

Term Information

Effective Term Summer 2025
Previous Value Spring 2024

Course Change Information

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

Adding new GEN Theme TCT

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

Part of the department's ongoing efforts 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	3030
Course Title	History of Ohio
Transcript Abbreviation	History of Ohio
Course Description	Survey of economic, social, political development of the geographic area that became Ohio from Native Americans to 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?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

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

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0102

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Requirement/Elective Designation

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

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 key social, cultural, political and economic events that have shaped Ohio from pre-European contact to the present, using primary sources to enhance their knowledge and critical thinking and writing skills.

COURSE CHANGE REQUEST
3030 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
02/26/2025

Content Topic List

- Historical geography
- Native Americans
- European contact
- From territory to statehood
- Midwest culture
- Abolition and Civil War
- Agriculture and industry
- Immigration and urbanization
- Progressive Era Ohio
- Prosperity to Depression
- WWII
- Deindustrialization and the Rust Belt phenomenon
- Ohio in national politics
- Ohio and late 20th century globalization

Sought Concurrence

No

Attachments

- 3030 Syllabus Teague 2.25.2025.docx: Syllabus
(Syllabus. Owner: Getson, Jennifer L.)
- 3030 Ohio Syllabus GE Form JG 2.25.2025.pdf: GE Form
(Other Supporting Documentation. Owner: Getson, Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	02/25/2025 04:33 PM	Submitted for Approval
Approved	Reed, Christopher Alexander	02/26/2025 11:13 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/26/2025 05:23 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/26/2025 05:23 PM	ASCCAO Approval

HIST 3030: Ohio History

Instructor

Contact Info

Meeting Days/Times/Classroom

Lecture, 3 credit hours

This course will examine the history of the area that would become the State of Ohio from prehistory till the present day. The course will seek to provide students an overview of the various peoples and forces that shaped Ohio's diverse history up until today, with a particular emphasis on the transformative role of industrialism and de-industrialization. The course will primarily focus on the lived experiences of the people of Ohio and the forces/decisions that impacted their lives the most. The course will also seek to place Ohio's history in a broader regional and national context to help students fully understand the impact of Ohio on American history.

Goals of the Course

At the end of the course, successful students will be able to do the following:

- Provide an overview of the history of Ohio
- Connect said history to a broader regional and national context
- Understand and explain the diverse peoples and forces that shaped Ohio's history
- Conduct research on contemporary issues using historical knowledge

New GE: 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.

How Students Will Meet These Goals

Students will primarily meet these goals through successful completion of the readings and assignments related to the course. Readings will emphasize a diverse cast of characters in Ohio history that contributed to the state's development. Students will explore everything from pre-history and Native American tribes to Ohio's role in contemporary politics throughout the course. Throughout the course, students will examine how different ethnic and racial groups interacted in Ohio's history and how that impacted the development of the state and its peoples (see 4.1 above). For example, how white settlers eventually came to dominate the region and forced Native tribes into various exoduses will feature quite prominently in the early parts of the course (see 3.3 and 4.2 above). Students will also explore the impact of the Civil Rights and Black Power Movements on Ohio's history and how that contributed to broader national trends for both movements. Special attention will also be paid to industrialization and deindustrialization in Ohio, how that impacted the development of the state, and who ultimately benefited the most from both processes.

The assignments in this course seek to further these goals. Further details can be found below. The midterm and final asks students to synthesize large amounts of information from the course and distill it in a succinct way. Sample questions are found below, but the structure of both exams will force students to show mastery of multiple components of Ohio history in order to receive a strong grade. The response papers will ask students to analyze recent course material

and distill it in 4-5 pg. essays to show mastery over aspects of Ohio history. Finally, a reflection paper will help students gather their own thoughts about Ohio history and how those changed over time.

Course Materials:

ALL READINGS WILL BE AVAILABLE ON CARMEN

Students will need to regularly access Carmen in order to fully participate in and receive a high grade in the course due to Carmen's necessity for obtaining the readings.

Many of the readings will detail the harsh realities of slavery. Students should take this syllabus as their general "content warning" for the purposes of this class. Due to the nature of the material and how it impacts various individuals, if students need to temporarily remove themselves from class/class discussion, they can do so. Students will not be penalized for doing so.

Grading and Assignments

The class will follow the standard OSU grading scale:

A: 92.5 and above

A-: 89.5-92.4

B+: 87.5-89.4

B: 82.5-87.4

B-: 79.5-82.4

C+: 77.5-79.4

C: 72.5-77.4

C-: 69.5-72.4

D+: 67.5-69.4

D: 62-67.4

E: below 62

In this class, there will be multiple assignments. Their impact on your grade will be as follows:

Reflection Paper: 10% (5% for each part)

Discussion Posts: 20% (4% each)

Response Papers: 30% (10% each)

Midterm: 20%

Final 20%

Reflection Paper (10%)

Students will engage in a two-part reflection essay. The first part will consist of a 2–3-page free form essay written during the first week of class where the student discusses their current understanding of Ohio history, what they expect to learn in the class, and to what extent they think that Ohio had on the broader Midwest and American history. Students will only be graded for completion/writing something appropriate to the prompt.

The second part will take place during the last week of class where students will engage in another 2-3 page reflection where they examine their essay from the first week of class and see if/how their opinions and understanding regarding Ohio history have changed. Again, students will be graded for completion/writing something appropriate to the prompt.

The goal of the reflection essay is to have students critically engage with their own understandings of Ohio. Students are not expected or required to think or feel any particular way about Ohio's history, but instead freely express their opinions. This assignment is aimed at having students not only examine their own development throughout the course after gaining knowledge, but also to have them reflect upon Ohio's history, how it is taught, and how we should view Ohio in the broader context of American history.

Discussion Posts (20%/4% each)

Discussion posts, which will be hosted on Carmen, will require students to briefly respond to the readings and class material publicly through an initial post as well as to their classmates. The instructor will pose multiple broad questions related to the most recent class material. They will often be reflective in nature. Students, therefore, will get great leeway in answering these questions. There will be multiple throughout the semester, but students only must participate in three to receive full credit. Each initial post from a student should be approximately 150 words with thoughtful responses of 75-100 words to their classmates. While there will be in-class discussions, students will not be graded on these to not penalize those who otherwise might not feel comfortable speaking in a classroom setting.

Response Papers (30%/10% each)

Students will complete three response papers throughout the semester. Four opportunities will be offered. Each response paper will be 4-5 pages and will ask students to critically examine a topic from the course through questions provided by the instructor. The goal of the response papers is to have students practice synthesizing course material in a relatively low-risk environment grade-wise to help prepare them for the type of analysis needed for the midterm and final. Each set of response paper prompts will relate to a broad theme from recent course material.

A sample question for a Response Paper would be something like this: “What role did Native Americans play in the formulation of Ohio’s early politics as a territory and a state? In answering this question, students should think about analyzing: the role of Native Americans in instigating the American Revolution, land politics, racism amongst white Ohioans, the removal of various tribes from the land (particularly the Miami tribe), treaty negotiations, and forms of resistance amongst Native Americans.” (Sample Question 1) (See 3.3 and 4.2 above)

Another sample question would be: “Ohio, like its neighboring states, experienced deindustrialization and became part of the so-called “Rust Belt.” Describe broadly how and why deindustrialization occurred and the changes that happened in Ohio as a result of that deindustrialization. In answering this question, students should consider analyzing: the causes of industrialization at the local, state, and federal levels; trade policies; how industrialization occurred; who benefitted, if anyone, from deindustrialization; and how deindustrialization impacted different communities within Ohio.” (Sample Question 2) (See 3.1, 3.4, and 4.1 above)

Midterm (20%) and Final (20%)

There will be a midterm and final administered over Carmen. They will be comprehensive for their respective halves of the semester and ask students to synthesize information over the semester to answer broad questions about Ohio history. Questions will often ask students to examine the evolution of a topic over time or Ohio’s impact on the nation as a whole.

Sample Prompt 1: Throughout its history, politicians from Ohio have played notable roles in the nation’s politics as members of Congress, Presidents, and Justices on the Supreme Court. Most recently, that trend continues with the election of J.D. Vance as Vice President. In your opinion, is there anything about Ohio that has either elevated the status of its politicians and/or made their messages/platforms particularly salient in national discourse. In answering this question, students should include analysis and examples from statehood to the present, with at least some portion of the analysis dedicated to each of the following periods: statehood through Reconstruction; the Gilded Age and Progressive Eras; the Great Depression through the election of Ronald Reagan, and post-Reagan. (See 3.1 above)

Sample Prompt 2: African Americans have long resisted various forms of discrimination in Ohio and advocated for equal rights for all. Write an essay in which you compare and contrast the goals and forms of various Black activism in Ohio’s history. In writing this essay, students should include some analysis from the following eras: statehood through Reconstruction, the Gilded Age and Progressive Eras, the Civil Rights and Black Power eras, and contemporary activism (approximately 1990-present) to receive full credit. (See 3.3, 3.4, 4.1 and 4.2 above)

Attendance

Finally, there is not an attendance grade for this class, but attendance is mandatory. Each student will receive two excused absences for the semester. After that, a student will suffer a one percent reduction in their final grade for each class they miss. If a student has a medical absence or other life event come up that prevents them from coming to class, they need to promptly contact the instructor. **If a student does not communicate with the instructor, then an absence will be**

considered unexcused. If extreme extenuating circumstances occur, then those will be dealt with on a case-by-case basis.

Academic integrity policy

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

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 web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

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

Copyright for Instructional Materials

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

Commitment to a Diverse and Inclusive Learning Environment

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

Land Acknowledgement

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

More information on OSU's land acknowledgement can be found here:
<https://mcc.osu.edu/about-us/land-acknowledgement>

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

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)

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 course requires use of CarmenCanvas (Ohio State's learning management system). If you need additional services to use this technology, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)

Class Schedule

August 22: Syllabus and Introduction to the Class

Readings: Syllabus

The first few classes will provide students with an overview of the history of the area that would become Ohio prior to statehood. As Ohio did not yet exist as a notable entity, these first few courses will be more regional in character to help students understand what was broadly happening in the area as well as identify the political, economic, and cultural forces that shaped the area before Americans came into possession of the area. Of particular focus will be on exploring the Native societies that occupied the area, their relationship with European settlers, and how they interacted within this world. These first few classes will therefore focus on Native Americans as the main driving force in the development of the area before turning to the influence of French and British settlers and how their actions ultimately led to the creation of the state of Ohio. The readings highlight this as well as they not only help provide an overview of the history of the area but focus on how Native agency impacted the area and how the politics of slavery and the Northwestern Territory shaped the development of the Constitution and subsequent development of Ohio.

August 24: A History of Ohio and the Great Lakes Before Europeans

Readings: Kern and Wilson, Chps. 1-2 (laying the foundation of Ohio history from before any human settlement to pre-contact Native societies)

Assignment: Reflection Essay Pt. 1

August 29: Early Interactions Between Native Society and Europeans

Readings: Kern and Wilson, Chp. 3 (laying foundation)

August 31: Miami and Anishinaabeg Politics and the Making of the French and Indian War

Readings: Kern and Wilson, Chp. 4; Selections from Michael McDonnell, *Masters of Empire: Great Lakes Indians and the Making of America* (establishing Native Americans as major political players in early Ohio history)

Assignment: Discussion Post 1

September 5: Lord Dunmore's War, the American Revolution, and the Road to Statehood for Ohio

Readings: Kern and Wilson, Chp. 5; Selections from McDonnell, *supra*; Selections from George Van Cleve, *A Slaveholder's Union* (showing how the politics of slavery at the constitutional convention played a large role in banning slavery in Ohio and other parts of the Northwest Territory)

The following classes highlight the early years of Ohio's statehood and its development through the Civil War and Reconstruction. Specific focus will be on examining early efforts to expand rights within the state to African Americans, the removal of the Miami people, the development of the state's economy, and how Ohio and its people situated themselves in broader national debates on various contentious subjects. The aim with these classes is to give students more than just a cursory overview of various aspects of Ohio history, but to instead emphasize certain elements of that past to help students see the broader realities shaping Ohio's history.

September 7: A Social History of Ohio After Statehood

Readings: Kern and Wilson, Chp. 6, selections from Kate Masur, *Until Justice Be Done: America's First Civil Rights Movement* (describing the discrimination faced by African Americans and early attempts to organize against such discrimination)

September 12: Economic Development in Ohio

Readings: Kern and Wilson, Chp. 7; Philip Payne, "John Cambell and the Blending of Industrial Development and Moral Uplift in Early Ohio" (connecting economic development to many of the social trends discussed in the previous lecture)

September 14: Early Ohio Politics till 1848

Readings: Selections from Masur, *supra* (discussing the impact of anti-slavery and civil rights efforts to repeal Ohio's "Black Laws" and their impact on state politics); Kern and Wilson, Chp. 8

Assignment: Discussion Post 2

September 19: Ohio and the Sectional Crisis

Readings: Selections from Masur, *supra* (describing various anti-slavery components in Ohio in the lead up to the Civil War); Selections from Eric Foner, *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party before the Civil War* (describing the impact of Ohioan Salmon P. Chase on the development of a radical wing of the Republican Party); Merton Dillon, "John P. Parker and the Underground Railroad" (providing an overview of the Underground Railroad in Ohio through the lens of one of its Black conductors)

Assignment: Response Paper 1

September 21: Ohio and the Civil War

Readings: Selections from Masur, *supra* (continuing trends discussed in last excerpts and how they came to a head during the Civil War); Roberta Sue Alexander, "Clement Vallandigham, the Ohio Democracy, and Loyalty During the Civil War" (examining the role of pro-Southern/anti-war efforts in Ohio) Kern and Wilson, Chp. 9 up till pg. 238

September 26: Ohio and Reconstruction

Readings: Kern and Wilson, Chp. 9 (pgs. 238-244); Robert Sawrey, "George H. Pendelton and the Resurrection of the Democratic Party" (examining resistance to Reconstruction, the

expansion of rights for African Americans, and the attitude of many Ohioans towards reconciliation with white Southerners)

September 28: Reconstruction Pt. 2 and Midterm Review

Readings: None

October 3: Midterm

The next set of classes mostly focus on Ohio in the late 19th and early 20th centuries. These courses will take a topical approach to how Ohioans experienced various aspects of life during this time period. Politics, urbanization, social movements, and industrialization will be the highlight of this part of the course. Readings will seek to highlight the diverse people and experiences that contributed to Ohio's history during this period. They will also emphasize the interconnectivity of various social trends throughout this period. The Kondik readings, for example, examines how the various social trends present in Ohio showed themselves in Ohio's politics. Other readings, like the Blackford reading, highlight the role businesses played in industrializing Ohio, both for the better and worse.

October 5: Ohio Politics and Presidents in the Late 19th Century

Readings: Kern and Wilson, Chp. 10; Kondik intro and Chps. 1 and 2; selections from Jeffrey Rosen, *William Howard Taft* (exploring the rise of one of Ohio's presidents and how he approached various state, national, and international issues)

Assignment: Discussion Post 3

October 10: Ohio Politics and Presidents in the Early 20th Century

Readings: Kondik, Chps. 3-4, selections from Rosen, *supra*

October 12: Fall Break

October 17: Industrialization, Immigration, and Labor in Ohio

Readings: Kern and Wilson, Chp. 11; Mansel Blackford, *B.F. Goodrich and the Industrialization of Ohio*

October 19: Urban Life and Reform in Ohio

Readings: Kern and Wilson, Chp. 12; Amy Zalimas, *William Oxley Thompson and Popular Education, Social Justice, and Social Control in Progressive Era Ohio*; selections from Ian Tyrell, *Woman's World, Woman's Empire: The Women's Christian Temperance Union in International Perspective, 1880-1930* (detailing how the WCTU, which was founded in Ohio, became an effective national and international organization advocating for prohibition)

Assignment: Discussion Post 4

October 24: Ohio and World War I

Readings: Kern and Wilson, Chp. 13; *Joan Organ, Florence E. Allen and "great changes in the status of women"* (examining the role of women in Ohio's war effort during WWI and how that impacted suffrage efforts in the state)

Assignment: Response Paper 2

These next set of classes will focus on Ohio during the middle of the 20th Century and how Ohio both impacted and was impacted by various developments. For example, various reading highlight the impact of the Stokes brothers on Cleveland, Ohio, and national politics during the late 1960s and early 1970s and how their careers and activism grew out of the Civil Rights and Black Power movements. Many Ohioans also played key roles in shaping American society at a national level as well. Politicians like Senators Taft and Bricker were at various points key leaders nationally who helped to shape American politics. Students will look at their contributions to see how developments in Ohio left impacts on a national and global scale.

October 26: Ohio and the Roaring 20s

Readings: Selections from Linda Gordon, *The Second Coming of the KKK* (examining the social reach of the Klan in Ohio and the Midwest generally); selections from Tyrrell, *supra*

October 31: The Great Depression in Ohio

Readings: Kern and Wilson, Chp. 14; Warren Van Tine, *George DeNucci and the Rise of Mass-Production Unionism in Ohio* (examining rise of unions during Great Depression)

Assignments: Discussion Post 4

November 2: Ohio and WWII

Readings: Kern and Wilson, Chp. 14;

November 7: Election Day

No Class

November 9: Ohio after WWII

Readings: Kern and Wilson, Chp. 15; Richard Davies, *John W. Bricker and the Slow Death of Old-Guard Republicans*; Kondick, Chp. 5

Assignment: Response Paper 3

The last classes will bring students into the present day history of Ohio with a particular emphasis on the changing nature of Ohio due to changes in industrialization, urbanization, politics, social movements, and the like. The readings aim to showcase a diverse cast of characters in Ohio's more recent history to help students understand the diversity, broadly defined, that contributes to Ohio today.

November 14: The Civil Rights and Black Power Movements in Ohio

Readings: Selections from Louis Stokes, *The Gentleman from Ohio* (providing a first hand account of civil rights efforts in Cleveland during the 1960s and early 70s); Selections from David & Richard Starling, *When the River Burned: Carl Stokes and the Struggle to Save Cleveland* (examining the rise of Carl Stokes and how he made and used political power); excerpts from *Terry v. Ohio* and Louis Stokes' brief

November 16: The 60s and Ohio

Readings: Selections from Starling, *supra*; Kern and Wilson Chp. 15

November 21: Deindustrialization and Ohio

Readings: Sean Safford, *Why the Garden Club Couldn't Save Youngstown: Civic Infrastructure and Mobilization in Economic Crisis* (explaining the political and social decisions that helped contribute to the decline of Youngstown during industrialization)

Assignments: Discussion Post 5

November 23: Thanksgiving

November 28: Contemporary Ohio Politics

Readings: Kondick, Chp. 6-7 (explaining Ohio's swing state status up until the 2016 election)

November 30: Ohio Today

Readings: Students are expected to bring in 1-2 recent news articles (last 5 years) and discuss them in class and relate them to what we have studied in class

December 5: Review For final

Readings: None

Assignment: Reflection Paper Part 2.

Final time TBD

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.

(enter text here)

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
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
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.	

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

ELO 1.1 Engage in critical and logical thinking.	<i>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)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>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>
<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: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</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></p> <p><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></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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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
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.	
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.	
ELO 3.3 Examine the interactions among dominant and sub-cultures.	
ELO 3.4 Explore changes and continuities over time within a culture or society.	
ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	
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	