

## Term Information

Effective Term Summer 2024  
*Previous Value* Spring 2024

## 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)?

Regional faculty member plans to teach this course online.

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 3642  
Course Title Women in Modern Europe, from the 18th century to the Present  
Transcript Abbreviation Europe WomenGender  
Course Description Study of women's lives and activism emphasizing the ways in which economic position, religion, sexuality, marital status, regional and national differences influenced their experiences.  
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  
*Previous Value* No, Greater or equal to 50% 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

*Previous Value*

*Columbus, Lima, Mansfield, Marion, Newark*

## Prerequisites and Exclusions

### Prerequisites/Corequisites

*Previous Value*

*Prereq or concur: English 1110.xx, or GE foundation writing and info literacy course, or permission of instructor.*

### Exclusions

Electronically Enforced

No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code

54.0101

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:

Historical Study

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Students will gain an understanding of the history of women and gender in Europe from the late 18th century to the mid-twentieth century.
- Students will examine the processes of industrial expansion and economic change, and their impacts on women's social and economic position.
- Students will gain an understanding of how economic position, religion, sexuality, marital status, and ethnic and national differences influenced women's experiences.

### Content Topic List

- Changing understandings of women
- Gender and the body
- Sexuality and reproduction
- Marriage and motherhood
- The role of religion
- Race and ethnicity in women's lives
- Economics and women's work
- Public policy and legal regulation
- Feminism and women's movements
- Violence
- War and imperialism

**COURSE CHANGE REQUEST**  
3642 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
01/12/2024

**Sought Concurrence**

No

**Attachments**

- 3642 DL Cover Sheet.pdf: DL cover sheet  
*(Other Supporting Documentation. Owner: Getson, Jennifer L.)*
- History 3642 Syllabus In-Person.pdf: Syllabus In-Person  
*(Syllabus. Owner: Getson, Jennifer L.)*
- 3642 DL Syllabus revised 12.18.2023.docx: Syllabus DL Revised Dec23  
*(Syllabus. Owner: Getson, Jennifer L.)*

**Comments**

- Revised syllabus uploaded. *(by Getson, Jennifer L. on 12/18/2023 10:20 AM)*
- Please see feedback email sent to department on 12/15/23. *(by Neff, Jennifer on 12/15/2023 01:07 PM)*
- Isn't the removal of the prereq a mistake? *(by Vankeerbergen, Bernadette Chantal on 11/13/2023 04:06 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	10/26/2023 09:12 AM	Submitted for Approval
Approved	Soland, Birgitte	10/26/2023 10:53 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	11/13/2023 04:06 PM	College Approval
Submitted	Getson, Jennifer L.	11/14/2023 09:49 AM	Submitted for Approval
Approved	Soland, Birgitte	11/14/2023 10:09 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/28/2023 12:46 PM	College Approval
Revision Requested	Neff, Jennifer	12/15/2023 01:07 PM	ASCCAO Approval
Submitted	Getson, Jennifer L.	12/18/2023 10:20 AM	Submitted for Approval
Approved	Soland, Birgitte	01/10/2024 04:25 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/12/2024 05:06 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/12/2024 05:06 PM	ASCCAO Approval



# Syllabus

## History/3642

Women in Modern Europe, from the 18th century to the Present

Autumn 2020

3 Credit Hours

Asynchronous Online

## Course overview

### Instructor

- Elizabeth Dillenburg
- Dillenburg.1@osu.edu
- 740-755-7224
- Course Zoom Link
- Office Hours: Tuesday, 11:00am – 12:00pm, Thursday, 12:30pm – 2:00pm
  - Zoom Link

**Note:** My preferred method of contact is email.

### Course description

This course explores the history of women and gender relations in Europe from 1700 to the present. We will examine this history in the context of the family, law and politics, and the economy, as well as in cultural, religious and intellectual realms. Emphasis will be on historical transformation and the variety of women's experiences. We will be reading many primary



documents—such as letters, treatises, fiction, memoirs, and speeches—as well as historians’ analyses.

The study of women and gender requires a radical reconceptualization of history. The course will also provide opportunities to think about how usual narratives of European history have to be revised once serious attention is paid to women and gender relations. Including women in European history calls into question the usual characterizations of periods such as the Enlightenment. It makes us rethink things often taken for granted in modern European political culture (such as the practice of using women figures like Marianne to represent nations). It also calls attention to how challenges to the political or religious order are often bound up with challenges to the gender order. One recurrent theme will be how gender relations affect the options that women (and men) have and the choices they make. The realm of operation of women’s historical agency that we will consider is quite wide and includes not only directly political activities such as food riots or participation in suffrage groups, but also historically important “private” decisions about marriage, sexuality, childbearing etc. In other words, the course is not just about adding new historical information about the European past; it is also about rethinking what we mean by “history.”

## **Legacy GE: Historical Studies**

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

### **Goals**

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

### **Expected Learning Outcomes**

1. Students construct an integrated perspective on history and the factors that shape human activity.



2. Students describe and analyze the origins and nature of contemporary issues.

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

We will be reading many primary documents—such as letters, treatises, fiction, memoirs, and speeches—as well as historians’ analyses (secondary sources) in order to analyze and explore the history of women and gender relations in Europe from 1700 to the present. In doing so, we will rethink practices taken for granted today, as well as challenge traditional conceptions of what constitutes history.

## How this online course works

### Mode of delivery

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

### Pace of online activities

This course is an asynchronous online class, meaning that we will not meet at a set time each week. Instead, I will post all material for the week on Monday and you will have until the following Sunday (at midnight) to complete the work on your own schedule and at your own pace. When the materials are posted, I will also include an announcement with specific instructions for the week. I encourage you to do the readings and assignments throughout the week, instead of waiting to do all the work until Sunday.

Each week will contain two units or lessons, which have several components that should be completed in order. These components, which are available under the module for the week, typically include the following:



1. An introduction by the instructor providing an overview of the lesson and explaining the assignments for the week.
2. A series of narrated PowerPoint videos by the instructor presenting the content. These videos will be approximately 1.5 hours per unit per week, but the videos will be broken down into smaller segments, approximately 10-20 minute videos. The total time spent watching these videos across the two units for the week will be 3 hours. These narrated PowerPoints will be supplemented by other content, including documentaries and video clips as well as podcasts.
3. A reading assignment
4. A quiz testing comprehension of the material
5. Two discussion posts
6. Other assignments include short writing assignments, a midterm, or longer papers.

## Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](https://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.

## 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



[Insert your policy for participation, including how you will be investigating this activity and what means you'll be using to determine student interaction.]

### **Office hours and live sessions (optional)**

All live, scheduled events for the course, including my office hours, are optional.

## **Course 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.

### **Protecting and saving your work**

Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.





## Course materials and technologies

### Textbooks

#### Required

- No required textbooks, all materials will be available on Carmen.

#### Recommended (optional)

- Recommend (but not required) if you would like more contextual information to supplement the material provided:  
Annette F. Timm and Joshua A. Sanborn's *Gender, Sex and the Shaping of Modern Europe*, 2nd ed. (New York: Bloomsbury, 2016).

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

- Self-Service and Chat support: [it.osu.edu/help](https://it.osu.edu/help)
- Phone: 614-688-4357(HELP)
- Email: [8help@osu.edu](mailto:8help@osu.edu)
- TDD: 614-688-8743

#### Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))



## Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- 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](https://go.osu.edu/office365help).

## Carmen Access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://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
- 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 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 instructor response



## How your grade is calculated

Assignment Category	Points and/or Percentage
Quizzes	10%
Discussion Posts	10%
Short Writings	10%
Film Analysis	10%
Midterm Exam	12.5%
Final Exam	12.5%
Research Project - Primary Source Analysis – 10% - Outline/Annotated Bibliography – 5% - Final Project – 20%	35%
<b>Total</b>	<b>100%</b>

## Description of major course assignments

### Assignment #1 Quizzes

- Description



Every week you will have a quiz with a combination of objective questions (i.e., multiple choice or matching questions) and short answer questions that require a couple sentence response (for a total of 10 questions). The questions are designed to assess your comprehension of the material for the week. Your lowest score will be dropped at the end of the semester.

- **Academic integrity and collaboration guidelines**

While quizzes are open-note/open-book, they must be completed alone. Quizzes will be timed (20 minutes), and you will have 2 attempts available to you; Carmen will automatically keep your highest score.

## **Assignment #2 Discussion Posts**

- **Description**

For discussion, I will post a number of discussion questions based on the material for each week. You must post 2 messages every week. The first post should be in response to one of the instructor's prompts and is due on Tuesday at 11:59pm. The second post must be in response to one of your classmates and is due Friday at 11:59pm. Posts should be about 150 words.

- **Academic integrity and collaboration guidelines**

Your written assignments, including your discussion posts, should be your own original work. While you do not need to write a discussion post as if you were writing a formal research paper, you should still use complete sentences and correct grammar and spelling.

## **Assignment #3 Short Writings**

- **Description**



Throughout the semester, there will be five occasions when you will be asked to provide a more extended reflection on the topic discussed during the week. Instead of quizzes or short discussion posts, you will have a more open-ended question and should respond to it in an approximately 300-500 word paper. Like the quizzes, short writing assignments should be completed by the following Sunday evening. You should remember to use correct grammar, spelling, and punctuation not only in papers but also in your short answer and short writing assignments.

- **Academic integrity and collaboration guidelines**

Your written assignments should be your own original work. Another person may 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 short writing assignments.

## Assignment #4 Film Analysis

- **Description**

During week nine, we will watch the 2016 film, *Suffragette*. You should write a short essay analyzing both themes in the film and the use of films as sources. More information, including discussion questions to consider in the essay, are available on Carmen. The essay should be approximately 550-700 words, or around two pages. The essay is 10% of your final grade and due by the end of the day on October 25th.

- **Academic integrity and collaboration guidelines**

Your essay should be your own original work. Another person may 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.

## Assignment #5 Midterm Exam

### ○ Description

You will have a midterm exam during week seven. The exam will be posted on Carmen on Monday, October 5, and you have until Sunday, October 11, to complete it. The exam will contain a short objective section (20 multiple choice questions) and short answer and essay questions. You may use your notes and readings on the exam. There is no time limit, but you must complete your exam once you start it; you cannot return to it. Any material discussed in class between weeks one and six may be on the exam. The midterm composes 10% of your final grade.

### ○ Academic integrity and collaboration guidelines

Like the quizzes, the exam is open-note/open book, but must be completed alone. Discussing the exam with peers would be a violation of the academic integrity policy. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted exam.

## Assignment #6 Research Project

### ○ Description

The research project is designed to give you the opportunity to undertake primary and secondary research and explore in more depth a person, event, or element of culture related to gender in modern European history that interests you. You can choose to do a standard research paper (minimum 2,500 words or about 7.5 pages, double-spaced and with 12-point font and one-inch margins) or a digital project. You must incorporate both primary (4 minimum) and secondary (3 minimum) sources. You should



post your topic to Carmen by October 4. The overall project constitutes 40% of your overall grade and contains five components: an annotated bibliography/outline (due November 1), primary source analysis (due November 15), and the final project (due November 24). More information about these components is included below.

- **Outline and Annotated Bibliography**

The outline should include your thesis statement and an overview of the topics you plan to cover in your project. The annotated bibliography should contain the list of four primary and three secondary sources that you plan to use. The sources should be cited in Chicago Manual Style and also include 2-3 sentences that briefly summarize the source and how you anticipate using it in your project. The outline and bibliography compose 5% of your overall grade and should be posted to Carmen by November 1.

- **Primary Source Essay**

Write a short essay on one primary source that you will use in your research project. The essay should be a minimum of 550 words, or approximately 1-1.5 pages, double-spaced, with 12-point font and one-inch margins. Any sources should be cited in Chicago Manual of Style.

- **Academic integrity and collaboration guidelines**

Your essay should be your own original work. Another person may 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.

## **Assignment #7 Final Exam**

- **Description**



You will have a final exam during week fifteen. The exam will be posted on Carmen on December 1, and you have until December 9, to complete it. The exam will contain a short objective section (20 multiple choice questions) and short answer and essay questions. You may use your notes and readings on the exam. There is no time limit, but you must complete your exam once you start it; you cannot return to it. Any material discussed in class between weeks one and six may be on the exam. The final exam composes 12.5% of your final grade.

○ **Academic integrity and collaboration guidelines**

Like the quizzes, the exam is open-note/open book, but must be completed alone. Discussing the exam with peers would be a violation of the academic integrity policy. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted exam.

## **Late assignments**

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. Please do not ask to submit an assignment late, after the due date, if you do not have a documented excuse.

## **Grading Scale**

- 93-100: A
- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C





- 70-72: C–
- 67-69: D+
- 60-66: D
- Under 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.

### **Preferred contact method**

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, 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.

## **Academic policies**

### **Academic integrity policy**



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

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

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

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

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

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

## 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](mailto: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](https://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 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 maintain a healthy and accessible environment to support student learning



in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### **Religious accommodations**

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of



faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

## Course Schedule

Recurring Deadlines:

Discussion Post #1 – Tuesday @ 11:59pm

Discussion Post #2 – Friday @ 11:59pm

Quizzes – Sunday @ 11:59pm

Short Papers – Sunday @ 11:59pm

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

**WEEK ONE (AUGUST 25-30): INTRODUCTION TO GENDER AND EUROPEAN HISTORY**

### ***Course Overview***

### ***Why and How Do We Study Gender in European History?***

#### Historical Scholarship

Joan Scott, "Gender: A Useful Category of Analysis," *The American Historical Review* 91, no. 5 (Dec. 1986): 1053- 1075.

John Tosh, "What Should Historians Do with Masculinity? Reflections on Nineteenth-Century Britain," *History Workshop* 38 (1994): 179-202.

#### Assignment

Discussion Posts



Quiz

**WEEK TWO (AUGUST 31-SEPTEMBER 4): WOMEN AND GENDER IN EARLY MODERN EUROPE**

***Gender in Early Modern Society***

Assignment

Discussion Posts

Quiz

Historical Scholarship

Randolph Trumbach, "The Birth of the Queen: Sodomy and the Emergence of Gender Equality in Modern Culture, 1660-1750," in *Gender & History in Western Europe*, eds. Robert Shoemaker and Mary Vincent (London: Arnold, 1998), 161-173.

Primary Sources

Selection from *Malleus Maleficarum* (1486)

"Title Page" and "Preface," *The Whole Duty of a Woman: or A Guide to the Female Sex* (London: Printed for J. Gwillim, against the Great James Tavern in Bishopsgate-street, 1696).

[Recommended: Annette F. Timm and Joshua A. Sanborn, "Introduction," in *Gender, Sex and the Shaping of Modern Europe*, 2<sup>nd</sup> ed. (New York: Bloomsbury, 2016), 1-18.]

***Gender in the Era of the Enlightenment***

Assignment

Discussion Posts

Quiz



### Historical Scholarship

Dena Goodman, "Women in the Enlightenment," in *Becoming Visible: Women in European History*, eds. Renate Bridenthal, Susan Mosher Stuard, and Merry E. Wiesner, 3<sup>rd</sup> ed. (New York: Houghton Mifflin Co., 1998), pp. 233-262.

### Primary Sources

Excerpt on "Smallpox Vaccination in Turkey," from Lady Mary Wortley Montagu, *Letters of the Right Honourable Lady M--y W--y M--e: Written During her Travels in Europe, Asia and Africa. . .*, vol. 1 (Aix: Anthony Henricy, 1796), 167-69.

Excerpts from Jean-Jacques Rousseau, *Emile* (1762)

Philippine Gatterer Engelhardt, "Girl's Lament (1779)," in *Bitter Healing: German Women Writers, 1700-1830. An Anthology (European Women Writers)*, eds. Jeannine Blackwell and Susanne Zantop (Lincoln: University of Nebraska Press, 1990), 190-199.

[Recommended: Annette F. Timm and Joshua A. Sanborn, "Liberty, Equality and Fraternity," in *Gender, Sex and the Shaping of Modern Europe*, 2<sup>nd</sup> ed. (New York: Bloomsbury, 2016), 19-28.]

## **WEEK THREE (SEPTEMBER 7-13): WOMEN'S ACTIVISM AND RIGHTS IN THE AGE OF REVOLUTION**

### ***French Revolution***

#### Assignment

Discussion Posts

Quiz

Short Writing

#### Historical Scholarship





Darlene Gay Levy and Harriet B. Applewaite, "Women, Democracy, and Revolution in Paris, 1789-1794," in *French Women and the Age of Enlightenment*, ed. Samia I. Spencer (Bloomington: Indiana University Press, 1984), 64-79.

### Primary Sources

"Women's Petition to the National Assembly" (1789)

Excerpts from Mary Wollstonecraft, *A Vindication of the Rights of Women* (1792)

"Police Reports on Women's Discontents" (1795)

[Recommended: Annette F. Timm and Joshua A. Sanborn, "Liberty, Equality and Fraternity," in *Gender, Sex and the Shaping of Modern Europe*, 2<sup>nd</sup> ed. (New York: Bloomsbury, 2016), 29-54.]

## ***Slavery and Abolition***

### Assignment

Discussion Posts

Quiz

### Historical Scholarship

Clare Midgely, "Anti-Slavery and Feminism in Nineteenth-Century Britain," *Gender & History* 5, no. 3 (Autumn 1993): 343-362.

### Primary Sources

Hannah More, "Slavery" (1788)

Extracts from *The Autobiography of Mary Prince* (1831)

Chapters I and IV of *Wonderful Adventures of Mrs. Seacole in Many Lands* (1857)



**WEEK FOUR (SEPTEMBER 14-20): CHANGING DEFINITIONS OF HOME AND WORK**

***The Rise of Industrial Capitalism***

Assignment

Discussion Posts

Quiz

Historical Scholarship

Katrina Honeyman and Jordan Goodman, "Women's Work, Gender Conflict, and Labour Markets in Europe, 1500-1900," *The Economic History Review* 44, no. 4 (1991): 608-628.

[Recommended: Annette F. Timm and Joshua A. Sanborn, "Gendered Capitalism and Its Discontents," in *Gender, Sex and the Shaping of Modern Europe*, 2<sup>nd</sup> ed. (New York: Bloomsbury, 2016), 63-82.]

***Separate Spheres?***

Assignment

Discussion Posts

Quiz

Short Writing

Historical Scholarship

Lenore Davidoff and Catherine Hall, "My own fireside: the creation of the middle-class home," chapter 3 in *Family Fortunes: Men and Women of the English Middle Class, 1780-1850* (London: Hutchinson Education, 1987), 357-396.

Primary Sources



Chapter 1, "The Mistress," *Mrs. Beeton's Book of Household Management*  
(1861)

Excerpts from Friedrich Engels, *The Origin of the Family, Private  
Property, and the State* (1884)

[Recommended: Annette F. Timm and Joshua A. Sanborn, "Gendered Capitalism  
and Its Discontents," in *Gender, Sex and the Shaping of Modern Europe*,  
2<sup>nd</sup> ed. (New York: Bloomsbury, 2016), 89-95.]

## WEEK FIVE (SEPTEMBER 21-27): WOMEN'S ACTIVISM AND CONTESTATIONS OVER RIGHTS IN THE NINETEENTH CENTURY

### *Women in Times of Revolution*

#### Assignment

Discussion Posts

Quiz

#### Historical Scholarship

Joan Scott, "The Duties of the Citizen: Jeanne Deroin in the Revolution of  
1848," ch. 3 in *Only Paradoxes to Offer: French Feminists and the  
Rights of Man* (Cambridge: Harvard University Press, 1997), 57-89.

#### Historical Scholarship/Primary Source

Robert Nemes, "Getting to the Source: Women in the 1848-1849  
Hungarian Revolution," *Journal of Women's History* 13, no. 3  
(Autumn 2001): 193-207.

[Recommended: Annette F. Timm and Joshua A. Sanborn, "Gendered Capitalism  
and Its Discontents," in *Gender, Sex and the Shaping of Modern Europe*,  
2<sup>nd</sup> ed. (New York: Bloomsbury, 2016), 82-89.]

### *The Early History of the Suffrage Movement*



Assignment

Discussion Posts

Quiz

Primary Sources

Selections (in bold) from Chapter 1 of John Stuart Mill's *The Subjection of Women* (1869)

**WEEK SIX (SEPTEMBER 28-OCTOBER 4): EMPIRE**

Assignment

**Research Topic Due October 4**—Post your research topic (and preferably research question) to Carmen by the end of the day

***European Women's Engagement with Empire***

Assignment

Discussion Posts

Quiz

Historical Scholarship

Margaret Strobel, "Gender, Race, and Empire in Nineteenth- and Twentieth-Century Africa and Asia," in *Becoming Visible: Women in European History*, eds. Renate Bridenthal, Susan Mosher Stuard, and Merry E. Wiesner, 3<sup>rd</sup> ed. (New York: Houghton Mifflin Co., 1998), 389-414.

Primary Sources

Selections from Olive Schreiner's Letters



[Recommended: Annette F. Timm and Joshua A. Sanborn, “The Imperial Drive and the Colonial World,” in *Gender, Sex and the Shaping of Modern Europe*, 2<sup>nd</sup> ed. (New York: Bloomsbury, 2016), 115-126, 136-155.]

### ***The Experience of Women in the Colonies***

#### Assignment

Discussion Posts

Quiz

Short Writing

#### Primary Sources

Excerpts from *The Calling of Katie Makanya: A Memoir of South Africa* (1995)

[Recommended: Annette F. Timm and Joshua A. Sanborn, “The Imperial Drive and the Colonial World,” in *Gender, Sex and the Shaping of Modern Europe*, 2<sup>nd</sup> ed. (New York: Bloomsbury, 2016), 126-136.]

### **WEEK SEVEN (OCTOBER 5-11): RESEARCH AND REVIEW**

#### Assignment

**Midterm due October 11**—The exam will be posted on Carmen on Monday, October 5, and you have until Sunday, October 11, to complete it.

### ***How to Do Historical Research***



**WEEK EIGHT (OCTOBER 12-18): SEXUALITY AND REPRODUCTION IN FIN-DE-SIÈCLE EUROPE**

***Sexual Anxieties***

Assignment

Discussion Posts

Quiz

Historical Scholarship

George L. Mosse, "Masculinity and the Decadence," in *Sexual Knowledge, Sexual Science: The History of Attitudes to Sexuality*, eds. Roy Porter and Mikuláš Teich (New York: Cambridge University Press, 1994), 251-265.

[Recommended: Annette F. Timm and Joshua A. Sanborn, "Gendered Capitalism and Its Discontents," in *Gender, Sex and the Shaping of Modern Europe*, 2<sup>nd</sup> ed. (New York: Bloomsbury, 2016), 96-113.]

***Contests over Reproduction***

Assignment

Discussion Posts

Quiz

Short Writing

Historical Scholarship

Kathleen Canning, "Social Policy, Body Politics: Recasting the Social Question in Germany, 1875-1900," in *Gender and Class in Modern*



*Europe*, eds. Laura Frader and Sonya O. Rose (Ithaca: Cornell University Press, 1996), 211-237.

### Primary Sources

Selections from *Maternity: Letters from Working-Women. Collected by the Women's Co-operative Guild* (1915)

## WEEK NINE (OCTOBER 19-25): THE SUFFRAGE ERA

### *The Suffrage Movement*

#### Assignment

Discussion Posts

Quiz

#### Historical Scholarship

Sumita Mukherjee, "Sisters in Arms," *History Today* 68, no. 12 (2018): 72-83.

#### Primary Sources

Rosa Luxemburg, "Women's Suffrage and Class Struggle" (1912)

Emmeline Pankhurst, "Why We Are Militant" (1913)

Excerpt from Emmeline Pankhurst's *My Own Story* (1914)

### *Suffragism in Popular Culture*

#### Assignment



Watch *Suffragette* (available on Netflix or through the [OSU library](#)—you will need to log-in with your OSU ID and password to view the film) and write an analysis of the film, which should be posted to Carmen by **October 25**

**WEEK TEN (OCTOBER 26-NOVEMBER 1): WOMEN, GENDER AND THE STATE IN THE WAR AND POSTWAR ERAS**

Assignment

**Outline and Annotated Bibliography Due November 1**—Post your outline and bibliography to Carmen by the end of the day

***The Great War***

Assignment

Discussion Posts

Quiz

Historical Scholarship

Angela Woollacott, “‘Khaki Fever’ and Its Control: Gender, Class, Age and Sexual Morality on the British Homefront in the First,” *Journal of Contemporary History* 29, no. 2 (Apr. 1994): 325-347.

OR

Maureen Healy, “Becoming Austrian: Women: The State, and Citizenship in World War I,” *Central European History* 35, no. 1 (2002): 1-35.

Primary Sources

“Dancing the Polonaise” (1916)





Extract from Vera Brittain's *Testament of Youth* (1933)

Alexandra Kollontai's "Communism and the Family" (1920)

[Recommended: Annette F. Timm and Joshua A. Sanborn, "Brothers and Sisters at War," in *Gender, Sex and the Shaping of Modern Europe*, 2<sup>nd</sup> ed. (New York: Bloomsbury, 2016), 157-201.]

### ***The "Careless" Twenties and Fractures in the Postwar Order***

#### Assignment

Discussion Posts

Quiz

#### Historical Scholarship:

Mary Louise Roberts, "Samson & Delilah Revisited: The Politics of Women's Fashion in 1920s France," *American Historical Review*, vol. 89, no. 3 (1998), 657-684.

OR

Nancy M. Wingfield, "The Sad Secrets of the Big City': Prostitution and Other Moral Panics in Early Post-Imperial Vienna," *Austrian History Yearbook* 50 (2019): 99-123.

#### Primary Sources

"Enough is Enough! Against the Masculinization of Women," *Berliner Illustrierte Zeitung* (1925)

Helene Stöcker, "Marriage as a Psychological Problem" (1929)

[Recommended: Annette F. Timm and Joshua A. Sanborn, "The Long Sexual Revolution," in *Gender, Sex and the Shaping of Modern Europe*, 2<sup>nd</sup> ed. (New York: Bloomsbury, 2016), 203-232.]



**WEEK ELEVEN (NOVEMBER 2-8): FASCISM, AUTHORITARIANISM, ANTI-FEMINISM,  
AND WAR AGAIN**

***Interwar Years***

Assignment

Discussion Posts

Quiz

Historical Scholarship

Eric D. Weitz, "The Heroic Man and the Ever-Changing Woman: Gender & Politics in European Communism, 1917-1950," in *Gender and Class in Modern Europe*, eds. Laura Frader and Sonya O. Rose (Ithaca: Cornell University Press, 1996), 311-352.

Primary Sources

Gaetano Salvemini, "Do Italian Women Obey Mussolini?," *Birth Control Review* XVII, no. 8 (March 1933), 64-66.

Extract from Hitler's Speech to the National Socialist Women's League (1934)

Gertrud Scholtz-Klink, "To Be German Is to Be Strong" (1936)

Extract from Josef Meisinger's "Combating Abortion and Homosexuality as a Political Task" (1937)

***Wartime Years***

Assignment



Discussion Posts

Quiz

Historical Scholarship

Mary Louise Roberts, “The Price of Discretion: Prostitution, Venereal Disease, and the American Military in France, 1944-1946,” *The American Historical Review* 115, no. 4 (October 2010): 1002-1030

Primary Sources

Janet Flanner, “Inside Ravensbrück: A Survivor Shares Her Experiences,” *The New Yorker*, April 28, 1945,  
<https://www.newyorker.com/magazine/1945/05/05/letter-from-paris-inside-ravensbruck>.

**WEEK TWELVE (NOVEMBER 9-15): FROM POSTWAR RESTORATION TO REBELLIONS AND “SECOND WAVE” FEMINISM**

Assignments

**Primary Source Analysis Due November 15**—Post your analysis to Carmen by the end of the day

***Gender in Postwar Europe***

Assignment

Discussion Posts

Quiz

Historical Scholarship



Greta Bucher, "Struggling to Survive: Soviet Women in the Postwar Years," *Journal of Women's History* 12, no. 1 (Spring 2000): 137-159.

Primary Sources

"Defending the Rights of a Soviet Woman" (1938)

***Protests and "Second Wave" Feminist Movements***

Assignment

Discussion Posts

Quiz

Historical Scholarship

Sara M. Evans, "Sons, Daughters, and Patriarchy: Gender and the 1968 Generation," *The American Historical Review* 114, no. 2 (2009): 331-347.

Primary Sources

Interview with Simone de Beauvoir 1976: The second sex 25 years later.

Ulrike Meinhof, "Calls for a Move from Protest to Resistance" (1968)

[Recommended: Annette F. Timm and Joshua A. Sanborn, "The Long Sexual Revolution," in *Gender, Sex and the Shaping of Modern Europe*, 2<sup>nd</sup> ed. (New York: Bloomsbury, 2016), 233-251.]

**WEEK THIRTEEN (NOVEMBER 16-22): LIFE IN SOCIALIST AND POST-SOCIALIST EUROPE**

***Women's Experiences under Communism***



Assignment

Discussion Posts

Quiz

Historical Scholarship

Andrea Petó, “A Missing Piece? How Hungarian Women in the Communist Nomenklatura are not Remembering,” *East European Politics and Societies* 16, no. 3 (2002): 948-957.

Primary Sources

Letters of Milada Horáková (1949)

***Gender after the Fall of Communism***

Assignment

Discussion Posts

Quiz

Historical Scholarship

Myra Marx Ferree, “Patriarchies and Feminisms: The Two Women’s Movements of Unified Germany” *Social Politics* 2, no. 1 (1995): 10-24.

Primary Sources

Appeal to Preserve Legal First-Trimester Abortions in Unified Germany (1990)

“Are Women the Losers of Unification?” (1999)



**WEEK FOURTEEN (NOVEMBER 23-29): EUROPEAN WOMEN IN THE TWENTY-FIRST CENTURY**

Assignments

**November 24: Final Deadline for Research Project**—Project should be uploaded to Carmen by the end of the day.

Discussion Posts

Quiz

Short Writing

Historical Scholarship

Dagmar Herzog, “Syncopated Sex: Transforming European Sexual Cultures,” *The American Historical Review* 114, no. 5 (December 2009): 1287-1308.

Primary Source

“How the EU can put gender on the agenda,” Politico, March 6, 2020,  
<https://www.politico.eu/article/how-the-eu-can-put-gender-equality-womens-rights-on-the-agenda/>

[Recommended: Annette F. Timm and Joshua A. Sanborn, “Sex, Gender and Politics in Twenty-First-Century Europe,” in *Gender, Sex and the Shaping of Modern Europe*, 2<sup>nd</sup> ed. (New York: Bloomsbury, 2016), 253-277.]

**WEEK FIFTEEN (NOVEMBER 30-DECEMBER 3): FINAL EXAM**

Assignments

**FINAL EXAM DUE DECEMBER 9**

Prof. Birgitte Søland  
Department of History

234 Dulles Hall  
Ph.: 614-292-7426  
Soland.1@osu.edu

Class meetings:  
Tu/Th, 11:10 am – 12:30 pm  
Journalism Bldg. 371

Office hours:  
Tu, 3:00 – 4:00 pm  
and by appointment

History 3642:

**Women and Gender in European History,  
the Eighteenth Century to the Present**

**Course Description and Objectives**

This course is designed as an introduction to the history of women and gender in Europe, from the late eighteenth century to the mid-twentieth century. Because there is much material to cover, my approach will necessarily be selective – emphasizing some events and developments while leaving out other things also important to the history of women. Several themes will be central to the course. We will study the processes of industrial expansion and economic change and the impact of these developments on women's social and economic position. We will explore the political reorganization of Europe over the course of these centuries, and we will examine how women strove to shape and improve their lives under changing circumstances. We will also concentrate on how relationships between women and men developed, and how beliefs about gender changed. Finally, we will look at how economic position, religion, sexuality, marital status, ethnic and national differences influenced women's experiences.

**Expected Learning Outcomes for Historical Study**

All history courses are designed to develop students' knowledge of how past events influence today's society and further understandings of how humans view themselves and structure their societies. This means that students will acquire both knowledge about the past and an understanding of the factors that shape human activity. By the end of the course students will be familiar with the origins and nature of contemporary issues and have developed a foundation for future comparative understanding. Finally, history courses aim to teach students to think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

## **Class Requirements**

Among the most important requirements for this class is your active and constant participation throughout the semester. You will be asked to read a number of articles and/or sections of books for each class period. (The reading schedule is listed below.) I expect you to come to class with these readings completed, prepared to ask questions, and ready to contribute your thoughts and ideas.

In addition you will be asked to complete a number of brief in-class writing assignments based on the readings. These in-class writing assignments will not be announced in advance, and they cannot be made up at a later point. You will also be asked to complete a take-home midterm exam. I will hand out the midterm assignment in class on October 11. Your midterm exam (5-6 typed, double-spaced pages) will be due on October 18. The course will conclude with a take-home final exam. I will hand out the questions for the final exam in class on December 3. The exam (approx. 10-12 typed, double-spaced pages) will be due in my office by noon on December 12. (These dates are also noted in the course schedule listed below.)

## **Other Important Information**

Please note that all students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of each student.

Students in need of particular pedagogical or physical accommodations should contact me immediately so that specific arrangements can be made. Students with disabilities should be registered with the Office of Disability Services (292-3307). Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901.

To state the obvious, academic misconduct is not allowed and will be reported immediately to the University Committee 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. (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://sja.osu.edu/page.asp?id=1>).



## **Extra-Credit Work**

In connection with this course, I offer a number of extra-credit work options that allows you to earn extra points toward your class participation grade.

Most of these extra-credit work options are films, and I recommend that you watch one or more of these films (listed on the course schedule below). These are films of relevance to the issues we will be discussing, but they will not be shown in class. If you are interested, you will have to watch them outside of class. Most, but not all, of the films are available through OSU Secured Media (<https://drm.osu.edu/media/>) Simply go to the site and log in using your OSU credentials. You will be able to watch the films on any digital device.

After viewing the film(s) of your choice you must turn in a brief paper (2-3 typed, double-spaced pages; approx. 500 words) in which you discuss how the film relates to the material discussed in class. Your paper may include a few sentences summarizing the plot, but the majority of your writing should be devoted to a discussion of the content, and the ways in which it provides additional, different and/or complementary information to the topics discussed in class. Due dates for extra-credit papers are listed in the class schedule below. Even though some weeks feature more than one film option, you may submit only one paper pr. class period.

Each extra-credit assignment you complete satisfactorily will earn you three points towards your class participation grade (Maximum points for class participation is 100 points.) You may submit up to three extra-credit papers for a total of 9 extra-credit points in the course of the semester.

## **Required Readings**

There are no required books for this course. Instead, you will be asked to read a number of primary documents, book chapters and articles. (Please note that the date of origin for primary documents is noted on the reading schedule below. The publication date of secondary sources – i.e. materials written by historians at a later date – is not noted on the reading schedule.)

A few of these readings will be handed out in class; the rest are available on-line through Carmen ([www.carmen.osu.edu](http://www.carmen.osu.edu)). Please note that it is your responsibility to make sure that you acquire the assigned reading in plenty of time to prepare thoroughly for class! Should you ever have any technical problems accessing the reading materials on Carmen, please let me know right away.

## **Grading**

Your grade will be based on your attendance, on your active participation in class discussions, and on your written work.

Come to class. Listen, discuss, ask questions, contribute your thoughts and ideas. It's part of learning and part of your grade. Attendance will be taken during each class period, and unexcused absences will negatively impact your grade. A pattern of tardiness will also result in a reduced grade for this component of the course.

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	30%
In-class writing assignments	10%
Midterm exam	25%
Final exam	35%

Please note that most written assignments will be graded by my teaching assistant Victoria Measles. If you have questions about a grade, you are welcome to discuss it with me or with Ms. Measles (My contact information is listed at the top of the first page of the syllabus. You can contact Ms. Measles at [Measles.1@osu.edu](mailto:Measles.1@osu.edu) for an appointment).

## **Class Schedule:**

### **Section I: Introduction and Background**

Aug. 23: Introduction

No required reading

Aug. 25: Laws and Beliefs about Women and Gender: Antiquity to the Enlightenment

Required reading:

Hesiod: "Pandora" (early 7<sup>th</sup> century BC)

Hesiod: "The Nature of Women" (early 7<sup>th</sup> century BC)

Aug. 30: Enlightenment thinking and Changing Constructions of Gender

Required reading:

Jean-Jacques Rousseau: "Emile, or On Education" (1762)

"The Declaration of the Rights of Man and the Citizen" (1789)

Olympia des Gouges: "Declaration of the Rights of Woman" (1791)

Excerpt from Marie-Madeleine Jodin: "Legislative Views for Women" (1790)

"Woman" (encyclopedia entries, 18<sup>th</sup> and 19<sup>th</sup> centuries)

Section II: Gender Ideology and Female Experiences in the Nineteenth Century

Sept. 1: Gender Ideology and Middle-Class Practices: Child Rearing and Gender Socialization

Required reading:

Louise D'Aulnay: "Home Education for Girls" (1867)

Excerpt from Almira Phelps: The Female Student, or Lectures to Young Ladies on Female Education (1844)

Rebecca Rogers: "School Programs and Practices: Defining Bourgeois Girls' Education"

Sept. 6: Gender Ideology and Middle Class Practices: Marriage and Gender Expectations

Required reading:

Lynn Abrams: "Marriage"

Carol Smith-Rosenberg: "The Female World of Love and Ritual"

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Extra-credit film option: Sense and Sensibility. If you wish to earn 3 extra-credit points toward your class participation grade, you must submit a printed copy of your paper in class on September 8.

Sept. 8: Artifacts of 18<sup>th</sup> and 19<sup>th</sup> Century Womanhood

Special activity:

Field trip to the OSU Historic Costume and Textiles Collection for a presentation about 18<sup>th</sup> and 19<sup>th</sup> century women's clothing by Assistant Curator Marlise Schoeny.

We will meet at 11:10 am in Campbell Hall, 1787 Neil Avenue. (room to be announced).

**Required work:**

Explore the following websites about clothing and fashion in the 19<sup>th</sup> century:

<http://www.vam.ac.uk/page/0-9/19th-century-fashion/>

Make sure that you read at least the six articles that pop up at the top of the site, but feel free to examine other articles and images as well.

**Sept. 13: Gender Ideology and Working Class Practices: Child-Rearing and Gender Socialization**

**Required reading:**

Mrs. Layton: "Memories of Seventy Years" (1931)

Mrs. Wrigley: "A Plate-Layer's Life" (1931)

Ottillie Baader: "Seamstress" (1921)

Adelheid Popp: "Factory Worker"(1922)

**Sept. 15: Gender Ideology and Working Class Practices: Marriage and Gender Expectations**

**Required reading:**

Ellen Ross: "Fierce Questions and Taunts: Married Life in Working Class London, 1870-1914"

**Sept. 20: Gender and Sexuality: Norms and Expectations**

**Required reading:**

Susie Steinbach: "Sexuality between Men and Women"

Excerpt from Amalie Skram: Betrayed (1892)

George Egerton (aka Mary Dunne Bright): "Virgin Soil" (1894)

**Sept. 22: Gender, Sexuality, Pregnancy and Motherhood**

**Required reading:**

Excerpt from Margaret Davies (ed.): Maternity: Letters from Working Women (1915)

Rachel Fuchs: "Birth Control and Abortion"

**Section III: Power, Public Life and Politics: Women's Activism in the Nineteenth and Early-Twentieth Centuries**

**Sept. 27: The Limits of Convention: Middle Class Women and Female Domesticity**

Required reading:

Martha Vicinus: "The Revolt Against Redundancy"

Sibylle Meyer: "The Tiresome Work of Conspicuous Leisure"

Kate Chopin: "The Story of an Hour" (1894)

Rachel Fuchs and Victoria Thompson: "On the Family's Periphery"

**Sept. 29: Challenges to Male Dominance and the Earliest Efforts to Organize for Women's Rights**

No required reading

**Oct. 4: Breaking the Mold: The Lives and Experiences of Pioneers**

Required reading:

David Rubinstein: "The Making of a Feminist 1847-1867"

Aletta Jacobs: "Childhood Years" (1924)

Excerpt from Marie Curie: Autobiographical Notes (1923)

\*\*\*\*\*  
Extra-credit film option: A Doll's House. If you wish to earn 3 extra-credit points toward your class participation grade, you must submit a printed copy of your paper in class on October 6.

**Oct. 6: Organized Efforts to Improve Women's Lives and Status**

Required reading:

Lynn Abrams: "First-Wave Feminism"

**Oct. 11: The Struggle for Women's Suffrage and the Militant Suffragettes**

Required reading:

"The Debate over Female Suffrage" (primary sources)

Emmeline Pankhurst: "Suffrage Speech at the Old Bailey" (1912)

\*\*\*\*\*  
Extra-credit work option:  
If you wish you earn three extra-credit points toward your class participation grade, you may do so by watching the recently released film, Suffragette (2015). Unfortunately, this film is not yet available through the OSU Secured Media Library, but you can

access it through YouTube, iTunes, Amazon Video and other similar platforms. Your paper must be submitted to the Carmen Dropbox no later than Thursday, October 13 by 12:30 pm.

\*\*\*\*\*

Midterm exam to be handed out in class.

Oct. 13: Autumn Break. No class meeting.

Oct. 18: Midterm exam due. A printed copy of your exam must be submitted to my office (234 Dulles Hall) no later than 12:30 pm. No class meeting.

Section IV: Women, Men, and Gender Relations in the Early Twentieth Century

Oct. 20: Changing Gender Relations at the Turn of the Twentieth Century

Required reading:

David Rubinstein: "Leisure"

Michelle Perrot: "The New Eve and the Old Adam: Changes in French Women's Condition at the Turn of the Century"

Oct. 25: The New Woman

Required work:

Collect a number of visual representations of the New Woman (more information about this will be provided in class)

Explore the following website:

<http://www.annielondonderry.com>

Oct. 27: Women and the First World War

Required reading:

"Women and the First World War: Historical Sources"

\*\*\*\*

Extra-credit film option: Testament of Youth (2014). Unfortunately, this film is also not available through the Secured Media Library, but you can access it through various streaming services. If you wish to earn 3 extra-credit points toward your class participation grade, you must submit a printed copy of your paper in class on Nov. 1

Nov. 1: Men and Women in the Wake of the War

Required reading:

Steven C. Hause: "More Minerva than Mars: The French Women's Rights Campaign and the First World War"

\*\*\*\*

Extra-credit film option: The Return of the Soldier. If you wish to earn 3 extra-credit points toward your class participation grade, you must submit a printed copy of your paper in class on Nov. 3.

Nov. 3: Gender Upheaval in the 1920s

Required reading:

"The 1920s: Historical Sources"

Birgitte Søland: "The New Eve and the Old Adam?" and "Good Girls and Bad Girls"

Nov. 8: Changing Understandings of Marriage and Sexuality

Required reading:

Ellen Holzman: "The Pursuit of Married Love: Women's Attitudes Towards Sexuality and Marriage in Great Britain, 1918-1939"

Nov. 10: Reading Day. No class meeting.

#### Section V: Women, Fascism, World War II and the Holocaust

Nov. 15: Political Reaction and the Appeals of Fascism

Required reading:

Adolf Hitler speech (1934)

"Nazi Women Pledge Support for God and the Third Reich" (1933)

Leila Rupp: "Mother of the Volk: The Image of Women in Nazi Germany"

Ellen Frey: "We Did Love Our Führer, Really!" (1985)

\*\*\*\*

Extra-credit film options: Blue Angel (1930) and Pandora's Box (1929). If you wish to earn 3 extra-credit points toward your class participation grade, you must submit a printed copy of your paper about one of these two films in class no later than Nov. 17. You are welcome to view both of the films, but please note that you may only submit one paper for extra-credit points.

Nov. 17: Translating Ideals into Reality: Nazi Gender Policies

Required reading:

"Ten Commandments for the Choice of a Spouse" (1934)

"Decree on Marriage, the Functions of Sex, Motherhood, and Parenthood" (1939)

"Decree on Marriage Loans" (1933)

"Mothering Sunday" (1939)

\*\*\*\*

Extra-credit film option: The Wonderful, Horrible Life of Leni Riefenstahl. If you wish to earn 3 extra-credit points toward your class participation grade, you must submit a printed copy of your paper in class on Nov. 22 .

Nov. 22: Translating Ideals into Realities: Nazi Antisemitic Policies

Required reading:

William Shirer: "Hitler Writes *Mein Kampf*, the Nazi Bible"

Adolf Hitler: "The Discovery of Antisemitism in Vienna" (1925)

Joseph Goebbels: "Why are We Enemies of the Jews?" (1930)

"The Law for the Protection of German Blood and German Honor" (1935)

Rita Kuhn: "Talking about Silence" (1993)

\*\*\*\*

Extra-credit film options: Rosenstrasse and Berlin '36 and Watermarks. If you wish to earn 3 extra-credit points toward your class participation grade, you should submit a printed copy of your paper in class on November 29. Once again, please remember that you may submit only one film paper on any given day.

Nov. 24: Thanksgiving. No class meeting.

Nov. 29: 'Aryan' Women during World War II

Required reading:

The Nazi Women's League: "New Career Opportunities for Women" (1939)

Wendy Lower: "The East Needs You: Teachers, Nurses, Secretaries, Wives"

\*\*\*\*\*

Film options: The Nazi Officer's Wife and Inheritance. To earn extra-credit points toward your class participation grade, you may submit a printed copy of your paper about one of these films in class on December 1.



Dec. 1: Women and the Holocaust: Prison Camps and Extermination Camps; Victims and Survivors

Required reading:

Excerpts from Jack G. Morrison: Everyday Life in a Women's Concentration Camp

Wendy Lower: "Perpetrators"

Ruth Nebel: "The Story of Ruth" (1985)

Charlotte Muller: "Solidarity and Survival" (1993)

\*\*\*\*\*  
Film options: Anne Frank Remembered and Sophie's Choice

Section VI: Conclusions

Dec. 3: Women and Gender in the Wake of World War II

No required reading

\*\*\*\*\*  
Extra-credit film options: A Woman in Berlin and The Reader,  
If you wish to earn 3 extra-credit points toward your class participation grade, you should watch one of these films and submit a paper to the Carmen Dropbox no later than December 5, at 12:30 pm.

\*\*\*\*\*  
Take-home final exam to be handed out in class

\*\*\*\*\*

Dec. 12: Printed copy of final exam due in my office (234 Dulles) no later than 12:00 noon. (You are of course welcome to drop off your paper at any time before this deadline!)



# 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):

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Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

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



I have completed and signed off on the preliminary distance learning review for the ***History 3642 Women in Modern Europe, from the 18th century to the Present*** approval proposal. This syllabus provides a clear and transparent overview of the course expectations. I have provided feedback comments on the Cover Sheet (and copied below) and signed it. The instructor and the department have the *option to revise* the syllabus in response to feedback before submitting to the ASCC faculty review committee.

- This being an asynchronous course, the ASCC panel that reviews the course will want specific indications of meeting the required 3 hours of weekly *Direct Instruction* for the class. In the *Workload Estimation* section of the Cover Sheet, you mentioned having some narrated PowerPoint presentations and some recorded lecture videos per week, what other direct instruction do you have planned for the course? I recommend being more explicit about this in *How This Online Course Works* section of the syllabus, by enumerating the time students will be engaged in each type of activity, on average each week (and which you will be providing direct instruction), to support a speedy approval process.

I believe there are a lot of different ways in which instructors are providing direct instruction in asynchronous courses (I like this succinct resource for exploring how to describe this: <https://www.apsu.edu/academic-course-and-program-development/course-credit-hour-review/direct-indirect-instruction.php>).

- I recommend utilizing TurnItIn for the short writings assignments to increase academic integrity.
- This is my first encounter with the KnightLab Timeline and Storymap tools. I can see why the instructor chose these tools; they look very well-suited to support the learning objectives specified for the course. However, these tools are not in the [university approved toolset collection](#) and I do worry about the possibility of accessibility issues with using these tools for required course activities.

My recommendation is to [initiate a “quick test” with the ASC Digital Accessibility team](#). This can determine exactly what the next steps might be for approved use, including potentially putting the tool through a full review or moving forward with an Accommodations-Based Exception Request. To be clear, we are not opposed to exploring new tools, we merely want to help instructors and departments navigate the required vetting processes. A quick meeting with an ASC Office of Distance Education Instructional Designer would help clarify the new tool review process and also provide some ideas about how already approved tools can support the course’s learning objectives.

- The plan for administering and student expectations for the peer review component of the Research project is unclear. I recommend clarifying how the peer review assignment will be administered and how it will be assessed to improve course transparency and student metacognition. The TLRC has a good guide on implementing Peer Reviews that you may find useful: <https://teaching.resources.osu.edu/teaching-topics/implementing-peer-review-your>