Term Information

Effective Term	Autumn 2022

Course Change Information

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

Adding REGD new GE to course

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

History 2001 focuses on the history of race, ethnicity, and gender in the United States from the last Ice Age through Reconstruction. It follows the histories of Native American peoples and their interactions with peoples from Africa and Europe; the histories of African Americans, enslaved and free; the histories of Europe's diverse immigrants, not only those from England, but Scotland, Ireland, France, Spain, Germany, and elsewhere; and the diverse histories of women, whose lives and experiences varied widely over time and across geographical and social space. Gender relations, race relations, and inter-ethnic relations are at the heart of the course, as is intersectionality, which extends not only to the study of gender, race, and ethnicity, but class and faith.

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 requrest 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	2001
Course Title	Launching America
Transcript Abbreviation	Launching America
Course Description	An intermediate-level approach to American history in its wider Atlantic context from the late Middle Ages to the era of Civil War and Reconstruction.
Previous Value	*An intermediate-level approach to American history in its wider Atlantic context from the late Middle Ages to the era of Civil War and Reconstruction. Sometimes this course is offered in a distance-only format.*
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Previous Value	*Yes, Greater or equal to 50% at a distance*
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
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, or permission of instructor.
Exclusions	Not open to students with credit for 1151.
Previous Value	Not open to students with credit for 1151 (151).
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; Social Diversity in the United States; Historical and Cultural Studies; Race, Ethnicity and Gender Diversity
The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors
General Education course:
Historical Study; Social Diversity in the United States; 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

- An understanding of early US history

Previous Value

Content Topic List

- Transnational history
- Early modern empires
- Race
- Slavery
- New World encounters
- Native American societies
- European settler societies
- African-American origins
- Empire and revolution
- Nation-Building
- Politics
- Religion
- Gender
- Crises of slavery

Sought Concurrence
No

Previous Value

Attachments

- History 2001 Syllabus NewGE.doc: Syllabus

  (Syllabus. Owner: Heikes,Jacklyn Celeste)

- HIstory 2001 REGD form.pdf: New GE rationale

  (Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)

- REVISED History 2001 Syllabus REGD.pdf: REVISED Syllabus

  (Syllabus. Owner: Getson,Jennifer L.)

Comments

- Uploaded Revised Syllabus to address revisions requested by the Panel. *(by Getson,Jennifer L. on 03/08/2022 09:50 AM)*
- Please see feedback email sent to department 2-18-22 RLS *(by Steele,Rachel Lea on 02/18/2022 04:06 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	12/14/2021 01:42 PM	Submitted for Approval
Approved	Soland,Birgitte	12/16/2021 05:02 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/10/2022 12:51 PM	College Approval
Revision Requested	Steele,Rachel Lea	02/18/2022 04:06 PM	ASCCAO Approval
Submitted	Getson,Jennifer L.	03/08/2022 09:52 AM	Submitted for Approval
Approved	Soland,Birgitte	03/08/2022 10:14 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/05/2022 12:53 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/05/2022 12:53 PM	ASCCAO Approval

HISTORY 2001: Launching America: American Civilization, 1607-1877

Lectures: MW 10:20 – 11:15
Weekly Discussion Sections: F at the time and room scheduled for your discussion section
Office Hours: M-W 1:45pm-3:30pm and by appointment Prof. Roth
Office: Dulles Hall 373
Phone: 292-6843
E-mail: roth.5@osu.edu
Website: https://carmen.osu.edu/

Graduate Teaching Associate: E-mail: Office: Office hours:

Course Description:

History 2001 is an introduction to American civilization from the age of exploration and colonization through the Civil War and Reconstruction. The course focuses on central themes and issues in the development of American growth, institutional change, cultural development, and political democracy as Americans faced them in the past. Traditional historical subjects treated in course include: European exploration and colonization; colonial America and the British Empire; the American Revolution; establishing the new nation; technological, industrial, and transportation revolutions; social and cultural life; America expansion, War with Mexico, the sectional crisis, the Civil War, and Reconstruction. The course will focus intensely, however, on race, gender, and ethnicity: the pre-Columbian peoples of North America; relations between Native Americans and European Americans in the era of colonization and conquest, with a focus on trade, cultural exchanges, warfare, and dispossession; the history of slavery and racism; the evolution of African American cultures and communities; the diverse character of family and gender relations in early America; the rise of feminism; ethnic and cultural diversity in the Trans-Mississippi West, including peoples of Hispanic and Asian ancestry; ethnic diversity among European Americans; and immigration and the rise of nativism and anti-Catholicism;

Required Books:

Eric Foner, **Give Me Liberty!** Vol. 1, Brief Edition (but any edition, brief or full, will suffice). The latest edition (5^{th}) is: ISBN-13: 978-0-393-62319-2.

Frederick Douglass, **Narrative of the Life of Frederick Douglass** (any edition, although the pagination may not match the one available at local bookstores). An inexpensive edition, Dover Publications, 2016: ISBN-13: 9780486284996. *Also available as an e-book through the Ohio State University Library. Recommended OSU E-book: The 1988 edition, edited by Benjamin Quarles (Harvard University Press).*

The books by Foner and Douglass will be available at the OSU Bookstore and at other local bookstores.

Assignments: The reading assignments are listed on your **"Schedule of Assignments"** sheet. Be sure to read each one in full before the date listed.

Schedule of Assignments:

Discussion Board Posts:	Every other week on Carmen
Midterm exam:	Wednesday, Week 8
Critical paper:	Wednesday, Week 12
Final exam:	As scheduled during finals week

Method of Determining Final Course Grade

Course work will have the following value in determining your course grade:

Discussion, attendance, and participation	15%
Discussion board posts:	15%
Midterm exam:	15%
Critical paper	30%
Final exam:	25%

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

Attendance, Discussion, and Participation: You are *required* to attend class and to participate in our weekly discussion sections, where we with work through each week's **study questions**. We will take attendance regularly and evaluate your performance in discussion sections. Attendance and discussion will count toward 15% of your final grade. Everyone will begin the semester with an attendance, discussion, and participation grade of "B-" (that is 80%). If you attend class regularly and participate in class discussions, you will earn an "A" in attendance, discussion, and participation. If you do not participate in discussion or attend class regularly, your attendance and participation grade will fall below a "B-."

Discussion board posts: Every other week, you will be asked to post a response of at least 500 words to tat week's discussion board questions and to respond to the post of at least one of your peers. The questions will ask you to share your thoughts on the lectures and on the primary and secondary sources we will be reading and to develop your own interpretations of the past.

Absences: Medical excuses written on your physician's stationery will be accepted. We will also accept excuses for participation in official University activities such as musical performances or athletic competition, BUT ONLY IF you inform your graduate teaching associate IN ADVANCE of the examination and give her or him a copy of your official participation form. NO OTHER EXCUSES WILL BE ACCEPTED.

Make-up Exam Policy: If for any family or medical reason you find it absolutely necessary to miss an examination, you must contact Mr. Roth or your Graduate Teaching Associate BEFORE the examination and have her/his consent to your absence if you wish to take a make-up exam. The date and time for any make-up will be announced in class.Medical excuses written on your physician's stationery will be accepted. We will also accept excuses for participation in official University activities such as musical performances or athletic competition, BUT ONLY IF you inform your teaching assistant IN ADVANCE of the examination and give her or him a copy of your official participation form. NO OTHER EXCUSES WILL BE ACCEPTED. WE WILL DEDUCT TWO-THIRDS OF A GRADE FROM YOUR SCORE ON A MAKEUP QUIZ OR EXAMINATION IF YOU DO NOT HAVE AN ACCEPTED EXCUSE.

Papers: There will be one out-of-class written assignment based upon the common reading materials for the course. You may, however, write your paper on other materials, if you have permission **in advance** from your Graduate Teaching Associate and Mr. Roth. Your papers will be graded according to: (1) the content and aptness of your ideas, and (2) the quality and accuracy of your prose. WE WILL DEDUCT ONE-THIRD OF A GRADE FROM YOUR PAPER IF IT IS LATE.

Papers are to be typed, double-spaced, and written in clear, correct prose. Please in a paper copy to your graduate teaching associate and post an electronic version on our discussion board on Carmen, so we can keep a copy for our files. There should be no spelling errors. When you use the ideas of others, you must so indicate in a footnote or by some other method acceptable to the course instructor. If one borrows the ideas or words of others without acknowledgment, one is guilty of plagiarism. More details on this assignment will be provided in class.

A Warning about Course Content: The course will study remarkable advances that have occurred over the past century, but it will also study horrific events that have caused many to question even the possibility of progress,

including war, genocide, misogyny, and the brutal treatment of colonized peoples. The course will also study hatred, prejudice, and hate speech, so we can better understand the causes and consequences of prejudice, discrimination, and inequality. We will study racist and misogynist propaganda, for instance, as we try to understand the rationales for slavery, gender discrimination, and the dispossession of Native Americans. 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, discrimination, or violence based on race, gender, ethnicity, faith, 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.

History Minor: This course fulfills historical study, cultures and ideas, and social diversity in the United States general education requirements. **History 2001H is applicable to the history minor, which typically requires only four courses to complete and may overlap up to six hours with general education requirements.** For history majors, History 2001H may be used toward the pre-1750, post-1750, and North America/Europe breadth requirements, as well as the PCS and CCE concentrations."

Foundations: Historical Studies

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

Expected Learning Outcomes: Successful students are able to:

1.1A Identify, differentiate and analyze primary and secondary sources related to historical events, periods or ideas.
1.2A Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
1.3A 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.
1.4A Evaluate social and ethical implications in historical studies.

Foundations: Race, Ethnicity, and Gender Diversity

Goal 1 and Expected Learning Outcomes: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

1.1 Describe and evaluate the social positions and representations of categories including race, gender and ethnicity, and possibly others.
1.2 Explain how categories including race, gender and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
1.3 Analyze how the intersection of categories including race, gender and ethnicity combine to shape lived experiences.
1.4 Evaluate social and ethical implications of studying race, gender and ethnicity.

Goal 2 and Expected Learning Outcomes: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

2.1 Demonstrate critical self-reflection and critique of their social positions and identities.
2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs or behaviors.
2.3 Describe how the categories of race, gender and ethnicity influence the lived experiences of others.

The following table explains how History 2001 will satisfy the requirements for Foundations: Race, Ethnicity, Gender, and Diversity. Please, however, see the detailed lesson plans discussed in the ge-FOUNDATIONS-REGD template, as well as the instructions for the Critical Essay assignment and samples of the weekly Study Questions and every-other-week Discussion Board Questions.

Themes: General		
Goals	**Expected Learning Outcomes**	**Notes**
Goal 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems	**Successful students are able to …** **1.1** Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.	This ELO will be satisfied by the primary and secondary sources on the experiences of women and minorities, by the study questions that are the focus of each week's discussion sections, by required discussion board posts, and by the critical essay.
	1.2 Explain how categories including race, gender and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.	This ELO will be addressed in weekly discussion sections, in discussion board posts, and on the midterm and final exams.
	1.3 Analyze how the intersection of categories including race, gender and ethnicity combine to shape lived experiences.	This ELO will be addressed through lectures (which emphasize intersectionality, such as the ways that human experiences in slavery are shaped by one's race, gender, and position within the hierarchies embedded in the institution), through the weekly study questions and discussion sections, and discussion board posts.
	1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.	As historians--given our commitment to giving our students every opportunity to develop their own understandings and interpretations of the past—we encourage our students to consider the social, ethical, and political implications of studying race, gender, and ethnicity. But we do not as a matter of principle seek to lead our students to a particular moral or political position. That is why we assign readings from a diverse array of contemporary historians and from people in the past. We share that diversity with our students, and leave them to draw their own conclusions.

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.	**2.1** Demonstrate critical self-reflection and critique of their social positions and identities.	This ELO is fulfilled by the emphasis throughout on critical thinking, which requires establishing a dialogue between past and present—a dialogue that reshaped our understandings not only of the past, but of the present, and of our own social positions and identities. PLEASE see the documents on Criticism and Culture. The ELO is fulfilled through study questions, discussion board posts, weekly discussions, and the critical essay, in which students are asked to reflect on how the experiences and identities of people in the past and present have been shaped by their gender, ethnicity, race, class, faith, region of birth, etc.—all part of the course's emphasis on intersectionality.
	2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs or behaviors.	This ELO is fulfilled once again by the emphasis throughout on critical thinking, which is rooted in establishing a dialogue between past and present. Weekly study questions, discussion sections, discussion board posts, and the critical essay ask students to reflect on how perceptions of difference shape Americans' attitudes, beliefs, and behaviors, past and present. Again, please see the detailed lesson plans discussed in the ge-FOUNDATIONS-REGD template.
	2.3 Describe how the categories of race, gender and ethnicity influence the lived experiences of others.	The primary and secondary sources assigned in the class focus on exactly that question—how categories of race, gender, and ethnicity influence the lived experiences of others. That's the heart of history. Students are asked to describe those

		influences in discussion board posts, discussion sections, the critical essay, and the midterm and final exams.

How the Historical Profession Has Addressed Racial, Ethnicity, and Gender Diversity

The historical profession has long been engaged in recovering the diverse social and cultural histories of peoples in the past. Historical scholarship, however, like all scholarship, is shaped by the historical circumstances in which it is created and by the personal experiences, values, and beliefs of historians themselves. Over the past century, superb histories of race and race relations have appeared alongside works that were consciously or unconsciously racist; and superb histories of gender identities and relations have appeared alongside works that were consciously or unconsciously gender biased, or silent on matters of gender. The goal will introduce students to histories (secondary sources) that offer them an opportunity to engage the diversity of the human experience.

Schedule of Assignments

Abbreviations for readings

Foner: *Give Me Liberty*, v. 1.
Douglass: Frederick Douglass, *Narrative*.
All other readings are on our Carmen website.

UNIT I: THE CREATION OF COLONIAL COMMUNITIES WITHIN THE BRITISH EMPIRE

Week 1*:* (1/6 & 8) Communities, Cultures, and Criticism

Foner, Preface (only xxii-xxv, from the paragraph starting with "Freedom"), Ch. 1
Carmen: Meanings of Freedom, Criticism, Culture, Berkhofer, "Demystifying Historical Authority."

Recommended: James Axtell, *Indian Peoples of Eastern America: A Documentary History of the Sexes* (book); Colin Calloway, *The World Turned Upside Down: Indian Voices from Early America* (book).

Week 2*:* (1/13 & 15) Perceptions of the New World and the Native Americans

Foner, Ch. 2.
Carmen: William Symonds, Missionaries and Native Responses.

Recommended: The Pueblo Revolt.

Week 3*:* (1/22) Community, Culture, and Society in the Chesapeake in the Seventeenth Century

Monday, Jan. 20: **NO LECTURE: Martin Luther King Holiday**

Carmen: "The Causes of Bacon's Rebellion," Richard Frethorne, Sending Women to Virginia, William Byrd, Joseph Wright, Abduhl Rahhahman, Joseph Bradley; the Law and Slavery in Seventeenth-Century Maryland; and Statistics on Migration, Indentured Servitude, and the African Slave Trade.

> Note: "The Causes of Bacon's Rebellion" is a teaching module that introduces students to primary sources and competing historical interpretations of Bacon's Rebellion, one of which sees it as a racist campaign to expel Native Americans from Virginia and another which sees it as a proto-democratic movement that promises freedom to indentured servants and enslaved Africans willing to take up arms.

Recommended: Philip Curtin, *Africa Remembered: Narratives by West Africans from the Era of the Slave Trade* (book), John Smith, Joseph Presbury, Venture Smith, Olaudah Equiano, Phillis Wheatley

Week 4*:* (2/27 & 29) Community, Culture, and Society in New England in the Seventeenth Century

Foner, Ch. 3.
Carmen: "The Salem Witchcraft Scare," Definitions of Religious Terms, New England *Primer*, Anne Bradstreet.

> Note: "The Salem Witchcraft Scare" is a teaching module that introduces students to primary sources and four competing historical interpretations of the Salem Witchcraft Trials, two of which focus on the gender relations and the targeting of women who are economically independent, socially marginal, or Quaker dissenters.

Recommended: John Winthrop, William Pond, William Bradford, Thomas Morton, Anne Hutchinson.

Week 5: (Feb. 3 & 5) Eighteenth-Century Social Change, the Great Awakening, and the Enlightenment

Foner, Ch. 4.
Carmen: "Marriage in the Colonial America," Women in the Household Economy, Statistics on Social Change, Church Membership, and Premarital Pregnancy.

Note: "Marriage in Colonial America" is a teaching module that introduces students to primary sources and competing historical interpretations of gender relations among European colonists in early America. It includes competing essays on gender relations in the slave South (one of which argues for the profound impact of slavery on the degree of inequality between husbands and wives, and another which sees continuity across the colonies in the degree of inequality) and another on gender relations in New England, which examines the degree to which women were and weren't empowered by their complex roles as "deputy husbands," capable of handling all of the duties their husbands did, when required to do so.

Recommended: Elizabeth Ashbridge (complete), Jonathan Edwards, Gottlieb Mittelberger, Complaint of an Indentured Servant, German Immigrant in PA, Charles Woodmason, Declaration of Rights 1689.

UNIT II: THE CREATION OF AMERICAN REPUBLICAN COMMUNITIES

Week 6: (2/10 & 12) The Revolution

Foner, Ch. 5, Appendix A2-A4 (Declaration of Independence).
Carmen: "Why The British Lost the Revolutionary War," Articles of Confederation; Pontiac, Two Speeches

Recommended: Thomas Paine, Samuel Williams, and American Tories.

Week 7: (2/17 & 19) The Consequences of the Revolution

Foner, Ch. 6
Carmen: "The Radicalism of the American Revolution," Abigail Adams and John Adams; Women, Dissenters, and Slaves in the American Revolution; Phyllis Wheatley; Judith Sargent Murray

Note: "The Radicalism of the American Revolution" is a teaching module that introduces students to primary sources and two competing historical interpretations of the consequences of the American Revolution. One essay argues that the Revolution was fundamentally a conservative event that entrenched the power of propertied men of European ancestry. The other essay argues that the Revolution was radically disruptive and transformative in its impact on race and gender relations—an event that launched the feminist movement, the abolition movement, and the crusade of racial equality.

Week 8: (2/24 & 26) Forming the Republic: Confederation, Constitution, and Party Politics

MIDTERM EXAMINATION, WEDNESDAY, FEBRUARY 26

Foner, Ch. 7 & 8, Appendix A5-A13 (the Constitution and Amendments I through XII).
Carmen: the Federalist Papers, the Debate over Ratification of the Constitution, Definitions of Republicanism and Democracy, Statistics on Alcohol Consumption, Criminal Prosecution, Church Discipline, Denominational Membership, and Political Participation.

Recommended: the Adams-Jefferson Correspondence, Royall Tyler, Hugh Henry Brackenridge.

UNIT III. THE DISSOLUTION OF THE REPUBLIC AND THE CREATION OF THE UNION: CIVIL WAR AND RECONSTRUCTION

Week 9: (3/2 & 4) The Democratic Republic: Family, Economy, Society, Religion, Frontier, Jacksonian Democracy

Foner, 9 & 10.
Carmen: "Growing Up in Nineteenth-Century America"; Tecumseh; Appeal of the Cherokee Nation; statistics on self-employment, land prices, birth rates, church membership, and social and geographical mobility.

> Note: "Growing Up in Nineteenth-Century America" is a teaching module that introduces students to primary sources and two competing historical interpretations of the lives of young women and men in the early republic. One essay examines and the rise of the fraternity system and the development of a profane, elitist, rebellious culture among privileged male students in America's colleges. The other examines the lives of young women and men in small town and rural America as they develop a more egalitarian culture than that of their parents' generation, and their encounters with sex, alcohol, and faith as they navigated their ways to maturity.

Recommended: Peter Cartwright; Catherine Sedgwick; William McGuffey; Francis Wayland; Native Americans in the Early Republic: Assimilation versus Removal; Samuel Woodworth, *Popular Songs*; Methodist Hymns.

SPRING BREAK (March 9 through 13)

Week 10: (3/16 & 18) The Democratic Republic: Slavery and Racism

Foner, Ch. 11.
Frederick Douglass, *Narrative of the Life of Frederick Douglass*.
Carmen: Sarah Fitzpatrick, statistics on slavery, the Southern economy, the Industrial Revolution, immigration, and territorial expansion.

Recommended: John Blassingame, *Slave Testimony* (book), Ella Shepherd and Harry Jarvis

Week 11: (3/23 & 25) The Democratic Republic: Women, Feminism, Reform, the Frontier, and Slavery

Foner, Ch. 12.
Carmen: "Women on the Frontier"; Sarah Bagley; Margaret McCarthy; Mary Chestnut

> Note: "Women on the Frontier" is a teaching module that introduces students to primary sources and competing historical interpretations of women's experiences on the frontier. One essay

describes the experiences of women of European descent on the Southern frontier, their despair as having to leave family, friends, and community behind, and their fundamentally conservative ambitions to recreate the "worlds" they had lost. Another essay describes relations between European and Native American women in the Trans-Mississippi West. It argues that relations among women were far more cooperative and respectful than those among men, and that the frontier experience had the potential to transform European women's understandings of "race."

Recommended: Women's "Sphere," Catherine Beecher, Sarah Grimké, Seneca Falls Declaration, Harriet Beecher Stowe, Sarah Parton (aka Fannie Fern), Divorce

Week 12: (3/30 & 4/1) The Coming of the Civil War

DUE: CRITICAL ESSAY, WEDNESDAY, APRIL 1

Foner, Ch. 13.
Carmen: Abraham Lincoln I; "The Political Crisis of the 1850s"; letters from Irish immigrants; Samuel F. B. Morse, "A Foreign Conspiracy against the Liberties of the United States"

Note: "The Political Crisis of the 1850s" is a teaching module that introduces students to primary sources and two competing historical interpretations of the breakdown of the two-party system and the drift toward Civil War. Did the huge increase in immigration in the late 1804s and 1850s, largely by Catholics from Ireland, German, and French Canada, destabilized the two-party system by unleashing a wave of nativism and anti-Catholicism that brought down the Whig Party? Or did the issues of race equality and of slavery in the territories destroy the Whig Party, undermine the Democratic Party in the North, and propel the nation toward Civil War?

Recommended: Democratic and Whig Ideology; David Walker, Thomas Dew, William Harper, Hinton Rowen Helper, and George Fitzhugh; letters of the Stille and the Krumme family on German immigration to Ohio; Protest against Anti-Chinese Prejudice

Week 13: (4/6 & 8) The Civil War

Foner, Ch. 14.
Carmen: "Why Union Soldiers Fought"; Abraham Lincoln II; Jefferson Davis and Alexander Stephens; the Confederate Response to the Emancipation Proclamation; Hannah Johnson, Mother of a Black Soldier; Mary Livermore on Women and the War

Note: "Why Union Soldiers Fought" is a teaching module that introduces students to primary sources and competing historical interpretations of the reasons why soldiers fought in the Civil War. The essay contains only one essay by a historian. But that essay discusses competing interpretations of the soldiers' motivations, some of which emphasize the radical (e.g., support for abolition and equal rights for all regardless of race) and others which emphasize the conservative (e.g., a desire to preserve the Union as it was).

Week 14: (4/13 & 15) Reconstruction

Foner, Ch. 15, Appendix A13-A14 (Amendments XIII-XV).
Carmen: Reconstruction; "The Struggle for Black Rights during Reconstruction"; Appeal to the Women of the United States from the National Woman Suffrage Committee

Note: "The Struggle for Black Rights during Reconstruction" is a teaching module that introduces students to primary sources and two competing historical interpretations of Reconstruction. One

emphasizes the conservative nature of Reconstruction—that Congress and the Republican Party were not committed to equal rights for all, but instead to ensuring that Confederate leaders and the planter class could never again threaten the Union. The other essay emphasizes the radical nature of Reconstruction—its ultimate embrace of legal and political equality for all men, regardless of race, and its desire to ensure the freed people enjoyed a meaningful freedom.

Recommended: Andrew Johnson and Charles Sumner.

Week 15: (4/20): Conclusion and Overview for the Final Exam

FINAL EXAMINATION: Thursday, April 23, 10:00am to 11:45am

History 2001: Critical Essay Assignment

Critical essay: a paper copy due in class on Wednesday, April 1, and an electronic copy on Carmen. Papers must be *typed doubled-spaced*.

You are to write a 4-to-6-page critical essay on one or more documents or artifacts (diaries, autobiographies, paintings, sermons, speeches, etc.). The documents and artifacts must be drawn from our required reading or from the recommended materials on closed reserve at the Main Library, unless you receive permission from your Graduate Teaching Associate and Mr. Roth. The purpose is to be certain that you have a good document or set of documents to work with.

The purpose of the essay is to understand the values, beliefs, experiences, and feelings of people unlike ourselves. Why do they think and behave as they do? (See "Criticism" on Carmen for a description of a critical paper.) You may focus on a single document or artifact, but you may also focus on change and continuity between people of different centuries, or on differences and similarities among contemporaries.

You should ask a bold question in your essay that will compel you to come to grips with the differences between you and your subjects and that will force you to explain how and why your subject differs from contemporary Americans. Be sure to *state* that question in your title and in your first paragraph and to offer a provisional answer to that question (a *thesis statement*) at the end of your first paragraph. Whatever you do, please do not title your paper "First Paper" or "Critical Essay." Professor Roth gets very dispirited when you do things like that. Remember, a good title focuses your thoughts and forces you to state your question clearly.

HINT: It is a good idea to place your thesis question and answer at the end of the introductory paragraph. You should use the opening of the introductory paragraph to capture the reader's interest and to set the stage for your thesis question. For example, if your paper studies William Symonds's sermon and asks "Can English Christians kill Indians?" you should begin your first paragraph by telling the reader who Symonds was, where and under what circumstances he preached, and what he said that was shocking. You will then be in a good position to ask your thesis question and state your answer.

It is also a good idea to give a two- or three-part answer to your thesis question. For example, you might say that Symonds believed English Christians could kill for two reasons: first, because he believed that the English were God's chosen people, who had inherited ancient Israel's covenant with God; second, because the Native Americans had no claim to the New World; and third, because English pacifists (the Anabaptists, humanists, Catholics, et al.) were not true Christians. You could then organize your paper into three sections or paragraphs that take up in turn the three parts of your answer to the thesis question. Such organization would help you and the reader follow your argument.

CAUTION: You *must* support your argument with quotes from primary sources and/or with detailed references to specific paintings. Formal bibliographies are not necessary, but you must cite your sources and give page references. Please limit your comments on contemporary problems and events to no more than a paragraph. PAPERS THAT DO NOT FULFILL THE TERMS OF THE ASSIGNMENT WILL RECEIVE A GRADE OF "E" ON THE ASSIGNMENT.

Sample essay topics and critical questions

You may write your paper on of these suggested topics or questions, but you may write on other questions or topics if you wish. The only requirement is that you work with documents or artifacts in our required or recommended reading. If you wish to work with documents not included in our required or recommended reading, you must receive approval from your Graduate Teaching Associate and Mr. Roth.

Family and Gender Relations

1) Anne Bradstreet's poems. Sample title: Did Anne Bradstreet love her family too much?

2) William Byrd's diary. Sample title: Could William Byrd say his prayers with a straight face?

3) Samuel Sewall's diary, Elizabeth Ashbridge's narrative, and Abigail Adams's letters. Sample title: Did early American women know their place?

4) The poems of Anne Bradstreet, the narrative of Elizabeth Ashbridge, the letters of Abigail Adams, the essay of Catherine Beecher, the letters of Sarah Grimké, the stories of Fanny Fern and Harriet Beecher Stowe, the diary of Mary Chestnut, and other documents on women. Sample titles: Were American women feminists? Did the Revolution radicalize American women? Was "influence" just another word for power? Did American women share the values of American men?

5) The writings of Fanny Fern, Harriet Beecher Stowe, Mary Chestnut, and other documents on spiritual and moral obligation. Sample title: Were Americans Christians? Was America a Christian republic?

The Diversity of the Experiences of Young People

1) New England Primer, William Byrd's diary, Catherine Sedgwick's Home, McGuffey's Reader, Francis Wayland's account of disciplining his child, Charles Siringo's Texas Cowboy, and Harriet Robinson's Autobiography. Sample title: Did Puritans love their children more than non-Puritans did? Did citizens of the early republic love their children more than colonists did?

2) Charles Siringo's Texas Cowboy, Harriet Robinson's Autobiography, Frederick Douglass's Narrative, and Sarah Fitzpatrick's interview. Sample titles: Did working children raise themselves? Did working children make good citizens?

Relations between Europeans and Native Americans

1) William Symond's sermon, speeches by James Monroe and Andrew Jackson (in "The Problem of the Aborigines," on reserve). Sample titles: Can a good Christian kill? Do Symonds and Jackson covet their neighbors' property?

2) Missionaries. Sample titles: Did Catholics understand Native Americans better than Protestants did?

Slavery

1) The narratives of Frederick Douglass, Ella Shepherd, and Sarah Fitzpatrick, and other documents on slavery. Sample titles: Did Fitzpatrick speak strangely? Did she have anything to be happy about? Did Douglass have any friends? Were slaves mistreated? ungrateful? Did African-Americans practice the same religion as other Americans? Did African-Americans reject republican values?

2) The writings of Thomas Dew, George Fitzhugh, Sarah Grimké, Hinton Helper, William Harper, Mary Chestnut, and other documents from the South. Sample titles: Were white Southerners alike? How is it possible that Grimké and Chestnut both came from South Carolina? Did Southerners support slavery? Were Southerners Christians and republicans?

The key to understanding these documents and artifacts lies in comprehending the moral, religious, and political beliefs of early Americans and the ways in which those beliefs shaped or failed to shape the values, beliefs, and actions of the early Americans. *Please do not forget* to ask a bold question in your essay, to state that question in your title and in your first paragraph, and to answer that question fully at the end of your first paragraph.

Criticism

Definition (from the Greek word for the act of discerning or judging):

1) a: The act of criticizing, usually unfavorably b: A critical observation or remark c: Critique.
2) The art of evaluating, interpreting, or analyzing with knowledge and propriety, especially works of art or literature
3) The scientific investigation of documents or artifacts in regard to such matters as origin, text, composition, character, or history.

Historians spend much of their time combing through documents and artifacts: speeches, novels, diaries, census rolls, court records, paintings, photographs, ruins, pottery, and whatever else might help them understand the past. They look, of course, for evidence that might confirm or deny hypotheses about the past. But they also look for inspiration: for new questions about the past and present, and for new insights into how the world came to be as it is.

The historian's search for explanation and inspiration would not take long if each document or artifact came with a sheet of questions and answers and with a guide to further study printed on the back. But documents and artifacts do not interrogate themselves, nor do they spout answers or suggest further questions. How then can we tease information and inspiration out of them? By engaging in "criticism"—by adopting a critical stance toward documents and artifacts.

What is criticism? It is a method of inquiry—a way of asking questions—which helps historians and other humanists understand the meaning and significance of documents and artifacts. That inquiry begins, according to James Davidson and Mark Lytle's *After the Fact* (3rd ed., pp. 55-67), when the critic reads a document or looks at an artifact to understand its "surface" content or meaning. What this means is that the critic evaluates a text or object initially from her or his own perspective, describes it in contemporary terms, judges it by contemporary standards, and weighs it against contemporary alternatives. What does it seem to say? How might we use it? Does it seem true? Useful? Beautiful? Logical? Or does it seem wrong? Inefficient? Ugly? Irrational? Would we write the same words or make the same objects today?

The goal of these questions is to initiate a dialogue between the past and present. For example, we may wonder why George Washington didn't smile for his portraits, why he posed or was presented unnaturally (his posture ramrod straight, his left knee slightly forward, his right hand on his breast, even when he was crossing the swift-moving Delaware River in a small boat in the dead of winter in the middle of the night) and why he dressed elaborately like a British gentleman (expensive military uniforms, powdered hair, ruffled shirts [remember comedian Jerry Seinfeld's puffy shirt!], short pants, high stockings). His clothes are aristocratic, his poses mannered, and his expressions severe. The portraits seem remote, strange, haughty, and inadequate to serve their commemorative purpose. Our recent presidents--Ford, Carter, Reagan, Bush, Obama--would rather leave a candid (albeit smiling and flattering and friendly) photograph than one of these portraits. They own tuxedoes and military uniforms, and they have worn them in the service of their country. But in their publicity pictures and official portraits, they wear casual clothing or tailored suits.

These thoughts do not tell us much about the meaning and significance of portraits of George Washington. Looking at the portraits through our own eyes, we may focus on what we consider strange or repellant and miss what was most important for the artist, the subject, or the audience. We may misinterpret what we do see. But these thoughts set us on our critical course. They cause us first to think about ourselves from a different point of view--as if we were strangers to our own culture. Why did Ronald Reagan smile for photographs? After all, he didn't smile most of the time. Why have photographs supplanted painted portraits? Is it only because they are cheaper? Or do we value their greater candor? Immediacy? Why did Reagan wear the clothing that most businessmen wear? After all, we know that he was wealthy enough to wear the latest fashions (as did the First Lady). Why dress like Wall Street financiers, corporate lawyers, and chief executive officers? And why dress when he was relaxing like a golfer or a cowboy?

Notice that our thoughts about Ronald Reagan lead us back to George Washington. Did he never smile? Or did he for some reason make it a point not to smile for portraits, just as Ronald Reagan makes it a point to smile for photographs? Did Washington expect his portraits to fulfill a different commemorative role, one that led him to value friendliness and easy manners less? The artists of the revolutionary period lacked the scientific and technical knowledge necessary for photography, but they knew the realistic techniques of portraiture used on the European continent. Did the severe, unnatural likenesses of George Washington serve a purpose we have yet to understand? Was Washington always dressed for battle or for high society? Did Washington want his portraits to set him apart from the common citizen and soldier?

These inquiries serve a two-fold purpose. They humanize the authors of documents and the creators of artifacts. They help the critic view historical figures as people with ambitions, desires, emotions, values, and beliefs not wholly alien to the critic's own. And they force the critic to confront the historicity of his or her own ambitions, desires, emotions, values, and beliefs, to realize that his or her own character and values are shaped and informed by the particular community and period in which he or she lives.

The critic's next task is to place the document or artifact in its historical context, so the critic can understand it as the product of a human response to a historical situation. In this case, we have a portrait produced by an artist commissioned by an eighteenth-century president. The critic should try first to reconstruct the cultural world behind the object's words or image. We could ask, for example, whether George Washington was too serious to smile, whether his political beliefs discouraged smiling, whether he might have disdained false smiles, or whether he might have been reluctant to reveal his false teeth. We could ask whether the citizens of the early republic associated severe expressions and mannered poses with courage, prowess, restraint, nobility, or other qualities they valued. We could also ask if the means by which portraits were produced made it impossible to smile. Were portraits completed in one sitting, with backgrounds pre-painted, or did they take several days to complete, making it impossible to hold a smile? These questions help us understand the ways in which the values, beliefs, customs, and technology of a people shape their documents and artifacts.

The critic should next try to interpret a document or artifact according to the way it functioned within a specific social situation. Who made the document or artifact? Where and when? Why was it made? Who used or appreciated it? Who discarded or criticized it? These contextual questions help us discover the identity, motives, and beliefs of the people who created, appreciated, or despised the object, and to explain why a document or artifact appeared and played the role it did. In our own example, we could inquire into the relationship between the artist, the subject, the purchaser, and the intended audience. Did the artist try to live up to contemporary artistic standards, or pander to the needs and tastes his employer? Did the artist have reason to portray the subject in a flattering or disparaging way? (For instance, the least flattering portrait of Washington, which emphasized the distortion to his mouth caused by his false teeth, was executed by Gilbert Stuart, a Tory sympathizer.) Did the artist have reason to depict Washington in strange garb or odd poses? (For example, Hiram Powers' Washington stands half naked and partly draped by a toga. Did Powers model Washington after a certain kind of hero from the ancient Roman Republic?) These questions may help us understand why Washington's countenance is severe. Did the portraits have a social purpose? Was there a conflict between political leaders and citizens, or between the wealthy and the poor, that required Washington to be distant emotionally and sartorially from the people, or that encouraged him to demand veneration as a revolutionary hero? A natural aristocrat? A model citizen? A wealthy planter? A statesman? Such pressures could persuade political leaders to portray themselves as more serious, decisive, martial, and prosperous than they in fact were.

These basic contextual questions (who? what? when? where? how? why? which?) are not always easy or possible to answer. The questions asked above require that we know a great deal about republican ideology and politics, about aesthetic standards in eighteenth-century America, and about the lives of the Founding Fathers and of artists whose names have often been lost. In addition to these basic questions, however, critics must ask questions that are even more difficult to answer. They must ask how they themselves might have written the document or fashioned the artifact, and how other people past and present might have done so, if they are to appreciate fully the uniqueness and signficance of words and images, and of the individuals and communities that produced them. And they must force themselves past their initial and possibly superficial impressions of documents or artifacts, so that they can open new avenues of inquiry, grasp new meanings, and understand further the limitations of their own perspectives. That is the point at which critics begin to develop their own unique insights into the past and present, and find the inspiration to transcend their limitations.

To summarize, in the words of *After the Fact*:

1. The document is read [or the artifact viewed], first, to understand its surface content.
2. The context of a document may be established, in part, by asking what the document might have said but did not.
3. A document may be understood by seeking to reconstruct the intellectual worlds behind its words.
4. Lastly, a document may be interpreted according to the way it functions within a specific social situation.

Study questions:

1. How do family portraits of the Reagans, Carters, Fords, Bushes, and Obamas differ from those of the Washingtons? Note that we often see contemporary first couples kissing, holding hands, whispering confidentially to each other. Why did artists in the early republic not portray George and Martha Washington in the same way? Why did the recent television miniseries on the Washingtons (starring Barry Bostwick and Patty Duke Astin) portray the Washingtons as a modern first family? Which portrayal do you believe is more accurate?

2. Why was George Washington called "the American Cincinnatus?" Note that the organization of officers who had served in the Continental Army during the Revolution was called the Society of Cincinnatus and that the largest city in Ohio Territory (the first territory established after the Revolution) was called Cincinnati. How did artists portray Washington as the revolutionary hero who took up the mantle of Cincinnatus? (NOTE: Lucius Quinctius Cincinnatus was a general of the Roman Republic, who left private life in 458 B.C. at the request of the Roman Senate to lead the Roman army against a league of enemies. Cincinnatus was appointed dictator in accord with the Roman constitution, which gave the Senate the power to appoint a temporary, powerful magistrate to lead the republic out of extraordinary military--and later domestic--crises. When Cincinnatus defeated the invaders, the people rose up in thanks to proclaim him emperor. According to legend, Cincinnatus denounced the offer, resigned his dictatorship after a mere sixteen days, and returned to his farm beyond the Tiber, proclaiming that he had fought to save the republic, not destroy it.)

3. Why has President Trump broken from recent tradition? Why is he happy to be portrayed as angry, scowling, mocking? Why do we so seldom see him smiling, even in official photographs and political ads he has commissioned? Do videos and photographs of President Trump help us understand his unique understanding of the presidency, of power and authority, of masculinity? His charisma? His unique appeal for his followers? His rejection of the leadership style of Ronald Reagan and the Bushes? His transformation of American conservatism?

Culture

The components of culture

CULTURE: An ordered system of symbols, myths, and meanings peculiar to a human community. Like human communities, cultures can be created, maintained, modified, transformed, divided, and destroyed.

MYTH: 1) An ill-founded belief held uncritically out of ignorance, superstition, self-interest, lack of curiosity, etc. 2) Stories about historical or supernatural events that unfold the culture of a people, that tell who they are, where they came from, how they came to be who they are, what their values and beliefs have been and should be, etc. Whether true or false, myths are all important, because they help define a culture.

SYMBOL: A thing which stands for something else; a thing whose value or meaning is assigned to it by those who use it.

ETHOS: The affective part of a culture; the value system, the moral and aesthetic aspects of a culture; the tone, character, and quality of a people's life. The vision of *the way things ought to be*.

WORLD-VIEW: The cognitive part of a culture; a people's ideas about how the world works, how it came into being, etc. The vision of *the ways things are and came to be*.

CONNECTIONS BETWEEN THE COMPONENTS OF CULTURE: Ethos and world-view together comprise culture; they define it. Each in turn is defined with the aid of myths and symbols.

Metaphors for understanding culture

1) *Culture-as-dialogue:* An image that reminds us that the members of a human community do not have to share a common set of values or beliefs to share a culture. They can share a debate, an argument, through which they define their community's values and beliefs. Ethos and world-view thus emerge as often through conflict as through consensus. They are far from homogenous.

2) *Culture-as-process:* An image that reminds us that culture is not static. Culture represents the ongoing effort by the members of a human community to respond creatively to ever-changing circumstances, not a simple effort to uphold old values, beliefs, and patterns of action. We expect a culture to change as a community's society and environment change, and as tensions within the culture are revealed. We also expect the members of the community to play active roles in changing the culture.

3) *Culture-as-resource:* An image that reminds us that culture offers us a stock of values, beliefs, myths, symbols, customs, institutions, technologies, and tools that we can draw upon in new situations. If our own culture doesn't provide the resources we need, we can borrow them from other cultures and/or develop new resources. Over time, communities can accumulate, alter, or deplete their cultural resources.

EXAMPLE OF DISCUSSION BOARD QUESTIONS

Discussion Questions for Week 11

The Democratic Republic: Women, Feminism, Reform, Slavery, and the Frontier

For this week's discussion post, **due Thursday, April 2, by 5pm**, please answer (in a *total* of 500 words or more) *three* questions: *one* question on the lecture on Women in the Early Republic *or* the lecture on Racism; Question 2 or 3 on Women on the Frontier; and Question 1 or 3 on Mary Chestnut's Civil War diary.

Due Sunday, April 5, at 5pm: please post *two* helpful comments with your thoughts on the posts of your fellow students, or pose an interesting question about the material that you'd like to ask, or share your thoughts on the implications of what you've learned this week for understanding contemporary America, especially when it comes to matters of race and inequality.

Note the central theme for this week. The Revolution, because it declared "all men are created equal," inspired many Americans to seek equality and civil rights for women, free blacks, and the enslaved. But at the same time, the Revolution forced opponents of equality to come up with new rationales for inequality, which they did. That is why historians believe the Revolution had contradictory consequences. It led to greater equality among some Americans, and to greater discrimination and prejudice against others.

Questions on the lectures

Women in the Early Republic

1. What do you think are the most important ways in which the lives of women improved after the American Revolution? And what do you think are the most important ways in which the lives of women were worse, or no better, after the Revolution?

Racism, Black Activism, Feminism, and Free Soil in the New Republic

1. How did most whites seek to justify the subordinate position of African Americans in the decades that followed the Revolution?

2. What motivated the few whites—no more than 250,000 in 1861—who demanded the immediate emancipation of the enslaved and the extension of full civil rights to African Americans?

Women and Families in Genre Art

1. How did male genre artists depict women in everyday life? Did they challenge, or uphold the Cult of True Womanhood?

2. In what ways did Lily Martin Spencer portray women in her paintings for the commercial art market? How did it differ from the way she portrayed women in her paintings that reflected her own views of everyday life?

Questions on the readings

Women on the Frontier

1. How does the scholarship on women in the American West alter your understanding of life on the frontier?

2. How did the lives of frontier women differ from those of frontier men?

3. How did a woman's racial or ethnic background affect her life in the West?

Mary Chestnut's Civil War Diary

1. Why did Mary Chestnut believe Southern whites were better Christians than Northern whites? Who cared more about black people, in her opinion, and why?

2. Did masters and mistresses treat slaves kindly, in Chestnut's opinion? What evidence did she cite?

3. How well did Chestnut understand enslaved people? Can you find situations in which she seems to have misunderstood enslaved people?

4. How did she feel about slavery? Did she like it? Condone it? Support it? Why or why not?

5. How did Mary Chestnut's life, values, and aspirations differ from those of women in the North? Women on the frontier? Enslaved women? Had the Revolution made a difference in Mary Chestnut's life?

EXAMPLE OF WEEKLY DISCUSSION QUESTIONS

Discussion Questions for Week 11

The Democratic Republic: Women, Feminism, Reform, the Frontier, and Slavery

Please consider the Focus and Review questions in Give Me Liberty, Chapter 12, and the study questions in "Women on the Frontier." We will focus on the impact of the Revolution on women. We will also consider through lectures, if there is time, the impact of the Revolution on art, religion, politics, households, and schools.

The pivotal questions for the week are: How radically did the Revolution and the commitment to republican ideals transform the lives of women?

Mary Chestnut

1. Why did Mary Chestnut believe Southern whites were better Christians than Northern whites? Who cared more about black people?

2. Did masters and mistresses treat slaves kindly, in Chestnut's opinion? What evidence did she cite?

3. How well did Chestnut understand enslaved people? Can you find situations in which she seems to have misunderstood enslaved people?

4. How did she feel about slavery? Did she like it? Condone it? Support it? Why or why not?

5. How did Mary Chestnut's life, values, and aspirations differ from those of women in the North? Women on the frontier? Enslaved women? Had the Revolution made a difference in Mary Chestnut's life?

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 semester. 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. 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 complete all assignmets and 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. "A" work must be outstanding.

3. 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://studentlife.osu.edu/csc/. 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://csw.osu.edu

4. Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu**; 614-292-3307;** slds.osu.edu**; 098 Baker Hall, 113 W. 12th Avenue**.

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 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.

6. Sexual misconduct / Relationship violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

7. Diversity

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.

8. 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. As a land grant institution, 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.

A land acknowledgement recognizes and respects the relationship that exists between Indigenous peoples and their ancestral and contemporary territories. Additionally, a land acknowledgement provides opportunity to explore the current impact of colonization and systemic oppression on Indigenous peoples. Land acknowledgements do not exist in past tense or a historical context as colonialism is a current ongoing process.

There are currently zero federally recognized Native American and Indigenous tribes in the State of Ohio, but a number of tribal nations in Oklahoma, Wisconsin, Michigan, North Dakota and Minnesota have ancestral connections to Ohio land. This list of tribal nations is documented in the Native American Graves Protection and Repatriation Act (NAGPRA) Indian Land Cessions 1784-1894 database.

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

History 2001 focuses on the history of race, ethnicity, and gender in the United States from the last Ice Age through Reconstruction. It follows the histories of Native American peoples and their interactions with peoples from Africa and Europe; the histories of African Americans, enslaved and free; the histories of Europe's diverse immigrants, not only those from England, but Scotland, Ireland, France, Spain, Germany, and elsewhere; and the diverse histories of women, whose lives and experiences varied widely over time and across geographical and social space. Gender relations, race relations, and inter-ethnic relations are at the heart of the course, as is intersectionality, which extends not only to the study of gender, race, and ethnicity, but class and faith.

Course Subject & Number: History 2001

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Many assignments in the course are designed to help students evaluate the social positions and representations of race, ethnicity, and gender--and we would add class and faith, crucial components for the study of intersectionality in early America. For example, over the course of a typical semester:

1) Students will read, for instance, the diaries of slave owners (such as William Byrd and Mary Chestnut) as well as the autobiographical accounts from enslaved persons (such as Joseph Wright, Frederick Douglass, Sarah Fitzpatrick). The goal is to help students understand not only the individuality of people enmeshed in the institution of slavery--an individuality that the institution of slavery could not erase--but the ways in which genders and social position within the regime shaped their experiences, thoughts, and feelings..

2) Lectures and textbook will discuss the cultural diversity of immigrants who came to America from Europe and the hardships they faced, including prejudice from nativists. The readings might include the autobiographies indentured servants (such as Elizabeth Ashbridge and Gottlieb Mittleberger), letters from a diverse array of Irish and German immigrants who came to the United States in the 1840s and 1850s; and nativist and anti-Catholic tracts that portrayed mass migrations from Quebec, Ireland, Germany, and France as a threat to the republic.

3) Lectures and readings will focus on the perceptions that Native peoples, colonizers, and missionaries had of one another, and the complex ways in which religion and ethnicity shaped the ways in which people interacted with one another. Students might study the sermon of William Symonds, an English Puritan who developed a Biblical justification for the conversion and expropriation of Native peoples; the relation of Father White, a Catholic missionary who developed a close relationship with the Susquehanna of Maryland; the letters of William Treat, a Puritan minister in Connecticut who failed in his effort to convert Native villagers to Christianity; and speeches by the Onieda headmen and the Onondaga council, who rejected Christianity and the pretensions of European colonists to live by that faith.

4) Lectures and readings will focus on the character of marriages and gender relations among European colonists. The readings may range from Laurel Thatcher Ulrich's essay on the role of "deputy husbands" in New England, David Hackett Fischer's essay on the disparities in age and power in marriages among slaveholders in the Chesapeake, passages from Samuel Sewall's diary about his search for a new partner after the death of his second wife, and passages from William Byrd's diary on his contentious relationship with his spouse.

5) Lectures and readings will focus on the diversity of women's experience in the early republic--by class, race, ethnicity, faith, and region. Primary sources will speak to the experiences of Hispanic, Asian, Native, African, and European women on the frontier, and the complexities of relationships among women, as they were shaped by race, ethnicity, and class.

6) Lectures and readings focus on the roles of women during the Civil War--North and South, enslaved and free, with emphasis on the contributions of freedwomen and Northern women who mobilized to support the Union cause.

7) Lectures and readings focus on the struggle over civil rights during Reconstruction . Readings from primary and secondary sources will discuss the experiences of freed people, white supremacists, Presidents Johnson and Grant, and moderate and radical Republicans in Congress, as well as feminists concerned for the civil rights of women and for an amendment to secure the right of suffrage for women.

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Many lectures and assignments address "complex systems of power" and their impact on people and social issues of the past and present. Central, of course, is the institution of racial slavery--its origin, its impact on the enslaved, enslavers, and the broader society--and the debate over its future and its impact on race relations. Assignments 1 and 6 under ELO 1.1 speak to these issues, as do discussion questions about the psychological impact of slavery and racism on Americans, enslaved and free.

As important are lectures and readings that speak to the impact of the Revolution on gender, ethnic, and race relations. Ironically, the commitment of the Revolution to "equality" made it necessary for those in power to rationalize inequality in new, harsher ways, by proclaiming that women, African Americans, and Native Americans were essentially different from people who deserved full citizenship and inclusion in the body politic. Readings discuss the hardening of misogynistic and racist thought, as well as new rationales for the dispossession and removal of Native peoples, even those like the majority of Cherokee who adopted European agriculture and institutions. In addition to the assignments noted under ELO 1.1, students may read Andrew Jackson's rational for Indian removal, selections from the Young Ladies Book which taught young women their "proper" roles in society, and white supremacist speeches by Jefferson Davis and Stephen A. Douglas. Students will also read selections from Americans who protested against these rationals for exclusion and dispossession, including perhaps the speeches of Tecumseh, Cherokee protests against removal, the Seneca Falls Declaration in favor of women's rights, and abolitionist tracts by Frederick Douglass, William Lloyd Garrison, and others.

The discussion of gender relations within marriage and society at large are also central to the course. For example, assignments might include a discussion of why women were the primary targets of witchcraft persecutions in colonial New England--especially women who were religious dissidents (Quakers, Baptists), widowed, and/or economically independent--that is, out of their "proper" place in society. Assignments might also include a discussion of the complexity of gender relations within marriage in a society in which women and men were economically dependent on one another as farm owners or shopkeepers, yet in which husbands presumed to hold a superior position over their wives. Successful marriages in America, as students will learn, could be genuine, albeit unequal partnerships between husbands and wives, in which there was a great deal of mutual regard and affection. But marriages could all too readily become abusive and violent, given the stark inequalities between men and women in early America; and they could be less than intimate and affectionate, if women and men retreated to their separate "spheres," one centered on the homemaking, gardening, dairying, and children, and the other on farming, crafts, commerce, politics, and taverns. Students will also read selections from historians who have grappled with the complexity of gender relations, some of whom emphasize the possibilities for genuine partnerships and mutual regard, and others who emphasize the deleterious consequences of gender inequality on marriages and on the experiences and psychological well-being of women and men.

Students are required each week to discuss these issues in small groups or on discussion boards, in response to study questions and/or discussion prompts.

Course Subject & Number: History 2001

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Once again, intersectionality is at the heart of the course. Students are asked to consider, for instance, in a unit on women on the frontier, how different the lives and experiences were for Anglo women (some from the free North and others from the slave South), Hispanic women, African American women, Native American women, and Chinese women. Students are asked as well to consider how the immigrant experience differed for Irish and German women and men, and how the lives of women and men differed under slavery, both among the enslavers and the enslaved. And students are asked to consider how gender relations differed among Native American peoples and European colonists, and how those differences led to cultural misunderstanding and antagonism between Native and European Americans.

Class discussions and/or discussion boards focus on these differences, as do essay assignments and examinations.

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. *(50-700 words)*

As historians, we prefer to let students draw their own conclusions as much as possible when it comes to their moral and social obligations. Our focus throughout is on inclusion, mutual understanding, and mutual respect, and on heightening our students awareness about the damage that inequality and prejudice cause for individuals, families, communities, and society as a whole. We find, however, that offering students an opportunity to read primary sources from the past is the most effective way to help students appreciate their moral and social obligations--sources that reveal the damage that inequality and prejudice inflict not only on the less powerful, but the powerful, who often suffer from a crippling lack of empathy, humility, and self-understanding. Once again, discussions and assignments focus on the consequences of inequality and prejudice, which we hope will lead students to a deeper understanding of their moral and social obligations.

Course Subject & Number: History 2001

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

History 2001 is dedicated to improving our students' ability to read, write, and think critically--and in some sections, to analyze quantitative data critically as well. Our critical method depends on establishing a dialogue between past and present--in which our critical understanding of the moral and social worlds of the past helps us think critically about the moral and social worlds of the present. Our study questions focus on differences between past and present in gender relations, race relations, ethnic relations. For example, our students are generally of the opinion that people today, unlike people in the past, marry for love--and our primary sources offer substantial evidence that European colonists were concerned about practical matters, especially money, status, and compatible faiths. But our discussion questions turn the focus to the present. Are women and men today--especially college graduates--any less concerned with such practical matters?

We also consider the complexity of race relations in the past and present, and of racial attitudes. We discuss the prevalence of racial and ethnic prejudice in the colonial and early national period, including pre-Civil War speeches by Abraham Lincoln and by Southern defenders of slavery. But we also discuss the ways in which prejudice has and hasn't changed in the present, using polling data, studies of Internet chat rooms, etc. We do not wish to confront our students individually about their views of race or the ways in which contemporary prejudice and discrimination (both deliberate and institutional) have shaped their sense of self and to what degree they have determined their positions and prospects in society. But we do compare racial and ethnic attitudes and relations, past and present, at the level of society.

Please note the critical essay assignment in the syllabus, as well as the attachment on criticism. The goal of the critical essay is to ask students to reflect not only on the social positions and identities of people in the past--women, young people, Native Americans, the enslaved--but to think at the same time about their own social positions and experiences, as they engage in a dialogue between past and present, in which our critical engagement with the past depends on critical engagement with the present, and vice versa.

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

As noted above, the course pays close attention to perceptions of difference and how those perceptions shape attitudes, beliefs, and behavior, such as the rationales for dispossession of Native Americans and the reluctance of most Native Americans to assimilate to European culture.

A specific example would be an assignment on the political crisis of the 1850s, in which students reflect on the debate among historians over the causes of the sectional crisis and the breakdown of the two-party system that pitted Whigs against Democrats. Was it a conflict over the future of slavery and race relations, that pitted the Southern "Slave Power" against abolitionists (who embraced the cause of racial equality) and free soilers (who only wanted to bar slavery and the migration of blacks to the western territories)--each of whom held prejudicial stereotypes of one another? Or was it an "ethnocultural" conflict, rooted in antagonism (largely in the free states) between native and foreign-born residents of the United States, Catholics versus Protestants, Anglo-Saxons versus the French, Irish, and German immigrants, which gave rise to the Know Nothing party and led many Northern voters to abandon the Whig Party--an abandonment that opened the door for the Republican Party? We then read primary documents that reveal the prejudices of Americans at the time, and the ways in which those prejudices shaped the political views and allegiances of voters. We also, however, will read letters and diaries of Irish immigrants from the 1840s and 1850s, to understand their triumphs, tribulations, and the prejudices they faced. They include the optimistic letters of Mary McCarthy and the pessimistic letters of Sarah Bagley, who had dramatically different experiences in the New World and advice for family and friends back in Ireland.

Course Subject & Number: History 2001

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

The course is dedicated to helping students understand how race, gender, and ethnicity influence the lived experiences of others, which is why they are asked to read so many letters, diaries, autobiographies, and oral testimonies by people in the past. And our textbooks and lectures emphasize the ways in which race, gender, and ethnicity shaped the the lived experiences of communities and subcommunities. Our discussions focus on precisely these questions, such as the impact of prejudice and oppression on African Americans, enslaved and free, and their resilience in the face of adversity, or the question of why so few women in early America were feminists, despite the discrimination they faced (please see above),

We study, for instance, the assertiveness of women in Puritan New England--the reasons why Anne Hutchinson felt empowered to preach and to develop her own theology, why Anne Bradstreet published her poetry about her life and her relationship with God, why a wealthy widow, Mrs. Winthrop, refused to remarry, and why women prepared themselves to run their families' shops and farms, despite religious and cultural imperatives that required they subordinate themselves to men in all things, and despite the fact that they never embraced feminism. It's a study in cultural contradictions: of the ways in which the imperative to be subordinate to men was undermined by the imperative that Puritans seek spiritual truth and spread the word, that they reflect upon their lives and the spiritual challenges they face, and that they be competent to head households in the absence or indisposition of a spouse. That discussion is then paired with a discussion of the tensions among the cultural imperatives that women face today, which can lead to fulfillment, stress, and internal conflict. Such cultural complexities are at the heart of many assignments.

We also study the history of Mexico and of Hispanic peoples in the Southwest, not only in readings about Women in the Frontier, but in our textbook and lectures--the society and culture of Mexico and the Southwest, Mexico's tragic and conflict-ridden political history, the Texas Rebellion, the Mexican War, and the experiences of Hispanics in Texas and the Southwest following the Anglo conquest. The goal is to help students understand life in a society that was formally more democratic than the United States, caught between its warring political factions and its aggressive neighbor to the North.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: History 2001

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course Subject & Number: History 2001

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy **either** the ELOs for Historical Studies **or** the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: History 2001

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course Subject & Number: History 2001

Expected Learning Outcome 1.3A: Successful students are able to 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. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course Subject & Number: History 2001

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: History 2001

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. *(50-700 words)*

Course Subject & Number: History 2001

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? *(50-700 words)*

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. *(50-700 words)*

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course Subject & Number: History 2001

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course Subject & Number: History 2001

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course Subject & Number: History 2001

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.
Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: History 2001

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. *(50-700 words)*

Course Subject & Number: History 2001

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: History 2001

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. *(50-700 words)*

Course Subject & Number: History 2001

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. *(50-700 words)*

Course Subject & Number: History 2001

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. *(50-700 words)*

Course Subject & Number: History 2001

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course Subject & Number: History 2001

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*