

## 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 request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	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.
<i>Previous Value</i>	<i>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.</i>
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	Greater or equal to 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation

**COURSE CHANGE REQUEST**  
2001 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
01/10/2022

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<b>Credit Available by Exam</b>	No
<b>Admission Condition Course</b>	No
<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<b><i>Previous Value</i></b>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

## Prerequisites and Exclusions

<b>Prerequisites/Corequisites</b>	Prereq or concur: English 1110.xx, or permission of instructor.
<b>Exclusions</b>	Not open to students with credit for 1151.
<b><i>Previous Value</i></b>	<i>Not open to students with credit for 1151 (151).</i>
<b>Electronically Enforced</b>	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

<b>Subject/CIP Code</b>	54.0102
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Freshman, Sophomore, Junior

## Requirement/Elective Designation

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

General Education course:

Historical Study; Social Diversity in the United States; Historical and Cultural Studies; Race, Ethnic 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***

**COURSE CHANGE REQUEST**  
2001 - Status: PENDING

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**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
- No

**Sought Concurrence**  
*Previous Value*

**Attachments**

- History 2001 Syllabus NewGE.doc: Syllabus  
*(Syllabus. Owner: Heikes, Jacklyn Celeste)*
- Hstory 2001 REGD form.pdf: New GE rationale  
*(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)*

**Comments**

**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
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/10/2022 12:51 PM	ASCCAO Approval

***HISTORY 2001: Launching America: American Civilization, 1607-1877 – Spring 2020***

Lectures: MW 10:20 – 11:15 University Hall 14

Discussions: 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](mailto:roth.5@osu.edu)

Website: <https://carmen.osu.edu/>

Graduate Teaching Associate: James Turner ([turner.1510@osu.edu](mailto:turner.1510@osu.edu)). Office: Dulles Hall 322. Office hours: MW 9:10 – 10:10.

***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. Subjects treated in the course include: the pre-Columbian peoples of North America; exploration, colonization, and relations between European settlers and Native Americans; colonial America and the British Empire; family and gender relations; slavery and race; the American Revolution; establishing the new nation; technological, industrial, and transportation revolutions; social and cultural life in 19th century America; ethnic and cultural diversity in the Trans-Mississippi West; expansion, War with Mexico, and the sectional crisis; and the Civil War and Reconstruction.

***Required Books:***

Eric Foner, **Give Me Liberty!** Vol. 1, Brief Edition (but any edition, brief or full, will suffice). The latest edition (5<sup>th</sup>) 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:***

Quizzes:	Will take place in your sections on dates announced in advance
Midterm exam:	Wednesday, February 26
Critical paper:	Wednesday, April 1
Final exam:	Thursday, April 23, 10:00am to 11:45am

### ***Method of Determining Final Course Grade***

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

Discussion, attendance, and participation	15%
Quizzes:	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 discussions. 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 quarter with a “B-.” If you attend class regularly and participate in class discussions, you will earn an “A.” If you do not participate in discussion or attend class regularly, your grade will fall below a “B-.”

***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 based on race, gender, ethnicity, religion, class, or nationality. I hope that students will share my belief—as my students have in the past—that we can only confront these issues effectively if we speak openly and candidly about them, as higher education at its best allows us to do.

**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.”

### **Old GE: Historical Study**

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

#### **Expected Learning Outcomes:**

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

### **New GE 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) 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.
- 2) Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 3) Successful students are able to 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.

- 1) Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.
- 2) Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.
- 3) Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

## *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.

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.

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.

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

**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.

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

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; letters from Irish immigrants; Samuel F. B. Morse, "A Foreign Conspiracy against the Liberties of the United States"

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; "The Political Crisis of the 1850s"; 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

**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

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?

### **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 tuxedos 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 significance 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, and of power and authority? 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?

## 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 assignments 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](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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> 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](https://ccs.osu.edu) or calling [614-292-5766](tel: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](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).

## **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](mailto: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.

# 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](mailto: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.

Course Subject & Number: \_\_\_\_\_

**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)

**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)

Course Subject & Number: \_\_\_\_\_

**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)

**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)

Course Subject & Number: \_\_\_\_\_

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)

**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)

Course Subject & Number: \_\_\_\_\_

**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.

**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: \_\_\_\_\_

**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: \_\_\_\_\_

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)

Course Subject & Number: \_\_\_\_\_

**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: \_\_\_\_\_

**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: \_\_\_\_\_

**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: \_\_\_\_\_

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)

Course Subject & Number: \_\_\_\_\_

**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: \_\_\_\_\_

### 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: \_\_\_\_\_

**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: \_\_\_\_\_

**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: \_\_\_\_\_

**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: \_\_\_\_\_

**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)

Course Subject & Number: \_\_\_\_\_

**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)

Course Subject & Number: \_\_\_\_\_

**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: \_\_\_\_\_

## **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: \_\_\_\_\_

**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: \_\_\_\_\_

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: \_\_\_\_\_

**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: \_\_\_\_\_

**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: \_\_\_\_\_

**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: \_\_\_\_\_

**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)