

Term Information

Effective Term Summer 2022
Previous Value Spring 2020

Course Change Information

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

Online teaching approval

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

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	4255
Course Title	Seminar in Modern European History
Transcript Abbreviation	Seminar Mod Europe
Course Description	Advanced research and readings on selected topics in Modern European History.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Seminar
Grade Roster Component	Seminar
Credit Available by Exam	No
Admission Condition Course	No

Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, a C or above in History 2800, and any 3000-level History course; or permission of instructor.
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will familiarize themselves with the research methodologies and writing styles used by historians focusing on modern Europe.
Content Topic List	<ul style="list-style-type: none">• Topics will vary and will focus on issues in the study of Modern European History
Sought Concurrence	No

Attachments

- History 4255 Online approval asc cover sheet August 2021(1).pdf: Online cover sheet
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- DL 4255.docx: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- History 4255 Syllabus.docx: In person syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- DL 4255.docx: Revised Online Syllabus
(Syllabus. Owner: Blacker, Noah)

Comments

- Updated syllabus loaded based on panel feedback *(by Blacker, Noah on 02/02/2022 12:52 PM)*
- Please see Panel feedback email sent 02/01/2022. *(by Hilty, Michael on 02/01/2022 04:59 PM)*
- Here is another submission that does not have the in-person syllabus for comparative purposes. *(by Vankeerbergen, Bernadette Chantal on 09/17/2021 04:39 PM)*

COURSE CHANGE REQUEST
4255 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/04/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	09/14/2021 01:05 PM	Submitted for Approval
Approved	Soland, Birgitte	09/14/2021 08:55 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/17/2021 04:39 PM	College Approval
Submitted	Heikes, Jacklyn Celeste	09/20/2021 10:23 AM	Submitted for Approval
Approved	Soland, Birgitte	01/12/2022 12:40 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/13/2022 11:05 AM	College Approval
Revision Requested	Hilty, Michael	02/01/2022 04:59 PM	ASCCAO Approval
Submitted	Blacker, Noah	02/02/2022 12:52 PM	Submitted for Approval
Approved	Soland, Birgitte	02/02/2022 08:12 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/04/2022 02:44 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/04/2022 02:44 PM	ASCCAO Approval



SYLLABUS

HISTORY 4255

Seminar in Modern European History : Culture of World War I

Spring 2022 (full term)

3 credit hours

Online

COURSE OVERVIEW

Instructor

Instructor: Stephen Kern

Email address: kern.193@osu.edu

Phone number: 614292-7308

Office hours: TR 3:40-4:30PM or by appointment on Zoom

Prerequisites

English 1110.xx, a C or above in History 2800, and any 3000-level History course; or permission of instructor.

Course description

This course explores what is arguably the most creative period in the entirety of Western cultural history, roughly 1890-1930, which ironically straddles one of the most destructive wars in history, World War I (1914-1918). To explain this great irony, we will explore how leading artists and novelists treated the war indirectly even as it transformed their personal life. That dynamic is evident in the work of cubist and abstract artists such as Picasso and Kandinsky, philosophers such as Nietzsche and Bergson, and literary figures such as Virginia Woolf, James Joyce, Marcel Proust, and T. S. Eliot. We will study some causes of the war, its course, and its effects. The first section will analyze a variety of cultural developments and ideas about time and space and consider how they may have shaped the failure of diplomacy in July of 1914 that led to the outbreak of the

war and the structure of combat during the fighting of this “cubist war.” The second section will contrast two studies of the culture of the war period as ironic skepticism versus a reaffirmation of traditional values. The final section will view the effects of the war dramatized in Virginia Woolf’s novel *Mrs. Dalloway* that includes the hunger for wholeness and repair in English society, shell shock, the practice of psychiatry, new gender roles and feminism, colonization and empire, the Armenian massacre, the influenza pandemic of 1918, and the growing secularization of high culture

Course learning outcomes

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

- Students recognize how past events are studied and how they influence today’s society and the human condition.
- Students construct an integrated perspective on history and the factors that shape human activity
- Students describe and analyze the origins and nature of contemporary issues.
- Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Specific course learning outcomes.

- Learn major military, diplomatic, and political events during WWI
- Examine major interpretations of the cultural significance of the war in art
- learn major cultural causes and consequences of WWI
- learn how to use literary fiction to understand history
- Enhance your analytical and expository skills

General education goals and expected learning outcomes

This course does not fulfill any GE. It is required for the History major or minor.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. The instructor expects each student to attend synchronous meetings weekly.

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.

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 for the synchronous meetings. (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: OPTIONAL**
All live, scheduled events for the course are required but my office hours are optional.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

All are available at the OSU Barnes and Noble.

Required

Stephen Kern, *The Culture of Time and Space, 1880-1918*

Paul Fussell, *The Great War and Modern Memory*

Jay Winter, *Sites of Memory, Sites of Mourning*

Virginia Woolf, *Mrs Dalloway*

Diana Hacker, *A Pocket Style Manual* (pp. 2-67)

Recommended

Elizabeth Outka,, *Vital Modernism: The Influenza Pandemic and Interwar Literature*

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

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)

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.

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- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
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GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Three papers of five pages each. Each paper worth 30%. No midterm or final exams.	90
Discussions, indicated by DISCUSS in bold in the syllabus, when students should be prepared to discuss the assigned readings.	10
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Course assignments are described in the course schedule at the end of the syllabus.

Academic integrity and collaboration:

Ohio State University's academic integrity policy. Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report our 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)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

No late papers will be accepted unless a student requests an extension for a valid reason before the paper is due. **I repeat, before the paper is due.** I am generous in granting extensions for most any reasonable reason. **Students must hand in all three papers on time or with an extension in order to pass this course.**

Grading scale

A = 94-100, A- = 90-93, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, E = below 63.

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 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

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 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.

Academic integrity policy

See **Descriptions of major course assignments**, below, 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

SCHEDULE OF CLASSES:

JANUARY

11: Introduction to my approach to history and the first assigned book, *The Culture of Time and Space, 1880-1918*.

The misunderstood philosophy of Friedrich Nietzsche.

Revolutionary developments in modernist culture: Physics (Einstein: relativity theory); Psychiatry (Freud: psychoanalysis); Music (Schoenberg: atonal music);

13: Lecture on modernist literature: James Joyce, Franz Kafka, Virginia Woolf, Marcel Proust.

18: Lecture on the long-range origins of World War I in Imperialism and the unification of Germany. Europe in 1914. View and discuss Stravinsky's ballet *The Rite of Spring* (1913). Discuss how might this ballet have portended the war?

20: **Discuss** *The Culture of Time and Space*--Preface, Introduction, and Chs 1-3.

Questions:

1. What is a phenomenological approach to human experience?
2. What role do phenomenologically oriented psychiatrists have in the development of such a method as applied to history and culture?
3. How might the pluralization of spaces and times in prewar culture have destabilized social relations, politics, and diplomacy?

25: Lecture on the mid-range causes of the war—nationalism, militarism,

domestic pressures, alliance systems, ideology, mentalities.

27: **Discuss**, *The Culture of Time and Space*, Chapters 5-6, pp. 109-180.

Discussion questions:

1. How might the accelerated pace of life and society in the prewar years impacted the diplomats in July of 1914?
2. How might the belligerent nations' conception of themselves in space and time have shaped how they went into the war?

FEBRUARY

1: Lecture on short-term causes of war--the assassination, July Crisis, and failure of diplomacy. Picasso's cubism and camouflage. Futurism and the War.

3: Lecture the July Crisis, 1914 and the August Madness. **Discuss** *The Culture of*

Time and Space--Chapters 8-9, (211-258).

Question: In what ways were the senses of distance and direction manifest in combat during the war?

8: **Discuss** *The Culture of Time and Space*, Chapters 10-11 and Conclusion, (pp.

259-318). Discussion will concentrate on analyzing how prewar cultural and technological developments may have shaped the failure of diplomacy that led to the outbreak of the war and structured the combat during it.

10: Summary lecture on the culture of World War I in preparation for the first paper.

15: Writing Workshop. Read Hacker *A Pocket Style Manual* pages 2-47, 59-67

17: Martin Luther King Holiday. No Class.

22: **FIRST PAPER DUE:** Write five pages (1500 words) on one of the following topics.

- A. How prewar cultural developments shaped the conduct of diplomacy during the crisis of July 1914
- B. How prewar cultural developments shaped the conduct of war in Europe, 1914-1918.

Lecture on the Battles of the Marne, Verdun, and the Somme.

24: Discuss: Paul Fussell, *The Great War and Modern Memory*, pp. 3-106.

Discuss

irony and dialectics.

MARCH

1: **Discuss** Jay Winter, *Sites of Memory, Sites of Mourning*, Introduction (pp. 1-11), Chapter 3, Spiritualism and the 'Lost Generation' (pp. 54-77).

3: **Discuss** Jay Winter, *Sites of Memory, Sites of Mourning*, Chapter 4, War Memorials and the Mourning Process, (pp. 78-116).

Lecture on Christianity, spiritualism, and the afterlife.

8: Art history lecture on architecture of war memorials.

10: **Discuss** Jay Winter, *Sites of Memory, Sites of Mourning*, Chapter 6, "The Apocalyptic Imagination in Art: From Anticipation to Allegory," (pp. 145-177).

March 15-17 Spring Break. No Classes.

22: Lecture on Modernist Art: Wassily Kandinsky, Ludwig Meidner, Max Beckmann, Georges Rouault, Dada, Surrealism, the New Realism of Otto Dix and George Grosz.

24: Class discussion comparing approaches of Fussell and Winter in preparation for paper.

29: **SECOND PAPER DUE in Carmen submission portal.**

Second paper topic: Compare interpretations of the cultural impact of World War I by Paul Fussell (irony) and Jay Winter (tradition). Which interpretation is the more persuasive and why? Lecture on the Effects of World War I.

31: Lecture: the modernist novel and the war—Marcel Proust, James Joyce, D. H.

Lawrence, Thomas Mann.

APRIL

5: Modernist poetry and the war: T. S. Eliot, *The Waste Land* and W. B. Yeats, *The*

Second Coming

7: **Discuss** *Mrs. Dalloway*, pp. 3-55. What effects of the war does Woolf dramatize

in these pages?

12: **Discuss** Elizabeth Outka chapter, "Introducing the Pandemic" on Carmen. Art

history lecture, crucifixions in modernist art

14: Lecture on the Peace of Paris, the Influenza pandemic of 1918, Woodrow Wilson, and the Treaty of Versailles.

19: **Discuss** *Mrs. Dalloway*, pp. 56-123.

Lecture on First Wave feminism.

Sexuality and the war--Eros in Barbed wire.

Lecture on Sigmund Freud on psychoanalysis, shell shock, and the death wish.

21: **Discuss** *Mrs. Dalloway*, pp. 124-194.

Virginia Woolf and the Death of God Concluding discussion on the Culture of World War I.

27: FINAL PAPER DUE in Carmen submission portal

**History 4255. Seminar in Modern European History:
Migration in Modern Europe**
Spring 2017

Professor T. Dragostinova
Department of History
236 Dulles Hall
Phone: (614) 292-1602
Email: dragostinova.1@osu.edu

Monday, 12:45-3:40pm
Journalism Bldg 387

Office Hours: Friday, 10:00am-12:00 pm & by appointment

Course description:

This course examines different perspectives on migrations within, out of, and (back) to Europe from the late nineteenth century until the present. The course explores human mobility in the context of political struggles, border changes, economic conditions, demographic shifts, family structures, gender roles, and cultural expectations, comparing and contrasting developments in the eastern and western parts of the European continent and its overseas colonial possessions. Students will examine in detail five case-studies: European economic migrations to the USA; refugees during the Great War and World War II; the idea of the Iron Curtain during the Cold War; post-colonial and labor migrations after 1945; and the Yugoslav war refugees of the 1990s. All in all, the course will engage theories of diaspora, nationality, and state-building and study how notions of citizenship, national belonging, and state control influenced and were influenced by the evolution of migration movements within Europe.

After reviewing the relevant literature in the first half of the semester, during the second half of the seminar each student will write a research paper on one case study of migration in modern Europe. The students will make extensive use of the OSU Library print and electronic resources and visit the library for presentations and hands-on experiences on how to use these resources in historical research.

Objectives:

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

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

All students must be officially enrolled in the course by the end of the second full week of the semester. 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.

Assigned readings:

Saskia Sassen, *Guests and Aliens* (New York: New Press, 1999).
Tara Zahra, *The Great Departure: Mass Migration from Eastern Europe and the Making of the Free World* (New York: Norton, 2016).
Bruce Clark, *Twice a Stranger: The Forced Migrations that Forged Modern Greece and Turkey* (Cambridge: Harvard University Press, 2007).
Buchi Emecheta, *Second-Class Citizen* (George Braziller, 1983).
Aleksandar Hemon, *The Book of My Lives* (Picador, 2014).

All books are available for purchase at the campus bookstores.

Additional readings posted on Carmen are marked with an asterisk (*) in the Class Schedule.

Each student is required to complete all weekly readings before each class meeting.

Course requirements and assignments:

One short (4-page) paper: 10% [due 01/30]
Sample bibliography (secondary works): 5% [due 02/06]
Sample bibliography (primary sources): 5% [due 02/27]
Draft paper proposal and bibliography: 5% [due 03/08]
Final paper proposal and bibliography: 5% [due 03/27]
10-page first paper draft: 5% [due 04/03]
Entire first draft of paper: 10% [due 04/17]
Paper presentation in class: 5% [on 04/17]
Peer review on another student's paper draft: 5% [due 04/24]
Final 20-page paper: 30% [due 05/01]
Weekly participation and discussion: 15%

Detailed instructions for all assignments will be provided in class.

You need to complete all assignments in this class, regardless of their weight, in order to receive a final passing grade!

Please note that there are **four extra credit opportunities** for students for a one-grade credit on your participation and discussion grade (15% of grade). See end of syllabus for details.

Grade distribution:

A: 92.6 and above	B-: 79.6-82.5	D+: 67.6-69.5
A-: 89.6-92.5	C+: 77.6-79.5	D: 62-67.5
B+: 87.6-89.5	C: 72.6-77.5	E: below 62
B: 82.6-87.5	C-: 69.6-72.5	

Since the University does not record D- grades, **a student earning a course average below 62 will receive an E in this course.** Any grade complaints should be made in writing within 48 hours after grades are distributed.

Attendance:

Attendance is required in this course, and I will take class roll at the beginning of each meeting. Three late arrivals to class constitute a full absence. In the case of a legitimate absence, please provide me with documentation and ***arrange a meeting to discuss the readings***. **I will reduce your final grade by 1/3 grade for each absence incurred without a legitimate reason.**

Communication:

The quickest way to contact me is by email, and you may expect a reply within 24 hours (except weekends). Please make sure that you use formal English in your emails, sign your message with your full name, and indicate the course that you are taking with me in the subject line.

I use CARMEN to post class materials and assignment instructions so please check it frequently. **I reserve the right to make changes to the Class Schedule and the assigned readings and notify students through CARMEN.**

Late assignments:

All paper assignments are due during the designated class period. Please bring a **hard copy** of your paper to class. **Late submissions will be marked down a letter grade per day**; please email me a copy of the paper as soon as you finish it to stop the clock and bring a hard copy to my office as soon as possible. Please provide me with proper documentation in the case of a legitimate absence.

Use of technology:

This class is focused on discussion, so the use of any electronic devices, including laptops, is **prohibited, unless prompted by the instructor**. The use of phones, iPods, and headphones is prohibited under all circumstances. **Failure to follow these policies will reflect on your participation and discussion grade.**

Academic misconduct and plagiarism:

It is the responsibility of the Committee on Academic Misconduct to investigate all reported cases of student academic misconduct. Academic Misconduct includes, but is not limited to, **plagiarism, cheating on exams, unauthorized collaboration** with other students, alteration of grades, and **fraudulent medical excuses**. Instructors shall report all instances of alleged academic misconduct to the committee. Please see the Code of Student Conduct:

http://studentaffairs.osu.edu/resource_csc.asp).

For the purposes of this class, it is extremely important that you know what plagiarism involves. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's ideas. Please see: http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm

Disability Services:

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

Class Schedule

Week 1 (January 9)

People on the Move in Europe: Contemporary Relevance and Historical Context

Research tutorial: Sources available at OSU Libraries (an overview) and footnote exercise

Week 2 (January 16)

Martin Luther King Day, No class

Week 3 (January 23)

Migration as a Historical Problem: The Big Picture

Readings: Sassen, *Guests and Aliens* (entire).

*Theodora Dragostinova, "Refugees or Immigrants? The Migration Crisis in Europe in Historical Perspective," *Origins: Current Events in Historical Perspective*, December 2015.

URL: <https://origins.osu.edu/article/refugees-or-immigrants-migration-crisis-europe-historical-perspective>

Talk visit: After a break, we will walk together to this event sponsored by [The Global Mobility Project at Ohio State](#): Peter Gatrell (Manchester), "Refugees in Modern History: A European Perspective," 100 Enarson, 2:00-3:30pm.

Week 4 (January 30)

Migration from Below: The Immigrant Experience

Readings: Emecheta, *Second-Class Citizen* (entire)

*****Short (4-page) paper due*****

Research tutorial: Identifying secondary sources

After the break, we will walk together to Thompson Library.

In preparation for our library visit, browse on the Library website (available electronically):

The Encyclopedia of Migration and Minorities in Europe (Cambridge, 2011).

The Encyclopedia of Global Human Migration (Wiley Blackwell, 2013).

Week 5 (February 6)

Case study #1: Economic migration to the West

Readings: Zahra, *The Great Departure*, introduction and ch. 1-3 (ch. 4 optional)

Research tutorial: Identifying primary sources at OSU Library

After the break, we will walk together to meet Prof. David Lincove in 149 Thompson Library at 2:00pm to discuss strategies for finding primary sources at OSU Libraries.

*****Sample bibliography #1 due: Do a basic bibliographic search on the OSU Library catalog (including the encyclopedias listed above) and compile a 2-page bibliography of secondary works on a relevant topic*****

Week 6 (February 13)

Case study #2: Refugees of war and persecution

Readings: Clark, *Twice a Stranger* (Introduction, ch. 1-4, pp. 1-107; optional pp. 158-200)

*Philipp Ther, "A Century of Forced Migration" in *Redrawing Nations. Ethnic Cleansing in East-Central Europe, 1944-1948* edited by Philipp Ther and Anna Siljak (New York: Rowman & Littlefield, 2001). (CARMEN)

Visit to the OSU Library Special Collections

After the break, we will walk together to meet with the curators at the Special Collections at 2pm. Please review "Protocols for Class Visits" in advance: <http://go.osu.edu/SPCOLLclassvisit>

Week 7 (February 20)

Case study #3: The Cold War -- and after

Readings: Zahra, *The Great Departure*, ch. 5-7

Visit to the Billy Ireland Cartoon Library and Museum

After the break, we will walk together to meet with Prof. Jenny Robb at Sullivant Hall Room 205 (Will Eisner Seminar Room) at 2:30pm.

Week 8 (February 27)

Case study #4: The Yugoslav wars

Readings: Hamon, *Book of my Lives*, 1-155 (the rest is optional)

*Julie Mertus et al, *The Suitcase: Refugee Voices from Bosnia and Croatia* (Berkeley: University of California Press, 1997) (excerpts available on CARMEN).

***** Sample bibliography # 2 due: Identify and compile a 2-page list of primary sources using the library catalog, any relevant databases, or other resources*****

Week 9 (March 6)

No class: Individual meetings with instructor to finalize your research project proposal

*****Draft project proposal and bibliography due on Wednesday, 03/08*****

Week 10 (March 13)

Spring break, no class

Week 11 (March 20)

No class: Individual meetings with instructor to brainstorm your research project proposal

Week 12 (March 27)

In-class discussion: Research and writing strategies

Report on paper topic and brainstorm research strategies with other students in class

*****Final paper proposal and bibliography due*****

Week 13 (April 3)

In-class discussion: Writing strategies and ideas

Report on progress and brainstorm ideas with other students in class

*****Submit first 10-page draft of paper *****

Week 14 (April 10)

No class: Individual meetings with instructor to discuss your progress on your paper

Week 15 (April 17)

In-class discussion: Project presentations

*****First draft of paper due (complete first draft of paper)*****

*****Please also prepare a 5-minute project presentation (about 2 typed pages)*****

Week 16 (April 24)

In-class discussion: Peer reviews (and final instructions for your papers)

*****Written 2-page peer reviews due in class; please also prepare a 3-minute oral comments on your peer's work*****

Continue working on paper: Optional meetings with professor to discuss your progress

*****Final papers due on Monday, May 1st, before 2pm, in my office*****

Extra credit opportunities:

Throughout the semesters, students will have the option to complete an extra-credit assignment that will count for a one-grade credit on their participation and discussion grade (15% of grade). You may attend one of the four options below and write a 1-page (single-spaced) comments on the film, talk, or exhibit.

- Tuesday, 01/24, film screening at the Wexner Center of the Arts, at 7:00pm: *Fire at Sea* (Italy, 2016). Please note that this film costs \$4 with your student id.
- Monday, 02/27, 3:00-4:30pm, lecture by Simona Zavratnik (Ljubljana), "Migration and public opinion attitudes: Question of neighbors and foreigners." Ohio Union, Founders Room.
- Wednesday, 03/01, film screening at the Wexner Center of the Arts, at 7:00pm: *The Pirogue* (France/Senegal, 2012). Please note that this film costs \$4 with your student id.
- Hagerty Hall Global Gallery, photo exhibit on global mobility (details will be announced in class).

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

Please consider using [ASC's distance learning course template](#). For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

Enter additional details if you responded no

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor

Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

Regular opportunities for students to receive personal instructor feedback on assignments



Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies.

Course tools promote learner engagement and active learning.

Technologies required in the course are current and readily obtainable.

Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully.

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments:

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating:

Additional comments:

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation

Variety of assignment formats to provide students with multiple means of demonstrating learning

Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

Opportunities for students to interact academically with classmates through regular class discussion or group assignments



Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum

Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

Instructor explanations about the learning goals and overall design or organization of the course

Context or rationale to explain the purpose and relevance of major tasks and assignments

Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools

Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting

Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress

Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:

Syllabus and cover sheet reviewed by Jeremie Smith on 9/9/2021.

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.