

Term Information

Effective Term Spring 2022
Previous Value Autumn 2019

Course Change Information

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

Online Approval

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

Teaching this course online will enable the History Department to reach a wider, more diverse audience. The online format, for example, offers flexibility to students registered with Student Life Disability Services. The online format can liberate students from the physical limitations of the classroom setting. Program 60 students who live outside of the Columbus metropolitan area, moreover, can audit the online class more easily than the traditional in-person class. This helps the History Department and the university fulfill its mission of public outreach, extending the university's resources across the state and beyond.

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	2206
Course Title	History of Paris, Origins to the Present
Transcript Abbreviation	History of Paris
Course Description	An introductory survey course on the history of Paris from its earliest human settlement to the present day. This course will explore the history of the people and events that have shaped the Paris we know today.
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</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, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or permission of instructor.
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0103
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:
Historical Study; Historical and Cultural Studies
The course is an elective (for this or other units) or is a service course for other units

Previous Value

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 understand both changes and continuities in the history of Paris.• Students will learn how Paris is shaped by a history of human movement and migration.• Students will understand how stories about a place shape the collective memory of its residents.• Students will develop skills in critical and analytical thinking, reading, listening, note taking, writing, digital literacy, and working in groups.
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COURSE CHANGE REQUEST
2206 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
08/10/2021

Content Topic List

- Roman and Viking Paris
- Paris as capital of France
- War, inter-war, and post-war Paris
- Enlightenment in Paris
- Revolutionary and Napoleonic Paris
- Industrialization and modernity
- 20th Century Paris
- Neighborhoods
- Migration and movement

Sought Concurrence
Previous Value

No
Yes

Attachments

- DL 2206 Syllabus.docx: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- History 2206 Syllabus Revision.docx: In person syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- History 2206.docx: ASC Tech checklist
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	07/02/2021 12:56 PM	Submitted for Approval
Approved	Elmore, Bartow J	07/02/2021 03:49 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/10/2021 11:44 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/10/2021 11:44 AM	ASCCAO Approval



SYLLABUS

HISTORY/2206

Title of the Course

Spring 2022 (full term)

3 credit hours

Online

COURSE OVERVIEW

Instructor

Instructor: Elizabeth Bond, PhD

Email address: (preferred contact method) bond.282@osu.edu

Phone number: (skype business line that goes directly to voicemail) 614-292-6858

Office hours: Mondays and Tuesdays, 10am-11am, via Carmen Zoom and by appointment. Please see Carmen for link.

Prerequisites

There are no prerequisites for this course.

Course description

Welcome! History of Paris is a three-hour lecture course at the introductory level. This course fulfills the Historical Studies GE. The History of Paris is an introductory survey course on the history of Paris from its earliest human settlement to the present day. There are no prerequisites for this course.

The format of the course will be a combination of lectures, class discussions, and other forms of direct student participation. We will utilize a wide range of materials, including scholarly books, films, literature, and primary accounts of life in Paris. This course does not assume prior knowledge about Paris.

Moving chronologically through time, we will explore the history of the people and events that have shaped the Paris we know today. Throughout the semester, we will return to two themes as we investigate the history of the city.

First, we explore the human stories that have shaped Parisian events and history. This course begins with the fact that there is not now nor was there in the past a singular, typical Parisian. Indeed, from the Romans, to the Vikings, to the present day, Parisian history has been shaped by those born outside the city. Indeed, they constitute the majority of Parisians. This course will study how the history of Paris is shaped by a history of human movement and migration. How has the history of the city been shaped by the women and men who lived and moved there?

Second, we will consider how the stories about a place and its significance have shaped the ways people understand the city. The Baron de Pöllnitz wrote in 1732, “Paris has been described so much and one has heard it talked about so much, that most people know what the city looks like without ever having seen it.” Throughout the semester we will examine stories of the city, from historical chronicles to literary works to film, in order to understand how stories about a place shape the collective memory of its residents.

By studying the people of Paris and the stories about the city, we will seek to understand changes and continuities in the history of the city. Students will learn skills that will be necessary for them both as history students and in most of life’s endeavors: critical and analytical thinking, reading, listening, note taking, writing, digital literacy, and working in groups.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Consider the significance of our theme that there is no typical Parisian.
- Evaluate the ways in which people shaped the lived environment of the city of Paris.
- Read and analyze primary and secondary sources.
- Synthesize evidence in order to write a historical narrative.
- Record and edit a podcast.

General education goals and expected learning outcomes

As part of the Historical Studies Foundation category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.
 - Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.

- Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
- Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors.
- Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies.

This course fulfills these GE outcomes through content and assignments that align with the Expected Learning Outcomes. For an explanation of which Expected Learning Outcomes are achieved with a particular assignment, please see the full assignment instructions on Carmen.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (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: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- Colin Jones, *Paris: Biography of a City*, Penguin: 2004.
- Primary source selections, available via Carmen:
 - Gregory of Tours, *History of the Franks*
 - anonymous, *A Parisian Journal, 1405-1449*
 - François Rabelais, *Gargantua and Pantagruel*
 - Marie de Rabutin-Chantal, marquise de Sévigné, *Letters*
 - Louis-Sebastien Mercier, *Tableau de Paris*
 - Muḥammad as-Ṣaffār, *The Voyage to France*
 - Emile Zola, *Au Bonheur des Dames*
 - Gertrude Stein, *The Autobiography of Alice B. Toklas*
 - James Baldwin, *Giovanni's Room*
 - Adam Gopnik, *Paris to the Moon*
 - Lindsey Tramuta, *The New Paris: The People, Places & Ideas Fueling a Movement*

Other fees or requirements

- Students will also either read one book (memoir, novel, or graphic novel) or screen a film (or miniseries) of their choice for the primary source essay. Please see full instructions for a list of recommended films and books that are available through the OSU library at no additional fee.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

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

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording, editing, and uploading audio (<https://www.youtube.com/watch?v=jy4iNzX3bU4>)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	PERCENTAGE OF FINAL GRADE
Weekly Quizzes (10 quizzes, 2% each)	20
Essay on Place & Memory	25
Take-Home Exam 1	10
Take-Home Exam 2	10
Take-Home Exam 3	10
Podcast Project	25
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Weekly Quizzes (20% of final grade; 10 quizzes of 2% each)

Description: After completing the assigned readings, lecture, and supporting videos for the week, each student will complete a quiz. Each quiz will consist of 10 multiple-choice questions. Once you open the quiz you will have 40 minutes to complete it.

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

Assessment of this assignment is automatic and will be visible after the assignment deadline. This weekly assignment is available on Carmen on the Monday that module opens. It is due by 11:59pm on Sunday.

Academic integrity and collaboration: This is an open-note, open-book assignment. Students may refer back to the assigned course materials or to their own notes while they take the quiz. Students may not collaborate with one another on this assignment, including taking quizzes together or sharing quiz questions or answers.

Essay on Place and Memory (25% of final grade)

Description: All students will write a short essay of 4-5 pages in which they explore: 1: how the city of Paris has been remembered and characterized in one primary source, and 2: how that source relates to other course content.

The way that people have experienced Paris is shaped by the stories that are told about this place. The aim for this assignment is to evaluate one such story. Each student will choose one particular primary source set in Paris. This source may be a film set in Paris (from *Ratatouille*, to *Mission Impossible-Fallout*, to *La Haine*); a miniseries (for example, *Lupin*, *Call My Agent!*, or *Emily in Paris*); a novel (such as Victor Hugo's *Les Misérables*, Balzac's *Père Goriot*, or Raymond Queneau's *Zazie in the Metro*); a children's book (such as Ludwig Bemelmans' *Madeline*); a comic book/graphic novel (such as Zep's *Paris 2119*); or a memoir (for example, Elaine Sciolino's *The Only Street in Paris: Life on the Rue des Martyrs*) (. (I will circulate a longer list of potential sources in the assignment instructions on Caremn.) The aim of this essay is to describe the idea of Paris as it is articulated in the particular source, to examine the author's approach in making their case, and to reflect upon how this source communicates cultural expectations about Paris.

Assessment of this assignment will be based upon one's demonstration of: crafting an original argument, analyzing the primary source you chose, and relating the analysis to the discussion of place and memory discussed in-class and which is explored in our textbook.

Academic integrity and collaboration: This is an open-note, open-book assignment. Please refer back to the relevant reading (and viewing, if you selected a film or miniseries) and appropriately cite the sources discussed in the paper. Students are welcome to discuss their initial reactions and pre-writing with one another, but this is an individual assignment. Students may also visit the Ohio State University Writing Center <https://cstw.osu.edu/make-writing-center-appointment> for writing support at any stage, or use the University of Arizona thesis generator here: <https://writingcenter.uagc.edu/thesis-generator> to get started in structuring an argument or writing an outline. The essay must be the student's own original work.

Take Home Exams (30% of final grade; 3 exams of 10% each)

Description: This take-home exam of approximately 9 to 12 double-spaced pages asks students to respond to lecture and course readings by synthesizing major trends at key points in the semester. We

discuss what happened, but we focus especially on the Parisians who shaped and experienced such changes. One of our central themes this semester is that there was no typical Parisian. Indeed, since its Roman origins, the city has been shaped by many people who were not born there.

For this exam, students will write a synthesis that explains the history of the people of Paris over three periods of the city's history. For section one, origins to 1594, students will upload a 3-4-page exam to Carmen at the end of week 4. For section two, 1594-1815, students will upload a 3-4-page exam to Carmen at the end of week 7. For section three, 1815-1995 students will upload a 3-4-page exam to Carmen at the end of week 11.

Assessment of this assignment will be based upon your ability 1: to describe the ways that people shaped the period of Parisian history discussed in the assigned readings, lecture, and discussion (one might focus, for example, on migration and demographic change, on religious communities, merchant associations, protests, or other forms of collective organization, etc.) and 2: to provide clear and concrete examples from the assigned reading of how these processes occurred in the time period under study. Please see the assignment instructions on Carmen for full instructions.

This is a short exam, and one cannot cover everything. The aim is to give a sense of some of the changes that were significant for this time period, and to explain (with evidentiary support) how people shaped the history of the city. For example, one could write exam one (on origins to 1594) with a focus on how leaders and members of the Catholic Church shaped the city of Paris; one could write exam three (on 1815-1995) with a focus on how colonization and decolonization reshaped Parisian social life.

Academic integrity and collaboration: This is an open-note, open-book assignment. Please refer back to the relevant reading and lectures, and appropriately cite the sources discussed in the paper. Students are welcome to discuss their initial reactions with one another, but this is an individual assignment. The exam must be the student's own original work.

Podcast Project (25% of final grade)

Description: Students will work in small groups (2-3 students) of their own choosing (or individually, if they prefer) to write and present a 5-minute podcast on the history of a Parisian neighborhood (arrondissement), though your group may further narrow your topic within the district to a particular block, building, or monument. The student group will choose the one theme they will explore—music, food, visual art, sports, nightlife, religion, architecture, business, etc.—everything has a history. Students will then choose an arrondissement (if you would like my help selecting an appropriate arrondissement, please contact me.). The presentation can focus on any time period, including the present. Use your imagination. This assignment asks the student to work with a group to find and synthesize relevant primary and secondary sources in order to tell a narrative history.

The format of the group's podcast is up to your group. Suitable formats include an interview, a mystery, or a short report. We will discuss strategies for crafting a compelling historical narrative in class. And we will learn in class how to record and edit a podcast using software available through OSU (no additional fees; the software is included with the cost of tuition). History Department staff will be available to help you with technical questions as you complete this project.

The assessment will be based on the written transcript of the podcast, including a short bibliography of selected primary and secondary sources, and the quality of podcast recording and editing. Please see the assignment instructions on Carmen for full instructions.

Academic integrity and collaboration: This is an open-note, open-book assignment. Please refer back to the relevant reading and lectures, and appropriately cite the sources discussed in the paper. Students working in a group should work together to share the responsibilities of designing the research question, selecting relevant sources, drafting the podcast script, and recording and editing the audio file.

Late assignments

All assignments are due on Sunday at 11:59pm unless otherwise indicated in the syllabus. Please refer to Carmen for due dates.

Late submissions within 48 hours of the due date will be accepted without any penalty. Assignments submitted after the 48-hour grace period will be subject to a lowering of the grade by one step in the grading scale below per day (for example, a B paper due on Sunday will become a B- if submitted on Wednesday, a C+ if submitted on Thursday, and so on).

Assignment extensions on the Quizzes, Film Responses, Essay 1, and Essay 2 will be granted in cases of documented emergency. Urgent reasons for extensions include a medical, family, or legal emergency. Please contact me via email (bond.282@osu.edu) as soon as possible if such an emergency applies to you.

- This course follows OSU policy regarding Covid-related accommodation. If you or a member of your household are impacted by Covid-19 this semester, please visit <https://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/> to fill out the university's accommodation request form. We will make appropriate accommodations for your extended absence and recovery.

Grading scale

This course uses the OSU Standard Grading Scheme

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

OTHER COURSE POLICIES

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 and email correspondence as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone 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.

Email and Office Hours

Because this is an online class, we will communicate mostly by email. Students can expect at least one email from me every week. (To track our email correspondence, students may find it helpful to create a separate email folder, if possible.)

I encourage students to bear in mind the following general considerations. In academic and professional settings, all emails should have a descriptive subject line that includes the course number (“Question about History 2206 exam 1”), begin with a respectful salutation (“Prof. Bond”), and conform to Standard English with proper punctuation and capitalization. Providing such information enables me to respond more quickly and fully to your question.

- For an excellent overview of how students can most effectively use email with their professors please see this link: “How to e-mail a professor” <http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html>

Offices Hours are Monday and Tuesday at 10:00 to 11:00am on Carmen Zoom. Please see the course Carmen page for the link. If these times don't work for you, please email me to set up an appointment to Zoom at another time.

I encourage you to stop by my office hours if you have questions about your individual work. Office hours are a great time to talk with me about any aspect of the course and your interests in history. I'm here to support your learning, and I look forward to meeting you!

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

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

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter

where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. 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 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

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; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (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.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	January 10-16	<p>Roman and Viking Paris, Origins to 1000</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading:</u> Colin Jones, <i>Paris: Biography of a City</i>, Chapter 1</p> <p><u>Assignment Due Sunday, January 16 at 11:59pm:</u> Quiz 1</p>
2	January 18-23	<p>Paris, Capital of France, 1000-1300</p> <p><u>Viewing:</u> Weekly Overview Video, Lecture Video, and Skills Workshop Video on strategies for reading and interpreting primary sources</p> <p><u>Reading:</u> Colin Jones, <i>Paris: Biography of a City</i>, Chapter 2, Gregory of Tours, <i>History of the Franks</i> (assigned selection @ Carmen course page)</p> <p><u>Assignment Due Sunday, January 23 at 11:59pm:</u> Quiz 2</p>
3	January 24-30	<p>A City at War, 1300-1480</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading:</u> Colin Jones, <i>Paris: Biography of a City</i>, Chapter 3, <i>A Parisian Journal, 1405-1449</i> (assigned selection @ Carmen course page)</p> <p><u>Assignment Due Sunday, January 30 at 11:59pm:</u> Quiz 3</p>
4	January 31-February 6	<p>The City Reborn and Reformed, 1480-1594</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading:</u> Colin Jones, <i>Paris: Biography of a City</i>, Chapter 4, François Rabelais, <i>Gargantua and Pantagruel</i> (assigned selection @ Carmen course page)</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p><u>Assignments Due Sunday, February 6 at 11:59pm</u>: Take-Home Exam, Part I due</p>
5	February 7-13	<p style="text-align: center;">Rebuilding Paris, 1594-1715</p> <p><u>Viewing</u>: Weekly Overview Video and Lecture Video</p> <p><u>Reading</u>: Colin Jones, <i>Paris: Biography of a City</i>, Chapter 5, Marie de Rabutin-Chantal, marquise de Sévigné, <i>Letters</i> (assigned selection @ Carmen course page)</p> <p><u>Assignments Due Sunday, February 13 at 11:59pm</u>: Quiz 4, Place & Memory Essay, Pre-Writing 1: 2-3 sentences, identifying the primary source you selected for your Place & Memory essay and explaining why you chose this source, submitted via Carmen</p>
6	February 14-20	<p style="text-align: center;">Enlightenment in the City of Lights, 1715-1789</p> <p><u>Viewing</u>: Weekly Overview Video and Lecture Video</p> <p><u>Reading</u>: Colin Jones, <i>Paris: Biography of a City</i>, Chapter 6, Louis-Sebastien Mercier, <i>Tableau de Paris</i> (assigned selection @ Carmen course page)</p> <p><u>Assignments Due Sunday, February 20 at 11:59pm</u>: Quiz 5, Place & Memory Essay, Pre-Writing 2: Thesis Statement and Reaction Notes based on your reading or viewing of the primary source for your Place & Memory essay, submitted via Carmen</p>
7	February 21-27	<p style="text-align: center;">Revolutionary and Napoleonic Paris, 1789-1815</p> <p><u>Viewing</u>: Weekly Overview Video and Lecture Video</p> <p><u>Reading</u>: Colin Jones, <i>Paris: Biography of a City</i>, Chapter 7</p> <p><u>Assignment Due Sunday, February 27 at 11:59pm</u>: Take-Home Exam, Part II, submitted via Carmen</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
8	February 28- March 6	<p style="text-align: center;">Industrialization in Paris, 1815-1851</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading:</u> Colin Jones, <i>Paris: Biography of a City</i>, Chapter 8, Muḥammad as-Şaffār, <i>The Voyage to France</i> (assigned selection @ Carmen course page)</p> <p><u>Assignments Due Sunday, March 6 at 11:59pm:</u> Quiz 6, Essay on Place & Memory, final draft, submitted via Carmen</p>
9	March 7-13	<p style="text-align: center;">Paris, Capital of Modernity, 1851-1889</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video, and Skills Workshop Video on designing a podcast narrative.</p> <p><u>Reading:</u> Colin Jones, <i>Paris: Biography of a City</i>, Chapter 9, Emile Zola, <i>The Ladies' Paradise</i> (assigned selection @ Carmen course page)</p> <p><u>Assignment Due Wednesday, March 9 at 11:59pm:</u> Podcast Project Prewriting: Post to the "Idea Fair" discussion board two sentences on the research topic that you would like to explore. Please use replies to the discussion board to correspond with peers with whom you would like to work on the final podcast project.</p> <p><u>Assignments Due Sunday, March 13 at 11:59pm:</u> Quiz 7, Podcast Project Prewriting: turn in the in-class worksheet with the names of your group members, acknowledging the theme for your project (food, sports, music, etc.) and that you have exchanged contact information to the assignment portal on Carmen.</p>
Break	March 14-20	Spring Break
10	March 21-27	<p style="text-align: center;">Paris, Capital of the World, 1889-1918</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading:</u> Colin Jones, <i>Paris: Biography of a City</i>, Chapter 10, Gertrude Stein, <i>The Autobiography of Alice B. Toklas</i> (assigned selection @ Carmen course page)</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p><u>Assignments Due Sunday, March 27 at 11:59pm</u>: Quiz 8, Podcast Project Prewriting: submit a group work plan that identifies your group's topic, the kinds of sources to investigate, and your timeline for completing the researching, writing, recording, and editing of the podcast to the assignment portal on Carmen.</p>
11	March 28-April 3	<p style="text-align: center;">Interwar Paris and World War II Paris, 1918-1945</p> <p><u>Viewing</u>: Weekly Overview Video, Lecture Video and Film Screening: <i>Paris Noir: African Americans in the City of Light</i></p> <p><u>Reading</u>: Colin Jones, <i>Paris: Biography of a City</i>, Chapter 11</p> <p><u>Assignments Due Sunday, April 3 at 11:59pm</u>: Quiz 9, Podcast Project Prewriting: submit a page of notes on your background reading on your assigned arrondissement and selected theme to the assignment portal on Carmen.</p>
12	April 4-10	<p style="text-align: center;">Remaking Post-War Paris, 1945-1995</p> <p><u>Viewing</u>: Weekly Overview Video and Lecture Video and Skills Workshop Video on how to record and edit a podcast.</p> <p><u>Reading</u>: Colin Jones, <i>Paris: Biography of a City</i>, Chapter 12, James Baldwin, <i>Giovanni's Room</i> (assigned selection @ Carmen course page)</p> <p><u>Assignment Due Sunday, April 10 at 11:59pm</u>: Take-Home Exam, Part III submitted via Carmen</p>
13	April 11-17	<p style="text-align: center;">The Twenty-first Century City, 1995-2022</p> <p><u>Viewing</u>: Weekly Overview Video and Lecture Video</p> <p><u>Reading</u>: Colin Jones, <i>Paris: Biography of a City</i>, Conclusion, Adam Gopnik, <i>Paris to the Moon</i> (assigned selection @ Carmen course page)</p> <p><u>Assignment Due Sunday, April 17 at 11:59pm</u>: Quiz 10</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
14	April 18-24	<p style="text-align: center;">Paris Today, a Study in Neighborhoods</p> <p><u>Viewing:</u> Weekly Overview Video</p> <p><u>Listening:</u> Listening Party where students listen to one another's podcasts and reflect upon the process of writing their podcast.</p> <p><u>Reading:</u> Lindsey Tramuta, <i>The New Paris</i> (assigned selection @ Carmen course page)</p> <p><u>Assignment Due Tuesday, April 26 at 11:59pm:</u> Podcast Project, final text transcript and bibliography <u>and</u> audio file submitted via Carmen</p>

Instructor Contact Information
Dr. Elizabeth Andrews Bond
Office: 359 Dulles Hall
Email: bond.282@osu.edu
Office Hours: tbd

History 2000-level: History of Paris, Origins to the Present
Meeting Days and Times, tbd
Classroom Location, tbd

Course Description

History of Paris is a three-hour lecture course at the introductory level. This course fulfills the Historical Study GE. The History of Paris is an introductory survey course on the history of Paris from its earliest human settlement to the present day. There are no prerequisites for this course. The format of the course will be a combination of lectures, class discussions, and other forms of direct student participation. We will utilize a wide range of materials, including scholarly books, films, literature, and primary accounts of life in Paris. This course does not assume prior knowledge about Paris.

Moving chronologically through time, we will explore the history of the people and events that have shaped the Paris we know today. Throughout the semester, we will return to two themes as we investigate the history of the city.

First, we explore the human stories that have shaped Parisian events and history. This course begins with the fact that there is not now nor was there in the past a singular, typical Parisian. Indeed, from the Romans, to the Vikings, to the present day, Parisian history has been shaped by those born outside the city. Indeed, they constitute the majority of Parisians. This course will study how the history of Paris is shaped by a history of human movement and migration. How has the history of the city been shaped by the women and men who lived and moved there?

Second, we will consider how the stories about a place and its significance have shaped the ways people understand the city. The Baron de Pöllnitz wrote in 1732, "Paris has been described so much and one has heard it talked about so much, that most people know what the city looks like without ever having seen it." Throughout the semester we will examine stories of the city, from historical chronicles to literary works to film, in order to understand how stories about a place shape the collective memory of its residents.

By studying the people of Paris and the stories about the city, we will seek to understand both changes and continuities in the history of the city. Students will learn skills that will be necessary for them both as history students and in most of life's endeavors: critical and analytical thinking, reading, listening, note taking, writing, digital literacy, and working in groups.

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.

Required Reading

Available on two-hour course reserve at Thompson Library and at the University Bookstore:
Colin Jones, *Paris: Biography of a City*, Penguin: 2004.

Primary source selections (each of 10 pages, maximum), available via Carmen:

Gregory of Tours, *History of the Franks*

anonymous, *A Parisian Journal, 1405-1449*

François Rabelais, *Gargantua and Pantagruel*

Marie de Rabutin-Chantal, marquise de Sévigné, *Letters*

Louis-Sebastien Mercier, *Tableau de Paris*

Honoré de Balzac, *Père Goriot*

Colette, *Gigi*

Gertrude Stein, *The Autobiography of Alice B. Toklas*

James Baldwin, *Giovanni's Room*

Adam Gopnik, *Paris to the Moon*

Lindsey Tramuta, *The New Paris: The People, Places & Ideas Fueling a Movement*

Assignments & Grading Information

Information about the length and format of all assignments

Essay on Place & Memory:

All students will write a short essay of 4-5 pages in which they explore how the city of Paris has been remembered and characterized in one primary source and how that source relates to other course content. The way that people have experienced the city is shaped by the stories that are told about this place. The aim for this assignment is to evaluate one such story. Each student will choose one particular primary source set in Paris. This source may be a film set in Paris (from *Ratatouille*, to *Mission Impossible-Fallout*, to *La Haine*); a novel (such as Victor Hugo's *Les Misérables* or Balzac's *Père Goriot*); a children's book; a comic book/graphic novel; or a memoir. (I will circulate a longer list of potential sources in class.) The aim of this essay is to describe the idea of Paris as it is articulated in the particular source, to examine the author's approach in making their case, and to reflect upon how this source communicates cultural expectations about Paris.

Assessment of this assignment will be based upon your ability to craft an original argument, to analyze the primary source you chose, and to relate your analysis to the discussion of place and memory discussed in-class and which is explored in our textbook. (25% of final grade)

Take-Home Exam:

This take-home exam of approximately 8 double-spaced pages asks students to respond to lecture and course readings by synthesizing major trends at key points in the semester. One of our central themes this semester is that there was no typical Parisian. Indeed, since its Roman origins, the city has been shaped by people who were not born there. Students will be asked to

write a one-page synthesis that explains how human migration has shaped the history of Paris over three periods of the city's history. For section one, origins to 1594, students will upload a 2-page rough draft to Carmen at the end of week 4. For section two, 1594-1815, students will upload a 2-page draft to Carmen at the end of week 7. For section three, 1815-1995 students will upload a 2-page draft to Carmen at the end of week 11. The final draft of the take-home exam, due to Carmen at the end of week 12, will include the three revised individual responses and a 2-page reflection on their three short reaction papers that explores change over time.

Assessment of this assignment will be based upon your ability 1: to describe the ways that mobility and migration shaped the period of Parisian history discussed in the assigned readings, lecture, and discussion, and 2: to provide clear and concrete examples of how these processes occurred in the time period under study. (30% of final grade)

Podcast Project

Students will work in small groups (2-3 students) of their own choosing to write and present a 5-minute podcast on the history of a Parisian neighborhood (arrondissement), though your group may further narrow your topic within the district to a particular block, building, or monument. I will assign an arrondissement to each group. The student group will choose the one theme they will explore—music, food, visual art, sports, nightlife, religion, architecture, business, etc.—everything has a history. Your presentation can be on any time period, including the present. Use your imagination. This assignment asks you to work with your group to find and synthesize relevant primary and secondary sources in order to tell a story.

The format of your group's podcast is up to your group. Suitable formats include an interview, a mystery, or as a short report. We will discuss strategies for crafting a compelling historical narrative in class. And we will learn in class how to record and edit a podcast using free software available through OSU. History Department staff will be available to help you with technical questions as you complete this project.

The assessment will be based on the written transcript of the podcast, including a short bibliography of selected primary and secondary sources, and the quality of podcast recording and editing. (30% of final grade)

Participation:

This course is designed as a lecture/seminar, and our sessions will consist of lectures and discussions concerning the readings and homework assignments. The readings due for each class meeting are listed underneath the meeting's date and topic in the Weekly Outline below. Please make sure that you come to class prepared to discuss the readings. I encourage you to take notes as you read and flag questions you have about what you read. Bring your questions and reactions to class to share. (In addition to supporting your class participation, this is a great way to prepare for the exam and essay assignments.)

Your participation grade will be based on in-class writing activities (graded S/U) and regular thoughtful, informed contributions to class discussion. It will not be based on mere attendance. (15% of final grade)

Due Dates of Final Assignments & Grading

Essay on Place & Memory (due Week 9)	25%
Take-Home Exam (due Week 12)	30%
Podcast Project (due week 14)	30%
Class Participation	15%

Grading Scale

This course uses the OSU Standard Grading Scheme:

- 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)

Scheduling of Assignments

All assignments are due via Carmen on the dates specified in the Course Schedule below. As you will see, most of our assignments in this class build over a series of in-class workshops and opportunities to share work in progress. This course is designed to help you stay on track and promote student success.

I encourage you to stop by my office hours if you have questions about your individual work, and please feel free to ask a question at any point in lecture. Office hours are a great time to talk with me about any aspect of the course and your interests in history.

Assignment extensions will be granted in cases of documented emergency. Please contact me via email if this applies to you. Assignments turned in late without explanation will be subject to a lowering of the grade by one stage in the grading scale above per day (for example, a B paper will become a B-).

Final written work will be assessed using rubrics posted to Carmen along with the instructions for each assignment. Graded work will be returned to you with a filled out rubric along with written comments. If you have a grade dispute request, please contact me by email to make your written request within one week of the grading of the assignment. I am willing to revisit your assignment with a fresh assessment, but please note that the second assessment of the assignment may result in a higher or lower grade on the assignment.

Attendance policy

Participation in this course is a key component of student success. Your participation grade is calculated by your active participation in class discussions, short in-class writing responses, and engagement in group work. In short, there are a range of formats for weekly participation. Students who miss more than four class sessions will result in a penalty of a letter grade. If you should experience an emergency that necessitates extended absence, please contact me via email with the appropriate documentation.

Weekly Outline

Week 1: Roman and Viking Paris, Origins to 1000

Readings Due: Colin Jones, *Paris: Biography of a City*, pages 1-36

Week 2: Paris, Capital of France, 1000-1300

In-Class Workshop: Reading Primary Sources. We will discuss strategies for reading and interpreting primary sources.

Readings Due: Colin Jones, *Paris: Biography of a City*, pages 37-71; Gregory of Tours, *History of the Franks*, selections (10 pages)

Week 3: A City at War, 1300-1480

Readings Due: Colin Jones, *Paris: Biography of a City*, pages 72-110; *A Parisian Journal, 1405-1449*, selections (10 pages)

Week 4: The City Reborn, 1480-1594

Readings Due: Colin Jones, *Paris: Biography of a City*, pages 111-151; François Rabelais, *Gargantua and Pantagruel*, selections (10 pages)

Homework Due: Rough Draft of Take-Home Exam, Part I, submitted via Carmen

Week 5: Rebuilding Paris, 1594-1715

Readings Due: Colin Jones, *Paris: Biography of a City*, pages 152-198; Marie de Rabutin-Chantal, marquise de Sévigné, *Letters*, selections (10 pages)

Homework Due: 2-3 sentences, identifying the primary source you selected for your Place & Memory essay and explaining why you chose this source, submitted via Carmen

Week 6: Enlightenment in the City of Lights, 1715-1789

In-Class Workshop: Crafting an argument. Please bring to class your draft thesis statement and reaction notes about the primary source you selected for your Place & Memory essay.

Readings Due: Colin Jones, *Paris: Biography of a City*, pages 199-246; Louis-Sebastien Mercier, *Tableau de Paris*, selections (10 pages)

Homework Due: Thesis Statement and Reaction Notes based on your reading or viewing of the primary source for your Place & Memory essay, submitted via Carmen

Week 7: Revolutionary and Napoleonic Paris, 1789-1815

Readings Due: Colin Jones, *Paris: Biography of a City*, pages 247-302

Homework Due: Rough Draft of Take-Home Exam, Part II, submitted via Carmen

Week 8: Industrialization in Paris, 1815-1851

In-Class Workshop: Peer review session. Please bring two hard copies of your rough draft essay on Place & Memory to class.

Readings Due: Colin Jones, *Paris: Biography of a City*, pages 303-343; Honoré de Balzac, *Père Goriot*, selections (10 pages)

Homework Due: Rough draft essay, submitted via Carmen and 2 hard copies to class

Week 9: Paris, Capital of Modernity, 1851-1889

In-Class Workshop: Designing a Narrative. We will discuss successful approaches to crafting a podcast narrative and we will select small groups and research topics (food, sports, music, etc.). Before you leave today, turn in the in-class worksheet with the names of your group members, acknowledging the theme for your project and that you have exchanged contact information.

Readings Due: Colin Jones, *Paris: Biography of a City*, pages 344-395

Homework Due: Essay on Place & Memory, final draft, submitted via Carmen

Week 10: Paris, Capital of the World, 1889-1918

In-Class Workshop: Podcast small group session. We will dedicate time to honing in on your group's topic, identifying the kinds of sources you will study, and defining a group work plan.

Readings Due: Colin Jones, *Paris: Biography of a City*, pages 396-442; Colette, *Gigi*, selections (10 pages)

Homework Due: In preparation for our in-class workshop, bring a page of notes on your background reading on your assigned arrondissement and selected theme, submitted via Carmen

Week 11: Interwar and Vichy Paris, 1918-1945

Readings Due: Colin Jones, *Paris: Biography of a City*, pages 443-489; Gertrude Stein, *The Autobiography of Alice B. Toklas*, selections (10 pages)

Homework Due: Rough Draft of Take-Home Exam, Part III submitted via Carmen

Week 12: Remaking Post-War Paris, 1945-1995

Readings Due: Colin Jones, *Paris: Biography of a City*, pages 490-533, James Baldwin, *Giovanni's Room*, selections (10 pages)

Homework Due: Take-Home Exam, final draft, Parts I-IV, submitted via Carmen

Week 13: The Twenty-first Century City, 1995-2018

In-Class Workshop: How to record and edit a podcast. Please bring your e-device (your phone, tablet, or computer you intend to use for recording and editing) to class.

Readings Due: Colin Jones, *Paris: Biography of a City*, pages 534-544, Adam Gopnik, *Paris to the Moon*, selections (10 pages)

Week 14: Paris Today, a Study in Neighborhoods

In-Class Workshop: Our last session will be a listening party where students can listen to one another's podcasts and reflect upon the process of writing their podcast.

Readings Due: Lindsey Tramuta, *The New Paris* (10 pages)

Homework Due: Podcast Project, final transcript, bibliography, and audio file, submitted via Carmen

Other important information on university policies

Enrollment

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

Academic Integrity

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/>.

Accessibility

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.

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](tel: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](tel: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.

Sexual Misconduct/Relationship Violence

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

Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Appendix: 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: The main method of assessment for this learning outcome is a series of four take-home exams. The take-home exam, to be completed in four distinct phases throughout the semester will assess students' ability to construct an integrated perspective on history and the factors that shape human activity.

Sample: How has migration shaped the period of Parisian history between its Roman settlement and 1594?

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 an integrated understanding of history and the factors that shape human activity.	Demonstrates some 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 be directed to complete this evaluation online in week 10.

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
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Please explain:

Level of student achievement expected for the ELO: Expected score: 70% 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 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: The main method of assessment for this learning outcome is the final research project. The research project will assess students' ability to describe and analyze the origins and nature of contemporary issues.

Sample question: How has religious culture shaped the history of the 5th arrondissement neighborhood in Paris?

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 be directed to complete this evaluation online in week 10.

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: 70% 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 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: The main method of assessment for this learning outcome is the essay on place and memory, in which students analyze a primary source in depth and relate it their analysis to relevant secondary historical sources. The essay will 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 of the primary source you have read about the city of Paris, i.e. Victor Hugo’s *Les Miserables*, with other primary sources and secondary literature we have read on the topic in the course.

Assessment Rubric:

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

2. Indirect measure:

Students will be directed to complete this evaluation online in week 10.

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: 70% 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 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.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: History 2206

Instructor: Elizabeth Bond

Summary: History of Paris

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"> • Office 365 • Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Asynchronous lectures. • Carmen discussion boards.
6.3 Technologies required in the course are readily obtainable.	X			All tech is readily accessible and available.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 rd party 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 ASC 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			No 3 rd party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			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.
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Reviewer Information

- Date reviewed: 6/29/21
- Reviewed by: Ian Anderson

Notes: Title of course is missing from top of syllabus.

^aThe following statement about disability services (recommended 16 point font):
 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; 098 Baker Hall, 113 W. 12th Avenue.

^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>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>