

Term Information

Effective Term Summer 2023
Previous Value Spring 2020

Course Change Information

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

Adding 100% DL Approval

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

The department would like to offer this course in an online format

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	4795
Course Title	Seminar in History
Transcript Abbreviation	Seminar History
Course Description	Advanced research and readings on selected topics in 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 Greater or equal to 50% at a distance Less than 50% 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 grade of 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 participate in a more intensive study, and will gain a better understanding, of higher-level topics in History.
Content Topic List	<ul style="list-style-type: none">• Advanced research and writing on selected topics in History. Topics Vary.
Sought Concurrence	No

Attachments

- History 4795 DL Syllabus (Soland) [JLG 1.22.2023].docx: Syllabus DL
(Syllabus. Owner: Getson, Jennifer L.)
- History 4795 P Syllabus (Soland).docx: Syllabus P
(Syllabus. Owner: Getson, Jennifer L.)
- History 4795 DL Cover Sheet.pdf: DL Cover Sheet
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- The DL Syllabus includes changes based on recommendations by ODE. Attached are the DL Syllabus, P Syllabus, signed DL cover sheet. *(by Getson, Jennifer L. on 02/02/2023 12:00 PM)*

COURSE CHANGE REQUEST
4795 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/08/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	02/02/2023 12:00 PM	Submitted for Approval
Approved	Soland, Birgitte	02/03/2023 08:55 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/08/2023 01:08 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/08/2023 01:08 PM	ASCCAO Approval



SYLLABUS

HISTORY/4795

Seminar in History: Girls, Young Women, and Social Change, the 18th Century to the Present

Spring ## (full term), 3 credit hours

Online, Synchronous

Distance Learning via Zoom, Mondays, 2:15pm – 5:00pm

COURSE OVERVIEW

Instructor

Instructor Name: Birgitte Soland

Instructor Email address

Phone number:

Office hours: Mondays, 1:00pm – 2:00pm, or by appointment

Prerequisites

Prereq or concur: English 1110.xx or completion of GE Foundation Writing and Information Literacy Course; a grade of C or above in History 2800, and any 3000-level History course; or permission of instructor.

Course description

Girls and young women have most often been perceived as vulnerable and powerless individuals, in need of guidance, supervision and protection by older adults. Rarely have they been seen as historical actors who contribute to producing social change. This seminar seeks to re-assess that perception by uncovering some of the ways in which girls and young women have played active roles in affecting historical change, whether socially, culturally, politically or economically.

Focusing on girls and young women from the 18th century to the present, we will examine a number of specific cases when the activities and activism of girls and young women helped reshape the world. Specific cases to be addressed include the role of girls and young women in the Industrial Revolution; young women's role in the expansion of educational opportunities for women; girls and young women in political movements; girls and young women in the struggle for civil rights; and young women's environmental activism.

Course learning outcomes

In addition to familiarizing students with the subject matter, the course is designed to hone students' analytical, research and writing skills. Through a series of case studies we will investigate primary and secondary sources in order to refine analytical skills and augment each student's ability to develop source-based insights and articulate historical conclusions. Finally, the seminar is designed to enhance students' research skills and produce an original piece of historical scholarship based on primary sources.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online via synchronous delivery via Zoom. Zoom invitations will be posted in advance to Carmen "Announcements." We will meet for one weekly zoom session per week.

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

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

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

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen for every scheduled class period (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. Your attendance and participation grades depend on your logging in twice a week, completing all assigned work satisfactorily and on time, and demonstrating engagement with the course materials and themes through both written and online discussion.

- **Office hours and live sessions: REQUIRED.**
All live, scheduled class meetings are required.
- **Office hours: OPTIONAL.**
Office hours are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- All readings will be available electronically on Carmen.

Course technology

Technology support

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

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

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording 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
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

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

Carmen access

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

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

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

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Participation	20%
Class Discussion Presentation	10%
Carmen Discussion Posts	15%

Project Proposal	5%
Annotated Bibliography	10%
Rough Draft	10%
Project Presentation	10%
Final Paper	20%
Total	100%

See course schedule below for due dates.

Descriptions of major course assignments

Participation

Description: This is a seminar-style course and is based on discussion and therefore requires active class participation. Effective participation requires that you complete the readings and are prepared to discuss your questions and comments with your fellow students. In order to participate effectively, you will need to attend each class, and this is my expectation. However, I recognize that students may need to be absent at times. Please keep me informed about the reason for any absence; you do not need to provide medical documentation.

Academic integrity and collaboration: Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face. At the start of our sessions, I will share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

Class Discussion Presentation

Description: You are responsible for introducing the readings and generating some discussion questions for one class session. Students may work individually or in a group of two. To facilitate discussion, you will distribute via email (no later than 9am) a short summary (no 200-400 words) of the readings, and at least 4 related discussion questions (if working individually)

or 8 related discussion questions (if working in a pair). You will use these materials to then facilitate discussion in class for that day.

Academic integrity and collaboration: You are welcome to consult any of your readings and collaborate with your peers to prepare for leading discussion.

Carmen Discussion Posts

Description: Each week you will be assigned a discussion prompt that asks you to write a paragraph or two with citations from the PowerPoint readings in which you respond critically to a question that pushes you to think holistically about the readings and help you prepare for our synchronous Zoom discussion every week.

After you have finished you will then respond in a couple sentences to two of your classmates' posts in order to earn full credit. Try to actually engage your classmates (respectfully please), rather than simply agreeing or disagreeing. Bring in your own ideas, sources, etc, to help push the discussion further. The weekly discussions serve as participation but also replace the in-person discussions we would otherwise have so remember that these are only as interesting as you make them through your response creativity and effort.

Academic integrity and collaboration: Your written assignments, including discussion posts, should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Research Preparation

Description: There are three assignments designed to help you learn the skills of historical research and prepare your final project: (1) project proposal; (2) annotated bibliography of primary and secondary sources; (3) rough draft.

Project Proposal – The proposal should be written as a conventional short essay, with an argument, revealing your thinking and hypothesis about a historical issue that you define and develop, transitions between paragraphs that build upon each other, and Introduction and Conclusion. Complete sentences are expected for this assignment. The proposal should be 1-2 pages.

Annotated Bibliography - Your annotated bibliography should contain both primary sources and secondary sources (explained below). Please include 3 primary sources and 6 secondary sources. An annotated bibliography also includes a short paragraph summarizes the source (approx..150 words per entry).

Primary sources. The evidence that you will examine and evaluate critically to answer your question: diaries, newspapers, government reports, songs, etc., etc.

Secondary sources. A list interpretive works by historians and/or scholars in other fields that will help you understand the current state of knowledge and give you the tools you'll need to answer your question

Rough Draft – Your rough draft should be between 5-7 pages. While I do not expect this version to be as polished as your final paper, I will still expect complete sentences, correct grammar, and properly spelled words. You may use parenthetical citations (author, page #) rather than full citations at this point, but you must still always properly cite your sources. Part of your rough draft should be making sure that you know when and where to properly include citations!

Academic integrity and collaboration: Your written assignments should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper. Please follow the *Chicago Manual of Style* to cite the ideas and words of your paper.

Final Project: Paper and Presentation

Description: Your research project may focus on a topic of your choice that is related to the course. It will require that you work with primary and secondary sources to develop your own historical interpretations. The final paper should be approximately 15-20 pages. We will be discussing the paper at greater length in class but see below for a general guideline.

Guide for writing your Final papers: Your papers should include the following:

1. A title page (which also does not count towards your total pages—please do NOT number your title page). Your title page also will include your name as well.
2. An introduction that states your thesis, the titles and authors of the books, articles, and primary sources you used for the paper. You also will discuss briefly the historical event (including the years) you will discuss. Your introduction should be 1 paragraph.
3. The body of your paper with topic sentences.
4. Your paper should have a conclusion (1 or 2 paragraphs) that sums up your arguments.
5. And lastly, you will need to include a bibliography that lists your sources with full publication dates on a final page (which does not count towards your total pages).
6. Overall, your paper should be well-written, with topic sentences and free from misspellings and other grammar issues.
7. For citation help from the Ohio State library on proper footnotes and bibliographies, see <https://guides.osu.edu/c.php?g=605168&p=4194384>

Your presentation should be between 15-20 minutes long. You should prepare a visual aid of your choice (such as a PowerPoint) and there will be a short (3-5 minute) period for your peers to ask questions.

Academic integrity and collaboration: Your written assignments should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work. “TurnItIn,” the Carmen tool

intended to help you prevent plagiarism, will be used on your submitted paper. Please follow the *Chicago Manual of Style* to cite the ideas and words of your paper.

Late assignments

Please be advised that I do not accept any late assignments without a valid, documented excuse. You must have documentation of the reason you were unable to submit the assignment. Please do not ask to submit an assignment late, after the due date, if you do not have a documented excuse. If you feel that you are going to have trouble submitting an assignment on time, please reach out to me as soon as possible before the due date. That will give me a greater amount of flexibility in helping you complete things successfully.

Grading scale

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

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:** Students should feel free to contact the instructor at any point during the semester if they have questions about the course or about history more generally (of course I am happy to meet during office hours as well!). E-mail is the quickest way to contact the instructor with pressing questions, but major concerns should be reserved for office hours. When you e-mail, please be sure to put the course number in the subject line so I know which course you are enrolled in (I teach multiple online courses!), begin with a respectful salutation, and be sure sign your name. I will reply to

emails within **24 hours on days when class is in session at the university**. I do not regularly check my email on the weekends.

- **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**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student*

Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

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

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

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

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

Copyright for instructional materials

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

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@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 learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkun Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

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. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of 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

Unless otherwise noted, assignments are due on the Monday following the end of each module by 11:59 pm. So, for example, assignments from week one will be due Monday August 29 at 11:59 pm.

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

Course Outline:

Section I: Introductions

January 10: First Day of Spring semester. No class.

January 17: Martin Luther King Day. No class.

January 24: Introduction: Who/what is a girl? Who/what is a young woman?

Required work:

Go to the Girl Museum website (www.Girlmuseum.org). Scroll down on the home page and click on “Sitting Still”, an exhibit of girl portraiture from the 15th century to the mid-20th century. Please examine this exhibit to determine general patterns in the artistic portrayal of girls across the centuries. (For further instructions, see email and announcement on Carmen).

Discussion Post #1 Due Thursday at 11:59pm

Discussion Post #2 Due Sunday at 11:59pm

Section II: Girls, Labor, and the Economy

January 31: Girls Labor and Industrial Development in the Western World

Required reading:

Merry Weisner-Hanks et al.: “Industrialization in Continental Europe” and “Agents of Industrialization”, in *A History of Western Society* (2020)

Arthur Toynbee: “The Chief Features of the Revolution,” in *The Industrial Revolution* (1884)

Katrina Honeyman: “Women and the Making of the Revolution,” in *Women, Gender and Industrialization in England, 1700-1870* (2000)

Go to “Child Labor During the Industrial Revolution” (<https://spartacus-educational.com/IRchild.htm>). Scroll down to “Factory Workers” and read the testimonies of Elizabeth Bentley, Hannah Brown, Mary Bucktrout, Sarah Carpenter, and Eliza Marshall.

Discussion Post #1 Due Thursday at 11:59pm

Discussion Post #2 Due Sunday at 11:59pm

PROJECT PROPOSAL DUE by Sunday at 11:59pm

February 7: Girls’ Labor in the Contemporary World

Required reading:

Esteban Ortiz-Ospina and Max Roser: “Child Labor” (<https://ourworldindata.org/child-labor>)

Shenia Khoja-Moolji: “Girls of the Global South Can’t Fix the Big Problems Alone” (<https://aeon.co/ideas/girls-of-the-global-south-can-t-fix-the-big-problems-alone>)

Martha Nichols” “Third World Families at Work: Child Labor or Child

Care?” (<https://hbr.org/1993/01/third-world-families-at-work-child-labor-or-child-care>)

“Finding Girls in the Library”. Guest presentation by Kapil Vasudev, Librarian for Research and Education. In this online version of the class, the presentation will focus on digital research strategies and tools.

Discussion Post #1 Due Thursday at 11:59pm

Discussion Post #2 Due Sunday at 11:59pm

Section III: Girls and Education

February 14 Gaining Access to Higher Education in the 19th Century

Required reading:

Linda L. Clark: “Extending Education: Learning and Teaching”

Aletta Jacobs: "Childhood Years" (1924)

Excerpt from Marie Curie: Autobiographical Notes (1923)

Excerpt from Anna Bek: The Life of Russian Woman Doctor (2004)

Discussion Post #1 Due Thursday at 11:59pm

Discussion Post #2 Due Sunday at 11:59pm

February 21 Girls’ Access to Education in the Contemporary World

Guest speaker: Dr. Alisher Khaliyarov, Department of History

Required work:

Excerpt from Malala Yousafzai: *I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* (2013)

Carolyn Kissane: “The Way Forward for Girls’ Education in Afghanistan” *Journal of International Women’s Studies*, vol. 13, no. 4 (2021)

Shabana Basic-Rasikki: “The Dream of Educating Afghan Girls Lives On” (<https://www.youtube.com/watch?v=Xy4iSaJOQQA>)

“Udupi hijab issue: The Indian girls fighting to wear hijab in college,” BBC News, 01/21. 2022.

(<https://www.bbc.com/news/world-asia-india-60079770>)

Discussion Post #1 Due Thursday at 11:59pm

Discussion Post #2 Due Sunday at 11:59pm

Section IV: Girls and Cultural Change

February 28 The ‘Modern Girl’: Challenging Gender Norms in the 1920s

Required reading:

Excerpt from Birgitte Søland: *Becoming Modern: The Reconstruction of Womanhood in the 1920s*

Anne Gorsuch: “The Dance Class or the Working Class: The Soviet Modern Girl”

Madeleine Dong: “Who is Afraid of the Chinese Modern Girl”

Discussion Post #1 Due Thursday at 11:59pm

Discussion Post #2 Due Sunday at 11:59pm

ANNOTATED BIBLIOGRAPH DUE SUNDAY AT 11:59PM

March 7 Young Women and the 1960s Counterculture

Guest Speaker: Dr. Marlise Schoeny, The Ohio History Connection

Required reading:

Excerpt from Gretchen Lemke-Santangelo: *Daughters of Aquarius: Women of the Sixties Counterculture*

Sarah Archer: “How the 1960s and 1970s Counterculture Queered Fashion,”

<https://hyperallergic.com/373732/how-the-1960s-and-70s-counterculture-queered-fashion>

Discussion Post #1 Due Thursday at 11:59pm

Discussion Post #2 Due Sunday at 11:59pm

March 14 Spring Break. No class.

Section V: Girls and Political Change

March 21 Civil Rights

Required reading:

Excerpt from Rachel Devlin: *A Girl Stands at the Door: The Generation of Young women Who Desegregated America's Schools*

Excerpt from Ellen S. Levine (ed.): *Freedom's Children: Young Civil Rights Activists Tell Their Own Stories* (1993)

Excerpt from Lynda Blackmom Lowery: *Turning 15 on the Road to Freedom" My Story of the Selma Voting Rights March* (2016)

March 28 Struggles of Gen Z

Required reading:

"10 Gen Z Voices We Should Be Listening To"

(www.myimperfectlife.com/feature/gen-z-international-womens-day)

Excerpt from Greta Thunberg: *No One Is Too Small to Make a Difference* (2019)

"Gen Z Marchers Praying for an End to Abortion," BBC News, 01/21/2022
<https://www.bbc.com/news/av/world-us-canada-60088680>

Section VI: Research/Writing period

April 4 Research/Brainstorming (Workshop)

This seminar meeting will be devoted to sharing thoughts, ideas and strategies for conducting research, as well as discussing everyone's individual projects.

ROUGH DRAFT DUE BY SUNDAY 11:59PM

April 11 Presenting Research (Workshop)

This seminar will focus on strategies for developing effective and engaging research presentations.

Section VII: Student Presentations

April 18 Research presentations

April 25 Research presentations and course wrap-up.

April 30 FINAL PAPER DUE SUNDAY BY 11:59PM

Prof. Birgitte Sølund
Department of History
234 Dulles Hall

Soland.1@osu.edu
614-519-3616

Seminar meetings:

Mo, 2:00 – 4:45
264 Dulles Hall
230 Annie and John Glenn Avenue

Office hours:

Mo, 1:00 – 1:45
and by appointment

History 4795
Seminar in History

**Girls, Young Women, and Social Change,
the 18th Century to the Present**



Course description:

Girls and young women have most often been perceived as vulnerable and powerless individuals, in need of guidance, supervision and protection by older adults. Rarely have they been seen as historical actors who contribute to producing social change. This seminar seeks to re-assess that perception by uncovering some of the ways in which girls and young women have played active roles in affecting historical change, whether socially, culturally, politically or economically.

Focusing on girls and young women from the 18th century to the present, we will examine a number of specific cases when the activities and activism of girls and young women helped reshape the world. Specific cases to be addressed include the role of girls and young women in the Industrial Revolution; young women's role in the expansion of educational opportunities for

women; girls and young women in political movements; girls and young women in the struggle for civil rights; and young women's environmental activism.

Learning Objectives and Expected Outcomes:

In addition to familiarizing students with the subject matter, the course is designed to hone students' analytical, research and writing skills. Through a series of case studies we will investigate primary and secondary sources in order to refine analytical skills and augment each student's ability to develop source-based insights and articulate historical conclusions. Finally, the seminar is designed to enhance students' research skills and produce an original piece of historical scholarship based on primary sources.

Class Format:

This course is designed as a seminar, meaning that each class period will be devoted to discussion. On occasion we will have guest lecturers who will share their expertise in a particular topic, but otherwise you should not expect lectures in class.

In order to facilitate informed and knowledge-based discussion, I expect you to come to class having completed the readings and other assignments listed for the specific date. The weekly work assignments vary in nature and length, so I urge you to familiarize yourself with the requirements in plenty of time before the seminar, so that you can allocate adequate time to prepare. Simply completing the assigned readings does not qualify as adequate preparation. Class preparation should include time to develop questions and ideas that you wish to discuss during seminar time.

I expect all students to take part in discussions during each seminar. If you are a shy person or get anxious about speaking in class, please come and see me. Together we can figure out strategies that will help you overcome your concerns and succeed in the class.

Course requirements:

In addition to weekly participation in seminar discussions, each student is required to produce a brief (5-10 minutes) oral presentation based on independent research about an individual girl/young woman. These presentations, entitled "Girl of the Day", will be dispersed across the semester. You will be asked to sign up for your presentation in advance, but no more than two students may sign up for the same week. (For more information about this assignment, see below).

Each student is also required to produce an independent piece of historical research on a topic related to the theme of the seminar. While you may choose any topic that falls within the broad framework of the seminar, you must discuss your intended topic with me before you proceed. Your research must be based on both primary and secondary sources, and you must submit a clearly written and persuasively argued paper (approximately 15 typed, double-spaced

pages) by the end of the semester. Detailed requirements for this research paper will be shared in class.

Finally, each student is required to present his/her/their research for the seminar. More information about this will be shared in class.

Required readings/class materials:

All reading materials will be available on-line either on the internet or through Carmen (www.carmen.osu.edu). Please note that it is your responsibility to make sure that you access the assigned reading in plenty of time to prepare thoroughly for class discussions. If you have any problems accessing the materials, please contact me right away.

Course credit and grading policies:

This is a three (3) credit class. You will receive a letter grade upon completion of the course.

Your grade will be based on your attendance, participation and written work. Come to class. Listen, discuss, ask questions, contribute your ideas. It is part of learning, and it is part of your grade.

More than one unexcused absence will result in a grade of “zero” for the “class participation” component of your grade. A pattern of tardiness will also result in a reduced grade for this aspect of the course.

Excused absences include observance of religious holidays, illness, medical emergencies, and family emergencies. Transportation issues, family celebrations, vacations, work responsibilities and hangovers do not count as excused absences.

I will be using the following grading scale:

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

The following percentages represent the relative weight that will be given to each component of the course. These are guidelines, not hard and fast rules. I reward progress and effort. Please feel free to discuss your general standing with me at any time during the quarter.

Class participation:	40%
Girl of the Day Assignment:	20%
Research Presentation:	10%
Final research paper:	30%

Feedback and response times:

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

For written assignment, you can generally expect feedback, including grades, within 7 days. All grades will be posted on Carmen.

Other Important Information:

Covid-19 and Illness Policies:

The University requires all students, faculty and staff to comply with and stay up to date on all safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in all indoor space. Non-compliance will first be met with a warning, and disciplinary actions will be taken for repeated offenses.

Because OSU requires all students registered for in-person classes, we are all safer than earlier in the pandemic. If you not already received your booster shot, I urge you to do so as soon as possible. In spite of these public health measure, it is likely that some of us will get sick in the course of the semester. If that is the case, here's the information you need:

If you get sick, please inform me right away. If you need to be absent and/or can't complete assigned work, I will work with you to facilitate your successful completion of the course. If you are unable to come to class because of illness or the need to quarantine, you may be able to attend class remotely. Please note that you will need to contact me no later than four hours prior to class, if you need to attend online so that I may forward you a Zoom link. (Please note that it may not be possible to attend all class activities remotely.)

If I get sick and become unable to teach the course for a period of time, a designated backup instructor will step in and take over the class. You will be notified via email by me or Prof. Scott

Levi, the Chair of the History Department. Should I need to quarantine, but remain able to teach, we will switch to online instruction.

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; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know 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 or 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 (Columbus: 614-221-5445/National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org.

Title IX:

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

Copyright Disclaimer:

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

Academic Misconduct:

To state the obvious, academic misconduct is not allowed, and it will be reported to the University Committee on Academic Misconduct. The most common form for misconduct is plagiarism. Remember that any time you use the ideas or the materials of another person or persons, you must acknowledge in a citation that you have done so. This includes material that you have found on the Web.

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/>

Course Outline:

Section I: Introductions

January 10: First Day of Spring semester. No class.

January 17: Martin Luther King Day. No class.

January 24: Introduction: Who/what is a girl? Who/what is a young woman?

Required work:

Go to the Girl Museum website (www.Girlmuseum.org). Scroll down on the home page and click on "Sitting Still", an exhibit of girl portraiture from the 15th century to the mid-20th century. Please examine this exhibit to determine general patterns in the artistic portrayal of girls across the centuries. (For further instructions, see email and announcement on Carmen).

Section II: Girls, Labor, and the Economy

January 31: Girls Labor and Industrial Development in the Western World

Required reading:

Merry Weisner-Hanks et al.: "Industrialization in Continental Europe" and "Agents of Industrialization", in *A History of Western Society* (2020)

Arthur Toynbee: "The Chief Features of the Revolution," in *The Industrial Revolution* (1884)

Katrina Honeyman: "Women and the Making of the Revolution," in *Women, Gender and Industrialization in England, 1700-1870* (2000)

Go to "Child Labor During the Industrial Revolution" (<https://spartacus-educational.com/IRchild.htm>). Scroll down to "Factory Workers" and read the testimonies of Elizabeth Bentley, Hannah Brown, Mary Bucktrout, Sarah Carpenter, and Eliza Marshall.

Girl of the Day Assignment # 1

February 7: Girls' Labor in the Contemporary World

Required reading:

Esteban Ortiz-Ospina and Max Roser: "Child Labor"

(<https://ourworldindata.org/child-labor>)

Shenia Khoja-Moolji: "Girls of the Global South Can't Fix the Big Problems Alone" (<https://aeon.co/ideas/girls-of-the-global-south-can-t-fix-the-big-problems-alone>)

Martha Nichols "Third World Families at Work: Child Labor or Child Care?" (<https://hbr.org/1993/01/third-world-families-at-work-child-labor-or-child-care>)

Girl of the Day Assignment # 2

Instructions for research paper handed out in class.

"Finding Girls in the Library". Fieldtrip to the Thompson Library for a presentation by Kapil Vasudev, Librarian for Research and Education. (We will leave from the classroom and walk to the library together.)

Section III: Girls and Education

February 14 Gaining Access to Higher Education in the 19th Century

Required reading:

Linda L. Clark: "Extending Education: Learning and Teaching"

Aletta Jacobs: "Childhood Years" (1924)

Excerpt from Marie Curie: Autobiographical Notes (1923)

Excerpt from Anna Bek: The Life of Russian Woman Doctor (2004)

Girl of the Day Assignment # 3

February 21 Girls' Access to Education in the Contemporary World

Guest speaker: Dr. Alisher Khaliyarov, Department of History

Required work:

Excerpt from Malala Yousafzai: *I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* (2013)

Carolyn Kissane: "The Way Forward for Girls' Education in Afghanistan" *Journal of International Women's Studies*, vol. 13, no. 4 (2021)

Shabana Basic-Rasikki: "The Dream of Educating Afghan Girls Lives On" (<https://www.youtube.com/watch?v=Xy4iSaJOQQA>)

"Udupi hijab issue: The Indian girls fighting to wear hijab in college," BBC News, 01/21. 2022.

(<https://www.bbc.com/news/world-asia-india-60079770>)

Girl of the Day Assignment # 4

Section IV: Girls and Cultural Change

February 28

The 'Modern Girl': Challenging Gender Norms in the 1920s

Required reading:

Excerpt from Birgitte Sjøland: *Becoming Modern: The Reconstruction of Womanhood in the 1920s*

Anne Gorsuch: "The Dance Class or the Working Class: The Soviet Modern Girl"

Madeleine Dong: "Who is Afraid of the Chinese Modern Girl"

Girl of the Day Assignment # 5

March 7

Young Women and the 1960s Counterculture

Guest Speaker: Dr. Marlise Schoeny, The Ohio History Connection

Required reading:

Excerpt from Gretchen Lemke-Santangelo: *Daughters of Aquarius: Women of the Sixties Counterculture*

Sarah Archer: "How the 1960s and 1970s Counterculture Queered Fashion," <https://hyperallergic.com/373732/how-the-1960s-and-70s-counterculture-queered-fashion>

Visit to the Ohio State Historic Textile and Costume Collection, Campbell Hall for a presentation by Dr. Gayle Strege. (We will walk from the classroom to the Museum)

March 14 Spring Break. No class.

Section V: Girls and Political Change

March 21 Civil Rights

Required reading:

Excerpt from Rachel Devlin: *A Girl Stands at the Door: The Generation of Young women Who Desegregated America's Schools*

Excerpt from Ellen S. Levine (ed.): *Freedom's Children: Young Civil Rights Activists Tell Their Own Stories* (1993)

Excerpt from Lynda Blackmom Lowery: *Turning 15 on the Road to Freedom" My Story of the Selma Voting Rights March* (2016)

Girl of the Day Assignment # 6

March 28 Struggles of Gen Z

Required reading:

"10 Gen Z Voices We Should Be Listening To"

(www.myimperfectlife.com/feature/gen-z-international-womens-day)

Excerpt from Greta Thunberg: *No One Is Too Small to Make a Difference* (2019)

"Gen Z Marchers Praying for an End to Abortion," BBC News, 01/21/2022
<https://www.bbc.com/news/av/world-us-canada-60088680>

Girl of the Day Assignment # 7

Section VI: Research/Writing period

April 4 Research/Brainstorming (Workshop)

This seminar meeting will be devoted to sharing thoughts, ideas and strategies for conducting research. Attendance is optional, so if you wish to work on your research project instead, you are free to do so. Please note that the class will be conducted on Zoom.

April 11 Presenting Research (Workshop)

This seminar will focus on strategies for developing effective and engaging research presentations. Attendance is optional.

Section VII: Student Presentations

April 18 Research presentations

April 25 Research presentations and course wrap-up.

May 3: Final paper due no later than 4:00 pm

'Girl of the Day' Assignment

In the course of the semester each student is required to sign up for one of the seven "Girl of the Day" assignments listed on the syllabus. No more than two students may sign up for the same class period. (If more than two students wish to sign up for the same day, I will follow the "first-come" principle, so send me an email with your preferred day as soon as possible. Make sure to indicate both a first and a second choice.)

Once you have been assigned a day of presentation, you must identify an individual girl/young woman whose life story provides insight into the specific topic of the day. (If, for instance, you are interested in "Girl of the Day Assignment # 6", listed on March 21, when we will be discussing the role of girls and young women in the Civil Rights movement, you must identify an individual girl/young woman who engaged with the Civil Rights movement, either as an advocate or an opponent of civil rights.)

Once you have identified an individual, you must conduct research that will allow you to provide a sketch of that individual's life story and the ways in which that individual's life story is related to, or influenced by, the topic of the week. (Please note that you may not choose an individual mentioned in the readings for the specific week. Part of the challenge of this assignment is to identify the individual whose life story you wish to explore.)

Obviously, the amount of information you may be able to gather about an individual varies immensely. It's a whole lot easier to find information about a famous or prominent individual than someone whose life has mostly remained private. However, I urge you to be creative in your choice. You may, for example, be able to find testimony from an otherwise anonymous worker in the early textile industry, or you may locate an individual who took part in the countercultural movement of the 1960s. You may also be able to connect with a young woman in contemporary Afghanistan, or you may interview someone involved in the Civil Rights movement. The possibilities are really endless.

Your research may draw on secondary sources (such as, for example, biographies or encyclopedia entries), but it must be based at least in part on primary sources (such as, for example, letters, diaries, memoirs, interviews, newspapers, magazines, photographs, and material artifacts).

Your class presentation should be no more than ten minutes long, but it should provide an insightful and engaging biographical sketch of a life placed within its historical context. You may choose to provide PowerPoint slides to accompany your presentation, but this is not a requirement.

On the day of your presentation you must submit to me a list of the materials on which your presentation is based (primary and secondary sources, websites etc.)

Your work will be graded based on the following criteria:

- 1) Creativity in terms of identifying an individual
- 2) Range and nature of sources used
- 3) Relevance of individual to topic of the class period
- 4) Placement of individual life in its historical context
- 5) Quality of oral presentation
- 6) Observation of time limit (5-10 minutes)
- 7) Completeness and accuracy of list of references

Distance Approval Cover Sheet

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

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

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

If no, why not?

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: [About 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: [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 (optional):

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 (optional):

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 (optional):

Academic Integrity

For more information: [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 (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

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: [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: [Supporting Student Learning](#).

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 (optional):

Syllabus and cover sheet reviewed by *Jeremy Smith* on

Reviewer Comments:

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