

## Term Information

Effective Term Autumn 2025  
[Previous Value](#) [Spring 2024](#)

## Course Change Information

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

Adding citizenship theme to the course

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 3560  
Course Title Citizenship and American Military History: 1607 – 1902  
[Previous Value](#) [American Military History, 1607-1902](#)  
Transcript Abbreviation Amer Mil Hist I  
Course Description American military history, 1607-1902; with emphasis on citizenship, the formation of national security policy, war-waging, and the reciprocal impact of society and military institutions.  
[Previous Value](#) [American military history, 1607-1902; emphasis on the formation of national security policy, war-waging, and the reciprocal impact of society and military institutions.](#)  
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, or GE foundation writing and info literacy course, or permission of instructor.*

### Exclusions

#### Electronically Enforced

Yes

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

### Subject/CIP Code

54.0108

### Subsidy Level

Baccalaureate Course

### Intended Rank

Sophomore, Junior, Senior

## Requirement/Elective Designation

### General Education course:

Historical Study; Citizenship for a Diverse and Just World

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 understand major developments in American military history and the way they have reflected or shaped developments in general American history.
- Students will hone their skills at critical writing and analysis.
- Students will gain greater insight into the way historians explore the human condition.

### Content Topic List

- Development of American military institutions and policy
- Colonial warfare
- War for American Independence
- War of 1812
- Mexican-American War
- Civil War
- Wars with Native America
- Philippine War
- Spanish-American War

### Sought Concurrence

No

**COURSE CHANGE REQUEST**  
3560 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
04/09/2025

**Attachments**

- SKDouglas History 3560 GE Form (Citizenship).pdf: GE Form  
*(Other Supporting Documentation. Owner: Getson, Jennifer L.)*
- SKDouglas History 3560 Syllabus.docx: Syllabus  
*(Syllabus. Owner: Getson, Jennifer L.)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	04/03/2025 02:57 PM	Submitted for Approval
Approved	Reed, Christopher Alexander	04/03/2025 05:21 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/09/2025 07:47 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/09/2025 07:47 PM	ASCCAO Approval

Instructor: Dr. Sarah K Douglas

[douglas.162@osu.edu](mailto:douglas.162@osu.edu)

Include "History 3570" in email subject line

Office: Dulles Hall 173

Office Hours: Tuesdays 4-5PM ET by Zoom, or by appointment

Course #: XXXX

## History 3560: Citizenship and American Military History 1607 – 1902 (ONLINE)



### COURSE DESCRIPTION:

This course examines how uniformed service impacted Americans' conception of citizenship from the establishment of permanent colonial settlements in North America through "entrance" of the United States on the world stage through the Spanish-American War and the Philippine Insurrection. The course will focus on how Americans viewed service in uniform, how various subgroups fought for the right to serve in uniform and in the combat arms to validate their status as full-fledged citizens, the experience of American service members at war, the genesis of national security policy and civilian control of the decision-making process, and the influence of American society upon the armed forces as social institutions. The course covers the establishment of European colonies in North America; the political, military, and economic ties that connected wars in Europe to wars in the colonies; the rise of anti-British sentiment in the 13 colonies; the American Revolution; the establishment of the American political-military system; the War of 1812; American expansion across the continent, American Indian dislocation, and resulting American Indian wars; the American Civil War; the post-war Reconstruction efforts (and their failure); the continuation of the American Indian Wars; and the gradual shift in diplomatic and military policy that led to the Spanish-American and Philippine-American Wars.

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

## **PREREQUISITES:**

In order to enroll in this course, students are required to complete English 1110, complete the GE Foundation Writing and Information Literacy Course, or receive direct permission from the instructor.

## **ENROLLMENT:**

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

## **COURSE OBJECTIVES AND LEARNING OUTCOMES:**

Based upon individual effort and independent work, you as the student will recognize how past events are studied and how they influence today's society and the human condition. Specifically, you will develop competences to master the basic factual knowledge of the major issues, events, and personalities involved in US military history from the early 1600s to 1902. Students will...

- 1) Construct an integrated perspective on history and the factors that shape human activity.
- 2) Describe and analyze the origins and nature of contemporary issues.
- 3) Speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.
- 4) Understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
- 5) Recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
- 6) Learn about warfare and its role in American history during its foundational centuries.

## **GENERAL EDUCATION CATEGORIES AND GOALS:**

This course fulfills the Legacy GE category of **Historical Studies** OR the new **GE: Citizenship for a Diverse and Just World**.

### **Legacy GE: Historical Studies**

**Goal:** The goal of this GE is for students to recognize how past events are studied and how they influence today's society and the human condition.

### **Expected Learning Outcomes (ELOs):**

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

**Course-Specific Fulfillment:** Students will not only learn about major events, figures, trends, and themes in American military history from the early 17<sup>th</sup> century to 1902, but students will explore important themes of citizenship, the foundation of the American republic, and the role of the military (and military service) in the formation and expression of citizenship across time. They will examine a variety of primary and secondary sources to do so, discuss the course content in course-wide group discussions, and then engage in a primary-source based research project in order to practice advanced historical methodology.

### **NEW GE: Citizenship for a Diverse and Just World**

This course fulfills the general requirements and expected learning outcomes for GE themes:

**GOAL 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the Foundations.

ELO 1.1: Engage in critical and logical thinking about the topic or idea of the theme.

**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 work they have done in previous classes and that they anticipate doing in future.

ELO 2.1: Identify, describe, and synthesize approaches or experiences as they apply to the theme.

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.

**This course fulfills the specific requirements for the Citizenship for a Just and Diverse World theme:**

#### **GOALS:**

1. Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to understanding citizenship for a just and diverse world 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 explore and analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

## **Expected Learning Outcomes (ELOs) – successful students are able to:**

- 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
  - Students will engage in critical and logical thinking about how Americans established, viewed, and then fulfilled uniformed service as an essential component of citizenship. They will also explore how the American military worked to create, or perhaps at times not create, a more just and diverse world in the late 18<sup>th</sup> and 19<sup>th</sup> centuries.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.
  - Students will understand the political, economic, cultural, physical, and social dynamics that have shaped the armed forces of the United States from its earliest origins as a colonial force in the 17<sup>th</sup> century through to its first forays into global interventionism in the early 20<sup>th</sup> century.
  - Students will understand the debate over the establishment, duties, and application of the US military, and how military service impacted (and was impacted by) evolving definitions of American citizenship, and the foundational ideology regarding the relationship between the military and the state.
  - Students will gain an appreciation of the ethical dilemmas generated by the use of force in both “domestic” (in North America) and international affairs.
- 2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
- 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 and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.
  - Students will study how military service validated citizenship in American society, which increased the desire of marginalized and minority groups to serve in uniform.
- 3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
  - Students will identify and reflect on the American soldier and sailor both as a force for liberty (the American Revolution, the War of 1812), defining citizenship and national identity (the Civil War), and as agents of imperialism (the American Indian Wars, the Spanish-American War) both in North American and around the world.
- 4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.
  - Students will understand of the evolution of the U.S. armed forces and their role in American society.
  - Students will examine the ongoing struggles of the United States in this regard (e.g.,

integration or segregation in the armed forces, US military-American Indian relations, the Philippine Insurrection) as well as successes (e.g., the role of American Indians in the Seven Years War, African Americans in the American Revolution, the American Civil War, and the military's role in policing the South after the Civil War during Reconstruction) that often led similar developments in American society.

4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

- Students will analyze and critique how the concepts of justice, difference, and citizenship impacted the armed forces of the United States and how service personnel, veterans, and their supporters have used the armed forces to pursue broader social change. This will begin with the country's foundational political and military ideologies of citizenship and nationalism, shifting ideology in the face of expansion across the North American continent, the complex racial and national ideological issues surrounding the Civil War, the military intervention in the southern United States during Reconstruction, intervention in US expansion across North America, and then the US military's role in the Philippine Insurrection.

# COURSE REQUIREMENTS & PARAMETERS

## **Mode of Delivery, Attendance, and Work Expectations:**

This course is entirely online and asynchronous in nature. This means that students are not required to attend live lectures/discussions but rather will complete all course assignments on their own schedule during each assignment week. Students are therefore expected to keep pace with course assignments as outlined below. This is also a 3-credit-hour course, which means that students should expect 3 hours per week of time spent on direct instruction (i.e. recorded lectures and videos) and an additional 6 hours of work on homework such as reading and assignment preparation/completion.

## **A Note About Online Courses:**

The key difference between a face-to-face class and an online class is the emphasis on reading and writing. In contrast to a face-to-face class where students listen to lectures and vocalize their responses, an asynchronous online class requires reading, watching videos, and completing quizzes or written work. Consequently, an online class sharpens students' reading and writing skills with limited impacts on spoken skills. Your success also hinges upon your ability to read carefully and follow directions. The information in this syllabus and other course materials should help you decide whether this course will contribute to developing the skills you would like to possess. All of these skills are important for academic development but the online platform is not for everyone.

## **Our Commitment to Your Success and Grading Feedback:**

I am sincerely committed to helping you succeed in the course. Online education is new to many students and those experienced with the format know that it is different in many ways to the in-class experience. To ensure your success, please consult me if you are having difficulties and I will make every effort to accommodate your needs. I will be sure to address all student questions and issues within 24 hours on school days and I am happy to arrange Zoom meetings to discuss issues if desired. I will also provide detailed feedback on course assignments and return that feedback in time for students to integrate those comments into their efforts on subsequent assignments. Finally, you will find helpful hints on reading and writing strategies at the Younkin Success Center.

## **Enrollment:**

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

## **Required Course Texts, Technology, and Digital Skills:**

Your main course monograph will be [Allan R. Millett and Peter Maslowski's \*For the Common Defense: A Military History of the United States of America\*](#) (3<sup>rd</sup> Edition, pub. 2012, required). This book is available for sale online either as a hardcopy book or as an e-book. Various platforms also have the book available as an audiobook. All other

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

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

**Technology Course Assistance:**

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

Self-Service and Chat support: <http://ocio.osu.edu/selfservice>

Phone: 614-688-HELP (4357)

Email: [8help@osu.edu](mailto:8help@osu.edu)

TDD: 614-688-8743

**Assignment Breakdown:**

1	Course Requirements Quiz	25 pts
13	Weekly Quizzes	325 pts
4	Group Discussions	400 pts
1	Research Proposal & Bibliography	25 pts
1	Research Essay	<u>225 pts</u>
		1000 pts

**Assignment Completion Policy:**

Students MUST complete every assignment to pass the course. While students may supplement point losses and the failure to complete certain quizzes with the extra credit, all written assignments must be completed in order for students to fulfill the various course learning outcomes.

**Weekly Course Modules:**

On the course Carmen page, you will see a tab on the left side of the screen that is labeled "Modules". If you click on that tab, you will see that each week's announcement, readings, video links, and assignments are listed. Please note that each week's module will unlock when the assignment week has arrived; in online instruction students working together in sequence is incredibly important so without instructor permission, students are not permitted to access modules before an assignment week.

**Weekly Announcement:**

On the first day of each assignment week, an announcement will be posted on the Carmen course home page. This announcement will detail the week's content and various assignment. The announcement will also provide any feedback on previous weeks' assignments or tips/reminders for future work. You should read each announcement carefully to understand weekly assignments and requirements.

**Course Requirements Quiz (25pts):**

This quiz consists of 25 questions at 1pt/question. You will have 30 minutes and two chances to take it. It is designed to make sure that you are aware of course parameters and requirements, meaning that you are as prepared as possible for our class together. The quiz is due **by Sunday (1/13) by 11:59PM ET.**

**Weekly Content Quizzes (13 quizzes, 25pts/quiz, 325pts total):**

These quizzes consist of 25 questions at 1pt/question. You will have 30 minutes to take each quiz and two attempts to take it with the highest score counting toward your final grade. Using a variety of question formats, these quizzes will test your knowledge of the historical and historiographical content covered in the assigned reading and viewing each given week. Quizzes will require students to reflect upon the definitions and conceptions of citizenship prior to the foundation of the United States, during the Revolution when foundational principles were established, and then how these evolved across time, across conflict, and as the US government and military formed their identity and role within the union. Students will also contemplate different belligerent cultures involved in the conflicts in which the US engaged; combat motivations of the different populations involved in the wars in which the US engaged, and how conceptualization of citizenship played into that motivation; the impact of the war upon marginalized populations in the United States across the world, and how citizenship created these "other" populations that were then heavily impacted by the war; and how the historiography of American military history and US identity has changed since the foundation of the country into the early 20<sup>th</sup> century when the US shifted from a non-interventionist to an interventionist stance. For example, students will be asked to identify the ideological catalysts for the American Revolution; how foundational ideologies of citizenship and nationalism shaped the American military; how marginalized peoples were involved in or impacted by the US military and military endeavors (ex: American Indians and African Americans before, during, and after founding); what were the various origins and catalysts for the American Civil War; competing visions of citizenship and nationalism at odds during this most destructive conflict in US history; the military's involvement in Reconstruction, and the eventual failure of those efforts; a shift in irregular conflicts in the western US with government expansion and how that impacted indigenous American Indians; the shift in how the US conceptualized nationalism and citizenship in the late 19<sup>th</sup> century with the rise of global interventionist ideology; and then the first expressions of that ideology through the US' involvement in the Spanish-American War and then the acquisition (and conquest) of the Philippines. These quizzes are due each week **by Sunday at 11:59PM ET.**

**Weekly Group Discussions (4 discussions, 100 pts/discussion, 400pts total):**

Students will use readings and videos from the relevant weeks to address posted Discussion prompts. The discussions are meant to challenge students to assimilate the historical content they have learned in order to make cohesive, coherent arguments about historical events, which is a primary engagement of professional historians. Specifically, students will be asked to contemplate the origins of an “American” identity in North America, and how that conception created a break between belief in belonging to a European citizenry and a new, forming American citizenry. Students will also be asked to contemplate the role of marginalized individuals in that formation, specifically their participation in the various conflicts that helped shape the United States and the new US military. Students will then contemplate the issues and that shaped the early US military, and how it evolved across the aging of the United States and through the various conflicts in which it engaged. A major benchmark was the American Civil War, and students will contemplate the role of competing national identities and conceptions of citizenship that clashed in that conflict, and how that conflict impacted the entire United States (and subsequent historical events). Students will contemplate the role of the US military during Reconstruction, the failure of that movement due to increasing violence and political opposition, and then the shifting of the US military mission to the American Indian Wars in the western United States. Finally, students will be asked to think about how and why the vision of the United States and its military began to shift in the late 19<sup>th</sup> century and early 20<sup>th</sup> centuries from a non-interventionist to global interventionist stance. This drastically shifted national conceptions of citizenship and the US military’s role in shaping that, and students will be asked to contemplate how and why that occurred. Overall then, students will think critically about the foundation and formation of the US military, its relationship to the state, and its role in shaping ideals of US citizenship across our period of consideration.

Students will draft a written response to each prompt of **750 words (or more)** and then post **three (or more)** discussion comments in response to their fellow students’ posts. Consult the [Group Discussion Guidelines](#) and the [Group Discussion How-To video](#) for more details about how to complete these assignments, as they will explain in detail how to draft, submit, and participate in, these Group Discussion assignments. Initial prompt responses will be **due each given Saturday by 11:59PM ET** and the required discussion comments will be **due each Sunday by 11:59PM ET**.

**American Military History Research Essay (250pts):**

In this course, students will research a topic of their choosing related to some aspect of American military history from the early 1600s to 1902. In particular, students should explore one of the above-enumerated course themes and topics as the project must touch upon in some manner conceptions of nationalism and/or citizenship in a country or countries involved in the conflict. Suggested topics include specific or comparative ideals of nationalism and citizenship involved in the American Revolution; how these ideals catalyzed the Revolution and the formation of the American republic thereafter; how ideals of citizenship in different countries shaped combat motivation of the soldiers involved in any conflict in which the US engaged; the impact any of the US’ various conflicts on the US military, the American people, or specific groups within the US; how

narrow and at times racialized conceptions of citizenship contributed to either involvement in the US military in certain restricted roles, or the prevention of marginalized groups from engaging in military service; the role of women in American military conflicts, primarily in non-combat roles; the role of nationalism, citizenship, and nation-specific ideology in the formation of, and effectiveness of, soldiers in combat in different American conflicts, and/or the media's role in invoking that ideology to influence the outbreak of the Spanish-American War; the impact of the American Civil War on African Americans and their shifting identity vis-à-vis American citizenship after the war; or how American ideology about its role in the world shifted in the late 19<sup>th</sup> century, and how that transforming citizen identity fed into greater global intervention in the late 19<sup>th</sup> and then into the 20<sup>th</sup> centuries.

Once a topic is chosen, students will explore that topic using related secondary sources and primary source records located either through obtaining printed collections, printed/digital memoirs, personal interviews (written or audio-visual), or via numerous available online databases (either written or audio-visual). Students will first present their project idea and bibliography in Week 7 of the course (25pts) for professor review to ensure that the given project fits course themes, the project is manageable in the course context, and the chosen sources adhere to course requirements. They will then write a 5-7-page essay about their given topic, which will be completed in Week 16 (225pts). At the conclusion of this essay, students will be required to reflect upon the overall role of citizenship in American military history, and how their understanding of this concept has evolved throughout the course. Also consult the Research Essay Guidelines for more specific details about completing this assignment due **by Wednesday, December 9<sup>th</sup> at 11:59PM ET.**

#### **Extra Credit Historical Media Analysis (50pts max):**

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

*NOTE: Students are not permitted to take advantage of this opportunity unless they have completed all of their required written assignments in the courses. If a student has not submitted every Group Discussion assignment and the Research Essay, they will not be given the opportunity to earn this extra credit.*

#### **Late Assignment Policy:**

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

**Grading Scale (in %):**

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

**Contacting Your Instructor:**

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

If you wish to contact Dr. Douglas or the Course TA, please do so via email and please include "History 3560" in the subject line. Instructors will respond to all emails within 24 hours on week days and will do their best to address all issues and concerns when they are raised.

**Academic Integrity and Misconduct:**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Students are expected to complete all course assignments based upon individual effort and independent work. Specifically, you must complete weekly quizzes, which are a way to ensure you are learning the major topics and themes covered each week, without any external help or communication. Your discussions responses should also be your own original work. You should follow the citation style discussed in the relevant assignment guidelines to properly cite the ideas and words of your assigned sources. You are welcome to ask either myself or your TA for feedback on a rough draft but your work should ultimately be your own original creation. To ensure academic integrity is maintained, course discussions will be checked for plagiarism via TurnItIn uploads. As such, to avoid issues with academic integrity, don't cheat! Dishonest academic practices are taken very seriously in this course so if plagiarism is detected, it will be reported. Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's Code of Student Conduct ([studentconduct.osu.edu](http://studentconduct.osu.edu)), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity

of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Conduct and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated 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.**

### **ChatGPT and AI Generation:**

All course assignments will also be scanned by several available scanners that can detect whether text has been generated by AI technology. While this is a trial-and-error process, if AI-generated text is detected with high scanner confidence, the professor and the student will engage in a dialogue to discuss the issue further. That said, the likely outcome will be that the student’s assignment cannot be accepted, although a rewrite opportunity will be provided so that the student can redo the assignment and avoid a zero score. As such, make sure to write your answers yourself and cite ONLY course-assigned sources to avoid zero scores on assignments.

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

### **Copyright Disclaimer:**

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

### **Statement on Title IX:**

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

**Accessibility Accommodations for Students with Disabilities:**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

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

**Commitment to a Diverse and Inclusive Learning Environment:**

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: <https://odi.osu.edu/> or <https://cbasc.osu.edu>)

**Land Acknowledgment:**

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land. More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

**Your mental health!**

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

### **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](#))

## **ASSIGNMENT SCHEDULE**

### **WEEK 1 (8/25 – 8/30): Foundations of the “American” Vision and its Citizenry**

**Reading:** Millett and Maslowski, *For the Common Defense*, Intro, Ch. 1

[Richard Hakluyt Discourse of western planting \(1584\)](#)

[Bacon’s Declaration in the Name of the People \(1676\)](#)

[On Bacon’s Rebellion \(1676\)](#)

Primary sources, King Philip’s War (1675 – 1678) (PDF)

**Videos:** Week 1 YouTube Playlist

**Assignments:** Course Requirements Quiz

Week 1 Quiz

### **WEEK 2 (8/31 – 9/7): The Shaping of North America and European Ties**

**Reading:** Millett and Maslowski, *For the Common Defense*, Ch. 2

[The Role of American Indians in the Rivalry Between](#)

[Francehttps://babel.hathitrust.org/cgi/pt?id=coo.31924061508598&seq=111,](https://babel.hathitrust.org/cgi/pt?id=coo.31924061508598&seq=111)

[Spain and England \(1761\)](#)

[A Massachusetts Soldier Confronts British Society \(1759\)](#)

[Extracts from Gibson Clough’s Journal \(1760\) \(pp.99-106\)](#)

**Videos:** Week 2 YouTube Playlist

**Assignments:** Week 2 Quiz

***NOTE: Due to Labor Day, the Week 2 Quiz is due on Monday, 9/7 at 11:59PM ET.  
Week 3 will also begin on Tuesday, September 8<sup>th</sup>***

### **WEEK 3 (9/8 – 9/13): The Origins and Outbreak of the American Revolution**

**Reading:** Millett and Maslowski, *For the Common Defense*, Ch.3

[Samuel Adams, \*The Rights of the Colonists\* \(1772\)](#)

[Declaration and Resolves of the First Continental Congress \(1774\)](#)

[Patrick Henry, Give Me Liberty or Give Me Death \(1775\)](#)

[Second Continental Congress Declaration of the Causes and Necessity of](#)

[Taking up Arms \(1775\)](#)

**Videos:** Week 3 YouTube Playlist

**Assignments:** Week 3 Quiz

Week 3 Group Discussion

### **WEEK 4 (9/14 – 9/20): The American Revolution: A War to Define a Citizenry**

**Reading:** Millett and Maslowski, *For the Common Defense*, Ch.3

[From George Washington to John Hancock \(1776\)](#)

[Diary of a Surgeon at Valley Forge \(1777\)](#)  
[African American Soldiers of the American Revolution](#)  
[The Surrender of Cornwallis at Yorktown \(1781\)](#)

**Videos:** Week 4 YouTube Playlist

**Assignments:** Week 4 Quiz

**WEEK 5 (9/21 – 9/27): Early Military Challenges and Shaping the American Republic**

**Reading:** Millett and Maslowski, *For the Common Defense*, Ch. 4

[George Washington and the Newburgh Conspiracy \(1783\)](#)

[Washington's Address to the Officers of the Army \(1783\)](#)

[The Federalist Papers \(#24 - 29\)](#)

[The Treaty of Greenville \(1795\)](#)

**Videos:** Week 5 YouTube Playlist

**Assignments:** Week 5 Quiz

**WEEK 6 (9/28 – 10/4): Development of “American” Military Identity and the War of 1812**

**Reading:** Millett and Maslowski, *For the Common Defense*, Ch.5

[Washington's Farewell Address \(pp.1-26\) \(1796\)](#)

[British American Diplomacy Acts #1, 2, 5](#)

[The War of 1812 Primary Accounts](#)

**Videos:** Week 6 YouTube Playlist

**Assignments:** Week 6 Quiz

**WEEK 7 (10/5 – 10/11): Expansion of Authority and Growing Division of a National Vision**

**Reading:** Millett and Maslowski, *For the Common Defense*, Ch.5

[The Monroe Doctrine \(1823\)](#)

[The Nat Turner Rebellion \(1831\)](#)

[Black Hawk's Surrender Speech \(1832\)](#)

[Texas Declaration of Independence \(1836\)](#)

[Letter to the Commander of the Alamo \(1836\)](#)

**Videos:** Week 7 YouTube Playlist

**Assignments:** Week 7 Quiz

Week 7 Group Discussion

**WEEK 8 (10/12 – 10/18): Research Essay & Bibliography**

**Assignments:** Research Essay Proposal & Bibliography

**WEEK 9 (10/19 – 10/25): Clash of Citizen Visions: The American Civil War Pt. I**

**Reading:** Millett and Maslowski, *For the Common Defense*, Ch.6

[Introduction to the Massachusetts Personal Liberty Act \(1850\)](#)

[John Brown Raid on Harper's Ferry \(1859\)](#)

[Lincoln's Special Session Message \(1861\)](#)

[McClellan's Letter to Lincoln \(1862\)](#)

[Emancipation Proclamation \(1863\)](#)

[The Gettysburg Address \(1863\)](#)

**Videos:** Week 9 YouTube Playlist

**Assignments:** Week 9 Quiz

**WEEK 10 (10/26 – 11/1): The American Civil War Pt. II**

**Reading:** Millett and Maslowski, *For the Common Defense*, Ch.7

[Sullivan Ballou Letter \(1861\)](#)

[In Their Own Words](#)

[Women Soldiers of the Civil War](#)

[First Hand Account of Private Prescott Tracy, Civil War POW](#)

[Terms of Lee's Surrender at Appomattox \(1865\)](#)

**Videos:** Week 10 YouTube Playlist

**Assignments:** Week 10 Quiz

Week 10 Group Discussion

**WEEK 11 (11/2 – 11/8): Reconstruction and the Failure of a Mission**

**Reading:** Millett and Maslowski, *For the Common Defense*, Ch.8

[Abraham's Lincoln Second Inaugural Address \(1865\)](#)

[Proclamation Declaring The Insurrection At An End \(1866\)](#)

[Report of the Joint Committee on Reconstruction \(1866\)](#)

**Videos:** Week 11 YouTube Playlist

**Assignments:** Week 11 Quiz

**WEEK 12 (11/9 – 11/15): Manifest Destiny and the American Indian Wars**

**Reading:** Millett and Maslowski, *For the Common Defense*, Ch.8

[John O. Sullivan, Manifest Destiny \(1839\)](#)

[William Walker \(1850s\)](#)

The Battle of Little Big Horn (1876) (PDF)

The Battle of Wounded Knee (1890) (PDF)

**Videos:** Week 12 YouTube Playlist

**Assignments:** Week 12 Quiz

**WEEK 13 (11/16 – 11/22): A Fundamental Shift of the Citizenry on the Global Stage**

**Reading:** Millett and Maslowski, *For the Common Defense*, Ch.9

[The Spanish American War \(1898\)](#)

[Annexation of the Hawaiian Islands \(1898\)](#)

[American Soldier Account, the Philippine Insurrection \(1899\)](#)

[Theodore Roosevelt, A New Citizenship \(1910\)](#)

**Videos:** Week 13 YouTube Playlist

**Assignments:** Week 13 Quiz

Week 13 Group Discussion

**WEEK 14 (11/23 – 11/29): HOLIDAY WEEK—NO ASSIGNMENTS**

**WEEK 15/16 (11/30 – 12/9): American Military History Research Essay**

**Assignments:** American Military History Research Essay

**Extra Credit Media Analysis: DUE Wednesday, December 9<sup>th</sup> at 11:59PM ET**

# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

## General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the focal theme.** 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. (50-500 words)

Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**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.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.**

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

**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.**

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

Course subject & number

Specific Expectations of Courses in Citizenship

**GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.**

**ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.**

**ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)