

## **Term Information**

Effective Term Spring 2026  
*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

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## **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  
09/11/2025

**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
- No

**Sought Concurrence**

**Attachments**

- 3030 Ohio Syllabus GE Form Revisions 9.6.2025.docx: GE Form 9.6.2025  
*(Other Supporting Documentation. Owner: Getson,Jennifer L.)*
- 3030 Syllabus Teague Revisions 9.6.2025.docx: Syllabus 9.6.2025  
*(Syllabus. Owner: Getson,Jennifer L.)*
- 3030 Cover Letter.docx: Cover Letter  
*(Cover Letter. Owner: Getson,Jennifer L.)*

**Comments**

- Please see feedback email sent 3/27/25. *(by Neff,Jennifer on 03/27/2025 02:56 PM)*

**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
Revision Requested	Neff,Jennifer	03/27/2025 02:56 PM	ASCCAO Approval
Submitted	Getson,Jennifer L.	09/07/2025 09:41 AM	Submitted for Approval
Approved	Reed,Christopher Alexander	09/07/2025 12:53 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/11/2025 10:27 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/11/2025 10:27 AM	ASCCAO Approval



September 6, 2025

Hello,

Thank you for your feedback on History 3030.

The new submission includes the following changes in response to committee feedback.

- More explicit explanations of how students will achieve Theme specific ELOs (3.1 – 4.3) have been added to the assignments.
- More details about assignments have been added to the GE form.
- Assignment completion policy added – students must complete all assignments to pass the course.
- Have explicitly stated this version of the course is in-person and synchronous.
- Outdated syllabus statements have been replaced with the Office of Undergrad Education syllabus statements link

Jen Getson

**Jen Getson, Ph.D.**

Senior Academic Program Services Specialist

Department of History

Department of Women's, Gender & Sexuality Studies

## **HIST 3030: Ohio History**

**Instructor**

**Contact Info**

**Tuesdays & Thursdays, 2:20pm – 3:40pm**

**Lecture, 3 credit hours**

### **Course Description**

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.

### **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.

### **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

### **Assignments**

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%

**\*\* Assignment Completion Policy: ALL assignments must be completed in order to pass the course \*\*\***

### **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.

Discussion posts will also focus on questions around theme ELOs. Some examples are:

**Prompt:** Ohio's early "Black Laws" were designed to restrict the rights and settlement of African Americans. Based on this week's readings, analyze the motivations behind these laws. Who supported them and why? In your response, also consider: how did these laws seek to create a specific type of "white" Ohioan society, and what does this tell us about the relationship between law and cultural identity?

This prompt forces students to analyze the interaction between the dominant white political culture and the African American community, specifically how laws were used as a tool to suppress one group and define another (ELO 3.3). Students must explain how the legal category of race was constructed and enforced to create disparities in rights, economic opportunity, and safety, impacting individual lives and the broader societal structure of early Ohio (4.2)

**Prompt:** The Women's Christian Temperance Union (WCTU), founded in Ohio, became a powerful national force. Using the readings, discuss how the WCTU used the socially "acceptable" platform of temperance to advocate for broader changes, including women's suffrage. How does the strategy of the WCTU demonstrate both the restrictions placed on women (as a sub-culture) in the Progressive Era and their methods of navigating and challenging those restrictions to transform society?

Students examine the interaction between the dominant patriarchal culture and women as a sub-culture, analyzing how the latter used a "acceptable" issue to gain a foothold in public life (3.3). Students must also describe the influence of gender roles on political strategy and social reform, connecting it to a major contemporary issue (e.g. suffrage) (3.1).

### **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. Some Sample Response Paper topics are below. Every response paper topic will grapple with one or more of the theme's ELOs.

**Response Paper 1 (Sample Question 1: Native American Politics):**

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. (See 3.3 and 4.2 above)

This assignment requires students to examine the interactions between dominant white settler culture and Native American sub-cultures in early Ohio (**ELO 3.3**). By analyzing treaties, removal policies, and forms of resistance, students must also explain how perceptions of difference based on race and ethnicity impacted individual and tribal outcomes (ELO 4.2).

**Response Paper 2 (Sample Question 2: Deindustrialization):**

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

This paper tasks students with analyzing the impact of economic policy and globalization (a technological and ideological advancement) on Ohio's culture and social structures (ELO 3.2). It also requires them to explore the changes and continuities in Ohio's economic identity from an industrial to a post-industrial society (ELO 3.4) and to recognize and explain disparities in how deindustrialization affected different communities and institutions within the state (ELO 4.1).

**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.

This prompt directly engages the ELOs for Goals 3 and 4 by requiring a systematic assessment of Ohio's political culture. Students must examine the interactions (ELO 3.3) between dominant

political parties and various sub-cultures (e.g., labor unions, agricultural communities, minority voting blocs) to explain how these dynamics shaped a distinctive political landscape. The essay also necessitates an analysis of changes and continuities over time (ELO 3.4) within Ohio's society, tracing the evolution of its economic base and demographic makeup to argue why it produces nationally relevant politicians. Finally, to build their case, students must recognize and explain differences (ELO 4.1) between Ohio and other states, and explain how categories (ELO 4.2) like class, region, and race created unique political experiences and messages that gained national traction.

### **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

This comprehensive essay question directly assesses multiple ELOs. Students must describe the influence of Black political activism (an aspect of culture) on contemporary issues (ELO 3.1), examine interactions between dominant power structures and sub-cultures of resistance (ELO 3.3), explore changes and continuities in the goals and tactics of activism over two centuries (ELO 3.4), and explain how categories of race shaped individual experiences and broader societal outcomes in Ohio (ELO 4.2).

### **Sample Prompt 3:**

Ohio's economic identity has been its defining feature, yet it has undergone profound transformations from an agricultural and industrial powerhouse to a symbol of post-industrial decline. Write an essay in which you analyze the evolution of Ohio's economy from the early 19th century to the late 20th century. In writing this essay, students must trace the changes in its major economic engines and also argue for a significant continuity that has persisted throughout these upheavals. To receive full credit, analysis should include evidence from the following periods: the Canal and early statehood era, the Industrial Revolution and Gilded Age, the post-WWII industrial peak, and the Deindustrialization era (1970s-1990s).

This comprehensive essay question directly assesses ELO 3.4 as its primary goal, requiring students to trace the transformation of Ohio's economic base while also identifying an enduring thread that connects these eras. Furthermore, it engages ELO 3.2 by necessitating an analysis of how technological shifts like industrialization and deindustrialization created lasting societal change. It also addresses ELO 4.1 by compelling students to explain the disparities in how these economic transformations impacted different communities and regions within Ohio, such as urban manufacturing centers versus agricultural areas.

### **Attendance**

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.***

### **University Syllabus Statements**

Go to the link below to read the full text of university syllabus statements about Academic Misconduct, Artificial Intelligence and Academic Integrity, Religious Accommodations, Disability Statement (with Accommodations for Illness), Intellectual Diversity, Grievances and Solving Problems, and Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct.

<https://ugeducation.osu.edu/academics/syllabus-policies-statements/standard-syllabus-statements>

## 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 19<sup>th</sup> and early 20<sup>th</sup> 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 19<sup>th</sup> 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 20<sup>th</sup> 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 20<sup>th</sup> 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

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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)

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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)*

History 3030 aims to give students a comprehensive overview of the Ohio's diverse histories, cultures, and how they evolved over time. Emphasis throughout the course will be on the diverse set of actors who contributed to Ohio's history and how they contributed to Ohio's development over time.

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

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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
<b>ELO 1.1</b> Engage in critical and logical thinking.	Students will constantly engage in synthesis throughout the course and its assignments. For a high grade, students will need to demonstrate critical thinking through engaging course materials and demonstrating mastery of Ohio's history. For example, the various response essays throughout the course will require students to go into detail on complicated subjects related to Ohio's history and demonstrate knowledge and mastery over course material.

<p><b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p>Students will engage in advanced, scholarly exploration of Ohio's history throughout the course. This will come in multiple forms.</p> <p>First, course readings will lay a strong foundation for students to help them grasp both a basic narrative of Ohio's history, but also highlight various facets of that history such as the impact of Native Americans on Ohio, Ohio's impact on national politics, industrialization and deindustrialization, Ohio's connections with the Civil Rights and Black Power movements, and others.</p> <p>Second, lectures will supplement and expand upon the material found in the readings and help students synthesize the various experiences relayed in the readings and provide a place of discussion for students.</p> <p>Third, students will need to do further studying and synthesizing for the various midterm and paper assignments found throughout the course. Each of the various assignments will require students to present course material in a coherent way when asked to answer complicated questions about Ohio's history that defy easy answers.</p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>This will happen through various means in the course. Students will see the experiences of a diverse set of Ohioans throughout the course and how they experienced living in Ohio.</p> <p>For example, students will be taught about Ohio's Black Codes that greatly limited the rights and privileges of African Americans in the state and how that impacted their experiences living in the state. This is but one example.</p> <p>Similar lessons will cover the experiences of Native Americans, women, and other traditionally oppressed peoples in the state. Their histories will be spread throughout the course so as to highlight that their histories are not simply this particular component of Ohio history, but a key component of it.</p>
<p><b>ELO 2.2</b> 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>This course requires students to do a two part reflection essay. The essay, almost completely graded on completion, asks students to reflect at the beginning and end of the semester. Students are asked to assess their own understandings of Ohio's history at the beginning of the semester, how they want it to grow throughout the</p>

	course, and what their overall goals are for the course. Similarly, at the end of the semester, students will be asked to reflect upon their earlier paper and how/if they met their goals, if/how they evolved over time, and how their understanding of Ohio history evolved over time.
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*Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):*

<b>ELO 1.1</b> 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>
	<i>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.</i>

<p><b>ELO 2.1</b> 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><b>ELO 2.2</b> 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>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. 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 The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</p>

## Goals and ELOs unique to Traditions, Cultures, & Transformations

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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
<b>ELO 3.1</b> 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>Multiple such aspects of culture will be examined throughout the course. One such area covered in the course will be racism. Ohio's unfortunate history of discrimination against Native Americans and African Americans will be examined throughout the course. In particular, the Civil Rights and Black Power movements will be examined in the context of the state's history as well as the forced removal of various Native nations.</p> <p>In furtherance of this, students will examine the work of Louis Stokes, a Cleveland defense attorney who defended his client at the Supreme Court in the case of <i>Terry v. Ohio</i>. Terry constitutionalized police patdowns and helped generally lower the standards that police need to begin to search citizens for suspected contraband. Given the focus of Black Lives Matter protestors on police interactions with Black men, helping students understand how many of the most important legal standards regarding police interactions arose out of Ohio's history will provide key context for students.</p> <p>An example of a response paper topic that deals with this issue focuses on the role of Native Americans in early American politics. The prompt is:</p> <p>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. (See 3.3 and 4.2 above)</p>

<p><b>ELO 3.2</b> Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p>For this course, industrialization and deindustrialization will be examined to show how the technological shifts brought upon by both of these phenomenon drastically altered the history of the state and how its citizens viewed the economy and society as a whole.</p> <p>One of the response paper Topics focuses on this issue. The prompt is:</p> <p>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</p> <p>This paper tasks students with analyzing the impact of economic policy and globalization (a technological and ideological advancement) on Ohio’s culture and social structures (ELO 3.2).</p>
<p><b>ELO 3.3</b> Examine the interactions among dominant and sub-cultures.</p>	<p>With the course's emphasis on examining the impact of race and racism on Ohio's history as described above, that will inherently require examination of the interactions between dominant and sub-dominant cultures. In particular, students will learn the history of redlining in Ohio and how that practice shaped segregation in the state and the interactions between Black and white Ohioans.</p> <p>An example of this from the course is a sample prompt from the midterm, which is:</p> <p>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-</p>



	<p>present) to receive full credit</p> <p>This comprehensive essay question directly assesses multiple ELOs. Students must describe the influence of Black political activism (an aspect of culture) on contemporary issues (ELO 3.1), examine interactions between dominant power structures and sub-cultures of resistance (ELO 3.3), explore changes and continuities in the goals and tactics of activism over two centuries (ELO 3.4), and explain how categories of race shaped individual experiences and broader societal outcomes in Ohio (ELO 4.2).</p>
<p><b>ELO 3.4</b> Explore changes and continuities over time within a culture or society.</p>	<p>Historical study inherently requires this. In this course, students will see this not only as through a long-term viewpoint of hundreds of years, but will see more immediate changes that happened in Ohio's history. For example, students will learn about the state's early efforts to overturn its Black Codes and similar laws. This movement, which was successful at various points, took place over various decades, and students will see changes in tactics and goals among the movement's participants highlighted in course readings and lectures. This section will be in this module:</p> <p><u>September 14: Early Ohio Politics till 1848</u>  Readings: Selections from Masur, <i>supra</i> (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</p> <p>Both the midterm and final will focus on questions that ask students to explore the changes and consistencies of Ohio culture and history over time. A sample exam prompt is:</p> <p>Ohio's economic identity has been its defining feature, yet it has undergone profound transformations from an agricultural and industrial powerhouse to a symbol of post-industrial decline. Write an essay in which you analyze the evolution of Ohio's economy from the early 19th century to the late 20th century. In writing this essay, students must trace the changes in its major economic engines and also argue for a significant continuity that has persisted throughout these upheavals. To receive full credit, analysis should include evidence from the following periods: the Canal and early statehood era, the Industrial Revolution and Gilded Age, the post-WWII industrial peak, and the Deindustrialization era (1970s-1990s).</p> <p>This comprehensive essay question directly assesses ELO 3.4 as its primary goal, requiring students to trace the transformation of Ohio's economic base while</p>

	<p>also identifying an enduring thread that connects these eras. Furthermore, it engages ELO 3.2 by necessitating an analysis of how technological shifts like industrialization and deindustrialization created lasting societal change. It also addresses ELO 4.1 by compelling students to explain the disparities in how these economic transformations impacted different communities and regions within Ohio, such as urban manufacturing centers versus agricultural areas.</p>
<p><b>ELO 4.1</b> Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	<p>Beyond what has already been highlighted above, the course will examine the disparities between men and women in Ohio through examining the various impacts that Ohio's women have made to its history. Similarly, students will also examine how police interactions between white and Black Ohioans have functioned historically.</p> <p>A sample of this is this discussion prompt about women:</p> <p>The Women's Christian Temperance Union (WCTU), founded in Ohio, became a powerful national force. Using the readings, discuss how the WCTU used the socially "acceptable" platform of temperance to advocate for broader changes, including women's suffrage. How does the strategy of the WCTU demonstrate both the restrictions placed on women (as a sub-culture) in the Progressive Era and their methods of navigating and challenging those restrictions to transform society?</p> <p>Students examine the interaction between the dominant patriarchal culture and women as a sub-culture, analyzing how the latter used a "acceptable" issue to gain a foothold in public life (3.3). Students must also describe the influence of gender roles on political strategy and social reform, connecting it to a major contemporary issue (e.g. suffrage) (3.1).</p>
<p><b>ELO 4.2</b> Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues</p>	<p>One of the most important considerations of this class is looking at Ohioans as a diverse population with many different experiences, rather as a homogenous block. As such, we will be looking at various different populations and their experiences in the history of Ohio. We will particularly focus on the experiences of Indigenous peoples, Black Ohioans, and women.</p> <p>For example, this class highlights the removal of Native Americans from Ohio through treaties and forced removal. In examining this history, the course will highlight how the categorization of Native Ohioans as "others" through racialization will show</p>

	the various motives of white Ohioans in seeking removal.
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