

Term Information

Effective Term Spring 2025
Previous Value Spring 2017

Course Change Information

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

Adding GE TCT Theme

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

The department is continuing to convert courses to the new GE

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 | 3552 |
| Course Title | War in World History, 1900 - Present |
| Transcript Abbreviation | War 1900-Present |
| Course Description | Study of the causes, conduct, and consequences of warfare around the world, 1900-present. |
| 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 |
| <i>Previous Value</i> | <i>Yes, Greater or equal to 50% at a distance</i> |
| Grading Basis | Letter Grade |
| Repeatable | No |
| Course Components | Lecture, Recitation |
| Grade Roster Component | Lecture |
| Credit Available by Exam | No |
| Admission Condition Course | No |
| Off Campus | Never |
| Campus of Offering | Columbus, Lima, Mansfield, Marion, Newark, Wooster |
| <i>Previous Value</i> | <i>Columbus, Lima, Mansfield, Marion, Newark</i> |

Prerequisites and Exclusions

Prerequisites/Corequisites

Previous Value *Prereq: English 1110.xx, or permission of instructor.*

Exclusions

Previous Value Not open to students with credit for 580.02.

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 54.0108
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

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

General Education course:

Historical Study; Traditions, Cultures, and Transformations

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

Previous Value

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

General Education course:

Historical Study

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

Course Details

Course goals or learning objectives/outcomes

- Students will gain an understanding of the causes, conduct, and consequences of modern warfare around the world.

Content Topic List

- First World War
- Interwar period
- Second World War
- Chinese Civil War
- Wars of national liberation
- Nonviolent resistance in India and the American South
- Cold War
- Nuclear strategy
- Korean War
- Cuban Missile Crisis
- Arab-Israeli wars
- 1948-2006
- Gulf War
- War in the Balkans and Chechnya

Sought Concurrence

No

Attachments

- History 3552 Syllabus (SKD).doc: 3552 Syllabus 8.22.2024
(Syllabus. Owner: Getson, Jennifer L.)
- History 3552 TCT Form (SKD).docx: 3552 GE Form 8.22.2024
(Other Supporting Documentation. Owner: Getson, Jennifer L.)

Comments

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|--|---------------------|------------------------|
| Submitted | Getson, Jennifer L. | 08/22/2024 08:06 AM | Submitted for Approval |
| Approved | Reed, Christopher Alexander | 08/22/2024 09:39 AM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 09/04/2024 11:48 AM | College Approval |
| Pending Approval | Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 09/04/2024 11:48 AM | ASCCAO Approval |

decolonization in Africa, UN intervention in various civil wars, the so-called Global War on Terror, and the emergence of a theorized neo-Cold War. All told, students will learn about how war during our period of focus either destroyed or transformed “traditional” cultures, societies, states, and ideologies around the world, if not created entirely new models that may continue to shape our world today.

More abstractly, you as the student will learn how much of our past depends a great deal upon the confluence of small minutiae coming together to produce results often out of step with their seeming importance. After all, history is complex and the answers to problems are not always obvious and simple; big events do not always have major causes but are often the result of a collection of small elements interacting at a specific time and place to generate a previously unexpected outcome. As a result, you, the student, must be detail-oriented in your study of history and be prepared to take your analysis beyond specific data to see broader trends over time. This challenge is one that I know you can meet if you embrace complexity rather than seek simple answers.

GE Theme: Traditions, Cultures, and Transformations

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
- 3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
- 3.3. Examine the interactions among dominant and sub-cultures.
- 3.4. Explore changes and continuities over time within a culture or society.

- 4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
- 4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

This course will fulfill the current GE Theme: Traditions, Cultures, and Transformations in the following ways:

ELO 1.1. The class develops student's critical and logical thinking in a number of ways. Students will not only listen to instructor lectures on topics covered in the course but they will also read both primary and secondary sources related to topics covered. Students will not only be exposed to different historical arguments and viewpoints through these sources, but they will be required to analyze them for bias and reliability. Students will use these sources to address provided discussion prompts, which require students to make historical arguments and defend those stances with sources provided. Students will also complete a substantial research project in the course that requires them to conduct original primary and secondary source research, incorporating critical analysis of at least two secondary and five primary sources. Students will then weekly complete reading/content quizzes that require them, not to regurgitate historical minutiae, but address major topics, themes, concepts, and arguments made in the course to demonstrate their knowledge of and critical thinking about topics covered in the class.

ELO 1.2. Students will learn to think critically about the complex, transformative impact of warfare upon the world from 1900 to the present. Specifically, students will learn about major, well-known conflicts during our period of consideration but also examine war and violence with or within marginalized states, societies, or cultures, all on a global scale. Students will be encouraged to analyze these conflicts and address various discussion questions that require them to establish and then defend their own points of view using the historical content they have learned. Students will also be required to research and analyze a historical topic of their choosing, and then make a historical argument about that topic using their critical analysis of both primary and secondary sources of their choosing.

ELO 2.1. Students will explore different approaches to the material through the interdisciplinary study of warfare on a global scale within the numerous states, societies, and cultures discussed. Students will be exposed to academic analysis by historians, political scientists, economists, government specialists, archaeologists, and anthropologists. Students will come to understand the different analytical practices and approaches of these different fields, and how they present varied perspectives on the historical topics discussed in the course. Students will also be exposed to revisionist history of the topics and events covered, or historical analysis performed by modern historians who are reconsidering, if not challenging, "accepted" ideas, beliefs, interpretations, and understandings of more well-known historical events. In so doing, students will be pushed to determine their own conclusions on topics covered, and practice justifying those conclusions through written assignments and oral in-class discussions.

ELO 2.2. In the group discussions, students will be provided with a discussion prompt to address that they will answer using historical and historiographical information taught in the course (either in lectures or in assigned readings). These opinion questions will require students to assert a position and defend it using historical content, and then consider and defend those positions with fellow students in the course in group discussion. Similarly, the Research Essay assignment will require students to reflect upon a topic of their choosing that they have investigated using both primary and secondary sources found through their own independent research. Students will be provided with a list of potential topics to pursue, but they are also permitted to move beyond that list and choose a topic that they find particularly appealing or that may align with interests that they have developed in other courses. Thus all written assignments in the course will push students to demonstrate their developing sense of self as learners through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

ELO 3.1. Warfare is the product of a society's political, economic, social, cultural, religious, ethnic, technological, geographic, environmental, and climatic beliefs, practices, circumstances, and/or characteristics. That being so, to study warfare fully, one must understand the people who wage it, as all of those factors influence who fights, why they fight, and how they fight. Students will learn about these factors on the global scale, and so doing, understand why major states engaged in warfare from 1900 to present, why historically marginalized states, societies, and cultures engaged in warfare, and how non-combatants around the world were impacted by socially sanctioned violence throughout. All told, this understanding will build throughout the course so that students may understand how the wars covered have shaped the world we live in today, and contemporary issues that are currently impacting our lives.

ELO 3.2. Few experiences are universal to the human experience, and one of them is warfare. Virtually every society across time, regardless of geographical location or era, has been touched by war, and as a consequence, socially sanctioned violence has shaped human history in innumerable ways; this is especially the case when it comes to the course of global history from 1900 to the present. At the same time, technology has always played a key role in warfare, and global conflicts from 1900 to the present have been heavily defined by the development of, advancement of, and implementation of, military technologies. Indeed, newly emerging technologies were a pivotal characteristic of 20th century warfare, and continue into the 21st century to be major aspects of socially sanctioned violence around the world. Students will therefore not only analyze the impact of warfare upon history during our period of consideration, but consider the role that technology has played in warfare on a global scale.

ELO 3.3. An important goal of the course is to consider warfare between dominant cultures around the world, but also warfare both with and between historically marginalized subcultures. Students will thus study major conflicts like World War I, World War II, the Cold War, and the Global War on Terror from the perspective of the great powers involved in those events. At the same time though, students will also study sub-cultures involved in these conflicts, as well as intra- and inter-sub-cultural conflicts in Central America, the Caribbean, South America, all regions of Africa, all regions of Asia, and Oceania. In so doing, students will explore major state wars,

revolutionary movements, partisan violence, civil wars, ethnic clashes, genocidal violence, and anti-imperialist uprisings around the world.

ELO 3.4. Given the mechanics of time, subsequent historical events are shaped by past historical events. Thus, as students move through the course, they will learn how “traditional” ideas in the 19th century like nationalism, militarism, colonialism, and imperialism contributed to the conflicts that occurred at the turn of the 20th century. These events and patterns contributed to the outbreak of World War I, which certainly shaped the post-war settlement and the events of the interwar era (both in terms of interstate diplomatic and military relations and also the continued path of decolonization). The interwar era was then the crucible of World War II, a war that transformed the globe in unprecedented ways. From this emerged the Cold War and accelerated decolonization, events during which laid the groundwork for the wars and violence in the 1990s, and the subsequent War on Terror. Students will therefore understand fully various changes and continuities across time within the cultures and societies around the world discussed in the course.

ELO 4.1. As noted above, warfare is the product of a society’s political, economic, social, cultural, religious, ethnic, technological, geographic, environmental, and climatic beliefs, practices, circumstances, and/or characteristics. To study warfare fully, therefore, one must recognize and explain the differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals who wage it. Otherwise, one fails to understand why, when, and how war is waged, nor can they understand the outcome of its outcomes. Students will therefore learn about the various states and institutions that waged war from 1900 to the present, and how their differences, similarities, and/or disparities impacted the socially sanctioned violence they engaged in.

ELO 4.2. This course will focus on numerous cultures around the world, many of which possessed diverse ethnic characteristics, racial identities, and/or gender roles. Further, the states, societies, and cultures across time possessed (and continue to possess) diverse political structures/values, social hierarchies, economic practices, cultural values, religious ideologies, and technological capabilities. All of these factors influenced warfare, and so must be understood by students so that they may fully grasp the origins, course, and outcomes of the conflicts discussed. In particular, students will learn about issues such as (but not limited to) the role of women in the conflicts discussed, as warfare in its historical context has been perceived to be largely the purview of men; the role of ethnicity and racial identity in intra-cultural and intra-state conflicts; the role of racial disparities, ethnic tensions, and imperial hierarchies in the various wars of decolonialization; and the role of religious, racial, and/or ethnic identity when considering war’s impact upon non-combatants, in particular genocidal events such as the Armenian Genocide, the Holocaust, the Bosnian Genocide, and the Rwandan Genocide.

Legacy GE: Historical Studies

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

Expected Learning Outcomes (ELOs):

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

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

- Students will read closely a range of primary sources to discover how the rise of the Mongol Empire impacted cross-cultural and transregional mobility across Eurasia, and how it shaped medieval Eurasian history (ELO 1).
- Students will examine the origins of several issues that are of contemporary relevance, including the medieval globalization of knowledge and its legacy in China, the Middle East, and Europe; the role that the Mongols played in the spread of the Bubonic Plague during the 14th century and its impact on how societies experience and respond to global pandemics; and the ways that the Mongol conquests continue to shape Chinese political thought today (ELO 2).
- Students will produce an original research paper that critically examines primary and secondary sources and evaluates their interpretations (ELO 3).

Our Commitment to Your Success and Grading Feedback:

Your TA and I are sincerely committed to helping you succeed in the course. To ensure your success, please consult us if you are having difficulties and we will make every effort to accommodate your needs. Students may attend assigned office hours, or arrange Zoom meetings for remote consultation. We will be sure to address all student questions submitted via email within 24 hours on school days (M-F) and in emergency situations on weekends as necessary. We will also provide detailed feedback on course assignments and return that feedback in time for students to integrate those comments into their efforts on subsequent assignments. Finally, you will find helpful hints on reading and writing strategies at the [Younkin Success Center](#).

Your Commitment:

As a student in this course, you will make your best effort to succeed and you will bring to either my or your TA's attention any difficulties you encounter. The course is designed for you to succeed and we look forward to helping you achieve that objective. You also agree to use courteous language in your communications with me, your TA, as well as your fellow students. You will always be respectful to your fellow students and the instructor/TAs, and you will receive that same respect in return. Failure to adhere to these commitments will result in course penalties.

Enrollment:

All students must be officially enrolled in the course by the end of the first week of the term. No requests to add the course will be approved by the History Department Chair after that time. Enrollment is solely the responsibility of the student.

Required Course Texts, Technology, and Digital Skills:

All weekly course readings are (1) posted as PDFs on Carmen, (2) available online using the hyperlinks below/in the weekly modules, or (3) available digitally through the OSU Library. Videos will be accessed on Carmen using the provided YouTube links in each weekly module.

As to technology skills and requirements for this course, students will need to be able to successfully access digital materials on a PC/Mac and navigate both Carmen and YouTube. Students will also need: (1) regular access to the internet with any available web browser, (2) regular, unrestricted access to YouTube, and (3) the ability to view PDF files, and (4) Microsoft Word. Students can download Adobe for viewing PDFs [here](#) and as an OSU student, you can download a free version of Microsoft Office [here](#).

Mode of Delivery and Attendance Expectations:

This course combines in-person lectures and in-class assignments with online readings, videos, and assignments. This means that students are required to attend live lectures twice weekly (unless otherwise scheduled) and complete digital course assignments during each assignment week. Students are expected to keep pace with course assignments as outlined below.

Credit Hours and Work Expectations:

This is a 3-credit-hour course, which means that students should expect 3 hours per week of time spent on direct instruction—lectures given by Dr. Douglas in person—and an additional 6 hours of work on homework such as reading and digital assignment preparation/completion.

Technology Course Assistance:

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Support hours are available at <https://ocio.osu.edu/help/hours> and support for urgent issues is available 24x7.

- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)
- Email: 8help@osu.edu

Digital Flagship:

Digital Flagship is a student success initiative aimed at helping you build digital skills for both college and career. Digital Flagship resources available to help Ohio State students include on-demand tutorials, The Digital Flagship Handbook, workshops and events, one-on-one tech consultations with a peer or Digital Flagship staff member, and more. To learn more about how Digital Flagship can help you use technology and grow your digital skills, visit go.osu.edu/dfresources

Assignment Breakdown:

| | | |
|----|----------------------------------|----------------|
| 13 | Weekly Quizzes | 260 pts |
| 4 | Weekly Discussions | 500 pts |
| 1 | Research Proposal & Bibliography | 20 pts |
| 1 | Research Essay | <u>220 pts</u> |
| | | 1000 pts |

Weekly Course Modules & Lectures:

On the course Carmen page, you will see a tab on the left side of the screen that is labeled “Modules”. If you click on that tab, you will see that each week’s announcement, readings, lecture topics, and assignments are listed. This will allow you to monitor what weekly in-course lectures will cover, what your assigned reading will be, and what weekly assignments you will be required to complete. Please note that each week’s module will unlock when the assignment week has arrived as it is important for students to work in sequence with each other and in conjunction with the process of each in-class course lecture.

Weekly Content Quizzes (13 quizzes, 20pts/quiz, 260pts total):

These quizzes consist of 20 questions at 1pt/question. You will have 25 minutes to take each quiz. Using a variety of question formats, these quizzes will test your knowledge of the historical content covered in the assigned reading and in-class lectures each given week. The first assigned quiz of the course, the Week 1 Quiz, will also test your knowledge of various course requirements and assignments summarized in your syllabus and in the first in-person course lecture. The content quizzes also will not test miniscule details but focus on the major events, themes, trends, and concepts we cover. They are due each week **on Sunday at 11:59PM ET**.

Weekly Group Discussions (4 discussions, 125 pts/discussion, 500pts total):

Students will use readings and in-course lectures from the relevant weeks to address posted Discussion prompts. The discussions are meant to challenge students to assimilate the historical content they have learned in order to make cohesive, coherent arguments about historical events. Specifically, students will draft a written response to each prompt of **750 words (or more)** and then post three (or more) discussion comments in response to their fellow students’ posts. Consult the [Group Discussion Guidelines](#) and the [Group Discussion How-To](#) video for more details about how to complete these assignments. Initial prompt responses will be due each given **Saturday at 11:59PM ET** and the required discussion comments will be due each **Sunday at 11:59PM ET**.

War in World History Research Essay (240pts):

In this course, students will research a topic of their choosing related to some aspect of warfare from 1900 to present that was addressed in the course. The goal of this assignment is to allow students to explore a topic covered in the course in further detail, with particular emphasis upon the course themes of war as an expression of the

cultures involved, and how war is a historical force for destruction, transformation, or genesis. Students will explore their chosen topic using related secondary sources and primary source records located through various online databases or published in print acquired through the OSU Library. Students will first present their project idea and bibliography in Week 7 of the course for instructor approval (20pts). They will then write a **5-7-page essay** about their given topic, which will be completed in Week 15 of the course (220pts). Consult the Research Essay Guidelines for more specific details about completing this assignment, due **by Wednesday, December 8th at 11:59PM ET**.

Extra Credit Historical Media Analysis (50pts max):

To earn extra credit, students can choose a historical film, TV series, or video game related to a theme or topic discussed in the class (options have been provided in the Extra Credit Guidelines). The student will then research the chosen media and write a 2-3-page paper discussing its historical accuracies and inaccuracies. You will upload this Extra Credit essay to Carmen **by Thursday, December 9th at 11:59PM ET**.

Late Assignment Policy:

As noted above, students CANNOT complete quizzes or post discussion responses/comments after established deadlines unless specific extensions are arranged with the professor. Assignments also cannot be submitted via email if Carmen submission windows lock before work is completed. As such, should unexpected conflicts or personal emergencies occur, please contact the professor **BEFORE** the assignment week is complete to organize an assignment extension. Carmen at times will move slowly due to heavy student traffic on Sunday evening so it is **HIGHLY** recommended that you complete your weekly assignment before this can interfere with your ability to post your work for the week.

Grading Scale (in %):

| | | |
|-------------------|-------------------|---------------------|
| A = 92.5* – 100.0 | B- = 79.5 – 82.49 | D+ = 67.5 – 69.49 |
| A- = 89.5 – 92.49 | C+ = 77.5 – 79.49 | D = 59.5 – 67.49 |
| B+ = 87.5 – 89.49 | C = 72.5 – 77.49 | E = 59.49 and below |
| B = 82.5 – 87.49 | C- = 69.5 – 72.49 | |

In the event that the student is 0.5% away from the next available letter grade, the student's score will be rounded up. **No rounding will occur below this point.*

Contacting Your Instructor:

If you wish to contact Dr. Douglas, please do so **via email** and please include "History 3552" in the subject line. As noted elsewhere, Dr. Douglas and course TAs will answer all student emails within 24 hours during the school week (Monday – Friday) and will attempt to address emergency emails on weekends as soon as possible.

Academic Integrity and 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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Students are expected to complete all course assignments based upon individual effort and independent work. Specifically, you must complete weekly quizzes, which are a way to ensure you are learning the major topics and themes covered each week, without any external help or communication. Your discussions responses should also be your own original work. You should follow the citation style discussed in the relevant assignment guidelines to properly cite the ideas and words of your assigned sources. You are welcome to ask either myself or your TA for feedback on a rough draft but your work should ultimately be your own original creation. To ensure academic integrity is maintained, course discussions will be checked for plagiarism via TurnItIn uploads. As such, to avoid issues with academic integrity, don't cheat! Dishonest academic practices are taken **very seriously** in this course so if plagiarism is detected, it will be reported.

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the **Committee on Academic Misconduct (COAM)** expect that all students have read and understand the university's Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

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

If I suspect that a student has committed academic misconduct in this course, **I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct**. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright Disclaimer:

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX:

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

Accessibility Accommodations for Students with Disabilities:

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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Accessibility of Course Technology:

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

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Commitment to a Diverse and Inclusive Learning Environment

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

Land Acknowledgment

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

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

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

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org.

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](#))

The weekly course schedule begins on the following page

ASSIGNMENT SCHEDULE:

WEEK 1 (8/24 – 8/29): Industrialization, Nationalism, and Imperialism: Global War at the Turn of the 20th Century

This week, students will first learn about traditional concepts that dominated world affairs in the late 19th century, forces such as hyper-nationalism, international alliances, industrialization, and imperialism. These influences created a complex global dynamic that in turn catalyzed conflicts such as the First Sino-Japanese War, the Boxer Rebellion, the Russo-Japanese War, and anti-imperial uprisings in East Asia, South Asia, various regions of Africa (such as the Boer War), the Philippines, and both the Caribbean and Central America. Thus students will explore “traditional” societies and cultural practices on a global scale—and the conflicts between these forces—and how these occurred side and by side with globally transformative forces like anti-imperialism, industrialization, and the beginnings of decolonization. All of these topics will also be discussed in light of their contributions toward the origins of World War I.

Reading: Porch, “Imperial Wars: From the Seven Years War to the First World War”
Insurgency in the Philippines and Nicaragua (Carmen)
[“Yao Chen-Yuan, Adventures During the Boxer War”](#)
[The Russo-Japanese Treaty of Portsmouth \(1905\)](#)

Assignments: Week 1 Quiz

WEEK 2 (8/30 – 9/6): The Great War Pt. I: The First “World” War Begins

This week, students will explore the Great War, the at-that-time largest war in human history. This war was the result of many factors and influences, all of which made a war that (for the most part) broke out in Europe spread instantly around the globe. Students will thus explore how both traditional and transformative global influences caused World War I, and how it instantly influenced, and was influenced by, imperialism and colonialism. Students will also examine factors such as industrialization’s impact upon warfare; the role of propaganda and censorship in marshalling nationalist/colonialist sentiment within countries involved; and both the role and impact of war upon non-combatants through the examination of women in World War I, as well as human rights abuses such as the Armenian Genocide.

Reading: Bourne, “Total War I: The Great War
[Mobilizing Women for World War I](#)
[World War I Censorship](#)

Assignments: Week 2 Quiz

WEEK 3 (9/7 – 9/12): The Great War Goes Global: WWI Around the World

This week, students will focus on World War I in its truly global context. Students will examine how cultures around the world were impacted by the war, if not participated directly in it. Indeed, as soon as war was declared, conflict broke out in East Asia, the Middle East, throughout Africa (North, Central, West, and South), Oceania, the Pacific, and the Atlantic. In some cases, these conflicts involved “traditional” global powers fighting one another to maintain or expand their dominance (often in the imperial context). In other cases, global cultures suppressed or marginalized by imperialism took up arms to transform their colonial dynamic and cast off European imperial control. There were successes and failures of both major and minor states and cultures on all fronts, thus transforming the global dynamic.

Reading: [Extra-European Theaters of War](#)

[The War in China](#)
[Warfare at Sea in World War I](#)

Assignments: Week 3 Quiz

WEEK 4 (9/13 – 9/19): Grinding to a Devastating End: World War I Pt. III

This week, students will explore how World War I came to an end on all fronts, which involved (in part) the intervention of the United States in Europe. Students will also learn about the influence of revolutionary movements in both Russia and Germany, the (temporary) end of violence in East Asia between China and Japan, the settlement of (some) conflict across Africa, and how the Treaty of Versailles impacted intra- and international political and cultural dynamics across the globe. Students will thus explore how this “world” war came to an end, and how the Treaty of Versailles was a force for transformation—in many ways negative transformation—for political, social, cultural, economic, and imperial institutions around the world.

Reading: [The Treaty of Versailles](#)
[The Paris Peace Conference and Its Consequences](#)
["The Treaty of Versailles" \(Particularly Articles 231-244\)](#)

Assignments: Week 4 Quiz
Week 4 Group Discussion

WEEK 5 (9/20 – 9/26): Global Conflict During the So-Called “Interwar” Era

More than anything, students this week will learn how the moniker of “interwar” is a historical fallacy. Rather, it was a period where extreme ideologies transformed several cultures, such as in Russia, Italy, Germany, and Spain. It was a period when rapid industrial and technological development transformed societies and warfare on land, sea, and air. It was also a time when both intra- and inter-cultural conflicts abounded, whether those be the numerous conflicts as Soviet power expanded in eastern Europe, further anti-imperial movements in Africa, Japan’s own imperialist expansion in East Asia, renewed violence between Japan and China as a result, or the various consequences of the Ottoman Empire’s deconstruction in eastern Europe and the Middle East. All told, it was not a time of too-short peace between the world wars, but rather a time of destructive, transformative, or foundational conflict around the world.

Reading: [Post-War Economies](#)
[Continuing Conflict](#)
Shillington, “Africa Between the Wars” (Carmen)
David M. Gordon, “The China-Japan War, 1931-1945” (Carmen)

Assignments: Week 5 Quiz

WEEK 6 (9/27 – 10/3): Once More Into the Breach: World War II. Pt. I

This week, students will explore the outbreak of the largest and most destructive war in human history: World War II. Continuing themes from Week 5, students will first learn how Japanese imperialist expansion in East Asia, the outbreak of intense violence in China with the Second-Sino-Japanese War, and diplomatic/economic conflicts with the United States contributed to the outbreak of World War II just as did German Nazi aggression and military expansion in Europe. Indeed, World War II was an unprecedented clash of cultures, an event that brought about the total destruction of some “traditional” patterns of power and global authority. Students will thus investigate how this conflict came about, and how political, social, cultural, technological, ideological, and imperial forces converged to embroil the entire globe in this colossal war.

Reading: Overy, “Total War II: The Second World War” (Carmen)

Assignments: Week 6 Quiz

WEEK 7 (10/4 – 10/10): The Wages of Destruction Expand: World War II Pt. II

In this week, students will learn more about the various theaters of World War II outside of the “traditionally” focused-upon theaters in Europe and East Asia. Students will focus on conflict in various regions within Africa, South Asia, Southeast Asia, Oceania, the Middle East, northern and southeastern Europe, and the Mediterranean. Students will also explore how the war impacted non-combatants around the world, in particular the Holocaust; partisan violence in eastern Europe; Japanese occupation violence and medical experimentation in East and Southeast Asia; and Japanese internment in the US. Students will therefore explore more about what made World War II a “world” war, and how that impacted soldiers and civilians alike.

Reading: Roseman, “War and the People: The Social Impact of Total War” (Carmen)
Lieb, “Anti-Partisan Warfare in World War II” (Carmen)
Shillington, “The World War and Africa”

[The Holocaust: An Introduction](#)

Assignments: Week 7 Quiz

Research Essay Proposal & Bibliography

WEEK 8 (10/11 – 10/17): End of Hot War, Beginning of Cold: World War II Pt. III

This week, students will learn about how the war reached its zenith, and then ground to an end in all theaters around the world. This will include discussions of the complex politics within China between the Nationalist and Communist parties as the war came to an end in East Asia, imperial (and anti-imperial) dynamics within Southeast Asia, mounting anti-imperialist movements in Africa and South Asia, and how the war ended in both Europe and East Asia. Students will consider the decision to use atomic weapons in Japan, as well as the establishment of war crimes trials in both theaters. All told, students will reflect upon how all cultures involved in the war looked to transform themselves in the wake of such prolonged upheaval, some abandoning traditional identities, others doubling down on pre-established methods, and still others embracing transformative opportunities in the wake of massive destruction. The resulting tensions between some of these factions, as students will contemplate, was a split between the “western” Allies and the Soviet Union, the crucible for the so-called “Cold War”.

Reading: [“The End of WWII and the Division of Europe”](#)

“The Decision to Drop the Atomic Bomb” (Carmen)

[The Bombing of Hiroshima](#)

[The Japanese Instrument of Surrender](#)

Assignments: Week 8 Quiz

Week 8 Group Discussion

WEEK 9 (10/18 – 10/24): The Cold War Pt. I: Hot Cold War Around the World

In this week, students will first learn about how World War II, in combination with interwar global dynamics, catalyzed the Cold War. Students will then focus on the “hot” era of the Cold War on the global scale, specifically how the post-WWII global settlement, US vs. USSR Great Power dynamics, and escalating anti-imperialism within various cultures around the world set in motion violence in China, Korea, and Southeast Asia (Laos, Cambodia, and Vietnam) through the 1970s. Students will understand the various diplomatic crises that occurred during this time, several of which increased the likelihood of global nuclear warfare, and how the so-called “Cold” War was quite active with First vs. Second World intervention through the 1970s, the result of which was massive cultural transformation in many regions that saw said violence.

Reading: Towle, “Cold War” (Carmen)

Porch, “French Imperial Warfare, 1945-62” (Carmen)

Assignments: Week 9 Quiz

WEEK 10 (10/25 – 10/31): The Cold War Pt. II: Détente, Decolonization, Re-escalation, and a Final Fall of the Soviet Union

In this week, students will first explore the period of Cold War détente between the US and USSR in the 1970s, the easing of tensions between the US and China, and the how US/USSR conflict ignited again into the 1980s (hallmarked by the Soviet war in Afghanistan and US support of dissidents there). At the same time, students will also investigate the further acceleration of decolonization and anti-imperialism around the world, which involved Indian and Pakistani independence in South Asia; the proliferation of communist regimes in Laos, Cambodia, and Vietnam; war between China and Vietnam; and numerous anti-imperialist armed resistance movements in northern, central, and southern Africa. Thus students will understand the Cold War, not just as a global conflict between “great” powers, but as a time where those tensions and interventions occurred side by side with anti-colonial conflicts that accelerated the global deconstruction of traditional European imperialism.

Reading: Townshend, “People’s War” (Carmen)
Wood, “Countering the Chimurenga” (Carmen)

Assignments: Week 10 Quiz

WEEK 11 (11/1 – 11/7): The End of History: Global Conflict in the 1990s

With the collapse of the USSR and the apparent transformation of all former Soviet states toward democracy, analysts proclaimed that the world had reached the “end of history”; as democratic states in theory do not go to war with one another, the future would be one of minimal conflicts, if any. Yet students will learn that post-Cold War conflicts emerged before the Cold War was even over. The 1990s were then filled with wars and violence both within and between cultures around the world often associated with either the collapse of the USSR or continued decolonization. The consequence of these conflicts was at times civil war, genocide, and UN intervention. These conflicts further laid the groundwork for subsequent wars and violence in the 21st century, which students will explore as well.

Reading: Schwarz, “Intervention into the 1990s” (Carmen)
Shillington, “The Winning of Independence” (Carmen)
[The Rwanda Genocide](#)
[Helfont, “The Gulf War’s Afterlife”](#)
[The Bosnian Genocide](#)

Assignments: Week 11 Quiz
Week 11 Group Discussion

WEEK 12 (11/8 – 11/14): The Global War on Terror

This week, students will learn about the origins and catalysts for the so-called global War on Terror. This clash both within and between states, cultures, religions, and ethnic groups persists to this day, and transformed forever how states conceptualize “terrorism” and national security, it has transformed diplomatic relations around the globe, and it has transformed forever the numerous cultures (and non-combatants in those cultures) impacted by war. Students will explore the various major conflicts during this era—Iraq and Afghanistan primarily—but also the numerous related (directly or tangentially) violent events around the world, such as in Southeast Asia, the Middle East, and throughout Africa. These created major humanitarian crises, and so students will explore, not just the major conflicts, but also the war’s impact upon civilians globally.

Reading: Marston, “Afghanistan 2001 – 07” (Carmen)
Malkasian, “Counterinsurgency in Iraq” (Carmen)
Western and Goldstein, “Humanitarian Intervention Comes of Age: Lessons

From Somalia to Libya” (Carmen)

Assignments: Week 12 Quiz

WEEK 13 (11/15 – 11/21): A New Global Cold War Emergent?

This week, students will explore current world events as global powers transition away from the as-yet most intense period of the Global War on Terror. Students will contemplate the transformative effects that conflict had upon all powers involved in it (either directly or by consequence), and how in its wake, a so-called neo-Cold War has emerged between the United States, Russia, and China. The argument for this new cross-cultural clash will be discussed, along with proxy wars that are arguable symptoms of it like the war in Ukraine and numerous clashes in central Africa. Overall, students will then conclude the course by contemplating the key theme of the course: that war is simultaneously a destructive, transformative, and constructive force within history, forever impacting the cultures and traditions it touches. Students will reflect upon its transformative impact during our period of consideration in this course, and then contemplate possible impacts and influences into the future.

Reading: [War in Yemen](#)

[Conflict in Ethiopia](#)

[The War in Ukraine](#)

Ford, “A New Cold War with China and Russia” (Carmen)

Assignments: Week 13 Quiz

Week 13 Group Discussion

WEEK 14 (11/22 – 11/28): HOLIDAY WEEK, NO CLASSES

WEEK 15 (11/29 – 12/8): Research Essay

This week, students will dedicate their time to researching and composing their individual Research Essay assignment. The goal of this assignment is to allow students to explore a topic covered in the course in further detail, with particular emphasis upon the course themes of cultural transformation.

Assignments: Research Essay due on Wednesday, December 8th at 11:59PM ET

Extra Credit Historical Media Analysis: DUE Thursday, December 9th at 11:59PM ET

GE Theme course submission worksheet: Traditions, Cultures, & Transformations

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

In this course, we will focus on one of the most common experiences throughout human history: war. In particular, we are going to learn about war in the global context from 1900 to present, one of the most conflict-ridden and but also transformative periods in history. Indeed, socially sanctioned violence within and between cultures, societies, states, and peoples around the world defined this era, catalyzing the destruction of some by-then traditional practices, while simultaneously bringing about the transformation or even genesis of others. War is at once a destructive, transformative, and constructive force within history, and so in this course we will learn about how war shaped this period of history, its societies, peoples, cultures, and ideologies.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

| | Course activities and assignments to meet these ELOs |
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| ELO 1.1 Engage in critical and logical thinking. | The class develops student's critical and logical thinking in a number of ways. Students will not only listen to instructor lectures on topics covered in the course but they will also read both primary and secondary sources related to topics covered. Students will not only be exposed to different historical arguments and viewpoints through these sources, but they will be required to analyze them for bias and reliability. Students will use these sources to address provided discussion prompts, which require students to make historical arguments and defend those stances with sources provided. Students will also complete a substantial research project in the course that requires them to conduct original primary and secondary source research, incorporating critical analysis of at least two secondary and five primary sources. Students will then weekly complete reading/content quizzes that require them, not to regurgitate historical minutiae, but address major topics, themes, concepts, and arguments made in the course to demonstrate their knowledge of and critical thinking about topics covered in the class. |
| ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme. | Students will learn to think critically about the complex, transformative impact of warfare upon the world from 1900 to the present. Specifically, students will learn about major, well-known conflicts during our period of consideration but also examine war and violence with or within marginalized states, societies, or cultures, all on a global scale. Students will be encouraged to analyze these conflicts and address various discussion questions that require them to establish and then defend their own points of view using the historical content they have learned. Students will also be required to research and analyze a historical topic of their choosing, and |

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| | <p>then make a historical argument about that topic using their critical analysis of both primary and secondary sources of their choosing.</p> |
| <p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p> | <p>Students will explore different approaches to the material through the interdisciplinary study of warfare on a global scale within the numerous states, societies, and cultures discussed. Students will be exposed to academic analysis by historians, political scientists, economists, government specialists, archaeologists, and anthropologists. Students will come to understand the different analytical practices and approaches of these different fields, and how they present varied perspectives on the historical topics discussed in the course. Students will also be exposed to revisionist history of the topics and events covered, or historical analysis performed by modern historians who are reconsidering, if not challenging, “accepted” ideas, beliefs, interpretations, and understandings of more well-known historical events. In so doing, students will be pushed to determine their own conclusions on topics covered, and practice justifying those conclusions through written assignments and oral in-class discussions.</p> |
| <p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p> | <p>In the group discussions, students will be provided with a discussion prompt to address that they will answer using historical and historiographical information taught in the course (either in lectures or in assigned readings). These opinion questions will require students to assert a position and defend it using historical content, and then consider and defend those positions with fellow students in the course in group discussion. Similarly, the Research Essay assignment will require students to reflect upon a topic of their choosing that they have investigated using both primary and secondary sources found through their own independent research. Students will be provided with a list of potential topics to pursue, but they are also permitted to move beyond that list and choose a topic that they find particularly appealing or that may align with interests that they have developed in other courses. Thus all written assignments in the course will push students to demonstrate their developing sense of self as learners through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p> |

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

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| <p>ELO 1.1 Engage in critical and logical thinking.</p> | <p>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</p> |
| | <p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p> |
| <p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p> | <p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students’ access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they’ve found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie’s talk on how a single story can perpetuate stereotypes, and Claire Wardle’s talk on how diversity can enhance citizenship.</p> |

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| <p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p> | <p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: <i>The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i></p> |
| | <p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i> <i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i> <i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p> |

Goals and ELOs unique to Traditions, Cultures, & Transformations

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

| | Course activities and assignments to meet these ELOs |
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| <p>ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.</p> | <p>Warfare is the product of a society’s political, economic, social, cultural, religious, ethnic, technological, geographic, environmental, and climatic beliefs, practices, circumstances, and/or characteristics. That being so, to study warfare fully, one must understand the people who wage it, as all of those factors influence who fights, why they fight, and how they fight. Students will learn about these factors on the global scale, and so doing, understand why major states engaged in warfare from 1900 to present, why historically marginalized states, societies, and cultures engaged in warfare, and how non-combatants around the world were impacted by socially sanctioned violence throughout. All told, this understanding will build throughout the course so that students may understand how the wars covered have shaped the world we live in today, and contemporary issues that are currently impacting our lives.</p> |

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| <p>ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.</p> | <p>Few experiences are universal to the human experience, and one of them is warfare. Virtually every society across time, regardless of geographical location or era, has been touched by war, and as a consequence, socially sanctioned violence has shaped human history in innumerable ways; this is especially the case when it comes to the course of global history from 1900 to the present. At the same time, technology has always played a key role in warfare, and global conflicts from 1900 to the present have been heavily defined by the development of, advancement of, and implementation of, military technologies. Indeed, newly emerging technologies were a pivotal characteristic of 20th century warfare, and continue into the 21st century to be major aspects of socially sanctioned violence around the world. Students will therefore not only analyze the impact of warfare upon history during our period of consideration, but consider the role that technology has played in warfare on a global scale.</p> |
| <p>ELO 3.3 Examine the interactions among dominant and sub-cultures.</p> | <p>An important goal of the course is to consider warfare between dominant cultures around the world, but also warfare both with and between historically marginalized subcultures. Students will thus study major conflicts like World War I, World War II, the Cold War, and the Global War on Terror from the perspective of the great powers involved in those events. At the same time though, students will also study sub-cultures involved in these conflicts, as well as intra- and inter-sub-cultural conflicts in Central America, the Caribbean, South America, all regions of Africa, all regions of Asia, and Oceania. In so doing, students will explore major state wars, revolutionary movements, partisan violence, civil wars, ethnic clashes, genocidal violence, and anti-imperialist uprisings around the world.</p> |
| <p>ELO 3.4 Explore changes and continuities over time within a culture or society.</p> | <p>Given the mechanics of time, subsequent historical events are shaped by past historical events. Thus, as students move through the course, they will learn how “traditional” ideas in the 19th century like nationalism, militarism, colonialism, and imperialism contributed to the conflicts that occurred at the turn of the 20th century. These events and patterns contributed to the outbreak of World War I, which certainly shaped the post-war settlement and the events of the interwar era (both in terms of interstate diplomatic and military relations and also the continued path of decolonization). The interwar era was then the crucible of World War II, a war that transformed the globe in unprecedented ways. From this emerged the Cold War and accelerated decolonization, events during which laid the groundwork for the wars and violence in the 1990s, and the subsequent War on Terror. Students will therefore understand fully various changes and</p> |

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| | <p>continuities across time within the cultures and societies around the world discussed in the course.</p> |
| <p>ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p> | <p>As noted above, warfare is the product of a society's political, economic, social, cultural, religious, ethnic, technological, geographic, environmental, and climatic beliefs, practices, circumstances, and/or characteristics. To study warfare fully, therefore, one must recognize and explain the differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals who wage it. Otherwise, one fails to understand why, when, and how war is waged, nor can they understand the outcome of its outcomes. Students will therefore learn about the various states and institutions that waged war from 1900 to the present, and how their differences, similarities, and/or disparities impacted the socially sanctioned violence they engaged in.</p> |
| <p>ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues</p> | <p>This course will focus on numerous cultures around the world, many of which possessed diverse ethnic characteristics, racial identities, and/or gender roles. Further, the states, societies, and cultures across time possessed (and continue to possess) diverse political structures/values, social hierarchies, economic practices, cultural values, religious ideologies, and technological capabilities. All of these factors influenced warfare, and so must be understood by students so that they may fully grasp the origins, course, and outcomes of the conflicts discussed. In particular, students will learn about issues such as (but not limited to) the role of women in the conflicts discussed, as warfare in its historical context has been perceived to be largely the purview of men; the role of ethnicity and racial identity in intra-cultural and intra-state conflicts; the role of racial disparities, ethnic tensions, and imperial hierarchies in the various wars of decolonialization; and the role of religious, racial, and/or ethnic identity when considering war's impact upon non-combatants, in particular genocidal events such as the Armenian Genocide, the Holocaust, the Bosnian Genocide, and the Rwandan Genocide.</p> |