordinator

Course description

In this course, students will examine how American history from the era of colonization through the Civil War era is presented on film. Since history is central to American identity, studying historical movies is important because these films both reflect and reinforce popular understandings of what America was like in the past and what it is today. Most commercial movies gain audience by appealing to, rather than challenging, shared myths. But, national myths evolve, and some filmmakers try to revise the story and broaden our definitions of what should be included in American history. Students will delve into popular narratives, attempts at revision, and scholarly views about America's origins and history.

Students will explore subjects and eras central to American history and gain the background to assess when and how filmmakers get history wrong, as well as to understand how rich and informative some movies and TV series are and what they get right. Films often say as much

about the era in which they are made as they do about the past, so we will identify connections between films, history writing, and contemporary concerns.

Students will also analyze the construction of historical narratives. Filmmakers face the same challenges that historians do: determining what stories are worth telling and choosing the best way to convey historical information. We will discuss why certain topics appeal to filmmakers, (i.e. the American West, Native American encounters), while others do not—including abolitionism and labor movements, religion, science and ideas, the runup to the Civil War, and the American Revolution itself, especially the political nuts and bolts of creating the republic. Slavery used to be absent in American film (or portrayed as a positive good) until very recently. Students will learn to appreciate what filmmakers include and what they leave out of the story and when that matters. Finally, filmmakers often rely on stereotypes or iconic characters as shorthand for expressing larger themes, so we will study how movies represent American history and society and especially how stereotypes influence the presentation of Native Americans, women, and other groups in American society. Students will recognize how past events are studied and how they influence today's society and the human condition. Ideally this course will help students better 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.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Students will speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.
- Students will apply this knowledge in assessing the historical accuracy of films. Students will also evaluate the affective aspects of history and memory, e.g. whether films can convey important historical truths or capture human experiences well despite inaccuracies.
- Students will acquire some basic vocabulary of film studies and sharpen their ability to “read” and evaluate visual sources and to think about effective ways of presenting material to popular audiences.
- Students will apply these new understandings by selecting a topic deserving of film treatment, researching the background, and creating a persuasive film proposal and digital pitch.
- By viewing cinematic interpretations of the meeting of European, African and Native American cultures, the formation of an American identity and the creation of the Republic in the revolutionary era, and struggles over citizenship, race, land and resources in the nineteenth century, students will acquire a more profound understanding of social diversity in the United States and the impact of various groups on American development. Students will 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 and will recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.
- Students will construct an integrated perspective on history and the factors that shape

human activity as well as the origins and nature of contemporary issues.

GE Course Information

- **Historical Studies**

- **Goals**

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

Expected Learning Outcomes

- Students construct an integrated perspective on history and the factors that shape human activity.
- Students describe and analyze the origins and nature of contemporary issues.
- 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.

Expected Learning Outcomes

- SOCIAL DIVERSITY IN THE UNITED STATES
 - 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.
 - Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

- **Course materials**

Required

I have ordered physical copies of the books below at OSU bookstore. Feel free to buy them elsewhere if you can find them more cheaply. Several are available as e-books at OSU library or on various open-source websites if you want to save some money! Other required readings listed in the syllabus each week will be available via Carmen.

Rachel Hope Cleves, *Charity and Sylvia* (Oxford, 2014)

Holger Hoock, *Scars of Independence* (Penguin/Random House, 2017)

Solomon Northup, *Twelve Years a Slave* (available online at

<https://docsouth.unc.edu/fpn/northup/northup.html>)

Alan Taylor, *Colonial America: A Very Short History* (Oxford, 2012; E-book available through the OSU library)

Films are mostly available through OSU's secured media library at <https://drm.osu.edu/>. You will need to log in with your OSU username and password. Look for our course playlist, and contact their help desk if you have any problems streaming the movies. A few movies and TV series will be on Kanopy, a streaming service available through OSU libraries. Login to the library with your OSU credentials if you are off campus. Some optional movies and TV series are on Apple+ or other streaming services, so think about access when you choose your Teamwork topic.

If you have access to the required films through your own streaming subscriptions you may watch them on your preferred platform.

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

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenZoom 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

Time Management:

- Between viewing the movies, doing the reading, managing your discussion posts and question responsibilities, and preparing your Teamwork and final projects, you should expect to spend an average of 6-8 hours per week on this course. The online format does not make this an easy course. In fact, it could be harder if you are new to the online format. You will have to spend some time figuring out Carmen, Adobe, and the media streaming platforms and various technological challenges of posting responses, taking tests online, and working independently. Don't leave viewing lectures and media to the last minute.

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
Essays	25%
Discussion posting projects	30%
Teamwork	15%
Final paper and digital project	30%
Total	100

See course schedule, below, for due dates

Assignment information

Students will write **three one-hour, timed, open book essays** on the dates specified in the schedule. Students will also complete a **final project** due on April 24. **This project will consist of both a 6-8 pp. paper and a digital component** (a PowerPoint, an Adobe Spark or Adobe Premier presentation, or a short film would all satisfy the digital component.) For the project you must identify an original historical subject that deserves a movie and write a research-based movie proposal pitch, storyboard, or screenplay. The final project will serve as a final exam. Students must choose a topic for the final project and **submit a draft plan by April 4**. A separate handout will describe the final project in greater detail.

Students will also **select an additional film** from the titles in parentheses that appear nearly every week in the schedule. **Along with a team of other students you will together develop a critical blog post on this extra film** (a complete post will include a synopsis of the movie or TV series, a discussion of how well the film conveys the history of the time, place and event of its subject, and some suggested primary readings that complement or contradict the film.) All of you will evaluate these student-generated Teamwork modules and rank them by quality and creativity.

Students are required to participate actively in **weekly Carmen discussions**. Students will be assigned to smaller 10-12 person online sections. **Each student must post answers/projects in response to prompts posed by Prof. Newell. You will also need to view and engage with the work of students in your group in a second post.**

A prompt for the first week of discussion is in the schedule below. Beginning with Week 2, I will post discussion/project prompts on Sunday night for the coming week. Your responses will be due no later than Friday at 5 p.m. Then, you will have until Sunday at Midnight to respond to/comment on the ideas of your section partners. Posts will be made in various ways: in writing, as audio recordings, as Adobe Spark files, and more. The discussion prompts will provide direction about format and rubrics.

Students should also participate in the **webinars** described below, either live or by sending in questions or responses to webinar guests.

Late assignments

Please reach out to me at least three days in advance before an assignment is due to discuss turning the assignment in late. I will take late assignments 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

Please bear in mind that I do not check my email as frequently as some of you (or at all after 6 p.m. most evenings). I will try and answer messages within 24 hours, but do not be disappointed if you do not receive an immediate response.

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 virtual online, 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 online office hours.

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.
- **This is a university class, not a social media site, so please remember this context in your postings and responses. It is fine to disagree with your classmates or with Prof. Newell. Just be professional, make intellectual points, and avoid any personal attacks or inappropriate language. Postings that violate these expectations will receive a failing discussion grade and may result in your exclusion from discussion forums.**

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 6th	<p style="text-align: center;">How to “Read” A Movie:</p> <p>Watch: Introductory videos from Prof. Newell and our GTA's John Bickers and Cody Patton and Prof. Newell's lectures on "How to Read a Movie"</p> <p>Read: Carnes, <i>Past Imperfect</i>, “A Conversation between Eric Foner and John Sayles” on Carmen</p> <p>Post: due Friday Jan. 10: Create a short (1 minute or less) video introduction of yourself and submit it to your discussion forum group. If you are not sure what to say, answer the following prompts: 1) What's your name, where are you from, and what is something interesting and memorable about you? 2) What is your favorite historical movie or TV series and why?</p> <p>The three best intro videos will get an extra credit point on their first essay.</p>
2	Jan 13th	<p style="text-align: center;">Native American Discover Europeans:</p> <p>Watch: Prof. Newell's lectures</p> <p>Film: <i>Black Robe</i> at drm.osu.edu or your preferred streaming service.</p> <p>Read Carnes, <i>Past Imperfect</i>, “Black Robe”; Taylor, <i>Colonial America</i>, Intro., Ch. 1 and Ch. 3; and Daniel Richter, “War and Culture: The Iroquois Experience,” on JSTOR, http://www.jstor.org/stable/1921807 (go through the library website and sign in with your OSU credentials to access JSTOR); and selection from <i>Jesuit Relations</i> on Carmen.</p> <p>Post response to prompt to discussion boards no later than Friday at 5 p.m.</p>
3	Jan 20th	<p>Week 3 (Jan. 21) Encounters in the Chesapeake</p> <p>Watch: Prof. Newell's lectures</p> <p>Film: <i>The New World</i> on drm.osu.edu or your preferred streaming service</p> <p>Read Taylor, <i>Colonial America</i>, Ch. 2 and 4; Rayna Green, “The Pocahontas Perplex,” on JSTOR http://www.jstor.org/stable/25088595; and John Rolfe’s letter about Pocahontas and John Smith’s early account of Virginia colonization on Carmen.</p> <p>Post discussion (Teamwork: <i>The Mission</i>; <i>Atanarjuat/Fast Runner</i>)</p>

4	Jan 27th	<p>Week 4 (January 27): Colonial Societies in Transition and the Salem Witch Crisis</p> <p>Watch: Professor Newell's lectures</p> <p>Film: <i>The Crucible</i></p> <p>Read Taylor, <i>Colonial America</i>, Ch. 5-7; Salem selections online; and Edmund Morgan, "Bewitched," at http://www.nybooks.com.proxy.lib.ohio-state.edu/articles/archives/1997/jan/09/bewitched/#.UhJDp_yeA3o.gmail</p> <p>Post discussion (Teamwork: <i>The Witch</i> {this is an R-rated Robert Eggers horror movie, don't choose it if that's not your preferred genre}; <i>Sankofa</i>)</p>
5	Feb 3rd	<p>Week 5 (February 3): Firsting and Lasting: The French and Indian War</p> <p>Watch: Prof. Newell's lecture & the webinar with Scott Stephenson</p> <p>Film: <i>Last of the Mohicans</i> (1991)</p> <p>Read: Carnes, <i>Past Imperfect</i>, "Last of the Mohicans" on Carmen; Taylor, <i>Colonial America</i>, Ch. 8; "Massacre" selection from Ian Steele, <i>Betrayals</i>, on Carmen; and Paul Chaat Smith, "The Big Movie," in <i>Everything You Know About Indians is Wrong</i>, available as an e-book via OSU Library.</p> <p>Post: discussion (Teamwork: <i>The Broken Chain</i>; <i>Dances with Wolves</i>; <i>Rhymes for Young Ghouls</i> {horror movie alert})</p> <p style="text-align: center;">First Essay Due Friday Feb 7th</p>
6	Feb 10th	<p>Resistance, Reluctance, and Revolutionary Origins</p> <p>Watch: lectures</p> <p>Read: Holger Hoock, <i>Scars of Independence</i>, pp. 1-15, 17-50, 55-102.</p> <p>Film: <i>John Adams</i>, episodes 1-3 (on Amazon Prime for free, also on reserve in Law Library)</p> <p>Post: discussion</p>
7	Feb 17th	<p>Declaring Independence and Creating the Republic</p> <p>Watch: lectures</p> <p>Film: <i>Turn</i>, season 1 episode 1-2 (on Netflix for free, small fee elsewhere, or available via Ohiolink on dvd) and <i>1776</i> (1972) on drm.osu.edu</p> <p>Read: Carnes, <i>Past Imperfect</i>, "1776", and Hoock, <i>Scars</i>, 144-187, 198-208, 232-250, 259-292</p> <p>Post: discussion (Teamwork: <i>Revolution</i>; <i>Jefferson in Paris</i>)</p>

8	Feb 24th	<p>The War of Independence and Revolutionary Violence Watch: lectures Film <i>The Patriot</i> (2000) and <i>Mary Silliman's War</i> (1994) (both on drm.osu.edu) Read: Hooock, <i>Scars</i>, 299-332, 361-387; Cleves, <i>Charity and Sylvia</i>, intro. and Ch. 1-3; and Carnes, "Drums Along the Mohawk" on Carmen. Post: discussion (Teamwork: video game <i>Assassins Creed: Revolution</i>; <i>Drums Along the Mohawk</i>)</p>
9	March 2nd	<p>Immigration, Urbanization and the Market Revolution Watch: lectures Film: <i>Gangs of New York</i> (2002) Read: Cleves, <i>Charity and Sylvia</i>, Ch. 4-8, 10-12, and Tyler Anbinder, "Irish Metropolis," in <i>City of Dreams: The 400-Year Epic History of Immigrant New York</i> (e-book available via OSU library) Post: discussion (Teamwork: <i>The Molly Maguires</i>; <i>Matewan</i>; <i>Iron-Jawed Angels</i>) Second Essay due Friday March 6</p>
10	March 16 th (post spring break)	<p>Gender and Reform in Antebellum America Film: <i>A Quiet Passion</i> (2016) plus one episode of <i>Dickinson</i> on Apple+ if you can find it. Read: Cleves, <i>Charity and Sylvia</i>, Ch. 12-19 and Afterword; Foner, <i>Fiery Furnace</i> selection on Carmen. Post: discussion (Teamwork: <i>Little Women</i> (2019); <i>Lizzie</i> (2019))</p>
11	March 23rd	<p>Slavery and its Critics (History and Anti-History) Watch: lectures Films: <i>12 Years a Slave</i> vs. <i>Django Unchained</i> Read: Solomon Northup, <i>Twelve Years a Slave</i>, selections TBA Post: discussion (Teamwork: <i>Harriet</i>; <i>Underground</i> TV series episodes 1-3)</p>
12	March 30th	<p>The West in Reality and Imagination Watch: lectures Film: <i>Fort Apache</i> (1948) Read Carnes, <i>Past Imperfect</i>, "The Alamo" and "The Searchers"; Pekka Hämäläinen, "The Rise and Fall of Plains Indian Horse Cultures," <i>The Journal of American History</i>, 90 (2003), 833-862 on JSTOR via library http://www.jstor.org/stable/3660878; and selections from Patricia Limerick and Susan Johnson on Carmen</p>

		<p>Post: discussion (Teamwork: <i>Meek's Crossing; The Searchers; The Rider (2018)</i>)</p> <p>*** Draft/Outline of Final Project Due Saturday April 4/Midnight***</p>
13	April 6th	<p>The Impending Crisis Watch: lectures Film: <i>Lincoln</i> (2012) at OSU Library on Swank streaming: https://library.ohio-state.edu/record=b8808269 Read Foner, <i>Fiery Furnace</i> (chapters TBA) on Carmen, and Maureen Dowd, “The Oscar for Best Fabrication,” http://www.nytimes.com/2013/02/17/opinion/sunday/dowd-the-oscar-for-best-fabrication.html?_r=0 Post: discussion (Teamwork: <i>Gettysburg; The Good, The Bad, and the Ugly</i>) ***Third Essay due Friday April 10***</p>
14	April 13th	<p>(April 13): The Destructive War Watch: lecture Film: <i>Glory</i> Read Carnes, <i>Past Imperfect</i>, “Glory,” and Foner, <i>Fiery Furnace</i> selection on Carmen Post: discussion (Teamwork: <i>Birth of a Nation; The Conspirator; The Free State of Jones</i>)</p> <p>Week 15 (April 20--last day) Watch: Reflections on History, Film, and American Identity **Final projects due Friday April 24****</p>

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: a question will appear on discussion prompt/hour essay to assess students' ability to construct an integrated perspective on history and the factors that shape human activity.

Sample: Describe how the following Americans might have experienced intense economic change and the physical expansion of the U.S. during the 19th century market revolution and how you might use their stories to illustrate larger themes: 1) A Shawnee Indian in Ohio Country; 2) A New England woman; 3) An enslaved teenager in Virginia; 4) An Irish immigrant in New York City. 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 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.

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 in discussion prompts and in hour essays to assess students' ability to describe and analyze the origins and nature of contemporary issues.

Sample question: How does the representation of Native Americans in *Black Robe* and *The New World* reflect myths about European settlement and Indian "disappearance"? How do these myths affect our understanding of the history of settler colonialism and the continued presence of Native Americans in the U.S.? 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 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.

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: a question will appear on the midterm or final 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: Critically compare and contrast these primary sources the Salem Witch Crisis with representations of these events in secondary works we have read and in *The Crucible*.

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 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.

B. Diversity- Social Diversity in the U.S.

ELO 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.

1. Direct Measure:

Specific Question/Assignment: a question will appear on a discussion prompt and/or hour essay to assess students' ability to understand the economic, political, cultural, and social dimensions of the past and present societies.

Sample Question: Since our protagonists were avid correspondents and valued friendships and social connections as much as you do, for this week's post write a social media post/thread from Charity and Sylvia or from Emily Dickinson. Write from their point of view and include specific references to events in their lives, their work, relationships, the sexual/gender and religious conventions they struggled against and their successes and failures.

Assessment Rubric:

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

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 social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

1. Direct Measure:

Specific Question/Assignment: discussion prompts and/or hourly essay question will assess students' ability to be able to understand their own attitudes and values regarding diversity as US citizens.

Sample: Episodes 1-3 of *John Adams* and *Turn* feature African-American characters as background props rather than fully realized people. Create a story for one of these individuals based on what you know from lecture, Alan Taylor, and Holger Hoock. What might the coming of Revolution look like from their perspective? How does this exercise affect your understanding of the Revolution and its unfinished business regarding race and equality?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates an excellent understanding of the role of diversity in shaping their worlds.	Demonstrates adequate understanding of the role of diversity in shaping their worlds	Demonstrates modest understanding of the role of diversity in shaping their worlds.	Demonstrates little or no understanding of the role of 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: Hist 2065

Instructor: Dr. Margaret Newell

Summary: Colonialism at the Movies: American History in Film

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"> • Carmen • Discussion Boards • CarmenWiki
6.3 Technologies required in the course are readily obtainable.	X			All software is available for free via OSU site license.
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			Accessibility links are provided for all tools.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Instructions are provided.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			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: 5/26/20
- Reviewed by: Ian Anderson

Notes: Office hours must have a virtual component to them. References to CarmenConnect should be replaced with Carmen Zoom.

5/26/20: Both above items corrected./L. Seeger

^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.