

## Term Information

Effective Term Autumn 2024  
[Previous Value](#) Summer 2024

## Course Change Information

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

Adding REGD and HCS categories.

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

This course is a good fit for these categories.

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: Diversity in Context  
[Previous Value](#) *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  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

### Prerequisites/Corequisites

### 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; Historical and Cultural Studies; Race, Ethnicity and Gender Diversity

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

### *Previous Value*

### *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 18th century to the present
- 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.
- *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.*

### *Previous Value*

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

Last Updated: Vankeerbergen, Bernadette  
Chantal  
01/31/2024

**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

**Sought Concurrence**

No

**Attachments**

- Hlstory 3642 syllabus for REGD (final).docx: Syllabus  
*(Syllabus. Owner: Getson, Jennifer L.)*
- 3642 GE Form - REGD and HCS.docx: GE Form  
*(Other Supporting Documentation. Owner: Getson, Jennifer L.)*

**Comments**

- Sent back at Birgitte's request *(by Vankeerbergen, Bernadette Chantal on 01/25/2024 10:33 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	01/24/2024 04:31 PM	Submitted for Approval
Approved	Soland, Birgitte	01/24/2024 04:46 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/25/2024 10:33 AM	College Approval
Submitted	Getson, Jennifer L.	01/26/2024 11:24 AM	Submitted for Approval
Approved	Soland, Birgitte	01/26/2024 07:04 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/31/2024 11:04 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/31/2024 11:04 AM	ASCCAO Approval

Instructor:  
TBD

Contact Information:  
TBD

Class meetings:  
TBD

Office hours:  
TBD

## History 3642:

# Women and Gender in European History, the Eighteenth Century to the Present: Diversity in Context



### Course Description

This course is designed as an introduction to the history of women and gender in Europe, from the late 18th century to the present. Several topics and themes will be central to the class. We will explore the ways women have been perceived, defined, and categorized as a gender across the centuries; the ways in which their lives have been circumscribed and limited by laws, norms, social practices, religious doctrines, and gendered expectations; and the ways in which women have lived within, and rebelled against, those norms and restrictions. However, even as women have shared experiences based on their gender, their lives have also been regulated and affected based on other factors, including, among others, race, ethnicity, nationality, social class, age, marital status, religious affiliation, and sexual preference. Throughout this course, we will explore how European women's lives have been impacted by these intersecting categories of status and power from the late 18<sup>th</sup> century to the present, acknowledging that even as all women have held a subordinate status to men within various and evolving renditions of patriarchy, women's lived experiences and relative status have been determined not only by gender, but also by other categories of social inequity and injustice.

Specific knowledge and skills students should gain from this course include:

1. A historically grounded understanding of the construction of the concepts of “woman” and “man” in European history, and awareness of how these concepts have changed over time.
2. Knowledge of the historical construction of race and ethnicities, the consequences of these constructions and the purposes they have served both as means of oppression and as sources of identity formation.
3. Understanding of some of the specific ways in which women’s lives have been shaped by intersecting categories of gender, race, ethnicity, class, nationality age, marital status, religious affiliation, and sexual preference.
4. Awareness of historical understandings of the female body, female sexuality, and bodily functions (including pregnancy and childbirth); of women’s physical, intellectual and spiritual nature; and of their expected social, cultural, and economic roles, as determined not only by their gender, but also by other socially constructed identity categories.
5. Knowledge about women’s lived experiences and the ways in which women have rebelled against their subordination and sought to shape their own lives within limiting social, cultural, economic and legal structures.
6. Familiarity with historical patterns and trends in women’s legal status and rights, including an understanding of how race, ethnicity, class and other factors influenced women’s rights and freedoms, and the ways in which different groups of women have struggled to enhance women’s legal and political status.
7. Knowledge about women’s social, cultural, intellectual, and artistic contributions to European societies from the 18<sup>th</sup> century to the present.
8. Enhanced analytical, reading, writing, and communication skills.

### **Credit Hours and GE Requirements:**

This is a 3-credit hour course.

It meets for requirement the new General Education (GE) categories of Foundations: Race, Ethnicity and Gender Diversity; and Foundations: Historical and Cultural Studies.

It also meets the requirements for the old (Legacy) General Education (GE) category of Historical Studies.

Information about Goals and Expected Learning Outcomes for these categories are as follows:

## **New GE: Race, Ethnicity and Gender Diversity**

### **Goals:**

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

### **Expected Learning Outcomes:**

Successful students are able to:

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

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

- 1.1. In this course students will be introduced to the ways in which the historically and socially constructed categories of sex, gender, race, ethnicity, and class have influenced women's lives. We will explore how these categories have shaped the treatment and expectations of women; their legal and political status; their educational and employment opportunities; their familial status and reproductive choices; and their daily lives. In addition, students will become familiar with the ways in which women

from different backgrounds have rebelled against the restrictions placed on their lives, as well as the ways in which some women have benefitted from racial, ethnic and class hierarchies. Each week will tackle a different aspect of these issues as described in the course schedule listed below.

1.2. Throughout the course, we will examine the complex systems of power and hierarchy that have underlaid European societies throughout the centuries under investigation. We will investigate how women have fit into these systems, both as occasional beneficiaries and more often as subordinates in a variety of social hierarchies. Students will be required to analyze how constructed categories of gender, race, ethnicity and class affected women's lived experiences in the past and continue to do so in the present.

1.3. Throughout the course, students will be required to analyze Modern European women's history through the lens of intersectionality. Across the semester, lectures, readings and discussions will stress how lived experiences differed for women depending on the ways in which they were placed into, or understood themselves to belong to, different and intersecting socially constructed categories. Students will learn to understand the differences and relationships both in the lived experiences of men and women, and between individuals and groups of different racial, ethnic and class backgrounds.

1.4. The social and ethical implications of studying women's history and its intersection with gender, race and ethnicity will be covered throughout the semester, but especially in Week 1, where we will define important terms and consider the importance of seeking out the experiences of all women for our understanding of the past. This means, among things, being aware of male-dominated historical inquiry, learning to ask different questions about history, seeking out new sources of evidence, and constantly seeking ways to understand the perspectives and lived experiences of those who were previously invisible in historical studies. In addition to incorporating previously overlooked social categories of individuals into our study of the past, it also means approaching different topics such as the ways in which social hierarchies have been justified and sustained across the centuries, and the ways in which some women have transgressed normative behavior and violated dominant standards for acceptable and/or ethical behavior whether inside a particular social, ethnic or racial group, or in opposition to broader social norms (same-sex sexuality being just one example of the latter.)

2.1. Students will be invited to question their own assumptions about the history and nature of women, about women's relationships with men and their gender-specific places in society, and about the differences among women belonging to one or more socially constructed identity categories. They will also be asked to explore how many contemporary cultural categories, attitudes, and social positions are not biological, inherent or 'natural', but instead rooted in past attitudes, laws, and practices.

2.2. This course will emphasize how fundamental, if changing, perceptions of gender have shaped the attitudes, beliefs and behaviors of Europeans from the 18<sup>th</sup> century to the present. In addition, we will discuss how biases against, and expectations of, people of different genders, races, ethnicities, and social classes also influence attitudes, beliefs, and behaviors not only in European history, but in contemporary American society as well.

2.3. Finally, students will be expected to explore through discussions and in writing assignments how socially and historically constructed categories of gender, race, ethnicity, and class have influenced the lived experience of Europeans, irrespective of the identity category they accepted for themselves or were assigned by others.

### **New GE: Foundations: Historical and Cultural Studies**

This course meets the requirements for the new GE category of Foundations: Historical and Cultural Studies.

#### **Goals - Historical Studies:**

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

#### **Expected Learning Outcomes - Historical Studies:**

Successful students are able to:

1.1. Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.

1.2. Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.

1.3. Use historical sources and methods to construct an integrated perspective on at least one historical period, event, or idea that influences human perceptions, beliefs, and behaviors.

1.4. Evaluate social and ethical implications in historical studies.

#### **This course meets the Goals and Expected Learning Outcomes for the GE category Foundations: Historical Studies in the following ways:**

1.1. Throughout the course students will be required to read and analyze a broad range of primary and secondary sources. These materials will be the basis for class



discussions, and students will be required to demonstrate their analytical skills both verbally and in writing assignments.

1.2. Students will be required to analyze both qualitative and quantitative primary and sources, as well as visual evidence. By the end of the semester, they must produce an analytical essay that demonstrates their understanding of the origins of contemporary social inequities based on gender, race, ethnicity, class and other identity categories.

1.3. By the end of the semester, students will be required to produce an analytical essay based on primary and secondary sources that demonstrates their understanding of the impact of historical constructions of the categories of race, gender, ethnicity, and class on contemporary social relations.

1.4. Conversations about the social and ethical implications of studying history will be integrated throughout the course. This will include discussions of which topics are included and excluded in historical study and why; how changing historical questions and methods alters our understanding of the past; and how incorporating historically invisible groups in historical research produces a richer and fuller perspective.

### **Legacy GE: Historical Studies**

This course meets the requirements for Historical Studies under the Legacy General Education.

### **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.

### **This course meets the Goals and Expected Learning Outcomes for Legacy GE: Historical Studies in the following ways:**

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.

### **Advisory Comments/Trigger Warnings:**

This course will take us on a wide-ranging intellectual journey, covering a broad array of fun and exciting historical topics. However, please be aware that it also covers topics that may be disturbing. To understand the history of women and diversity in this period, we will read about and discuss examples of anti-female prejudice and misogyny. We will also investigate racial, ethnic, class-based, and religious prejudice and oppression; the legacies of human bondage, and European colonialism; sexual and domestic violence; birth control, abortion and infanticide; and persecution and annihilation of Jewish and other women during the Nazi regime. Lectures will include historical images and artwork that are likely to be distressing. If this sounds like more than you want to deal with at this point in your life, you may want to reconsider your participation in this course. If you think you'll be totally fine, but later find yourself experiencing distress during the course, please don't hesitate to contact me or OSU Counseling Services.

### **Course Overview, Class Requirements and Format**

The content of this course is organized chronologically and thematically. After an introductory section about key concepts and ideas, we will move through a number of issues/topics in roughly chronological order beginning in Antiquity but focusing on the centuries to the present. Because there is much material to cover, I have chosen issues and topics that I believe to be the most significant for a fundamental understanding of the history of gender, race and ethnicity in Modern European women's history.

We will meet in-person twice a week for 80 minutes. Under exceptional circumstances, such as hazardous weather conditions or infectious illness on the part of the instructor, we will move our class online and meet on Zoom.

All class meetings will be devoted to a mixture of lectures and class discussions based on assigned readings and/or visual materials.

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 primary sources, 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. (This means that when you come to class, you should have read the materials listed for that day before arriving.)

Class participation is an important component of your learning and of your grade. I expect you to contribute to class conversations on a regular basis. Ask questions, take part in discussions, offer your ideas. I not your contributions on a daily basis, following each class period. Please know that I record both the quantity and the quality of your contributions. Particularly thoughtful and insightful contributions count as much as numerous daily comments, so you should not feel under pressure to speak all the time. Also, if you feel uncomfortable speaking up in class, please come and see you, so we can work out special arrangements for you to fulfill this requirement, for instance in the form of written comments on the readings.

In the course of the semester, you will be asked to complete a number of short 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. Typically, these in-class writing assignments will ask you to offer your thoughts and ideas about a particular question of relevance to the class topic, typically as a jumping-off point for class discussion. Only rarely will they take the form of quizzes in the sense of testing specific knowledge or command of facts.

Additional required work includes the completion of one brief paper based on a film whose content is relevant to the course. (The film options are listed in the course schedule below). You may choose any one of these films. The deadline for submission of your paper will vary dependent on the film you choose. For more information about how to access these films and complete this paper, please see the attached document, "Film Paper: Instructions".

Finally, you will also be asked to complete a take-home midterm exam. I will hand out the midterm assignment in class one week prior to the deadline. You will be able to choose between two different prompts.

The course will conclude with a take-home final exam. I will hand out the questions for the final exam in class approximately two weeks before the submission deadline. For the exam you will be required to write two essays (each approx. 5-6 typed, double-spaced pages). For each essay you will be able to choose between at least two different prompts.

## **Course Materials**

There are no required books for this course, and you will not be asked to purchase any reading materials. All required readings, including primary documents, book chapters and articles will be available either on Carmen (carmen.osu.edu) or through specific websites. You will find copies of the syllabus and all assignments (as they are released) on Carmen.

Please note that it is your responsibility to make sure that you access the assigned reading material in plenty of time to prepare thoroughly for class! Should you ever have any technical problems accessing the materials, please let me know right away.

### **Communication and Response Times**

In the course of the semester, I will be posting announcements, reminders, updates etc. on Carmen. Typically, I will also send copies of announcements to each of you individually via email. Therefore, it is critical that you log into both Carmen and your OSU email account regularly!

The easiest and quickest way of reaching me outside class time, is to send me an email (name.number@osu.edu). I will respond to all emails within 24 hours on workdays.

Written work (incl. in-class writing assignments, film papers, and midterm exams) will be graded and returned within 7 days. All grades will be posted on Carmen. Grades for final papers will be posted as quickly as possible after the submission deadline.

### **Grading Policies**

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	20%
In-class writing assignments	10%
Film paper	15%
Midterm exam	25%
Final exam	30%

Your grades will be based on the following Grading Scale:

A (93–100), A- (90–92), B+ (87–89), B (83–86), B- (80–82), C+ (77–79), C (73–76), C- (70–72), D+ (67–69), D (65–66), D- (below 65).

### **Finding Help with Your Writing**

The Writing Center offers free help with writing at any stage of the writing process for any member of the university community. During sessions, consultants can work with you on anything from papers to lab reports, from theses to resumes, from proposals to application materials.

Appointments are available in-person at 4120 Smith Lab, as well as online. You may schedule an in-person or online appointment by visiting <https://osu.mywconline.com> or by calling 614-688-5865. You do not have to bring a piece of completed writing to a Writing Center appointment. Many students report that some of their most productive sessions entail simply talking through ideas.

### **Other Important Information**

#### **Enrollment**

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.

### **Disability 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).

### **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 are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CSS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center. Outside regular office hours, you can reach an on-call counselor at 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 available through the Suicide and Crisis Lifeline. **Simply dial 988.**

### **Illness and Absence Policies**

I hope you will stay healthy throughout the semester and thus won't need this information, but if illness strikes, this is what you need to know.

First, please reach out to me (if possible) and let me know if you will have to miss a class.

If you are sick, please stay home! Our class will be meeting in a relatively small, enclosed space, so contagious diseases, incl. Covid and RSV, spread easily. If you think you \*might\* be getting sick, please wear a mask to class. The same rules apply to the instructor!

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 (<https://safeandhealthy.osu.edu>). Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations.

If you are sick, it is not always necessary or convenient to go to the Medical Center or contact a healthcare provider, and therefore I do not require a medical excuse for your first day of illness. If, however, you have to be absent for several consecutive classes due to illness, please provide a medical excuse.

Other excuses absences include personal or family emergencies; observance of religious holidays (for further instructions see below); athletic events (with letter from the Athletic Department); and academic events (with letter from academic advisor).

Work obligations, transportation issues, non-emergency medical and dental appointments, leisure travel and vacations do not qualify as excused absences. You are permitted one un-excused absence; subsequent un-excused absences will lower your overall course grade with three points (i.e. 3/100) per absence.

### **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.

### **Title IX**

Title IX specifies that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kind of accountability and the same kinds of support applied to offenses against other protected categories (such as race, ethnicity, national origin, age, religion etc.). If you or someone you know have been sexually harassed or assaulted, you may find appropriate resources at [titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX coordinator Melissa Mayhan, at [titleix@osu.edu](mailto:titleix@osu.edu).

## **Land Acknowledgement**

We acknowledge that 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 Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. We honor the resiliency of these tribal nations and recognize the historical contexts that has and continue to affect the Indigenous peoples of this land.

## **Copyright Disclaimer**

The material 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 educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## **Academic misconduct**

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

## **Reserve Clause**

Below you will find a schedule of class activities for the semester. However, please note that I reserve the right to make changes to the syllabus as necessary to meet the objectives of the course, to compensate for missed classes or schedule changes, or for similar legitimate reasons. Students will be notified of any such changes to the syllabus in adequate time to adjust to those changes.



## **Class Schedule:**

Please note that the assigned readings consist in a mixture of primary and secondary sources. Below you will find historical primary sources identified by a date of origin. Readings that are not dated are secondary sources, written by historians.

Film options are also dated, indicating their year of release.

### **Section I: Introduction to the History of Women and Gender**

#### **Class # 1: Introduction**

Topics to be covered: Introduction of instructor and class members. Class content and course expectations

Required reading: None

#### **Class # 2: Women and Diversity in Modern European History**

Topics to be covered:

Defining the terms: What do we mean by “sex,” “gender,” “race,” “ethnicity,” and “class”?

In-class exercise: How do we see gender, race, ethnicity, and class around us?

Required reading: None

#### **Class # 3: Women’s History and Intersectionality**

Topics to be covered:

The shortcomings of gender as an analytical category. Intersectionality as a key analytical tool for historical study; the social and ethical implications of studying the history of Modern European women’s history through the analytical categories of sex, gender, race, ethnicity, and class.

Required work/reading:

Kimberlé Crenshaw: “The Urgency of Intersectionality” (TED Talk)  
(<https://www.youtube.com/watch?v=akOe5-UsQ2o>)

Excerpt from Akasha Gloria Hill et al. (eds.): All the Women Are White, All the Blacks are Men, but Some of Us Are Brave

## **Section II: The Origins of European Gender Systems**

### **Class # 4: How It All Began ....**

#### Topics to be covered:

The origins of Western thinking about women and gender. Greek myths and origin stories; Greek scientific thinking about gender; the development of the one-sex model; the origin myths about gender in Judeo-Christian beliefs; the establishment of the Christian church

#### Required reading/work:

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

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

Examine religious and secular images of women (4<sup>th</sup> century BCE – 8<sup>th</sup> century CE) (images will be posted on Carmen in a PowerPoint file)

### **Class # 5: Laws and Beliefs about Women: Antiquity to the Enlightenment**

#### Topics to be covered:

Beliefs about female sexuality. Encounters with women and gender arrangements outside the European world. Beliefs about non-White and enslaved women. Legal subordination of women.

#### Required reading:

Excerpt from The Whole Duty of a Woman, or, A Guide to the Female Sex (1696)

Julia Jovati: "English Debates About Slavery and Race"

### **Class # 6: Enlightenment Thinking, Changing Constructions of Gender, and the Emergence of Race as a Social Category**

#### Topics to be covered:

The Scientific Revolution and the Enlightenment; the collapse of the one-sex model and the rise of the two-sex model; the emergence of 'race' as a social category; changing justifications of power and hierarchies.

#### Required reading:

Excerpt from Jean-Jacques Rousseau: On education, or Emile (1762)

Excerpt from Johann Blumenbach: On the Natural Varieties of Mankind (1766)

Jamelle Bouie: "The Enlightenment's Dark Side"

**Class # 7: The Establishment of a New Gender/Racial Order in the Late 18<sup>th</sup>/Early 19<sup>th</sup> Centuries**

Topics to be covered:

Popular rebellions and the French Revolution. The participation of women in the French Revolution. The Women's March (1789) and women's revolutionary clubs. Backlash against women. Women's exclusion from politics and the public sphere, and the denunciation of racial equity.

Required reading:

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

Olympe de Gouges: "Declaration of the Rights of Woman" (1791)

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

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

**Section III: Changing Definitions of Work and Home in the Nineteenth Century**

**Class # 8: Women's Work in Preindustrial Europe**

Topics to be covered:

Gender, households, and labor. Household economies. The gendered nature of women's work. Black women's labor. Jewish women's labor. Women's work and the lifecycle. Free and bonded labor. Servitude and the laboring poor.

Required reading:

James Collins: "The Economic Role of Women in Seventeenth-Century France"

Deborah Simenton: "Bringing Up Girls: Work in Preindustrial Europe"

**Class # 9: The Rise of Capitalism, the Origins of Mass Production, and Emergence of the Female Wagerworker**

Topics to be covered:

Colonialism and the plunder of resources. Rural workers and the earliest forms of mass production. The emergence of factory-based, industrial production. (Young) women as wagersworkers.

Required reading:

"Female Testimonies given to the Factory Inquiry Commission" (1833)  
Mary Jo Maynes: "In Search of Arachne's Daughters: European Girls, Economic Development and the Textile Trade, 1750-1880"

**Class # 10: Working-Class Life: Gender, Class, Ethnicity, Marriage, and Sexuality in 19<sup>th</sup> Century Working-Class Women's Memoirs**

Topics to be covered:

Personal narratives as historical evidence: promises and pitfalls; life writing as a narrative genre

Required reading:

Mrs. Layton: "Memories of Seventy Years" (1931)  
Mrs. Wrigley: "A Plate-Layer's Life" (1931)  
Otilie Baader: "Seamstress" (1921)  
Adelheid Popp: "Factory Worker"(1922)

**Class # 11: Separate Spheres and the (Middle-Class) Home**

Topics to be covered:

The separation of home and work; middle-class gender ideology and gender norms; Christian and Jewish women's domestic roles

Required reading:

Coventry Patmore: "The Angel in the House" (1854)  
Mrs. Beeton: "The Mistress" (1861)  
Leonore Davidoff and Catherine Hall: "My Own Fireside: The Creation of the Middle-Class Home"  
Excerpt from Marion Kaplan: The Making of the Jewish Middle Class

\*\*\*\*\*

Film option: Sense and Sensibility (1995)

**Class # 12: Middle-Class Life: Gender, Class, Ethnicity, Marriage, and Sexuality in the Historical Sources**

Topics to be covered:

Making sense of historical source materials; analytical approaches to primary sources; drawing conclusions from historical evidence; building a historical argument.

Required reading:

"Middle-Class Women's Lives: A Collection of Primary Sources" (19<sup>th</sup> century)

## **Section IV: Female Bodies, Gender, Race, Sexuality, and Reproduction**

### **Class # 13: Science, Medicine, and the Female Body**

Topics to be covered:

Medical and scientific beliefs about the female body; Black and White female bodies; class and the female body; health and sickness; sexuality, race, class, and ethnicity

Required reading:

“Anatomical drawings of human skeletons” (18<sup>th</sup> century)

Londa Schiebinger: “Theories of Gender and Race”

Excerpt from Clifton Crais and Pamela Skully: Sara Baartman and the Hottentot Venus: A Ghost Story and a Biography

\*\*\*\*\*

Film option: Black Venus (2010)

### **Class # 14: Sexuality, Sexual Nonconformity and State Regulation**

Topics to be covered:

Norms and ‘deviancy’, sexual nonconformity, racialization of sexual nonconformity; sex crimes and same-sex sexuality; prostitution and sex work

Required reading:

Susie Steinbach: “Sexuality between Men and Women”

“Anne Lister’s Secret Diary” (1817)

Anna Clark: “In the Victorian Twilight: Sex out of Wedlock, Sexual Commerce, and Same-Sex Desire, 1750-1870”

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Film option: The Secret Diaries of Miss Anne Lister (2010)

### **Class # 15: Birth Control, Abortion, and Infanticide**

Topics to be covered: birth control, pregnancy outside marriage, strategies for family planning, abortion and infanticide

Required reading:

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

Excerpt from Rachel Fuchs: Poor and Pregnant in Paris: Strategies for Survival in the Nineteenth Century

\*\*\*\*\*  
Film option: The Slingshot (1993)

**Class # 16: Autumn/Spring Break. No Class meeting.**

**Class # 17: Autumn/Spring Break. No class meeting.**

**Section V: Women's Political Activism in the Nineteenth and Early-Twentieth Centuries**

**Class # 18: Slavery and Abolition**

Topics to be Covered:

Enslaved and bonded labor; Black women in Europe; White women and slavery; abolitionism.

Required Reading:

Excerpt from Mary Prince: The History of Mary Prince, a West Indian Slave (1831)

Hannah More: "Slavery: A Poem" (1788)

Clare Midgely, "Anti-Slavery and Feminism in Nineteenth-Century Britain"

\*\*\*\*\*  
Film option: The History of Mary Prince (2021)

\*\*\*\*\*  
Midterm take-home exam handed out in class

**Class # 19: The Discontents of White Middle-Class Women and the Emergence of 'First-Wave' Feminism**

Topics to be covered:

Class status and sexual subordination; the limitations of class and racial privileges; women's legal status; paid and unpaid labor; personal and intellectual constraints.

Required reading:

Excerpt from Amalie Skram: Betrayed (1892)

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

Martha Vicinus: "The Revolt Against Redundancy"

Sibylle Meyer: "The Tiresome Work of Conspicuous Leisure"

\*\*\*\*\* Film option: A Doll's House (1973)

## **Class # 20: Female Suffrage and Citizenship**

### Topics to be covered:

Suffrage as a political demand; gender, class and political organizing; socialism, feminism and the problems with 'sisterhood'; working-class and middle-class women in European suffrage movements; liberalism and militancy; racism, classism, and xenophobia in the suffrage movement

### Required reading:

Excerpt from John Stuart Mill: The Subjection of Women (1869)  
Rosa Luxemburg, "Women's Suffrage and Class Struggle" (1912)  
Emmeline Pankhurst: "Why We Are Militant" (1913)  
Lynn Abrams: "First-Wave Feminism"  
Sumita Mukherjee: "Sisters in Arms"  
Eric Blanc: "When Socialists Won Women's Suffrage"

\*\*\*\*\* Film option: Suffragette (2015)

\*\*\*\*\* Midterm take-home exam due in class.

## **Class # 21: White Women, Feminism and Colonialism**

### Topics to be covered:

Gender, race and colonialism; the role of White European in colonialism; colonialism and femininity; European feminism and the colonial project

### Required reading:

Excerpts from Olive Schreiner's letters (1889-1911)  
Antoinette Burton: "The White Woman's Burden: British Feminists and the Indian Woman"  
Lora Wildenthal: "A New Colonial Femininity: Feminism, Race Purity, and Domesticity"

\*\*\*\*\* Film option: The Story of an African Farm (2004)

## **Class # 22: Radicalism, Socialism, and Communism: Women on the Political Left**

### Topics to be covered:

The origins of socialism and communism; socialist/communist ideologies; class and gender in socialist/communist philosophy and practice; gender, ethnicity and class; feminism and the political left; female radicalism

Required reading:

Excerpt from Lily Braun: The Woman Question (1901)

Annie Besant: "Why I am a Socialist" (1886)

Klara Zetkin: "Social-Democracy and Woman Suffrage" (1906)

Alexandra Kollontai: "Communism and the Family" (1920)

Karen Honeycutt: "Socialism and Feminism in Imperial Germany"

\*\*\*\*\*

Film options:

A Wave of Passion: The Life of Alexandra Kollontai (1994)

The Slingshot (1993)

**Section V: Gender and Sexual Upheaval in the Early Twentieth Century**

**Class # 23: Gender, Race, Class, and Sexuality During WWII**

Topics to be covered:

Women, feminism and nationalism; women's war work; challenges to the gender order; gender, age and marital status; female sexuality and prostitution; sexual violence.

Required reading:

"Women in World War I: Historical Sources" (1914-1918)

Excerpt from Vera Brittain: Testament of Youth (1933)

Susan Grayzel: "Women's Wild Oats: Sexuality and the Social Order"

\*\*\*\*\*

Film options:

Testament of Youth (2014)

The Return of the Soldier (1982)

**Class # 24: Sexual and Cultural Upheaval in the 1920s**

Topics to be covered:

Social, cultural and intellectual impacts of World War I; the collapse of the Victorian gender order; gender upheaval and the 'Modern Girl'; new styles of femininity; cultural modernity; Black women in Europe; sexual subcultures and sexual nonconformity

Required reading:

"The 1920s: Historical Sources" (1920s)



Birgitte Sølund: "Good Girls and Bad Girls"  
Excerpt from Tracy Sharpley-Whiting: Bricktop's Paris: African American Women in Paris Between the Two World Wars  
Excerpt from Laurie Marhoeffer: Racism and the Making of Gay Rights

\*\*\*\*\*

Film options:  
Pandora's Box (1929)  
Blue Angel (1930)  
Josephine Baker and the Story of an Awakening (2018)

## **Section VI: Fascism, World War II and the Holocaust**

### **Class # 25: Economic Crisis, Political Reaction, and the Appeals of Nazism**

Topics to be covered:

Political reactions to the upheavals of the 1920s; fascism and Nazism; racism and antisemitism; Nazi gender ideology; Nazi appeals to women; class, age, marital status and ethnicity among Nazi supporters; explaining young women's support for Nazi ideology.

Required reading:

Gertrude Scholtz-Klink: "To Be German is to Be Strong" (1936)  
"The Law for the Protection of German Blood and German Honor" (1935)  
"Examples of Antisemitic Policies" (1933-1939)  
Doris Bergen: "Racism and Widespread Prejudices – Why So Many Victims?"  
Clarence Lusane: "Made in America, Perfected in Germany: The Nazi Sterilization Program against Blacks"

\*\*\*\*\*

Film option:  
Triumph of the Will (1935)

\*\*\*\*\*

Take-home final exam to be handed out in class

### **Class # 26: Women and the Holocaust: Bystanders and Perpetrators; Victims and Survivors;**

Topics to be covered:

The implementation of mass murder; concentration camps and extermination camps; women as victims and perpetrators of violence; survivors' memoirs; women's history and the Holocaust

Required readings:

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

Excerpt from Wendy Lower: Hitler's Furies: German Women in the Nazi Killing Fields

Elissa Mailänder: "Annihilation as Work: The Daily Work of Killing in the Camps"

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

Charlotte Muller: "Solidarity and Survival" (1993)

Doris Bergen: "What Do Studies of Women, Gender, and Sexuality Contribute to Understanding the Holocaust?"

\*\*\*\*\*

Film options:

Sophie's Choice (1982)

Anne Frank Remembered (1995)

Aimee and Jaguar (1999)

Into the Arms of Strangers (2000)

Rosenstrasse (2003)

The Nazi Officer's Wife (2003)

The Reader (2008)

Berlin '36 (2009)

Sarah's Key (2010)

## **Class # 27: The Second Sex and 'Second-Wave' Feminism**

Topics to be covered:

Female discontent in the post-WWII era; the origins of second-wave feminism, women and the New Left; socialism and feminism; class, race and second-wave feminism; radical feminism and lesbianism; pornography and sexual assault

Required reading:

Excerpt from Simone de Beauvoir: The Second Sex (1948)

Sara M. Evans, "Sons, Daughters, and Patriarchy: Gender and the 1968 Generation"

Becky Thompson: "Multiracial Feminism: Recasting the Chronology of Second Wave Feminism"

## **Class # 28: Conclusions**

Topics to be covered:

Making sense of the history of race, ethnicity, and gender diversity in European women's history

Required reading:

None

### **Film Paper: Instructions**

As listed above, one of the requirements for completing this course is that you watch a film relevant to the class material and write a brief paper about it. The deadline for submission of this paper depends on the film you choose to watch. The general rule is that you must submit your paper during the class period immediately following the date of the assigned film. This means that if, for example, you choose one of the films listed for class # 23, you must submit a printed copy of your paper at the beginning of class # 24. (Exceptions to this rule will be announced in class.)

The films from which you may choose, are listed on the course schedule.

Many of these films, though not all, are available through OSU's Secured Media Library, where you can access them for free. Simply go to [go.osu.edu/SecuredMediaLibrary](http://go.osu.edu/SecuredMediaLibrary) and log in using your OSU credentials (name.number plus password). You will be able to watch the films on any digital device. If you choose a film not available through the Secured Media Library, you will have to access it through a commercial streaming service.

Once you have chosen a film, you should watch it attentively. I recommend that you watch the film right around the date on which it is listed on the course schedule. That will ensure that you have the best understanding of the context in which to understand the film. Even more importantly, if at all possible, do not write your paper until after the class period for which it is listed! That will provide the best preparation for writing the paper.

After watching the film of your choice, please write a brief paper (2-3 typed, double-spaced pages, approx. 500-700 words), in which you discuss how the film relates to the material covered in class and to the broader themes of the course. 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. In addition, you must discuss how the film addresses issues of diversity in the lives and experiences of women.

I expect papers to have an introduction stating main points to be addressed; a central body consisting of 3-4 paragraphs, each of which discusses a separate issue/point (ideally illustrated with specific examples); and a conclusion. You should refrain from emotional statements ("this film made me sad/angry/upset" etc.) and instead focus on what the film tells us about the past. Finally, papers should be clearly written, and free of misspellings, typos and grammatical errors.

# GE Foundation Courses

## Overview

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

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

## Accessibility

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

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

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

### A. Foundations

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

This course is intended as an introduction to the history of women and gender in Modern European history. Several themes will run through the class.

First, we will explore the ways in which women have been perceived, defined, and categorized as a gender across the centuries; the ways in which their lives have been circumscribed and limited by laws, norms, social practices, religious doctrines, and gendered expectations; and the ways in which women have lived within, and rebelled against, those norms and restrictions.

Secondly, we will explore how women's lives and experiences have also been regulated and affected based on other factors, including, among others, race, ethnicity, nationality, social class, age, marital status, religious affiliation, and sexual preference. Throughout this course, we will explore how European women's lives been impacted by these intersecting categories of status and power from the late 18<sup>th</sup> century to the present, acknowledging that even as all women have held a subordinate status to men within various and evolving renditions of patriarchy, women's lived experiences and relative status have been determined not only by gender, but also by other categories of social inequity and injustice.

Thirdly, the course will emphasize that modern categories of race, ethnicity, and gender are not essential, but are socially and historically constructed; and that contemporary ways of thinking have deep historical roots that continue to shape modern gender, racial, and class arrangements.

In combination, these themes and approaches are designed to meet the goals of a foundational course in the study of race, ethnic and gender diversity.

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

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

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

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

How this course will meet the goals and topics for this ELO:

In this course, students will become familiar with the ways in which the historically and socially constructed categories of sex, race, gender, ethnicity, religious affiliation, and social class influenced how women in Modern Europe were treated, how they were expected to behave, how they saw or described themselves, what kinds of rights and freedoms they enjoyed, and which opportunities and privileges they were denied.

Specific assignments addressing this ELO include, but are not limited to, the following:  
Class # 2: In-class discussion: "How do we see gender, race, and ethnicity in the world around us?"

Class # 3: In-class writing assignment: "What is intersectionality? Is intersectionality a concept that matters in your life? If so, how?"

Class # 6: In-class writing assignment/discussion: "How did Enlightenment thinkers who, in principle, believed in human equality and natural rights, categorize women and people of color? And how did they justify the subordination of women and people of color to the authority of white men?"

Class # 10: In-class writing assignment and discussion: "How did 19<sup>th</sup> century working-class women describe their experiences? How did gender, class and ethnicity shape their lives?"

Class # 12: In-class writing assignment and discussion: "How did class and gender shape middle-class women's lives? What were some of the limitations middle-class women experiences in their lives in spite of their class privileges?"

Class # 14: In-class writing assignment: "What does 'The Secret Diary of Anne Lister' (1817) tell you about the possibilities of sexual non-conformity in the early 19<sup>th</sup> century? What made Anne Lister's unconventional/secret life possible?"

Class # 21: In-class writing and discussion: "How did White European women perceive their roles vis-à-vis colonized women?"

Class # 25: In-class writing and discussion: "What was the role of gender, race, ethnicity, sexuality, and religion in the Holocaust?"

Midterm exam: Based on a selection of primary sources, students will be required to analyze arguments for/against female suffrage, with specific attention paid to arguments focusing on race, ethnicity and class.

Final exam: Students will be offered the option to write a fictional autobiography of a women growing up in the first half of the twentieth century. Specifically, they will be asked to write the autobiography of a Jewish woman born in Berlin in 1900; a working-class woman born in London in 1890; a White middle-class woman born in Paris in 1900; or a Black woman born in Germany in 1910. This will require them to synthesize class materials and put themselves 'in the shoes' of a particular historical character.

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

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

How this course will meet the goals and topics for this ELO:

In this course, students will be introduced to the foundational systems of power and hierarchy underlying Modern European societies, including, among others, legal, cultural, religious, gendered, racial, ethnic and class-based structures; and how women encountered and fit into those structures. Students will carefully examine how the different constructed categories of race, ethnicity, gender, religion, and class affected women's lived experiences and relationships, and how they continue to do so.

Specific assignments addressing this ELO include, but are not limited to, the following:

Class # 4 and Class # 5: Lectures and class discussion will focus on the origins and structures of patriarchy in European societies

Class # 7: Class discussion: How was a new gender, class and racial order established in Europe in the wake of revolutionary upheavals?

Class # 9: In-class writing assignment and discussion: "Why did Europe industrialize earlier than most of the rest of the world? How did demographic characteristics, marriage patterns, gendered divisions of labor, and dominant ideas about class and gender facilitate that process?"

Class # 11: Class discussion: "How did hierarchies of age, class and gender structure European middle-class households?"

Class # 15: In-class writing assignment and discussion: "How did law and medicine impact women's reproductive choices and the lives of poor and working-class women?"

Class # 21: In-class discussion: "How did White European women respond to colonialism?"

Class # 25: In-class writing assignment and discussion: "How did race, ethnicity and sexuality impact women's lives in Nazi Germany?"

Final exam: Among the final exam writing options, students will be offered an opportunity to write an essay responding to the following question: "In their study, *A History of Their Own. Women in Europe from Prehistory to the Present*, Bonnie S. Anderson and Judith P. Zinsser argue that "gender has been the most important factor in shaping the lives of European women. (...) While differences of historical era, class and nationality have significance for women, they are outweighed by the similarities decreed by gender." (Vol. 1 (New York: Harper and Row, 1988), p. xv.) Do you agree/disagree with Anderson and Zinsser's claim that all women share a set of experiences because of their gender, and that women's lives are more fundamentally shaped by these shared experiences than by their class, religion, nationality, marital status and sexual preferences?"

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

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

Goals and topics for this ELO:

Throughout the course, students will be expected to analyze Modern European women's history through the sense of intersectionality. At every point, the class will stress how lived experiences differed for women depending on the ways in which they were placed into, or understood themselves to belong to, different and intersecting socially constructed categories. As part of this, students will learn to understand the differences and relationships between 1) socially/historically constructed roles and expectations of people of a particular race, ethnicity, sex, gender, social class, and religious identity; and 2) the social or lived experiences of women.

Specific assignments addressing this ELO include, but are not limited to, the following:

Class # 6: In-class writing assignment/discussion: "How did Enlightenment thinkers who, in principle, believed in human equality and natural rights, categorize women and people of color? And how did they justify the subordination of women and people of color to the authority of white men?"

Class # 10: In-class writing assignment and discussion: "How did 19<sup>th</sup> century working-class women describe their experiences? How did gender, class and ethnicity shape their lives?"

Class # 12: In-class writing assignment and discussion: "How did class and gender shape middle-class women's lives? What were some of the limitations middle-class women experiences in their lives in spite of their class privileges?"

Class # 14: In-class writing assignment: "What does 'The Secret Diary of Anne Lister' (1817) tell you about the possibilities of sexual non-conformity in the early 19<sup>th</sup> century? What made Anne Lister's unconventional/secret life possible?"

Class # 21: In-class writing and discussion: "How did White European women perceive their roles vis-à-vis colonized women?"

Class # 25: In-class writing and discussion: "What was the role of gender, race, ethnicity, sexuality, and religion in the Holocaust?"

Final exam: Among the final exam options, Students will be offered an opportunity to write a fictional autobiography of a woman growing up in the first half of the twentieth century. Specifically, they will be asked to write the autobiography of a Jewish woman born in Berlin in 1900; a working-class woman born in London in 1890; a White middle-class woman born in Paris in 1900; or a Black woman born in Germany in 1910. This will require them to synthesize class materials and demonstrate their understanding of the ways in which intersecting structures and categories of gender, ethnicity, race, class, age, nationality and religious affiliation impacted the lived experiences of women.

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



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

Goals and topics for this ELO:

The social and ethical implications of studying women's history and its intersection with race, gender, and ethnicity will be covered and discussed throughout the semester, but especially in the introductory section of the course, where we define important terms and consider the importance to historical study of seeking out the experiences of all women, reframing our views of the past with an awareness of past patriarchal biases, learning to ask different questions about history, and constantly seeking new ways to understand the perspectives of those who were previously invisible.

Specific assignments addressing this ELO include, but are not limited to, the following:

Class # 2: Class discussion: "How do we see gender, race, and ethnicity in the world around us?"

Class # 3: In-class writing assignment: "What is intersectionality? Is intersectionality a concept that matters in your life? If so, how?"

Class # 10: Class discussion: "How do we access the lived experiences of poor and working-class women? What are some of the difficulties for historians?"

Class # 12: Class discussion: "How do we access the lived experiences of middle-class women? Descriptive vs. prescriptive sources"

Class # 14: Class discussion: "How do we uncover the history of people living secret lives? Do historical subjects have a right to retain the privacy they struggled to protect?"

Class # 18: Class discussion: "How do we access the lived experiences of enslaved women? What role did class, gender, religious affiliation, and racial identity play in the struggle for abolition of slavery?"

Class # 26: In-class writing assignment and discussion: "Women and the Holocaust: Whose stories should we tell? Why?"

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

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

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

Goals and topics for this ELO:

Students will be invited during class discussions to question their own assumptions about the history and nature of women, about women’s relationships to men and their places in society, and about the differences among women belonging to one or more socially constructed identity categories. They will be asked to explore how many of our contemporary cultural categories, attitudes, and social positions are not fundamental or natural, but instead rooted in past attitudes, laws, and practices.

Specific assignments addressing this ELO include, but are not limited to, the following:

Class # 2: Class discussion: "How do we see gender, race, and ethnicity in the world around us?"

Class # 3: Class writing assignment: “What is intersectionality? Is intersectionality a concept that matters in your life? If so, how?”

Class # 13: Class discussion: “To what extent do 18<sup>th</sup> and early 19<sup>th</sup> century beliefs about race and gender still inform our thinking?”

Class # 14: Class discussion: “In the 18<sup>th</sup> and 19<sup>th</sup> centuries sexual non-conformity was associated with secrecy and shame, and non-normative desires and experiences were silenced. Do we see echoes of this in contemporary life?”

Class # 25: Class discussion: “Why did so many German women embrace Nazism? What can we learn from a historical investigation of their motives?”

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

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

Goals and topics for this ELO:

Through lectures, readings, class discussions and writing assignments, this course will emphasize how perceptions of women's fundamental difference from men have shaped the attitudes, beliefs, and behaviors of Europeans from the 18<sup>th</sup> century to the present, and how biases against, and expectations about, people of different races, ethnicities, religions, and social classes influenced historical attitudes, beliefs, and behavior, and continue to do so in contemporary society

Specific assignments addressing this ELO include, but are not limited to, the following:

Class # 2: Class discussion: "How do we see gender, race, and ethnicity in the world around us?"

Class # 3: Class writing assignment: "What is intersectionality? Is intersectionality a concept that matters in your life? If so, how?"

Class # 13: Class discussion: "To what extent do 18<sup>th</sup> and early 19<sup>th</sup> century beliefs about race and gender still inform our thinking?"

Class # 14: Class discussion: "In the 18<sup>th</sup> and 19<sup>th</sup> centuries sexual non-conformity was associated with secrecy and shame, and non-normative desires and experiences were silenced. Do we see echoes of this in contemporary life?"

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

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

Goals and topics for this ELO:

This course will ask students to analyze how intersecting categories of gender, race, ethnicity, class, sexuality, marital status, nationality, and religious affiliation influenced the lived experiences of all Europeans from the 18<sup>th</sup> century to the present, no matter what identity categories they accepted for themselves or were assigned by others.

Specific assignments addressing this ELO:

This theme runs through the entire course, including lectures, assigned readings, films, class discussions, in-class writing assignments and other writing assignments, including the midterm and the final exams. It is at the very core of the class, and all elements of the syllabus address this ELO.

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

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

### **A. Foundations**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for

Goals - Historical Studies: Successful students will critically investigate and analyze historical ideas, events, persons, material culture, and artifacts to understand how they shape society and people.

This course will provide students with an introduction both to the discipline of history and historical studies, and to the history of women and gender in Modern European history.

Students will become familiar with fundamental aspects of historical study such as the nature of primary and secondary sources; the range and variability of historical primary sources; source criticism; historical analysis; and historical writing. They will be required to demonstrate their learning through class discussions, in-class writing assignments, a critical film analysis, and other writing assignments, including a take-home midterm and a take-home final exam that requires them to produce analytical essays based on primary and secondary sources.

All course materials focus on the history of women and gender in Modern Europe, and students are expected to acquire an understanding of the ways women have been perceived, defined, and categorized as a gender across the centuries; the ways in which their lives have been circumscribed and limited by laws, norms, social practices, religious doctrines, and gendered expectations; and the ways in which women have lived within, and rebelled against, those norms and restrictions.



Course Subject & Number: \_\_\_\_\_  
Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy **either** the ELOs for Historical Studies **or** the ELOs for Cultural Studies.

#### A. Foundations

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

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

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

**Historical Studies (A) Goal:** Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

**Expected Learning Outcome 1.1A:** Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Throughout the course students will be required to read and analyze a broad range of primary and secondary sources. These materials will be the basis for class discussions, and students will be required to demonstrate their analytical skills both verbally and in writing assignments.

**Expected Learning Outcome 1.2A:** Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Students will be required to analyze both qualitative and quantitative primary and sources, as well as visual evidence. By the end of the semester, they must produce an analytical essay that demonstrates their understanding of the origins of contemporary social inequities based on gender, race, ethnicity, class and other identity categories.

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

**Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

By the end of the semester, students will be required to produce an analytical essay based on primary and secondary sources that demonstrates their understanding of the impact of historical constructions of the categories of race, gender, ethnicity, and class on contemporary social relations.

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

Conversations about the social and ethical implications of studying history will be integrated throughout the course. This will include discussions of which topics are included and excluded in historical study and why; how changing historical questions and methods alters our understanding of the past; and how incorporating historically invisible groups in historical research produces a richer and fuller perspective.

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

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

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

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

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

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

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

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

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

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

### A. Foundations

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

**A. Foundations**

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

**B. Specific Goals**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**A. Foundations**

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

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

## B. Specific Goals for Natural Sciences

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

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

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

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

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

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

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

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

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



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

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

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

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

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the

Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

**A. Foundations**

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

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

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

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

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

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

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

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

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

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

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