

Term Information

Effective Term

Previous Value

Summer 2020

Course Change Information

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

Online teaching approval

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

Enhancing the delivery mode for this course offers an opportunity to vastly expand the potential student enrollment base beyond what has been typical in this class. Students will be able to take this class regardless of their campus affiliation and those who are not resident in Ohio will also have access to it. This change to permit full online delivery is also consistent with the History Department's goals of expanding enrollment, greater outreach to new student constituencies, and flexibility in instructional/pedagogical approaches. The shift to permit DL designation for this course will not entail any additional fiscal or logistical commitments on the part of the instructor or Department.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3263
Course Title	20th Century France at War
Transcript Abbreviation	20thCent FranceWar
Course Description	Study of the major political, economic, social, and cultural impact of France's three major wars in the 20th century: World War I, World War II and the Algerian War.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No, Greater or equal to 50% at a distance</i>
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 or concur: English 1110.xx, or permission of instructor.
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0103
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

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	<ul style="list-style-type: none">• Students will understand French current events by analyzing the history of modern French wars
---	---

Content Topic List	<ul style="list-style-type: none">• Nationalism• Anti-Semitism and racism• Women and gender• Democracy• Imperialism and human rights• The two World Wars and decolonization• Cultural and social movements• U.S.-French relations• Postcolonialism and the particular place of France in the modern world
Sought Concurrence	No

COURSE CHANGE REQUEST
3263 - Status: PENDING

Last Updated: Heysel,Garett Robert
08/18/2020

Attachments

- 3263 GE Assessment Plan.pdf: Assessment plan
(GEC Course Assessment Plan. Owner: Heikes,Jacklyn Celeste)
- Hist 3263.docx: ASC Tech checklist
(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)
- History 3263 Syllabus Re Name 2x.docx: In person syllabus
(Syllabus. Owner: Heikes,Jacklyn Celeste)
- DL History 3263 syllabus2 Corrected.docx: Edited Syllabus
(Syllabus. Owner: Heikes,Jacklyn Celeste)

Comments

- See 7-29-20 email to B. Elmore and J. Heikes *(by Oldroyd,Shelby Quinn on 07/29/2020 03:16 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	06/17/2020 12:41 PM	Submitted for Approval
Approved	Elmore,Bartow J	06/17/2020 09:16 PM	Unit Approval
Approved	Heysel,Garett Robert	06/18/2020 10:39 PM	College Approval
Revision Requested	Oldroyd,Shelby Quinn	07/29/2020 03:16 PM	ASCCAO Approval
Submitted	Heikes,Jacklyn Celeste	08/13/2020 01:59 PM	Submitted for Approval
Approved	Elmore,Bartow J	08/13/2020 04:32 PM	Unit Approval
Approved	Heysel,Garett Robert	08/18/2020 12:53 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	08/18/2020 12:53 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: HISTORY 3263 20TH CENTURY FRANCE AT WAR AUTUMN 2020

Course overview

Instructor

Instructor: Dr. Jim Genova
Email address: Genova.2@osu.edu
Office hours: TR 11:00AM-12:00PM
Office Location: CarmenZoom

Course Coordinator

Course description

This course explores the development and history of Modern France from the late 19th century to the present. In the past century France underwent a unique industrial revolution – industrialization without urbanization – and acquired the world’s second largest colonial empire. French society and culture also wrestled with the tensions generated by powerful currents pulling in the direction of “modernity” and “tradition,” the meanings of which were constantly re-imagined. Family, work, politics, and the realm of ideas were dramatically impacted by international events, even while France became a trend-setter in many of those areas. The course will concentrate mostly on the period from the establishment of the Third Republic in 1870 to the present, looking at two world wars, imperialism and decolonization, changing domestic culture, and the continuous reconfiguring of France’s place in the world. We will explore what “France” means in the age of the European Union and the minimalization of the nation-state. The course will engage with the dramatic challenges of the 21st century from globalization, economic crises, pandemics, climate change, and international terrorism. Finally, we will explore the ongoing tensions within French society over belonging – who is French and what does that mean? The course is organized around a combination of lectures, readings, discussions, and expository exercises – exams, short writing assignments, and a term paper. Attendance and participation are vital for your and the course’s

success. You will have to complete each module before you are able to advance to the next module. Within each module you will have to complete all the sections before you are permitted to advance to the next module. Each module will open at the start of each week and remain open throughout the course, so you can always go back and review previous material for the course.

GE Course Information

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.

Course materials

Required:

Jeremy D. Popkin, *A History of Modern France* Fourth Edition (Upper Saddle River, N.J.: Prentice Hall, 2013).

Phyllis Taoua, *Forms of Protest: Anti-Colonialism and Avant-Gardes in Africa, the Caribbean, and France* (Portsmouth, NH: Heinemann, 2002).

Herman Lebovics, *Bringing the Empire Back Home: France in the Global Age* (Durham: Duke University Press, 2004).

Recommended Texts:

Albert Camus, *The Plague*

Simone De Beauvoir, *The Woman Destroyed*

André Malraux, *Man's Fate*

Marguerite Duras, *The Lover*

Course technology

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

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenZoom text, audio, and video chat
- Collaborating in CarmenWiki

Necessary equipment

- Computer: current Mac (OS X) or PC with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Grading and faculty response

Grades

Assignment or category	Points
Weekly Online Discussions	15%
Weekly Short Writing Assignments	15%
Term Paper	20%
Mid Term Exam	25%
Final Exam	25%
Total	100

See course schedule, below, for due dates

Assignment information

Weekly Online Discussions:

Online discussions are a means to explore the course material and personal interests (as they relate to the class) in greater depth than simply through the recorded lectures or the weekly reading assignments. Each week a new subject theme will be posted on the course's Carmen website for each module. Students are expected to participate in weekly conversations by posting reactions to that week's topic. The subjects will open with each module on every Monday of the semester (except week 1 when it will open on Tuesday) and students are expected to have made their interventions by the end of the day on Sunday of that week (except week 16 when it will be due on 9 December). Grading will be done based on whether the student has participated or not. A couple of words is NOT sufficient. You must write at least a paragraph (4-5 sentences) to get credit. Retroactive credit also WILL NOT be given.

Weekly Short Writing Assignments:

The short writing assignments, due by the end of the day each Sunday for the weekly module except week 16 when the due date is 9 December, will be comprised of responses to questions posted that relate to the readings and lectures posted for that week. They are designed to offer in-depth analysis of core concepts explored through that's week's subjects. The weekly writing assignments are building blocks for preparation for the mid-term and final exams. Each week the instructor will post the guiding questions that relate to that week's material and students are expected to write a one-page paper responding to those prompts by using information from the readings and the lectures for that week. Grading will be based on completeness in responding to

the prompts, use of the materials from the week, and quality of the analysis. Unlike the discussions, the short writing assignments will have a numerical grade associated with them.

Term Paper:

Warning: *PLAGIARISM is illegal. If you quote directly from the text without proper markings (quote marks and a notation of the source) it is PLAGIARISM. If you turn in work that is not your own original work produced exclusively for this class, it is also PLAGIARISM. If you summarize the text without proper notation, it is PLAGIARISM. Those who submit plagiarized work are subject to dismissal from the University, automatic failing grade for the course, diminished grade for the paper, academic probation, and, in severe cases, prosecution.*

Project Goals and Guidelines: Each student selects one of the recommended texts from the list on the syllabus. Use the text as a primary document from the period in which it was written. The text should be analyzed for what it tells the reader about French society, culture, economics, and politics. THIS IS NOT A BOOK REPORT. The student should not read the text as a narrative to be reproduced in a paper, but as a source that provides the scholar with insight on some critical aspect of French society. The goals of the assignment are to produce a piece of original scholarship about France through an analysis of a text, to enhance writing skills, acquaint the student more intimately with French culture in the twentieth century, and open new perspectives on how we view the world and the people in it.

Evaluation and Grading of the Paper: The paper will be assessed in accordance with how well the student has formulated the one or two critical questions for which the text will be used to explore. In addition, the paper should be written in a rigorous fashion. It will be evaluated according to how well the student has kept to the main argument and the questions that guide the research. Presentation (grammar, spelling, punctuation, diction, organization, and format) is an integral part of the project and therefore will have a significant effect on the overall appraisal of the work. Proper notation is important in scholarly work and will be used to assess the paper.

The paper must meet the following technical requirements:

Margins: Left and Right 1.25", Top and Bottom 1"

Tabs to indent first lines of paragraphs 0.5"

All work must be Double-Spaced

Typed or computer generated

12 pt. text size

Times New Roman Font

No extra spacing between paragraphs

No sub-heads

No footnotes or endnotes

All pages must be numbered at the bottom center

References (citations) formulated as: following the citation (author's last name: p. #)

Names to appear on a separate cover sheet affixed to the front of page 1 of the essay.

Length is 10 (ten) pages

Submission should be in either Word or PDF format

No outside research is required for this paper.

Late assignments

Please contact me at least three days before an assignment is due to discuss turning it in late. I will take late work on a case-by-case basis.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions:**
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums:**
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Student academic services

Student academic services offered on the OSU main campus
<http://advising.osu.edu/welcome.shtml>.

Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

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

Statement on title IX

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

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug 25-30	<p>Video Lecture – 19th Century France: The Republican Tradition</p> <p>Readings: Popkin, <i>A History of Modern France</i>, Ch. 16.</p> <p>Assignments: Online Discussion #1 Short Writing Assignment #1</p>
2	Aug 31-Sept 6	<p>Video Lecture 1 – The Third French Republic: Making France Republican Video Lecture 2 – Making France Republican Part II: 1880s-1890s</p> <p>Readings: Popkin, <i>A History of Modern France</i>, Ch. 17-18.</p> <p>Assignments: Online Discussion #2 Short Writing Assignment #2</p>
3	Sept 7-13	<p>Video Lecture 1 – The Social Question: Industrialization, Labor, Women Video Lecture 2 – Dreyfus and the Crisis of French Republicanism</p> <p>Readings: Popkin, <i>A History of Modern France</i>, Ch. 19-20.</p> <p>Assignments: Online Discussion #3 Short Writing Assignment #3 Paper Topics must be chosen</p>
4	Sept 14-20	<p>Video Lecture 1 – Empire and the Third Republic: Republican Imperialism Video Lecture 2 – Intellectual and Cultural Currents in La Belle Epoque</p> <p>Readings: Popkin, <i>A History of Modern France</i>, Chs. 21 + 22.</p> <p>Assignments: Online Discussion #4 Short Writing Assignment #4</p>

5	Sept 21-27	<p>Video Lecture 1 – War Approaches: France on the Edge Video Lecture 2 – The Great War: Context, Fighting, and Total War</p> <p>Readings: Popkin, <i>A History of Modern France</i>, Ch. 23-24.</p> <p>Assignments: Online Discussion #5 Short Writing Assignment #5</p>
6	Sept 28-Oct 4	<p>Video Lecture 1 – The Empire at War and the Versailles Settlement Video Lecture 2 – The Return to Normalcy: France during the 1920s</p> <p>Readings: Popkin, <i>A History of Modern France</i>, Ch. 25.</p> <p>Assignments: Online Discussion #6 Short Writing Assignment #6</p>
7	Oct 5-11	<p>Video Lecture 1 – New Left, New Right: Communism and Fascism 1920s Video Lecture 2 – Stabilization and the Pursuit of Security</p> <p>Readings: Popkin, <i>A History of Modern France</i>, Ch. 26.</p> <p>Assignments: Online Discussion #7 Short Writing Assignment #7</p>
8	Oct 12-18	<p>Mid-Term Exam: Window available on Carmen Course Site Monday 12 October</p> <p>Video Lecture 1 – The 1930s: The Depression and Franco-French Civil War Video Lecture 2 – The Empire and Anti-Colonialism in Inter-War France</p> <p>Readings: Popkin, <i>A History of Modern France</i>, Ch. 27. Taoua, <i>Forms of Protest</i>, Introduction, Part I.</p> <p>Assignments: Online Discussion #8 Short Writing Assignment #8</p>

9	Oct 19-25	<p>Video Lecture 1 – The Second World War: Defeat and Collaboration Video Lecture 2 – The Second World War: Resistance and Liberation</p> <p>Readings: Popkin, <i>A History of Modern France</i>, Ch. 28-29. Assignments: Online Discussion #9 Short Writing Assignment #9</p>
10	Oct 26-Nov 1	<p>Video Lecture – The Fourth Republic, Reconstruction: Tumultuous Decade</p> <p>Readings: Popkin, <i>A History of Modern France</i>, Ch. 30. Assignments: Online Discussion #10 Short Writing Assignment #10</p>
11	Nov 2-8	<p>Video Lecture 1 – The French Union and the Fourth Republic Video Lecture 2 – Revolt of the Mind and Decolonization</p> <p>Readings: Taoua, <i>Forms of Protest</i>, Parts II + III, Conclusion. Lebovics, <i>Bringing the Empire Back Home</i>, Intro and Ch. 1. Assignments: Online Discussion #11 Short Writing Assignment #11</p>
12	Nov 9-15	<p>Video Lecture 1 – De Gaulle’s Republic: Society, Politics, Foreign Policy Video Lecture 2 – France After De Gaulle: The 1970s</p> <p>Readings: Popkin, <i>A History of Modern France</i>, Chs. 31-34. Lebovics, <i>Bringing the Empire Back Home</i>, Chs. 2-3. Assignments: Online Discussion #12 Short Writing Assignment #12</p>
13	Nov 16-22	<p>Video Lecture 1 – The Socialist Experiment: The Mitterrand Years</p>

		<p>Video Lecture 2 – Chirac: Confusion, Frustration, Celebration, and Fear</p> <p>Readings: Popkin, <i>A History of Modern France</i>, Chs. 35-36. Lebovics, <i>Bringing the Empire Back Home</i>, Chs. 4-5 + Conclusion</p> <p>Assignments: Online Discussion #13 Short Writing Assignment #13 Papers due 22 November</p>
14	Nov 23-29	Thanksgiving week- no readings or assignments
15	Nov 30-Dec 6	<p>Video Lecture – Sarkozy, Hollande, Macron: France in the 21st Century</p> <p>Readings: Popkin, <i>A History of Modern France</i>, Chs. 36 + 37.</p> <p>Assignment: Online Discussion #14 Short Writing Assignment #14</p>
16	Dec 7-9	<p>Video Lecture – Economic Crisis, Terror, Pandemics, Climate</p> <p>Readings None</p> <p>Assignments: Online Discussion #15 Short Writing Assignment #15</p>

*****Final Exam Window Opens Friday 11 December 2020*****

TWENTIETH-CENTURY FRANCE AT WAR

History 3263
Fall 2020
MWF 10:10-11:00

Prof. A. Conklin
conklin.44@osu.edu
Classroom XXX

Course description: In this course we will explore France's experience of three major wars: the Great War from 1914 to 1918, much of which was fought on French soil; the Second World War, during which France was occupied by Hitler's Germany; and the Algerian War, when the French army and settlers fought to maintain the overseas territory called "French Algeria" against an anti-colonial uprising. We will look at how each of these wars had an impact on civilians as well as soldiers, the moral dilemmas they posed, and the legacies they left up to the present. Using a variety of primary and secondary sources, we will also consider how these wars have been represented by historians as well as in fiction and film.

General Education Information:

- **History 3263 fulfills the Historical Study GE** requirement by developing students' knowledge of how past events influence today's society and helping them understand how humans view themselves.
- **History 3263 is applicable to the history minor**, which typically requires only four courses to complete and may overlap up to six hours with General Education requirements. For history majors, History 3263 may be used toward the post-1750, and North America/Europe breadth requirements, as well as the Europe, REN, PCS and CCE concentrations.

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 as applied to this course:

After completing this course, students should be able to:

- understand the multiple and entangled causes and consequences of war in Twentieth-Century France, including the key role that diverse peoples from French overseas colonies played in each of these cataclysmic events.

- apply the lessons from what they have learned in an analysis of current tensions in France and Europe over questions of identity and national belonging.
- see the history of Modern France, Europe, and the world in light of their intersections in the violent twentieth century.

Reading:

REQUIRED TEXTS (available from University Bookstore):

Henri Barbusse, *Under Fire* (Penguin Classics edition)

Irène Némirovsky, *Suite Française*

Alice Conklin, Sarah Fishman, and Robert Zaretsky, *France and its Empire since 1870*

There will also be a primary document and media packages (available on Carmen).

Films to be screened include *Army of the Shadows* (1969), *Days of Glory* (2006), *Battle of Algiers* (1955) and due dates for them will be announced ahead of time.

Course Requirements:

We meet three times a week, and most classes will be a combination of lecture and discussion; a few classes will be devoted completely to discussion, as indicated. All classes, reading assignments, papers, and exams are required. **Failure to turn in an assignment on time will be penalized.** Final grades will depend on **regular attendance at lectures, completion of notes on the readings other than the textbook, and participation in the discussions**, as well as completion of the following of all written assignments. **I will provide you with the powerpoint slides the morning before the lecture**, so you are able to print them out and bring them to lecture. However, the slides only contain the structure of the lectures- they function as ‘coathangers’ – to which you need to add the additional information I provide you with during lectures. The information on them is not sufficient to pass the exam- **you need to take notes in lecture!**

GRADING: Your grade will be based on six components:

1. First writing assignment (essay based on the book by Barbusse, due xx September): 20%
2. First exam (xx September): 15%
3. Second writing assignment (essay based on the book by Némirovsky, due xx October): 20%
4. Second exam (xx November): 15%
5. Third exam (in exam week, date to be announced): 20%
6. Class participation (based on attendance and in-class discussion): 10%

Grading scale. Please note that I use alphabetical grades in this class.

A 93-100

A- 90-92

B+ 88-89

B 83-87

B- 80-82

C+ 78-79
 C 73-77
 C- 70-72
 D+ 68-69
 D 65-67
 E 64 and below

Classroom behavior: The use of computer and/or iPad is allowed for the purposes of note-taking. Unless directed by the professor, no internet use is allowed during class. All phones need to be PUT AWAY during class and turned off or switched to silent. Failure to abide by these rules may impact your final grade for the course.

All students in this class will treat each other and the professor with respect and courtesy.

E-mail: I will, from time to time, send emails to the class. I am also happy to respond to your email messages within 24 hours, provided you bear in mind the following points:

- 1) Please use your OSU account only to send me e-mail and make sure to include your course number in the subject line.
- 2) In academic and professional settings, all emails should have a descriptive subject line ("Question about History 3263 assignment"), begin with a respectful salutation ("Prof. Conklin"), and conform to standard English with proper punctuation and capitalization. For an excellent overview of how students can most effectively use email with their professors, "How to e-mail a professor" <<http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html>>.

Written assignments: Good **writing** relies on argument, evidence, and what William Strunk Jr. called the "elements of style." An **A** paper is distinguished by an original, compelling argument; a judicious use of well-digested evidence; and an effortless command of grammar, spelling, and punctuation. A **B** paper is marked by an argument that is well-crafted, but predictable; evidence that is appropriately placed but inadequately exploited; and serviceable but not seductive prose. A **C** paper is characterized by a loose or regurgitated argument; mechanical citation and support; and awkward paragraph structure, repetitive constructions, lapses into colloquialism, and overuse of the passive, adverbs, and the exclamatory voice. A **D** paper is marred by assertions rather than argument; the misreading or misuse of evidence; and simple grammatical and spelling mistakes. An **E** paper lacks an argument; shows no familiarity with relevant evidence; and has consistent problems with basic sentence construction.

Participation in discussion involves taking notes ahead of class discussion, listening to your colleagues, and contributing to the discussion in process. It does not mean showing off, monopolizing the conversation, or asserting your prejudices. An **A** means that you have read the material carefully and that you are ready to share your responses, ask questions, and offer a critique; that you are attentive to the ongoing discussion and your colleagues' contributions; and that your own contributions build on the discussion by

making links, asking questions, or revealing aspects that have not been previously apparent. A **B** means that you have read the material and are an attentive, active participant in the discussion, but that your contributions remain within the boundaries set by the materials, your colleagues, or common sense. A **C** means that you have read the material, but that your contributions are occasional and out-of-focus. A **D** means that you have only skimmed through the material, and that your contributions are either minimal or off-point and distracting. An **E** means that you show no familiarity with the material, that you make no effort to contribute to the discussion, or that you continuously disrupt the work of the class as a whole.

Late papers and Make-up exams: Students must take the mid-term and final exams at the scheduled times. Students will be allowed to take a make-up exam only for urgent reasons. The students should, if possible, contact me at least one day in advance, and present written proof of the reason for their absence (for example, an official statement from the Medical Center). Without an official excuse, students will be permitted to take a make-up exam at my discretion. Extensions for the paper are granted to those students presenting valid and verifiable excuses, preferably at least one day before the due date of the assignment. Papers that are received late without just cause or without a previously approved extension will be graded down by a full letter per day late.

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 Chair after that time. Enrolling officially and on time is solely the responsibility of the student.

COURSE SCHEDULE (subject to change):

Note: Other than the required texts, assigned readings can all be accessed via Carmen.

PART ONE: The Great War

Textbook reading for this part of the course: Alice Conklin, Sarah Fishman, and Robert Zaretsky, *France and its Empire since 1870*, pages 124-158

Week One: Introduction: Modern France and its citizens

Wed 26 Aug: France at war in the twentieth century

Fri 28 Aug: French society around 1900

Emilie Carles, *A Life of her Own* (memoir by a woman from the mountains of southeastern France), 5-15; begin reading Barbusse, *Under Fire*

Week Two: Politics and international relations before the war

Mon 31 Aug The politics of the Third Republic before 1914
Continue Barbusse

Wed 2 Sept: The French Empire and the approach of war
Continue Barbusse

Fri 4 Sept: 1914 and the Western Front
Continue Barbusse

Week Three: On the front lines

Mon 7 Sept: No class (Labor Day)

Wed 9 Sept: Hard times and dissent
Continue Barbusse

Fri 11 Sept: Under Fire
Finish Barbusse and be prepared to discuss

Week Four: The war and society

Mon 14 Sept: The Home Front and gender relations

Wed 16 Sept: Race and the empire during the war. **First assignment due**

Fri 18 Sept: Studying the war
Nicolas Mariot, "Social Encounters in the French Trenches," *French Politics, Culture and Society* 36:2 (summer 2018): 1-27

Week Five: The trauma of war

Mon 21 Sept: The end and the aftermath

Wed 23 Sept: Commemoration and representation

Fri 25 Sept: **First exam**

PART TWO: World War Two

Textbook reading for this part of the course: Alice Conklin, Sarah Fishman, and Robert Zaretsky, *France and its Empire since 1870*, pages 212-253

Week Six: The defeat

Mon 28 Sept: Politics and society after the Great War
Begin Némirovsky

Wed 30 Sept: Hope and fear: the 1930s
Continue Némirovsky

Fri 2 Oct: The fall of France
Continue Némirovsky

Week Seven: The Vichy regime

Mon 5 Oct: Vichy France (I): Pétain and the National Revolution
Continue Némirovsky

Wed 7 Oct: Vichy France (II): propaganda and persecution
Continue Némirovsky

Fri 9 Oct: No class (Fall Break)

Week Eight: Resistance and the Holocaust

Mon 12 Oct: Living with defeat
Vercors, *The Silence of the Sea* (1941): be prepared to discuss

Wed 14 Oct: Resistance
Continue Némirovsky

Fri 16 Oct: Choices in occupied France
Continue Némirovsky

Week Nine: After Occupation

Mon 19 Oct: Irène Némirovsky and the French Holocaust
Finish Némirovsky and be prepared to discuss

Wed 21 Oct: Liberation

Fri 23 Oct: The Purge (I): the “wild” purge. **Second assignment due**

Week Ten: Assigning blame

Mon 26 Oct: Liberated? Women at the end of the war
Mary Louise Roberts, “The Silver Foxhole: The GIs and Prostitution in Paris, 1944-1945,” *French Historical Studies* 33:1 (2010): 99-128

Wed 28 Oct: The Purge (II): the “official” purge

Fri 30 Oct: Representing collaboration and resistance

PART THREE: The Algerian War / The problem of historical memory

Textbook reading for this part of the course: Alice Conklin, Sarah Fishman, and Robert Zaretsky, *France and its Empire since 1870*, pages 273-293

Week Eleven: Cracks in the empire

Mon 2 Nov: **Second exam**

Wed 4 Nov: Celebrating and challenging empire after the Great War

Fri 6 Nov: War in Indochina

Week Twelve: The Algerian War

Mon 9 Nov: French Algeria

Wed 11 Nov: No class (veterans' day)

Fri 13 Nov: The rise of anti-colonial nationalism in Algeria
Hamou Amirouche, *Memoirs of a Mujahed*, 24-28

Week Thirteen: The Dirty War

Mon 16 Nov: The war without a name

Wed 18 Nov: Torture

General Aussaresses, *The Battle of the Casbah*, 117-123; Frantz Fanon, "Algeria Face to Face with the French Torturers" (1957), from *Toward the African Revolution*, 64-72

Fri 20 Nov: Ending French Algeria

Week Fourteen:

No classes (Thanksgiving break)

Week Fifteen: Memory wars

Mon 30 Nov: Exodus and immigration

William B. Cohen, "The *Harkis*: History and Memory," in Patricia M. E. Lorcin (ed.), *Algeria and France 1800-2000: Identity, Memory, Nostalgia*, 164-180

Wed 2 Dec The "Vichy Syndrome"

Fri 4 Dec: *If the Walls Could Speak* (documentary, in class)

Week Sixteen

Mon 7 Dec: The experience of war

Third exam: Date and time to be announced. (Exam will be based on part 3 of the course.)

GE ASSESSMENT PLAN

ELO 1: Students construct an integrated perspective on history and the factors that shape human activity.

- Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: a question will appear on the last exam to assess students' ability to construct an integrated perspective on history and the factors that shape human activity.

Sample: Analyze a short newspaper article (provided by the instructor) to critically reflect on the ways in which the journalist/author describes how the past shaped current events.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, integrated and self-aware understanding of history and the factors that shape human activity.	Demonstrates adequate and integrated understanding of history and the factors that shape human activity.	Demonstrates modest understanding of history and the factors that shape human activity.	Demonstrates little or no understanding of history and the factors that shape human activity.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective. Please explain.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Assessment Evaluation Goals:

A brief summary report will be written and be made available 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.

ELO 2: Students describe and analyze the origins and nature of contemporary issues.

- Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: a question will appear on the second or final exam to assess students' ability to describe and analyze the origins and nature of contemporary issues.

Sample question: Describe and analyze the origins and nature of anti-Muslim prejudice in France since the 1950s.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, integrated and self-aware understanding of history and the factors that shape human activity.	Demonstrates adequate and integrated understanding of history and the factors that shape human activity.	Demonstrates modest understanding of history and the factors that shape human activity.	Demonstrates little or no understanding of history and the factors that shape human activity.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will handthese in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective. Please explain.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available 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.

ELO 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.

- Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Sample question: Critically compare and contrast the analysis in the primary sources we have read about the German occupation of France in World War II with the secondary literature we have read on the topic in the course.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, integrated and self-aware understanding of history and the factors that shape human activity.	Demonstrates adequate and integrated understanding of history and the factors that shape human activity.	Demonstrates modest understanding of history and the factors that shape human activity.	Demonstrates little or no understanding of history and the factors that shape human activity.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective. Please explain.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available 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.

GE ASSESSMENT PLAN

A. Historical Studies

ELO 1: Students construct an integrated perspective on history and the factors that shape human activity.

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: There will be a question on the mid-term/final exam to assess students' ability to construct an integrated perspective on history and the factors that shape human activity.

Sample: The "Dreyfus Affair" of the late 1890s was one of the defining and most jarring events in the history of modern France. Write an essay in which you discuss the ways that French politics, society, and culture was transformed or impacted by the Dreyfus Affair. Be sure to use specific examples in your response.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, integrated and self-aware understanding of history and the factors that shape human activity.	Demonstrates adequate and integrated understanding of history and the factors that shape human activity.	Demonstrates modest understanding of history and the factors that shape human activity.	Demonstrates little or no understanding of history and the factors that shape human activity.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

ELO 2: Students describe and analyze the origins and nature of contemporary issues.

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to describe and analyze the origins and nature of contemporary issues.

Sample question: The establishment of the Third French Republic in 1870 and the attainment of political power by “republicans” in the 1870s, the state embarked on a deliberate and multifaceted effort to transform “Frenchmen” into “republicans.” Write an essay in which you discuss the methods used by France’s political leadership to shape the nature of French society and its values.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, and self-aware analysis of the origins and nature of contemporary issues.	Demonstrates adequate and critical understanding of the origins and nature of contemporary issues.	Demonstrates modest understanding of the origins and nature of contemporary issues.	Demonstrates little or no understanding of the origins and nature of contemporary issues.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how

strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

ELO 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.

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: Students will write a term paper (10-12 pages) to assess students' ability to speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Sample question: Using one of the recommended books as a primary source as well as the assigned readings write an essay in which you analyze the text for what it tells the reader about French society, culture, economics, and politics. The goals of the assignment are to produce a piece of original scholarship about France through an analysis of a text, to enhance writing skills, acquaint the student more intimately with French culture in the twentieth century, and open new perspectives on how we view the world and the people in it.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust and critical ability to speak and write about primary and secondary	Demonstrates adequate and critical ability to speak and write about primary and secondary	Demonstrates modest ability to speak and write about primary and secondary	Demonstrates little or no ability to speak and write about primary and secondary

historical sources.	historical sources.	historical sources.	historical sources.
---------------------	---------------------	---------------------	---------------------

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

B. Diversity- Global Studies

ELO 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.

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to understand the economic, political, cultural, and social dimensions of the past and present societies of the world in the 1960s and will learn to weigh the various aspects of these dimensions in their understanding of the past and present.

Sample: The Fourth French Republic (1944-1958) could count many “successes” in its short existence. It reestablished the egalitarian and social justice aspects of the republican tradition, rebuilt the economy following a devastating war, and addressed long-standing social programs such as women’s and workers’ rights neglected by earlier governments. However, its greatest failure was in managing the relationship with France’s overseas territories. Write an essay in which you discuss how the “colonial question” became the great “undoing” of the Fourth Republic.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates an excellent understanding of the varied aspects of the cultures and communities of the world in the 1960s.	Demonstrates adequate understanding of the varied aspects of the cultures and communities of the world in the 1960s.	Demonstrates modest understanding of the varied aspects of the cultures and communities of the world in the 1960s.	Demonstrates little or no understanding of the varied aspects of the cultures and communities of the world in the 1960s.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students’ input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department's Undergraduate Teaching Committee. Assessments will be summarized and used to alter the course for the next teaching.

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

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to be able to situate local events in their global contexts and their ability to understand their own place in this economic context both as US and as global citizens.

Sample: Since the 1980s France has faced a series of seemingly unsolvable problems that have undermined public confidence in the government, eroded social cohesion, and generated deep cultural anxiety. Among these issues is the place of immigrants in French society, France's role in the European Union, and the French economy and culture in the age of globalization. Write an essay in which you discuss how each of these issues has shaped French history since the 1980s.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates an excellent understanding of the role of national and international diversity in shaping their worlds.	Demonstrates adequate understanding of the role of national and international diversity in shaping their worlds	Demonstrates modest understanding of the role of national and international diversity in shaping their worlds.	Demonstrates little or no understanding of the role of national and international diversity in shaping their worlds.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to

meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department's Undergraduate Teaching Committee. Assessments will be summarized and used to alter the course for the next teaching.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: History 3263

Instructor: Jim Genova

Summary: 20th Century France at War

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> Carmen Office 365
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> CarmenWiki Carmen Message Boards Zoom
6.3 Technologies required in the course are readily obtainable.	X			All are available for free
6.4 The course technologies are current.	X			All are updated regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			OSU accessibility policy is included
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			OSU policy on obtaining these materials is included
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.				All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 6/16/20
- Reviewed by: Ian Anderson

Notes: Good to go!

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.