

## Term Information

Effective Term Autumn 2022  
*Previous Value* Summer 2012

## Course Change Information

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

Online course approval and addition of GE category for Race, Ethnicity and Gender Diversity

### 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.

The addition of Race, Ethnicity and Gender Diversity GE to the course will also increase its exposure to a wider audience at Ohio State. While many students come to OSU with AP credit to cover Historical and Cultural Studies, the new GE category of Race, Ethnicity and Gender Diversity will need completed by nearly all incoming students.

### 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	3641
Course Title	Women and Gender in Early Modern Europe: 1450-1750
Transcript Abbreviation	Women in E Mod Eur
Course Description	Investigation of the lives and experiences of early modern European women, with special focus on family life, gender, work, education, religious life, and political power.
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>Yes, Greater or equal to 50% at a distance</i>

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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
<a href="#">Previous Value</a>	<a href="#">Columbus, Lima, Mansfield, Marion, Newark</a>

## Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110 or equiv, or permission of instructor.
<a href="#">Previous Value</a>	<a href="#">Prereq or concur: English 1110 or equiv, and course work in History at the 2000 level, or permission of instructor.</a>
Exclusions	
<a href="#">Previous Value</a>	Not open to students with credit for 523
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors  
General Education course:  
Historical Study; Historical and Cultural Studies; Race, Ethnic and Gender Diversity  
The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

[Required for this unit's degrees, majors, and/or minors](#)  
[General Education course:](#)  
[Historical Study](#)  
[The course is an elective \(for this or other units\) or is a service course for other units](#)

## Course Details

Course goals or learning objectives/outcomes	• An understanding of women's lives in early modern Europe
<a href="#">Previous Value</a>	

**COURSE CHANGE REQUEST**  
3641 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
08/17/2021

**Content Topic List**

- Women's bodies
- Childrearing and family life
- Women and work
- Women's literacy
- Women and religion
- Women and power
- Women and war
- Health and disease
- Merchant women
- Women and global trade

**Sought Concurrence**

No

**Attachments**

- DL History 3641.docx: Syllabus  
*(Syllabus. Owner: Heikes, Jacklyn Celeste)*
- History 3641\_ge-foundations-submission-REGdiversity.pdf: New GE rationale  
*(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)*
- History 3641.docx: ASC Tech checklist  
*(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)*

**Comments**

- - Please change the effective term to AU22. The new GE will not go into effect before then.  
-I thought the prereq of a 2000-level History course had been removed a few years ago.  
-Please also check off Wooster as per OAA courses in the new GE need to have all campuses checked off.  
-Quarter number exclusion can be removed at this point. *(by Vankeerbergen, Bernadette Chantal on 08/10/2021 12:54 PM)*
- This course was last taught in SP21 in an online format and no in-person syllabus is available. It was not taught for some time previously.

The course is included on the History department spreadsheet of courses converting to the Historical and Cultural studies GE. *(by Heikes, Jacklyn Celeste on 07/02/2021 12:11 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	07/02/2021 12:12 PM	Submitted for Approval
Approved	Elmore, Bartow J	07/02/2021 03:50 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/10/2021 12:54 PM	College Approval
Submitted	Heikes, Jacklyn Celeste	08/10/2021 12:56 PM	Submitted for Approval
Approved	Soland, Birgitte	08/10/2021 09:27 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/17/2021 04:42 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/17/2021 04:42 PM	ASCCAO Approval

**COURSE CHANGE REQUEST**  
3641 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
08/17/2021

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# SYLLABUS

# HISTORY/3641

Women and Gender in Early Modern Europe

Spring 2022 (full term)

3 credit hours

Online

## COURSE OVERVIEW

### Instructor

Instructor: Elizabeth Bond, PhD

Email address: (preferred contact method) [bond.282@osu.edu](mailto: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 to History 3641. In this course, we study the history of women and gender in early modern Europe, from the late fifteenth century to the late eighteenth century.

This is an online course that takes a “flipped classroom” approach. I have designed and curated a combination of video lectures, podcasts, primary source texts, scholarly book chapters and articles, and assignments to guide your learning. Throughout the semester, I will be here to support your process of discovery as you work through the course materials.

In general, students can expect each week to watch a series of short lecture videos, to listen to a podcast, read a textbook chapter, and to read primary sources relevant to the week’s theme. I will send emails to the class as needed to communicate with all participants in this course, and I will be available to talk with you individually in office hours and by email. In most weeks, students will complete a multiple

choice quiz to review key takeaways from that week's course materials. In order to wrap up each of the three units in this course, students will complete three short essays in response to films screened in the course. Students will also complete two research essays. All assignments are due on Sunday nights at 11:59 pm unless otherwise indicated.

The course lectures and readings are organized around three units: body, mind, and spirit. In the first unit, we will examine the laws and ideas that influenced women's material lives. We will study the ways that the early modern life cycle and work shaped women's experiences. In the second unit, we turn to the mind—to women's learning and to their creation of new knowledge and art. We will also learn about the intellectual and social practices that they employed in the expression of their own agency, such as letter writing and patronage. Finally, we consider the spirit in a range of early modern religious, psychological, and social dimensions. In doing so, we will consider how the history of women and gender is inextricably tied both to one's individual identity and to the major transformations of Early Modern Europe, including the Reformation, colonization, and the growth of the modern state.

## Course learning outcomes

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

- Read and analyze primary sources (both textual and material sources) and secondary sources (in textual, audio, and visual forms).
- Conceptualize a research question, locate relevant sources, and write a short research paper.
- Analyze the contemporary significance of studying early modern constructions of gender, race, and ethnicity by responding to films and course content that explore these themes.
- Explain how the study of women's history and gender history inform both the ways historians approach sources and the ways that historians understand the history of Early Modern Europe.

## General education goals and expected learning outcomes

As part of the Historical Studies Foundation and the Race, Ethnic, and Gender Diversity Foundation 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.
- Race, Ethnic, and Gender Diversity Goal 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.
  - Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
  - Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
  - Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
  - Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.
- Race, Ethnic, and Gender Diversity Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.
  - Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.
  - Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

- Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

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 each Monday at 12:01am. All assignments are due on the following Sunday at 11:59pm. 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](http://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

- Merry Wiesner-Hanks, *Women and Gender in Early Modern Europe*, 4th Edition (Cambridge University Press, 2019).



- This book is available for purchase as a paperback book at the OSU Bookstore, and as an ebook on the Cambridge UP website.
- Barbara Burman and Ariane Fennetaux, *The Pocket: A Hidden History of Women's Lives, 1660-1900* (Yale University Press, 2020).
  - This book is available for purchase as a paperback book at the OSU Bookstore.

### **Additional Assigned Reading (Selections from the following books and journals available via the OSU Library):**

- Natalie Zemon Davis, "Movie or Monograph? A Historian/Filmmaker's Perspective" *The Public Historian*, Vol. 25, No. 3 (Summer 2003): 45-48: <http://proxy.lib.ohio-state.edu/login?url=https://www-jstor-org.proxy.lib.ohio-state.edu/stable/10.1525/tph.2003.25.3.45>
- Gretchen H. Gerzina, "The Georgian Life and Modern Afterlife of Dido Elizabeth Belle," in *Britain's Black Past* (Liverpool University Press, 2020): 161-178: <https://library.ohio-state.edu/record=b8915955~S7>
- Melissa Hyde, "Peinte par elle-même? Women artists, teachers and students from Anguissola to Haudebourt-Lescot," *Arts et Savoirs*, Vol. 6 (2016): 1-19: <https://doi.org/10.4000/aes.794>
- Sofia Ling, Karin Hassan Jansson, Marie Lennerstrand, Christopher Pihl, and Maria Ågren, "Chapter 3: Marriage and Work Intertwined: Sources of Agency and Authority" in *Making a living, making a difference: gender and work in early modern European society*, edited by Maria Ågren (Oxford University Press, 2017): 80-99: <https://library.ohio-state.edu/record=b8182312~S7>

### **Additional Assigned Reading (available via hyperlink):**

- Patrick Rael, "How to Read a Primary Source," <https://courses.bowdoin.edu/writing-guides/reading/how-to-read-a-primary-source/>
- Merry Wiesner-Hanks, Primary Source Course Pack: <https://www.cambridge.org/us/academic/subjects/history/european-history-after-1450/women-and-gender-early-modern-europe-4th-edition#resources>

**Assigned Listening(available via hyperlink; mp3 files and full-text transcripts available on Carmen course site):**

- *15 Minute History*, Episode 121: The Case for Women’s History:  
<https://15minutehistory.org/podcast/episode-121-the-case-for-womens-history/>
- “Behind Belle,” an interview with Amma Asante (2014):  
<https://www.npr.org/transcripts/308698499>
- *Doing History*, “How Historians Read Historical Sources,” with Zara Anishanslin:  
<https://benfranklinworld.com/episode-084-zara-anishanslin-historians-read-historical-sources/>
- *The Forum*, BBC Radio 3, Artemisia Gentileschi, the painter who took on the men:  
<https://www.bbc.co.uk/programmes/w3csyp69>
- *The Forum*, BBC Radio 3, Emilie du Châtelet, a free-spirited physicist:  
<https://www.bbc.co.uk/programmes/w3csyp65>
- *In Our Time*, BBC Radio 4, Christine de Pizan:  
<https://www.bbc.co.uk/programmes/b08sksb4>
- *New Books in African American Studies*, Jessica Marie Johnson, *Wicked Flesh, Black Women, Intimacy, and Freedom in the Atlantic World*:  
<https://newbooksnetwork.com/jessica-marie-johnson-wicked-flesh-black-women-intimacy-and-freedom-in-the-atlantic-world-u-pennsylvania-press-2020>
- *New Books in Gender Studies*, Julie Hardwick, *Sex in the Old Regime City, Young Workers and Intimacy in France, 1660-1789*: <https://newbooksnetwork.com/julie-hardwick-sex-in-an-old-regime-city-young-workers-and-intimacy-in-france-1660-1789-oxford-up-2020>
- *New Books in History*, Amanda Scott, *The Basque Seroras Local Religion, Gender, and Power in Northern Iberia, 1550–1800*: <https://newbooksnetwork.com/the-basque-seroras>
- *Not What You Thought You Knew*, Aphra Behn and Female Espionage:  
<https://play.acast.com/s/notwhatyouthought/aphrabehnandfemaleespionage>
- *Not What You Thought You Knew*, Chevalier d'Eon And Gender Non-Conformity in the 18th Century:  
<https://play.acast.com/s/notwhatyouthought/thechevalierdeonandgendernonconformity>

- *Talking Tudors*, Episode 85 - Widowhood in the Sixteenth Century with Maggie Andrews: <https://talkingtudors.podbean.com/e/episode-85-widowhood-in-the-sixteenth-century-with-maggie-andrews/>
- *You're Dead to Me*, BBC Radio 4, The Witch Craze: <https://www.bbc.co.uk/programmes/p07nx05j>

## Other fees or requirements

- The following films are assigned as required viewing and may require purchase or rental:
  - Belle (2013) (rent via any mainstream platform, such as itunes, youtube, amazon prime video, etc.)
  - An interview with Céline Sciamma (2019) (free access at: <https://www.youtube.com/watch?v=xNIGRXP7g0> )
  - Portrait of a Lady on Fire (2019) (access via Hulu or rent via other mainstreams platforms)
  - The Return of Martin Guerre (1982) (free access via OSU account at <https://library.ohio-state.edu/record=b7991264~S7> )

## 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](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto: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](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))

### 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](http://go.osu.edu/office365help).

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](http://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](http://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](http://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 total quizzes)	20
Film Response 1	10
Film Response 2	10

<b>Film Response 3</b>	10
<b>Essay 1</b>	25
<b>Essay 2</b>	25
<b>Total</b>	<b>100</b>

*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, supporting videos, and listening 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 materials related to the course, 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.

### **Film Responses (30% of final grade; 3 responses of 10% each)**

**Description:** Students will prepare a short response of 3-4 pages that considers how the film, supporting article/book chapter, and interview with the film's creator speak to central course themes of historical studies and gender, race, and ethnicity. Papers will address how the film presents key themes concerning the history of women and gender in Early Modern Europe, and how the film relates to both the assigned article/book chapter and the sources we have studied over the preceding weeks in that course unit. Instructions for this assignment include the complete prompt and rubric for writing your response paper.

Assessment of this assignment will be based upon the student's synopsis of the argument and use of evidence in the assigned scholarly article/book chapter, analysis of the evidence in the film, and the evaluation of how these sources, and supporting evidence from our course readings, inform one another. Each essay will also prompt students to reflect upon the ethical and social implications of studying history and studying gender, race, and ethnicity.

The essay must be submitted in a .doc, .docx, or .pdf format via the appropriate Carmen dropbox. Please see the Carmen course page for the assignment instructions and rubric.

**Academic integrity and collaboration:** This is an open-note, open-book assignment. Students are encouraged to refer back to the relevant reading and listening from the unit that pertains to the film. Students are welcome to discuss their reactions to the film, assigned listening, and assigned reading with their peers, but the written response must be the student's own original work.

### **Essay 1 (25% of final grade; 2 pre-writing assignments of 1% each and final paper of 23%)**

**Description:** Students will prepare a short primary source analysis of 4-5 pages based upon a material object worn by a woman in early modern Europe. Students will read the assigned excerpts from Burman and Fennetaux's *The Pocket*, then select an object from a list of sources in the Victoria & Albert Museum Collection (see the full instructions for the list of objects to choose from). The worn object you choose is up to you—a dress, a hat, shoes, buttons, jewelry, or underwear—but it must be an object made between 1500 and 1800. The aim of this assignment is to do a close reading of a primary source worn and used by women, and to use the investigation of one particular source in order to explore course themes, such as consumption practices, work, mobility, sociability, and identity, in greater depth.

Assessment of this assignment will be based upon the clarity and depth of the primary source analysis, and the demonstration of the relationship of the primary source to relevant secondary sources.

The essay must be submitted in a .doc, .docx, or .pdf format via the appropriate Carmen dropbox. Please see the Carmen course page for the assignment instructions and rubric.

**Academic integrity and collaboration:** This is an open-note, open-book assignment. Please refer back to the relevant reading and listening and appropriately cite the sources discussed in the paper. Students are welcome to discuss their initial reactions and pre-writing with one another. Students may also visit the Ohio State University Writing Center <https://cstw.osu.edu/make-writing-center-appointment> or use the University of Arizona thesis generator here: <https://writingcenter.uagc.edu/thesis-generator>. The essay must be the student's own original work.

### **Essay 2 (25% of final grade; annotated bibliography of 3.3% and final paper of 21.7%)**

**Description:** Students will prepare a short research paper of 5-7 pages that explores one of the weekly themes from the course in greater depth: gender and work, or education, religion, ethnicity, politics,

empire, race, etc. In consultation with the instructor, students may also select one particular early modern woman—a scientist, midwife, spy, head of state, religious figure, etc.—as the subject of their paper. Students will prepare an annotated bibliography of at least four secondary sources that are most relevant to their topic. The final research paper will provide a critical analysis of the sources the student collected.

Assessment of this assignment will be based upon the student’s original argument, selection of relevant sources, and analysis of the evidence presented in the paper.

The essay must be submitted in a .doc, .docx, or .pdf format via the appropriate Carmen dropbox. Please see the Carmen course page for the assignment instructions and rubric.

**Academic integrity and collaboration:** This is an open-note, open-book assignment. Please refer back to the relevant reading and listening and appropriately cite the sources discussed in the paper. Students are welcome to discuss their initial reactions and pre-writing with one another. To get started with outlining and writing an argument, students may also visit the Ohio State University Writing Center <https://cstw.osu.edu/make-writing-center-appointment> or use the University of Arizona thesis generator here: <https://writingcenter.uagc.edu/thesis-generator>. The essay must be the student’s own original work.

## 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](mailto: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

## Instructor 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 **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7-10 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**. Please expect a longer response time on weekends and holidays.

## 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 or email correspondence as if you were writing a research paper, please remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Please 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 3641 essay 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](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://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](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto: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](http://equity.osu.edu) or email [equity@osu.edu](mailto: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](https://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](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://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](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> 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](https://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](https://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 style="text-align: center;"><b>Introduction to the Course, and to Women and Gender in Early Modern Europe</b></p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading:</u> Wiesner-Hanks, Introduction (pgs. 1-21) Moderate Fonte, "Women's Worth," pgs. 14-16, Original Sources for Chapter One <a href="https://www.cambridge.org/us/academic/subjects/history/european-history-after-1450/women-and-gender-early-modern-europe-4th-edition#resources">https://www.cambridge.org/us/academic/subjects/history/european-history-after-1450/women-and-gender-early-modern-europe-4th-edition#resources</a></p> <p>Rael, "How to Read a Primary Source," <a href="https://courses.bowdoin.edu/writing-guides/reading/how-to-read-a-primary-source/">https://courses.bowdoin.edu/writing-guides/reading/how-to-read-a-primary-source/</a></p> <p><u>Listening:</u> <i>15 Minute History</i>, Episode 121: The Case for Women's History: <a href="https://15minutehistory.org/podcast/episode-121-the-case-for-womens-history/">https://15minutehistory.org/podcast/episode-121-the-case-for-womens-history/</a></p> <p><u>Assignments Due:</u> Sunday, January 16 at 11:59pm: Quiz 1</p>
2	January 18-23	<p style="text-align: center;"><b>Ideas and Laws</b></p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading Due:</u> Wiesner-Hanks, Chapter 1 (pgs. 22-60) Thomas Aquinas, Women in the <i>Summa Theologica</i>, pgs. 8-10, and Christine de Pizan, <i>Book of the City of Ladies and Treasure of the City of Ladies</i>, pgs. 10-14, Original Sources for Chapter One <a href="https://www.cambridge.org/us/academic/subjects/history/european-history-after-1450/women-and-gender-early-modern-europe-4th-edition#resources">https://www.cambridge.org/us/academic/subjects/history/european-history-after-1450/women-and-gender-early-modern-europe-4th-edition#resources</a></p> <p>Burman and Fennetaux, Introduction of <i>The Pocket</i></p> <p><u>Listening:</u> <i>In Our Time</i>, BBC Radio 4, Christine de Pizan: <a href="https://www.bbc.co.uk/programmes/b08sksb4">https://www.bbc.co.uk/programmes/b08sksb4</a></p> <p><u>Assignments Due:</u> Sunday, January 23 at 11:59pm: Quiz 2</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
3	January 24-30	<p style="text-align: center;"><b>The Life Cycle</b></p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading Due:</u> Wiesner-Hanks, Chapter 2 (pgs. 63-111)  “Ordinance Regulating Midwives,” pgs. 36-40,  “Memoirs of Catharina van Schrader,” pgs. 42-43, and  Elizabeth Jocelin, <i>The Mother’s Legacy</i>, pgs. 45-48, Original Sources for Chapter Two  <a href="https://www.cambridge.org/us/academic/subjects/history/european-history-after-1450/women-and-gender-early-modern-europe-4th-edition#resources">https://www.cambridge.org/us/academic/subjects/history/european-history-after-1450/women-and-gender-early-modern-europe-4th-edition#resources</a></p> <p>Burman and Fennetaux, Chapter 2 of <i>The Pocket</i></p> <p><u>Listening:</u> <i>New Books in Gender Studies</i>, Julie Hardwick, Sex in the Old Regime City, Young Workers and Intimacy in France, 1660-1789:  <a href="https://newbooksnetwork.com/julie-hardwick-sex-in-an-old-regime-city-young-workers-and-intimacy-in-france-1660-1789-oxford-up-2020">https://newbooksnetwork.com/julie-hardwick-sex-in-an-old-regime-city-young-workers-and-intimacy-in-france-1660-1789-oxford-up-2020</a></p> <p>And: <i>Doing History</i>, “How Historians Read Historical Sources,” with Zara Anishanslin:  <a href="https://benfranklinworld.com/episode-084-zara-anishanslin-historians-read-historical-sources/">https://benfranklinworld.com/episode-084-zara-anishanslin-historians-read-historical-sources/</a></p> <p><u>Assignments Due:</u> Sunday, January 30 at 11:59pm: Quiz 3</p>
4	January 31- February 6	<p style="text-align: center;"><b>Women’s Economic Role</b></p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading Due:</u> Wiesner-Hanks, Chapter 3 (pgs. 112-156)  “Duties of Rural Workers,” pgs. 1-2,  “Young Woman Places Herself into Service, pg. 9,  “Man Places His Sister into Service, pg. 10,  “Oaths of staff members in city hospitals,” pgs. 13-18, and  “Widows fight for their rights in court,” pgs. 30-32, Original Sources for Chapter Three  <a href="https://www.cambridge.org/us/academic/subjects/history/european-history-after-1450/women-and-gender-early-modern-europe-4th-edition#resources">https://www.cambridge.org/us/academic/subjects/history/european-history-after-1450/women-and-gender-early-modern-europe-4th-edition#resources</a></p> <p>Burman and Fennetaux, Chapter 6 of <i>The Pocket</i></p> <p><u>Listening:</u> Talking Tudors, Episode 85 - Widowhood in the Sixteenth Century with Maggie Andrews:  <a href="https://talkingtudors.podbean.com/e/episode-85-widowhood-in-the-sixteenth-century-with-maggie-andrews/">https://talkingtudors.podbean.com/e/episode-85-widowhood-in-the-sixteenth-century-with-maggie-andrews/</a></p> <p><u>Assignments Due:</u> Sunday, February 6 at 11:59pm: Quiz 4  Sunday, February 6 at 11:59pm: Prewriting part 1 of Essay 1: 1 page of reaction notes to <i>The Pocket</i></p>

Week	Dates	Topics, Readings, Assignments, Deadlines
5	February 7-13	<p style="text-align: center;"><b>Work, Marriage, and Identity: <i>The Return of Martin Guerre</i></b></p> <p><u>Viewing:</u> Weekly Overview Video and <i>The Return of Martin Guerre</i> (streaming via kanopy, link in this week's Carmen module)</p> <p><u>Reading Due:</u> Ling et al, Chapter 3 "Marriage and Work: Intertwined Sources of Agency and Authority" (available in the <i>Making a living, making a difference</i> e-book at: <a href="https://library.ohio-state.edu/record=b8182312~S7">https://library.ohio-state.edu/record=b8182312~S7</a>) Natalie Zemon Davis, "Movie or Monograph?" (available through OSU library at: <a href="http://proxy.lib.ohio-state.edu/login?url=https://www-jstor-org.proxy.lib.ohio-state.edu/stable/10.1525/tph.2003.25.3.45">http://proxy.lib.ohio-state.edu/login?url=https://www-jstor-org.proxy.lib.ohio-state.edu/stable/10.1525/tph.2003.25.3.45</a>)</p> <p><u>Assignments Due:</u>  Sunday, February 13 at 11:59pm: Film Response 1  Sunday, February 13 at 11:59pm: Prewriting part 2 of Essay 1: Primary source selection from the list of sources in the Victoria &amp; Albert Collection (appropriate objects to choose from are listed in assignment instructions)</p>
6	February 14-20	<p style="text-align: center;"><b>Learning and Letters</b></p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading Due:</u> Wiesner-Hanks, Chapter 4 (pgs. 159-194)  Laura Cereta, "Letter to Bibulus Sempronius," pgs. 14-17,  Louise Labé, "Letter to Mademoiselle Clemence de Bourges, pgs. 19-21, and  Mary Astell, <i>A Serious Proposal</i>, pgs. 23-25, Original Sources for Chapter Four  <a href="https://www.cambridge.org/us/academic/subjects/history/european-history-after-1450/women-and-gender-early-modern-europe-4th-edition#resources">https://www.cambridge.org/us/academic/subjects/history/european-history-after-1450/women-and-gender-early-modern-europe-4th-edition#resources</a></p> <p><u>Listening:</u> <i>The Forum</i>, BBC Radio 3, Emilie du Châtelet, a free-spirited physicist:  <a href="https://www.bbc.co.uk/programmes/w3csyp65">https://www.bbc.co.uk/programmes/w3csyp65</a></p> <p><u>Assignments Due:</u>  Sunday, February 20 at 11:59pm: Quiz 5  Sunday, February 20 at 11:59pm: Final Draft of Essay 1</p>
7	February 21-27	<p style="text-align: center;"><b>The Creation of Culture</b></p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading Due:</u> Wiesner-Hanks, Chapter 5 (pgs. 195-228)</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>Visual Art by early modern women, sources 1-11, pgs. 1-13, Original Sources for Chapter Five <a href="https://www.cambridge.org/us/academic/subjects/history/european-history-after-1450/women-and-gender-early-modern-europe-4th-edition#resources">https://www.cambridge.org/us/academic/subjects/history/european-history-after-1450/women-and-gender-early-modern-europe-4th-edition#resources</a></p> <p><u>Listening:</u> <i>The Forum</i>, BBC Radio 3, Artemisia Gentileschi, the painter who took on the men: <a href="https://www.bbc.co.uk/programmes/w3csyp69">https://www.bbc.co.uk/programmes/w3csyp69</a></p> <p><u>Assignments Due:</u> Sunday, February 27 at 11:59pm: Quiz 6</p>
8	February 28-March 6	<p style="text-align: center;"><b>Learning, Art, and Agency: <i>Portrait of a Lady on Fire</i></b></p> <p><u>Viewing:</u> Weekly Overview Video, An interview with Céline Sciamma (2019): <a href="https://www.youtube.com/watch?v=xNIGRXP7g0">https://www.youtube.com/watch?v=xNIGRXP7g0</a>, and <i>Portrait of a Lady on Fire</i> (access via Hulu or rent via other mainstreams platforms)</p> <p><u>Reading Due:</u> Hyde, “Peinte par elle-même?” pgs. 1-19: <a href="https://doi.org/10.4000/aes.794">https://doi.org/10.4000/aes.794</a></p> <p><u>Assignments Due:</u> Sunday, March 6 at 11:59pm: Film Response 2</p>
9	March 7-13	<p style="text-align: center;"><b>Religion</b></p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading Due:</u> Wiesner-Hanks, Chapter 6 (pgs. 229-277) Teresa of Ávila, <i>The Way of Perfection</i>, pgs. 17-21, and Margaret Fell Fox, <i>Women’s Speaking Justified</i>, pgs. 26-29, Original Sources for Chapter Six <a href="https://www.cambridge.org/us/academic/subjects/history/european-history-after-1450/women-and-gender-early-modern-europe-4th-edition#resources">https://www.cambridge.org/us/academic/subjects/history/european-history-after-1450/women-and-gender-early-modern-europe-4th-edition#resources</a></p> <p><u>Listening:</u> <i>New Books in History</i>, Amanda Scott, The Basque Seroras Local Religion, Gender, and Power in Northern Iberia, 1550–1800: <a href="https://newbooksnetwork.com/the-basque-seroras">https://newbooksnetwork.com/the-basque-seroras</a></p> <p><u>Assignments Due:</u> Sunday, March 13 at 11:59pm: Quiz 7</p>
Break	March 14-20	<b>Spring Break</b>



Week	Dates	Topics, Readings, Assignments, Deadlines
10	March 21-27	<p style="text-align: center;"><b>Witchcraft</b></p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading Due:</u> Wiesner-Hanks, Chapter 7 (pgs. 278-302) Malleus Maleficarum, pgs. 18-22, The Witch Trial of Mayor Johannes Junius, pgs. 25-30, and The Witch Persecution at Trier, pgs. 30-31, Original Sources for Chapter Seven <a href="https://www.cambridge.org/us/academic/subjects/history/european-history-after-1450/women-and-gender-early-modern-europe-4th-edition#resources">https://www.cambridge.org/us/academic/subjects/history/european-history-after-1450/women-and-gender-early-modern-europe-4th-edition#resources</a></p> <p><u>Listening:</u> <i>You're Dead to Me</i>, BBC Radio 4, The Witch Craze: <a href="https://www.bbc.co.uk/programmes/p07nx05j">https://www.bbc.co.uk/programmes/p07nx05j</a></p> <p><u>Assignments Due:</u> Sunday, March 27 at 11:59pm: Quiz 8</p>
11	March 28-April 3	<p style="text-align: center;"><b>Gender and Power</b></p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading Due:</u> Wiesner-Hanks, Chapter 8 (pgs. 303-336) Elizabeth I, Speech to a Parliamentary Delegation, pgs. 4-6, Elizabeth I, Speech at Tilbury, pg. 8, and Elizabeth I, Golden Speech, pgs. 9-11, Original Sources for Chapter Eight <a href="https://www.cambridge.org/us/academic/subjects/history/european-history-after-1450/women-and-gender-early-modern-europe-4th-edition#resources">https://www.cambridge.org/us/academic/subjects/history/european-history-after-1450/women-and-gender-early-modern-europe-4th-edition#resources</a></p> <p><u>Listening:</u> <i>Not What You Thought You Knew</i>, Aphra Behn and Female Espionage (see Carmen module for assigned excerpts): <a href="https://play.acast.com/s/notwhatyouthought/aphrabehnandfemaleespionage">https://play.acast.com/s/notwhatyouthought/aphrabehnandfemaleespionage</a> and <i>Not What You Thought You Knew</i>, Chevalier d'Eon And Gender Non-Conformity in the 18th Century (see Carmen module for assigned excerpts): <a href="https://play.acast.com/s/notwhatyouthought/thechevalierdeonandgendernonconformity">https://play.acast.com/s/notwhatyouthought/thechevalierdeonandgendernonconformity</a></p> <p><u>Assignments Due:</u> Sunday, April 3 at 11:59pm: Quiz 9 Sunday, April 3 at 11:59pm: Abstract and Annotated Bibliography for Essay 2</p>
12	April 4-10	<p style="text-align: center;"><b>Gender in the Colonial World</b></p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading Due:</u> Gender in the Colonial World (pgs. 337-372)  Marie of the Incarnation, Letters, pgs. 9-13, and  Lady Mary Worley Montagu, Letters, 17-21, Original Sources for Chapter Nine  <a href="https://www.cambridge.org/us/academic/subjects/history/european-history-after-1450/women-and-gender-early-modern-europe-4th-edition#resources">https://www.cambridge.org/us/academic/subjects/history/european-history-after-1450/women-and-gender-early-modern-europe-4th-edition#resources</a></p> <p><u>Listening:</u> <i>New Books in African American Studies</i>, Jessica Marie Johnson, <i>Wicked Flesh, Black Women, Intimacy, and Freedom in the Atlantic World</i> (see Carmen module for assigned excerpts): <a href="https://newbooksnetwork.com/jessica-marie-johnson-wicked-flesh-black-women-intimacy-and-freedom-in-the-atlantic-world-u-pennsylvania-press-2020">https://newbooksnetwork.com/jessica-marie-johnson-wicked-flesh-black-women-intimacy-and-freedom-in-the-atlantic-world-u-pennsylvania-press-2020</a></p> <p><u>Assignments Due:</u>  Sunday, April 10 at 11:59pm: Quiz 10</p>
13	April 11-17	<p style="text-align: center;"><b>Empire, Race, and Gender: <i>Belle</i></b></p> <p><u>Viewing:</u> Weekly Overview Video and <i>Belle</i> (rent via any mainstream platform, such as itunes, youtube, amazon prime video, etc.)</p> <p><u>Reading Due:</u> Gerzina, “The Georgian Life and Modern Afterlife of Dido Elizabeth Belle,” 161-178  “Behind Belle,” an interview with Amma Asante (2014):  <a href="https://www.npr.org/transcripts/308698499">https://www.npr.org/transcripts/308698499</a></p> <p><u>Assignments Due:</u>  Sunday, April 17 at 11:59pm: Film Response Paper</p>
14	April 18-24	<p style="text-align: center;"><b>Research and Focused Reading for Essay 2</b></p> <p><u>Assignments Due:</u>  Friday, April 29 at 11:59pm: Essay 2</p>

# GE Foundation Courses

## Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

## GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

### A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Race, Ethnicity, and Gender Diversity**

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

**Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

**Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

### **GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)**

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

#### **A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Social and Behavioral Sciences**

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

**Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



Course Subject & Number: \_\_\_\_\_

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

**Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**GE Rationale: Foundations: Historical or Cultural Studies (3 credits)**

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Historical *or* Cultural Studies**

**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. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**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. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**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.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

**Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression.** Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

### **GE Rationale: Foundations: Writing and Information Literacy (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: \_\_\_\_\_

### A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

### B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

**Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

**Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

**B. Specific Goals**

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

**Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

**Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**GE Rationale: Foundations: Natural Science (4 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: \_\_\_\_\_

## **B. Specific Goals for Natural Sciences**

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

**Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods.** Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data.** Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*



Course Subject & Number: \_\_\_\_\_

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

**Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences.** Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

**B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis**

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

**Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations.** Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: History 3641**

**Instructor: Elizabeth Bond, PhD**

**Summary: Women and Gender in Early Modern Europe**

<b>Standard - Course Technology</b>	<b>Yes</b>	<b>Yes with Revisions</b>	<b>No</b>	<b>Feedback/Recomm.</b>
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Office 365</li> <li>• Carmen</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Asynchronous lectures.</li> <li>• Carmen discussion boards.</li> </ul>
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 <sup>rd</sup> party tools are used
<b>Standard - Learner Support</b>				
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
<b>Standard – Accessibility and Usability</b>				
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 <sup>rd</sup> 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: 6/25/21
- Reviewed by: Ian Anderson

**Notes: This looks good!**

<sup>a</sup>The 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](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

<sup>b</sup>Add 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>

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