

## Term Information

Effective Term Autumn 2014  
*Previous Value* Summer 2012

## Course Change Information

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

Change in course number from 2261 to 3277.

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

Course deals with challenging sources from literature, philosophy, and cultural history, and requires three demanding papers. Changes in course requirements to 3000-level include an increase in the length of the three assigned papers from 5 pages to 8 pages, as seen in the proposed History 3277 syllabus.

**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)?**

No programmatic changes.

**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	3277
<i>Previous Value</i>	2261
Course Title	European Thought and Culture, 20th Century
Transcript Abbreviation	20th C Eur Culture
Course Description	Major developments in 20th century literature, philosophy, science, and the arts.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	Greater or equal to 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

## **Prerequisites and Exclusions**

**Prerequisites/Corequisites**

Prereq: English 1110.xx and any History 2000-level course, or permission of instructor.

***Previous Value***

*Prereq or concur: English 1110.xx.*

**Exclusions**

Not open to students with credit for 513.02.

## **Cross-Listings**

**Cross-Listings**

## **Subject/CIP Code**

**Subject/CIP Code**

54.0103

**Subsidy Level**

Baccalaureate Course

**Intended Rank**

Freshman, Sophomore, Junior

## **Quarters to Semesters**

**Quarters to Semesters**

Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)

**List the number and title of current course being converted**

History 513.02: European Intellectual and Cultural History - The Age of Modernity in the 20th Century.

## **Requirement/Elective Designation**

Required for this unit's degrees, majors, and/or minors

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

***Previous Value***

**COURSE CHANGE REQUEST**  
3277 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
12/30/2013

**Content Topic List**

- Literature
- Art
- Psychoanalysis
- Existentialism
- Feminism
- Joyce
- Mann
- Einstein
- Woolf
- Sartre
- De Beauvoir
- Conrad
- Camus
- Foucault
- Levi-Strauss

**Attachments**

- History 2261 Syllabus.doc: History 2261 Syllabus  
*(Syllabus. Owner: Bowerman, Ashley E.)*
- 3277 Proposed Syllabus.doc: History 3277 Proposed Syllabus  
*(Syllabus. Owner: Bowerman, Ashley E.)*
- History Assessment plan.doc: History Assessment Plan  
*(GEC Course Assessment Plan. Owner: Roth, Randolph Anthony)*

**Comments**

- Deadline for AU13 courses is past. See here: <http://ascas.osu.edu/curriculum/important-deadlines>  
Please change date to SP14 or attach appeal. *(by Vankeerbergen, Bernadette Chantal on 04/12/2013 10:29 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Bowerman, Ashley E.	03/28/2013 09:10 AM	Submitted for Approval
Approved	Roth, Randolph Anthony	04/06/2013 11:15 AM	Unit Approval
Approved	Heysel, Garrett Robert	04/11/2013 06:21 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	04/12/2013 10:29 AM	ASCCAO Approval
Submitted	Bowerman, Ashley E.	04/12/2013 10:31 AM	Submitted for Approval
Approved	Roth, Randolph Anthony	12/12/2013 09:21 AM	Unit Approval
Approved	Heysel, Garrett Robert	12/17/2013 09:57 PM	College Approval
Pending Approval	Vankeerbergen, Bernadette Chantal Nolen, Dawn Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole Hanlin, Deborah Kay	12/17/2013 09:57 PM	ASCCAO Approval

History 2261. European Thought and Culture: The Twentieth Century  
Instructor. Prof. Stephen Kern

**DESCRIPTION:** This course surveys the most dynamic span of Western cultural history, roughly 1890-1950, which witnessed a spectrum of revolutionary developments in art (cubism and abstraction), atonal music, psychoanalytic psychiatry, existential philosophy, and the modernist novel. The first part focuses on novellas by Conrad and Mann about the breakdown of Western values. The second part focuses on Friedrich Nietzsche and the "death of God," Virginia Woolf and feminism, and the modernist novel which is the subject of my book on that subject. The last part focuses on psychoanalysis (Sigmund Freud) and existential philosophy (Jean-Paul Sartre) and its application to gender (Simone de Beauvoir).

**ASSIGNMENTS:** Students will write three papers (5 pages) on assigned topics based on the lectures, readings, and class discussions. A two-session writing workshop will help prepare students to write these papers. Class discussions will involve close readings of the assigned texts, and for that reason students should buy the same assigned edition so they will be able to follow these discussions. See ISBN numbers under Required Reading. I emphasize writing and conduct a writing workshop before the first paper. The book on writing by Diana Hacker is critically important; any edition of it will do. The purpose of the course is to sample the kinds of issues that cultural history treats and explore ways of approaching them. The assigned papers are an exercise in producing such approaches. No late papers will be accepted unless a student is ill or requests an extension, for any reason, before the paper is due.

**GRADING:** First paper (30%), second paper (30%), third paper (30%), class participation 10%, with emphasis shifted toward the latter two papers when students show improvement. To pass the course all three papers must be completed. Class attendance counts toward class participation grade.

## **Required Reading**

### Books

Joseph Conrad, *Heart of Darkness*  
Thomas Mann, *Death in Venice*  
Friedrich Nietzsche, *Nietzsche and the Death of God*, edited by Peter Fritzsche  
Stephen Kern, *The Modernist Novel: A Critical Introduction*  
Virginia Woolf, *A Room of One's Own*  
Diana Hacker, *A Pocket Style Manual*  
James Joyce, *Ulysses (selections)*  
Sigmund Freud, *Introductory Lectures on Psychoanalysis (selections)*  
Jean-Paul Sartre *Being and Nothingness (selections)*  
Simone de Beauvoir, *The Second Sex (selections)*

## **SCHEDULE OF CLASSES**

### **March**

26: Introduction to modernism.  
28: Modernist art.

30: The Imperial Narrative: imperialism, primitivism, expressionism.

## **April**

2: **Discussion** of Joseph Conrad's *Heart of Darkness*.

4: Modernist music: Arnold Schönberg, Egor Stravinsky, Gustave Mahler.

6: **Discussion** of Thomas Mann's *Death in Venice*.

9: Writing workshop. Read Diana Hacker, Chaps 1 and 2.

11: The National Narrative: World War I, Weimar Germany, Nazism, and The Heidegger Controversy

13: Writing workshop. Read Hacker, chapter 3, through use of semi-colon.

16: **FIRST PAPER DUE.** Lecture on Friedrich Nietzsche.

18: Nietzsche: The Religious Narrative. **Discuss** Fritzsche pp. 8-14 (Introduction to *Nietzsche and the Death of God*; pp. 71-73 (Aphorism 125, "The Madman," and Aphorism 143, "Benefit of Polytheism")'

20: Discuss Fritzsche: *Thus Spoke Zarathustra*, "Prologue" and "The Three Metamorphoses."

23: **Discuss** Fritzsche pp. 106-110 (from *Zarathustra* "On Redemption") and pp. 144-160 (from *On the Genealogy of Morals*).

25: **Discuss** *The Modernist Novel*, pages 1-26, 34-40, 46-56.

27: **Discuss** *The Modernist Novel*, pages 65-93, 101 (introductory paragraph), 109-116, 124-5, 126 (introductory paragraph), 136-139, 149-152.

30: **Discuss** *The Modernist Novel*, pages 167-173, 189-215.

## **May**

2: James Joyce and Ulysses.

4: James Joyce and Religion, read Ulysses, pages 65-68, on Leopold Bloom in "All Hallows Church."

7: The Modernist Sexual Revolution: Victorian Sexuality, James Joyce, Andre Gide, Henry Miller, and D. H. Lawrence.

9: Virginia Woolf: The Courtship Narrative: *Jacob's Room*, *Mrs. Dalloway*, *To the Lighthouse*

11: **Discuss** Virginia Woolf's, *A Room of One's Room*.

- 14: **Second Paper Due.** Sigmund Freud on dreams, read *Introductory Lectures on Psychoanalysis*, pages 150-53, 209-215, and 272-74, 279-80 on the dream “3 tickets for 1 florin 50” (Carmen).
- 16: Freud on symptoms, read *Introductory Lectures on Psychoanalysis*, pages 318-327 (obsession) and 338-344 (trauma). (Carmen)
- 18: Freud on developmental psychology and history, pages 387-395 (psychosexual development). (Carmen). The Existential critique of psychoanalysis.
- 21: Jean-Paul Sartre: The encounter with nothingness. **Discuss** Cumming, pages 110-136 (Carmen).
- 23: Jean-Paul Sartre: Self-negation, play acting. **Discuss** Cumming, pages 137-140, 146-155.
- 25: Jean-Paul Sartre: The Encounter with the Other. **Discuss** Cumming, pages 185-208.
- 28: Memorial Day—NO CLASS
- 30: Existentialism and feminism. Simone de Beauvoir.

## **June**

- 1: **Discuss** De Beauvoir, *The Second Sex*, pages xix-xxv, xxxv-xxxvi, and chapters 2, 3, and 25.

### **Notices to Students:**

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is the responsibility of each student.

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>

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 and papers. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://sja.osu.edu/page.asp?id=1>).

### **Course objectives**

History courses develop students’ knowledge of how past events influence today’s society and help them understand how humans view themselves.

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students acquire knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students learn to think, speak, and write critically about primary historical sources.

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3. Students learn to think, speak, and write critically about primary historical sources.

## MEMORANDUM

**TO: Arts and Sciences Curriculum Committee (ASCC)**

**FROM: Paula Baker, Chair, Undergraduate Teaching Committee, Department of History**

**RE: Assessment Plan for proposed GE courses: Historical Study Category, Social Diversity in the U.S., and Diversity: Global Studies**

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### **Assessment Goals and Objectives**

1. Both the GE and course-specific learning objectives for all History courses might be summarized as follows:

#### **Historical Study GE Requirements:**

##### **Goals:**

Students recognize how past events are studied and how they influence today's society and the human condition.

##### **Expected Learning Outcomes:**

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.

##### *Goals of the courses that fulfill the GE Learning Outcomes:*

History courses develop students' recognition of how past events are studied and how they influence today's society and the human condition through the following ways:

1. Critically examine theories of history, and historical methodologies
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past.
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio- cultural context.
4. Students will carry out in-depth analysis in a final paper, exam, or project comparing distinct historical moments, social movements and their effects

2. Both the GE and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

**Social Diversity GE Requirements:**

**Goals:**

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States in order to become educated, productive, and principled citizens.

**Expected Learning Outcomes:**

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

*Goals of the course that fulfill the GE Learning Outcomes:* Students will achieve the social diversity goals and learning outcomes by

1. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
  2. Describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.
  3. Critically examine theories of race, gender, class, ethnicity, religion, and nation
  4. Engage with contemporary and historical debates on race, gender, class, ethnicity, religion, and nation.
  5. Access and critically examine movements framed by race, gender, class, ethnicity, religion, and/or nation in a wider socio-cultural context.
  6. Carry out in-depth analysis in a final paper, exam, or project comparing distinct moments of ethnic, racial, nationalist, gender, class, and/or religious mobilization or social movements and their effects.
3. Both the GE and course-specific learning objectives for History courses requesting Diversity: Global Studies might be summarized as follows:

## **Global Studies GE Requirements:**

### **Goals:**

Courses in Diversity – Global Studies will foster students' understanding of the pluralistic nature of institutions, society, and culture across the world in order to become educated, productive, and principled citizens.

### **Expected Learning Outcomes:**

1. Students 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.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

*Goals of the course that fulfill the GE Learning Outcomes:* Students will achieve the social diversity goals and learning outcomes by

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in the World.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.
4. Carry out in-depth analysis in a final paper, exam, or project comparing distinct moments in human history and how they shaped the world in the past and today.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments.
6. Students will understand the roots and structures of today's globalized world.

## **II. Methods**

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking

students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity: Global Studies, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

#### Summary of Data:

A committee, appointed by the UTC Chair, will be asked to evaluate a sample of questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity: Global Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments. The committee will rank the assignments across a four-category scale that captures students' mastery of the GE goals. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. A brief summary report will be written by the UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.