

Term Information

Effective Term Autumn 2020
Previous Value Autumn 2017

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 approval for this course

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	3030
Course Title	History of Ohio
Transcript Abbreviation	History of Ohio
Course Description	Survey of economic, social, political development of the geographic area that became Ohio from Native Americans to present.
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
<i>Previous Value</i>	<i>Yes, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110.xx, or permission of instructor.
Exclusions	
Previous Value	Not open to students with credit for 310.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0102
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

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

General Education course:

Historical Study

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

Course Details

Course goals or learning objectives/outcomes

- Students will gain an understanding of the key social, cultural, political and economic events that have shaped Ohio from pre-European contact to the present, using primary sources to enhance their knowledge and critical thinking and writing skills.

Content Topic List

- Historical geography
- Native Americans
- European contact
- From territory to statehood
- Midwest culture
- Abolition and Civil War
- Agriculture and industry
- Immigration and urbanization
- Progressive Era Ohio
- Prosperity to Depression
- WWII
- Deindustrialization and the Rust Belt phenomenon
- Ohio in national politics
- Ohio and late 20th century globalization

COURSE CHANGE REQUEST
3030 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
07/22/2020

Sought Concurrence

No

Attachments

- DL History 3030 Syllabus.docx: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- Hist 3030.docx: ASC Tech Checklist
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- History 3030 Syllabus.pdf: In person syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- OLD assessment plan.doc: Old departmental assessment plan
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	07/16/2020 04:51 PM	Submitted for Approval
Approved	Elmore, Bartow J	07/16/2020 09:45 PM	Unit Approval
Approved	Heysel, Garrett Robert	07/17/2020 07:41 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	07/17/2020 07:41 AM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: HISTORY 3030

HISTORY OF OHIO

AUTUMN 2019

Course overview

Instructor

Instructor: W Russ Coil
Email address: coil.5@osu.edu
Office hours: TR 11:00AM-12:00PM
Office Location: Carmen Chat or Zoom by request

Course Coordinator

Course description

This course will survey the economic, social, and political development of the geographic area that became Ohio from the Native American period to the present. Our goal is to reflect on the origins of contemporary issues. In particular we will explore three themes:

- how people in this region have defined, reacted to, tried to solve social problems associated with economic change
- how humans interacted with the environment to build diverse societies
- how the international movement of goods, people, ideas, diseases, and technologies shaped the Ohio Valley and the Great Lakes region

Specific topics will include the technological development of Native American civilizations, long before anyone called this place "Ohio"; the international conflict to define and control the region; the importance of rivers, watersheds, and mountains in defining Ohio; the role of automation in shaping the state in the post WWII period; the crucial role of Ohioans in the world's most important reform movements; the rise and fall of particular Ohio cities as a way to understand national and international economic, social, and political trends; and the challenges/opportunities of the global economy of the late 20th/early 21st century. We will discuss a number of primary sources — from “reading” natural landscape features as

historical documents to analyzing the built environment (the Newark Earthworks, for example, or shuttered factories) to reading memoirs of Ohio natives.

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

- 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.

Course materials

Van Tine, Warren and Pierce, Michael, *Builders of Ohio* (OSU Press)**

Calloway, Colin, *The Victory With No Name* (Oxford)

Vance, J.D., *Hillbilly Elegy* (Harper)

**Please note that you can access a free version of Van Tine and Pierce, *Builders of Ohio* through the OSU library.

At a minimum, the books should be available at the Barnes and Noble OSU bookstore but check other bookstores, the Internet, and area libraries. One copy of each book will be placed on reserve at the Thompson Main Library.

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

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
Exam Quizzes	10%
Essay 1	20%
Essay 2	20%
Essay 3	20%
Online Discussion Forums	20%
Online Quizzes	10%

Total	100%
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See course schedule, below, for due dates

Assignment information

There will be TWO exam quizzes: one midterm and one final. Each exam quiz will be a multiple choice, online quiz, based largely on Van Tine and Pierce's *Builders of Ohio* plus some video lectures and other assigned reading material. The quiz windows will open for one week. The midterm exam quiz is due no later than Friday, October 25. The final exam quiz is due no later than Friday, December 6. I will provide a study sheet in advance. Each exam quiz is worth 5% of your grade.

There will be THREE essays. The first essay is based on Colin Calloway's *The Victory With No Name* and is due no later than no later than Friday, September 20. The midterm essay covers mainly the video lectures and is due no later than Friday, October 25. The final essay, based on the book *Hillbilly Elegy* and relevant lecture material, is due no later than Friday, December 6. Each essay is worth 20% of your grade and should be approximately 6 typed, double-spaced pages in length

THERE WILL BE FOUR online discussion forums, covering 20% of your grade. On average expect to watch two videos a week. Each video lasts approximately 15 minutes. After watching the videos you will then participate in an online discussion based on the videos and follow a prompt that I post. The discussion forum windows will usually open on a Saturday morning at 8am and close the following Friday at 11:59PM. No late discussions accepted.

These discussion posts will earn a score based on a posted rubric. Please note that the rubric for these discussions includes an incentive to complete the assignment earlier in the week rather than later. Early posts allow us (the entire class) to learn from you. I try to reward that contribution. Each module will contain one discussion assignment. Each module's discussion grade is worth 5% of your grade.

The remaining 10% of your grade comes from completing regularly scheduled online quizzes throughout the semester. The quizzes are based on the video lectures and begin the very first week of class. Most (but not all) quiz windows usually follow the discussion assignments -- opening on Saturday morning at 8am and closing the following Friday at 11:59pm. Late videos quizzes are subjected to a penalty of 5 points per day. See below for the specific schedule of assignments.

Late assignments

Please check the syllabus throughout the semester for a schedule of readings and assignment deadlines. Essay papers, video quizzes, and exam quizzes submitted late will be subject to a 5% penalty every day that the assignment is late. No late discussions accepted.

There are of course exceptions to every rule. An acceptable reason to adjust the rule might be documented illness or serious family/personal situations. Unacceptable reasons include: "I'm too busy with other classes right now" or "I want to attend a concert the night before the paper is due." Or, "My computer broke."

Keep in mind the following:

- a. Technology problems usually do not count as acceptable justifications for a late submission. They are the modern equivalent of "The dog ate my homework." So avoid blaming Carmen for eating your quiz/essay/discussion post.
- b. Don't wait until the last minute and always back up your files. In other words, technology failures are only problems if you have waited to the last minute to complete an assignment or neglected to take common sense steps to protect your work.
- c. Check your email and the class announcements regularly. "I didn't get this message until just now" is an excuse for nothing.
- d. Again: technology failures are only problems if you have waited to the last minute to complete an assignment or neglected to take common sense steps to protect your work.

Overall, busy schedules are serious and personal, but they're not situations. They're choices that you have made. By all means, follow your priorities in life. Accept the consequences too.

Plan ahead and stay in touch with me.

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	8/20-8/23	Watch "Intro" and "How to Read a River" videos and complete Intro Quiz no later than Friday, 8/23, by 11:59pm. Read: Colin Calloway, The Victory With No Name, Introduction through Chapter 1 Read "watershed" and "Maumee watershed map" pages on Carmen Read: Van Tine and Pierce, Builders of Ohio, "Introduction"
2	8/24-8/30	Rivers, Technology, Exchange Networks Watch Videos 1 and 2 Complete video quiz and participate in online discussion by Friday, 8/30, 11:59pm Read Calloway, The Victory With No Name, Chapters 2-3 Consult Ohio Indian World map, circa 1793
3	8/31-9/6	A Refugee World Watch Videos 3 and 4 Complete video quiz by 9/6, 11:59pm Read Calloway, The Victory With No Name, Chapters 4-5 Read Van Tine and Pierce, Builders of Ohio, Chapters 1-2 Labor Day: No classes on Monday, 9/2
4	9/7-9/13	Ohio in Transition Watch Video 5 Complete video quiz no later than 9/13, 11:59pm Read Calloway, The Victory With No Name, Chapters 6-Epilogue
5	9/14-9/20	Essay 1 Due By Friday, 9/20, 11:59pm
6	9/21-9/27	The Rise of the pan-Mississippian World Watch Videos 6 and 7 Complete quiz no later than Friday, 9/27, by 11:59pm Read Van Tine and Pierce, Builders of Ohio, Chapters 5-6
7	9/28-10/4	Opportunity, Exploitation, and Reform in the pan-Mississippian World Watch Videos 8 and 9

		Complete online discussion and quiz no later than Friday, 10/4, 11:59pm Read Van Tine and Pierce, Builders of Ohio, Chapters 7-8
8	10/5-10/11	Watch Videos 10 and 11 Complete quiz no later than Friday, 10/18, 11:59pm Read Van Tine and Pierce, Builders of Ohio, Chapters 9-1
9	10/12-10/18	Fall of the pan-Mississippian World, cont. Watch Videos 10 and 11 Complete quiz no later than Friday, 10/18, 11:59pm Read Van Tine and Pierce, Builders of Ohio, Chapters 9-11
10	10/19-10/25	Midterm Essay And Quiz Due No Later Than Friday, 10/25, 11:59pm
11	10/26-11/1	Reform: Economic Power Watch Videos 12 and 13 Complete quiz no later than Friday, 11/1, 11:59pm Read Van Tine and Pierce, Builders of Ohio, Chapter 12-14 Read Vance, Hillbilly Elegy, Intro through Chapter 4
12	11/2-11/8	Reform: Social Justice Watch Videos 14 and 15 Complete online discussion and quiz no later than Friday, 11/8, 11:59pm Read Vance, Hillbilly Elegy, Chapters 5-8 Read Van Tine and Pierce, Builders of Ohio, Chapters 14-15
13	11/9-11/15	Establishment Reformers Watch Videos 16 and 17 Complete quiz no later than Friday, 11/15, 11:59pm Read Vance, Hillbilly Elegy, Chapters 9-12 Read Van Tine and Pierce, Builders of Ohio, Chapters 16-18
14	11/16-11/22	Challenges to the Establishment Watch Video 18, and two primary source videos Complete video quiz no later than Friday, 11/22, 11:59pm Read Vance, Hillbilly Elegy, Chapters 13-16 Read, Van Tine and Pierce, Builders of Ohio, Chapters 19-21

15	11/23-11/29	<p>Technological Innovation and Disruption</p> <p>Watch Videos 19, 20, 21</p> <p>Complete online discussion and quiz no later than MONDAY, 12/2, 11:59pm</p> <p>Read, Van Tine and Pierce, Builders of Ohio, Chapters 22-24</p>
16	11/30-12/4	<p>Technological Innovation and Disruption, cont.</p> <p>Watch Videos 19, 20, 21</p> <p>Complete online discussion and quiz no later than MONDAY 12/2, 11:59pm</p> <p>Last Day, Regularly Scheduled Classes, Wednesday, 12/4</p>

FINAL ESSAY AND QUIZ DUE NO LATER THAN FRIDAY, 12/6, 11:59PM.

HISTORY 3030

THE HISTORY OF OHIO

Spring Semester 2015
Tuesdays and Thursdays, 8:00-9:20
Baker Engineering Room 198

Lecturer: Stuart Hobbs, PhD
Office: Pryor Hall Ste. 260, room 263
Office hours: Monday 2 PM & by appointment
Phone: 685-9572
e-mail: hobbs.2@osu.edu

REQUIRED READING

Van Tine, Warren, *Builders of Ohio* (OSU Press)
Calloway, Colin, *The Shawnees and the War for America* (Penguin)
Primary Sources on Carmen < www.carmen.osu.edu >

At a minimum, the books should be available at SBX and the OSU bookstore but check other bookstores, the Internet, and area libraries. One copy of each book has been placed on reserve at the Thompson Main Library.

We will also use OSU's Carmen website. Please visit www.carmen.osu.edu to login. If you have trouble, e-mail: 8help.osu.edu. In addition to accessing source materials, Carmen will be useful for the syllabus, reading guides, assignments, viewing grades, class announcements, and other materials.

ENROLLMENT

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

COURSE DESCRIPTION

History 3030 is a survey of Ohio history from pre-European contact to the present. Specific topics will include Native American civilizations, contact and conflict between Native Americans and Europeans, the evolution from frontier territory to prosperous farming and industrial state, the Civil War, and in general the key social, cultural, political, and economic events that have shaped Ohio and the nation.

These topics will be studied with special attention to primary sources. Primary sources are the building blocks of history-- created at the time by the people who lived through the events. Sources used will include government documents, speeches, letters, diaries, short stories, poetry, advertisements, photographs, art, and architecture. A large portion of each class will be spent working with these materials.

COURSE OBJECTNES/LEARNING OUTCOMES

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves.

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.

3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

GRADES

First Paper:	20% (February 5, 8 AM)
Second Paper:	20% (March 5, 8 AM)
Third Paper:	20% (April 2, 8 AM)
Fourth Paper	20% (April 29, due 9:45 AM)
Responses to Reading	20% (in class most weeks)
Total:	100%

Most of your grade will come from four papers. Each will be 4 to 5 pages long. The first is based mainly on Colin Calloway's *The Shawnees and the War for America*. The due date is Tuesday, 2/10 (Week 5) at the beginning of class. You will receive a handout with suggested paper topics. The three other papers will be based largely on primary source materials from the class, though you will of course draw on other readings, class lectures, and discussions. For each paper, you will receive a handout with topics a couple of weeks before the due date. The final paper constitutes a take-home final, and will be due at the end of the assigned exam period for the class, which April 29 at 9:45 AM. All papers will be turned in on Carmen.

About once a week there will be a short, in class writing assignment based on the readings for that day. You will be asked to write a paragraph reaction to a primary source or other assigned reading.

Note on plagiarism: 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://sja.osu.edu/page.asp?id=1>).

Here is the grading scale. Grades are NOT curved.

A = 93-100	B - = 80-82	D += 68-69
A - = 90-92	C + = 78-79	D = 62-67
B+ = 88-89	C = 73-77	E = 61 and below
B = 83-87	C - = 70-72	

ACCOMODATION SERVICES

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>

LATE ASSIGNMENTS

Papers are due at the time specified. In college, as in life, it is recommended that you do the work required of you in the time allotted to you. If you find it necessary to miss that time, you must contact me before the due time and offer a reasonable justification in order to be able to turn it in late. Given that the topics will be distributed well in advance, justifications will of necessity be focused on foreseen circumstances, generally of an emergency nature.

Schedule of Readings & Assignments

Week 1

January 13. First Day of Class

January 15. Native American civilizations in the Ohio Valley before 1492

Reading: Calloway, *Shawnees & the War for America* (hereafter *Shawnees*): Introduction & Chapter 1

Week 2

January 20. Native American Civilizations in the Ohio Valley before 1492, continued

Reading: *Shawnees*, chapters 2 & 3

Primary sources: Harris, On the Origins of the Mounds, 1805
Madison, Speculations on the Mounds, 1809
Atwater, Description of the Newark Earthworks, 1820

January 22. Encounters: Native Americans and Europeans Create the Middle Ground

Reading: *Shawnees*, chapters 4 & 5

Primary Sources: Le Jeune on Europeans and Native Americans
Zeisberger on Native Americans
James Smith Captivity Narrative

Week 3

January 27. Contesting the Middle Ground

Reading: *Shawnees*, chapters 6 & 7

Builders: chapter 1 George Croghan

Primary Sources: Diplomacy between the French, English, Miami, 1749-1751
The Massacre of Chief Logan's Family, 1774
Chief Logan's Speech 1774

January 29. The End of the Middle Ground

Reading: *Shawnees*, chapters 8 & Afterword

Builders, chapter 4 Little Turtle & Blue Jacket

Primary Sources: William Groghan Reports the Death of Crawford, 1782
Tarhe Petition, 1810
Tecumseh's Speech to Governor Harrison, 1810

Week 4

February 3. Settling the Ohio Country

Builders: chapter 3 Arthur St. Clair

Primary Sources: John May Describes Life in Early Marietta, 1788
Preacher in the Western Reserve, 1801
Rumah Hayes writes from Worthington, 1805
A Traveler Describes Early Cincinnati, 1811

February 5. Statehood

Builders, Chapter 5 Thomas Worthington

Primary Sources: Worthington and St. Clair Letters

Samuel Finney from the *Scioto Gazette*, 1802

Michael Baldwin from the *Scioto Gazette*, 1802

US Constitution, 1787

OH Constitution, 1802

FIRST PAPER DUE

Week 5

February 10. A Community of Communities: Early Ohio

Builders, chapter 6 Philander Chase

Primary Sources: A Resident of Chillicothe Describes Social Life in the Town, 1818

New Good's for Sale, 1837

Hawley Observes the Western Reserve in 1821

Anna Ketchum Describes Life in Ohio in 1835

February 12. Building Ohio: Industry & Infrastructure

Builders, chapter 7 John Campbell

Primary Sources: A Candlemaker Describes Life in Cincinnati in 1838

John Speare Describes the Building of a Canal, 1836

Canal Boats Arrive In Columbus

General Store Accounts for Canal Workers, 1827

An Industrial Accident in Cleveland, 1838

Week 6

February 17. From Periphery to Center: Ohio and National Politics & Reform

Reading: *Builders*, chapter 9 Frances Dana Gage

Primary Sources: The Passing of Frontier Ohio 1848

Jones, "The Old Mound" & "Tecumseh"

Establishing Public Education in Ohio, 1837

Resolutions from the Salem Women's Rights Convention, 1850

February 19. Ohio and National Politics & Reform

Primary Sources: Ohio's Black Code, 1804-1807

The Ohio Colonization Society, 1827

Records of Black Emancipation

Address from the State Convention of Colored Men, 1851

In Support of the Memorial of Colored Men, 1857

Week 7

February 24: No Class

February 26. Ohio & Sectional Crisis

Builders, chapter 8 John Parker

Primary Sources: John Parker Recalls His Work on the Underground Railroad

Liberty Party Pledge, 1840s

From the Republican Party Platform of 1856

Response to the Dred Scott Decision, 1857

A Participant in John Brown's Raid Says Good-Bye, 1859

Week 8

March 3. Ohio for the Union: The Civil War

Primary Sources: Soldier Writes Home to His Wife, 1862

Letter on the Battle of Shiloh, 1862

Father & Son Correspond about the War, 1863

Letter from Gettysburg, 1863

Lundy Writes about the Home Front, 1863

March 5. The Civil War, conclusion

Builders, chapter 10 Clement Vallandigham

Primary Sources: With the 5th Regiment US Colored Troops, 1864

Payne Fights for the Massachusetts 55th, 1864

Voris Writes about the 1864 Election

Letter about the Atlanta Campaign, 1864

Soldier Marches Through South Carolina, 1865

SECOND PAPER DUE

Week 9

March 10. Defining Ohio in Art and the Built Environment

Primary Sources: 19th Century Ohio Buildings

Art of Duncanson, Spencer, and Farney

March 12. Industrial Ohio

Builders, Chapter 12 B. F. Goodrich & 13 Martin Foran

Primary Sources: Buckeye Steel, 1916

Coal Mining in the Hocking Valley

Scientific Management Memo, 1918

Speech to the Miners, 1884

Week 10 March 16-20. Spring Break

Week 11

March 24. Rise of the City

Builders, Chap. 18 Jane Edna Hunter

Primary Sources: Estelle Shull Learns Telegraphy, 1873

Advice to the Working Woman, 1911

A Cleveland Newspaper Describes Slums in the City, 1873

Muckrakers Steffens and Myers on Political Corruption

March 26. Immigration and Migration to Ohio

Builders, Chap. 14 Benjamin Arnett

Primary Sources: “One Man’s Fortunes” by Paul Laurence Dunbar

“Ode to Ethiopia” by Paul Laurence Dunbar

“Headwaiter” by Chester Himes

Week 12

March 31. Progressive Ohio

Builders, chapter 15 Tom Johnson

Primary Sources: Gladden, *The Church and Modern Life*, 1908

The Operation of the National Cash Register Company, 1897

The Hiram Settlement House, 1911

Amendments to the Ohio Constitution, 1912

April 2. Progressive Ohio

Builders, chapter 16 William Oxley Thompson

Primary Sources: The Anti-Saloon League Promotes Prohibition

Governor Cox Supports Making the Teaching of German Illegal, 1919

THIRD PAPER DUE

Week 13

April 7. From 19th to 20th Century Ohio

Builders, chapter 16 Florence Allen

Primary Sources: “Trouble at Craydock’s Corners” by Jessie Brown Pounds

“The Strength of God” by Sherwood Anderson

“The Car We Had to Push” by James Thurber

April 9. The Great Depression & World War II

Builders, chapter 20 George DeNucci

Primary Sources: The Great Depression in Akron, 1932-33

WPA Murals

The Little Steel Strike, 1937

Week 14

April 14. Perils of Prosperity: Post-War Boom and Cold War Fears

Builders, chapter 22 James Rhodes

Primary Sources: Frigidaire Advertising Pamphlet

Suburban Shopping Mall Documents

From Bob Greene’s High School Diary

Mighty Midget Emergency Survival Kit

April 16. No Class

Week 15

April 21. Ohio & Ohio State in 1960s

Builders, chapter 23 Carl B. Stokes

Primary Sources: Integrating OSU, 1933 to 1959

Rep. McCulloch Supports the Civil Rights Bill, 1964

The Student Movement at OSU 1968 to 1973

April 23. Ohio and Globalization

Builders, chapter 24 Dave Thomas

Primary Sources: The Closing of Youngstown Sheet & Tube

Will Coal Miners Get the Shaft? 1978

James Wright, "Beautiful Ohio"

The Ohio Third Frontier Annual Report, 2012

Assessing the Impact of the Third Frontier, 2009

Week 16

April 29. Final Paper Due 9:45 AM

MEMORANDUM

TO: Arts and Sciences Committee on Curriculum and Instruction

**FROM: Nicholas Breyfogle, Associate Professor and Calendar Conversion
Coordinator, Department of History**

**RE: Assessment Plan for proposed GEC courses: Historical Study Category, Social
Diversity in the U.S., and Diversity: International Issues**

Assessment Goals and Objectives

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

Historical Study GE Requirements:

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Goals of the courses that fulfill the GE Learning Outcomes:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. critically examine theories of ethnicity, race, and nationalism
2. engage with contemporary and historical debates on ethnicity and nationalism
3. access and critically examine ethnically or nationally framed movements in a wider socio-cultural context
4. carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, or nationalist mobilization or social movements and their effects

2. Both the GEC and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

Social Diversity GE Requirements:

Goals:

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

Expected Learning Outcomes:

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

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

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
2. describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.

3. Both the GEC and course-specific learning objectives for History courses requesting Diversity in International Issues might be summarized as follows:

International Issues GE Requirements:

Goals:

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

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

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues such as health and healing in Africa, or pandemics such as HIV-AIDS reshaped debates world-wide, etc. and help students understand and analyze the

relationships between historical debates and practices about international issues such as health and healing.

2. describe theories of international issues on exams and written assignments.

II. Methods

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity of International Issues, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

Summary of Data:

An advanced graduate student, supervised by the UTC Chair, will be asked to evaluate the sampled questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity International Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments, including class discussions. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. Students will also be surveyed to assess their mastery of the General Education objectives through a survey instrument at the end of the semester. We will compare these data with the exams and papers mentioned above. We will be interested to assess improvement over time, so that we will compare each of the selected student's answers from the surveys, papers, and exams to those on the finals to see if any has in fact occurred. A brief summary report will be written by the grad student and UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed

courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: History 3030

Instructor: W Russ Coil

Summary: History of Ohio

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.