

## Term Information

Effective Term Spring 2015  
*Previous Value* Summer 2012

## Course Change Information

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

Addition of Global Studies GE.

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

The course readings and lectures will help students understand the complexity of debates over international issues, the roots and structures of today's globalized world, and the place of Europe within the globalized world.

**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 3254  
Course Title Europe since 1950  
Transcript Abbreviation Europe 1950-Pres  
Course Description Europe from Division to Unification.  
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  
Grade Roster Component Lecture  
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: Any 2000-level History course, and English 1110.xx; or permission of instructor.*

**Exclusions**

Not open to students with credit for 512.05.

## Cross-Listings

**Cross-Listings**

## Subject/CIP Code

**Subject/CIP Code**

54.0101

**Subsidy Level**

Baccalaureate Course

**Intended Rank**

Sophomore, Junior, Senior

## Requirement/Elective Designation

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

General Education course:

Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

***Previous Value***

*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 will be able to identify central political, economic, social, and cultural phenomena as they relate to youth experience in contemporary Europe, and relate them to broader historical themes, our society, and students' individual lives.

***Previous Value***

**Content Topic List**

- Politics
- Society
- Culture
- International relations
- Economics
- European Union
- Welfare state
- Decolonization
- The Cold War
- Berlin Wall

**Attachments**

- History 3254 Syllabus - Europe since 1950.docx: History 3254 Syllabus  
*(Syllabus. Owner: Bowerman,Ashley E.)*
- History Assessment Plan.doc: History Assessment Plan  
*(GEC Course Assessment Plan. Owner: Bowerman,Ashley E.)*
- History Curriculum Map.doc: History Curriculum Map  
*(Other Supporting Documentation. Owner: Bowerman,Ashley E.)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Bowerman,Ashley E.	07/23/2014 03:21 PM	Submitted for Approval
Approved	Baker,Paula M	07/23/2014 07:36 PM	Unit Approval
Approved	Heysel,Garett Robert	07/30/2014 07:12 PM	College Approval
Pending Approval	Hogle,Danielle Nicole Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Vankeerbergen,Bernadette Chantal Nolen,Dawn	07/30/2014 07:12 PM	ASCCAO Approval

## History 3254: Europe since 1950

Professor: Dr. Gleb Tsipursky                      Contact: [tsipursky.1@osu.edu](mailto:tsipursky.1@osu.edu)  
Class meeting place: ???                              Office location: LeFevre Hall 287  
Meeting time: T/Th 3:55-5:15                      Hours: After class, and by appointment



I took this photo in the Contemporary Art Museum in Milan, and you can see an abstract-style art piece made out of fiber-light in the reflection of the window at the top of the photo. To the right of the photo is the Duomo Cathedral. To the bottom left is the Galleria Vittorio Emanuele II, the oldest shopping mall in Italy. The combination of highbrow art, shopping, and religion, all in the central square of Milan, is telling of Europe since 1950. (The photo is from the personal archive of Gleb Tsipursky.)

### Course Content

I am excited to welcome you to Europe since 1950. In this class, we will explore the major events and processes in contemporary western and eastern Europe, focusing on youth everyday life. After taking this class, you should be able to identify the central political, economic, social, and cultural phenomena as they related to youth experience in contemporary Europe, and relate them to broader historical themes, our society, and your individual lives. We will examine in particular the notion of youth and “ideal life,” how they differed amongst various social groups, and how they evolved over time. Our two course questions shall be:

- 1) What was the “ideal life” for youth in contemporary Europe? How was the concept of the ideal life perceived differently among different societies, and also those coming from different social positions and ideological perspectives within the same society? How did this concept evolve from 1950 to the present?
- 2) What kind of similarities and differences can you see between your own concept of your ideal life within the context of our society, and the various concepts prevalent in contemporary Europe?

## Learning Objectives

**Key question: So why should you take this course? What will you gain, besides learning the course content? How will this course benefit your professional, public, and personal life?**

- 1) **Historical Analysis.** This course will develop your historical analysis. Historical analysis explores the causes and outcomes of historical events and processes, and the nature of relationships and interactions between individuals, institutions, organizations, and societies. This vital skill enables us to answer “Why?” and “How?” about the past, illuminates why things are the way they are in the present, and permits us to forecast how things might develop in the future, thus enabling us to act in ways most likely to help us achieve our goals. To develop your abilities in historical analysis, we will use historical methods and techniques, meaning the best practices developed by historians for understanding the past. We will analyze **primary sources**, meaning records of historical events created by direct participants and observers, which are the key pieces of evidence used by professional historians in trying to figure out the past. We will also explore **secondary sources**, the interpretive texts created by historians who applied historical methods and techniques to primary sources to create analytical historical narratives. It is through evidence-based discussions and debates among historians with varying interpretations that we get progressively closer to understanding the full scope of the past. By engaging with the viewpoints in these secondary sources, scholarly articles and book chapters, you will develop your own interpretations of the significance and meaning of the past.
  
- 2) **Fundamental Thinking Skills.** To prepare yourself for the challenging job market of today and the future, it is vital to develop and to learn how to show employers that you possess a variety of fundamental thinking skills that employers in all sectors want from job candidates.<sup>1</sup> This class is oriented at helping you develop these “soft skills” and to learn how to show employers that you gained these skills. History as a discipline is well set up to provide these skills.<sup>2</sup> Thus, this course will develop your active reading; effective communication; critical, creative, and independent thinking; metacognition; planning, organizing, decision-making, and problem-solving; global awareness; teamwork; constructive critical feedback and constant improvement; finally, lifelong learning. These skills will facilitate your success in all life spheres, not only professional but also public life in your community and your personal life as well. This class will help you:
  - a) **Active reading.** This class, you build this skill through analyzing readings. For primary sources, this means identifying the framework in which the document was created and the perspective expressed, considering what it tells us about the historical setting, and placing this text within the broader historical context. For secondary sources, this means identifying an author’s argument, and determining how well it is supported.

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<sup>1</sup> These thinking skills are listed in the “Key Job Candidate Skills” document

<sup>2</sup> As historians, we should provide evidence for our claims. Here is what Norman Augustine, the former chairperson and CEO of Lockheed Martin, wrote about history in a 09/21/2011 op-ed in the *Wall Street Journal*: “history impart[s]: critical thinking, research skills, and the ability to communicate clearly and cogently. Such skills are certainly important for those at the top, but in today's economy they are fundamental to performance at nearly every level. A failing grade in history suggests that students are not only failing to comprehend our nation's story and that of our world, but also failing to develop skills that are crucial to employment across sectors.”

- b) **Critical, creative, and independent thinking.** In this class, such thinking is built through evaluating rationally the arguments of secondary sources, the perspectives in primary sources, and the comments of fellow students and the professor. In doing so, you will formulate your own independent interpretation of historical and contemporary issues.
- c) **Metacognition.** A key skill, metacognition refers to being self-aware of your own thinking and feeling processes in the context of education, and learning how to manage your mind and your heart most effectively, in order to achieve your goals. In this class, you build the skill through assignments that encourage you to manage how you think and feel about learning, and more broadly as well.
- d) **Effective communication.** This class enables you to build this skill through teaching you how to use appropriate evidence to make coherent and logical interpretations and arguments in written and oral form. It also helps you learn about and target the perspectives of your audience and address its preferences in your communication.
- e) **Planning, organizing, decision-making, and problem-solving.** This set of skills enables you to manage your tasks and activities effectively so as to achieve your goals. This class develops this key skill set by explicitly focusing on you as the student making the choices in planning and organizing your activities, making decisions, and solving problems as they occur.
- f) **Global awareness.** In this class, this skill is built by examining the different viewpoints of historical figures in a range of times and places. Through doing so, you will gain a deeper appreciation of the varied ways of understanding and evaluating reality by people in today's world, whether around the globe or within your own community.
- g) **Teamwork.** This class develops this skill by creating a collegial, collaborative, and team-oriented learning community, one conducive to developing skills in negotiation, compromise, agreeing to disagree, and presenting team conclusions to a broad audience.
- h) **Constructive critical feedback and constant improvement.** A vital benefit of teamwork and collaboration is the opportunity to receive and provide constructive critical feedback from others. While in the moment it may feel unpleasant to provide and receive such feedback, developing our ability to be open to it and skill in providing it serves as a terrific opportunity for us to learn how to do better in the future and thus engage in constant self-improvement, key for success in professional, public, and personal life.
- i) **Lifelong learning.** This means the ability to compare continually one's own beliefs with daily reality and the perspectives of others, and to change one's mind and viewpoint to reflect differing circumstances and new data. Doing so is crucial for success in one's professional career, where innovation and flexibility are rewarded, and in life more broadly as a whole. This class strengthens the skill through giving you the opportunity to revise your assignments based on the perspectives of others.

## GE Rationale

# Historical Study

**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.

### ***Rationale for fulfilling the GE Learning Outcomes for Historical Study:***

*Goals of the course that fulfill the GE Learning Outcomes in Historical Study:* History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies. **Theories of history:** The course is grounded in students developing their own individual historical interpretations and on learning to use historical methods, namely analyzing primary sources, first-hand accounts of historical events created by direct observers. The course will span the history of Europe from 1950 to the present. **Historical methods:** The course combines a topically inclusive European-wide vision with the ability to focus in depth on selected empirical cases that illustrate the importance of mastering political history, cultural history, and social history.
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past. **Historical debates:** The course will study debates over the development of nationalism and socialism as ideologies, World War II, and the Cold War, communism, and consumerism. **Contemporary debates:** The course concludes with a final unit on critical problems of the present and foreseeable future, ranging from terrorism to consumerism to technology.
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. The course presents students with a variety of primary and secondary sources, and asks them to analyze how the sources of different types illustrate the themes of the course. The course has been designed to take a "whole history" approach, including

politics, economics, society, and culture. The two themes and the contemporary emphasis take in most of the issues mentioned here.

4. Students will carry out in-depth analysis in a series of papers, including a final paper comparing distinct historical moments, social movements and their effects. All the required papers address these points explicitly.

## **Diversity / Global Studies**

**Goals:** Students understand the pluralistic nature of institutions, society, and culture in the United States and 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.

### ***Rationale for fulfilling the GE Learning Outcomes for Global Studies:***

#### *Goals of the course that fulfill the GE Learning Outcomes in Global Studies:*

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

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 Europe. With its grounding in historical analysis methods, its two clear themes, and readings from countries all over Europe, and through the European imperial influence to the World, the course combines a topically inclusive vision with the ability to focus in depth on selected empirical cases that illustrate broader points.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples. The key theme of this course on ideal lives in historical contexts, grounded in social science and humanities perspectives, provide criteria for comparison and selectivity, precisely for the purpose of comparing similarities and differences in different European and colonial societies.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context. The materials selected for readings in the course and the content of class sessions deal extensively with the theme of subordinated social groups, namely lower social classes, women, youth and the elderly, minority faith groups, and ethnic minorities, which enabled students to 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 comparing distinct moments in human history and how they shaped the world in the past and today. In their papers, including the final paper, the students analyze specific moments or issues in terms of their local and their global significance for shaping the world in the past and today, since making connections between the past and today is one of the critical components of all paper assignments.
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. From debates over nationalism and socialism to the Cold War conflict, colonialism and decolonization, and post-World War II consumerism, the course addresses this criterion in multiple ways. The readings and films include works from and about western and eastern Europe and their colonial empires.
6. Students will understand the roots and structures of today's globalized world. Today's globalized world, and the place of Europe within this world, is the primary subject of the latter sections of this course, and is pursued throughout the earlier parts of the class.

## **Methods**

**My Teaching Philosophy:** Based on the findings of recent research on how students best learn, I follow a flipped classroom model. Students learn the narrative and facts through reading texts, and class sessions are reserved for active learning that research shows most benefits students to remember and apply the material and develop fundamental thinking skills. I perceive my role as not lecturing at you, as no one can make you learn if you choose not to do so. Instead, I set up an atmosphere conducive to learning, and invite you to choose to take active responsibility for your own success. I assess learning through a series of reflective Carmen posts and a few short and medium-length papers. Research shows that many small papers improve student mental abilities much more than cramming for exams: just like regular and systematic physical workouts are much better than a one-time intense sessions for building physical capabilities, regular and systematic mental workouts are best for building mental capabilities. I treat you as students as active agents in your own learning who are responsible for making your own choices. The grading system in this course provides you with a variety of options of getting the grade you desire: you can choose to complete or avoid certain assignments, since the total sum of all points far exceeds that needed for an "A." The class includes such flexibility because it is not about the grade but about the learning. I want to give you many options and chances to succeed and provide you with a wide variety of ways to show me that you learned the class content and the skills that this class aims to build, based on your personal strengths and preferences. I am dedicated to helping all who put in the required effort to succeed, please come see me anytime.

**Typical Class Schedule:** **Please do all of the readings and assignments for the upcoming week before coming to the class session. If you choose to avoid doing the readings or assignments for that week, I would invite you to avoid coming to class altogether, since the class session will presume that you read the texts and have brought in the assignments required.** Since there is no grade for class participation, it would not benefit you to be there without having completed the assignment. Most weeks, we will meet only on Thursday, to give you time to complete the online assignments. Before each class meeting, you will submit a reflective Carmen post about the readings in the appropriate Carmen forum, then **print out and bring the post to class** for peer feedback. We will have a class discussion of the readings based

on your Carmen posts and collaborative exercises. At the end of the class session, you will write a brief evaluation of the contributions made by your teammates, and of your experience of the class session as a whole. After each session, you will post on Carmen a second weekly reflective post on your participation in and experience of the class session and what you learned.

Time Commitment: The course requires 60-70 pages of reading per week, sometimes more, rarely less, as well as weekly Carmen posts and papers. If you accept that at the beginning and follow the strategies I outline in the reading guide in the “Other Course Guidelines” sheet, you should be fine keeping pace. Make sure to dedicate at least an hour and a half per weekday on average (7.5 hours a week) outside of class time itself to doing the readings and assignments, and you should be on track to get the grade that you desire and to gain the knowledge, skills, and abilities that will serve you well in your college and post-collegiate career.

### Assignments

<b>Introduction mini-paper:</b>	<b>100 points</b>
<b>Success plan paper:</b>	<b>350 points</b>
<b>Weekly Carmen posts:</b>	<b>750 points</b>
<b>Secondary source mini-papers:</b>	<b>400 points</b>
<b>Lecture and film mini-papers:</b>	<b>200 points</b>
<b>Self-development workshops:</b>	<b>100 points</b>
<b>Midpoint check-in paper:</b>	<b>150 points</b>
<b>Skills gained paper:</b>	<b>150 points</b>
<b>Evaluation paper:</b>	<b>500 points</b>
<b>TOTAL for regular assignments:</b>	<b>2700 points</b>
<b>Alternative/Bonus activities</b>	<b>1500 points</b>
<b>Minimum to get A:</b>	<b>1860 points</b>

For the grading rubrics, see the “Evaluation Guidelines” sheet. For other information, see the “Other Course Guidelines” sheet. You will submit the large majority of your assignments through Carmen, and you are responsible to ensure that you submit them correctly and on time.

### Readings

**Secondary Source Readings:** I have located and posted required secondary source readings online on the course website or as links on the syllabus to save you the \$90 it would cost to buy a course packet of secondary source readings.

**Primary Source Readings:** I have located and posted required readings online on the course website in order to save you the \$80 it would cost to buy a book of readings on history primary sources.

**History Writing and Methods Guide:** In order to save you the \$30 it would cost to buy a book providing guidance on historical thinking, methods, and writing, I have located and posted guidance on these issues on the course website. Please follow these closely in your analysis of historical evidence and your writing of class assignments.

## **Class and Readings Schedule**

This schedule is subject to change based on unforeseen events and developments. As far as I am able, I will discuss any changes with the class in advance and secure consensus on the best course of action.

### **Week 1: Introduction and Methods, Part 1**

- Readings: Please read these before our first class session, and make sure to read all future assignments before the class session for which they are due
- Carmen: “Syllabus”; “Evaluation Guidelines”; “Other Course Guidelines”; “Dr. Gleb Tsipursky - Bio and Dispatch Articles”; “Key Job Candidate Skills”; “Advice from Dr. Tsipursky’s Previous Students on How to Succeed in His Classes”; “Letters from Former Students”; “Norm Augustine, The Education Our Economy Needs”; “Liberal Arts Grads Win Long-Term”; “Harry H. Harrison Jr., 1001 Things Every College Student Needs to Know”; “Dr. Gleb Tsipursky’s List of Useful Apps for Education”; “Ahmed Afzaal, Grading and Its Discontents”; “It’s Not Hard; It’s Just Work”; “Student Guide to Carmen.”

8/28: No assignment due. Introduction to class.

### **Week 2: Introduction and Methods, Part 2; Your Ideal Life**

- Carmen: “Checklist of Rationality Habits”; “Critical Thinking, What is It”; “Teaching Metacognition”; “Time Management”; “Thomas Andrews and Flannery Burke, What Does It Mean to Think Historically”; “Writing for College History Classes”; “How to Read a Secondary Source”; “How to Read a Primary Source.”
- Watch “Setting and Achieving Goals”: <https://www.youtube.com/watch?v=IJETwCZUX2U>

9/2: **Regular class session. “Course Contract Sheet” due in class, and Introduction paper due in Carmen Dropbox.**

9/4: **Regular class session. Draft “Success plan paper” due in class.** Remember, this is a vital assignment for your success, and no other assignments will be counted if you make the choice to avoid submitting this one. Bring your draft paper to the class, and we will go over it. After the class, you will revise your draft plan and post it in Carmen Dropbox.

### **Week 3: Brief Overview of Europe since 1950**

Readings:

- Carmen: “Brief Overview of Europe since 1950”
- Carmen: Primary source, “Towards a Green Europe, Towards a Green World”

9/9: **No in-class meeting. Revised “Success plan paper” due in Carmen Dropbox by start of class time.**

9/11: **Regular class session. First of two-part reflective Carmen post series due.** A reminder that the first of two weekly Carmen posts, which is on the readings, is due by class time. After you post it, print out a copy of your post and bring it to class. Then, post the second reflective Carmen post about your experience in the class session by Saturday by noon.

### **Week 4: Thinking about Youth**

Readings:

- Carmen: Secondary source: Deena Weinstein, “Youth,” in *Key Terms in Popular Music and Culture*, ed. Bruce Horner and Thomas Swiss (Malden, Mass.: Blackwell Publishers, 1999), 101-10.
- Carmen: Secondary source: Claire Wallace and Sijka Kovatcheva, “Conclusion,” *Youth in Society: The Construction and Deconstruction of Youth in East and West Europe* (New York: St. Martin's Press, 1998), 209-212.
- Carmen: Secondary source: Andy Bennett and Keith Kahn-Harri, “Introduction,” in *After Subculture: Critical Studies in Contemporary Youth Culture*, ed. Andy Bennett and Keith Kahn-Harris (New York: Palgrave Macmillan, 2004): 1–18.

9/16: **No in-class meeting.** Work on readings and Carmen post.

9/18: **Regular class session. First of two-part reflective Carmen post series due by class time, second due Saturday at noon.**

### **Week 5: Youth and Popular Culture**

#### Readings:

- Carmen: Secondary source, Jeremy Gilbert and Ewan Pearson, *Discographies: Dance Music, Culture, and the Politics of Sound* (New York: Routledge, 1999), Chapter 7.
- Carmen: Secondary source, Sarah Thornton, *Club Cultures: Music, Media and Subcultural Capital* (Hanover, NH: Wesleyan University Press, 1996), Afterword.

9/22: **No in-class meeting.** Work on readings and Carmen post.

9/24: **Regular class session. First of two-part reflective Carmen post series due by class time, second due Saturday at noon.**

9/27: **My wife’s birthday – remind me!**

### **Week 6: European Youth Between Marx and Coca-Cola**

#### Readings:

- Carmen: Secondary source, Axel Schildt and Detlef Siegfried, “Introduction, Youth, Consumption, and Politics in the Age of Radical Change,” in *Between Marx and Coca-Cola: Youth Cultures in Changing European Societies, 1960-1980*, ed. Axel Schildt and Detlef Siegfried (New York: Berghahn Books, 2006), 1-38.

9/30: **No in-class meeting.** Work on readings and Carmen post.

10/02: **Regular class session. First of two-part reflective Carmen post series due by class time, second due Saturday at noon. Secondary source paper due in Carmen Dropbox by start of class time.**

### **Week 7: American Government and European Youth**

#### Readings:

- Carmen: Secondary source, Karen M. Paget, “From Cooperation to Covert Action: The United States Government and Students, 1940-52,” in *The US Government, Citizen Groups and the Cold War: The State-Private Network*, ed. Helen Laville and Hugh Wilford (New York: Routledge, 2006), 66-82.
- Carmen: Secondary source, Reinhold Wagnleitner, *Coca-Colonization and the Cold War: The Cultural Mission of the United States in Austria after the Second World War*, trans. Diana M. Wolf (Chapel Hill: The University of North Carolina Press, 1994), Introduction.

10/07: **No in-class meeting.** Work on readings and Carmen post.

10/09: **Regular class session. First of two-part reflective Carmen post series due by class time, second due Saturday at noon. Secondary source paper due in Carmen Dropbox by start of class time.**

### **Week 8: American Mass Culture in Western Europe**

#### Readings:

- Carmen: Secondary source, Alexander Stephan, “Cold War Alliances and the Emergence of Transatlantic Cooperation: An Introduction,” in *The Americanization of Europe: Culture, Diplomacy, and Anti-Americanism after 1945*, ed. Alexander Stephan (New York: Berghahn Books, 2006), 1-20.
- Carmen: Secondary source, Rob Kroes, “American Mass Culture and European Youth Culture,” in *Between Marx and Coca-Cola: Youth Cultures in Changing European Societies, 1960-1980*, ed. Axel Schildt and Detlef Siegfried (New York: Berghahn Books, 2006), 82-105.

10/14: **No in-class meeting.** Work on readings and Carmen post.

10/16: **Regular class session. First of two-part reflective Carmen post series due by class time, second due Saturday at noon. Midpoint check-in paper due in Carmen Dropbox by start of class time.**

10/16: **Special Event: Lecture and film, Dr. Denise Youngblood**

### **Week 9: Socialist Fun**

#### Readings:

- Carmen: Secondary Source, Gleb Tsipursky, *Having Fun in the Thaw: Youth Initiative Clubs in the Post-Stalin Years*, in the series, *The Carl Beck Papers in Russian and East European Studies*, No. 2201 (Pittsburgh: University of Pittsburgh Press, 2012).

10/21: **No in-class meeting. Lecture and film paper due in Carmen Dropbox by start of class time.**

10/24: **Regular class session. First of two-part reflective Carmen post series due by class time, second due Saturday at noon.**

### **Week 10: Deviance and Youth Culture**

#### Readings:

- Carmen: Secondary Source, John Springhall, *Youth Popular Culture and Moral Panics: Penny Gaffs to Gangsta-Rap, 1830-1996* (New York, St. Martin’s Press, 1998), Introduction and Conclusion.
- Carmen: Secondary Source, Sándor Horváth, “Pubs and ‘Hooligans’ in a Socialist City in Hungary: the Public Sphere and Youth in Stalintown,” in *European Cities, Youth, and the Public Sphere in the Twentieth Century*, ed. Axel Schildt and Detlef Siegfried (Burlington, VT: Ashgate Publishing Co., 2005), 80-89.

10/28: **No in-class meeting.** Work on readings and Carmen post.

10/30: **Regular class session. First of two-part reflective Carmen post series due by class time, second due Saturday at noon. Secondary source paper due in Carmen Dropbox by start of class time.**

### **Week 11: Youth and 1968**

#### Readings:

- Carmen: Secondary source, Timothy Brown, “‘1968’ East and West: Divided Germany as a Case Study in Transnational History,” *American Historical Review* 114.1 (February 2009): 69-96

11/04: **No in-class meeting.** Work on readings and Carmen post.

11/06: **Regular class session. First of two-part reflective Carmen post series due by class time, second due Saturday at noon. Secondary source paper due in Carmen Dropbox by start of class time.**

**11/06: Special Event: Lecture and Film, Dr. Emily Baran**

### **Week 12: Youth Agency**

#### Readings:

- Carmen: Secondary Source, Gleb Tsipursky, “Conformism and Agency: Model Young Communists and the Komsomol Press in the Later Khrushchev Years, 1961-1964,” *Europe-Asia Studies* 65.7 (September 2013): 1396-1416.

11/11: **No in-class meeting. Lecture and film paper due in Carmen Dropbox by start of class time.**

11/13: **Regular class session. First of two-part reflective Carmen post series due by class time, second due Saturday at noon.**

### **Week 13: Youth Futures**

#### Readings:

- Carmen: Secondary source, Ken Roberts, “End of the Long Baby-Boomer Generation,” *Journal of Youth Studies* 15.4 (June 2012): 479-97
- Carmen: Secondary source, Hilary Pilkington, “Youth Strategies for Glocal Living: Space, Power and Communication in Everyday Cultural Practice,” in *After Subculture: Critical Studies in Contemporary Youth Culture*, ed. Andy Bennett and Keith Kahn-Harris (New York: Palgrave Macmillan, 2004): 119-134.

11/18: **No in-class meeting.** Work on readings and Carmen post.

11/20: **No in-class meeting. First of two-part reflective Carmen post series due by class time, second due Saturday at noon. Secondary source paper due in Carmen Dropbox by start of class time.**

### **Week 14: Skills gained paper week**

#### Readings: no assignment

11/25: **No in-class meeting.** Work on Skills gained paper.

11/27: **No in-class meeting (Thanksgiving). Skills gained paper due in Carmen Dropbox by start of class time.**

### **Week 15: Evaluation paper week**

#### Readings: no assignment

12/02: **No in-class meeting.** Work on Evaluation paper.

12/04: **No in-class meeting. Evaluation paper due in Carmen Dropbox by start of class time.**

### **Week 16: Class Evaluation and Celebration**

#### Readings:

12/9: **Class Evaluation and Celebration.** We will evaluate the class and have a party to celebrate the completion of the term. Bring treats to share and make them European to the extent you can, I will bring paper plates and napkins.

## 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.