

Term Information

Effective Term Autumn 2023
Previous Value Autumn 2019

Course Change Information

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

Adding 100% DL to the course. Also updating writing prereq for the new GE.

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

The faculty member would like to regularly teach this course online.

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	3500
Course Title	U.S. Diplomacy from Independence to 1920
Transcript Abbreviation	US Diplo to 1920
Course Description	The formulation of U.S. foreign policy and foreign relations around the world from the independence of the republic to the aftermath of World War 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	100% at a distance Greater or equal to 50% at a distance
<i>Previous Value</i>	<i>Yes, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
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 completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

Previous Value

Prereq or concur: English 1110.xx, or permission of instructor.

Exclusions

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0101

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Requirement/Elective Designation

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

General Education course:

Historical Study

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

- Students will gain knowledge and understanding of diplomatic affairs in the United States between the Revolution and 1920.
- Students will understand how the US diplomatic outlook shifted from internal and isolationist to expansionist and eventually global.
- Students will learn how to think critically about the historical narrative in order to understand different historical interpretations of the past.
- Students will learn how to communicate their analysis and understanding through writing and speaking.

COURSE CHANGE REQUEST
3500 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
05/02/2023

Content Topic List

- U.S. diplomacy
- Foreign relations
- Independence
- Territorial expansion
- Involvement in Mexican-American War
- Spanish-American War
- World War I
- Monroe Doctrine
- Relations with France
- Haiti

Sought Concurrence

No

Attachments

- 3500 Parrott DL Cover Sheet.pdf: Cover Sheet
(Cover Letter. Owner: Getson, Jennifer L.)
- History 3500 Syllabus In Person.docx: Syllabus - In-Person
(Syllabus. Owner: Getson, Jennifer L.)
- History 3500 Syllabus DL (Parrott) Revised 5.2.2023.docx: Syllabus DL - Revised
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- Please see Panel feedback email sent 04/18/2023. *(by Hilty, Michael on 04/18/2023 05:17 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	03/08/2023 04:53 PM	Submitted for Approval
Approved	Soland, Birgitte	03/08/2023 05:23 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/24/2023 03:27 PM	College Approval
Revision Requested	Hilty, Michael	04/18/2023 05:17 PM	ASCCAO Approval
Submitted	Getson, Jennifer L.	05/02/2023 11:30 AM	Submitted for Approval
Approved	Soland, Birgitte	05/02/2023 11:59 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/02/2023 04:53 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/02/2023 04:53 PM	ASCCAO Approval



SYLLABUS

HISTORY/3500

Diplomacy of the United States to 1920

Autumn 2018 (full term)

3 credit hours

Online Asynchronous and Synchronous via Zoom one day a week

Meeting Time: Thursdays, 11:10am – 12:30pm

COURSE OVERVIEW

Instructor

Instructor: Dr. R. Joseph Parrott

Email address: parrott.36@osu.edu

Office hours: Via Zoom, Wednesday 1:30-3:30; Thursday 2:30-3:30 and by appointment

Prerequisites

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

Course description

Between 1776 and 1920, the United States transformed from a fragile confederacy of bickering states to arguably the most powerful nation on the planet. How did this experiment in democratic republicanism manage to survive amidst hostile empires, and how did it expand its military might, wealth, and culture to become a great power in a little more than a century? This class will seek to answer these broad questions, exploring the foundational concepts of American foreign policy and the ways in which various actors adapted, discarded, transformed, or balanced them as American self-perception, politics, and security needs changed over time. Specific themes will include the role of international affairs in the formation of the American state, the transformation of commercial ideas, the impact of slavery and race on foreign relations, expansion and empire, anti-imperialism, and the extension of national interests and security concerns.

General education goals and expected learning outcomes

This course counts toward the Legacy GE category of **Historical Studies**.

Legacy GE: Historical Studies

Goal:

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

Expected Learning Outcomes (ELOs):

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.

This course will fulfill the Legacy GE: Historical Studies in the following ways:

Students will recognize how past events are studied and how they influence today's society and the human condition by constructing an integrated perspective on history and the factors that shape human activity.

Successful students will also:

- Speak and write critically about secondary and primary sources by examining diverse interpretations of past events and ideas in their historical contexts
- Describe and analyze the origins and nature of U.S. foreign relations and develop a foundation for future comparative understanding of strategic and institutional policy
- Analyze how the United States went from backwater colonies to international power, assessing the impact of global events on the political, social, and economic development of the country
- Assess how concepts of national defense, security, empire, and power have evolved with the growth of the United States, and how this has shaped both foreign and domestic policies
- Conduct, evaluate, and present independent research using cogent historical arguments that include a thesis, supporting themes, and use of concrete evidence
- Compare different kinds of historical writing and their uses by actively engaging in their production
- Formulate personal theories of international relations that will allow you to evaluate the motivations, enactment, and consequences of specific policy decisions and domestic trends, and how these relate to global events and processes

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online and contains both asynchronous and synchronous elements. The course will incorporate one weekly synchronous meeting at a set time, but all other course elements will be delivered asynchronously.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines, attend the weekly scheduled class times, and can schedule other assignments and activities on their own time. Readings and video materials for the upcoming week will be posted by Saturday night. These will include short videos that will take the place of lectures. Please view all postings and read all assigned reading by Thursday's class time.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction

(instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST TWICE PER WEEK**
You are expected to log in to the course in Carmen twice every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Live sessions: REQUIRED.**
This class has scheduled, synchronous class times once a week via zoom. Attendance is a critical requirement. Students will be responsible for watching lectures and reading the assigned texts. You should have the reading material available to consult during class as we will be discussing the material. I urge you to take notes, as these discussions will lay the basis for assignments and response papers.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

Amy S. Greenberg, *Manifest Destiny and American Territorial Expansion: A Brief History with Documents*, 2nd Edition (Bedford/St. Martin's, 2017)

Matthew Karp, *This Vast Southern Empire: Slaveholders at the Helm of American Foreign Policy* (Harvard, 2016)

Alan McPherson, *The Invaded: How Latin Americans and Their Allies Fought and Ended U.S. Occupations* (Oxford, 2014)

Leonard J. Sadosky, *Revolutionary Negotiations: Indians, Empires, and Diplomats in the Founding of America* (Virginia, 2010)

Additional readings and media are posted to Carmen unless other location provided

Please Note: All required texts are available from the University Bookstore (B&N)

McPherson and Sadosky are available as downloadable PDFs from OSUDatabases

Course technology

Technology support

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

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

Technology skills needed for this course

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

Required equipment

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

Required software

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

Carmen access

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

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

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

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Attendance and Participation	10%
Weekly Quizzes	10%
Reflection Papers	10%
Writing Assignment	10%
Exams (midterm and final)	30%
Project	30%
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Attendance and Preparation

Students should be prepared to discuss the texts and lectures on the assigned day. Please consider the online media and printed images as seriously as you would written documents. The class will analyze images and videos together in lecture and in our discussions, and I expect you to treat this media and any other material distributed in class as required reading for use in essays and on exams. During class discussions, you should reference texts, documents, and media when making points. I expect you to argue your opinions cogently and concisely but remember to maintain a respectful and civil attitude toward opposing viewpoints. Attendance is vital to the course; you will be given one unexcused absence and each additional missed day will result in 1/3 of a letter being deducted from your participation grade, unless you have given me advance notice of your absence.

As a final note, I expect students to sign into class on time and remain for the entire class unless given permission in advance. I understand that technology can be a challenge so do not stress about a few minutes here or there, but regular late sign-ins or early exits will be noted. I will contact you directly if this becomes a problem.

Please notify me of any pending absence at least fourteen days prior to the date of observance of a religious holiday. If you must miss a class or assignment in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence. Please notify me about any unforeseen absences as soon as possible.

Academic integrity and collaboration:

A significant component of our interactions in this class will occur through Zoom videoconferencing. Because

this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

Technical Issues: If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at go.osu.edu/it or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.

Preparation: Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.

Participation: At the start of our sessions, I will share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

Quizzes

In addition to discussions, your participation will be tracked by weekly review quizzes at the end of each lecture module. You are expected to complete all of them; I will drop your two lowest grades at the end of the semester (including any missed quizzes). I will generally not allow quizzes to be made up. You will have 15 minutes to complete each quiz.

Academic integrity and collaboration: You must complete the quizzes by yourself, without any external help or communication. The quizzes are open-book and open-note, so you may consult your materials during the quiz.

Weekly Reflections and Discussions

Description: 3-4 times during the semester, students will submit a concise but substantive 3-4 paragraph reflection on the course material and themes of the previous week by 11:59 pm Sunday night, responding to a specific prompt that I will provide in the directions for the week. You are free to complete this reflection prior to class on Thursday if this works best for your schedule, but we will discuss material related to the prompt in our synchronous session. You will not be held responsible for the content of Thursday's class in these weekly responses, in case you prefer to complete them ahead of time. However, you are welcome to include reflections on what transpired in class if you do wait to complete this assignment until after Thursday's meeting.

At other points (3-4 times during the semester), students will continue our discussion from the Thursday class through an online message board. You will need to provide two posts/responses of 1-2 substantial paragraphs with a clear thesis and supported by specific supporting evidence. You should ideally post at least once by Friday evening and should have both posts up by 11:59 pm on Sunday.

Academic integrity and collaboration: Your written assignments should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Writing Assignment

Description: You will write a short reflection paper on ONE of the following questions. The paper should be approximately 4-5 pages double-spaced (1000-1400 words) in length, include a word count at the end, and have footnote citations including author (of book or document), title, and page number. You do not need outside sources, but you should cite any using the full Chicago/Turabian style, though a works cited page is not necessary. Choose ONE of the questions below and submit your response on or before the assigned date for that topic number via Turnitin on Carmen. Responses should be written with a clear thesis statement and conclusion, using direct references to the texts, primary sources from class, and lecture material to support your argument.

1. To what extent did the United States practice a particularly republican foreign policy? In other words, did the country's relatively unique domestic governing structures influence the goals and strategies of its international policies, or did it act similarly to other Westphalian states?
2. Was the United States an empire by the end of the 1850s? When answering the question, consider how politicians, pundits, and citizens reconciled democratic-republicanism with expansion.
3. What was the primary reason for U.S. extra-continental expansion after the Civil War, and did this reflect a change or continuation of American foreign and domestic policies of economics, territorial acquisition, and/or diplomacy?

Academic integrity and collaboration: Your essay should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper. Please follow the *Chicago Manual of Style* to cite the ideas and words of your paper.

Take-home Midterm and Final Exams

Description: There will be two essay-based exams during the semester – one midterm and a final. They will address the primary and secondary readings, material presented in class, and discussions. The first test will consist of ten multiple choice questions and a choice of two essay questions, and it will be available on the Pages section of the Carmen website where you access the weekly modules. The multiple choice will come directly from the weekly quizzes; you may complete this portion of the exam at any point in the 48 hours before it is due; once you begin the multiple choice you will have ten minutes to complete it unless you have established accommodations. Potential essay prompts will be distributed the week before the exam; you should respond to one prompt with an essay featuring a clear thesis statement supported by evidence drawn from texts and lectures from the course. Please submit the essay before 11:59 on the due date via Turnitin. You should cite all texts using footnotes with author, title, and page number. The essay should be between 700 and 1200 words and include a word count at the end. You should not need to cite any material from outside the course.

The final will consist of a single essay. It will follow the same format as the midterm but will feature a choice of two cumulative essays. Potential questions will again be distributed beforehand, and you should upload the final via Turnitin before 11:59pm on the due date listed below. You should cite all texts with author, title, and page number. The essay should be between 900 and 1500 words and include a word count at the end. You do not need to cite any material from outside the course; if you choose to do so it should be fully cited in Chicago-Turabian format (see resource under Resources Page or Files) and you should provide a two sentence

explanation in the footnote after the citation explaining clearly what information you needed from this source to make your point.

Students are encouraged to keep a list of major actors, groups, and terms, as these will likely make up a large portion of the quizzes/midterm multiple choice and will be useful for the essays. I will only reschedule exams or extend their deadlines with advance notice for legitimate and pressing reasons.

Academic integrity and collaboration: Your exam should be your own original work. No one else should revise or rewrite your work. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, will be used on your exam.

Project (30%)

The final individual product will be a 1000-1500 (4-6 page) article using political cartoons to explore the context and debates around a specific event, policy, or individual associated with American foreign policy between 1776 and 1920. The article will integrate 2-3 cartoons into a cohesive narrative with the goal of explaining to a general audience background on the topic, the debates around it, its impact on American foreign policy, and any contemporary legacy it may have. Each of the cartoons should include original publication information (to confirm authenticity and help you gauge audience and intent) and a list of further reading consisting of your works cited and additional worthwhile material. I'll expect you to reference at least two scholarly books or articles and a reasonable number of readily available primary sources (at least 2-3). I also encourage you to find out information on the publication/author and its reasons for weighing in on the topic.

We will be working as a class with the Billy Ireland Cartoon Library, and I would like each student to use at least one cartoon from their collections. There are many digitized cartoons, but anyone in Columbus is also encouraged to visit the library as much archival material is only available in person. Feel free to consult with me about the value of specific sources. You will provide full footnote citations in Chicago/Turabian format to document your research and a word count at the end (please reference the files section for directions).

There will be two project updates: the first will be due the week following our consultation with Billy Ireland Curator, Jenny Robb during the synchronous class session in week 8. You will be responsible for identifying a potential topic and a handful of cartoons, magazines, or texts available from the archive either digitally or in person. The second update will consist of a 2-3 paragraph report explaining the progress of the project, including a brief overview of the topic, an annotated list of the books, articles, and primary sources you will use to write the article, and your plans for ongoing research.

You will workshop rough drafts of the essays with other students working on similar topics. Please upload a draft, and I will pair you up with one or two other students and distribute the drafts for review. After taking into account this feedback, you will submit the revised paper via Turnitin the next week. 10 points will be deducted from the final grade for students who do not turn in a rough draft. The goal is for the majority of the articles to be featured on the History Department website, accompanied by notes, a works cited bibliography, further reading, and media. I may request minor revisions before submission to the website, in which case I will consider providing extra credit.

Please note: The Billy Ireland Cartoon Library has graciously agreed to help with this project and provide high-quality cartoons for your final publication. Please be considerate of their time, and make sure to select the appropriate material well in advance. The Librarians will scan and digitize items for students who conduct research in person.

Additionally, I will consider allowing entries that go slightly beyond 1920 on a case-by-case basis, so long as they are directly related to material we discuss in class (i.e. World War I reparations, Gunboat diplomacy, etc.)

Academic integrity and collaboration: Your essay should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper. Please follow the *Chicago Manual of Style* to cite the ideas and words of your paper.

Late assignments

Students will not be allowed to make up quizzes; the lowest two scores will be dropped at the end of the semester. Any assignments submitted late will have a third of a letter grade deducted after 24 hours, and for each 24 hour period after that. I understand that life happens and students sometimes benefit from extensions; please contact me in advance if you have a legitimate reason to ask for an extension (i.e. health issues, family emergencies, pet emergencies, class conflicts, etc) and I will do my best to accommodate. It is always best to reach out in advance rather than wait until the last minute or seek accommodations after the assignment is due.

Grading scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For the take-home midterm expect feedback within 10 days. For the weekly reflections, you can expect detailed feedback for the first four assignments, and then once or twice more over the course of the semester. For the remainder, I will read them carefully, but I will not provide feedback. Please contact me if you have any questions or would like to discuss ways to improve.
- **Email:** Students should feel free to contact the instructor at any point during the semester if they have questions about the course or about history more generally (of course I am happy to meet during office hours as well!). E-mail is the quickest way to contact the instructor with

pressing questions, but major concerns should be reserved for office hours. When you e-mail, please be sure to put the course number in the subject line so I know which course you are enrolled in (I teach multiple courses!), begin with a respectful salutation, and be sure sign your name. I will reply to emails within **24 hours on days when class is in session at the university**. I do not regularly check my email on the weekends.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, but you should remember to write using good grammar, spelling, and punctuation. A conversational tone is fine, but you should try to articulate your specific arguments clearly and support your points with evidence.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the author, title, and page numbers. For online sources, please cite as best you can and include a link. Please use the Chicago Manual of Style "notes and bibliography" format to cite your works.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

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

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

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

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 Chair after that time. Enrolling officially and on time is solely the responsibility of the student.

Grade Grievances and Other Academic Complaints

Students with complaints about courses, grades, and related matters should first bring the matter to the instructor. If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the department, Alice Conklin (.44), who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair, Scott Levi (.18). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the department's grievance resource officer, Birgitte Soland (.1). For additional information see the Office of Undergraduate Education (<https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/>) and the Office of Student Life: Student Advocacy Center (<https://advocacy.osu.edu/academic-enrollment/grade-grievance/>).

Statement on Title IX

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

Commitment to a diverse and inclusive learning environment

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

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of

Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

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

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

Your mental health

As a student you may experience a range of issues that can cause barriers to 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](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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

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

Copyright for instructional materials

This syllabus and all materials presented in lectures are the intellectual property of R. Joseph Parrott. No materials may be published, posted to the internet, or rewritten for publication or distribution in any medium. Neither these materials nor any portion thereof may be stored in a computer except for personal and non-commercial use. I will not make lecture notes available, but PowerPoint slides and/or images will be available on Carmen under files in addition to weekly lectures being left open for the remainder of the course.

COURSE SCHEDULE

Course and Reading Schedule:

Please note that the readings and topics listed below are subject to change. I reserve the right to adjust the syllabus based on research demands, guest lectures, and unforeseen events. I will announce any changes in class and online. I will then post an updated syllabus on the course website.

Week 1: Introduction – The Global Origins of the United States [63 pages]

August 22 – Sadosky, Intro-Chapter 1

Primary: Greenberg, Docs 1-2

Week 2: The Transnational Revolution [102 pages]

August 29: Sadosky, Chapter 2-3

Jonathan R. Dull, “Benjamin Franklin and the Nature of American Diplomacy,” *The International History Review*, 5:3 (August 1983): 346-363

Primary: Thomas Paine, “Common Sense” (1776), Excerpts

Declaration of Independence (1776): www.archives.gov/founding-docs/declaration-transcript

Model Treaty (Plan of Treaties, 1776):

www.masshist.org/publications/adams-papers/index.php/view/ADMS-06-04-02-0116-0002

Week 3: The Travails of an Independent Republic [120 pages]

September 5: Sadosky, Chapters 4-5

Ronald Angelo Johnson, “A Revolutionary Dinner: U.S. Diplomacy toward Saint Domingue, 1798–1801,” *Early American Studies* 9:1 (Winter 2011)

Optional: Gary B. Nash, “Sparks from the Altar of ’76,” in *The Age of Revolutions in Global Context, 1760-1840* : 1-19

Primary: Greenberg, Docs 3-5

Virginia Declaration of Rights (1776): http://avalon.law.yale.edu/18th_century/virginia.asp

Declaration of the Rights of Man (1789): http://avalon.law.yale.edu/18th_century/rightsof.asp

Washington's Farewell Address (1796), Excerpts

Alien and Sedition Acts (1798)

Week 4: The Empire of Liberty and its Limits [82 pages, plus podcast]

September 12: Sadosky, Chapter 6-Epilogue

Ben Franklin's World Episode 131: Frank Cogliano on Thomas Jefferson's Empire of Liberty: www.benfranklinworld.com/episode-131-frank-cogliano-thomas-jeffersons-empire-of-liberty/

Caitlin Fitz, "The Hemispheric Dimensions of Early U.S. Nationalism: The War of 1812, Its Aftermath, and Spanish American Independence," *Journal of American History* (September 2015)

Primary: Greenberg, Docs 6-8

Jefferson Inaugural, 1801: http://avalon.law.yale.edu/19th_century/jefinaul.asp

Letter, Chillicothe on South American Revolution (1810)

Phocion, Letters to Editor of *Washington Intelligencer*, (1817)

Reflection Paper Option 1 Due September 14 by 11:59pm via Turnitin

Week 5: The American System and the Logic of Expansion [135 pages]

September 19: Emily Conroy-Krutz, *Christian Imperialism: Converting the World in the Early American Republic* (Cornell, 2015), Chapters 4-5

Primary: Monroe Doctrine, 1823: http://avalon.law.yale.edu/19th_century/monroe.asp

Greenberg, Doc -16

Begin reading Karp, Intro – Chapter 3

Week 6: Manifest Destiny [133 pages]

September 26: Karp, Chapters 4-7

Primary: Greenberg, Docs 18-23, 25-30, 32

Week 7: Empire, Slavery, and the Civil War as a Global Conflict [105 pages]

October 3: Karp, Chapter 8-Conclusion

Primary: Greenberg, Docs 33-36, 38-43

Reflection Paper Option 2 Due October 5 by 11:59 via Turnitin

Midterm Week

October 10 – no formal class

Midterm multiple choice and essay due October 10 by 11:59pm via Carmen/Turnitin

Week 8: The New Empire [83 pages]

October 17: Walter Lafeber, *New Empire* (1963), Section I

Primary: Greenberg, Docs 37, 44-46

Docs 13, 32 from Peter Duus, *The Japanese Discovery of America* (1996)

Cartoon Librarian Prof. Jenny Robb will be present during our synchronous class session to answer questions

Week 9: Defining the Borders of a Global World [50 pages]

October 24: Kornel Chang, "Circulating Race and Empire: Transnational Labor Activism and the Politics of Anti-Asian Agitation in the Anglo-American Pacific World, 1880-1910," *Journal of American History* 96:3 (Dec. 2009): 678-701.

Primary: Chinese Exclusion Act (1882):

<https://www.ourdocuments.gov/doc.php?flash=false&doc=47&page=transcript>

Chinese Exclusion Act Cartoons

Note from the Chinese Minister to the Secretary of State (1905)

Project Update 1 due by 11:59pm on October 26 via Turnitin

Week 10: Big (Stick) Strategy Triumphant [105 pages]

October 31: Kristin Hoganson, *Fighting for American Manhood* (1998), Chapters 1-2

Robert Beisner, *Twelve Against Empire* (1968), Chapters 1-2

Primary: Greenberg, Doc 47; Queen Lili'uokalani, *Hawaii's Story* (1898), Excerpt

Primary: Documents 15-17, 24-25, 30 from Kristin Hoganson, *American Empire at the Turn of the Twentieth Century*

Reflection Paper Option 3 Due November 2 by 11:59pm via Turnitin

Week 11: Empire and Dollar Diplomacy [75 pages]

November 7: McPherson, Intro 1-5

Primary: Documents 28-29, 34-35 from Hoganson

Project Update 2 due by 11:50pm November 7 via Turnitin

Week 12: Responding to Revolution [47 pages]

Project Draft due November 11 by 11:59 via Carmen

We will workshop them in the second half of our synchronous class session

November 14: McPherson, 6-8

*****Thanksgiving Break – November 21-26*****

Week 13: War and Unfinished Peace [104 pages]

Cartoon Project Due November 28 by 11:59 via Turnitin

November 28: McPherson, Chapters 9-12

Primary: Jane Addams Op-Ed (1917); Wilson's Fourteen Points (1918)

William Borah Speech to U.S. Senate (1919); Wilson Speech in Pueblo, Colorado (1919)

Week 14: America First? [62 pages]

December 5: McPherson, Chapters 13-Conclusion

Final Essay: Due December 13 by 11:59 pm via Turnitin

Instructor: Dr. Sarah K Douglas
douglas.162@osu.edu
(Please note “History 3500” in email titles)
Office: 173 Dulles Hall
Office Hours: By appointment

Class Time: WF 11:10AM-2PM
Cockins Hall 218
Course #: 35284

HISTORY 3500: United States Diplomacy from Independence to 1920

Welcome to History 3500! In this course, we will discuss American foreign policy and foreign relations from the American Revolution to 1920. During this period, the United States transformed from a small republic huddled along the North American coastline to an empire that played an arguably pivotal role in World War I while maintaining diplomatic interests in both the Caribbean and Asia. We will study the origins and trends in foreign policy during this time—whether they be political, economic, cultural, or ideological—and how those trends influenced American values, institutions, and history. We will also contemplate the relationship between diplomacy, foreign relations, and war, subjects that are inherently linked in many ways. Topics covered in this class will include: the origins, course, and outcomes of the American Revolution; continental expansion and Manifest Destiny; the Mexican-American War; the American Civil War in its international context; late 19th century imperialism; the Spanish-American-Cuban-Filipino War; the Boxer Rebellion and America’s entrance into the international arena; World War I; and Woodrow Wilson’s failed international vision.

History as a discipline depends upon the confluence of small minutiae coming together to produce results often out of step with their seeming importance. Because of this, history is complex and the answers to problems are rarely obvious and simple; big events do not always have major causes but are often the result of a collective of small elements interacting at a specific time and place to generate a previously unexpected outcome. As a result, you, the student, must be detail-oriented in your study of history and be prepared to take your analysis beyond specific data to see broader trends over time. This challenge is one that I know you can surmount if you are willing to embrace complexity rather than ignore the small stuff and seek simple answers.

NB: Your grade will be comprised of lecture participation and two course exams. The course textbook and various primary sources posted on Carmen will provide context to the lecture content. Also, in this course we will consider “diplomacy” broadly defined, which means that we will consider social, cultural, economic, and military affairs as part and parcel of intra-and international diplomatic affairs. If you do not favor that concept of diplomatic relations, this course is not for you.

Please read this syllabus carefully for all course requirements and expectations.

Historical Study

Goals

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

Expected Learning Outcomes

Students construct an integrated perspective on history and the factors that shape human activity. Students describe and analyze the origins and nature of contemporary issues.

Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Based upon **individual effort and independent work**, you as the student will develop competences to master the basic factual knowledge of the major issues, events, and personalities of this period of American diplomatic affairs. Specifically, you will learn...

- 1) About diplomatic affairs in the United States between the Revolution and 1920
- 2) About how the US diplomatic outlook shifted from internal and isolationist to expansionist and eventually global during our period of study
- 3) How to think critically about the historical narrative in order to understand different historical interpretations of the past
- 4) How to communicate your analysis and understanding through writing and speaking

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 Chair of the Department of History after that time. Enrolling officially and on time is solely the responsibility of the student.

COURSE TEXTS:

- Thomas G. Paterson, J. Garry Clifford, Shane J. Maddock, et al., *American Foreign Relations, Volume 1, A History to 1920* (Eighth Edition)
- Primary Source Readings posted on Carmen (*italicized titles below*)

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/>.

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.

GRADE BREAKDOWN:

Participation (20%): I will not be taking attendance. You paid to be here! But before you celebrate, keep this in mind: you will be expected to comment on the assigned primary source readings in class and to contribute to group discussions of lecture content. Also, while the textbook will augment what we discuss in class, exams will be based upon lecture content and your primary source readings. No Wikipedia allowed! It is in your best interests to attend class.

Term Exams (40% x 2): You will have two exams in this course, each worth 40% of your final course grade. These exams will be taken in class (the final Term Exam during the University-scheduled Final Exam period) and will be comprised of both short term identifications and an essay question. You will be expected to integrate the primary source readings posted on Carmen into your exam responses. Study Guides will be made available prior to the exams so that expectations are made clear.

Grading Scale (in %):

A = 93.0 – 100.0	B- = 80.0 – 82.9	D+ = 68.0 – 69.9
A- = 90.0 – 92.9	C+ = 78.0 – 79.9	D = 60.0 – 67.9
B+ = 88.0 – 89.9	C = 73.0 – 77.9	E = 59.9 and below
B = 83.0 – 87.9	C- = 70.0 – 72.9	

CLASS ETIQUETTE:

Please come to class on time, please silence all electronic devices, please stay alert, and do not leave before I dismiss class unless you have informed me of your need to do so before class begins. If you are using a laptop computer, I reserve the right to ask you to turn it off in the event

that you are doing work on it unrelated to this course (stay at home if you want to play *World of Warcraft* or check your Facebook page!). Continued failure to respect me or your fellow students will result in removal from lecture.

GRADE CHALLENGES:

Grade challenges will only be accepted **in writing at least 24 hours after an assignment has been returned**; no challenges will be accepted before that time. You are to explain your objections in writing and present an argument for why you feel the grade was undeserved. Please keep in mind though: should you want an assignment's grade reconsidered, I reserve the right to raise, lower, or maintain the original grade earned once the assignment is reviewed. I am not at all opposed to revising grades, but I expect viable, concrete reasons to consider potential changes. Should you want to discuss your grade so that you can better understand it and improve your work going forward, I would be happy to do so; in this case, the rule regarding a written response before the discussion does not apply.

Late assignments: NO make-up exams will be given after the assigned date **UNLESS THE ABSENCE IS CLEARED BY ME BEFORE THE EXAM DATE**. Failure to notify me **BEFOREHAND** will result in a **ZERO** for the assignment.

CLASS SCHEDULE

WEEK 1:

WED (10-19): Course Introduction, What is "Diplomacy," and Colonial-European Politics

FRI (10-21): From Colony to Quagmire: Origins and Opening of the American Revolution
Course Reading: Paterson et. al, Ch.1, pp.2-15

WEEK 2:

WED (10-26): The Birth of a Nation and the Problems of Confederation

Course Reading: Paterson et. al, Ch.1, pp.15-34; *Paris Peace Treaty*

FRI (10-28): Federalist and Jeffersonian Diplomacy, 1789-1809; the War of 1812

Course Reading: Paterson et. al, Ch.2, pp.39-79; *Washington's Farewell Address*

WEEK 3:

WED (11-2): The Monroe Era, Manifest Destiny, and the Mexican-American War

Course Reading: Paterson et. al, Ch.3, pp. 86-127; *The Monroe Doctrine, The three Democratic Principle*

FRI (11-4): The American Civil War: Foreign and Domestic Diplomacy

Course Readings: Paterson et. al, Ch.4, pp.133-162

WEEK 4:

WED (11-9): **TERM EXAM I**

FRI (11-11): **NO CLASS, VETERAN'S DAY**

WEEK 5:

WED (11-16): New Approaches, American Expansionism, and the Spanish-American War

Course Reading: Paterson et. al, Ch.5/6, pp.168-228; Mahan's *On Sea Power*
FRI (11-18): Teddy Roosevelt, a Shutting Door in Latin America, and a Kicked-In Door in Asia
Course Reading: Paterson et. al, Ch.7, pp.244-276; *The First Open Note*

WEEK 6:

WED (11-23): **NO CLASS, THANKSGIVING BREAK**

FRI (11-25): **NO CLASS, THANKSGIVING BREAK**

WEEK 7:

WED (11-30): From Neutrality to Decisive Intervention in the Great War, 1914-1918

Course Reading: Ch.8, pp.283-303; *The Zimmerman Telegram, Request for a
Declaration of War*

FRI (12-2): Woodrow Wilson, the 14 Points, and a Failed Peace

Course Reading: Ch.8, pp.313-319; *Woodrow Wilson's 14 Points*

WEEK 8:

WED (12-7): America into the 1920s; Course Conclusions

TERM EXAM II: Thursday, December 15th, 12PM – 1:45PM

Distance Approval Cover Sheet

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

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

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

If no, why not?

Syllabus

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

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

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

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

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

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

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

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



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

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

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

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

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

Workload Estimation

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

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

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

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

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

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

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

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

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

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

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

Community Building

For more information: [Student Interaction Online](#).

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

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

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

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

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

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

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

Additional Considerations

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

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

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