

Term Information

Effective Term Summer 2022
Previous Value Spring 2020

Course Change Information

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

DL approval

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

Teaching this course online will enable the History Department to reach a wider, more diverse audience. The online format, for example, offers flexibility to students registered with Student Life Disability Services. The online format can liberate students from the physical limitations of the classroom setting. Program 60 students who live outside of the Columbus metropolitan area, moreover, can audit the online class more easily than the traditional in-person class. This helps the History Department and the university fulfill its mission of public outreach, extending the university's resources across the state and beyond.

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	4675
Course Title	Seminar in World/Global/Transnational History
Transcript Abbreviation	Sem World History
Course Description	Advanced research and readings on selected topics in World/Global/Transnational History.
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?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Seminar
Grade Roster Component	Seminar
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, a grade of C or above in History 2800, and any 3000-level History course; or permission of instructor.
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will become proficient in the research methodologies and writing styles of historians focused on worldwide history.
Content Topic List	<ul style="list-style-type: none">• Topics will vary and will focus on issues in the study of World/Global/Transnational History
Sought Concurrence	No

Attachments

- DL History 4675 syllabus.docx: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- History 4675 Online approval asc cover sheet.pdf: Online cover sheet
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- History 4675 syllabus 2019 Inperson.doc: In person syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- History 4675 ASC Distance Learning Syllabus - REVISED.docx: Updated Syllabus
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- Uploaded updated syllabus. *(by Getson, Jennifer L. on 02/15/2022 09:36 AM)*
- Please see Panel feedback email sent 12/15/2021. *(by Hilty, Michael on 12/15/2021 01:40 PM)*

COURSE CHANGE REQUEST
4675 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/17/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	11/29/2021 02:50 PM	Submitted for Approval
Approved	Soland, Birgitte	11/29/2021 09:44 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/30/2021 10:56 AM	College Approval
Revision Requested	Hilty, Michael	12/15/2021 01:40 PM	ASCCAO Approval
Submitted	Getson, Jennifer L.	02/15/2022 09:36 AM	Submitted for Approval
Approved	Soland, Birgitte	02/15/2022 11:30 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/17/2022 12:14 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/17/2022 12:14 PM	ASCCAO Approval



History 4675: Research Seminar in World / Global / Transnational History

Summer 2022 (12-week term)

3 credit hours

Online

COURSE OVERVIEW

Instructor

Instructor: Randolph Roth

Email address: roth.5@osu.edu

Phone number: 614-292-6843 (office)

Office hours: WF 11:45am-1:15pm Online via ZOOM

Prerequisites

History 2800: Introduction to the Discipline of History

Course description

Our course will study the history of violence from the earliest human societies to the present, focusing on theories that scholars have developed to explain violence in its various forms (homicide, genocide, terror, sexual assault, suicide, etc.). We will study historical, scientific, and social scientific debates over the causes of violence, as well as the techniques historians and forensic archaeologists use to estimate the nature and extent of violence in particular societies. We will spend some time on specific historical events, but our main purpose is to consider the historical and biological causes of violence and nonviolence.

Because our research seminar will take place during a twelve-week summer term, we will move quickly to our research projects, rather than spend a great amount of time on common readings on the historiography of violence. The goal is to write an original, polished research essay, 20 to 25 pages in length, from primary sources, on a topic of interest to you. You will need to identify primary sources for your projects that are available online. Fortunately, such materials are available in abundance.

Course learning outcomes

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

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

Expected learning outcomes

The course is not a general education course, because it is on an advanced (4000) level. It is important to remember, however, the expected learning outcomes for courses in History.

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

First goal: The course examines the deep and complex causes of historical changes in the character and incidence of all forms of interpersonal violence. The causes may include changes in the economy, family, politics, demography, laws, community, culture, and society.

Second goal: The course is designed to help students understand pressing global problems such as genocide, homicide, suicide, sexual assault, and domestic violence. The course is wide-ranging, so students are given the opportunity to study the historical roots of contemporary problems that concern them, and they may focus on whatever nation or region of the world they wish.

Third goal: The readings during the first three weeks of the course are designed (together with discussion posts and quizzes) to help students think critically about competing interpretations of global trends in violence and the reasons why the character and incidence of violence varies across time and space. The focus is on the debate among historians between proponents of the civilization thesis (who believe the long-term trend over the course of human history is toward a less violent world) and those who disagree and believe historical patterns of violence (and their causes) are more complex. Students are encouraged to consider the strengths and weaknesses of each perspective, as they consider how they might contribute productively to the debate. The focus, however, is on the primary and secondary sources necessary to study the topic of their choice (e.g.—debates among historians and social scientists over the roots of the White Power movement in the contemporary U.S., and primary sources concerning the violence surrounding the “Unite the Right” event in Charlottesville).

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. It is a scheduled course, however, with the same format as an in-person research seminar in History—a three-hour weekly seminar meeting, office hours, and scheduled appointments with each student to discuss their projects and progress.

Pace of online activities: This course is divided into **weekly modules**, but all are released at the beginning of the semester, so interested students can move ahead. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in class meetings and/or required individual meetings with the instructor: REQUIRED**
You are expected to attend the seminar meeting and/or individual meeting with the instructor every week. If you have a situation that might cause you to miss an entire week of class, please discuss it with me *as soon as possible*.
- **Office hours: OPTIONAL**
My office hours, unlike the required individual meetings, are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics. These will involve responses to discussion prompts the first three weeks, when we have readings in common, and responding constructively over the following weeks to the work of your peers—their prospectuses, research strategies, research notes, and essays.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

None. All common readings are available on Carmen.

Recommended/optional

None

Other fees or requirements

None

Course technology

Access to Carmen (for course materials) and to a Web Browser (to search for online primary and secondary sources).

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

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

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Discussion and Participation	10
Discussion Board posts on common readings	5
Research prospectus	10
Research bibliography	10
Research notes	30
First draft of research paper	10
Second draft of research paper	25

Total	100
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See course schedule below for due dates.

Descriptions of major course assignments

Discussion and Participation: (10 percent) Attendance and participation are required. Good attendance and non-participation in discussion will result in a discussion and participation grade of B- (80). Poor attendance will lower your discussion and participation grade; participation in discussions will raise your grade.

Answers to Discussion Questions: (5 percent) The discussion questions for Weeks 1, 2, and 3 will ask you to report fully and accurately on the content of common historiographical readings in the course.

Writing a Prospectus and Research Bibliography

Please read my NEH (National Endowment for the Humanities) grant proposal and secondary source bibliography, for ideas about how to write a prospectus and research bibliography. Successful prospectuses and research bibliographies lead to successful research projects, so the time you spend writing a good one will make your research and writing easier. An ideal prospectus has three parts:

Section 1: Your question and your preliminary answer (hypothesis). Write the title of your prospectus as a question, and you'll be more than half-way there. A focused question is the key to a successful project. Ask and answer your question hypothetically in the first paragraph. What do you think you'll find, once you've conducted your research?

Section 2: Critique of existing histories. Why have historians to date offered inadequate answers to your question? Or have they never asked it? How will your essay remedy those inadequacies or fill an important gap in the literature? Reflect upon the secondary sources you've read.

Section 3: Your research plan. How will the research you will conduct answer your question, or help you improve upon previous answers to your question? Provide a map of the primary sources you plan to study, and the order in which you'd like to study them.

An ideal bibliography has two parts:

Section 1: Secondary sources. A list interpretive works by historians and/or scholars in other fields that will help you understand the current state of knowledge and give you the tools you'll need to answer your question.

Section 2: Primary sources. The evidence that you will examine and evaluate critically to answer your question: diaries, newspapers, government reports, songs, etc., etc.

Please note that my NEH grant bibliography only includes secondary sources. I enumerated in my grant application the primary sources I planned to examine. That was the required format for the NEH. Our

format for the class will be slightly redundant. I'd like you to mention in your prospectus the most important secondary and primary sources you plan to discuss, and I'd like you to enumerate them once again in your bibliography.

Instructions for Research Paper

The key to our research assignment is to pose a good question that is important to you and to your readers, by which I mean your family, friends, classmates, policy makers, and the public. Ask a "civic-minded" question that would be interesting to you and important to a wide audience. Please don't write to me, your teacher—those essays, I'm afraid, are death to write and to read. Write something with a catchy title (best phrased as a question), an interesting hook, and an answer that you've yet to figure out. Then take your reader along on your journey as you try to come up with a good answer. Think about how you'd like to influence the thinking of your readers—about where you'd like to take them by the end of your essay. And be sure to give them all of the information they need to follow your argument and make good decisions. Assume that they are intelligent—that they can understand if you make things clear. But assume too that they are unfamiliar with the subject at hand. Be sure that all events, concepts, etc., are explained fully.

What kinds of questions might you ask? Think of ones that you could answer from the sources you can gather and read in a semester. But think carefully as you read and take notes: does the evidence you've come across support a clear answer to your question? An ambiguous answer? A complex answer?

I would suggest that you write your paper in one of the following styles, or *genres*. (Please note that I've largely plagiarized my descriptions of these genres from John Bean, *Engaging Ideas*. I wouldn't plagiarize in my own work, honest!)

A civic argument: Open your paper with the public debate over your question, as you understood that debate before you began your research. "They say this, they say that." State your own answer in your thesis, and support your answer with reasons and evidence based on the historical documents you examine. "I say this, because . . ." Think of your essay as something as an informative essay, rather than an editorial—an essay based on a balanced effort to sift through the facts, not an op-ed piece about your personal feelings or ideological commitments. Why do reason and the evidence support your answer? **CRITERIA FOR ASSESSMENT:** You will be rewarded for the clarity and sophistication of your thesis, for the care with which you sift through evidence, and for the respect you show for those who disagree with you. Make the best case possible for the answer you argue against it; your answer will be stronger and more persuasive for it.

An exploratory argument: Write a paper that describes in chronological order your own search as a researcher for a personal answer to your question. The paper would start with a reflection on where you stood on the issue before you began your research, and why. (Being confused or uncertain is okay.) Then write a first-person, reflective narrative of your thinking process as you investigated your question by researching in historic newspapers, by talking with classmates or teachers, and by drawing on your own personal experiences, memories, and observations. You should include detailed descriptions of at least three important cases or articles you discovered,

followed by your effort to wrestle with the information in those cases or articles. By the end of your essay, sum up how your ideas evolved as you researched and reflected.

CRITERIA FOR ASSESSMENT: You will be rewarded for the quality of your exploration and critical thinking.

Instructions for Taking Notes for Research Paper

The research assignment asks you to take notes on primary and secondary sources that you find useful for studying your topic. Be sure that your references are clear, complete, and consistent, so that anyone could find your sources. Any format will do, but the MLA and APA reference styles are available on Carmen.

SUMMARY AND REFLECTION: You may take notes in any form that you'd like—in paragraphs, bullet-points, etc. The goal is to *summarize* the useful material in the article accurately and to *reflect* on the material. Notes that do a good job of summarizing and reflecting will receive the highest grades. It would be best to separate your reflections from your summaries by putting them after your summaries and by highlighting them.

CRITICAL THINKING: Remember to think *critically* about the primary and secondary sources you read. Were they created by people who are, like the rest of us, human beings, with particular values, sympathies, political beliefs, etc. Do they provide sufficient evidence to back up their claims? Do different people portray events differently? Why? How would you account for the differences? For instance, would a reporter who believes mental illness is the root of serious violent crime perceive violence differently from a writer in the nineteenth century who believed each “ethnic” group has a particular personality, some more violent than others? How would that affect the “reliability” or “objectivity” of the primary or secondary sources you are using as evidence?

ORGANIZE YOUR THOUGHTS / THINK ABOUT THE ARGUMENT YOU PLAN TO MAKE IN YOUR PAPER: You don't need to organize your notes in chronological order. That might be the best strategy, but it might be better in some instances to organize your notes by topic or subtopic, or in order of their importance in your research. Feel free to cut and paste so that your notes are organized in a way that will help you organize and write your research paper. For instance, the description of the crimes of a serial killer might precede analyses of the killer's motives. If you plan to tell a story, however, that unfolds over time, it might be best to organize your notes chronologically.

STATE YOUR CENTRAL QUESTION IN THE TITLE TO YOUR PAPER: Finally, at the top of your notes, draft a title for your paper. Ask a question. For instance, “Why did John Wayne Gacy become a serial killer?” “What caused the prison riot at Lucasville, Ohio, in 1993?” The more specific the question, the more manageable your answer will be, and the easier it will be to look at several possible answers in your papers before deciding which one makes most sense in light of the evidence.

When your notes are complete, please submit them in electronic form **ONLY**.

Bibliographical References

If you use any references other than a historical newspaper, please note them (including URLs, if necessary) in a bibliography at the end of your paper. Any consistent reference style would be fine: MLA, Social Science, etc. Just be clear and consistent.

For references to particular articles in newspapers, you may embed them in your papers in parentheses, such as (*Chicago Tribune*, 12 May 1878: 1). The reference would be to page one. You could also write up the first reference like this (*Chicago Tribune*, afterwards CT, 12 May 1878: 1). All later references to the Tribune would look like this (CT, 11 December 1879: 2). You may, however, use endnotes or footnotes throughout: no need to embed references within parentheses, unless you'd like to do so.

Writing Well

It is difficult to write well. It takes practice, patience, an appreciation of good writing, and clear thinking. Even good writers run into trouble when they tackle new subjects and haven't quite figured out what they want to say. That's why it's important to think clearly from the outset. What specific question does the proposed essay ask? What is the answer to that question? How will the essay prove that thesis? A good question, a clear answer (thesis), and a logical, well-organized proof (body paragraphs) are the keys to a well-written essay.

Don't be afraid to modify your question, answer, or proof as you write. Writing reveals the vagueness of our questions, the errors in our logic, the gaps in our research, and the limits of our understanding. Don't be frustrated by that. Writing improves our thinking, if we are willing to take the time to figure out why our thoughts don't look as good on paper as we thought they did then they were in our heads or jotted down in notes. We get stuck because we haven't thought things through. Experienced writers know that we don't simply *write to record* our thoughts: we also *write to learn*, to see patterns and connections we didn't see before, and gaps in our reasoning and evidence.

There are excellent guides to writing. My personal favorite is:

Joseph M. Williams, *Style: Ten Lessons in Clarity and Grace*.

It is designed for advanced undergraduates and graduates. *Style* is particularly good on matters of cohesion, coherence, emphasis, and concision.

For beginning writers (and for graduate students who will be teaching writing), I'd also recommend:

James M. McCrimmon, *Writing with a Purpose* (Boston: Houghton Mifflin).

Edward P. J. Corbett and Sheryl L. Finkle, *The Little English Handbook: Choices and Conventions* (New York: Harper Collins).

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (Chicago: University of Chicago Press).

McCrimmon does an excellent job on “pre-writing”—the steps writers must take before they begin to write: asking a specific question, conducting research, answering the question precisely (the thesis), and framing the paper so it asks and answers the question well. Corbett and Finkle explain the mechanics of writing—grammar, punctuation, paragraphing—in a straightforward way. Turabian (and the last chapters of Corbett and Finkle) is excellent on references: footnotes, endnotes, bibliographies, etc.

Finally, it is important to use the right words. Does a word mean what I think it does in a particular context? Is there a different word that could express the thought or feeling better? A good dictionary and a thesaurus can help with such matters. That is why good writers have them at hand when they write. There are many good ones. Just be sure to have a dictionary and a thesaurus handy and to use them regularly.

Academic integrity and collaboration:

Discussion posts: Your discussion posts should be your own original work. 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.

Collaboration and informal peer-review: The course includes many opportunities for collaboration and consultation with your classmates. Please feel free to correspond with classmates about the discussions, readings, and research assignments. Studying together is often the best way to learn the material. You must complete all assignments, however, on your own and in your own words. If you're unsure about a particular situation, please ask ahead of time.

Late assignments

Please contact Mr. Roth if your discussion posts or research assignments are more than a week late. It is important to keep in touch and to seek help if you fall behind. When it is your turn, however, to present your work to the class, especially the first drafts of your prospectuses and research essays, you *must* present your work on time, as a courtesy and responsibility to your peers.

Grading scale

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

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

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

Instructor 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 **614-688-4357(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**, and usually much faster.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion boards:** I will check and reply to messages in the discussion boards within three days after the dates on which they are due, and I will check regularly for late assignments.

OTHER COURSE POLICIES

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. A more conversational tone 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.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

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:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

<http://advising.osu.edu>

Copyright for instructional materials

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

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at

Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. 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 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

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; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (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.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	5/14	<i>Introduction</i>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>“Syllabus” and “Criticism” (Carmen) Robert Berkhofer, “Demystifying Historical Authority” (Carmen) Roth, “Child Murder in America” (Carmen)</p>
2	5/21	<p><i>The History of Violence: Methods and Theories</i></p> <p>DUE: by Wednesday, 5/19, on our discussion boards: Answers to Week 2 study questions.</p> <p>Roth, “Biology and the Deep History of Homicide” (Carmen)</p> <p>Roth, “Measuring Beliefs that May Facilitate (or Deter) Homicides” (Carmen) Sample prospectus and research bibliography (Carmen)</p> <p>Roth, Maltz, and Eckberg, “Homicide Rates in the Old West” (Carmen)</p> <p>Preliminary discussion of research problems, sources, strategies</p> <p>Individual meetings via ZOOM to discuss potential research project</p>
3	5/28	<p><i>The History of Violence: Long-Term Trends and Explanations</i></p> <p>DUE: by Wednesday, 5/26, on our discussion board: Answers to Week 2 study questions.</p> <p>Pinker, <i>Better Angels of Our Nature</i>, Preface (xxi-xxviii), List of Figures (xvii-xx), Table of Contents (xiii-xvi), Conclusion (671-696) (Carmen)</p> <p>“The Battle over Prehistoric Violence,” <i>Science</i> 336 (2012): 829-830 (Carmen)</p> <p>“Civilization’s Double-Edged Sword,” <i>Science</i> 336 (2012): 832-833 (Carmen)</p> <p>Sample research prospectuses and bibliographies from past seminars (Carmen)</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		Individual meetings via ZOOM to discuss research projects
4	6/4	<p><i>Getting Firmly Underway on Our Research Projects</i></p> <p>DUE: by Wednesday, 6/2, on our discussion boards, a brief description of your project and a list of the primary and secondary sources you've begun to work through.</p> <p>Individual meetings via ZOOM to discuss research topics</p>
5	6/11	<p><i>Polishing Our Research Proposals</i></p> <p>DUE: by Tuesday, 6/8, on our assignments page, the first draft of prospectuses</p> <p>DUE: by Thursday, 6/10, on our discussion boards: your comments on the prospectuses of your classmates that you have been assigned to discuss formally.</p> <p>Friday seminar meeting: Discussion of research prospectuses</p>
6	6/18	<p><i>Polishing Our Research Bibliographies and Thinking Historiographically</i></p> <p>DUE: by Wednesday, 6/16, on our assignments page, the first draft of research bibliographies and of notes on readings in secondary sources</p> <p>Individual meetings via ZOOM to discuss research projects</p> <p>Friday seminar meeting: Discussion of research bibliographies and of the historical literature on our topics</p>
7	6/25	<i>Working with Primary Sources: Our Initial Findings</i>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>DUE: by Monday, 6/21, on our assignment page, the final drafts of prospectuses and research bibliographies</p> <p>DUE: by Wednesday, 6/23, on our assignment page, first draft of research notes on primary sources</p> <p>Friday seminar meeting: formal presentations by all members of our class on their projects</p>
8	7/2	<p><i>Working on Primary Research and the Organization of Our Research Essays</i></p> <p>Individual meetings via ZOOM to discuss research topics</p>
9	7/9	<p><i>Individual appointments to discuss progress on research projects (no class)</i></p> <p>DUE: by Wednesday, 7/7, on our discussion boards, second draft of research notes</p> <p>Friday seminar meeting: formal presentations by all members of our class on their projects</p>
10	7/16	<p><i>Formal presentations of individual research projects</i></p> <p>Individual meetings via ZOOM to discuss research topics</p> <p>DUE: by Wednesday, 7/14, constructive discussion board posts on the essays presented by your peers this week.</p> <p>Friday seminar meeting: discussion of first drafts of research essays by one-third of the class</p>
11	7/23	<p><i>Formal presentations of individual research projects</i></p> <p>DUE: by Monday, 7/19 on our discussion boards, final draft of research notes</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>DUE: by Wednesday, 7/21, on our discussion boards, first draft of all research essays</p> <p>DUE: by Wednesday, 7/21, constructive discussion board posts on the essays presented by your peers this week.</p> <p>Friday seminar meeting: discussion of first drafts of research essays by second-third of the class</p>
12	7/30	<p><i>Formal presentations of individual research projects</i></p> <p>DUE: by Wednesday, 7/28, constructive discussion board posts on the essays presented by your peers this week.</p> <p>Friday seminar meeting: discussion of first drafts of research essays by final third of the class</p> <p>DUE: by Monday, August 2, on our discussion boards, final draft of research essay</p>

History 4675: The History of Violence
Research Seminar in World / Global / Transnational History
Summer, 2019

Professor Randolph Roth

Class: M 2:15pm – 5:00pm 27 Dulles Hall
Office: Dulles Hall 373
Office hours: M & W 9:00am-11:00am and by appointment
E-mail: roth.5@osu.edu
Phone: 614-292-6843
Course website: Carmen

Description: The course will study the history of violence from the earliest human societies to the present, focusing on theories that scholars have developed to explain violence in its various forms (homicide, genocide, terror, sexual assault, suicide, etc.). We will study historical, scientific, and social scientific debates over the causes of violence, as well as the techniques historians and forensic archaeologists use to estimate the nature and extent of violence in particular societies. We will spend some time on specific historical events, but our main purpose is to consider the historical and biological causes of violence and nonviolence.

Readings will include:

Selected essays on Carmen

Prerequisites: History 2800: Introduction to the Discipline of History

Assignments

Discussion and Participation: (10 percent) Attendance and participation are required. Good attendance and non-participation in discussion will result in a grade of B-. Poor attendance will lower your grade; participation in discussions will raise your grade.

Quizzes: (5 percent) The quizzes will ask you to report fully and accurately on the content of common readings in the course.

Written Assignments: Research prospectuses, research bibliographies, progress reports, and research paper (20-25 pp., two drafts).

Research prospectus	10%
Research bibliography	10%
Research notes	30%
First draft of research paper	10%
Second draft of research paper	25%

Schedule of Readings and Discussions

Week 1: NO CLASS

Individual appointments on Friday, May 10 to discuss potential research projects

Week 2: 5/13: *The History of Violence: Methods and Theories*: **QUIZ**

“Syllabus” (Really! Please read all of it!) and “Criticism” (Carmen)
Robert Berkhofer, “Demystifying Historical Authority” (Carmen)

Roth, “Child Murder in America” (Carmen)

Roth, “Biology and the Deep History of Homicide” (Carmen)

Roth, “Measuring Beliefs that May Facilitate (or Deter) Homicides” (Carmen)
Sample prospectus and research bibliography (Carmen)

Roth, Maltz, and Eckberg, “Homicide Rates in the Old West” (Carmen)

Preliminary discussion of research problems, sources, strategies

Week 3: 5/20: *The History of Violence: Long-Term Trends and Explanations*: **QUIZ**

Pinker, *Better Angels of Our Nature*, Preface (xxi-xxviii), List of Figures (xvii-xx),
Table of Contents (xiii-xvi), Conclusion (671-696) (Carmen)

“The Battle over Prehistoric Violence,” *Science* 336 (2012): 829-830 (Carmen)

“Civilization’s Double-Edged Sword,” *Science* 336 (2012): 832-833 (Carmen)

Sample research prospectuses and bibliographies (Carmen)

Individual appointments to discuss research topics

Week 4: 5/27: *How do historians study violence?*

Monday, May 27: NO CLASS – MEMORIAL DAY

Individual appointments to discuss research topics on Wednesday or Friday

Week 5: 6/3: *How and why do you study violence?*

First draft of prospectuses **DUE** on-line by Sunday, 6/2, at 5pm

Discussion of the class's research topics

Week 6: 6/10: *Brief presentations of individual research projects*

First draft of research bibliographies **DUE** on-line by Sunday, 6/9, at 5pm

Discussion of class's research bibliographies

Week 7: 6/17: *Individual appointments to discuss progress on research projects (no class)*

Final drafts of prospectuses and research bibliographies **DUE** on-line by Sunday, 6/16

First draft of research notes **DUE** on-line by Sunday, 6/16, at 5pm

Week 8: 6/24: *Brief presentations of individual research projects*

Week 9: 7/1: *Individual appointments to discuss progress on research projects (no class)*

Second draft of research notes **DUE** on-line by Sunday, 6/30, at 5pm

Week 10: 7/8: *Formal presentations of individual research projects*

Week 11: 7/15: *Formal presentations of individual research projects*

First draft of all research papers **DUE** on-line no later than Sunday, 7/14, at 5pm

Final draft of research notes **DUE** on-line by Thursday, 7/18, at 5pm

Week 12: 7/22: *Formal presentations of individual research projects*

Final draft of research papers **DUE** on-line by Friday, 7/26, at 5pm

Instructions for Research Paper – History 4675

The key to our research assignment is to pose a good question that is important to you and to your readers, by which I mean your family, friends, classmates, policy makers, and the public. Ask a “civic-minded” question that would be interesting to you and important to a wide audience. Please don’t write to me, your teacher—those essays, I’m afraid, are death to write and to read. Write something with a catchy title (best phrased as a question), an interesting hook, and an answer that you’ve yet to figure out. Then take your reader along on your journey as you try to come up with a good answer. Think about how you’d like to influence the thinking of your readers—about where you’d like to take them by the end of your essay. And be sure to give them all of the information they need to follow your argument and make good decisions. Assume that they are intelligent—that they can understand if you make things clear. But assume too that they are unfamiliar with the subject at hand. Be sure that all events, concepts, etc., are explained fully.

What kinds of questions might you ask? Think of ones that you could answer from the sources you can gather and read in a semester. But think carefully as you read and take notes: does the evidence you’ve come across support a clear answer to your question? An ambiguous answer? A complex answer?

I would suggest that you write your paper in one of the following styles, or *genres*. (Please note that I’ve largely plagiarized my descriptions of these genres from John Bean, *Engaging Ideas*. I wouldn’t plagiarize in my own work, honest!)

- 1) A civic argument: Open your paper with the public debate over your question, as you understood that debate before you began your research. “They say this, they say that.” State your own answer in your thesis, and support your answer with reasons and evidence based on the historical documents you examine. “I say this, because . . .” Think of your essay as something as an informative essay, rather than an editorial—an essay based on a balanced effort to sift through the facts, not an op-ed piece about your personal feelings or ideological commitments. Why do reason and the evidence support your answer?
CRITERIA FOR ASSESSMENT: You will be rewarded for the clarity and sophistication of your thesis, for the care with which you sift through evidence, and for the respect you show for those who disagree with you. Make the best case possible for the answer you argue against it; your answer will be stronger and more persuasive for it.
- 2) An exploratory argument: Write a paper that describes in chronological order your own search as a researcher for a personal answer to your question. The paper would start with a reflection on where you stood on the issue before you began your research, and why. (Being confused or uncertain is okay.) Then write a first-person, reflective narrative of your thinking process as you investigated your question by researching in historic newspapers, by talking with classmates or teachers, and by drawing on your own personal experiences, memories, and observations. You should include detailed descriptions of at least three important cases or articles you discovered, followed by your effort to wrestle with the information in those cases or articles. By the end of your essay, sum up how your ideas evolved as you researched and reflected.

CRITERIA FOR ASSESSMENT: You will be rewarded for the quality of your exploration and critical thinking.

Instructions for Taking Notes for Research Paper – History 4675

The research assignment asks you to take notes on primary and secondary sources that you find useful for studying your topic. Be sure that your references are clear, complete, and consistent, so that anyone could find your sources. Any format will do, but the MLA and APA reference styles are available on Carmen.

SUMMARY AND REFLECTION: You may take notes in any form that you'd like—in paragraphs, bullet-points, etc. The goal is to *summarize* the useful material in the article accurately and to *reflect* on the material. Notes that do a good job of summarizing and reflecting will receive the highest grades. It would be best to separate your reflections from your summaries by putting them after your summaries and by highlighting them.

CRITICAL THINKING: Remember to think *critically* about the primary and secondary sources you read. Were they created by people who are, like the rest of us, human beings, with particular values, sympathies, political beliefs, etc. Do they provide sufficient evidence to back up their claims? Do different people portray events differently? Why? How would you account for the differences? For instance, would a reporter who believes mental illness is the root of serious violent crime perceive violence differently from a writer in the nineteenth century who believed each “ethnic” group has a particular personality, some more violent than others? How would that affect the “reliability” or “objectivity” of the primary or secondary sources you are using as evidence?

ORGANIZE YOUR THOUGHTS / THINK ABOUT THE ARGUMENT YOU PLAN TO MAKE IN YOUR PAPER: You don't need to organize your notes in chronological order. That might be the best strategy, but it might be better in some instances to organize your notes by topic or subtopic, or in order of their importance in your research. Feel free to cut and paste so that your notes are organized in a way that will help you organize and write your research paper. For instance, the description of the crimes of a serial killer might precede analyses of the killer's motives. If you plan to tell a story, however, that unfolds over time, it might be best to organize your notes chronologically.

STATE YOUR CENTRAL QUESTION IN THE TITLE TO YOUR PAPER: Finally, at the top of your notes, draft a title for your paper. Ask a question. For instance, “Why did John Wayne Gacy become a serial killer?” “What caused the prison riot at Lucasville, Ohio, in 1993?” The more specific the question, the more manageable your answer will be, and the easier it will be to look at several possible answers in your papers before deciding which one makes most sense in light of the evidence.

When your notes are complete, please submit them in electronic form **ONLY**.

Writing Well – History 4675

It is difficult to write well. It takes practice, patience, an appreciation of good writing, and clear thinking. Even good writers run into trouble when they tackle new subjects and haven't quite figured out what they want to say. That's why it's important to think clearly from the outset. What specific question does the proposed essay ask? What is the answer to that question?

How will the essay prove that thesis? A good question, a clear answer (thesis), and a logical, well-organized proof (body paragraphs) are the keys to a well-written essay.

Don't be afraid to modify your question, answer, or proof as you write. Writing reveals the vagueness of our questions, the errors in our logic, the gaps in our research, and the limits of our understanding. Don't be frustrated by that. Writing improves our thinking, if we are willing to take the time to figure out why our thoughts don't look as good on paper as we thought they did then they were in our heads or jotted down in notes. We get stuck because we haven't thought things through. Experienced writers know that we don't simply *write to record* our thoughts: we also *write to learn*, to see patterns and connections we didn't see before, and gaps in our reasoning and evidence.

There are excellent guides to writing. My personal favorite is:

Joseph M. Williams, *Style: Ten Lessons in Clarity and Grace*.

It is designed for advanced undergraduates and graduates. *Style* is particularly good on matters of cohesion, coherence, emphasis, and concision.

For beginning writers (and for graduate students who will be teaching writing), I'd also recommend:

James M. McCrimmon, *Writing with a Purpose* (Boston: Houghton Mifflin).

Edward P. J. Corbett and Sheryl L. Finkle, *The Little English Handbook: Choices and Conventions* (New York: Harper Collins).

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (Chicago: University of Chicago Press).

McCrimmon does an excellent job on "pre-writing"—the steps writers must take before they begin to write: asking a specific question, conducting research, answering the question precisely (the thesis), and framing the paper so it asks and answers the question well. Corbett and Finkle explain the mechanics of writing—grammar, punctuation, paragraphing—in a straightforward way. Turabian (and the last chapters of Corbett and Finkle) is excellent on references: footnotes, endnotes, bibliographies, etc.

Finally, it is important to use the right words. Does a word mean what I think it does in a particular context? Is there a different word that could express the thought or feeling better? A good dictionary and a thesaurus can help with such matters. That is why good writers have them at hand when they write. There are many good ones. Just be sure to have a dictionary and a thesaurus handy and to use them regularly.

History Department and University Policies

Learning Objectives in History: In history courses, we hope that students will:

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. The goal will be to develop students' capacity for historical response and judgment; interpretation and evaluation; and critical reading, seeing, thinking, and writing.

1. Enrollment Deadlines

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

2. Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Here is a direct link for discussion of plagiarism:

http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm

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

3. Disability 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/>.

4. Grading Policy

- 1) The grade breakdowns are as follows: A: 92.5 and above; A-: 89.5-92.4; B+: 87.5-89.4; B: 82.5-87.4; B-: 79.5-82.4; C+: 77.5-79.4; C: 72.5-77.4; C-: 69.5-72.4; D+: 67.5-69.4; D: 62-67.4; E: below 62
- 2) Since the University does not record D- grades, a student earning a course average below 62 will receive an E in this course.
- 3) In order to pass the course, you must pass the Final Exam with at least a 62.
- 4) The expectations for average, good, and excellent work will be spelled out for each particular assignment.

5. Late Policy

Research seminars, more than any other kind of college course, depend on the timely completion of assignments. If you get behind on your research or fail to prepare an assignment in time for a required presentation to the class, your work and the entire class will suffer. Therefore, there will be a strict late policy for the completion and submission of assignments. The due dates are **firm**, and failure to turn in assignments on time will cost 3 points for the first three days late, and 2 points for each day later than that. Of course, persons with documented illnesses will be excused, but no other excuses will be accepted.

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

Please consider using [ASC's distance learning course template](#). For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

Enter additional details if you responded no

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor

Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies.

Course tools promote learner engagement and active learning.

Technologies required in the course are current and readily obtainable.

Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully.

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating:

Additional comments:

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation

Variety of assignment formats to provide students with multiple means of demonstrating learning

Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

Opportunities for students to interact academically with classmates through regular class discussion or group assignments

Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum

Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

Instructor explanations about the learning goals and overall design or organization of the course

Context or rationale to explain the purpose and relevance of major tasks and assignments

Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools

Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting

Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress

Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:

Syllabus and cover sheet reviewed by Jeremie Smith on 11/19/2021.

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.