

## Term Information

Effective Term Autumn 2024  
[Previous Value](#) Autumn 2023

## Course Change Information

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

Adding REGD to this course. In addition to the changes to the syllabus, we are also changing the title and course desc to better reflect the new iteration of this course.

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

The department is shifting this American survey class to be more explicitly an REGD course

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

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

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2001
Course Title	Multiple Americas: US History from Colonialism to Reconstruction
<a href="#">Previous Value</a>	<a href="#">Launching America</a>
Transcript Abbreviation	MultipleAmericas1
<a href="#">Previous Value</a>	<a href="#">Launching America</a>
Course Description	An introduction to the history of what would become the United States, from the Colonial period to Reconstruction, with an emphasis on race, gender and ethnicity. Topics include colonization, the dispossession and enslavement of African and Native peoples, gender roles, immigration, the conquest and settlement of the Southwest, and the events that moved America both toward and away from equality
<a href="#">Previous Value</a>	<a href="#">An intermediate-level approach to American history in its wider Atlantic context from the late Middle Ages to the era of Civil War and Reconstruction.</a>
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No

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Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

### Prerequisites/Corequisites

#### *Previous Value*

*Prereq or concur: English 1110.xx, GE foundation writing and info literacy course, or permission of instructor.*

### Exclusions

Not open to students with credit for 1151.

### Electronically Enforced

Yes

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

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

## Requirement/Elective Designation

### General Education course:

Historical Study; Social Diversity in the United States; Historical and Cultural Studies; Race, Ethnicity and Gender Diversity

The course is an elective (for this or other units) or is a service course for other units

### *Previous Value*

### *General Education course:*

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

*The course is an elective (for this or other units) or is a service course for other units*

## Course Details

### Course goals or learning objectives/outcomes

- Students will learn American history with an emphasis race, ethnicity, and gender diversity.

### *Previous Value*

- *History 2001 is an introduction to American civilization from the age of exploration and colonization through the Civil War and Reconstruction.*

**Content Topic List**

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

**Previous Value**

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

**Sought Concurrence**

No

**Attachments**

- HIST 2001 GE Form REGD JG\_2.23.2024.docx: GE Form  
*(Other Supporting Documentation. Owner: Getson, Jennifer L.)*
- History 2001 Syllabus REGD Approved 3.27.2024.docx: REVISED syllabus  
*(Syllabus. Owner: Getson, Jennifer L.)*

**Comments**

- Please see feedback email sent 03-27-2024 *(by Steele, Rachel Lea on 03/27/2024 08:30 AM)*

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

Last Updated: Vankeerbergen, Bernadette  
Chantal  
03/27/2024

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	02/23/2024 02:29 PM	Submitted for Approval
Approved	Soland, Birgitte	02/23/2024 09:14 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/04/2024 08:18 AM	College Approval
Revision Requested	Steele, Rachel Lea	03/27/2024 08:30 AM	ASCCAO Approval
Submitted	Getson, Jennifer L.	03/27/2024 10:30 AM	Submitted for Approval
Approved	Soland, Birgitte	03/27/2024 10:32 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/27/2024 10:50 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/27/2024 10:50 AM	ASCCAO Approval

## ***History 2001: Multiple Americas: US History from Colonialism to Reconstruction***

Faculty: \_\_\_\_  
Class hours: \_\_ (two 80 minute blocks for lecture and discussion)  
Office Hours: \_\_\_\_  
Office: \_\_\_\_  
Phone: \_\_\_\_  
E-mail: \_\_\_\_  
Website: <https://carmen.osu.edu/>

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

### ***Course Description:***

History 2001 is an introduction to the history of what would become the United States, from the Colonial period to Reconstruction. At its core, this course centers the concepts of race, gender, and ethnicity in the broader context of American history, including (but not limited to): politics, imperialism, economics, foreign relations, religion, social and cultural norms, and others. To that end, the course will focus on colonization, dispossession, and the enslavement of African and Native peoples; on diversity and change in gender roles, relations, and identities, and topics such as the character of colonial households and marriages and the rise of the women's movement in the nineteenth century; on successive waves of migration from Europe, which drew distinctive ethnic groups to America and posed challenges for immigrants and native-born Europeans alike, especially in periods of intense nativism and anti-Catholicism; on the conquest and settlement of the Southwest, which brought Hispanic and Asian peoples into the new nation; and on the revolutionary and reactionary impacts of the Glorious Revolution, the American Revolution, the sectional crisis, the Civil War, and Reconstruction, which moved America both toward and away from equality. In addition, the course will also study diversity by class, faith, and nationality, because it is impossible to understand the history of race, gender, and ethnicity without attention to other aspects of American diversity.

### **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. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

**History Minor: History 2001 is applicable to the history minor, which typically requires only four courses to complete and may overlap up to six hours with general education requirements.** For history majors, History 2001 may be used toward the pre-1750, post-1750, and North America/Europe breadth requirements, as well as the PCS and CCE concentrations.

### **NEW GE**

For students who entered the University in Autumn 2022 or later, this course can fulfill EITHER the GEN Foundation: Race, Ethnicity and Gender Diversity requirement OR the GEN Foundation: Historical or Cultural Studies requirement. The course may NOT be used to satisfy both requirements for an individual student. For students who entered the university in Summer 2022 or earlier, the course can satisfy the Historical Studies GEL category and the GE Diversity: Social Diversity in the United States category.

### **Foundations: Historical Studies**

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

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

- 1.1A Identify, differentiate and analyze primary and secondary sources related to historical events, periods or ideas.
- 1.2A Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
- 1.3A Use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs and behaviors.
- 1.4A Evaluate social and ethical implications in historical studies.

**Rationale:**

In this course, students will read and discuss multiple primary and secondary sources about the history of United States from the colonial era to Reconstruction. Students will use these sources to analyze numerous historical issues of this time, with a special focus on race, ethnicity, and gender diversity. Students will describe and analyze ideas through in-class and written discussions, exams, and a critical essay. Discussions and assignments focus on the consequences of inequality and prejudice, which we will lead students to a deeper understanding of their moral and social obligations.

**Foundations: Race, Ethnicity, and Gender Diversity**

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

**ELOs:**

- 1.1 *Describe and evaluate the social positions and representations of categories including race, gender and ethnicity, and possibly others.* This ELO will be satisfied by the primary and secondary sources on the experiences of women and minorities, by the study questions that are the focus of each week's discussions, by required discussion board posts, and by the critical essay.
- 1.2 *Explain how categories including race, gender and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.* This ELO will be addressed in weekly discussions, in discussion board posts, and on the midterm and final exams.
- 1.3 *Analyze how the intersection of categories including race, gender and ethnicity combine to shape lived experiences.* This ELO will be addressed through lectures (which emphasize intersectionality, such as the ways that human experiences in slavery are shaped by one's race, ethnicity, gender, and position within the hierarchies embedded in the institution), through the weekly study questions, discussions, and discussion board posts.
- 1.4 *Evaluate social and ethical implications of studying race, gender and ethnicity.* Students are assigned readings from a diverse array of both contemporary historians and from people in the past, which they will analyze through class discussion and written assignments using the theoretical lens of race, gender, and ethnicity in order to evaluate social and ethical implications for both the time period studied and today.

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

**ELOs:**

*2.1 Demonstrate critical self-reflection and critique of their social positions and identities.* This ELO is fulfilled by the emphasis throughout on critical thinking, which requires establishing a dialogue between past and present—a dialogue that reshaped our understandings not only of the past, but of the present, and of our own social positions and identities. The ELO is fulfilled through study questions, discussion board posts, weekly discussions, and the critical essay, in which students are asked to reflect on how the experiences and identities of people in the past and present have been shaped by their gender, ethnicity, race, class, faith, region of birth, etc.—all part of the course’s emphasis on intersectionality.

*2.2 Recognize how perceptions of difference shape one’s own attitudes, beliefs or behaviors.* This ELO is fulfilled once again by the emphasis throughout on critical thinking, which is rooted in establishing a dialogue between past and present. Weekly study questions, discussions, discussion board posts, and the critical essay ask students to reflect on how perceptions of difference shape Americans’ attitudes, beliefs, and behaviors, past and present.

*2.3 Describe how the categories of race, gender and ethnicity influence the lived experiences of others.* The primary and secondary sources assigned in the class focus on exactly that question—how categories of race, gender, and ethnicity influence the lived experiences of others. That’s the heart of history. Students are asked to describe those influences in discussion board posts, discussions, the critical essay, and the midterm and final exams.

## **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**

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.

#### **Rationale:**

In this course, students will read and discuss multiple primary and secondary sources about the history of United States from the colonial era to Reconstruction. Students will use these sources to analyze numerous historical issues of this time, as well as to connect these ideas with issues common today. Students will describe and analyze ideas through in-class and written discussions, exams, and a critical essay.

### **Diversity: Social Diversity in the United States**

#### **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**

##### **Social Diversity in the United States**

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Students are assigned readings from a diverse array of both contemporary historians and from people in the past, which they will analyze through class discussion and written assignments using the theoretical lens of race, gender, and ethnicity in order to evaluate social and ethical implications for both the time period studied and today. Weekly study questions, discussions, discussion board posts, and the critical essay ask students to reflect on how perceptions of difference shape Americans' attitudes, beliefs, and behaviors, past and present.

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

The historical profession has long been engaged in recovering the diverse social and cultural histories of peoples in the past. Historical scholarship, however, like all scholarship, is shaped by the historical circumstances in which it is created and by the personal experiences, values, and beliefs of historians themselves. Over the past century, superb histories of race and race relations have appeared alongside works that were consciously or unconsciously racist; and superb histories of gender identities and relations have appeared alongside works that were consciously or unconsciously gender biased, or silent on matters of gender. The goal will introduce students to histories (secondary sources) that offer them an opportunity to engage the diversity of the human experience, but we will discuss the ways in which histories that neglected or misunderstood the history of race, gender, and ethnicity fell short in understanding important events, such as the failures of the early settlement in Jamestown and the coming of the Civil War, and important institutions, such as the colonial household and slavery.

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

#### ***Required Books:***

Eric Foner, **Give Me Liberty!** Vol. 1, Brief Edition (but any edition, brief or full, will suffice). The latest edition (5<sup>th</sup>) is: ISBN-13: 978-0-393-62319-2. Available through Carmen Books.

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

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

All other readings will be available on Carmen.



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

***Schedule of Assignments:***

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

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

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

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

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

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

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

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

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

***Papers:*** There will be one out-of-class written assignment based upon the common reading materials for the course. You may, however, write your paper on other materials, if you have permission **in advance** from your instructor or your Graduate Teaching Associate. Your papers will be graded according to: (1) the content and

aptness of your ideas, and (2) the quality and accuracy of your prose. WE WILL DEDUCT ONE-THIRD OF A GRADE FROM YOUR PAPER IF IT IS LATE.

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

You are to write a 5-page critical essay on one or more documents or artifacts (diaries, autobiographies, paintings, sermons, speeches, etc.). The documents and artifacts must be drawn from our required reading or from the recommended reading on Carmen, unless you receive permission from your instructor or Graduate Teaching Associate. The purpose is to be certain that you have a good document or set of documents to work with.

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

You should ask a bold question in your essay that will compel you to come to grips with the differences between you and your subjects and that will force you to explain how and why your subject differs from contemporary Americans. Be sure to *state* your question in your title and in your first paragraph, and to offer a provisional answer to that question (a *thesis statement*) at the end of your first paragraph. *Please do not title your paper "First Paper" or "Critical Essay."* A good title helps you focus your thoughts and state your question clearly.

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

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

**CAUTION:** You *must* support your argument with quotes from primary sources and/or with detailed references to specific artifacts. Formal bibliographies are not necessary, but you must cite your sources and give page references. Please limit your comments on contemporary problems and events to no more than a paragraph.

### ***Sample essay topics and critical questions***

Students may pick a topic from the list of topics below or create a topic of their own choosing. Topics **MUST** be cleared by the instructor in advance and must meet the following criteria:

- 1) Topics must substantially include questions around race, ethnicity and/or gender
- 2) You must use documents or artifacts in our required or recommended reading (if you are interested in other documents, those must be approved by the professor).

### **Family and Gender Relations**

1) Samuel Sewall's and William Byrd's diaries, Elizabeth Ashbridge's narrative, and Abigail Adams's letters. Sample title: Why were so many husbands and wives at odds with one another in the colonial and revolutionary eras? Did early American women "know their place"?

2) The poems of Anne Bradstreet and Phyllis Wheatley, the narrative of Elizabeth Ashbridge, the letters of Abigail Adams, the essays of Catherine Beecher and Judith Sargent Murray, the letters of Sarah Grimké, the stories of Fanny Fern and Harriet Beecher Stowe, the diary of Mary Chestnut, the letters of Sarah Bagley and Margaret McCarthy, and other documents on women. Sample titles: Why were colonial American women not

feminists? Did the Revolution radicalize American women? Was "influence" just another word for power? Did women share the values of men?

3) The writings of Catherine Beecher, Fanny Fern, Harriet Beecher Stowe, Mary Chestnut, and other documents on spiritual and moral obligation. Sample title: In the opinion of the foremost women writers of the mid-nineteenth century, were Americans Christians? Was America a Christian republic?

### **The Diversity of the Experiences of Young People by Race, Gender, and Ethnicity**

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

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

### **Relations between Europeans and Native Americans**

1) William Symond's sermon, speeches by James Monroe and Andrew Jackson in "The Problem of the Aborigines," Pontiac, Tecumseh, Address of the Cherokee Nation. Sample titles: Can a good Christian kill? Were Symonds and Jackson inhumane? Did it make greater sense for Native peoples to resist European expansion, as Pontiac and Tecumseh believed, or to embrace many aspects of European civilizations, as a substantial portion of the Cherokee did?

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

### **Slavery**

1) The narratives of Frederick Douglass, Ella Shepherd, and Sarah Fitzpatrick, and other documents on slavery. Sample titles: Did Sarah Fitzpatrick have anything to be happy about? Did Frederick Douglass consider white Americans Christians? Did African-Americans reject republican values?

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

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

### **University Policies**

#### **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 maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### **Religious Accommodations:**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

## *Schedule of Assignments*

### Abbreviations for readings

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

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

### *Week 1:* Native American Cultures and Communities from Settlement to the Eve of Colonization

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

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

This week will give students an introduction to the complex societies that Native Americans built prior to their interactions with Europeans. This will include examinations of political structure and governance, religious and cultural practices, international relationships between different Native nations, examinations of gender and sexuality, and the complications that can arise when using contemporary, Western influenced concepts to label and analyze non-Europeans.

### *Week 2:* European Perceptions of the New World and the Native Americans in the Era of Exploration and Colonization

Foner, Ch. 2.  
 Carmen: William Symonds, Missionaries and Native Responses; “Settler Colonialism in Early American History: An Introduction” by Jeffrey Ostler and Nancy Shoemaker; and Johanna Bond, “Foundations of Intersectionality Theory”

Recommended: The Pueblo Revolt.

Week 2 will focus on the early encounters between Native Americans and various European settlers. This will allow for students to learn and reflect upon the earliest forms of imperialism in the context of the United States and Europeans begin to trade, extract resources, and forcibly settle what would become the United States. Students will be introduced to the the myths Europeans embraced (or rejected) about Native Americans to justify (or criticize) the dispossession, exploitation, and/or conversion to Christianity of native peoples, as well as to ideas of settler colonialism and intersectionality and reflect on their uses in understanding American history. Students will learn about the distinctive approaches that differing ethnicities, such as the Spanish, French, Dutch, and English, took toward the New World and its native inhabitants.

### *Week 3:* Chesapeake in the Seventeenth Century, Slavery and the creation of race in America

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

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

Week 3 focuses on the broader Chesapeake region, the first region of the U.S. South settled by the British. This area's history will introduce students to indentured servitude, African slavery, and the creation of race in an American context, and how the idea of race differs from ethnicity. Students will see how this concept did not simply exist in time in memoriam, but was created by people in real time in response to various political, economic, and social goals. We will also look at conflicting interpretations by historians and primary sources that will help students evaluate those interpretations.

**Week 4:** Gender Relations in Marriage, Households, and Society in New England in the Seventeenth Century

Foner, Ch. 3.

Carmen: Teaching Module on "The Salem Witchcraft Scare," Definitions of Religious Terms, New England *Primer*, Anne Bradstreet.

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

Turning now to New England, students will see how different regions of the U.S. created and interacted with race, ethnicity, gender, religion, and other categories of analysis than the South. This will teach students about the multi-faceted ways in which concepts like gender function in various societies as well as emphasize the role religion played in this region as religious and political leaders often overlapped in ways that they did not in other regions of the country.

**Week 5:** Migration and Ethnicity in the Eighteenth-Century: The Impacts of Social Change, the Great Awakening, and the Enlightenment

Foner, Ch. 4.

Carmen: Teaching Module on "Marriage in the Colonial America"; Women in the Household Economy; Statistics on Social Change, Church Membership, and Premarital Pregnancy.

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

This week will introduce students to the Glorious Revolution in England and what impact it had on the colonies through documents like the Declaration of Rights. Non-English migration to the colonies will also receive examination to show how the concept of ethnicity functioned between different white Americans throughout the period. The First Great Awakening will also be highlighted to show students how religious revival impacted societal norms around gender and race that would profoundly impact later events in American history. We will also look at competing historical interpretations of gender relations, to analyze differing ways of interpreting and analyzing primary source material.

## UNIT II: THE CREATION OF AMERICAN REPUBLICAN COMMUNITIES

**Week 6:** The American Revolution: Part I

Foner, Ch. 5, Appendix A2-A4 (Declaration of Independence).

Carmen: Teaching Module on "Why The British Lost the Revolutionary War," Articles of Confederation; Pontiac, Two Speeches

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

**Week 7:** The American Revolution: Part II

Foner, Ch. 6

Carmen: Teaching Module on "The Radicalism of the American Revolution," Abigail Adams and John Adams; Women, Dissenters, and Slaves in the American Revolution; Phyllis Wheatley; Judith Sargent Murray

Weeks 6 and 7 will teach students about the role that gender, race, and ethnicity played in the American Revolution. Beyond providing an overview of the period, particular attention will be played to the role that African Americans, women, and Native Americans had in influencing the events of the Revolution and American concepts of freedom. Particular attention will be paid to efforts of many, especially Native Americans, who rejected the American Revolution and its supporters as advancing various forms of unfreedom for them should they gain independence.

We will also look two competing historical interpretations of the consequences of the American Revolution, in terms of its effect on race, ethnicity and gender diversity. One essay argues that the Revolution was fundamentally a conservative event that entrenched the power of propertied men of European ancestry. The other essay argues that the Revolution was radically disruptive and transformative in its impact on race and gender relations—an event that launched the feminist movement, the abolition movement, and the crusade of racial equality.

**Week 8:** The Politics of Slavery, Gender, and Ethnicity in the Early Republic

**MIDTERM EXAMINATION**

Foner, Ch. 7 & 8, Appendix A5-A13 (the Constitution and Amendments I through XII).

Carmen: The Federalist Papers; the Role of Slavery in the Ratification Debate over the Constitution; Tecumseh; Appeal of the Cherokee Nation; Definitions of Republicanism and Democracy; Statistics on Alcohol Consumption, Criminal Prosecution, Church Discipline, Denominational Membership, and Political Participation.

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

Week 8 will show how debates over race, slavery, ethnicity, and gender factored into early partisan conflicts after independence. Topics covered will be expansion into the Northwest Territory, debates over slavery and the constitution, early efforts to preserve slavery from federal interference and bolster slaveholder's power, abolition in the Mid Atlantic and New England states, and the formation of the African Methodist Episcopal church as an example of African Americans trying to reclaim autonomy in a society that regularly denied them such.

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

**Week 9:** Social History of the Early Republic

Foner, 9 & 10.

Carmen: Teaching Module on "Growing Up in Nineteenth-Century America"; Sella Martin, Statistics on self-employment, land prices, birth rates, church membership, and social and geographical mobility.

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

This week will focus on the various social and cultural forces that shaped American life during the early years of the new nation. Particular focus will be placed on the development of the “separate spheres” ideology and how many American women used it to gain some power and autonomy in an almost exclusively patriarchal society. We will also discuss the impact of race and ethnicity on gender roles, as they were important factors in how the lived experience of women was impacted by how their gender intersected with their race and ethnicity. Students will also be introduced to debates among white Americans over assimilating or removing the Native Americans who remained within the nation’s borders, which will also include discussions of the malleability of race in relationship to ethnicity.

## SPRING BREAK

### *Week 10: Slavery and Racism in the Democratic Republic:*

Foner, Ch. 11.

Frederick Douglass, *Narrative of the Life of Frederick Douglass*.

Carmen: Sarah Fitzpatrick, statistics on slavery, the Southern economy, the Industrial Revolution, immigration, and territorial expansion.

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

This week will focus on the political and economic forces that drove slavery and racism in American society to both increase its stranglehold on many parts of the nation as well as early Western Expansion. Examining events and laws like the Missouri Compromise, the rise of immediatist abolitionists, and the black codes will provide students with both general knowledge of the period as well as highlight the enduring nature of racism throughout the country.

### *Week 11: Women in the Democratic Republic: Feminism, Reform, Slavery, Immigration, the Frontier, and Prostitution*

Foner, Ch. 12.

Carmen: Teaching Module on "Women on the Frontier"; Seneca Falls Declaration; Sarah Bagley; Margaret McCarthy; Mary Chestnut; Patricia Cline Cohen, “New York’s Sex Trade;” Sojourner Truth, “Ain’t I a Woman?”

Recommended: Women's “Sphere,” Catherine Beecher, Sarah Grimké, Harriet Beecher Stowe, Sarah Parton (aka Fannie Fern), Divorce

The Revolution, because it declared “all men are created equal,” inspired many Americans to seek equality and civil rights for women, free and enslaved. But at the same time, the Revolution forced opponents of equality to come up with new rationales for inequality, which they did. That is why historians believe the Revolution had contradictory consequences. It led to greater equality for some women, and greater inequality, discrimination, exploitation, and prejudice against others, which we will find had much to do with the race, ethnicity and class of the women during this period. Week 11 will have students examine the history of women’s activism up until the early 1850s to show the role that women played in both advocating for their own causes in the form of feminism, but also played significant roles in supporting other causes like abolition. This will also provide an opportunity to examine the specific relationship between white and Black women, and how the intersectional nature of Black



women's oppression (and white women's oppressive behavior/beliefs) often hindered activism in both abolitionist and feminist circles.

**Week 12:** (3/30 & 4/1) Jacksonian Democracy, the Texas Rebellion, the Mexican War, the Battles over Slavery, Race, Immigration, and Religion, and the Coming of the Civil War

**DUE: CRITICAL ESSAY**

Foner, Ch. 13.

Carmen: Teaching Module on "The Political Crisis of the 1850s"; The Texas Rebellion of 1835-1836; The Taos Revolt of 1847; letters from Irish immigrants; Samuel F. B. Morse, "A Foreign Conspiracy against the Liberties of the United States"; The Lincoln-Douglas Debates

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

This week will provide a broad political history of the nation from the time of Andrew Jackson until the breakout of the Civil War. The central goal of Week 12 is to help students understand the causes of the Civil War. The War was above all a clash over the future of slavery and race relations in the United States, but it was also rooted in the struggle between Mexico and the United States for control of the Southwest, and in ethno-cultural conflicts among European Americans over immigration and religion. The central role of slavery in American politics will be examined as well as the general racist beliefs that influenced both the removal of Native Americans and the outbreak of the Mexican-American War. The rise of nativism will also be examined as political parties and forces form around this issue due to rising immigration from many European countries, which will show the ever-shifting definitions of whiteness and its relationship to various ethnicities. Furthermore, the impact that abolition had on stirring public opinion and creating an anti-slavery politics will take center stage alongside the pro-slavery and secessionist politics that emerged in the South.

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

Foner, Ch. 14.

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

Discussing the impact of slavery and racism will be inescapable due to the centrality of both to the Civil War. Beyond a standard military history, this week will talk about the political and social changes brought about during the war as a result of Black action and advocacy and how that led to the Emancipation Proclamation and 13<sup>th</sup> Amendment. The experiences of Black soldiers in the Union army will receive special note. The experiences on the Confederate home front will also receive attention to highlight how white women in the South convinced Confederate state governments to support them as their husbands fought in the war leading to the first notable welfare system in America. Discussion

**Week 14:** (4/13 & 15) Race, Gender, Ethnicity, and Reconstruction

Foner, Ch. 15, Appendix A13-A14 (Amendments XIII-XV).

Carmen: Teaching Module on "The Struggle for Black Rights during Reconstruction"; Appeal to the Women of the United States from the National Woman Suffrage Committee

Recommended: Andrew Johnson and Charles Sumner.

The goal of Week 14 is to help students appreciate the difficulties that the nation faced in the aftermath of the Civil War. The readings and lectures focus on the challenges that women and African Americans faced in their struggles for equal rights, and on the plight of Native peoples in the Trans-Mississippi West. Reconstruction will offer one final opportunity to discuss the intersection of race, gender, and ethnicity in Early American history. How African Americans conceived of their rights will take center stage as well as the white terrorism that opposed those rights. Similarly, the split between many abolitionists over Black suffrage will receive attention to highlight how many white women viewed their rights as more important and taking priority over African Americans. Finally, the ambivalence that set in among white Northerners towards the plight of Southern African Americans will be examined to show the enduring and evolving nature of race and racism in a post-slavery America.

## **FINAL EXAMINATION**

# GE Foundation Courses

## Overview

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

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

## Accessibility

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

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

### A. Foundations

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

HIST 2001 is foundational for understanding REGD in this country as history provides the factual foundation for how issues surrounding REGD arose in this country. The class covers American history from the Colonial Era to the end of Reconstruction. Throughout this period, events such as the genocide of Native Americans, American imperialism on the North American continent, African & Native slavery, First-Wave Feminism, abolitionism, and other key events related to understanding REGD in today's context took place. This course will provide a basic, factual overview of these events and place them as central components of American history and help students understand the world they live in as regards race, ethnicity and gender diversity.

# History 2001

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

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

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

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

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

- 1) Students will read, for instance, the diaries of slave owners (such as William Byrd and Mary Chestnut) as well as the autobiographical accounts from enslaved persons (such as Joseph Wright, Frederick Douglass, Sarah Fitzpatrick). The goal is to help students understand not only the individuality of people enmeshed in the institution of slavery--an individuality that the institution of slavery could not erase--but the ways in which gender, ethnicity and social position within the regime shaped their experiences, thoughts, and feelings..
- 2) Lectures and textbook will discuss the cultural and ethnic diversity of immigrants who came to America from Europe and the hardships they faced, including prejudice from nativists. The readings might include the autobiographies indentured servants (such as Elizabeth Ashbridge and Gottlieb Mittleberger), letters from a diverse array of Irish and German immigrants who came to the United States in the 1840s and 1850s; and nativist and anti-Catholic tracts that portrayed mass migrations from Quebec, Ireland, Germany, and France as a threat to the republic.
- 3) Lectures and readings will focus on the perceptions that Native peoples, colonizers, and missionaries had of one another, and the complex ways in which race, ethnicity, gender and religion shaped the ways in which people interacted with one another. Students might study the sermon of William Symonds, an English Puritan who developed a Biblical justification for the conversion and expropriation of Native peoples; the relation of Father White, a Catholic missionary who developed a close relationship with the Susquehanna of Maryland; the letters of William Treat, a Puritan minister in Connecticut who failed in his effort to convert Native villagers to Christianity; and speeches by the Onieda headmen and the Onondaga council, who rejected Christianity and the pretensions of European colonists to live by that faith.
- 4) Lectures and readings will focus on the character of marriages and gender relations among European colonists, and how race and ethnicity informed these varying gender relations. The readings may range from Laurel Thatcher Ulrich's essay on the role of "deputy husbands" in New England, David Hackett Fischer's essay on the disparities in age and power in marriages among slaveholders in the Chesapeake, passages from Samuel Sewall's diary about his search for a new partner after the death of his second wife, and passages from William Byrd's diary on his contentious relationship with his spouse.
- 5) Lectures and readings will focus on the diversity of women's experience in the early republic--by race, ethnicity, faith, class, and region. Primary sources will speak to the experiences of Hispanic, Asian, Native, African, and European women on the frontier, and the complexities of relationships among women, as they were shaped by race, ethnicity, and class.
- 6) Lectures and readings focus on the roles of women during the Civil War--North and South, enslaved and free, with emphasis on the contributions of freedwomen and Northern women who mobilized to support the Union cause.
- 7) Lectures and readings focus on the struggle over civil rights during Reconstruction . Readings from primary and secondary sources will discuss the experiences of freed people, white supremacists, Presidents Johnson and Grant, and moderate and radical Republicans in Congress, as well as feminists concerned for the civil rights of women and for an amendment to secure the right of suffrage for women.
- 8) Some readings will also introduce students to major theoretical ideas surrounding REGD as they relate to early America, i.e. settler colonialism and intersectionality, which we will use throughout the course as we encounter different historical periods and ideas.

# History 2001

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

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

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

As important are lectures and readings that speak to the impact of the Revolution on gender, ethnic, and race relations. Ironically, the commitment of the Revolution to "equality" made it necessary for those in power to rationalize inequality in new, harsher ways, by proclaiming that women, African Americans, and Native Americans were essentially different from people who deserved full citizenship and inclusion in the body politic. Readings discuss the hardening of misogynistic and racist thought, as well as new rationales for the dispossession and removal of Native peoples, even those like the majority of Cherokee who adopted European agriculture and institutions.

In addition to the assignments noted under ELO 1.1, students may read Andrew Jackson's rational for Indian removal, selections from the Young Ladies Book which taught young women their "proper" roles in society, and white supremacist speeches by Jefferson Davis and Stephen A. Douglas. Students will also read selections from Americans who protested against these rationales for exclusion and dispossession, including perhaps the speeches of Tecumseh, Cherokee protests against removal, the Seneca Falls Declaration in favor of women's rights, and abolitionist tracts by Frederick Douglass, William Lloyd Garrison, and others.

The discussion of gender relations within marriage and society at large are also central to the course. For example, assignments might include a discussion of why women were the primary targets of witchcraft persecutions in colonial New England--especially women who were religious dissidents (Quakers, Baptists), widowed, and/or economically independent--that is, out of their "proper" place in society. Assignments might also include a discussion of the complexity of gender relations within marriage in a society in which women and men were economically dependent on one another as farm owners or shopkeepers, yet in which husbands presumed to hold a superior position over their wives.

Successful marriages in America, as students will learn, could be genuine, albeit unequal partnerships between husbands and wives, in which there was a great deal of mutual regard and affection. But marriages could all too readily become abusive and violent, given the stark inequalities between men and women in early America; and they could be less than intimate and affectionate, if women and men retreated to their separate "spheres," one centered on the homemaking, gardening, dairying, and children, and the other on farming, crafts, commerce, politics, and taverns.

Students will also read selections from historians who have grappled with the complexity of gender relations, some of whom emphasize the possibilities for genuine partnerships and mutual regard, and others who emphasize the deleterious consequences of gender inequality on marriages and on the experiences and psychological well-being of women and men.

Students are required each week to discuss these issues in class and on discussion boards, in response to the weekly study questions and/or specific discussion prompts.

# History 2001

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

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

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

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

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

Our focus throughout is on inclusion, mutual understanding, and mutual respect, and on heightening our students awareness about the damage that inequality and prejudice have caused for individuals, families, communities, and society as a whole. We find that offering students an opportunity to read primary sources from the past and competing historical interpretations by scholars is the most effective way to help students appreciate their moral and social obligations--primary and secondary sources that reveal the damage that inequality and prejudice inflict not only on the less powerful, but on the powerful, who often suffer from a crippling lack of empathy, humility, and self-understanding. Discussions and assignments focus on the consequences of inequality and prejudice, which leads students to a deeper understanding of their moral and social obligation.

# History 2001

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

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

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

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

We also consider the complexity of race relations in the past and present, and of racial attitudes. We discuss the prevalence of racial and ethnic prejudice in the colonial and early national period, including pre-Civil War speeches by Abraham Lincoln and by Southern defenders of slavery. But we also discuss the ways in which prejudice has and hasn't changed in the present, using polling data, studies of Internet chat rooms in order to compare racial and ethnic attitudes and relations, past and present, at the level of society.

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

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

## History 2001

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

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

A specific example would be an assignment on the political crisis of the 1850s, in which students reflect on the debate among historians over the causes of the sectional crisis and the breakdown of the two-party system that pitted Whigs against Democrats. Was it a conflict over the future of slavery and race relations, that pitted the Southern "Slave Power" against abolitionists (who embraced the cause of racial equality) and free soilers (who only wanted to bar slavery and the migration of blacks to the western territories)--each of whom held prejudicial stereotypes of one another? Or was it an "ethnocultural" conflict, rooted in antagonism (largely in the free states) between native and foreign-born residents of the United States, Catholics versus Protestants, Anglo-Saxons versus the French, Irish, and German immigrants, which gave rise to the Know Nothing party and led many Northern voters to abandon the Whig Party--an abandonment that opened the door for the Republican Party? In this discussion, we also consider the differences between race and ethnicity, particularly in terms of who counts as "white," and how that category is neither natural or stable, but one that shifts over time as groups define and redefine who does and does not have the power and privilege that historically came with whiteness.

We then read primary documents that reveal the prejudices of Americans at the time, and the ways in which those prejudices shaped the political views and allegiances of voters. We also, however, will read letters and diaries of Irish immigrants from the 1840s and 1850s, to understand their triumphs, tribulations, and the prejudices they faced. They include the optimistic letters of Mary McCarthy and the pessimistic letters of Sarah Bagley, who had dramatically different experiences in the New World and advice for family and friends back in Ireland.



# History 2001

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

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

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

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

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

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

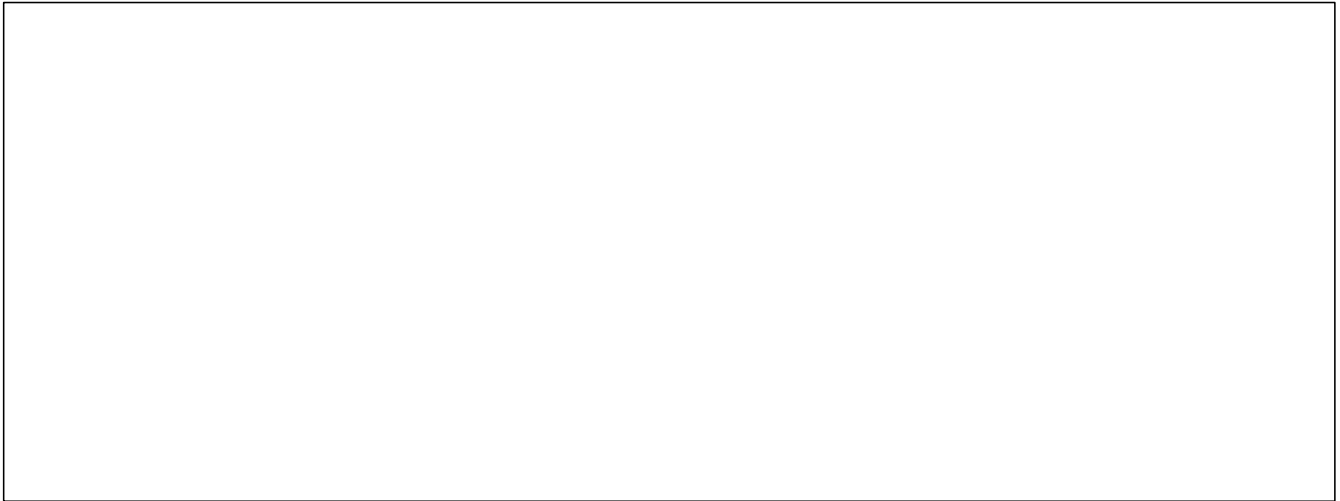
Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

### **A. Foundations**

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

# History 2001

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



**B. Specific Goals of Social and Behavioral Sciences**

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

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

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

# History 2001

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

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

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

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

# History 2001

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

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

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

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

### **A. Foundations**

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

**B. Specific Goals of Historical or Cultural Studies**

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

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

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

## History 2001

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

**Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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

# History 2001

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

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

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

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



# History 2001

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

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

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

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

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

# History 2001

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

## A. Foundations

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

## B. Specific Goals of Writing and Information Literacy

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

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

# History 2001

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

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

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

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

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

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

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

# History 2001

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

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

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

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

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

**A. Foundations**

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

**B. Specific Goals**

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

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

## History 2001

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

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

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

# History 2001

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

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

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

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



**Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**GE Rationale: Foundations: Natural Science (4 credits)**

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

**A. Foundations**

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

**B. Specific Goals for Natural Sciences**

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

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

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

# History 2001

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

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

# History 2001

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

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

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

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

# History 2001

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

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

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

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

**A. Foundations**

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

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

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

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

# History 2001

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

**Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning.** Please link this ELO to the course goals and topics and indicate

*specific* activities/assignments through which it will be met. (50-700 words)

# History 2001

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

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

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