

## Term Information

Effective Term Spring 2021  
*Previous Value* Summer 2012

## Course Change Information

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

Online approval

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

We have been offering the course online and have had ASC tech review the course for 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	2700
Course Title	Global Environmental History
Transcript Abbreviation	Global Env Hist
Course Description	Global overview of the ecology of the human condition in past time, stressing climate change, earth systems, technology, energy, demography, and human cultural-economic revolutions.
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	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

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## Prerequisites and Exclusions

<b>Prerequisites/Corequisites</b>	Prereq or concur: English 1110.xx.
<b>Exclusions</b>	
<a href="#">Previous Value</a>	Not open to students with credit for 366.01.
<b>Electronically Enforced</b>	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

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

## Requirement/Elective Designation

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

General Education course:

Historical Study; Human, Natural, and Economic Resources; Global Studies (International Issues successors)

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

## Course Details

**Course goals or learning objectives/outcomes**

- Understanding of the history of our lived environment

[Previous Value](#)

**Content Topic List**

- Global human history
- Climate change
- Earth systems
- Technology
- Energy
- Demography
- Health
- Disease
- Human cultural-economic revolutions
- Natural disasters
- Drought
- Deforestation

**Sought Concurrence**

No

**COURSE CHANGE REQUEST**  
2700 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
09/13/2020

**Attachments**

- Checklist - Hist 2700.docx: ASC Tech Checklist  
*(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)*
- 2700 GE Assessment Plan.docx: Assessment plan  
*(GEC Course Assessment Plan. Owner: Heikes, Jacklyn Celeste)*
- HY 2700.docx: Hybrid syllabus  
*(Syllabus. Owner: Heikes, Jacklyn Celeste)*

**Comments**

- No in-person syllabus for this course exists, as it has always been taught online or as a hybrid. *(by Heikes, Jacklyn Celeste on 06/24/2020 04:38 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, Garrett Robert on 05/30/2020 11:57 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	05/29/2020 04:52 PM	Submitted for Approval
Approved	Elmore, Bartow J	05/29/2020 09:07 PM	Unit Approval
Revision Requested	Heysel, Garrett Robert	05/30/2020 11:57 PM	College Approval
Submitted	Heikes, Jacklyn Celeste	06/24/2020 04:38 PM	Submitted for Approval
Approved	Elmore, Bartow J	06/25/2020 07:25 AM	Unit Approval
Approved	Heysel, Garrett Robert	06/25/2020 08:40 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	06/25/2020 08:40 AM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

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# **SYLLABUS: HIST 2700 GLOBAL ENVIRONMENTAL HISTORY FALL 2020**

## **Course overview**

### **Instructor**

Instructor: Prof. White

Email address: white.2426@osu.edu

Phone number (office messages): 614-292-5596

Office hours: Thursdays 3-4pm on Zoom. Students may also make appointments to speak with the instructor in person or by phone.

### **Teaching Assistants**

[TBD]

### **Course description**

In this course, we explore how humans have shaped the environment and how the environment has shaped human history from prehistory to the present. Our topics will range from fire to deforestation to climate change. Students will learn the essential background to major environmental issues and consider how history might (or might not) help us confront environmental challenges in the present and future.

### **GE Historical Study**

**Goals of GE Historical Study:** Students recognize how past events are studied and how they influence today's society and the human condition.

**Expected Learning Outcomes of Historical Study**

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

#### **How This Course Meets Historical Study ELOs**

1. Students weigh the role of environmental factors and changes in local and national histories and long-term historical change.
2. Students examine the origins of contemporary environmental challenges, politics, and policies; students write an essay connecting environmental histories to present environmental understandings and policies.
3. Students reads and discuss debates on major topics in environmental history and analyze primary source materials for original information and perspectives on major events in environmental history.

### **Course learning outcomes**

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

- Identify major environmental factors and events that influenced global and regional human histories, including epidemics and climate variability.
- Identify approximately when, where, and to what degree human activity has shaped several dimensions of the global environment, including megafaunal biodiversity, introduction of invasive species, habitat loss, air and water quality, and climate.
- Discuss the evolving interactions among ideas, politics, technologies, and economic incentives in human attitudes toward the environment and natural resources.
- Examine how environmental histories may (or may not) inform present environmental policies.

### **Course Credits:**

To the best of my knowledge, as of 2020, this course could be taken to fulfill Historical Study or Diversity: Global Studies. Within the history major, this course could be counted as either Group A or Group B, and either pre- or post-1750 for the major in history. Within international studies, this course could be taken as a part of the Minor in Globalization Studies offered by the Program in International Studies, to fulfill part of the requirement in “Economic, Environmental, and Political Dimensions.” Within Public Health, this course could be taken as an elective in the Minor in Public Health.

Please contact your adviser for clarification on how this course can help you complete your degree. If any of these GEC or degree requirement fulfillments have changed, please contact me so that I can inform other students.

Please note that although this course provides GE credits, it is not a simplified “GE course.” This course is 2000-level and counts toward the History major. If you are not a History major, please plan to devote the same time to this course that you would to courses in your own major.

## Course materials

### Required

John R. McNeill and Peter Engelke, *The Great Acceleration: An Environmental History of the Anthropocene since 1945* (Cambridge, MA: Harvard Belknap, 2016).

There are many inexpensive paperback and electronic copies available through online bookstores (the Kindle version is fine for this class, too).

All of your other class readings, and links to all online materials including podcasts, will be posted on the course Carmen site.

## Course technology

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

### Necessary software

- Microsoft Office (available free to all OSU students)

## Grading and faculty response

### Grades

Assignment or category	Points
Quizzes (in recitations and Carmen)	100
Recitation Participation and Exercises	200
Carmen Lesson Exercises and Discussion Boards	100

<b>Topic Selection and Prospectus</b>	<b>50</b>
<b>Essay Draft</b>	<b>50</b>
<b>Peer Review</b>	<b>50</b>
<b>Essay</b>	<b>250</b>
<b>Midterm</b>	<b>100</b>
<b>Final Exam</b>	<b>100</b>
<b>Total</b>	<b>1000</b>

*See course schedule, below, for due dates*

## Course Format

This is a **hybrid course**. It includes asynchronous online lessons conducted in Carmen and scheduled recitation sections conducted in-person or on Zoom. **Both portions are required** for all students.

**Each online Carmen lesson** has several required components, which must be completed in order. These components may include the following:

1. A brief introductory presentation explaining the lesson;
2. A series of short presentations and videos presenting the content;
3. A reading assignment;
4. A brief quiz on the presentations, videos, and reading (which may be retaken up to one time);
5. A short writing assignment, often based on an accompanying by a short reading or video;
6. A discussion within a small group discussion forum, which you will post to at least once.

**Each in-person or Zoom recitation section** will include **required discussion** and may include one or more of the following components as well:

1. Short presentations or videos presenting the content;
2. Short readings for discussion;
3. Group or individual writing assignments;
4. Quizzes.

Please note that discussions and activities in the recitation sections will build upon material and concepts developed in the Carmen lessons. Students are expected to come prepared to each recitation.

## Attendance and Deadlines

### Assignments

You will write a **class paper** that applies information and ideas from the course and additional readings to issues in environmental policy or public history. The paper has four steps: (1) topic selection and prospectus; (2) rough draft; (3) peer review; (4) final paper. Detailed instructions on each of these steps will be provided in advance of the due date.

In the **prospectus**, you will select which topic you will write about and briefly state your ideas on the topic.

The **rough draft** should be as close as possible to a complete paper, with a thesis and supporting arguments and evidence; however, it will not be marked down for mistakes or omissions that can be corrected in the final paper. All students must submit a rough draft in order to participate in the peer review exercise. You will also receive feedback on your rough draft from an instructor.

The **peer review assignment** will give you a chance to give and receive writing advice from your fellow students. Instructors will assign two peer reviewers to each paper, which means that each of you will review two papers on a topic other than your own. Please note the discussion and communication guidelines below when you complete your peer review.

The **final paper**, due at the end of the semester, should improve on your rough draft, drawing on the advice from your fellow students and instructors, as well as information ideas from the final lessons in the course. Detailed instructions will be posted on Carmen.

The course will have cumulative **midterm and final exams**. These will test core concepts from the course. There will be a review session before each exam. Please contact an instructor well in advance if there is a chance you will not be available during the midterm or final exam time.

### 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

Instructors will reply to e-mails by the end of the following school day. Note that this means emails sent on over the weekend may not be answered until the following Monday evening.

### Discussion board

Instructors will check and reply to messages in the discussion boards every **48 hours on school days**.

## Attendance, participation, and discussions

### Carmen lessons participation requirements

All material for the **first Carmen lesson each week is due by Tuesday 5pm**; all material for the **second lesson each week is due Thursday 5pm**. If there is only one lesson in a week, then all material is due by Thursday 5pm. Students who miss these deadlines may not submit late writing assignments and discussion posts, but they may request a make-up assignment (see below). You may start on the next week's lessons at Thursday 5pm each week. Required writing assignments and discussion posts may not be submitted late for any grade. Students unable to complete the writing assignment or required discussion post for a lesson may request a make-up assignment. Except in extraordinary circumstances, students are unlikely to be permitted more than three make-up assignments for the course. Other late assignments will be marked down by 10% for each day late, weekends included.

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 to Carmen lessons: AT LEAST TWICE PER WEEK**  
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*.
- **Participating in online discussion forums: ONCE-TWICE PER WEEK**  
As participation, each week you can expect to post between one and four times as part of our substantive class discussion on the week's topics.

- **Office hours: OPTIONAL OR FLEXIBLE**

Participation in scheduled Zoom office hours is optional. Please contact me at the beginning of the week if you need a time outside my scheduled office hours.

## Recitation section attendance and participation

**Attendance and participation in recitation sections is required.** This course aims to develop real-time oral discussion and presentation of ideas and participation in timed group work as crucial skills practiced in the field of history, as well as to evaluate student comprehension and synthesis of information and ideas through their participation in discussions and in group work. Therefore, there is no substitute for attendance and participation in recitation sections. Each student may miss one recitation section with no reduction to their grade and may receive an excused absence for up to two more missed recitations at the discretion of the instructors and with the understanding that the student will compensate by additional participation in future recitations. After that, each missed recitation will result in an automatic 20-point reduction from the recitation participation and exercises grade.

**Students should show be prepared for and participate in recitation sections.** Students should have learned information and concepts during the lessons and completed any required reading or viewing before the recitation section begins. Students are expected to contribute to the discussion, complete in-recitation readings and assignments, and to contribute to group discussions and exercises.

## 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.

- **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.
- **Consideration for fellow students and TAs:** Remember that we all come from different backgrounds and work under different pressures throughout the semester. Don't rush to assume the worse or take it personally when you receive criticism in either a discussion or on an assignment. However, please do contact an instructor or appropriate staff member if you are facing threats or harassment.
- **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.
- **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.
- **Think before you hit send!** I also recommend the following advice on emailing your instructors: <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>

## Other course policies

### Academic integrity policy

#### Ohio State's academic integrity policy

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

#### Policies for this online course

- **Quizzes and exams:** You must complete all quizzes and exams yourself, without any external help or communication. You may use your own typed or written notes during quizzes and exams but not anyone else's, nor should you try to look up information in the textbook or online during quizzes and exams. (Remember: they are timed anyway, so you won't have time to do so).

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow the Chicago Manual of Style “notes and bibliography” format to cite the ideas and words of your research sources (see: [http://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html)). 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 an instructor.
- **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 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 ask ahead of time. You will receive formal peer review and comments from fellow students and your instructors on your essay rough draft.

For more about academic advising offered on Ohio State’s main campus, please visit <http://advising.osu.edu/welcome.shtml>

For further information about student services offered on Ohio State’s main campus, please visit: <http://ssc.osu.edu>

## Accommodations for accessibility

### Requesting accommodations

If you have a mental or physical condition that impacts your ability to succeed in the classroom, please register with the Student Life Disabilities Services (SLDS) in Baker Hall 009. Once registered, you can receive services that will level the playing field with your peers. Examples include but not limited to: a peer note-taker or a special recording pen, extended time or distraction-free space for exams, flexible attendance and deadlines. The SLDS will provide a letter listing only the services you need; you have every right to keep your health conditions private from me. Bring that letter with you to discuss the ways I can help you in my course. You are more than welcome to set up an appointment with me to discuss this matter privately. There is no need to come during my office hours when my door is open to other people. However, if you have a readily apparent need for accommodations, let us talk and determine the best course of action, to maximize your success and participation in the course.

Self-advocacy is a critical life skill and it is important that you reach out to SLDS and me to ensure your own success. For more information, go to <http://slds.osu.edu/>, call 614-292-3307, or e-mail [slds@osu.edu](mailto:slds@osu.edu).

Go to <http://ods.osu.edu> for more information.

**Please be aware that attendance and participation in recitation sections is required.** This course aims to develop real-time oral discussion and presentation of ideas and participation in timed group work as crucial skills practiced in the field of history, as well as to evaluate student comprehension and synthesis of information and ideas through their participation in discussions and in group work. Therefore, there is no substitute for attendance and participation in recitation sections. Accommodations should be requested to enable attendance and participation at recitations rather than avoid it.

### 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.

- Streaming audio and video
- Synchronous course tools

## Course schedule (tentative)

Week	Dates	Carmen Lesson Topics
<b>Part I. Introduction</b>		
1	Aug 25-28	1. Introduction to the Course
2	Aug 31-Sept 4	2. Doing Environmental History 3. The Anthropocene
<b>Part II. The Deep History of Human-Environment Interactions</b>		
3	Sept 7-11	4. Fire: From the Paleolithic to the Present 5. Extinctions
4	Sept 14-18	6. Agriculture 7. Ancient Societies
5	Sept 21-25	8. Disease 9. 'Collapse'
6	Sept 28-Oct 2	10. Ecological Imperialism 11. The Little Ice Age

7	Oct 5-Oct 9	12. The 'Great Divergence' 13. Environmental History in the News
8	Oct 12-16	Midterm Review on Carmen *Midterm exam taken at recitation section
<b>Part III. Industrialization and Acceleration</b>		
9	Oct 19-23	14. Energy Revolutions 15. Global Resource Extraction *Essay Prospectus due by 5pm, Friday October 18
10	Oct 26-Oct 30	16. Pollution 17. Global Warming
11	Nov 2-Nov 6	18. Habitat and Biodiversity loss in the 20 <sup>th</sup> century
<b>Part IV. Drivers of the Great Acceleration</b>		
12	Nov 9-Nov 13	19. Population Growth *Essay first version due 5pm, <b>Friday November 13.</b>
13	Nov 16-20	20. Urbanization *Peer review due 5pm, <b>Friday November 20.</b>
14	Nov 23-27	21. Conflict *Thanksgiving break 11/26-27: no recitation section
15	Nov 30-Dec 4	22. Environmentalism and Its Opponents 23. Conclusion and Review *optional online recitation sections for final exam review
16	Dec 7-11	*Final exam available online 9am-5pm Monday December 7 *Deadline for essay revisions 5pm Friday December 11

## GE Assessment Plan for Hist 2700: Global Environmental History

### 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 questions will be integrated into assignments to assess students' ability to construct an integrated perspective on history and the factors that shape human activity.

Sample: In lesson 3, students watch a short documentary on the history of the Salton Sea and are asked to reflect in an exercise and then discussion about how the sea's history as an accidental man-made creation has complicated its management for environmental quality and ecosystem services since the 20<sup>th</sup> century.

#### Assessment rubric

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

##### 2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will submit 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 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
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**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 questions will be integrated into assignments to assess students' ability to describe and analyze the origins and nature of contemporary issues.

Sample: in lesson 4, following a reading and presentation on anthropogenic fire and its role in shaping landscapes in long-term perspective, students watch a brief documentary on the Yellowstone fire of 1988 in the context of evolving land management policies. Students are asked to reflect in an exercise and then discussion on how and why American vulnerabilities to forest fires have changed since 1988.

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 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 questions will appear in assignments 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: In lesson 8, following a presentation and reading on the Black Death of the 14<sup>th</sup> century, students will read a passage by contemporary witness and answer the following questions: What can we infer from the text about contemporary perceptions of the disease and its causes, and what can we infer from the text about how people at the time reacted to the plague?

Assessment rubric:

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

and secondary historical sources	and secondary historical sources		secondary 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 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: Global Studies**

**ELO 1: Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the US.**

Methods of Assessment:

1. Direct Measure:

Specific questions will appear in assignments to assess students' ability to understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the US.

Sample: Following presentations and reading on the environmental movement, students will read a short passage from the Rachel Carson’s *Silent Spring* (US, 1962) and watch a selection of Chai Jing’s documentary “Under the Dome” (China, 2015). In a written exercise, they will discuss why each was a catalyst of the environmental movement in its national and historical context.

Assessment rubric:

Excellent	Good	Fair	Poor
Demonstrates an excellent understanding of some of the political, economic, cultural, physical, social, and philosophical aspects influencing the environmental movement beyond the US	Demonstrates a good understanding of some of the political, economic, cultural, physical, social, and philosophical aspects influencing the environmental movement beyond the US	Demonstrates a fair understanding of some of the political, economic, cultural, physical, social, and philosophical aspects influencing the environmental movement beyond the US	Demonstrates little or no understanding of some of the political, economic, cultural, physical, social, and philosophical aspects influencing the environmental movement beyond the US

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will submit these 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 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 recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.**

Methods of Assessment:

1. Direct measure:

Specific questions will appear in assignments to assess students’ ability to situate local events in their global contexts and their ability to understand their own place in this context both as US and as global citizens.

Sample: Following a lesson on impacts of and adaptations to global warming, students read a number of short scenarios representing typical individual life trajectories, both US and international, since the late 20<sup>th</sup> century, representing typical patterns of migration, careers, and lifestyle choices. Student then reflect on and discuss how these life trajectories and the personal choices they represent have contributed to climate change or mitigation and climate vulnerability or resilience; in a discussion, they are invited to compare these to their own life and career choices.

Assessment rubric:

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

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They submit these 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 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
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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.

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: Hist 2700**

**Instructor: Prof. White**

**Summary: Global Environmental History**

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"> <li>• Carmen</li> <li>• Office 365</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Carmen</li> <li>• Discussion Boards</li> <li>• CarmenWiki</li> </ul>
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: CarmenConnect should be replaced with Carmen Zoom.  
5/26/20: Corrected above/L. Seeger**

<sup>a</sup>The 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](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add 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>

<sup>c</sup>Add 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.