

## Term Information

Effective Term Autumn 2022

## 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 History 2015 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	2015
Course Title	History of American Criminal Justice
Transcript Abbreviation	Hist Am Crim Just
Course Description	The history of crime, criminal law, law enforcement, prisons, and juvenile courts.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

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

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**Campus of Offering** Columbus, Lima, Mansfield, Marion, Newark, Wooster  
**Previous Value** [Columbus, Lima, Mansfield, Marion, Newark](#)

## Prerequisites and Exclusions

**Prerequisites/Corequisites** Prereq or concur: English 1110.xx.  
**Exclusions**  
**Previous Value** Not open to students with credit for 375.  
**Electronically Enforced** No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

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

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors  
General Education course:  
Historical Study; Historical and Cultural Studies  
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**  
**Previous Value**

- An understanding of the criminal justice system in the United States

**Content Topic List**

- Crime and justice in colonial and revolutionary America
- Violent crime
- Criminal enterprise
- The history of drug use and drug crime
- The rise of police and prisons in nineteenth-century America
- Criminal justice in the twentieth and twenty-first centuries
- Serial killers
- White-collar crime
- Crime and the American legal system
- Race and crime
- Gender and crime
- Class and crime

**Sought Concurrence** No  
**Previous Value**

**Attachments**

- DL History 2015 syllabus.docx: Syllabus  
*(Syllabus. Owner: Heikes,Jacklyn Celeste)*
- History 2015 Online approval asc cover sheet.pdf: Online cover sheet  
*(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)*
- History 2015 syllabus 2019Inperson.doc: In person syllabus  
*(Syllabus. Owner: Heikes,Jacklyn Celeste)*
- History 2015 syllabus DL Revised.docx: Edited Syllabus  
*(Syllabus. Owner: Heikes,Jacklyn Celeste)*
- History 2015 ASC Online approval cover sheet Roth Revised.pdf: Edited Cover sheet  
*(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)*

**Comments**

- For DL Cover sheet, please only look at "Online Cover Sheet" as "edited cover sheet" is not necessary and cannot remove. *(by Blacker,Noah on 02/08/2022 01:44 PM)*
- It is not clear why there is an edited cover sheet uploaded(?) It was not reviewed by Jeremie Smith (whereas the original one was). Please remove the cover sheet that the panel should not look at (and make sure that the one submitted has actually been reviewed by Jeremie). *(by Vankeerbergen,Bernadette Chantal on 01/06/2022 03:05 PM)*
- Please see Panel feedback email sent 12/15/2021. *(by Hilty,Michael on 12/15/2021 01:40 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	11/29/2021 02:47 PM	Submitted for Approval
Approved	Soland,Birgitte	11/29/2021 09:44 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/30/2021 10:55 AM	College Approval
Revision Requested	Hilty,Michael	12/15/2021 01:40 PM	ASCCAO Approval
Submitted	Heikes,Jacklyn Celeste	12/21/2021 11:10 AM	Submitted for Approval
Approved	Soland,Birgitte	12/23/2021 04:50 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	01/06/2022 03:05 PM	College Approval
Submitted	Blacker,Noah	02/08/2022 01:44 PM	Submitted for Approval
Approved	Soland,Birgitte	02/08/2022 02:46 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/10/2022 01:30 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	02/10/2022 01:30 PM	ASCCAO Approval



## History 2015: Criminal Justice History of the United States

Summer 2022 (second 8-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

None

### Course description

Crime and punishment are among the most important issues in contemporary America. This course offers an introduction to the historical study of crime, criminal law, and criminal justice in the United States from colonial times to the present. It highlights changes in criminal behavior and in the ways Americans have sought to define and deter crime and to punish and/or rehabilitate criminals. Primary topics include historical patterns of violence, the role and organization of the police, and the evolution of punishment in theory and practice. The course emphasizes differences in crime and punishment by region, class, ethnicity, gender, faith, and age. Topics will include riots, homicide, sexual assaults, capital punishment, criminal enterprise, white collar crime, the drug trade, sex trafficking, gangs, prisons, policing, jurisprudence, and official violence.

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

## Course learning outcomes in History

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.

## General education goals and expected learning outcomes

As a Foundation course in Historical Studies in the General Education curriculum, this course is designed to prepare students to be able to do the following:

### Goals

Successful students will investigate and analyze historical ideas, events, persons, material culture, and artifacts critically, to understand how they shape society and people.

### Expected Learning Outcomes: Successful students are able to:

1. Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.
2. Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
3. Use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs and behaviors.
4. Evaluate social and ethical implications in historical studies.

First goal: The weekly quizzes (two to four), weekly discussion posts (two prompts), exams, and readings are designed to help students learn to think critically about competing interpretations of crime and criminal justice by historians, sociologists, and criminologists. The four books in the course are from diverse points of view: one libertarian, one radical, and two that are both conservative and liberal, depending on the issue. Students are encouraged to consider the strengths of perspectives unlike their own (whatever they might be), the weaknesses of perspectives like their own, and the social and ethical problems that every current interpretation has difficulty explaining and/or solving. The students will also read and interpret primary sources, especially on criminal enterprise, laws, and particular crimes; but the emphasis will be on studying differing interpretations in secondary sources.

Second goal: The course is designed to help students understand the problems the United States faces today with prisons, police, violence, drugs, criminal enterprise, white collar crime, and sex trafficking. In each instance, the course will discuss the deep historical roots of these contemporary problems, beginning in the colonial and revolutionary periods. It will examine the theories that historians and social scientists have used to explain change and persistence over time in punishment, violent crime, etc., and it will use a wide range of methods to do so—humanistic, social scientific, quantitative, and even scientific, when it comes to considering the ways in which historical experiences and social contexts may affect humans psychologically, neurologically, and endocrinologically.

Third goal: The course examines the deep and complex causes of historical changes (and of the ways those changes influence human perceptions, beliefs, and behaviors) over the entire sweep of American history since 1607. Those changes include changes in the economy, family, politics, demography, laws, community, culture, and society.

Fourth goal: The course will encourage students to consider—on their own terms—the social and ethical implications of historical study of the history of crime and criminal justice, and the social and ethical implications of the historical interpretations considered in the course. It will offer them opportunities to question, in discussions and on exams, the social and ethical implications of past and present criminal justice practices, but it will never ask students to arrive at a particular answer to such questions—only to be sure that their answers are thoughtful, supported by empirical evidence, and engaged constructively and respectfully with interpretations that differ from their own.

**Mode of delivery:** This course is 100% online via Carmen. There are no sessions that require you to be logged in on Carmen at a scheduled time, but every assignment has a due date.

*Instructor videos, written lectures, study questions, and discussion board prompts:* Each week students will be asked to watch several video presentations by the instructor, each eight to eighteen minutes in length, which will introduce the week’s readings, lectures, and documentaries. The videos will guide students through the outlines for each week’s written lectures, the study questions for each week’s reading assignments, and the topics for discussion on our weekly discussion boards. The videos will highlight important themes and questions for critical reflection, discuss best practices for reading, writing, and thinking critically, and introduce students to diverse interpretations of the past. Each week’s written lectures will provide a broader narrative of the history of crime and criminal justice than our readings can provide and will examine in depth debates among historians, criminologists, and sociologists. Both the videos and the lectures are important—the former for looking at the “big picture” and for helping students understand what it is most important to learn, understand, and question each week, and the latter for the information students need in addition to the readings to help them do so.

**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 each week.

**Credit hours and work expectations:** This is a **3-credit-hour course**. Please remember that History 2015 requires the same amount of work in 8 weeks that a 3-credit course requires over 14 weeks. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), a 14-week three-credit course requires a full day of work each week: 3 hours of direct instruction (instructor content and Carmen activities, for

example) and 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. Our 8-week online course thus requires two full days of work each week: 15.75 hours. Please do not underestimate the amount of time it will take to complete assignments during an 8-week term.

**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 online activities for attendance: AT LEAST ONCE PER WEEK**  
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**  
All live, scheduled events for the course, including my office hours, review sessions for the midterm and final, and weekly discussion hour, are optional.
- **Participating in discussion forums on Carmen: 2+ TIMES PER WEEK**  
As part of your participation, each week you can expect to post at least three times as part of our substantive class discussion on the week's topics.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks

#### Required

Walker, Samuel (1998) *Popular Justice: A History of American Criminal Justice*, 2nd ed. New York: Oxford University Press. 0-19-507451-3 (paper)

Robert Perkinson (2010) *Texas Tough: The Rise of America's Prison Empire*. Picador. ISBN-10: 0312680473 ISBN-13: 978-0312680473 (paper)

Butterfield, Fox (1995) *All God's Children: The Bosket Family and the American Tradition of Violence*. New York: Vintage. ISBN-978-0-307-28033-6. (paper)

Quinones, Sam (2015) *Dreamland: The True Tale of America's Opiate Epidemic*. New York: Bloomsbury Press. ISBN 13: 978-1620402528

#### Recommended/optional

None

## Other fees or requirements

None

## Course technology

Access to Carmen (for course materials) and to a Web Browser (for two PBS Frontline videos).

## 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](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto: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](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](https://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](https://go.osu.edu/office365help).



## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](http://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](http://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](http://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 board posts	35
Quizzes on readings and lectures	25
Midterm	20
Final	20
<b>Total</b>	<b>100</b>

*See course schedule below for due dates.*

### Descriptions of major course assignments

*Discussion Boards on Carmen* (35% of grade): Prompt and engaged participation in online discussions is mandatory. Students will be divided into semester-long discussion groups of no more than 15 students, so you may get acquainted and exchange ideas. Each week will require a discussion board post of a total of 600 words or more in response to two open-ended questions, as you reflect on the readings, lectures, and media content in the course, and work toward your own understandings of the history of crime and criminal justice. You will also be asked to respond to the posts of at least two of your peers, each with a compliment and a respectful, constructive suggestion from your own work or the posts of other students of a fact, event, or interpretation you think might strengthen or alter your peer's interpretation of the past. Discussion board posts are **due** each week of the term at midnight on Fridays, and responses to your peers' posts are **due** each week of the term at midnight on Sundays.

*Quizzes on Carmen on Readings and Lectures* (25% of grade): There will be one or two online quizzes each week, ten questions in length. The quizzes will ask you to report fully and accurately on the content of readings, lectures, and media content in the course. They are **due** at the end of each week of the term at midnight on Sundays.

*Midterm and Final Examinations* (20% and 20% of grade): There will be a midterm and a final. Each will require a comprehensive essay at least 6 to 8 pages in length, double-spaced. The essays should be submitted electronically on the assignment page on Carmen.

### **Description:**

#### **Academic integrity and collaboration:**

**Quizzes and exams:** You must complete the quizzes, midterm, and final exams yourself, without any external help or communication.

**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 a previous course, please discuss the situation with me.

**Collaboration and informal peer-review:** The course includes many opportunities for collaboration with your classmates. Please feel free to correspond with classmates about the discussions, readings, and exams. Studying together is often the best way to learn the material. But while study groups and peer-review of discussion posts and exams are encouraged, remember that comparing answers on an assignment is not permitted. You must complete all assignments 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 quizzes or discussion posts are more than a week late. It is important to keep in touch and to seek help if you fall behind. Online courses, more than any other kind of college courses, depend on the timely completion of assignments on discussion boards and quizzes. If you get behind, your work and the entire class will suffer. I realize that your work may be unavoidably late on a particular week or two, but if it becomes a persistent pattern, I reserve the right to impose a late penalty of 3 points out of 100 for the first three days late, and 2 additional points for each day later than that. Of course, persons with documented illnesses or in extenuating circumstances because of the COVID-19 pandemic will not receive penalties for late work.

## 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) 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

## 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](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://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](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto: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](http://equity.osu.edu) or email [equity@osu.edu](mailto: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 Greeneville 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](https://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](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://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](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> 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](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))
- Collaborative course tools

## COURSE SCHEDULE

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

NOTE: These dates are from my syllabus during Summer 2021

Week	Dates	Topics, Readings, Assignments, Deadlines
1	6/8-11	<p>Introduction; Critical Thinking; Criminal Justice in the Colonial and Revolutionary Eras</p> <p>Robert Berkhofer, <i>Demystifying Historical Authority</i> (Carmen) Walker, <i>Popular Justice</i>, vii, 1-111, 241-243 Optional: "Criticism" (Carmen) Slavery and the Law in Colonial Maryland (Carmen)</p>
2	6/14-18	<p>Criminal Justice in the Nineteenth Century and Early Twentieth Century: The Police, Prisons, and Criminal Courts</p> <p>Perkinson, <i>Texas Tough</i>, 1-131</p>
3	6/21-25	<p>Prisons in the Twentieth Century</p> <p>Perkinson, <i>Texas Tough</i>, 215-324</p> <p>Documentary: "The New Asylums," PBS Frontline, May 10,</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		2005. <a href="https://www.pbs.org/wgbh/frontline/film/showsaslums/">https://www.pbs.org/wgbh/frontline/film/showsaslums/</a>
4	6/28-7/2	Prisons and Criminal Justice and in the Late Twentieth Century; Criminal Enterprise and White Collar Crime  <b>DUE:</b> Midterm, Wednesday, July 7, by midnight  Perkinson, <i>Texas Tough</i> , 325-374 Walker, <i>Popular Justice</i> , 112-144  Optional: Mark Haller, “Life under Bruno: The Economics of an Organized Crime Family” (Carmen)
5	7/5-9	Violence in Colonial, Revolutionary, and Nineteenth-Century America; Homicide among Unrelated Adults  Butterfield, <i>All God’s Children</i> , xiii-xvii, 3-175 Selections from the Coroner’s Inquests from Edgefield County, South Carolina, 1845-1877 (Carmen)
6	7/12-16	Violence in the Twentieth Century; Homicides of Children and Intimate Partners; Sex Trafficking  Butterfield, <i>All God’s Children</i> , 176-331
7	7/19-23	Drugs and Drug Policy  Quinones, <i>Dreamland</i> , 1-99, 107-114, 124-127, 132-147, 153-168, 187-201, 206-225, 241-255
8	7/26-30	Drugs and Drug Policy; Criminal Justice in the Late Twentieth Century  <b>DUE:</b> Final, Monday, August 2, by midnight  Quinones, <i>Dreamland</i> , 264-272, 286-345 Walker, <i>Popular Justice</i> , 180-243 Documentary: “Policing the Police,” PBS Frontline, June 28, 2016



Week	Dates	Topics, Readings, Assignments, Deadlines
		<a href="https://www.pbs.org/wgbh/frontline/investigation/policing-the-police/">https://www.pbs.org/wgbh/frontline/investigation/policing-the-police/</a>

## History 2015

### The History of Crime and Criminal Justice in the United States

Spring Semester, 2019 -- Randolph Roth

Class: W-F 9:35am – 10:55am  
Office hours: W-F 1:45pm-3:30pm and by appointment  
Phone: 614-292-6843  
E-mail: [roth.5@osu.edu](mailto:roth.5@osu.edu)  
Graduate Teaching Associate: Sarah Paxton ([paxton.60@osu.edu](mailto:paxton.60@osu.edu))  
Office Hours W 11:30-12:30

Page Hall 10  
Dulles 373 (Mr. Roth)  
Dulles 09

Course websites:

History 2015 course website: <https://carmen.osu.edu/>  
Chicago Homicide website: <http://homicide.northwestern.edu/>  
Historical Violence Database website: <http://cjrc.osu.edu/research/interdisciplinary/hvd>

Crime and punishment are among the most important issues in contemporary America. This course offers an introduction to the historical study of crime, criminal law, and criminal justice in the United States from colonial times to the present. It highlights changes in criminal behavior and in the ways Americans have sought to define and deter crime and to punish and/or rehabilitate criminals. Primary topics include historical patterns of violence, the role and organization of the police, and the evolution of punishment in theory and practice. The course emphasizes differences in crime and punishment by region, class, ethnicity, gender, and age. Topics will include riots, homicide, sexual assaults, capital punishment, organized crime, the drug trade, gangs, prisons, policing, jurisprudence, and official violence.

#### Required Reading

Samuel Walker (1998) *Popular Justice: A History of American Criminal Justice*, 2nd ed. New York: Oxford University Press. ISBN-13: 978-0195074512 (paper). Please note: the first edition of *Popular Justice* is obsolete for our purposes.

Robert Perkinson (2010) *Texas Tough: The Rise of America's Prison Empire*. Picador. ISBN-10: 0312680473 ISBN-13: 978-0312680473 (paper)

Fox Butterfield (1995) *All God's Children: The Bosket Family and the American Tradition of Violence*. New York: Vintage. ISBN-13: 978-0307280336 (paper)

Michael Massing (1998) *The Fix*. Berkeley: University of California Press. 0-520-022335-7 (paper)

## **Historical Study Learning Objectives**

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

### **Expected Learning Outcomes:**

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

## **Grading**

*Discussion and Attendance* (10% of grade)

*Short Answer Quizzes on the Readings* (20% of grade)

*Midterm and Final Examinations* (25% of grade and 25% of grade)

*Research Notes / Research Essay* (notes 20% of grade): You will be asked to turn in your research notes (8 pages minimum) and an interpretive essay (2 pages minimum) on the history of crime, law enforcement, and criminal justice in Chicago in the nineteenth century. The assignment is described below.

## **Grading Scale**

A 100–point scale is used, 10 points for each letter grade. An **A** indicates excellence of the highest quality. A **B** indicates above average work, meeting more than the minimum. A **C** indicates that the student fulfills the minimum requirements of the course. Successful papers will receive a “B,” and unsuccessful papers a “C.” A paper must be impressive, one way or the other, to receive a higher or lower grade. An “A” paper must not only be good, but outstanding.

## **Due Dates and Examination Dates**

<b>Midterm:</b>	Friday, Feb. 22
<b>Research Notes and Essay:</b>	Tuesday, Feb. 14 by 5pm
<b>Final Examination:</b>	Wednesday, April 24, 10:00am-11:45am

## Weekly Assignments

**Week 1** (Jan. 9 & 11): Introduction; Child Murder; Criminal Justice in Colonial and Revolutionary America

Robert Berkhofer, *Demystifying Historical Authority* (Carmen)  
Walker, *Popular Justice*, vii, 1-46, 241-243

**Week 2** (Jan. 16 & 18): Criminal Justice in the Nineteenth Century: The Police and the Criminal Courts

Walker, *Popular Justice*, 49-111

**Week 3** (Jan. 23 & 25): Criminal Justice in the Nineteenth Century: Prisons

Perkinson, *Texas Tough*, 1-131

**Week 4** (Jan. 30 & Feb. 1): Criminal Justice in the Nineteenth Century: Women's Prisons, Chain Gangs, and Juvenile Institutions

Perkinson, *Texas Tough*, 215-324

**Week 5** (Feb. 6 & 8): Organized Crime; Crime and Criminal Justice in the Early Twentieth Century

Perkinson, *Texas Tough*, 325-374

Haller, Mark H. (1991) "Life Under Bruno: The Economics of an Organized Crime Family" (on Carmen)

**Week 6** (Feb. 13 & 15): Organized Crime; Crime and Criminal Justice in the Early Twentieth Century

Walker, *Popular Justice*, 112-144

**RESEARCH NOTES and SHORT ESSAY DUE:** Tuesday, Feb. 14 by 5pm

**Week 7** (Feb. 20 & 22): Crime and Violence in Colonial, Revolutionary, and Nineteenth-Century America

Review for midterm

**MIDTERM:** Friday, Feb. 22

**Week 8** (Feb. 27 & Mar. 1): Crime and Violence in Twentieth-Century America

Butterfield, *All God's Children*, xiii-xvii, 3-67

**Week 9** (Mar. 6 & 8): Crime and Violence in Twentieth-Century America; Domestic Violence

Butterfield, *All God's Children*, 71-203

### **SPRING BREAK**

**Week 10** (Mar. 20 & 22): Crime and Violence in the Twentieth Century; General Trends, Serial Killers, Mass Killers

Butterfield, *All God's Children*, 204-280

**Week 11** (Mar. 27 & 29): Drugs and Drug Policy

Butterfield, *All God's Children*, 283-331

**Week 12** (Apr. 3 & 5): Drugs and Drug Policy

Messing, *The Fix*, 1-72, 85-131

**Week 13** (Apr. 10 & 12): Drug Policy, Domestic Violence

Messing, *The Fix*, 143-190, 229-237, 246-264, 271-275

**Week 14** (Apr. 17 & 19): Criminal Justice in the Late Twentieth Century: Prisons and Policing

Walker, *Popular Justice*, 180-243

**FINAL EXAMINATION:** Wednesday, April 24, 10:00am-11:45am

## Research Project: Notes and Two-Page Essay

You will each be asked to read six issues (one week) of the *Chicago Tribune*, one of the city's important daily newspapers. The *Tribune* is available on-line through the OSU Library website. To access the website:

- 1) On the home page of the OSU Library, click on "research databases."
- 2) Scroll down and click on "Newspapers."
- 3) Go to page 2, scroll down and click on ProQuest Historical Newspapers.
- 4) Click on "Publications," click on "C," and select "Chicago Tribune, 1860-1872."
- 5) Scroll down to browse specific issues. Click on your year, click on your month, and your issues will appear.
- 6) Click on your issue, click on the first article that appears, and click on "Page view PDF." You'll see that you can click through each page of the issue. I recommend saving each page of your six issues as PDFs, with file names that give the full citation (e.g.: CT 1857-1-7 p 1.pdf). Each issue and page will be stored in the correct order on your computer, and your citations will be clear. Then work through the issues, page by page, on your own computer. I'd suggest magnifying the pages 200% or 400% to read your issues.

Each member of the class will be assigned a particular six days in the mid-nineteenth century. Please take careful notes on every article on Chicago or Cook County that speaks about crime or criminal justice (the police, courts, prisons, coroner's inquests into suspicious deaths, editorials on crime and justice, etc.) during the six days you study. The Chicago and Cook County articles appear almost exclusively in "The City" or "Local Matters" section, usually on the fourth page of each issue, so pay close attention to all of the articles in "The City" section. You only need to take notes on Chicago and Cook County cases, but you may of course take notes on crime and criminal justice in other places in the U.S. Please note for each article:

- 1) The date of the newspaper and the page and column of the article
- 2) The subject of the article, whether a crime, court proceeding, or criminal justice issue
- 3) The information on crime, criminal(s), and victim(s)
- 4) The outcome of any trial or judicial proceeding
- 5) Any other information you consider important to know about the crime, the trial, etc.

Please prepare your notes carefully, so they can be shared among members of the class and added to the Historical Violence Database sponsored by the Criminal Justice Research Center at Ohio State. The homicide data you gather will also be added to the database of the Chicago Historical Homicide Project sponsored by the Northwestern University School of Law. You will be credited personally on these websites for your work, so please make sure you do a good job. Your classmates and future researchers will rely on your work (and check it), so it is important that you do your work carefully and accurately. The addresses of these websites are:

[www.sociology.ohio-state.edu/cjrc/hvd](http://www.sociology.ohio-state.edu/cjrc/hvd)

[homicide.northwestern.edu](http://homicide.northwestern.edu)

The purpose of the research project is to try to understand the nature of criminal justice and the kinds of crimes Chicagoans committed in the nineteenth century and why. To do that, you should think not only about the articles on crimes in Chicago, but about articles on crimes that occurred outside Chicago and about articles on other subjects: politics, the economy, etc. Feel free to take notes on events, social trends, or social issues that you think might help you understand the character of crime and justice in nineteenth-century Chicago. Reflect in your notes on your findings and your thoughts about crime and justice in the ten days you studied.

When your notes are complete, please write a **two-page analysis** of the evidence you found in the *Tribune* on the nature of crime, criminal justice, and law enforcement. In what ways do they differ from crime, criminal justice, and law enforcement today? In what ways are they similar? Do they support Samuel Walker's portrait of crime, criminal justice, society, and law enforcement in nineteenth century America?

When finished, you will be asked to turn in your notes and essay electronically on Carmen in a single WORD document. You will be evaluated on the quality of your notes and essay.

### **Instructions for Taking Notes**

The research assignment asks you to take notes on articles that you find useful for studying crime and/or criminal justice. When you find an article that is interesting, please note the name of the newspaper (by abbreviation if you prefer, after noting the full title in the first entry), the date, and the page. For example, the *Chicago Tribune* of January 3, 1866, page 4, would be:

CT 1866-1-3 p4

or *Chicago Tribune* January 3, 1866: p. 4

Be sure that your reference is clear and complete, so that anyone can find your source.

**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 or by highlighting them.

**CRITICAL THINKING:** Remember to think *critically* about the newspaper articles you read. They are written by reporters who are, like the rest of us, human beings, with particular values, sympathies, political beliefs, etc. Does the *Tribune* have a particular politics? A particular slant? Do reporters provide sufficient evidence to back up their claims? Do different reporters 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 article you are using as evidence?

ORGANIZE YOUR THOUGHTS, THINK ABOUT THE ARGUMENT YOU MIGHT MAKE HISTORICALLY ABOUT CRIME, LAW ENFORCEMENT, AND CRIMINAL JUSTICE, and WRITE YOUR TWO-PAGE ESSAY: You don’t need to present the articles in your notes in chronological order. Indeed, it could be best to organize them in order of their importance for your two-page essay. Feel free to cut and paste so that your notes on the most useful articles appears first.

### **History Department and University Policies**

#### **1. Enrollment Deadlines**

“All students must be officially enrolled in the course by the end of the second week of the quarter. No requests to add the course will be approved by the Chair of the Department 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](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](http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm)

Here is the direct link to the OSU Writing Center: <http://csw.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. Support Services

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

**A Warning about Course Content:** The course will study horrific events, and it will also study hatred, prejudice, and hate speech, so we can better understand the causes and consequences of prejudice, discrimination, and inequality. The material in the course will at times be difficult for all students, and especially painful for students who have found themselves (or their ancestors) objects of hatred based on race, gender, religion, or nationality. I hope that students will share my belief—as my students have in the past—that we can only confront these issues effectively if we speak openly and candidly about them, as higher education at its best allows us to do.

# 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.)

## 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

Syllabus and cover sheet reviewed by Jeremie Smith on 11/18/2021.

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