

Term Information

Effective Term Autumn 2023

[Previous Value](#) [Autumn 2022](#)

Course Change Information

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

Adding 100% DL approval. Also updating writing prereq for the ne GE.

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

Faculty would like to teach this course online in AU23 and in subsequent semesters.

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	2500
Course Title	20th Century International History
Transcript Abbreviation	Intl Hist-20 Cent
Course Description	Examines international political, economic, and military relations from the origins of World War I through the break up of the Soviet Union. Sometimes this course is offered in a distance-only format.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance

[Previous Value](#) [Yes, Greater or equal to 50% at a distance](#)

Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
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

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

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0101

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior

Requirement/Elective Designation

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

General Education course:

Historical Study; Global Studies (International Issues successors); 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

- Develop a familiarity with the primary elements of 20th century international history, including major political, social, and economic figures and trends
- Analyze how the international system has evolved over the past century, and how this has shaped the policies pursued by individual nations
- Analyze how methods and strategies of military confrontation, economic competition, and diplomatic negotiation have changed to reflect both the proliferation of new states and the creation of weapons of mass destruction
- Assess the role of supranational institutions and substate actors in the international system, and analyze how these new agents have both challenged and reaffirm the prominent place of the nation-state
- Utilize diverse secondary and primary sources to construct cogent historical arguments that include a thesis, supporting themes, and strong use of concrete evidence

Previous Value

COURSE CHANGE REQUEST
2500 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
04/25/2023

Content Topic List

- Imperialism
 - Anti-imperialism
 - Decolonization and the post-colonial world
 - The successes and failures of international communism
 - The process and effects of economic globalization throughout the century
 - The nuclear age
 - The shift from a multipolar international system to a bipolar international system
 - Post-Cold War unipolar system
 - Bretton Woods
 - League of Nations
 - United Nations
 - Peacekeeping
- No

Sought Concurrence
[Previous Value](#)

Attachments

- 2500 Syllabus, Parrott (4.14.2023).docx: Syllabus - DL
(Syllabus. Owner: Getson,Jennifer L.)
- HIST2500 syllabi in-person (Schoof).docx: Syllabus - In-Person
(Syllabus. Owner: Getson,Jennifer L.)
- 2500 Parrott DL Cover Sheet.pdf: DL Cover Sheet
(Other Supporting Documentation. Owner: Getson,Jennifer L.)

Comments

- The instructor would like to teach this DL in AU23, so we are hoping to get it approved in time! Apologies that we are submitting so late in the semester. *(by Getson,Jennifer L. on 04/18/2023 01:47 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	04/18/2023 01:47 PM	Submitted for Approval
Approved	Soland,Birgitte	04/18/2023 04:38 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/25/2023 03:36 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/25/2023 03:36 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

SYLLABUS: History 2500
20th Century International History
Spring 2023 (full term)
3 credit hours, online
Thursday, 2:20pm – 3:40pm, via Zoom

Course overview

Instructor

Instructor: Prof. Joe Parrott

Email address: parrott.36@osu.edu

Phone number (office messages): (614) 292-5960

Office hours: W 12:30-2:30 via Zoom (see Carmen 3501 Homepage for link), and by appointment. Occasionally, I'll hold in-person office hours outside these hours and will email in advance.

Course description

The 20th century witnessed the transformation of the international system. From an age of European empires it evolved into a heterogeneous mixture of nation states who vied for prominence in a deeply integrated and intertwined globe connected by unimaginably rapid information and trade networks. These transformations provide the foundation for our modern world, and its creation via diplomatic, economic, and military policies over the past 100 years is the topic of this course. We will make sense of these major events by following four themes: modernization, integration, decolonization, and globalization. These four themes combined to make the European nation-state and international capitalism central to the modern international system, while greatly expanding both the club of nations and the types of entities that act as major actors on the international stage.

General Education (GE)

Legacy GE – Historical Studies

Goals: 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.

How This Course meets these goals and ELOs:

Students will evaluate how foreign policy decisions are made and shape the international system, considering factors of individual agency, ideology, race, institutions, and international structures within the context of broad global trends. Students will examine the origins of contemporary international challenges, politics, and policies; individual assignments will encourage students to consider how we can use history to assess and respond to current issues. Students will read and discuss debates on major topics in foreign policy history and analyze primary source materials to make individual arguments; they will reflect on the origins of different worldviews and how they shape national actions, with the goal of having students develop their own perspective on international affairs.

Legacy GE – Diversity: Global Studies

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes (ELOs):

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

How This Course meets these goals and ELOs

Students will evaluate how foreign policy decisions are made and shape the international system, considering factors of individual agency, ideology, race,

institutions, and international structures within the context of broad global trends. Students will read and discuss debates on major topics in foreign policy history and analyze primary source materials to make individual arguments; they will reflect on the origins of different worldviews and how they shape national actions, with the goal of having students develop their perspective as a global citizen.

New GE – Historical and Cultural Studies

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

Expected Learning Outcomes (ELOs)

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

How This Course meets these goals and ELOs

Students will read and discuss both primary and secondary sources related to foreign policy history. Students will evaluate how foreign policy decisions are made and shape the international system, considering factors of individual agency, ideology, race, institutions, and international structures within the context of broad global trends. Students will reflect on the origins of different worldviews and how they shape national actions, in order to evaluate social and ethical implications in the development of 20th century international affairs.

Course learning outcomes

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

- Develop a familiarity with the primary elements of 20th century international history, including major political, social, and economic figures and trends
- Analyze how the international system has evolved over the past century, and how this has shaped the policies pursued by individual nations
- Analyze how methods and strategies of military confrontation, economic competition, and diplomatic negotiation have changed to reflect both the proliferation of new states and the creation of weapons of mass destruction
- Assess the role of supranational institutions and substate actors in the international system, and analyze how these new agents have both challenged and reaffirm the

prominent place of the nation-state

- Utilize diverse secondary and primary sources to construct cogent historical arguments that include a thesis, supporting themes, and strong use of concrete evidence

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online and Synchronous. The course will incorporate both pre-recorded lectures as well as a weekly synchronous meeting at a set time.

Pace of online activities: This course is divided into **weekly modules**. Students are expected to keep pace with weekly deadlines, attend scheduled class times, and can schedule other assignments and activities on their own time. Materials for the week will be posted and released online by Saturday night. These will include pre-recorded lecture videos by the instructor. 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.

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

- **Logging in: AT LEAST THREE TIMES PER WEEK**
Be sure you are logging in to the course in Carmen each week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss a module, discuss it with me *as soon as possible*.
- **Participating in discussion forums: 2+ TIMES PER WEEK**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.
- **Office hours: OPTIONAL**
My office hours are optional but encouraged. If you need to discuss anything with me outside my scheduled office hours, please contact me at the beginning of the week to schedule something.
- **Live session: ONCE PER WEEK**
You are expected to participate in synchronous discussion section every week, arriving on time and not logging off before the class ends. You are allowed one unexcused absence before being penalized.

Discussion and communication guidelines

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

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics, but make sure your points are clear even when you bring in some personality.
- **Tone and civility:** Please maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm can be easily misinterpreted online, as can tone generally. Be thoughtful about your ideas and how they might be interpreted by others.
- **Citing and referencing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For course materials, list at least the author, title, and page number. For online sources like webpages, include a link.) Quotes are encouraged but should be used sparingly to illustrate specific points you can not make better yourself, and ideally they will be best utilized coming from primary sources in ways that support the argument and ideas you are advancing.
- **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.

Course materials

Required

All class readings will be available on Carmen; links to all online materials including videos, podcasts, etc. will be posted within the modules on the Carmen site.

Course technology

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen
- Navigating Research Databases through OSU Library

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

Necessary software

- Microsoft Office (available free to all OSU students)

Grading and Assignments

Grades

Assignment or category	% of Grade
Attendance and Participation	10%
Quizzes	10%
Discussion Posts	20%
Writing Exercises	15%
Midterm	20%
Final Exam	25%
Total	100%

See course schedule, below, for due dates for major assignments ()*

Explanation of Lessons and Assignments

Weekly Module Assignments

Each lesson will occur within a Carmen module with several required components. We will then meet in-person to discuss specific content. These components typically include the following:

1. A brief introductory overview explaining the lesson and identifying key themes/ideas;
2. A series of short presentations and videos presenting the content;
3. Specific reading assignments (both primary and/or secondary);
4. A brief quiz on the presentations, videos, and/or reading (which may be retaken up to one time);
5. An occasional short writing assignment, often tied to our in-person discussion;
6. A discussion within a small group forum, which you will post to at least twice (directions will be provided within the module), again tied to our in-person discussion.

Material will be posted once a week. Deadlines will be explained in the individual modules, with assignments due on Wednesday at 11:59pm and Sunday at 11:59pm. Modules will be posted and released on Carmen by midnight on Saturday.

Students who miss these module deadlines may not submit late quizzes. Students may miss 2 quiz and/or discussion posts throughout the semester without penalty. Any student who completes all quiz and discussions posts will have their 2 lowest grades dropped. With advance notice and under specific serious circumstances, I will consider requests for a make-up or alternative assignment (see below). You may start on the next module as soon as they are posted.

Descriptions of major course assignments

Attendance and Participation

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. You will only have one opportunity to complete each quiz, but I will drop your two lowest quiz grades at the end of the semester. I will generally not allow quizzes to be made up. You will have 15 minutes to complete each quiz. Quizzes will be due on Wednesday by 11:59pm to ensure students are prepared for class on Thursday.

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.

Discussion Posts

In order to support our discussion in and out of Thursday's synchronous discussion, students will post 2 discussion posts throughout the week. The first will be due on Wednesday at 11:59pm and must respond to one of that week's discussion prompts. The second is due on Sunday at 11:59pm and must respond to one of your classmates' posts. Your posts should consist of 1-2 substantial paragraphs with a clear thesis and supported by specific supporting evidence.

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.

Short Writing Exercises

Some weeks 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 on 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.

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.

Exams

There will be one mid-term and one final during the semester. They will consist of two sections: multiple choice and an essay. The multiple choice will consist of ten, timed open-note questions covering aspects of the first and second half of the course that will be available for 48 hours in advance of the essay deadline. You can complete the questions at any point, but you will not be able to retake them. Deadlines for multiple choice and essays are included below under Course Schedule.

For the midterm and final, I will give you a choice of two essay questions a week in

advance, and you will write and upload your final essay via Turnitin on Carmen by the deadline listed below. You should craft a cogent, well-articulated response to the prompt that presents a clear thesis and uses evidence drawn from the primary and secondary readings, material presented in class, and discussions. Quotes – especially from primary sources – are encouraged, but they should generally be short (1 to 1.5 lines in Word), meaningful, and necessary for your argument. Length should be 600-1000 words in length, with footnote citations referencing readings from class in the following format (Author, page number). Please submit as either a word or pdf document, with a word count at the end. I encourage you to take notes with this question in mind. You may study together but must complete all questions and essays on your own. You should not need to cite material from outside class; any outside material should be cited in full Chicago-Turabian format and include a two sentence explanation in a footnote explaining why you needed to cite this information. Any paper that cites more than 30% of its sources from outside of class resources will receive an automatic C.

Academic Integrity and Collaboration:

Like the quizzes, the exams are open-note/open book, but must be completed alone. Discussing the exam with peers would be a violation of the academic integrity policy. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted exam.

Late assignments

Required quizzes may not be submitted late for any grade. Your two lowest scores between the two sections will be dropped. For written assignments or exams, I will consider alternative or make-up assignments if given advance notice of absence for a legitimate reason (religious holiday, medical issue, family emergency, etc.) or, in rare instances, after the fact. All other assignments will be marked down by a half letter grade for each full 24 hour period late. Late assignments submitted within 24 hours will be marked down at my discretion but generally I do not penalize anything submitted by noon the next day. Essentially, don’t worry if you submit an assignment 15 minutes late; if the system ever locks you out, just email me ASAP. These things happen and I care more about your ideas than that you submit something at 11:59pm versus 12:22am.

Grading scale

93–100: A
90–92: A-
87–89: B+
83–86: B
80–82: B-

77–79: C+
73–76: C
70–72: C-
67–69: D+
60–66: D
Below 60: E

Faculty 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-HELP** at any time if you have a technical problem.)

Grading and feedback

I will be commenting on threads regularly, but I will not directly respond to everyone's comments each time. I will however grade each response, and I will do my best to engage with everyone on a regular basis. Please consider reading over my comments as they may address questions you might have and/or anticipate others in the future, especially for the first project thread and FAW. For weekly assignments, you can expect feedback within **7 days**. For larger essays and midterm, I will try to get them back to you within **10 days** or sooner, with comments likely posted on Carmen.

E-mail

I will try to reply to e-mails within 24 hours, except on weekends when I will respond by the end of the next class day. This means emails sent on over the weekend may not be answered until the following Monday evening, though I generally respond within 24 hours even then. In a class of this size, emails can get lost (especially on Friday afternoons, and when people forget my last name has two "t"s); if you have not received a response within 48 hours, I would appreciate you following up.

Discussion board

If we utilize the discussion board, I will check and reply to messages in the discussion boards every **48 hours on school days**.

Other course policies

Academic integrity policy

Ohio State's academic integrity policy

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/>.

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized or excessive collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

I assume students will comply fully with university regulations regarding academic conduct throughout the semester, and I will rigorously enforce all university procedures in cases of violation. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- *Academic Misconduct and Plagiarism* (<https://u.osu.edu/cononlinecoursefaq/academic-misconduct-and-plagiarism/>)
- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Policies for this online course

- **Quizzes and exams:** You must complete all quizzes and exams yourself, without any external help or communication. You may use your own typed or written notes during quizzes and exams but not anyone else's, nor should you try to look up information in the textbook or online during quizzes and exams. (Remember: they are timed anyway, so you won't have time to do so).
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow the Chicago Manual of Style "notes and bibliography" format to cite the ideas and words of your research sources (see: http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html; please note, don't worry about a works cited/bibliography as I only require full footnotes). You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited from turning in work from a past class to your current class, even if you modify it. If you want to build on past research

or revisit a topic you've previously explored, please discuss the situation with me.

- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your research look more successful than it is. Part of the process is finding new information, adjusting your thesis or argument to fit the evidence you find, and arguing a thesis as well as you can without exaggerating or falsifying it. Do you work honestly, articulate clearly, and cite it accurately to the best of your ability, and you should be ok.
- **Excused Absences:** Please notify me if a lesson conflicts with a religious holiday, medical procedure, or potential travel challenges at least ten days in advance. 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 (incl. quizzes and discussions) or be provided with an alternative assignment.
- **Intellectual Property:** This syllabus and all materials created for the course including quizzes, lectures, and questions are the intellectual property of R. Joseph Parrott. No materials may be published, reposted to the internet, or rewritten for publication or distribution in any medium, nor should the third-party material used under fair use laws for teaching. Neither these materials nor any portion thereof may be stored in a computer except for personal and non-commercial use. Paid note-takers are strictly forbidden from attending this class unless approved by the university and/or professor in advance, generally in accordance with student accommodations.

For more about academic advising offered on Ohio State's main campus, please visit <http://advising.osu.edu/welcome.shtml>

For further information about student services offered on Ohio State's main campus, please visit: <http://ssc.osu.edu>

Accommodations for accessibility

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.

Counseling and consultation services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility of course technology

This online course requires use of Carmen (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. Please make any requests for accommodations ASAP, so I can incorporate these into the course earlier rather than later. These may include but are not limited to the following:

Streaming audio and video

Synchronous course tools

Course schedule

The following lessons will appear in the module section of Carmen during the week identified below. All lectures, readings, media, and assignments will be identified within the text of the modules. Please note that the topics listed below are subject to change. I reserve the right to adjust the syllabus based on unforeseen events and opportunities. I will only move due dates later; never earlier. I will announce any changes in the announcement sections of Carmen. I will then post an updated syllabus on the course website.

Weekly Content:

Content should be finished by our weekly meeting on Thursdays

Students should expect approximately 1-2 hours of recorded content (lectures by the professor, videos, podcasts, etc)

Students should expect approximately 30-50 pages of reading a week, including secondary sources by academic authors and primary documents from the period.

Due Dates (weekly dates posted on Carmen):

First Discussion Post, in response to the weekly prompt – due Wednesday at 11:59pm

Second Discussion Post, in response to a classmate – due Sunday at 11:59pm

Quiz – Due Wednesday at 11:59pm

Writing Assignments – Due Sunday at 11:59pm

Week	Dates	Topics, Readings, Assignments, Deadlines
Part 1: The End of the World That Was		
1	1/9 – 1/14	Introduction / Age of Empires Discussion Post #1, Quiz #1
2	1/15 – 1/21	The Origins of the First World War Discussion Post #2, Quiz #2
3	1/22 – 1/28	World War I Discussion Post #3, Quiz #3
4	1/29 – 2/4	Competing Visions of War and Peace Writing Assignment #1
Part 2: A New International Order		
5	2/5 – 2/11	A World Against Imperialism Discussion Post #4, Quiz #4

Week	Dates	Topics, Readings, Assignments, Deadlines
6	2/12 – 2/18	The Fragile International System Discussion Post #5, Quiz #5
7	2/19 – 2/25	The Road to War Writing Assignment #2
8	2/26 – 3/4	Global War, Global Peace: WWII and its Aftermath Midterm Due: Sunday, March 4 at 11:59pm
Part 3: Cold War, Hot Conflicts		
9	3/5 – 3/11	The Cold War Discussion Post #6, Quiz #6
10	3/12 – 3/18	SPRING BREAK – No assignments this week
11	3/19 – 3/25	The Triumph of Decolonization Discussion Post #7, Quiz #7
12	3/26 – 4/1	Age of Revolution Writing Assignment #3
Part 4: The World We Know		
13	4/2 – 4/8	A Shrinking Globe Discussion Post #8, Quiz #8
14	4/9 – 4/15	Americanization or Globalization Discussion Post #9, Quiz #9
16	4/16 – 4/22	The Rise of the Rest Discussion Post #10, Quiz #10
17	5/1	Final Exam Due!

History 2500 – 20th Century International History – Section 35523

Class: Wednesday and Friday, 3:55PM - 5:15PM. Campbell Hall 309

Dates: Wednesday, August 23, 2017 – Wednesday, December 13, 2017

Instructor: Markus Schoof Email: schoof.3@buckeyemail.osu.edu

Office: 009 Dulles Hall Office Hours: by appointment

Introduction: Welcome to the survey of 20th century international history! Get ready to immerse yourself in the history of a highly eventful century. Although much of this course will focus on the more ‘traditional’ diplomatic history that revolves around conflict, warfare, diplomacy, ideology, and leaders, we will also be examining cultural history that involves topics such as race, gender, psychology, and religion. Among the *primary* topics to which we will be dedicating ourselves are World War I, World War II, Decolonization, and the entire Cold War.

Required Texts

1. Melvyn Leffler, *The Specter of Communism: The United States and the Origins of the Cold War, 1917-1953*. 1st edition. (1994)
2. Odd Arne Westad, *The Global Cold War* (2005)
3. Mark Atwood Lawrence, *The Vietnam War: A Concise International History* (2010)
4. Additional Readings on Carmen

Objectives: This course seeks to broaden and deepen the understanding of one century of international relations. Although much of this class will encompass lectures, students will engage in class and small-group discussions. Throughout the semester, a variety of implicit questions will guide us, including:

1. What decisions did different states take to influence when wrangling for power?
2. Why and how did international institutions, norms, and ideas change over time?
3. How did domestic and foreign policy inform one another in the 20th century?
4. What role did different economic and ideological visions play?
5. What, if anything, can we learn from past conflicts?

In addition, this course seeks to familiarize students with historical techniques, such as primary and secondary-source analysis. It will also acquaint students with different interpretations of past controversies. This course will serve as a vehicle to develop students’ ability to think, speak, and write critically, persuasively, and eloquently.

Expectations:

Any student participating in this course is expected to:

- (1) Attend lectures.
- (2) Complete all readings and internalize their tenets.
- (3) Participate in discussions and debates actively, thoughtfully, and respectfully.
- (4) Complete all assignments on time.

Assignments:

Midterm (20%)

The midterm will test students' ability to think critically and write persuasively about international relations between roughly 1900 and 1945. The midterm paper should have the length of *at least* 3 and *no more* than 6 double-spaced pages in 12pt. Times New Roman Font. Papers that are too short will be penalized by a full letter grade while papers that are too long will suffer a penalty of one half letter grade for each additional page. Use in-class sources, only, when responding to the prompts. Students must use a diverse set of sources to make and support their arguments and integrate materials from different historic eras that have been covered. More concrete instructions will be provided.

Final Exam (30%)

The structure of the final resembles that of the midterm. The final will test students' ability to think critically and write persuasively about international relations for the entire Cold-War period. The final paper should have the length of *at least* 4 and *no more* than 7 double-spaced pages in 12pt. Times New Roman Font. More concrete instructions will be provided.

Debate Performance (15%)

On a first-come-first-served basis, each student will be asked to sign up for and to participate in a debate about a specific controversy in 20th century international history. Students will choose their side prior to debate. Each performance will be evaluated on an individual and collective basis. Students need exhibit an ability to invoke arguments persuasively by substantiating their claims through historic evidence. Make sure that your group has a powerful opening and closing statement. Research *in addition* to the assigned class materials and a wholehearted commitment to Thespianism are strongly encouraged! More instructions will be provided.

Topics:

1. The Origins of World War II
2. The Origins of the Cold War
3. The Vietnam War
4. The End of the Cold War

Note: Crude, disrespectful, or insulting language will not be tolerated and will result in a low score. Instances of hazing and improper behavior may result in the failure of this course and/or prompt an official investigation by the proper authorities.

Quizzes (25%)

Quizzes gauge students' familiarity with previous reading assignments and lectures. Over the semester, we will have 5 Quizzes (worth 5% each). Find more information below under "Semester Schedule."

Attendance and Participation (10%)

A history course that examines numerous multifaceted issues cannot function without serious engagement by students. We will repeatedly engage in discussions and I will keep track of student's attendance and participation.

Grade Composition

Midterm examination	: 80 points	20%
Final examination	: 120 points	30%
5 Quizzes (20 points each)	: 100 points	25%
Debate Performance	: 60 points	15%
<u>Attendance and Participation</u>	<u>: 40 points</u>	<u>10%</u>
Total:	: 400 points	100%

Grading Scale

A	= 93-100%	B-	= 80-83%	D+	= 67-90%
A-	= 90-93%	C+	= 77-80%	D	= 63-67%
B+	= 87-90%	C	= 73-77%	D-	= 60-63%
B	= 83-87%	C-	= 70-73%	E	< 60%

Quick Overview of Semester Deadlines

Quiz #1	: Friday, September 15, 2017
Debate #1 & Quiz #2	: Wednesday, September 27, 2017
Midterm	: Wednesday, October 11, 2017 before midnight
Debate #2 & Quiz #3	: Wednesday, October 25, 2017
Debate #3 & Quiz #4	: Friday, November 17, 2017
Debate #4 & Quiz #5	: Friday, December 1, 2017
Final	: Wednesday, December 13, 2017 before midnight

Additional noteworthy information & recommendations:

Students with disabilities that have been certified by the Office for Disability Services will be accommodated appropriately and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>.

Enrollment Policies. Verify the [Academic Calendar](#) to obtain information about the enrollment and drop-policies.

Late Papers and Absences. Late papers will be penalized by a half letter grade for every 24h period. Late work or absences due to sickness, family emergencies, etc. must be documented to avoid grade penalties. Inform the instructor as soon as possible. Missed work must be made up to receive credit.

Academic Misconduct. Under ‘academic misconduct,’ the Ohio State University understands “[a]ny activity that tends to compromise the academic integrity of the university or subvert the educational process.” (Code of student conduct (effective June 18, 2012), page 2). Read the [Code of student conduct](#) carefully and thoroughly. Pay particular attention to plagiarism. Act accordingly and consistently.

General Education Credits. This course qualifies as a GE for historical study and as a diversity global studies course. Passing this course provides 3 credits toward a history minor (12 credits in total) and a history major (33 credits in total). See the embedded [link](#) for further information.

Effective Study Behavior.

- Students who take notes on lectures and assignments have been [empirically proven](#) to retain more of the material and to score higher on their assignments.
- Take your time to read, study, and reflect on the class materials. You will be exposed to large chunks of information in this course. Just as in running a marathon, ultimate scholarly success lies in finding a good pace that will lend itself to the quality of your articulated thought and writing. Your brain is like a stomach and can only absorb that much at once. See more on this and the so-called [spacing effect](#). [Procrastination](#), in turn, might be even less conducive to your academic and intellectual goals and must be avoided under all circumstances.
- Double-check your writing and put work into style. Nothing can be more frustrating (to the instructor *and* the student) than a student who has the best and brightest ideas but falls short of presenting them as such. Have a thesis. Structure your argument well through an introduction, a main body, and a conclusion. Connect your thoughts and provide topic sentences that guide the reader. Support your arguments through footnotes that demonstrate the origins of your sources. Avoid plagiarism under all circumstances. See further guidance on writing [here](#) and [here](#). Harness university resources where appropriate and necessary, including [OSU's Writing Center](#) for further aid.
- Be honest about deficiencies—be in touch with your instructor. The earlier you contact me because of *academic* difficulties, which you might be facing in this course, the more easily I will be able to aid you in improving both your grade and what you get out of this course.

Semester Schedule

Week 1:	8/23 (W)	No class.
	8/25 (F)	Syllabus and Introduction.

Readings:

- [The Berlin Conference of 1884–85](#)
- Primary Source: Wilhelm II: ["Hun Speech"](#) (1900)
- Primary Source: Joseph Conrad, excerpt from [Heart of Darkness](#) (1902)
- Primary Source: [Theodore Roosevelt's Corollary to the Monroe Doctrine](#) (1904/05)

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Week 2: 8/30 (W) Imperialism before World War I
 9/1 (F) The Origins of World War I

Readings:

- Fritz Fischer, “Germany’s Aims in World War I,” 50-92 [on Carmen]
- Wohlforth, William. [“The Perception of Power,”](#) 353-381 [log in via OSU library]
- Primary Source: 22 July 1914: [“The Austro-Hungarian Ultimatum to Serbia”](#)
- Primary Source: 3 August 1914: [“The Belgian Refusal of Free Passage”](#)

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Week 3: 9/6 (W) World War I – Part I
 9/8 (F) World War I – Part II

Readings:

- G. J. Meyer, *A World Undone*, 319-337, 506-527 [on Carmen]
- [The Zimmermann Telegram \(1917\)](#)
- BBC, [WWI Documentary](#)
- Primary Source: V.I. Lenin, [The April Theses: A Blueprint for Revolution](#) (1917)
- Primary Source: [President Woodrow Wilson's Fourteen Points](#) (1918)

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Week 4: 9/13 (W) Paris, Wilsonianism, Versailles
 9/15 (F) The 1920s

Quiz #1. All materials since beginning of course, including this week’s readings and Paris, Wilsonianism, Versailles lecture.

Readings:

- Adam Tooze, *The Deluge*, 333-352, 487-510 [on Carmen]
- Zara Steiner, *The Lights that Failed*, 800-816 [on Carmen]
- Lloyd Ambrosius, *Woodrow Wilson and the American Diplomatic Tradition*, 250-281 [on Carmen]
- Primary Source: [Kellogg-Briand Pact 1928](#)

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Week 5:	9/20 (W)	The Origins of World War II, Part I
	9/22 (F)	The Origins of World War II, Part II

Readings:

- P.M.H. Bell, *The Origins of the Second World War in Europe*, 15-42 [on Carmen]
- [The Mukden Incident of 1931 and the Stimson Doctrine](#) [click “cancel” if it asks you to log in—page will appear nonetheless]
- [The Neutrality Acts, 1930s](#). *Office of the Historian*. [click “cancel” if it asks you to log in—page will appear nonetheless]
- Primary Source: [Munich Agreement](#) (1938)

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Week 6: 9/27 (W) World War II in Europe, 1939-1941
9/29 (F) World War II in Asia, 1937-1945

Readings:

- Lynch, excerpt from *Hitler*, 198-225 [on Carmen]
- Akira Iriye, *The Origins of the Second World War in Asia and the Pacific*, 41-53, 131-139, 181-186 [on Carmen]
- Primary Source: [World War II: The Molotov-Ribbentrop Pact](#)
- Primary Source: Hitler Speech, [Invasion of Poland](#) (1939)
- Primary Source: [The Atlantic Charter](#) (1941)
- Primary Source: Mao Tse-tung, [A Statement on Chiang Kai-Shek's Statement](#) (1936)
- Primary Source: [Testimony of Akihiro Takahashi](#) (1945)
- Map: World War II in Europe, 1939-1941 [on Carmen]
- Map and timeline: World War II in Asia, 1941-1945 [on Carmen]

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Week 7:	10/4 (W)	Quiz #2. All materials since Quiz #1, NOT including this week's readings or <u>lectures</u> . Debate #1. The origins of World War II. Same materials as Quiz #2.
	10/6 (F)	World War II in Europe, 1941-1945

Readings:

- Tim Borstelmann, *The Cold War and the Color Line*, 19-44 [on Carmen]
- Hastings, excerpt from *Inferno: The World at War, 1939-1945* [on Carmen]
- Primary Source: [Minutes of the Wannsee Conference](#) (1942)

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Week 8: 10/11 (W) No class. **Midterm due online before midnight.**
 10/13 (F) No class. Autumn Break.

Readings: Westad, *The Global Cold War*, 37-70

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Week 9: 10/18 (W) The Origins of the Cold War – Part I
 10/20 (F) The Origins of the Cold War – Part II

Readings:

- Read Leffler, *The Specter of Communism*
- Primary Source: V. I. Lenin, “[Letter To American Workers](#)” (1918)
- Primary Source: George F. Kennan, “‘Long Telegram’” on the Soviet Union (1946) [on Carmen]
- Primary Source: [Stalin responds to Churchill’s ‘Iron Curtain’ speech](#) (1946)
- Primary Source: [Truman's Address Before a Joint Session of Congress](#) (1947) [all pages]

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Week 10: 10/25 (W) **Quiz #3.** All materials since Quiz #2, NOT including this week’s readings or [Korean War lecture](#)
 Debate #2. The origins of the Cold War. Same materials as Quiz #3.
 10/27 (F) The Korean War

Readings:

- Excerpt from Gideon Rose, *How Wars End*, 123-158 [on Carmen]
- Primary Source: Mao Tse-tung “[The Chinese People Have Stood up](#)” (1949)
- Primary Source: Telegram, [Kim Il Sung to the Chairmen of the Soviet Council](#)

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Week 11: 11/1 (W) The tumultuous 1960s
 11/3 (F) Decolonization and the Arab-Israeli conflict.

Readings:

- Westad, *The Global Cold War* 73-158
- Andrew Preston, Excerpt from *Sword of the Spirit, Shield of Faith*, 559-573 [on Carmen]
- [Bandung Conference](#) (Asian-African Conference), 1955 [click “cancel” if it asks you to log in—page will appear nonetheless]
- Primary Source: M. Gandhi, ["Quit India"](#) (Stop at the first speech from August 8, 1942)
- Primary Source: Che Guevara, Excerpts from *Guerrilla Warfare* [on Carmen]
- Primary Source: [The Balfour Declaration, 1917](#)
- Primary Source: [“Camp David Negotiations: Exchange of Letters Regarding Framework for Middle East Peace”](#) (1978)

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Week 12: 11/8 (W) The Vietnam War – Part I
 11/10 (F) No class. Veteran’s Day.

Readings:

- Start Lawrence *The Vietnam War: A Concise International History*
- Primary Source: Ho Chi Minh, [“Vietnamese Declaration of Independence, 1945”](#)
- Primary Source: Eisenhower, the 'Falling Domino' Theory in Indochina (1954) [on Carmen]

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Week 13: 11/15 (W) The Vietnam War – Part II
 11/17 (F) **Quiz #4.** All materials since Quiz #3, including this week’s readings and the [Vietnam War – Part II](#) lecture.
 Debate #3. The Vietnam War. Same materials as Quiz #4.

Readings:

- Finish Lawrence, *The Vietnam War: A Concise International History*
- Primary Source: Martin Luther King, [“Beyond Vietnam: A Time to Break Silence”](#)
- Primary Source: Suri, My Lai Massacre, 1968 [on Carmen]

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Week 14: 11/22 (W) The failure (?) of Détente
 11/24 (F) No class. Columbus Day.

Readings:

- Department of Defense, [The Decline of Détente](#), 1-25
- Primary Source: Suri, President Richard Nixon, “Opening” to China (1972) [on Carmen]

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Week 15: 11/29 (W) The End of the Cold War
 12/1 (F) **Quiz #5.** All materials since Quiz #4, including this week’s readings and the End of the Cold War lecture.
 Debate #4. The 1980s and the end of the Cold War. Same materials as Quiz #5.

Readings:

- Westad, “The 1980s: the Reagan offensive,” 331-363.
- Excerpt from Melvin Leffler’s *For the Soul of Mankind*, 451-468 [on Carmen]
- Emily Rosenberg, ”Consumer Capitalism and the End of the Cold War” in the *Cambridge History of the Cold War* [on Carmen].
- Primary Source: Suri. President Ronald Reagan, “Evil Empire” Speech, 1983 [on Carmen]
- Primary Source: “Bush and Gorbachev...the End of the Cold War” 1989 [on Carmen]

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Week 16: 12/6 (W) Final class. Concluding Thoughts.

Readings:

- Westad, 396-407
- *Newsweek*, [“Are we in a New Cold War?”](#)

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Week 17: 12/13 (W) **Final paper due online before midnight. Happy Holidays!**

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.

