

**Ohio Course Equivalency System
Ohio Articulation Number (OAN)**

Course Material Resubmission Form

Note: Please include a copy of your original submission in your e-mail to expedite the processing of your resubmission.

Today's Date:	5/2/07
Reason for revising course materials:	
<input checked="" type="checkbox"/>	Faculty review panel requested clarification
<input type="checkbox"/>	Institution submitting additional information
<input type="checkbox"/>	Course content revised by institution, including situations of both content and credit hour change
<input type="checkbox"/>	Other
Describe specific revisions for each reason above:	
<p>This History Transfer Assurance Guide (TAG) faculty panel has recognized that the Learning Outcomes associated with corresponding Arts and Humanities and Social Science Ohio Articulation Numbers (OANs) are identical and, therefore, that the OANs should be merged. We are resubmitting 4 history courses with attached syllabi highlighting the matched learning outcomes. The focus of this "Resubmit" is HIST205 (OSS043)</p>	

Use this table to specify institutional data	
College/University:	Bowling Green State University
Name and title of individual submitting on behalf of the college/university	
Name:	Dan Madigan
Title:	Acting Vice Provost
Address:	Office of the Provost, McFall, BGSU, Bowling Green, OH 43403
Email:	dmadiga@bgsu.edu
Phone:	419 372 9398
Fax:	

Use this table to describe the course match for which materials are being submitted or revised.
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Proposed effective year and term of match (Final effective date will depend on actual approval of match by faculty panel. Effective Year and Term is the first term in which students taking the course will receive matching credit.)

Semester institutions complete this row

2007 Academic Year Summer X Autumn Spring

Quarter institutions complete this row

20 Academic Year Summer Autumn Winter Spring

Ohio Articulation Number (OAN):	OSS043	
Number of courses in the match:	1 (up to 10)	
Course Placement in Major	X <input type="checkbox"/> Core Requirement <input type="checkbox"/> Core Elective <input type="checkbox"/> Other	
Current status of match:	<input type="checkbox"/> First time submission <input type="checkbox"/> Approved <input type="checkbox"/> Submitted <input type="checkbox"/> Disapproved <input type="checkbox"/> Error X <input type="checkbox"/> Resubmitted <input type="checkbox"/> Pending <input type="checkbox"/> Error with enrollment <input type="checkbox"/> Not submitted	
Course or Courses matched to the OAN listed above. (Course Numbers must be exactly what will appear on a student's transcript.):	Course Number	
	1.	HIST205
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	
	9.	
10.		

New/Revised Material for Review – Insert here the new material to be reviewed. Please also include a copy of your original submission with this form. Submit a separate form for each course being revised.

**History 205, Fall 2006
Early America, 1492-1877**

Prof. Andy Schocket, Instructor Shelby Robertson, Peer Facilitator
Williams 142; (419) 372-8197; aschock@bgsu.edu shelbyr@bgsu.edu
Office Hours: Thursday, 9-11AM or by appt. Office Hours: Monday, 1-3 or by appt.

HIST 205. Early America (3). Selected constitutional, intellectual, political and social developments that defined and shaped America between its first European settlement and the end of Reconstruction. Applicable to the social sciences general education requirement.

Course Introduction

America has always been—and will always be—both a place and an idea. In this course, we will focus on the intersection between what America has been and how Americans have continually reshaped it according to their competing values. And because this is an introductory history course, we will also consider the ways that historians investigate and think about the past. The main themes of this course will be the contradictions among competing sets of values, such as law vs. ethics, private wealth vs. common wealth, liberty vs. equality, and unity vs. diversity. From as far back as we know about humans living in North America, they pursued each of these values. But how did different Americans, as individuals or in groups, define these values? How did those competing definitions change over time? How did different Americans act on what they perceived these values to be, and what were the consequences of those actions? On one level, this means considering the common and differing values people held in early America, and what they did to act on those values. To do that, we will encounter a variety of early Americans, considering their own words and actions as well as taking on their identities in classroom games in order to think, feel, and act along with them. On another level, we will read the works of historians to see how they envision America's past, and how historians apply values – both their own and those of the discipline of history – to the study of early America. And we will become our own historians by constructing our own histories of early Americans. Finally – but perhaps most importantly – we will consider the competing visions and values of early Americans in light of how we define and give weight to these competing values for people living in the United States today, for the nation, and its future.

Learning Outcomes

Students will:

- learn about the historical development of their own and other cultures.
- learn how to think about the past historically by identifying and critiquing historical interpretations and analyzing issues in historical context.
- learn to select and use evidence from a variety of sources, including primary and secondary sources.
- enhance their ability to communicate clearly and persuasively, both orally and in writing.
- improve their ability to recognize and develop connections between historical issues and life outside the classroom.
- improve their ability to think critically and argue effectively.
- enhance their ability to examine current issues from a historical perspective.
- recognize and describe values that arise in historical context and in the study of history
- identify ways in which values shape or relate to academic and/or public discussion of issues relevant to today's citizens
- understand, articulate, and evaluate reasons and justifications that can support their own and others' value choices.

Instructor Responsibilities

- Select and present course content
- Identify themes to be emphasized

- Evaluate student historical understanding and skills
- Communicate these evaluations to students in a timely manner
- Assist students in improving their skills

Student Responsibilities

- Complete required readings
- Participate in class activities and discussions
- Communicate with instructor (using e-mail)
- Complete of assignments on time
- Notify instructor of any disabilities in a timely manner

Course Materials

Henretta, James A. *America: A Concise History*, 3rd ed. Boston: Bedford/St. Martin's, 1999.

Weber, David J., ed. *What Caused the Pueblo Revolt of 1680?* Boston: Bedford/St. Martin's, 1999.

"Reacting to the Past: New York City in the American Revolution, 1775-1776" materials. [Valley of the Shadow](#) website.

Various supplemental readings on E-Res and MyBGSU (see MyBGSU for details).

"[E-Res](#)" is the BGSU Library's Electronic Reserve System. To access material on it, you need to use our course's password, which is 205F06AS25 (that is, two zero five F zero six A S two five; make sure to use zeroes rather than the letter "o"0).

Assignments and Evaluations

Preparation/Participation

Goal: The purpose of the readings is both to provide you with information and to expose you to a variety of interpretations of early American history. You will read carefully all the readings assigned for the day on the class schedule. In class approximately once a week, there will be an in-class assignment. This may include questions concerning the major arguments and values articulated in the readings, it may consist of an analysis of a map, it may be an analysis of a document, or other such exercise.

In addition, much of the learning experience involves not only the flow of information from readings and teacher to student but also the exchange of ideas between teachers and students and among the students themselves. Each of us brings different experiences and viewpoints to class, and only by engaging in that conversation will you be able to benefit from others in the class the way they may benefit from your presence and participation. Discussion not only requires the articulation of ideas and values, but also taking into account others' viewpoints and values. You will have various opportunities to participate over the course of the semester. This will include debates, full classroom discussion, discussion in small groups, and our Reacting to the Past: American Revolution game.

Requirements: You must come to class prepared to discuss intelligently the relevant sources assigned for the class, and you must take part in class discussion on a regular basis in a civil way.

Evaluation: Class preparation participation will count for 35% of your grade. You will be evaluated as much on the quality of your participation—the relevance of your comments, your ability to engage other students, your exhibiting a grasp of the material, and the cogency of your remarks—as the quantity of your participation.

Note: In our Reacting to the Past: American Revolution game, you are eligible to earn points. Points earned for individuals can be redeemed on any assignment. Those of you on the side that wins the game – beyond the joy of winning – will in addition gain the option of either skipping an informal assignment or of dropping your lowest informal assignment grade.

Informal Writing Assignments

Goal: The purpose of informal writing is to get you thinking about issues without having you worry too much about spelling, sentence structure, and so on. Also, each assignment will have you go through different kinds of evidence, decide which kinds of information is important, and make an argument based on those assessments—exactly the kind of skills you need in life any time you or someone you want to influence will be making any sort of decision. Plus, they will encourage you to think, not as you usually do, but as others might, thus giving you new insight into the minds and values of others.

Requirements: There will be an informal writing assignment due each week. You must use at least five appropriate and particular examples from the reading or documents from that day's class (we will talk in class about what kinds of examples are appropriate for different kinds of arguments). For each example, put in parenthesis the book and page number where you found it, for example (JR 35). Each informal paper will be at least one but no more than two full pages (that means no taking up a lot of space with your name, address, etc.), 1" margins, double-spaced, 12 point font. Failure to fulfill any of these conditions will result in a lower grade for the assignment.

Exception: the two writing assignments for the Reacting to the Past: American Revolution will be at least three but no more than four pages.

Evaluation: Each assignment will be evaluated based on three criteria: whether you've followed basic instructions (concerning examples, formatting, length, etc.), whether you've answered the question completely, and whether the evidence you used is appropriate and supports your conclusion. That's it. You will earn one point for each of these three criteria (requirements, answering the question, and evidence) that you meet. For especially thoughtful analysis or expert use of examples (perhaps from lecture, or extra ones from one of the books), you will be rewarded an extra point, meaning that you have the opportunity to earn a total of four points for each assignment. If you read and do your work, simply doing the informal assignments is a good way to ensure that you'll get a decent grade in the class. The informal writing assignments will constitute 25% of your grade.

Formal Papers

Goals: Informal writing is useful for your own thought process, but formal writing is a necessary skill for your future success. It is often how we communicate with our teachers, students, bosses, employees, colleagues, elected officials, clients, customers—just about anyone we want to convince of something really important. Formal writing

must be precise, to the point, and tailored to its audience in terms of content (in our case, the books you're reading) and format (in the case of history, proper citation).

Requirements: The first formal paper, on *What Caused the Pueblo Revolt of 1680?* will count for 10% of your grade, and the second paper, on the *Valley of the Shadow*, will count for 15% of your grade. They are to be submitted in the electronic drop box section of MyBGSU.

Evaluation: Formal papers will be evaluated in terms of content (question asked, thesis, insight, logic, use of evidence, etc.) and in terms of expression (structure, language, grammar, etc.). In addition, papers must meet all the requirements in order to receive full credit. See evaluation sheet in the Syllabus section of MyBGSU.

Examination

Goals: While you have many chances in the class to discuss very specific issues, the ability to think about broader trends is also important. Thus, one essay examination at the end of the semester will challenge you to think about larger themes.

Requirements: The final exam will count for 15% of your grade. You are required to bring your own blue books and to write in blue or black ink.

Evaluation: You will be evaluated on your ability to answer the questions with a clear thesis and through the use of specific and relevant evidence to back your contentions.

Overall Grade		Grading scale	
Participation	35%	A	90-100
Informal writing	25%	B	80-89
Formal Papers	25%	C	70-79
Final Exam	15%	D	60-69
TOTAL	100%	F	<60

Course Schedule

Week	Monday	Wednesday	Friday
8/21/06	Syllabus; "Paradox," on MyBGSU	America, Chap. 1	"The Truth About Textbooks," on MyBGSU; "History Lessons," on E-Res
8/28/06	America, Chap. 2	What Caused the Pueblo Revolt, Intro, Chap. 1	What Caused the Pueblo Revolt, Chaps. 2 and 3
9/4/06	Labor Day; No Class. Complete reading Pueblo Revolt	America, Chap. 3	Pueblo Revolt Paper
9/11/06	RTP Revolution: Preparatory Session 1A. Game Manual, John Locke (in Doc. Package)	America, Chap. 4	RTP Revolution: Preparatory Session 1B. Wood's American Revolution
9/18/06	RTP Revolution: Preparatory Session 2A. "Radicalism"	RTP Revolution: Preparatory Session 2B. Battle for NY	RTP Revolution: Preparatory Session 2C. Finish Doc Packet
9/25/06	RTP Revolution: Public Session 1	RTP Revolution: Public Session 2	America, Chap. 6
10/2/06	RTP Revolution: Public Session	America, Chap. 7	RTP Revolution: Public Session

	3		4
10/9/06	Fall Break; No Class	RTP Revolution: Public Session 5	RTP Revolution: Public Session 6
10/16/06	America, Chap. 8	The Panic of 1819: Game	America, Chap. 9
10/23/06	America, Chap. 10 (Panic of 1819)	America, Chap. 11	Slavery from the bottom up
10/30/06	Resistance v. Accommodation debate	America, Chap. 12	Land, Growth, and Justice Debate
11/6/06	Anti-slavery	Simutopia	Pro-slavery
11/13/06	America, Chap. 13	Wilmot Proviso Debate	America, Chap. 14
11/20/06	"The Valley," on MyBGSU	Thanksgiving Break; No Class	Thanksgiving Break; No Class
11/27/06	Valley of the Shadow project	Valley of the Shadow Project	America, Chap. 15
12/4/06	Valley of the Shadow presentations	Valley of the Shadow presentations	Recap and Review

Miscellany

Passing: In life, if you fail to fulfill part of your job, chances are you'll get fired. This course is the same way: you must pass every portion of it—formal papers, exams, informal writing assignments, and class participation—to pass the course. Fail any of those categories, and you will not receive a passing grade for the course.

Late papers policy: On formal papers, you will be penalized one letter grade for each day the paper is late. The clock starts at the day and time the paper is due, meaning that if the paper is not submitted by that time, it will be considered late. Informal writing assignments must be handed in on time to be credited; *no late informal writing assignments or in-class writing assignments will be accepted.*

Plagiarism: Plagiarism is bad on many levels. You're stealing from someone else by taking her or his hard work and passing it off as your own. You're cheapening your degree, and worse yet, those of your peers by getting something (a passing grade) for nothing. You're stealing from your peers because detecting and prosecuting plagiarism takes much instructor time, time that could be spent making everyone's class better. You're also cheating yourself the opportunity to learn and to develop your thinking and writing skills, presumably the reason you came to BGSU. Last of all, you're insulting your instructors by assuming that we can't tell. You may get away with it this time, but sooner or later, you'll get caught. Cheating or plagiarism of any form is a serious offense, will not be tolerated, and may result in a failing grade for the entire course. See your BGSU undergraduate guidelines for further information.

Emergencies: John Milton praised the ability "to temper Justice with Mercy." Should there be some dire and urgent reason that you are unable to complete an assignment on time (family or medical emergency, for example, not "Dude, there's a 'Real World' marathon on MTV I gotta watch!"), contact me as soon as possible so that we may make alternate arrangements for the satisfactory and timely completion of the requirements of the assignment(s). Arrangements must be made in advance.

Special Needs: If special course adaptations or accommodations because of a disability would aid in your full participation and your ability to succeed in this course, or you have emergency medical information to share with me, please make an appointment with me as soon as possible.

OBR Use

Approved-Effective Date	
Pending (i.e. Additional Information Requested)	
Disapproved	
Today's Date	