

# How to Guide for GEN Theme Syllabi

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*\* Note: This presentation was adapted from a resource developed by and for the Department of History. As such, the content was originally tailored for that audience and all examples are from History syllabi \**

# GE Submission Materials

GE Submissions **must** include 2 Documents: the Syllabus and the GE Form

## 1. Syllabus

- **Must have required syllabus elements**
  - <https://ascas.osu.edu/submission/development/submission-materials/syllabus-elements>
  - These are updated frequently, so always pull this language from the website.
  - Please note – items in bold MUST be included and the language must remain the same. You are welcome to add more information, but you cannot edit the required the language.
- **Must have GE Goals and ELOs for all new GE categories AND a 2-4 sentence paragraph for each new GE category that explains how the course will satisfy the theme Goals and ELOs.**
  - New GE: <https://ascas.osu.edu/new-general-education-gen-goals-and-elos>
  - Do NOT change the wording of the GE language.
- **Must have clear and explicit connections to the GE category throughout the entire syllabus.**
  - See the next slide for ideas on how to do this.

## 2. GE Form

- GE submission forms are on the OAA website, but the ASCC website links to them.
  - <https://ugeducation.osu.edu/academics/general-education-ge/ge-course-submission>
  - Tip: Converting the PDFs to a word doc can be useful, especially if your answers are long.
- FYI: There is a different GE form for each theme, but just one submission form for all Foundations courses. For the Foundation course you only need to fill out the sections of the form pertaining to your chosen category.

## 3. Additional Documents may be required

- Please see the Submission Checklists on the [ASCCAS website](#).

# Keys to a Successful GE Submission

## 1. Get to know the Goals and ELOs

- a. It is not enough to explain how the course meets the category on the GE Form. You must demonstrate THROUGHOUT THE SYLLABUS how students will meet every GOAL and ELO of the category. This is the key to a successful submission.
- b. Your syllabus should demonstrate explicit connections to the Goals/ELOs in MULTIPLE components of the entire syllabus, particularly in the course description, assignments and course schedule. Below are some ideas for how to do this.
- c. A GE Course must meet all the goals and ELOs of the category (i.e. you cannot pick and choose which goals/ELOs to fulfill).

## 2. Course description

- a. Make sure that the course description relates to the category. Look at the ELOs and include some terminology or main ideas. It should be very clear that this is a GE course.

## 3. GE Goals and ELOs + Rationale Paragraph

- a. It is a **requirement** to include the GE category's goals and ELOs along with a short paragraph rationale (2-4 sentences) describing how the course satisfies the goals and ELOs of each new GE category.

## 4. Assignments

- a. Describe in detail the format of each assignment, including clear instructions, word/page count, citation instructions, etc.
- b. The majority of assignments should be explicitly related to the category, and that should be clear and visible to the student in the syllabus. For example:
  - i. Prompts, topics, sample questions, etc.
  - ii. Explicitly describing how the assignment connects to the ELO(s).
- c. For GEN Themes, include at least one assignment that encourages reflection and self-assessment, particularly in relationship to the theme (ELO 2.2). This might be a separate reflection assignment, or it may be a component of other assignment(s).

## 5. Course Schedule

- a. Explain how the topics relate to the category. For example:
  - i. Weekly topics and summaries that relate to the theme.
  - ii. Reading discussion questions that relate to the theme.
  - iii. Larger headings/subheadings in addition to the weekly topics.
  - iv. The full information for any readings, (i.e. including chapter headings, article titles, etc).
- b. **I strongly recommend incorporating weekly headings with either weekly summaries or discussion questions that connect to the ELOs.**

# Tips for Specific Themes

## 1. All Themes

- a. Goals 1 and 2, with ELOs 1.1, 1.2, 2.1, and 2.2 are common to ALL THEMES.
- b. Goal 1 and ELOs 1.1/1.2 can be addressed by the types of assignments/readings, but make sure that the advanced nature of the course and assessment of students' critical thinking is clear to a reader.
- c. For Goals 2 and 2.1/2.2, make sure to include some elements of assessment and self-reflection in the assignments, either through individual assignments or components of assignments.

## 2. Citizenship for a Diverse and Just World

- a. The syllabus must demonstrate how students will engage with the concept of the Citizenship, Diversity and Justice. DO NOT rely upon explanations of how the course info is important for being a good citizen. DO include specific info about how issues of citizenship will be covered in the course. DO include a definition of how your course defines these concepts

## • 3. Health and Wellbeing

- a. DO make sure you explicitly describe which dimensions of wellbeing you will be covering in the course (Goal 3).
- b. DO make sure you are including strategies for promoting health and wellbeing (ELO 3.2).

## • 4. Lived Environments

- a. DO be specific about what types of environments the course covers and how you define those environments (Goal 3).
- b. DO be sure to discuss various ways in which humans interact with their environments and perceive/represent those environments (ELOs 4.1, 4.2)

## • 5. Migration, Mobility, and Immobility

- a. DO be sure to incorporate experiences/portrayals/perceptions of migration/mobility/immobility.

## • 6. Sustainability

- a. DO be sure to incorporate mentions of “sustainability” specifically. Remember that environmentalism and concepts surrounding the environment are not the same as/a substitute for “sustainability”.
- b. DO consider including reference to the 6 Dimensions of Sustainability found in the [Sustainability Education Framework](#).

## • 7. Traditions, Cultures, and Transformations

- a. DO explicitly define the traditions, cultures, and transformations to be discussed in the course.
- b. DO explicitly define the “big idea” driving change in the context of your course (ELO 3.2).
- c. DO explicitly define the dominant cultures and subcultures discussed in the course (ELO 3.3)

# Characteristics of GE Assignments

- **Detailed**
  - Include page numbers, citation info, etc.
- **Varied**
  - Include different types of assignments.
- **Scaffolded**
  - Split up larger assignments into multiple components. Describe each of those components in detail.
    - For example, a research paper assignment might include: Proposal, bibliography, rough draft, peer review, final draft, reflection, etc.
- **Have connections to the theme**
  - Connections to the theme must be obvious and explicit.
  - Most assignments should have connections to the theme.
  - Connections to theme should be a required component of the assignment (cannot be optional).
  - Some examples of how to connect assignments to the theme include:
    - For exams or quizzes, include sample questions.
    - For writing assignments, include prompts or topics specifically related to the theme.
    - For research papers, make a connection to the theme mandatory, and provide details for how to do that.
    - Ultimately, assignments should allow students to demonstrate their achievement of the ELOs of the theme.
- **Have at least one assignment (or component of an assignment) that includes self-reflection and metacognition**
  - Self-reflection
    - Process of reviewing one's work and reflecting on one's learning process.
    - Connects learning in class to personal experiences.
    - Learning experiences that ask students to explicitly connect prior knowledge with new information.
    - Integrating activities where students can reflect on their learning in coursework.
  - Metacognition
    - Explaining to students the "how" and "why" of assignments.
    - Allowing students access to clear and transparent rubrics / assessments for assignments.
    - Encouraging or requiring regular "check-ins" that ask students to assess their progress, summarize where the course is headed, and explain how activities connect to learning objectives.
    - Provide clear due dates and expectations to help students assess their progress.
    - Consider incorporating some high-frequency, low-stakes assessments.

# ePortfolio (PebblePad)

- This is not required, but you might consider adding an ePortfolio component to one of your assignments. Students start their portfolios in their first GE Bookend class, and then maintain their portfolios throughout their academic career. I've included an official description of the Portfolio at the bottom of this page.
- Including the Portfolio in your syllabus could be as simple as a statement suggesting students include a class assignment in their Portfolio, or you could require a Portfolio assignment if you are interested in including more of this technology in your course. In the GE, the Portfolio is considered a tool for supporting reflection and metacognition, so a Portfolio assignment could be a way of meeting this ELO in your class.
- **PebblePad**  
<https://teaching.resources.osu.edu/toolsets/pebblepad>
- **Incorporate ePortfolios and reflective practice**  
<https://teaching.resources.osu.edu/teaching-topics/eportfolios-curriculum>
- **Statement from Office of Undergrad Education re: PebblePad:** A vital aspect of our GE is the portfolio tool provided by PebblePad. A portfolio is a purposefully curated collection of a student's work and artifacts that (1) demonstrates a student's learning over time, (2) showcases a student's best work, and (3) can serve as an assessment tool. Faculty teaching GE courses (or any undergraduate course) may encourage students to upload any projects or assignments to their portfolios, especially exemplary work or challenging assignments that show a student's learning progress.

## Examples from Syllabi

- The following slides have examples from approved syllabi that demonstrate a variety of ways to connect the syllabus to theme Goals and ELOs. This is by no means a comprehensive list but is intended to provide a few examples of methods you might employ.
- The reviewing faculty have provided some examples of exemplary syllabi for the GEN Foundations: REGD and GEN Themes categories. These syllabi can be found in full on the [ASCCAS website](#). Please note: required syllabus elements are updated over time, so always pull that from the required syllabus element website, not a previous syllabus.

## Course Description

- *Course description that references the GEN Theme*
- *Defines and explains the “big idea” transforming a specific culture (ELO 3.2)*

Traditions, Cultures, and Transformations: Theme-specific ELOs:

- 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.

### EXAMPLE

This lecture course provides a historical survey of Britain and the British Empire, from the eighteenth to the early twentieth century. It covers many dimensions of British history, but its primary focus is on the emergence of the idea of *Homo economicus* – the rational, independent male individual who constantly makes calculated, self-interested decisions. This new type of human being marked a radical break in tradition. For most of human history, this has not been the dominant idea of how a human being should think and act, but following the work of Adam Smith and John Stuart Mill, *Homo economicus* became normative. The course explores the ways in which the idea of *Homo economicus* came to reshape British cultural, economic and political life, influencing everything from evangelical religion to famine policy, welfare reform and evolutionary biology. We follow the idea of *Homo economicus* into an imperial and global context/ We also explore how the idea of *Homo economicus* was critiqued and challenged by Tory romantics, socialists and feminists, resulting in the rise of “social policies” after 1880. But as the history of global neoliberalism shows, *Homo economicus* is alive and well in the twenty-first century.

*Example: History 3260 – Chris Otter – TCT*



## Goals & ELOs + Rationale Paragraph

- *Theme goals and ELOs copied exactly from website, with no missing or changed info.*
- *Short rationale paragraph that explains how the course meets the goals and ELOs. Since the syllabus will demonstrate connections to the theme throughout the syllabus, this can be short and concise.*

### EXAMPLE

#### **GEN Theme: Lived Environments**

##### **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 explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.
4. Successful students will analyze a variety of perceptions, representations, and/or discourses about environments and humans within them.

##### **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 advanced, 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. Engage with the complexity and uncertainty of human-environment interactions.
- 3.2. Describe examples of human interaction with and impact on environmental change and transformation over time and across space.
- 4.1. Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors.
- 4.2. Describe how humans perceive and represent the environments with which they interact.
- 4.3. Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

##### **Rationale:**

Course lectures, readings, and assignments enable students to work on the expected learning outcomes each week; each lecture will present students with one or more ways of studying the city of Paris as a lived environment, incorporating textual, visual, and physical evidence at every stage in the city's long history. Weekly reading assignments require students to analyze secondary and primary source material from a range of points of view and points in time. The essay assignments ask students to practice such source analysis in written form and to demonstrate the critical thinking skills they have acquired. The question of how humans interact with their environment, and how such dynamic interactions change over time, is at the heart of this course.

*Example: History 2206 – Elizabeth Bond – Lived Environments*

## Assignments

- *Details about length of assignment*
- *Describing how each response paper will fulfill specific ELOs*

Traditions, Cultures, and Transformations: Theme-specific ELOs:

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.

### EXAMPLE

**Four Response Papers (15% each, 60% total).** In weeks 3, 6, 10, and 13, students will be given a response paper featuring an extract from a primary source. Each paper will offer students a choice of several questions relating to the particular module. Students pick one question and produce a 4–5-page response, correctly formatted, which refers in detail to class readings and lectures.

All response papers fulfill ELOs 1.1 and 1.2. The rewriting of response papers fulfills ELO 2.2.

*Response Paper 1* invites the students to fulfill ELOs 3.1 and 3.2 on the impact of Adam Smith's ideas on the economy, or the effects of the Industrial Revolution.

*Response Paper 2* invites the students to fulfill ELOs 3.3 on the interaction of dominant liberal ideas with emerging ideas of radicalism and feminism; it also fulfills ELO 4.1 by allowing them to explore how evangelicalism differed from other forms of Protestantism in nineteenth-century Britain; it also fulfills ELO 4.2 by exploring how race impacted perceptions of difference in Ireland before and during the famine.

*Response Paper 3* invites the students to fulfill ELOs 3.1 and 3.2 on the influence of economic ideas on biological thought; it also allows students to fulfill ELO 4.2 by exploring how racial categories shaped British perceptions of India.

*Response Paper 4* asks the students to fulfill ELO 3.2 by examining how industrialization effected the environment of Britain and its colonies; it also allows students to fulfill ELO 4.1 by writing about how new ideologies (socialism, feminism) explain differences within British culture.

*Example: History 3260 – Chris Otter – TCT*

## Assignments

- *Includes details about the length of the assignment*
- *Includes prompts that connect the essay topics to the ELOs.*
- *Peer review workshop allows opportunities for self-reflection and metacognition*

Traditions, Cultures, and Transformations: Theme-specific ELOs:

- 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.
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- 4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
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### EXAMPLE

#### Argumentative Essays

Description: Based on their reading of the two novels we are reading this semester, students will write a 1,000 word (approximately 4-5 pages) argumentative essay in answer to each of the following prompts about the respective novel:

Essay #1: Based on your reading of *Hard Times*, how does the novel portray the major and long-lasting consequences of industrialization as a new technology in British society? How does Charles Dickens perceive the impact of industrialization on the English working class? How does Dickens' commentary on the impact of industrialization compare/contrast to the commentaries of his contemporaries we have read thus far in class (Marx, St. Simon, Gaskell, Tristan)? Do you think Dickens is commenting favorably on the impact of a "big" idea or technological advancement in creating a major and long-lasting change?

Essay #2: How do Rudyard Kipling and Joseph Conrad's perceptions of empire compare with one another? In what ways are their views similar? How are they different? Compare and contrast their views on imperialism based on Kipling's poem "The White Man's Burden" and the dramatization of his novella *The Man Who Would be King* and Conrad's novel *Heart of Darkness*. In what ways do these contrasting perceptions of empire reflect their perceptions of "dominant (European) and sub-dominant (e.g., non-European) cultures?" What do these contemporary texts teach us about how perceptions of race shaped broader societal issues like the imperial project?

Both essays will be due one week after we discuss the novels in class, and essay #1 will be the focus of our peer review workshop.

*Example: History 3251 – Jim Harris – TCT*

## Assignments

- *Varied assignment (op-ed rather than traditional research essay)*
- *Scaffolded assignment with details for every step of the assignment*
- *Explaining the goal and purpose of the assignment (metacognition)*
- *Opportunity for choosing a topic of personal significance, as well as opportunities for revision and reflection.*
- *Explaining how the assignment connects to the theme*

### EXAMPLE

Students in the course will write a 750-word op-ed on a topic related to the environmental history of Columbus or their hometown. Think broadly about what aspects of life fit within the idea of sustainability! This can include the histories of food, water, living spaces, transit systems, energy regimes, industrial development, etc. There is a deeper history behind modern sustainability flashpoints.

The goal of this assignment is to bring the readings and in-class discussions about the history of sustainability and the environment to bear on a contemporary topic of interest to you that is newsworthy today. The op-ed should be a publishable piece, one you will submit to your hometown paper or another news outlet you choose at the end of the course.

The Op-ed assignment allows students to integrate their own cares and concerns about contemporary sustainability to the class topic. The students will connect the discipline of environmental history to a topic relevant to either Columbus or their home-town (if in the US), linking broad themes and topics from class to a unique case study. Then, rather than a traditional research essay, the students will generate an op-ed essay that will focus on how scholarly work can be communicated to a public audience, extending the classroom out into the broader community. [ELO 2.1]

The op-ed will historicize an environmental issue in Columbus or your hometown. By that I mean you will collect primary and secondary source materials that help illuminate the historical roots of a contemporary environmental issue in our community or in your hometown. You identify, describe, and synthesize approaches or experiences various environmental scholars and policymakers have taken in the past so as to understand approaches or methods to sustainability that might be useful in our own time. You will research the issue related to history and sustainability, and then interpret for a public audience why a historical frame can help us assess modern sustainability values. [ELO 3.3]

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### Assignment structure:

Start by identifying a topic on which you have some expertise. For example, you may have some personal connection to a contemporary environmental debate that you may be able to play up in your piece. Remember, you have to accomplish two things to give yourself a good chance of getting published. First, you have to speak to an issue that is relevant to the local news outlet you are contacting. You might have a great story about Coca-Cola, but if it doesn't speak to a paper's readership, they simply will not publish the piece. So, remember to tie your opinion to some issue of local importance. If your issue is related to a topic that is just making headlines, you have to move fast. Pegging your piece to a timely topic is the best way to get published. Second, you have to give the newspaper editor a good reason why he or she should listen to you. In other words, you have to express why you have expertise in the topic at hand—why you, specifically, can speak to a given issue.

- A preliminary bibliography (5%) due Friday of Week 6 at 5 PM on Canvas

You will provide an annotated list of five primary and secondary sources you will use for your research. This will help us both be confident that you have identified useful tools and materials for your project. By compiling a bibliography on their project, students will engage in in-depth, independent scholarly exploration of their chosen issue. [ELO 1.2]

- First draft of op-ed (10%) will be due Friday of Week 9 at 5 PM on Canvas.

O It should be roughly 750 words (no more than 850 words).

O Papers should be 12-point Times New Roman Font.

O Late papers will be docked a half-letter grade per day (ex. A to A-).

- Final draft of op-ed (20%) will be due Friday of Week 13 at 5 PM on Canvas.

O Follow the same guidelines of the first draft

O This must reflect revision and reflection; you will be evaluated on both the finished project and your revision.

O You must include a "revision note" explaining the decisions that you made about how to change your op-ed after initial feedback. This note should also include a 100-150 word reflective self-assessment, which discusses what you learned about writing and the idea of public engagement by doing this activity. [ELO 2.2]

*Example: History 3700 – Bart Elmore, Ellen Arnold – Sustainability*

# Assignments

- *Details about the format, deadlines, and assessment of the quizzes*
- *Explaining the “why” of the assignment (metacognition)*
- *Providing sample questions to demonstrate how the quizzes connect to Theme content*

Citizenship: Theme-specific ELOs:

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.

3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.

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.

## EXAMPLE

Description: Every two weeks, students will complete a quiz in addition to the discussion board for the week. These quizzes will simply cover everything in reading and lectures for the previous two weeks. For example, Quiz 1 is scheduled at the end of Week 2 of the course, and it will cover the lectures and readings from Weeks 1 and 2. Each quiz will be 15 points total and consist of 15 multiple-choice and true/false questions. Once you open the quiz you will have 15 minutes to complete it. Students are allowed two attempts. Carmen will automatically drop the score of your lowest attempt. Each quiz will be available for a 72-hour window, from 12am Friday till 11:59pm on Sunday.

The purpose of this exercise is to motivate students to complete the reading, lectures, listening, and other materials assigned in that module, and to review the key takeaways from that week. The questions will therefore assess students’ understanding of the readings and other materials, including the assigned lecture videos for that week. Quiz questions are randomly selected from a pool of questions.

Assessment of this assignment is automatic. The student’s score will be visible after the completion of their attempt. Quizzes will be available to students for a 72-hour window, from 12am Friday to 11:59pm Sunday of each week. Correct answers to the quiz will be available starting at 12am on the following Monday.

This assignment fulfills the GE ELOS: 3.1 and 3.2, through regular review of key course content from the lectures and the reading assignments that consider a wide range of perspectives. The quiz is also a weekly way for students to reflect upon their own learning (2.2).

Sample quiz questions from the course:

1) True or False? While the Roman Republic’s voting assemblies technically included all male citizens 18 and over, the exact voting procedures actually tended towards the disenfranchisement of the youngest and poorest citizens. A = True

2) Which of the following were requirements for voting in the Athenian radical democracy of the 5th century BC?

a. Had to be male, b. Had to be 18 or older, c. Had both parents vetted and confirmed as citizens

d. All of the above, Answer = D

3) True or False? The ancient Athenians had no consideration of women in their definition of “citizen” or “citizenship”? Answer = False (the ancient Greeks had a Greek feminine noun (politís) meaning “citizen”, and it is clear from our readings that the status and lineage of a Greek mother was instrumental in determining the citizenship of any young male offspring).

*Example: History 2201 – Peter VanDerPuy - Citizenship*

## Assignments

- *Including a required self-reflection assignment*
- *Providing opportunities for self-reflection at both the beginning and end of the course.*

Citizenship: Theme-specific ELOs:

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.

3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.

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.

### EXAMPLE

#### Reflection assignment (10%)

a. Students will also engage in a reflection assignment at the beginning and end of the semester. At the beginning of the semester, students will write a short 2-3 page memo to the instructor explaining what they think/feel/believe about America's political institutions, how they view citizenship, how and why they were designed the way they are, who do they think benefits from these institutions, and their normative views towards these institutions.

b. At the end of the semester, students will again write a new 2-3 page memo to the instructor reflecting upon their earlier memo and writing an update to it based on the knowledge they gained during the course. Students should address how their views changed/evolved due to knowledge gained from the course and how that impacts their view of American history, politics, and their conceptions of what it means to be a U.S. citizen. For this final reflection, students will be asked to synthesize their various reflections into a broader overview of what they learned through the course and how it impacts their normative view of American politics, government, and citizenship.

*Example: History 3001 – Bart Elmore, Greyson Teague - Citizenship*

## Assignments

- *Prompts that explain how students will incorporate the theme in the assignment*
- *Explaining the purpose of the assignment*
- *Opportunities for self-reflection and incorporating feedback*

### EXAMPLE

Critical Analysis Essays (40% of final grade: 15% for the first essay, 20% for the second essay and 5% for self-assessment)

For this assignment, students will complete two 5-page papers that conduct an in-depth analysis on a particularly complex historical question relating to certain topics that we'll be covering in the course. In two specific weeks—Weeks 7 and 10—the weekly module will introduce a more in-depth pdf document of readings that examines a particularly complex historical question through a curated selection of primary sources (the ancient texts) as well as a selection of modern scholarly views (secondary sources) on the problems. It's basically a large packet that gives you all the materials you need to flex your skills as a budding, amateur historian, and to demonstrate the skill of critical thought towards primary sources that you've been practicing in weekly discussions. You won't need to do any outside research or readings in order to write the paper. All sources are provided in the pdf packet that will form the basis of the evidence used to form your argument and support your analysis.

In Week 7, the pdf deals with the concepts of freedom, justice, and citizenship in the Athenian Democracy and is titled: "How Free Were the Athenians? Athenian Democracy and Society in the Classical Period." Both the primary sources and the modern scholarship in this packet require the student to develop a comprehension of the ways the ancients defined such concepts as citizenship and freedom, the ways they also contested and debated the relation of those concepts to categories of unfree, gender, and wealth, and the ways in which our modern understandings of such concepts agree or diverge from those. The assignment therefore is fundamentally concerned with appraisals of ancient Greek citizenship's representation, embrace of diverse groups and outlooks, as well as its relationship to justice and equality.

In Week 10, the pdf examines the transformation of Roman civic experience, rights, and freedoms from the fall of the Roman Republic into the rise of an authoritarian, imperial monarchy and is titled: "The Emperor Augustus: Beneficent Monarch or Tyrant?" The readings in this assignment ask students to grapple with the thorny question of how citizens fare in deeply unfree or unequalitarian civic frameworks, and why they accept these kinds of arrangements that may seem so clearly problematic to us. This assignment requires students to demonstrate a comprehension of the ways in which freedom(s) and civic rights can be bargained or traded for other values or concerns, and how contests over the meaning of "Justice" can shape collective and public memory.

The purpose of this assignment is to practice three of the historian's essential skills: interpreting primary sources, evaluating the use of these primary sources as evidence, and engaging with modern scholarship and debates concerning the sources as well as the historical concepts and question under examination. This assignment builds therefore upon the skill of primary source interpretation that students practice in the weekly discussions. This assignment also continues building the skill of an ethical praxis of history by attempting to understand important issues and concepts—for example "justice" or "representation"—on the terms of past societies and their outlooks, while also noting the ways in which our modern outlooks contribute to our estimations of such societies. These papers encourage students to avoid the temptation of "colonizing" the past with our own modern assumptions, and then judging past human communities and their experience upon such unfair frameworks or terms.

Please note, students will complete this assignment twice. See the schedule of weeks below for the exact due dates of each essay.

Feedback is a crucial part of learning to write. It is also a key component of one's sense of their own learning. For example, how would I explain what I've learned to someone else? Was my explanation understood by the reader as I intended it to be? Since learning from and giving feedback is a key component, the instructor will provide extensive feedback on your writing assignments. It is expected that students read this feedback and incorporate the suggestions on subsequent writing assignments. As such, students will also write a self-reflection to be turned in with their second paper that will discuss how they learned from and incorporated this feedback into their second paper.

Each writing assignment is designed to build upon previous assignments and feedback to improve the skills of writing and analysis throughout the course. Instructor feedback will also provide a model for a student in assessing their own, particularly by the time they must undertake the Final Primary Source Analysis Paper at the end of the course.

The essay must be submitted in a .doc, .docx, or .pdf format via TurnItIn on Carmen. Please see the Carmen course page for the assignment instructions and rubric. Note as well that the assignment instructions will also contain advice on how to write and structure a good academic essay.

*Example: History 2201 – Peter VanDerPuy - Citizenship*



## Course Schedule

- *Every week has a topic and summary that explains how that week's content relates to the theme. Without these summaries it would be difficult for a non-content expert to see how the subject matter connects to the theme. Here the summaries demonstrate how various citizenship topics will be addressed in that week's classes.*

Citizenship: Theme-specific ELOs:

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.

3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.

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.

### EXAMPLE

#### **Week 3: Arrested Revolutions**

##### War Capitalism and the Revolt of 1857

- Bayly, Birth of the Modern World, pp. 134-164

##### Imperial China and the Opium Wars

- Julia Lovell, The Opium War: Drugs, Dreams, and the Making of Modern China (Picador, 2012) 1-17.

This unit explores the question, why did the British call the Indian Revolt of 1857 a mutiny when they did not legally try the 'mutineers' for treason? (Answer: because to do so would have acknowledged their possession of rights, which because they were not citizens, the colonial state refused to do). It also parses the Treaty of Nanjing (1842) and the concept of unequal treaties, providing historical understanding for the origins of Chinese domestic and foreign policy today, broadening students' horizons as informed citizens.

#### **Week 4: Colonial Soldiering**

##### Southern Asia

- Kate Imy, Faithful Fighters: Identity and Power in the British Colonial Army (Stanford University Press, 2019), "CH 1: Spiritual Swords and Martial Violence."

##### The African Continent

- Michelle Moyd, Violent Intermediaries: African Soldiers, Conquest, and Everyday Colonialism in German East Africa (Ohio University Press, 2014), "Chapter 1: Becoming Askari: Narratives of Early Schutztruppe Recruitment in Context."

This unit centers the difference between 'subject' and 'citizen' in the construction of colonialism and colonial armies. This is explored through emphasis on Martial Race theory, ethnic categorization, and constructions of masculinity and their relationship to the colonial and then, later on in the course, the postcolonial state.

*Example: History 3590 – Lydia Walker - Citizenship*



## Course Schedule

- Discussion questions for each week that connect to the theme
- Full details of the reading, including chapter headings, page numbers, etc.

Citizenship: Theme-specific ELOs:

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.

3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.

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.

<b>WEEK FOUR</b>	<ul style="list-style-type: none"> <li>★ How did race, sex, and gender-based laws and power dynamics shape slavery and citizenship in early America?</li> <li>★ How did enslaved Black women experience violence in captivity?</li> <li>★ How did Black leaders resist enslavement and exclusionary citizenship?</li> </ul>	
<b>ASSIGNMENTS</b>	<b>CLASS SESSION #7</b>	<b>CLASS SESSION #8</b>
<b>READING DUE</b>	Dorothy Roberts, "Reproduction in Bondage," in <i>Killing the Black Body</i> (1998), 22-49  Angela Davis, "Reflections on the Black Woman's Role in the Community of Slaves (Abridged) 1971," in <i>The New Abolitionists</i> (2005), 101-111	"The Confessions of Nat Turner," (1831), 6-22  Sojourner Truth, "Ain't I a Woman?" (1851) [2 pages]  Kellie Carter Jackson, "Black Leadership," in <i>Force and Freedom</i> (2019), 85-100
<b>WEEK FIVE</b>	<ul style="list-style-type: none"> <li>★ How did race, sex, and gender-based laws and power dynamics shape criminalization and punishment after the Civil War?</li> <li>★ How did racial violence, sexual violence, and state violence undermine Black citizenship?</li> <li>★ In what ways did Black leaders and incarcerated citizens resist racial, sexual, and state violence?</li> </ul>	
<b>ASSIGNMENTS</b>	<b>CLASS SESSION #9</b>	<b>CLASS SESSION #10</b>
<b>READING DUE</b>	Ida B. Wells, <i>Southern Horrors: Lynch Law in All Its Phases</i> (1892), 50-72  Crystal Feimster, "Organizing in Defense of Black Womanhood," (2009) in <i>Southern Horrors</i> , 87-103	David Oshinsky, "Parchman Farm," in <i>Worse Than Slavery</i> (1996), 135-155  Sarah Haley, "Carceral Constructions of Black Female Deviance," in <i>No Mercy Here</i> (2016), 17-31  Talitha LeFlouria "'Under the Sting of the Lash,'" (2015), 366-382

Example: History 3084 – DeAnza Cook - Citizenship

## Course Schedule

- *Course divided up into sections with headings and summaries that explain how students should expect to fulfill the ELOs in that section of the course. In this syllabus, these summaries are located every several weeks throughout the course schedule.*

Lived Environments: Theme-specific ELOs:

- 3.1. Engage with the complexity and uncertainty of human-environment interactions.
- 3.2. Describe examples of human interaction with and impact on environmental change and transformation over time and across space.
- 4.1. Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors.
- 4.2. Describe how humans perceive and represent the environments with which they interact.
- 4.3. Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

### EXAMPLE

#### **Part I: Regions, Concepts, Definitions**

In this first unit, students will learn some of the key terms, scholarly definitions, and concepts that we will be using throughout the course, as well as how to critically engage with them in depth (per ELO 1.2 and 4.3). You will read the classic essay on the origins and characteristics of early urbanism by V. Gordon Childe as well as a recent critique of Childe's model by Jason Ur, and you will be encouraged to take a position yourself. Part one also helps you achieve ELO 3.1, as you shall learn through readings and lectures that the Mediterranean Sea is not a single, homogeneous environment but a plurality of environments, with distinct micro-ecologies. Complexity is a main theme running through the entire course, and thus receives explicit attention in this first, foundational unit.

#### **Part II: Varieties of Mediterranean Urbanism**

Part two of the course engages most directly and consistently the core ELOs of this GE Theme. In this second unit, students are introduced to wide range of large Mediterranean settlements through at home readings and intensive in-class instruction and discussion. You will come to understand what these ancient cities looked like, what their material remains tell us about their distinct cultures, and how scholars believe they could have been economically sustained. The unit also explores the uncertainty and even precarity of the human-environmental relationship through dedicated readings and discussion of the Bronze Age collapse (Week 6) and of the extraordinary efforts it took to build, feed, and manage the imperial city of Rome. All of this reading, coursework, and discussion will help you achieve ELO 3.1 as well as ELO 4.3, because classroom discussion will encourage you to reflect on how each iteration of urbanism in the ancient Mediterranean does and does not align with Childe's famous formulation. In addition, this section helps you achieve the goals of ELO 3.2. All readings and in-class discussions in this unit revolve around the question of human interactions with the built environment and how these interactions change across time and space, including the micro-regional nature of the Mediterranean natural and built environments.

#### **Part III: Daily Life in a Roman City: A Case Study of Pompeii to 79 CE**

In this third and final unit on Pompeii, you will have the opportunity to strengthen several ELOs specific to the Lived Environments GE theme, such as 3.2 and 4.2. Through primary source readings (collected in the source book edited by Cooley and Cooley) we will investigate precisely how Pompeians in the late first century CE directly interacted with their environments by exploring the remains of temples, market areas, houses, and the omnipresent extant graffiti. The Pompeii unit will also engage with ELO 3.1 through discussion of the various earthquakes that damaged the ancient city before its destruction in 79, and how these kinds of uncertain disasters both created ruins and afforded opportunities for new construction.

*Example: History 2213 – Tina Sessa – Lived Environments*  
OSU Dept. of History

## Course Schedule

- *Every week has discussion topics that show connections to the theme.*
- *Some discussion questions prompt self-reflection and connections to modern-day issues*
- *Detailed info about readings (full titles, page numbers, etc).*

Traditions, Cultures, and Transformations:  
Theme-specific ELOs:

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.

### Week 3

How did the British political system work? How was it transformed? How did these changes effect British politics? How did the 1832 reform act create major, long-lasting changes in British (and American) cultural life?

#### Citizenship Transformed: The 1832 Reform Act

Evans, "Liberal Toryism?" "The Crisis of Reform, 1827-1832", and "'The Real Interests of the Aristocracy': The Reform Act of 1832," in Forging of the Modern State, 238-245, 256-274.

#### Homo Economicus Triumphant: The 1834 Poor Law

Harriet Martineau, "Pauperism," in A History of the Thirty Years' Peace (London: George Bell and Sons, 1877), II, 501-505.

Anthony Brundage, "The New Poor Law Takes Shape, 1832-1847," in The English Poor Laws, 1700-1930 (New York: Palgrave, 2002), 61-89.

David Englander, "Inside the Workhouse," in Poverty and Poor Law Reform in 19th Century Britain, 1834-1914 (New York: Longman, 1998), 31-46.

### Week 7

Where does our modern idea of self-help come from? How was self-help shaped by ideas about the economy? Why is self-help a deceptively complicated idea?

#### The Heyday of Homo Economicus: Self-Help, The Great Exhibition, Temperance and the 1867 Reform Act

James Wilson, "The First Half of the Nineteenth Century: Progress of the Nation and the Race," The Economist, January 18, 1851. In W.L. Arnstein, ed. The Past Speaks: Sources and Problems in British History II (Lexington, Mass.: D.C. Heath, 1993), 164-168.

Samuel Smiles, "Self-Help, National and Individual," from Self-Help, with Illustrations of Character, Conduct, and Perseverance, ed. Peter Sinnema (Oxford: Oxford University Press, 2002), 35-57.

Asa Briggs, "The Balance of Interests," in The Age of Improvement 1783-1867 (New York: David McKay, 1962), 395-412.

*Example: History 3260 – Chris Otter - TCT*

## Course Schedule

- *Unit Heading (that incorporates multiple weeks of content)*
- *Weekly topic headings*
- *Detailed info about readings (full titles, page numbers, etc.)*
- *“Guiding questions” to connect the week’s topics to the theme*

Citizenship: Theme-specific ELOs:

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.

3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.

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.

### **UNIT 2: REVOLUTION AND RADICALIZATION**

#### ***The King’s Flight, Public Opinion, and War***

*Viewing: Weekly Overview Video and Lecture Videos*

*Reading: Popkin, chapter 4*

*Mason & Rizzo, chapter 6, document 34, chapter 7, documents 37-39*

*Harder and Heuer, Chapter 4 and sources (a) Speech by Henri Grégoire and (b) “Petition of the Jews established in France”*

*Assignments Due Monday, October 9 at 11:59pm: Quiz 5*

*Primary Source Response, Option 5: on Harder and Heuer, Chapter 4 and source (a) Speech by Henri Grégoire or source (b) “Petition of the Jews established in France” (write on Chapter 4 and source a, or Chapter 4 and source b)*

*Guiding Questions: How did the relationship between the monarchy and the citizenry change after the king’s flight to Varennes? How did the concepts of religious freedom that circulated in Revolutionary France change the way citizenship was understood? What were the impacts of war upon the Revolution, and upon the newfound concept of a “citizen soldier”?*

#### ***The Fall of the Monarchy and the King’s Trial***

*Autumn Break, Thursday, October 12-Friday October 13*

*Viewing: Weekly Overview Video and Lecture Video*

*Reading: Mason & Rizzo, chapter 7, documents 40-42*

*Harder and Heuer, Chapter 9 and source Lanthenas on freedom, health, and hygiene*

*Assignment Due Monday, October 16 at 11:59pm: Quiz 6*

*Primary Source Response, Option 6: on Harder and Heuer, Chapter 9 and source Lanthenas on freedom, health, and hygiene*

*Guiding Questions: What difference did trying Louis XVI as a citizen, rather than as a king have upon his trial? And upon those deputies who presided over the trial? How did debates over the health of the newly formed Republic impinge upon the conceptualization of the health of the citizen?*

*Example: History 3250 – Elizabeth Bond - Citizenship*  
OSU Dept. of History

## Course Schedule

- *Unit Heading (that incorporates multiple weeks of content)*
- *Summary for the unit that clearly delineates the*
- *Weekly topic headings*
- *Detailed info about readings (full titles, page numbers, etc)*

Traditions, Cultures, and Transformations:  
Theme-specific ELOs:

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.

### UNIT 2) The Rise of Industry

In the second unit of the course we will consider the transformative impact of technology. Specifically, the technologies that emerged first in Great Britain and then expanded worldwide during the 1st/2nd Industrial Revolutions. From the rise of urbanization and the public health consequences that follow to the longer-term climate consequences of the shift to fossil fuels that linger to the present day, I can hardly think of a technological transformation with a longer-lasting change in modern history (ELO 3.2). In this unit we will also think about the impacts of industrialization not only on societies at large, but individuals across class boundaries and on gender relations (ELO 3.3., 3.4, 4.1, 4.2).

#### Week 4: The Industrialization of Europe

T: The First Industrial Revolution

Background Reading: Winks and Neuberger, p. 64-92

Article: Josh Tosh, "Masculinities in an Industrializing Society: Britain, 1800–1914," *Journal of British Studies* 44 (2005): 330-342.

Primary Source: Comte de Saint-Simon, "The Incoherence and Disorder of Industry" (1817)

#### R: The Rise of Class Consciousness: The Workers and Bourgeoisie

Background Reading: Winks and Neuberger, p. 93-97

\*\*Article: Gareth Stedman Jones, "European Socialism from the 1790s to the 1890s" in *The Cambridge History of Modern European Thought*, edited by Warren Breckman and Peter E. Gordon, vol. 1: The Nineteenth Century (Cambridge: Cambridge University Press, 2019), 196-231.

Primary Source: Karl Marx and Fredrick Engels, "Manifesto of the Communist Party," Preamble and

Chapter 1 ("Bourgeois and Proletarians") (1848)

<https://www.marxists.org/archive/marx/works/1848/communist-manifesto/>

Example: History 3251 – Eric Limbach - TCT

## Course Schedule

- *Weekly topics*
- *Summaries that connect the week's topics to the theme*
- *Questions for each week that guide the readings and connect them to the theme*

Health and Wellbeing: Theme-specific ELOs:

3.1. Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

3.2. Identify, reflect on, or apply strategies for promoting health and wellbeing.

### Week 9: Developmental colonialism, international health, and grand schemes for Africa

During the advent of developmental colonialism, outside rulers sought to intervene in what they thought were Africa's most pressing health problems. They imagined these interventions on a grand scale (disease eradication!) but with a narrow notion of African lives. Africans did not always see these problems in the same way (GEN1.2, GEN2.1, GEN3.1).

HHLM initial summary and concept map due (GEN1.1, GEN1.2, GEN2.1, GEN2.2, GEN3.1)

Class 17: What was the relationship between fertility, harmony, and colonialism?

Read and annotate: Jan Vansina, "In Pursuit of Harmony," in *Being Colonized: The Kuba Experience in Rural Congo, 1880-1960* (Univ. of Wisconsin Press, 2010), 244-270.

Class 18: How did the emergence of "international health" contribute to the drive for disease eradication campaigns in Africa?

Read and annotate Randall M. Packard "The Era of Eradication" and "Uncertain Beginnings" in Packard, *A History of Global Health: Interventions into the Lives of Other Peoples* (Johns Hopkins University Press, 2016), 133-151.

Example: History 3307 – Dodie McDow – Health and Wellbeing

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