

Term Information

Effective Term Autumn 2023
[Previous Value](#) Autumn 2022

Course Change Information

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

Adding REGD, updating writing prereq for new GE, name change to better reflect REGD content

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

Course is a good fit for REGD

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): Diversity in Context
[Previous Value](#) [Women and Gender in Early Modern Europe: 1450-1750](#)
Transcript Abbreviation WomenEarlyModEurop
[Previous Value](#) [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
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

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

Previous Value

Prereq or concur: English 1110 or equiv, 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

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, Ethnicity 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; Historical and Cultural Studies

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, in the context of race, gender, and diversity

Previous Value

- *An understanding of women's lives in early modern Europe*

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

COURSE CHANGE REQUEST
3641 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
01/13/2023

Sought Concurrence

No

Attachments

- History 3641 Syllabus REGD (Helfferich, 2022).docx: Syllabus
(Syllabus. Owner: Getson, Jennifer L.)
- History 3641 GE Form REGD (Helfferich, 2022).pdf: GE Form
(Other Supporting Documentation. Owner: Getson, Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	12/05/2022 04:13 PM	Submitted for Approval
Approved	Soland, Birgitte	12/05/2022 04:19 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/13/2023 03:26 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/13/2023 03:26 PM	ASCCAO Approval

HISTORY 3641

WOMEN & GENDER IN EARLY MODERN EUROPE (1450-1750): DIVERSITY IN CONTEXT

AUTUMN 2022

PROF. HELFFERICH

Email: helffferich.1@osu.edu

Phone: (567) 242-7161

Open Office Hours: Fridays 12:40-1:30pm in Galvin Hall 460F (or on Zoom by appointment)

Class time: W/F 11:15am-12:35pm in GA 119

Class website: <https://carmen.osu.edu/>

COURSE DESCRIPTION & OBJECTIVES:

Although the women of the 16th through 18th centuries played a huge role in everyday life, religion, and government, they are often marginalized in textbooks and standard history courses. This course will address that gap by looking closely at the experiences of women, how they interacted with their families and communities, how they worked and engaged in commerce, their education and cultural expression, and their political roles. We will also study contemporary ideas about women and women's bodies, along with understandings of (and opinions about) sex, pregnancy, marriage, and childhood, and investigate women's place within a European society that was based on hierarchies that enforced and expressed systems of inequality and subordination.

Moreover, it is important to note that despite common depictions in film and fiction, Europe was at this time home to a wide diversity of women of different ethnic, racial, class, and religious groupings. This course will thus ask students to investigate how early modern Europeans understood these socially-constructed and enforced categories of sex, gender, race, ethnicity, class, and religious identity, how these constructions overlapped and intersected in women's lives, how women then fit into social hierarchies, and how such varied categories might be constructed, enforced, and manipulated through writing, art, and other forms of expression. This course thus emphasizes diversity and intersectionality, that is, the ways in which such categories as sex and gender were interrelated in the early modern era with not just race and ethnicity, but also social class and religious difference.



Six important things a student should gain from this course are:

1. A grounded understanding of the ways the concepts of “woman” and “man” were used and understood in the early modern era, and the importance of societally established gender roles and individual gender identities, including knowledge of the flexible and nonbinary conceptions of gender used by early modern people to encompass intersex, transgendered, and nongendered/differently gendered people (including monastics and queens regnant).
2. Knowledge of early modern conceptions of and attitudes about the lifecycle and bodily functions (including pregnancy) of women in general; of their physical, intellectual, and spiritual nature; and of their expected social, cultural, and economic roles.
3. An awareness of how such gendered conceptions about women's bodies, natures, abilities, and appropriate roles intersected with and were also simultaneously modified or transformed by women's other socially defined identity categories, such as race, ethnicity, religious affiliation, and social class; as well as an understanding of the significant regional, chronological, religious, class, and racial/ethnic differences in

such lived experiences as marriage patterns and childbirth; and in such matters as work, dress, literacy, and religious practices.

4. Understanding of the vigorous elite intellectual debate about women's education, abilities, and proper roles that occurred during the early modern era (the *Querelle des Femmes*), including the debate's most important participants and relevant writings, and the debate's historical significance and import.
5. Knowledge of historical patterns and trends in women's legal status and rights from the late medieval period through to the 18th century, including both an understanding of how race, ethnicity, social class, and religion influenced women's rights and freedoms, but also an appreciation for the major discussion of the suitability of women to rule or govern (the Gynecocracy Debate).
6. Improved reading, writing, analysis, and communication skills.

GE REQUIREMENTS & LEARNING OUTCOMES:

This course fulfills the current GE categories of **Foundations: Race, Ethnicity and Gender Diversity (REGD); and Foundations: Historical and Cultural Studies**

REGD Goals:

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

REGD Expected Learning Outcomes:

Successful students are able to:

- 1.1. Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2. 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.
- 1.3. Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4. Evaluate social and ethical implications of studying race, gender, and ethnicity.
- 2.1. Demonstrate critical self-reflection and critique of their social positions and identities.
- 2.2. Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- 2.3. Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

This course fulfills the goals and ELOs of the GE category Foundations: REGD in the following ways:

- 1.1. In this course, students will evaluate how the historically and socially constructed categories of sex, race, gender, ethnicity, religious affiliation, and social class influenced how women in the early modern era were treated, how they were expected to behave, how they saw or described themselves, how they were represented in art and literature or were able to express themselves creatively, and what kinds of rights or freedoms they enjoyed. Each week will tackle a different aspect of these issues, as described in the course calendar below.
- 1.2. Students will examine the complex systems of power and hierarchy that underlay all of early modern European society, and learn how women fit into those systems at all levels: from power relationship within marriage and the family, through the hierarchies and of local civic and community groups and of legal and religious institutions, and also including larger systems of governance and rule. Students will also carefully examine how the different constructed categories of race, ethnicity, gender, religion, and class affected women's lived experiences and relationships.
- 1.3. Students will be asked to think and analyze the topic constantly in terms of intersectionality. At every point, the class will stress how lived experiences differed for women depending on the ways in which they were placed into, or understood themselves to belong to, different and intersecting socially constructed categories. As part of this, students will learn to understand the differences and relationships between 1) socially/historically constructed roles and expectations of people of a particular race, ethnicity, sex, gender, social class, and religious identity; and 2) the social or lived experiences of being men and women in early modern Europe.
- 1.4. The social and ethical implications of studying women's history and its intersection with race, gender, and ethnicity will be covered and discussed throughout the term, but especially in Week 1, where we define important terms and consider the importance to historical study of seeking out the experiences of all women,

reframing our views of the past with an awareness of past patriarchal biases, learning to ask different questions about history, and constantly seeking new ways to understand the perspectives of those who were previously invisible. Moreover, the class will ask students to think about the ways in which social acceptance of sexual nonconformity, same-sex relationships, sex work, abortion, and birth control are historically and socially constructed ethical structures that often intersect with ideas about other categories, such as race and ethnicity.

- 2.1. Students will be invited during class discussions to question their own assumptions about the history and nature of women, about women's relationships to men and their places in society, and about the differences among women belonging to one or more socially constructed identity categories. They will be asked to explore how many of our contemporary cultural categories, attitudes, and social positions are not fundamental or natural, but instead rooted in past attitudes, laws, and practices.
- 2.2. This course will emphasize, both through lectures and through primary and secondary source readings, to see how perceptions of women's fundamental difference from men shaped the attitudes, beliefs, and behaviors of early modern Europeans, but also how biases against, and expectations about, people of different races, ethnicities, religions, and social classes also influenced attitudes, beliefs, and behavior both in the people of early modern Europe, but also in themselves.
- 2.3. Finally, this course will ask students to analyze in discussion and through their reading response papers how these intersectional categories influenced the lived experiences of everyone in the early modern era, no matter what identity categories they accepted for themselves or were assigned by others.

Historical Studies Goals:

1. Successful students will critically investigate and analyze historical ideas, events, persons, material culture, and artifacts to understand how they shape society and people.

Historical Studies Expected Learning Outcomes:

Successful students are able to:

- 1.1. Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.
- 1.2. Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
- 1.3. 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.
- 1.4. Evaluate social and ethical implications in historical studies.

This course fulfills the goals and ELOs of the GE category Foundation: Historical Studies in the following ways:

This course will outline some major texts and sources for the history of early modern European women and diversity, and will ask students to learn to use those texts and additional secondary sources and lecture materials to gain an integrated perspective on the history of women. Students should learn as well to analyze, speak, and write critically on the topic of early modern women's history, and to explore ideas about women and the intersection of these ideas with conceptions related to gender, race, ethnicity, religious identity, and social class. Students should also learn to evaluate the social and ethical implications of historical ideas and of traumatic events such as the great early modern Witch Hunts. This course will also provide students important perspectives on how pre-modern ideas and laws about women (including those belonging to various socially constructed identity categories) shaped early modern women's lived experiences and rights. Moreover, students should learn how this historical background is still influencing current debates and shaping contemporary attitudes and laws, including in the areas of women's rights, education, employment, the military, marriage, rape, abortion, and birth control.

LEGACY GE REQUIREMENTS & LEARNING OUTCOMES:
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This course also fulfills the Legacy GE category of **Historical Studies**

Legacy GE: Historical Studies:

Goal: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes (ELOs):

- a. Students construct an integrated perspective on history and the factors that shape human activity.
- b. Students describe and analyze the origins and nature of contemporary issues.

- c. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

The course will fulfil this Legacy GE: Historical Studies category by outlining some major texts and sources for the history of early modern European women and diversity, and having students use those texts and additional secondary sources and lecture materials to gain an integrated perspective on the history of women and to speak and write critically on the topic of early modern ideas about women and the intersection of these ideas with conceptions related to gender, race, ethnicity, religious identity, and social class. This will also provide students important perspectives on how pre-modern ideas and laws about women (including those belonging to various socially constructed identity categories) have shaped contemporary women's experiences and rights, since this historical background is still influencing current debates and shaping contemporary laws, including in the areas of women's rights, education, employment, the military, marriage, rape, abortion, and birth control.

REQUIRED TEXTS (available either at the bookstore or on the course website):

The following required texts are ones that you must purchase, rent, borrow, or otherwise obtain. Note that most will be available at the OSU Lima library on reserve, though to ensure access I do recommend getting your own personal copy, rather than depending on a shared library copy being available when you need it.

- Veronica Franco, *Poems and Selected Letters* (ISBN-13: 9780226259871)
- Jeanne de Jussie, *The Short Chronicle* (ISBN-13: 9780226417066)
- Mary Wiesner Hanks, *Women and Gender in Early Modern Europe* [ISBN-13: 9781108739351]
- Course Packet (This will be provided to you on Carmen. Individual readings from the packet are noted in the calendar below)

ADVISORY:

This course can be a lot of fun, but at the same time, please be aware that it does cover topics that may be disturbing. In order to understand the history of women and diversity in this period, we will need to include some readings and discussions of historical anti-female prejudice and misogyny. We will also be reading about/discussing possibly sensitive topics such as sexual nonconformity and gender diversity or fluidity; racial, ethnic and religious prejudice; birth control, abortion, and infanticide; prostitution and sex work; persecution and execution of women as witches; sexual and domestic violence; and human bondage in the form of serfdom and slavery. Lectures will include early modern images or artwork portraying both female and male bodies, some of which will be unclothed. If all this sounds like more than you want to deal with right now (fair enough!), you may want to reconsider your participation in this course. If you think you'll be totally fine, but actually find yourself experiencing distress during the course, please don't hesitate to contact me or OSU Counseling Services right away.

OVERVIEW OF COURSE MEETINGS & REQUIRED COURSEWORK:

As a student in this course, you will engage in regular and substantive academic interactions with me (your professor) and with each other in a number of ways. You are also invited to meet individually with me either at my scheduled open student office hours or by appointment (held on Zoom). During the term we will usually meet in person twice a week for in-class discussions, lectures, and overviews of the required readings and materials. All days on which you must appear in person in class are indicated below in the course calendar. Days in which we will not meet are also clearly indicated below. **It is thus vitally important that you pay close attention to the course calendar (given below and also provided on Carmen) and plan your semester accordingly.**

Asynchronous work will include some videos and podcasts, and you will also be asked to read the assigned readings and write some short reading response papers and a final assessment and contemplation paper. All of this asynchronous work can be done mostly as convenient, although paying careful attention to the relevant due dates as noted in the calendar below. If I suspect that people are not doing the reading, I may introduce some short quizzes to encourage you to keep up and to allow me to make sure everyone is following the material. There will be no final exam or midterm, but there will be a map quiz.

In general, and in accordance with university standards, **you can expect to spend approximately 9 hours a week on this course**—which will normally mean around 3 hours per week of direct instruction time (discussions, lectures, and other active learning activities), and 6 hours per week of reading, writing, and other assigned work. See the “grading” section below for more information on specific assignments and their percentage grade value.

Additional details:

- In addition to this syllabus, a list of readings and assignments for the week, along with any prerecorded mini-lectures, videos, and/or podcasts that cover that relevant lecture topics, and announcements can be found on the course website on Carmen.
- Unless the University changes its policies or we are forced to move online due to worsening public health conditions, all discussions and class sessions will be held in person on campus synchronously, at normal class times, so please come to class on those days. Discussions will normally occur on Fridays and will cover the primary source readings shown in the calendar for that day. Be advised that course participation is very important, and regular participation at class discussions is required (See section on participation below for more information.)
- To stay on target and not fall behind, it is key that you complete all readings by the date under which they are listed. In particular, make sure you have read all the primary source readings before discussion starts! On average, you will have around 80-120 pages of reading to do per week, but there are some weeks with less or more reading, so please consult the calendar in advance and plan your time accordingly. If you need help figuring out how to prioritize readings or schedule your time, just ask, as I'm happy to help.
- Another tip for time management: Use a stopwatch app to time exactly how long it takes you to read 2 pages of each assigned book. Now you have pretty good idea how long it will take you to do each week's reading before you even start. For example. Let's say it takes you 4 minutes to read 2 pages of a book (that is, an average of 2min/page). Then if there are 40 pages of that book assigned for the week, it will take you approximately 80 min to complete the reading. If there are 100 pages, it will take you 200 minutes, etc.

COURSE CALENDAR:

Below is our working schedule of class sessions and topics (subject to change as needed, so please stay alert to announcements provided on Carmen). Please come to campus and attend class at normal class time unless the calendar indicates that there is no in-person class that day. All lectures, assignments, readings, and papers listed below should be completed before class time on the day under which they are listed or as you are instructed on Carmen. Please make sure to keep track of the due dates of all coursework and plan ahead. Podcasts and videos will be provided on Carmen (or elsewhere on the OSU website), with links to transcripts.

Part I: The Body

➤ Week 1: Introduction to the History of Women

Wed Aug 24

Intro to Women and Diversity in Early Modern Europe

- **Lecture:** What do we mean by “sex” “gender” “race,” “ethnicity,” “class/social status,” and “religious identity/affiliation”?
- **In-Class Exercise:** How do we see gender, race, and ethnicity in the world around us?

Fri Aug 26

Women's History & Intersectionality

- **Lecture:** Intersectionality as a key analytical tool for historical study; Understanding the social and ethical implications of studying the history of early modern women through the lens of the analytical categories of sex, gender, race, ethnicity, social status, and religious identity
- **Reading:** Wiesner-Hanks [WH] p. 1-21 (Introduction); Franco, *Poems & Selected Letters*, pp. ix-xxvi (“Series Introduction”); MacDonald, *Women and Race in Early Modern Texts* (Introduction) [Course Packet]
- **Assignment:** Be ready to discuss at next Friday's class your answer to the following two-part question: “What, according to MacDonald, are the links between women's racial, sexual, and civic identities as seen through early modern texts? How do you think intersectionality is significant in understanding the place of women in the early modern and modern world?” [No need to write out your answers, but do be prepared to talk!]

➤ Week 2: The Female Body

Wed. Aug. 31

Women's Origin and Body

- **Lecture:** The Origin or Creation of Woman; The White & Black Female Body; Premodern Conceptions of Intersex and Nonbinary Sexual Identities; The Female Life Cycle; Pregnancy & Childbirth

Fri Sept. 2

Discussion: Women's origins, natures, and bodies

- **Readings:** Wiesner-Hanks [WH] p. 22-32, 43-50, 92-99; *Readings on the Body & Pregnancy* (Incl. selections from early Christian writers; Keeble, *The Cultural Identity of Seventeenth-Century Woman*, chs. 1-2: "In the Beginning: Male and Female"; "Body") [Course Packet]
- **Assignment:** Reading Response Paper #1 Due (see Carmen for details)

Part II: Sex

➤ Week 3: Sex and Sexuality

Wed. Sept. 7

Sex and Sexuality

- **Lecture:** Women's Sexual Activity & Sexuality; How Race, Ethnicity, Gender Expectations, Religious Affiliation, and Class Affect Views of Women's Sexuality

Fri Sept. 9

Discussion: Sex and Sexuality

- **Readings:** WH p. 50-71, 84-92; *Readings on Sex and Sexuality* (Incl. Keeble, *The Cultural Identity*, selections from chs. 3, 15: "Sexuality," "Widowhood, Celibacy and Female Friendship") [Course Packet]

➤ Week 4: Sexual Nonconformity & Sex Crimes

Wed. Sept. 14

Sexual Nonconformity & Sex Crimes

- **Lecture:** Sexual Nonconformity or "Deviancy"; Racialization and Otherization of Sexual Nonconformity; Sex Crimes & Same-Sex Sexual Relations; Birth Control, Abortion, & Infanticide; Prostitution and Sex Work

Fri Sept. 16

Discussion: Sexual Nonconformity & Sex Crimes

- **Readings:** WH p. 72-83; Franco, *Poems & Selected Letters* ("Introduction: The Honored Courtesan", p. 23-48, 133-283 [Note that the English is printed on only one side, so this is half as much reading as it may seem!])
- **Film:** *Dangerous Beauty* (R-rated) [Link on Carmen or on the OSU library website at: <https://library.ohio-state.edu/record=b9605003~S7>]
- **Assignment:** Reading Response Paper #2 Due (see Carmen for details)

Part III: Marriage & Daily Life

➤ Week 5: Marriage & the Family

Wed Sept. 21

Marriage and Wifely Duties

- **Lectures:** Marriage; Wifely Duties; Divorce; The Impact of the Protestant Reformation on Marriage; Polygamy; Differences in European Marriage Patterns Across Geographic Region, Race, Ethnicity, Social Status, and Religion; Married and Single Women's Legal Rights

Fri Sept. 23

Discussion: Marriage and Wifely Duties

- **Readings:** *Readings on Marriage* (incl. selections from Keeble, *The Cultural Identity*, chs. 8 & 9: "Marriage, Adultery, and Divorce," "Wifely Duties") [Course Packet]
- **Recommended Reading:** Start the Glückel reading so you won't be so rushed next week.

➤ Week 6: Women's Work

Wed Sept. 28

Women's Work: Free & Forced, Paid & Unpaid

- **Lectures:** The Gendered Nature of Women's Work; Servitude, Serfdom, and Slavery: Poor, Eastern European, and Black Women's Work; Jewish Women and Work; How the European Economic System Rested on Enforcement of Intersectional Identity Categories.

Fri Sept. 30

Discussion: Women's Work

- **Readings:** WH p. 112-156 (Ch. 3); *Readings on Women's Work* (Incl. Ogilvie, "Women and the 'Second Serfdom'"; Klosowska, "Barbouillage and Blackface in the Classroom"; selections from *The Life of Glückel of Hameln*) [Course Packet]
- **Assignment:** Reading Response Paper #3 Due (see Carmen for assignment)

Part IV: Religion

➤ Week 7: Women and Religion

Wed Oct. 5

Women and Religion

- **Lectures:** The Life of Nuns; The Impact of the Protestant Reformation on Monastic Living; How Monastics Blurred Gender Identities & Gender Roles; Black and Indigenous Nuns, Holy Women, and Tertiaries

Fri Oct. 7

Women and Religion cont.

- **Lectures:** The Virgin Mary and Female Saints; The Holy Family; Jesus as Mother; Black Saints & the Black Madonna; Religious Minority Women (including Jewish Women and Anabaptists)

➤ Week 8: Women and Religion cont.

Wed Oct. 12

Discussion: Women and Religion

- **Readings:** WH p. 38-43, p. 231-277 (Ch. 6); Jeanne de Jussie, *The Short Chronicle* (first half); *Readings on Religion* (incl. Kidd, "Race and Religious Orthodoxy in the Early Modern Era") [Course Packet]
- **Assignment:** Reading Response Paper #4 Due (see Carmen for details)

Fri. Oct. 14

NO CLASS TODAY--Autumn Break

Part V: Women & Diversity: A Closer Look

➤ Week 9: Women, Race, and Ethnicity

Wed. Oct. 19

Race & Color in Early Modern Europe

- **Lectures:** Was There Racism in Early Modern Europe?; Early Modern Focus on "Color"; Africa, the Ottoman Empire, and the Female "Ethiopian" in the European Imagination

Fri. Oct. 21

Discussion: Race & Color in Early Modern Europe

- **Readings:** *Readings on Race and Color* (incl. Boose, "'The Getting of a Lawful Race': Racial Discourse in Early Modern England and the Unrepresentable Black Woman;") [Course Packet]

➤ Week 10: Women, Race, and Ethnicity cont.

Wed. Oct. 26

How Race & Ethnicity Affected Women's Lives

- **Lectures:** Women of the "Colored Nations": Conversos, Moriscos, and Roma; Ethnic Groupings within Europe; Indigenous Women of Europe & its Overseas Empires (Incl. Sámi and other Baltic Pagan Tribal Peoples)

Fri. Oct. 28

Discussion: Women, Race, and Ethnicity

- **Readings:** *Readings on Race and Color II* (incl. Galer, "How black women were whitewashed by art"; McGrath, "The Black Andromeda"; Walls "The Overlooked Role of Black Women in European Renaissance Paintings") [Course Packet]
- **Assignment:** Reading Response Paper #5 Due (see Carmen for details)

Part VI: Unnatural and Monstrous Women

➤ Week 11: Unnatural and Monstrous Women

Wed. Nov. 2

Monstrous Women in General

- **Lectures:** History of European Misogyny; Manly Women and Womanly Men (the "She-Man"); Mythical Female Monsters; Wild and Unruly Women; How Did Black, Jewish,

Roma, Irish, and Other Marginalized Women Fit into Common European Conceptions of “Naturalness” and “Monstrosity”?

Fri. Nov. 4

Monstrous Women of Power: Queens and Female Rulers

- **Lectures:** Queens and Female Rulers; The Gynocracy Debate; Women and Political Action; Which is More Important to Contemporaries: Sex, Race/Ethnicity, or Social Class?
- **Podcasts:** Choose TWO of the following (your choice): “Maria Theresa”; “Mary, Queen of Scots”; “Catherine the Great” [On Carmen]

➤ **Week 12: Unnatural and Monstrous Women cont.**

Wed Nov. 9

Discussion: Monstrous Women

- **Readings:** WH p. 303-336 (Ch. 8); *Readings on Monstrous Women* (incl. Wolfthal, “Women Who Refuse to Mother”; Brenner, “The Good and Bad of that Sexe’: Monstrosity and Womanhood in Early Modern England”; Speght, *A Mouzell for Melastomus*, 1617 [A Muzzle for the Black-Mouth]; Knox, *First Blast of the Trumpet against the Monstrous Regiment of Women*) [Course Packet]

Fri. Nov. 11

No in-person class today—Veteran’s Day break

➤ **Week 13: Unnatural and Monstrous Women cont.**

Wed. Nov. 17

Witches and the Great Witch Hunt

- **Lectures:** The Early Modern Witchcraft Craze; Who was Charged and Convicted?; The Importance of Sex & Infanticide in the Witchcraft Trials; Witchcraft as Male Sexual Fantasy; The Black Man and the Devil
- **Podcasts:** “Witchcraft”; “The Malleus Maleficarum” [On Carmen]

Fri Nov. 19

Discussion: Witches

- **Readings:** WH p. 278-302 (Ch. 7); *Readings on Witches* (incl. selections from the *Malleus Mallificarum* and other Witchcraft Documents) [Course Packet]
- **Assignment:** Reading Response Paper #6 Due (see Carmen for details)
- **Map Quiz**

➤ **Week 14: Thanksgiving Break**

No classes this week. Enjoy the break!

Part VII: Women’s Literacy, Learning, & Culture

➤ **Week 15: Literacy, Learning, & Culture**

Wed. Dec. 1

Literacy, Learning, and Culture

- **Lectures:** Women’s Literacy & Learning; *The Querelle des Femmes*; Women and the Arts; Education, Literacy, and the Arts among European Ethnic, Racial, and Religious Minorities; Enlightenment and the Question of Diversity; the Importance of Social Class in the Debate about Women’s Education
- **Podcasts:** “Judith beheading Holofernes”; “Mary Wollstonecraft”; “Aphra Behn” [Online on Carmen]

Fri Dec. 3

Discussion: Literacy, Learning, & Culture

- **Readings:** WH p. 32-38, 159-228 (Chap. 4-5); *Readings on Literacy and Learning* (incl. selections from Wollstonecraft, *Vindication of Rights of Woman*; Behn, *Oroonoko: or, the Royal Slave*) [Course Packet]
- **Assignment:** Reading Response Paper #7 Due (see Carmen for details)

➤ **Week 16: Conclusions**

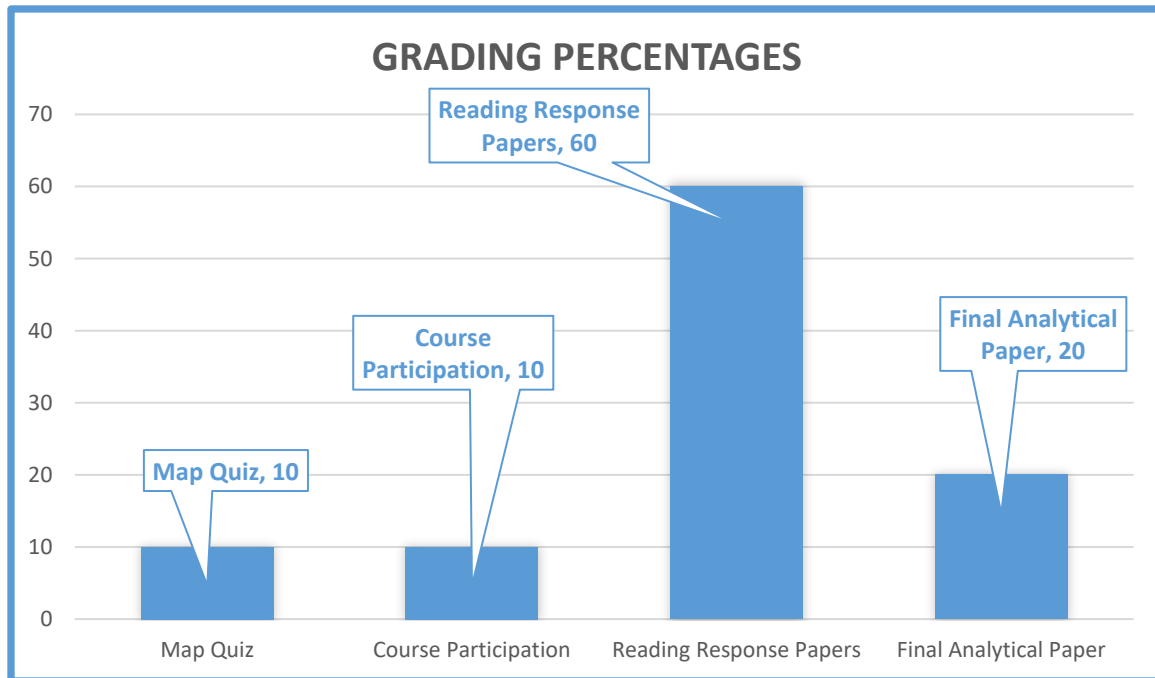
Wed Dec. 8

Course Conclusions and Final Assessment

- **Assignment:** Final Analytical Paper (See Carmen for details and due date)

GRADING:	
• Reading Response Papers:	60% (15% each)
• Final Analytical Paper	20%
• Course Attendance & Participation	10%
• Map Quiz	10%

(A = >93; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; etc. Anything below 62 = an “E” grade)



- Paper/essay grading: Grading for graded papers is based on a rubric that takes into account the strength of the argument, the use of evidence, and the writing quality. An ‘A’ paper is distinguished by an original, compelling argument and/or organizing principle; a judicious use of well-digested evidence; and an effortless command of grammar, spelling, and punctuation. Please note that a very fine, solid-A paper receives 95 points. Additional points may only be gained through extraordinary brilliance. A ‘B’ paper is marked by an argument that is well-crafted, but predictable; evidence that is appropriately placed but inadequately exploited; and serviceable but not seductive prose. A ‘C’ paper is characterized by a loose or regurgitated argument; mechanical citation and support; and awkward paragraph structure, repetitive constructions, lapses into colloquialism, and overuse of the passive, adverbs, and the exclamatory voice. A ‘D’ paper is marred by assertions rather than argument; the misreading or misuse of evidence; and simple grammatical and spelling mistakes. An ‘E’ paper lacks an argument; shows no familiarity with relevant evidence; has consistent problems with basic sentence construction; and/or does not address the assignment.
- I will not provide a line-by-line edit for the papers. However, I am more than happy (indeed, very happy!) to offer this service to any student who wants it — so long as you come to see me at my office or in (virtual) office hours. We can then go through that paper together, and I can suggest ways to improve your writing for the future.

MAP QUIZ (10%):

This class will include an in-class map quiz. To prepare, be able to place correctly on a blank map certain major geographical features of relevance to this course. This will not be an open book quiz, but will require study and memorization. Additional information and a study sheet will be handed out separately.

READING RESPONSE PAPERS (60%) AND FINAL ANALYTICAL PAPER (20%):

You are required to write five papers in total: four reading response papers (60%), and one final paper assignment (20%).

- There are seven possible reading response paper assignments. You may choose any four to complete. The due dates for the papers are indicated on the course calendar and will also appear on Carmen. All papers are due online by no later than 11:59pm on the evening of the day they are due. General instructions for the reading response papers are as follows (though please see Carmen for specific paper assignments and instructions):
 - Your papers should be around 3 pages (double spaced) and should carefully address the question asked (prompts will be provided on Carmen, and also see below).
 - Your papers will require thought and analysis, and must each include the use of at least 3 quotes from that section's primary or secondary source readings (with citations) as evidence to support your arguments.
 - Your papers will all address some aspect of the GE expected learning outcomes.
 - Papers must be written at a college level. Please use the Learning Center for help if you need it. Work that does not meet that quality will receive a lower grade.
 - All work must be your own. Please see the statement on academic misconduct below.
 - **Late assignments:** All papers are due by midnight on the date due. However, you are allowed one consequence-free late paper. If that paper is fewer than three days late, it will be considered as submitted on time. Additional late papers will be docked 5 points (a half grade) for every day late.
 - **Paper grade swap/Extra paper option:** you are permitted to complete and submit one extra reading response paper (that is, a sixth paper) and then drop the lowest paper grade. You can't submit more than six response papers.
- **Reading Response paper topics are as follows** (fuller details and requirements are posted on Carmen):
 1. How and why are women's bodies thought to be different from men's, according to early modern European sources, and what does this difference mean for the creation of gender roles and the power relationship between the sexes? How does blackness or ethnic minority status complicate this understanding?
 2. Based on the readings for this section, including the writings of the courtesan Veronica Franco, do early modern authors think women's sexuality is good or bad? Why? How do race/ethnicity and social class complicate contemporary ideas about women's sexuality?
 3. Your choice of prompts: A) What, according to the various early modern authors we read for this section, is the nature and purpose of marriage and the proper relationship between man and wife? Or B) How were early modern ideas about the proper nature of women's work influenced by the woman's race, ethnicity, social class, religious affiliation, or legal status as free, enserfed, or enslaved?
 4. Are nuns women? Why or why not?
 5. Based on the articles assigned for this section, how were Black women represented in early modern Europe, and how did those representations compare to their actual lived experiences?
 6. What does it mean for a woman to be monstrous or unnatural according to early modern thinkers? How are "unnatural" women different from "natural" women?
 7. Your choice of prompts: A) Based on your reading of Behn's story of an African prince, discuss how this work, and especially her portrayals of freedom, slavery, race, gender, and power, reflect or challenge contemporary views on women's roles and diversity in early modern European society. Or B) Based on your reading of Wollstonecraft's *Vindication of the Rights of Women*, why are women across Europe subject to men? What kinds of women does she seem to exclude in her propositions for how to improve women's rights?
- There is also one final analytical paper, a 5 to 6-page comprehensive essay in which students explain and broadly assess how ideas about the constructed categories of gender, race, ethnicity, religious affiliation, and social class intersected to influence women's lives and lived experiences in early modern Europe, and to assess how this might be different from the situation in the modern world. As part of this paper, students will be asked to consider their own lived experiences, and how knowledge of early modern history may or may not have changed or reinforced their own existing attitudes and beliefs. It must include at least 6 source quotes from the assigned reading as evidence. Additional instructions and information will be posted on Carmen.
- **All work must be your own and all papers must be written in your own words.** Do not be tempted to copy another person's work. Do not use online essays. Any use of prose found on Wikipedia will result in a zero for the assignment, even if properly cited. Please see the statement on academic integrity and plagiarism below.

COURSE PARTICIPATION & GENERAL ATTENDANCE POLICY:

- You are expected to attend all class meetings. However, everyone is allowed three missed class sessions without the need for excuse. All unexcused missed classes thereafter will result in 5 points off your participation grade (out of 100 points).
- Because learning is improved when we don't just read or think on our own, but also **work with others to learn as a community**, we will have in-class discussions almost every week. I ask that you show up prepared, having done the assigned readings, and then be actively involved or engaged in discussions. This means you should demonstrate that you are willing to grapple with the material, ask questions, interact with others, challenge your own assumptions, push yourself and others to improve (civilly!), and in sum, contribute positively to everyone's overarching goal of learning. Course attendance and participation is worth 10% of your grade, but is even more important as an invaluable tool for educational advancement.
- Our course discussions will cover the material listed under "Reading" for discussion days. Your analysis of these readings should also be informed by the additional material you have read or learned elsewhere in the course.
- Before each discussion, you may be provided a prompt or list of discussion questions on Carmen to guide your analysis of the source reading. You may wish to begin to formulate answers before the discussion session begins, although this is not required. You will also be asked to bring to class two quotes from that section's reading that you find interesting or important for further discussion.
- Remember, even if you don't have any profound insights about that week's readings, you should always aim to advance the discussion of the day's topic in some way. For example, you could pose questions to me (the instructor) or respond to other students' comments or questions. Any good-faith effort to participate in discussions will result in full points for that day's class.
- Even when you aren't talking, remember that active listening is the mirror skill to effective speaking and persuasion. A good conversationalist will always try to hear and understand what others are saying, rather than focusing simply on their own thoughts and words. So please listen carefully to other people's ideas or comments and take notes if you hear something useful or interesting, or respectfully speak up if someone says something you think is incorrect or misguided. Civil discussion is key to learning, however, so keep it kind!

ACADEMIC INTEGRITY, MISCONDUCT, & PLAGIARISM:

- Quizzes: If we end up having any online quizzes, note that you must complete such quizzes yourself, without any external help or communication and without searching the web for answers, although all online quizzes (not the map quiz!) will otherwise be open book and open notes.
- Written assignments: Your written assignments (papers) must be your own original work. In formal assignments, you should follow the citation style indicated in the assignment to cite the ideas and words of your research sources. You are encouraged to ask a writing tutor or other trusted person to proofread your assignments before you turn them in, but no one should produce a paper for you or rewrite your work. All work must be your own, always.
- Furthermore, note that plagiarism is theft. It means using anyone else's ideas or words without giving them credit (trying to pass them off as your own). Any copying from the internet, therefore, is plagiarism unless you put the copied text in quotes and cite the website. Any copying from the textbook is plagiarism unless you put the copied text in quotes and cite the page. Any time you use anyone else's words you must put those words within quotation marks and then give a citation. If you paraphrase someone else's words (that is, rearrange them or change them slightly but keep the general gist of them) you must still give a citation crediting your source. If you have any questions about what constitutes plagiarism, please don't hesitate to contact me, or go to: <http://cstw.osu.edu/writing-center/handouts/plagiarism>
- You may not use Wikipedia or any other website when formulating or writing your papers unless you have express prior approval from me (and even then, you would need a full citation).
- **Official OSU Statement on Academic Misconduct**
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 at: <http://studentconduct.osu.edu/>

SOME ADDITIONAL NOTES:

- If you are having problems with your writing or if you have writing-related questions, please do come see me or go to the campus Learning Center for free help.
- Laptops or tablets may be used to take notes, but please be considerate by NOT using your laptop to web surf, answer email, shop, tweet, or do anything else but take notes during class.
- Please turn off or mute all cell phones before class. Please do not check your email or social media during class. I see you do it, the people around you see you do it, and it's both distracting and rude.
- I'll usually try to respond to emails or Carmen messages within 1 business day. If you don't hear back in that time, it may be because OSU's IT system has eaten your message, so please re-send.
- This brief essay may be useful when composing emails or messages to me or other profs:
<https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ac0e4087>
- Student office hours are open and free for you to come and ask questions or talk about the course.

ADDITIONAL IMPORTANT OSU STATEMENTS & CAMPUS POLICIES:

- **Enrollment Policy**
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 History Department after that date. Enrolling officially and on time is solely the responsibility of each student.
- **Recording Policy**
This course uses video and audio recordings of class lectures and related materials. These recordings are available to all students presently enrolled in the course. Please note that these are copyrighted property and are not for public release or dissemination. This is also important to protect your FERPA rights and those of your fellow students. Any other audio or video recording is **not allowed without my prior consent.**
- **Diversity Statement**
The Ohio State University at Lima is committed to creating a safe and inclusive campus where students, their contributions, and their perspectives are equally valued and respected regardless of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, ethnicity, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases. As a campus community we value and respect the dignity and worth of every person and celebrate differences. To report issues of discrimination, contact the Office of Diversity and Inclusion on Lima campus, patton.112@osu.edu, <https://lima.osu.edu/current-students/office-of-diversity-and-inclusion/> or <https://equity.osu.edu/>.
- **Statement on Creating an Environment Free from Harassment and Sexual Misconduct**
All Buckeyes have the right to be free from harassment and sexual misconduct. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.
To report harassment, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:
 1. Online reporting form at equity.osu.edu
 2. Call 614-247-5838 or TTY 614-688-8605
 3. Or Email equity@osu.eduThe university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:
 - All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
 - The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.
- **Statement on Counseling Services**
PLEASE TAKE CARE OF YOURSELF (Mental Health Statement): As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in

daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu. Should you find yourself experiencing personal difficulties, whether related to class or not, please know that you have access to confidential services provided by the OSU Lima Counseling and Consultation Service (LCCS). All current OSU Lima students are eligible for services at no charge. You may contact LCCS at 567/242-7158 (Samantha Haudenschild, haudenschild.11@osu.edu); visit: <https://lima.osu.edu/current-students/counseling/> You can reach an on-call counselor when Samantha is not available by calling 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (988); or text (4hope to 741741); or at <https://988lifeline.org/>

- **Statement on Disability Services**

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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. The contact information for Ohio State Lima Disability Services follows: Karen Meyer, M.S.Ed, Coordinator for Disability Services, The Ohio State University at Lima, 310-G Galvin Hall, 567-242-7194 Office / 567-242-7506 Fax; meyer.193@osu.edu

- **Statement on COVID-19 Accommodation Information**

COVID-19 disability accommodation information can be found at: <https://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/> If you need long-term accommodations due to COVID, which are approved on a case by case basis, you may want to reach out to: Karen Meyer, M.S.Ed, Coordinator for Disability Services, The Ohio State University at Lima, 310-G Galvin Hall, 567-242-7194 Office / 567-242-7506 Fax; meyer.193@osu.edu

- **Statement on Sexual Misconduct/Relationship Violence**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu>. You may also contact the university's Title IX Coordinator at titleix@osu.edu or Ohio State Lima's Title IX contact at albright.34@osu.edu.

- **Statement Regarding Tobacco Free Campus Policy**

Ohio State has adopted a tobacco free policy that supports a healthy environment for all members of the campus community. The use of all types of tobacco products is prohibited in all university buildings and on all university-owned properties, including parking lots and all outside areas. The full policy can be found at: <http://hr.osu.edu/public/documents/policy/resources/720faq.pdf?t=2014724155314>

- **Statement on University Expectations regarding 2:1 Ratio of Student Effort**

In an effort to establish educational standards and expectations for all institutions of higher education in the state, the Ohio Department of Higher Education (formerly the Ohio Board of Regents) has established formal guidelines to standardize the length of semesters, academic years, and define the practical meaning of each semester hour of credit. In these guidelines, one semester credit hour is awarded for a minimum of 750 minutes of formalized instruction and "students will be expected to work at out-of-class assignments on a regular basis, which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity."

- **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. As a land grant institution, 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.

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 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)