

Term Information

Effective Term Spring 2025
[Previous Value](#) Autumn 2022

Course Change Information

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

Adding GE Theme Lived Environments to the class

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

The department is continuing to add courses to the new GE

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	2206
Course Title	History of Paris, Origins to the Present
Transcript Abbreviation	History of Paris
Course Description	A history of Paris, France, as told through the human stories of its diverse inhabitants and shaped by the collective memories and stories surrounding the legendary City of Lights. Using a social and cultural history of the city, the course will examine and analyze the rich, complex, and multi-faceted environments that have shaped life in Paris for more than two millenia.
Previous Value	An introductory survey course on the history of Paris from its earliest human settlement to the present day. This course will explore the history of the people and events that have shaped the Paris we know today.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never

Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Previous Value Prereq or concur: English 1110.xx, or permission of instructor.

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 54.0103
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:

Historical Study; Lived Environments

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; Historical and Cultural Studies

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

Course Details

Course goals or learning objectives/outcomes

- Students understand both changes and continuities in the history of Paris.
 - Students will learn how Paris is shaped by a history of human movement and migration.
 - Students will understand how stories about a place shape the collective memory of its residents.
 - Students will develop skills in critical and analytical thinking, reading, listening, note taking, writing, digital literacy, and working in groups.
 - Students will student study Paris as a lived environment, incorporating textual, visual, and physical evidence at every stage in the city's long history.
- Previous Value*
- *Students understand both changes and continuities in the history of Paris.*
 - *Students will learn how Paris is shaped by a history of human movement and migration.*
 - *Students will understand how stories about a place shape the collective memory of its residents.*
 - *Students will develop skills in critical and analytical thinking, reading, listening, note taking, writing, digital literacy, and working in groups.*

COURSE CHANGE REQUEST
2206 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/14/2024

Content Topic List

- Roman and Viking Paris
- Paris as capital of France
- War, inter-war, and post-war Paris
- Enlightenment in Paris
- Revolutionary and Napoleonic Paris
- Industrialization and modernity
- 20th Century Paris
- Neighborhoods
- Migration and movement

Sought Concurrence

No

Attachments

- Hist 2206 GE Form Lived Environments.docx: GE Form
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- 2206 Cover Letter 9.17.2024.pdf: Cover Letter 9.17.2024
(Cover Letter. Owner: Getson, Jennifer L.)
- Syllabus_History 2206_SP 25 Revised 10.14.2024.docx: Syllabus 10.14.2024
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- Please see Subcommittee email sent 10/14/24. *(by Neff, Jennifer on 10/14/2024 10:40 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	08/21/2024 10:10 AM	Submitted for Approval
Approved	Reed, Christopher Alexander	08/21/2024 05:43 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/21/2024 06:06 PM	College Approval
Revision Requested	Neff, Jennifer	09/13/2024 10:46 AM	ASCCAO Approval
Submitted	Getson, Jennifer L.	09/17/2024 02:28 PM	Submitted for Approval
Approved	Reed, Christopher Alexander	09/17/2024 03:50 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/19/2024 12:36 PM	College Approval
Revision Requested	Neff, Jennifer	10/14/2024 10:40 AM	ASCCAO Approval
Submitted	Getson, Jennifer L.	10/14/2024 05:15 PM	Submitted for Approval
Approved	Reed, Christopher Alexander	10/14/2024 06:39 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/14/2024 06:42 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/14/2024 06:42 PM	ASCCAO Approval



SYLLABUS

HISTORY/2206

History of Paris

Spring 2025 (full term)

3 credit hours

Online

COURSE OVERVIEW

Instructor

Instructor: Elizabeth Bond, PhD

Email address: (preferred contact method) bond.282@osu.edu

Phone number: (skype business line that goes directly to voicemail) 614-292-6858

Office hours: Tuesdays and Wednesdays, 1:30pm-2:30pm, via Carmen Zoom and by appointment.
Please see Carmen course website for link.

Prerequisites

There are no prerequisites for this course.

Course description

Welcome! History of Paris traces the history of this important city from its earliest human settlement to the present day. In every period we study, this course takes an advanced, in-depth, and scholarly exploration of the city and its people. Course content incorporates cutting-edge scholarly work on the history of Paris. Our in-depth investigations each week are facilitated by primary source investigations written by people who have made the city over the past two millennia.

The format of the course is an online, asynchronous course, comprised of lectures, reading, viewing, listening, and writing. In addition to lectures from me and reading from the main textbook for this course, we will utilize a wide range of materials, including scholarly books, films, literature, and primary accounts of life in Paris. These short reading and viewing selections will be posted directly to the Carmen modules. Throughout the semester, I will be here to support your process of discovery as you work through the course materials. This course does not assume prior knowledge about Paris.

Moving chronologically through time, we study the history of the people and events that have shaped the city of Paris that we know today. Throughout the semester, we will return to two themes as we investigate the history of the city:

First, we explore the human stories that have shaped Parisian events and history. This course is a social history of the people of Paris. We begin with the fact that there is not now nor was there in the past a singular, typical Parisian. Indeed, from the Romans to the Vikings to the present day, Parisian history has been shaped by those born outside the city. They constitute the majority of Parisians today. How has the history of the city been shaped by the women and men who lived and moved there?

Second, we will consider how the stories about a place and its significance have shaped the ways people understand the city. As such, this course is also a cultural history about the idea of Paris. The Baron de Pöllnitz wrote in 1732, “Paris has been described so much and one has heard it talked about so much, that most people know what the city looks like without ever having seen it.” Throughout the semester we will examine stories of the city, from historical chronicles to literary works to film, in order to understand how stories about a place shaped the collective memory of its residents and its visitors.

By studying the people of Paris and the stories about the city, we seek to understand changes and continuities in the history of the city. The assignments in this course will equip students to learn skills that will be necessary for them both as history students and in most of life’s endeavors: critical and analytical thinking, reading, listening, note taking, writing, digital literacy, and working in groups.

As a course in the Lived Environments GE, this course examines the rich, complex, and multi-faceted environments that have shaped life in Paris for more than two millenia. We will study up close the physical environment (both natural and built), the social environments (shaped by the activities and movements of people from around the world), and the set of ideas that constitute a cultural environment. The idea of Paris and the people of Paris are the two major lenses that we will use to examine the Lived Environments that have made Paris the city it is today.

Course learning outcomes

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

- Consider the significance of our theme that there is no typical Parisian.
- Evaluate the ways in which people shaped the lived environment of the city of Paris.
- Read and analyze primary and secondary sources.
- Synthesize evidence to write a historical narrative.
- Record and edit a podcast.

General education goals and expected learning outcomes

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

- 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.
 - 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.
 - 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.
 - Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies.

As part of the Lived Environments Theme category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- Lived Environment Goal 1: Successful students will analyze “Lived Environments” at a more advanced and in-depth level than in the Foundations component.
- Lived Environment Goal 2: Successful students will integrate approaches to understanding lived environments by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
- Lived Environment Goal 3: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.
- Lived Environment Goal 4: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

Expected Learning Outcomes:

- Successful students are able to:

- Expected Learning Outcome 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- Expected Learning Outcome 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- Expected Learning Outcome 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- Expected Learning Outcome 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- Expected Learning Outcome 3.1. Engage with the complexity and uncertainty of human-environment interactions.
- Expected Learning Outcome 3.2. Describe examples of human interaction with and impact on environmental change and transformation over time and across space.
- Expected Learning Outcome 4.1. Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors.
- Expected Learning Outcome 4.2. Describe how humans perceive and represent the environments with which they interact.
- Expected Learning Outcome 4.3. Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

Lived Environments Rationale

This course fulfills these GE outcomes through content and assignments that align with the Expected Learning Outcomes. For an explanation of which Expected Learning Outcomes are achieved with a particular assignment, please see the full assignment instructions on Carmen.

Course lectures, readings, and assignments enable students to work on the expected learning outcomes each week; each lecture will present students with one or more ways of studying the city of Paris as a lived environment, incorporating textual, visual, and physical evidence at every stage in the city's long history. Weekly reading assignments require students to analyze secondary and primary source material from a range of points of view and points in time. The essay assignments ask students to practice such source analysis in written form and to demonstrate the critical thinking skills they have acquired. The question of how humans interact with their environment, and how such dynamic interactions change over time, is at the heart of this course.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online, and it is asynchronous. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released on the Monday of each week. They are due the following Monday unless otherwise indicated in the Carmen module. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

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

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

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- Colin Jones, *Paris: Biography of a City*, Penguin: 2004.
- Primary source selections, available via Carmen (listed chronologically):
 - Gregory of Tours, *History of the Franks*
 - anonymous, *A Parisian Journal, 1405-1449*
 - François Rabelais, *Gargantua and Pantagruel*
 - Marie de Rabutin-Chantal, marquise de Sévigné, *Letters*

- Louis-Sebastien Mercier, *Tableau de Paris*
- Adrien-Joseph Colson, *Letters*
- Muḥammad as-Şaffār, *The Voyage to France*
- Emile Zola, *Au Bonheur des Dames*
- Gertrude Stein, *The Autobiography of Alice B. Toklas*
- James Baldwin, *Giovanni's Room*
- Adam Gopnik, *Paris to the Moon*
- Lindsey Tramuta, *The New Paris: The People, Places & Ideas Fueling a Movement*
- Scholarly articles, available via OSU Libraries (listed alphabetically):
 - Micah Alpaugh, "The politics of escalation in French Revolutionary protest: political demonstrations, non-violence and violence in the *grandes journées* of 1789," *French History*, Volume 23, Issue 3, September 2009, Pages 336–359.
 - Catherine E. Clark, "Capturing the Moment, Picturing History: Photographs of the Liberation of Paris," *The American Historical Review*, Volume 121, Issue 3, June 2016, Pages 824–860
 - Barbara Diefendorf,. "Prologue to a Massacre: Popular Unrest in Paris, 1557-1572." *The American Historical Review* 90, no. 5 (1985): 1067–91.
 - Laurent Dubois, "Pogbacité," *Africa is a Country*. July 24, 2018
<https://africasacountry.com/2018/07/pogbacite>
 - Rachel Gillett, "Jazz and the Evolution of Black American Cosmopolitanism in Interwar Paris." *Journal of World History* 21, no. 3 (2010): 471–95.
 - Thierry Rigogne. "Readers and Reading in Cafés, 1660–1800." *French Historical Studies* 1 August 2018; 41 (3): 473–494.
 - Tomás Pessoa,. 2019. "The Making of Merovingian Paris: The Christianization of a Gallo-Roman City". *Nuntius Antiquus* 15 (1):249-78.
 - Miranda Sachs. "'A Sad and...Odious Industry': The Problem of Child Begging in Late Nineteenth-Century Paris." *Journal of the History of Childhood and Youth* 10, 2 (Spring 2017): 188-205.

Other fees or requirements

- Students will also either read one book (memoir, novel, or graphic novel) or screen a film (or miniseries) of their choice for the primary source essay. Please see full instructions for a list of recommended films that are available through the OSU library at no additional fee.

Course technology

Technology support

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

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

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording, editing, and uploading audio (<https://www.youtube.com/watch?v=jy4iNzX3bU4>)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

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

Carmen access

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

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

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

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	PERCENTAGE OF FINAL GRADE
Weekly Quizzes (10 quizzes, 2.5% each)	25
Primary Source Analysis (2 papers, 10% each)	20
Essay on Place & Memory	25
Podcast Project	30
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Weekly Quizzes (25% of final grade; 10 quizzes of 2.5% each)

Description: After completing the assigned readings, lecture, and any supporting videos or listening for the week, each student will complete a quiz. Each quiz will consist of 5 multiple-choice questions. Once you open the quiz you will have 20 minutes to complete it.

The purpose of this exercise is to motivate students to complete the materials assigned in that module and to review the key takeaways from that week. The questions will therefore assess students' understanding of the readings and other materials, including the assigned listening or videos for that week. Quiz questions are randomly selected from a pool of questions.

Assessment of this assignment is automatic. The student's score will be visible after the assignment deadline. The correct answers will be visible after the quiz ends. This weekly assignment is available on Carmen on the Monday that module opens. It is due by 11:59pm on Monday unless otherwise indicated on Carmen. The correct answers to complete quizzes will be available at 12:00am on Tuesday.

Ten points are possible for each quiz: 5 points for completing the quiz by the assignment deadline and 1 point for selecting the correct answer on each of the five quiz questions. There are 13 quizzes possible; the lowest 3 quizzes will be dropped.

Academic integrity and collaboration: This is an open-note, open-book assignment. Students may refer back to the assigned course materials or to their own notes while they take the quiz. Students may not collaborate with one another on this assignment, including taking quizzes together or sharing quiz questions or answers.

This assignment fulfills the GE ELOs: 1.1, 1.2, 2.1, and 2.2 through regular review of key course content from the lectures, the assigned listening, and the reading assignments that consider a wide range of perspectives. The quiz is also a weekly way for students to reflect upon their own learning (2.2).

Primary Source Analysis (20% of final grade; 2 papers of 10% each)

Description: Each week, we will read one primary source that was written by a person living during the period under study. In week one, we will read a how-to guide for reading and analyzing primary sources using the PAPER acronym (<https://courses.bowdoin.edu/writing-guides/reading/how-to-read-a-primary-source/>).

In a short 2-page paper, students write an evidence-based, analytical essay that responds to one primary source using the five categories in the PAPER acronym. The purpose of this assignment is to practice interpreting a primary source and explaining your reasoning using evidence. Each paragraph should respond to one of the five categories in the PAPER acronym: the first paragraph should consider at least two of the questions posed regarding the source's Purpose, the second paragraph its Argument, etc. In all cases, paragraphs should present the student's claims, relevant supporting evidence from the source, and analysis that explains how the evidence supports the student's claim. For a guide to writing in this

manner, see, for example, <https://www.umgc.edu/current-students/learning-resources/writing-center/writing-resources/parts-of-an-essay/paragraph-structure.cfm>

Assessment of this assignment will be based upon the student's response to each of the five categories in the PAPER acronym, use of evidence, and analysis.

Please note, students will complete this assignment twice. Students may choose which weeks they would like to complete this assignment, but the assignment is due on the Monday of the week when that source is assigned. (For example, the analysis for "Gregory of Tours, History of the Franks" is due on Monday, January 24.) If the student is unhappy with their score on the Primary Source Analysis, they may complete one additional Primary Source Analysis of a source assigned in a later week. The lowest of the three scores will be dropped. (Please note that completing a third primary source analysis is not an option if one waits until the final primary source (Option 6: James Baldwin, *Giovanni's Room*) in order to complete this assignment for the first time.)

The essay must be submitted in a .doc, .docx, or .pdf format via the appropriate Carmen drop box. Please see the Carmen course page for the full assignment instructions and rubric.

Academic integrity and collaboration: This is an open-note, open-book assignment. Students are encouraged to refer back to the relevant reading and listening from the module that pertains to the source. Students are welcome to discuss their reactions to the primary sources and to other assigned viewing and assigned reading with their peers, but the written response must be the student's own original work.

This assignment fulfills the GE ELOS: This essay assignment invites students to fulfill 1.2, 2.1, 2.2, 3.1, and 3.2, as they emphasize thinking in-depth with the idea of lived environments as they were experienced by people in the past. The assignment prompts students to identify describe, and synthesizes such experience, and to focus on the complexity and uncertainty of interactions between humans and environments by focusing on specific examples. Moreover, the practice of completing this assignment more than once fulfills 2.2, as it affords students an opportunity to act as self-reflexive learners by completing a second essay in response to assessment of the first one (if the student so chooses).

Essay on Place and Memory (25% of final grade)

Description: Students will write a short essay of 4-5 pages in which they explore: 1: how the city of Paris has been remembered and characterized in one primary source, and 2: how that source relates to other course content.

The way that people have experienced Paris is shaped by the stories that are told about this place. The aim for this assignment is to evaluate one such story. First, all students will read Pierre Nora's scholarly article, "Between Memory and History: Les Lieux de Mémoire," and reflect upon Nora's argument about *lieux de mémoire* (sites of memory). Then, each student will choose one particular primary source set primarily in Paris. This source may be a film set in Paris (from *Ratatouille*, to *Mission Impossible-Fallout*, to *La Haine*); a miniseries (for example, *Lupin*, *Call My Agent!*, or *Emily in Paris*) a novel (such as Victor Hugo's *Les Misérables*, Balzac's *Père Goriot*, or Raymond Queneau's *Zazie in the Metro*); a children's book (such as Ludwig Bemelmans' *Madeline*); a comic

book/graphic novel (such as Zep's *Paris 2119*); or a memoir (for example, Elaine Sciolino's *The Only Street in Paris: Life on the Rue des Martyrs*). (A longer list of potential sources are available in the assignment instructions on Carmen.) The aim of this essay is to describe the idea of Paris as it is articulated in the selected source, to examine the author's approach in making their case, and to reflect upon how this source communicates cultural expectations about Paris.

Assessment of this assignment will be based upon one's demonstration of: crafting an original argument, analyzing the primary source selected, and relating the analysis to the discussion of place and memory discussed in-class and which is explored in our textbook.

Academic integrity and collaboration: This is an open-note, open-book assignment. Please refer back to the relevant reading (and viewing, if you selected a film or miniseries) and appropriately cite the sources discussed in the paper. Students are welcome to discuss their initial reactions and pre-writing with one another, but this is an individual assignment. Students may also visit the Ohio State University Writing Center <https://cstw.osu.edu/make-writing-center-appointment> for writing support at any stage, or use the University of Arizona thesis generator here: <https://writingcenter.uagc.edu/thesis-generator> to get started in structuring an argument or writing an outline. The essay must be the student's own original work.

This assignment fulfills the GE ELOS: This essay assignment invites students to fulfill 1.2, 3.1, and 3.2, as they emphasize thinking in-depth with the idea of lived environments as they were experienced by people in the past. The assignment prompts students to identify describe, and synthesize such experience, and to focus on the complexity and uncertainty of interactions between humans and environments by focusing on specific examples, in this case a film, book, or other primary source of the student's choosing. Moreover, the practice of completing this assignment more than once fulfills 2.2, as it affords students an opportunity to act as self-reflexive learners by using the skills honed in the primary source exercise to write a longer, more in-depth second essay in response to assessment of the first one.

Podcast Project (30% of final grade)

Description: Students will work in small groups (2-3 students) of their own choosing (or individually, if they prefer) to write and present a 5-minute podcast on the history of a Parisian neighborhood (arrondissement), though your group may further narrow your topic within the district to a particular block, building, or monument. The student group will choose the one theme they will explore—music, food, visual art, sports, nightlife, religion, architecture, business, etc.—everything has a history. Students will then choose an arrondissement (if you would like my help selecting an appropriate arrondissement, please contact me.). The presentation can focus on any time period, including the present. Use your imagination. This assignment asks the student to work with a group to find and synthesize relevant primary and secondary sources in order to tell a narrative history.

Intermediate stages of this assignment include a research proposal, a work plan, and the completion of an annotated bibliography comprised of scholarly sources, such as academic journal articles and books published by a university press.

The components of this assignment together account for 30% of the final grade. The individual assignments are weighted as follows:

Research Proposal - 5% of final grade

Work Plan - 5% of final grade

Annotated Bibliography - 8% of final grade

Podcast - 12% of final grade

The format of the group's podcast is up to your group. Suitable formats include an interview, a mystery, or a short report. We will discuss strategies for crafting a compelling historical narrative in class. And we will learn in class how to record and edit a podcast using software available through OSU (no additional fees; the software is included with the cost of tuition). History Department staff will be available to help with technical questions as students complete this project.

Assessment will be based on the written transcript of the podcast, including a short bibliography of selected primary and secondary sources, and the quality of podcast recording and editing. Please see the assignment instructions on Carmen for full instructions.

Academic integrity and collaboration: This is an open-note, open-book assignment. Please refer back to the relevant reading and lectures, and appropriately cite the sources discussed in the paper. Students working in a group should work together to share the responsibilities of designing the research question, selecting relevant sources, drafting the podcast script, and recording and editing the audio file.

This assignment fulfills the GE ELOS: This final essay invites students to once again revisit 1.1 and 1.2, and 3.1 as they also fulfill 4.1, 4.2, and 4.3 by thinking about the continuing resonance and significance of human-environment interactions. The assignment prompts students to consider the impact of lived environments on attitudes, beliefs, values, and behaviors. It also asks students to consider the ways that humans perceive and represent the environment of the city of Paris. Moreover, this podcast assignment is the final assignment for the course. It invites students to be self-reflective about their own learning by inviting students: to analyze the relationship between people and environments across the millennia we have studied, and to contextualize that relationship in the present day; in both cases, this assignment underscores 2.2.

Late assignments

All assignments are due on Monday at 11:59pm unless otherwise indicated in the syllabus and on Carmen. Please refer to Carmen for due dates.

Assignments submitted after the due date will be subject to a lowering of the grade by one step in the grading scale below per day (for example, a B paper due on Monday will become a B- if submitted on Tuesday, a C+ if submitted on Wednesday, and so on). The late penalty is in place to encourage students to stay on track. Writing assignments build upon one another, so completing them on time is foundational to the next step in the assignment. In addition, receiving papers on time allows me to return comments and grades to students in a timely way.

- Please note that pre-writing assignments that are graded on a complete/incomplete basis will be marked incomplete if submitted after the assignment deadline. Please see Carmen for details.
- If a student submits to Carmen multiple attempts of a writing assignment, the most recent attempt submitted at the time of grading is the one that will be assessed.

Assignment extensions on the quizzes and writing assignments will be granted in cases of documented emergency. Urgent reasons for extensions include a medical, family, or legal emergency. Please contact me via email (bond.282@osu.edu) as soon as possible if such an emergency applies to you.

- This course follows OSU policy regarding COVID-related accommodation. If you, a member of your household, or a loved one are impacted by COVID-19 this semester, please visit <https://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/> to fill out the university's accommodation request form. We will make appropriate accommodations for your extended absence.
 - The Office of Student Life also offers a range of support services for students who are impacted by COVID-19. Please visit their website for more information: <https://ccs.osu.edu/time-and-change/covid-19-updates>

Grading scale

This course uses the OSU Standard Grading Scheme

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

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large assignments, you can generally expect feedback within **7-10 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**. Please expect a longer response time on weekends and holidays.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions and email correspondence as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into Carmen.

Email and Office Hours

Because this is an online class, we will communicate mostly by email. Students can expect at least one email from me every week. (To track our email correspondence, students may find it helpful to create a separate email folder, if possible.)

I encourage students to bear in mind the following general considerations. In academic and professional settings, all emails should have a descriptive subject line that includes the course number (“Question about History 2206 quiz 3”), begin with a respectful salutation (“Prof. Bond”), and conform to Standard English with proper punctuation and capitalization. Providing such information enables me to respond more quickly and fully to your question.

- For an excellent overview of how students can most effectively use email with their professors please see this link: “How to e-mail a professor” <http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html>

Offices Hours are Tuesdays and Wednesdays at 1:30pm to 2:30pm on Carmen Zoom. Please see the course Carmen page for the link. If these times don't work for you, please email me to set up an appointment to Zoom at another time.

I encourage you to stop by my office hours if you have questions about your individual work. Office hours are a great time to talk with me about any aspect of the course and your interests in history. I'm here to support your learning, and I look forward to meeting you!

Academic integrity policy

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

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

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

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

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

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

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

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

Copyright for instructional materials

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

Program 60

If you are participating in Program 60, welcome! I invite you to participate in the course as much as you would like, including attending lectures, doing the readings, and participating in class discussions. You are welcome to do as much of the written assignments as you would like, but I am not able to offer individual feedback or grades on these assignments. If you would like, I would be happy to write a letter at the end of the term speaking to your overall performance and completion of the course. I encourage you to check in with me during the first two weeks of the semester regarding your plans for participation. Thank you for your interest in this course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to 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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

COURSE SCHEDULE

This course fulfills the Lived Environments GE. In the first weeks, we will learn some key terms, scholarly definitions, and concepts that we will use throughout the course. We will also practice together critical engagement with such concepts in depth (ELO 1.2 and 4.3). Reading and lecture contact support the concept that Paris is not a singular environment, but instead a multilayered, ever-evolving set of intersecting environments. Complexity is a major theme that we explore through the multifaceted ways in which people interact with their environments across more than two millennia (ELO 3.1, 3.2, 4.1, and 4.2). As we proceed through the material, students are encouraged to understand the ways in which human interaction with the built environment of Paris changed over time (ELO 3.1, 3.2, and 4.3).

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

Week	Dates	Topics, Readings, Assignments, Deadlines
1	January 10-16	<p>Roman and Viking Paris, Origins to 1000</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading:</u> Colin Jones, <i>Paris: Biography of a City</i>, Chapter 1 Rael, How to Read a Primary Source, https://courses.bowdoin.edu/writing-guides/reading/how-to-read-a-primary-source/</p> <p><u>Assignment Due Monday, January 17 at 11:59pm:</u> Quiz 1</p>
2	January 18-23	<p>Paris, Capital of France, 1000-1300</p> <p>Monday, January 17: Martin Luther King Jr. Day</p> <p><u>Viewing:</u> Weekly Overview Video, Lecture Video, and Skills Workshop Video on strategies for reading and interpreting primary sources</p> <p><u>Reading:</u> Colin Jones, <i>Paris: Biography of a City</i>, Chapter 2, Gregory of Tours, <i>History of the Franks</i> (assigned selection @ Carmen course page) Tomás Pessoa,. 2019. "The Making of Merovingian Paris: The Christianization of a Gallo-Roman City". <i>Nuntius Antiquus</i> 15 (1):249-78.</p> <p><u>Assignment Due Monday, January 24 at 11:59pm:</u> Quiz 2</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		Primary Source Analysis, option 1, Gregory of Tours, <i>A History of the Franks</i>
3	January 24-30	<p style="text-align: center;">A City at War, 1300-1480</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading:</u> Colin Jones, <i>Paris: Biography of a City</i>, Chapter 3, <i>A Parisian Journal, 1405-1449</i> (assigned selection @ Carmen course page)</p> <p><u>Assignment Due Monday, January 31 at 11:59pm:</u> Quiz 3 Primary Source Analysis, option 2, <i>A Parisian Journal</i></p>
4	January 31-February 6	<p style="text-align: center;">The City Reborn and Reformed, 1480-1594</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading:</u> Colin Jones, <i>Paris: Biography of a City</i>, Chapter 4, François Rabelais, <i>Gargantua and Pantagruel</i> (assigned selection @ Carmen course page) Barbara Diefendorf, "Prologue to a Massacre: Popular Unrest in Paris, 1557-1572." <i>The American Historical Review</i> 90, no. 5 (1985): 1067–91.</p> <p><u>Assignments Due Monday, February 7 at 11:59pm:</u> Quiz 4 Primary Source Analysis, option 3, Rabelais, <i>Gargantua and Pantagruel</i></p>
5	February 7-13	<p style="text-align: center;">Rebuilding Paris, 1594-1715</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading:</u> Colin Jones, <i>Paris: Biography of a City</i>, Chapter 5, Marie de Rabutin-Chantal, marquise de Sévigné, <i>Letters</i> (assigned selection @ Carmen course page)</p> <p><u>Assignments Due Monday, February 14 at 11:59pm:</u> Quiz 5, Place & Memory Essay, Pre-Writing 1: 2-3 sentences, identifying the primary source selected for the Place & Memory essay and explaining why the student chose this source, submitted via Carmen</p>

		Primary Source Analysis, option 4, Marie de Rabutin-Chantal, marquise de Sévigné, <i>Letters</i>
6	February 14-20	<p style="text-align: center;">Enlightenment in the City of Lights, 1715-1789</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading:</u> Colin Jones, <i>Paris: Biography of a City</i>, Chapter 6, Louis-Sebastien Mercier, <i>Tableau de Paris</i> (assigned selection @ Carmen course page)</p> <p>Thierry Rigogne. "Readers and Reading in Cafés, 1660–1800." <i>French Historical Studies</i> 1 August 2018; 41 (3): 473–494.</p> <p><u>Assignments Due Monday, February 21 at 11:59pm:</u> Quiz 6</p>
7	February 21-27	<p style="text-align: center;">Revolutionary and Napoleonic Paris, 1789-1815</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading:</u> Colin Jones, <i>Paris: Biography of a City</i>, Chapter 7 Adrien-Joseph Colson, <i>Selected Letters</i> (assigned selection @ Carmen course page)</p> <p>Micah Alpaugh, "The politics of escalation in French Revolutionary protest: political demonstrations, non-violence and violence in the <i>grandes journées</i> of 1789," <i>French History</i>, Volume 23, Issue 3, September 2009, Pages 336–359.</p> <p><u>Assignment Due Monday, February 28 at 11:59pm:</u> Quiz 7 Primary Source Analysis, option 5, Adrien-Joseph Colson, <i>Letters</i></p>
8	February 28-March 6	<p style="text-align: center;">Industrialization in Paris, 1815-1851</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading:</u> Colin Jones, <i>Paris: Biography of a City</i>, Chapter 8, Muḥammad as-Ṣaffār, <i>The Voyage to France</i> (assigned selection @ Carmen course page)</p> <p><u>Assignments Due Monday, March 7 at 11:59pm:</u> Quiz 8, Essay on Place & Memory, final draft, submitted via Carmen</p>
9	March 7-13	<p style="text-align: center;">Paris, Capital of Modernity, 1851-1889</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video, and Skills Workshop Video on designing a podcast narrative.</p>

		<p><u>Reading:</u> Colin Jones, <i>Paris: Biography of a City</i>, Chapter 9, Emile Zola, <i>The Ladies' Paradise</i> (assigned selection @ Carmen course page)</p> <p>Miranda Sachs. "'A Sad and...Odious Industry': The Problem of Child Begging in Late Nineteenth-Century Paris." <i>Journal of the History of Childhood and Youth</i> 10, 2 (Spring 2017): 188-205.</p> <p><u>Assignment Due Wednesday, March 9 at 11:59pm:</u> Podcast Project: Assignment One: Post to the "Idea Fair" discussion board two sentences on the research topic that you would like to explore. Please use replies to the discussion board to correspond with peers with whom you would like to work on the final podcast project (at least one reply required).</p> <p><u>Assignments Due Friday, March 11 at 11:59pm:</u> Quiz 9, Podcast Project: Assignment Two submit via Carmen the names of your group members, acknowledging the theme for your project (food, sports, music, etc.) and that you have exchanged contact information.</p>
Break	March 14-20	Spring Break
10	March 21-27	<p>Paris, Capital of the World, 1889-1918</p> <p><u>Viewing:</u> Weekly Overview Video and Lecture Video</p> <p><u>Reading:</u> Colin Jones, <i>Paris: Biography of a City</i>, Chapter 10, Gertrude Stein, <i>The Autobiography of Alice B. Toklas</i> (assigned selection @ Carmen course page)</p> <p><u>Assignments Due Monday, March 28 at 11:59pm:</u> Quiz 10, Podcast Project: Assignment Three submit via Carmen an annotated bibliography of five relevant academic sources (academic sources include: a book published by a university press, and an article published in academic journal). (this step is an individual assignment).</p>
11	March 28-April 3	<p>Interwar Paris and World War II Paris, 1918-1945</p> <p><u>Viewing:</u> Weekly Overview Video, Lecture Video and Film Screening: <i>Paris Noir: African Americans in the City of Light</i></p> <p><u>Reading:</u> Colin Jones, <i>Paris: Biography of a City</i>, Chapter 11</p>

		<p>Rachel Gillett, "Jazz and the Evolution of Black American Cosmopolitanism in Interwar Paris." <i>Journal of World History</i> 21, no. 3 (2010): 471–95.</p> <p><u>Assignments Due Monday, April 4 at 11:59pm</u>: Quiz 11, Podcast Project: Assignment Four: Submit via Carmen a group work plan that identifies your group's topic, the kinds of sources to investigate, and a timeline for completing the researching, writing, recording, and editing of the podcast to the assignment portal on Carmen.</p>
12	April 4-10	<p style="text-align: center;">Remaking Post-War Paris, 1945-1995</p> <p><u>Viewing</u>: Weekly Overview Video and Lecture Video and Skills Workshop Video on how to record and edit a podcast.</p> <p><u>Reading</u>: Colin Jones, <i>Paris: Biography of a City</i>, Chapter 12, James Baldwin, <i>Giovanni's Room</i> (assigned selection @ Carmen course page) Catherine E. Clark, "Capturing the Moment, Picturing History: Photographs of the Liberation of Paris," <i>The American Historical Review</i>, Volume 121, Issue 3, June 2016, Pages 824–860</p> <p><u>Assignment Due Monday, April 11 at 11:59pm</u>: Quiz 12 Primary Source Analysis, option 6, James Baldwin</p>
13	April 11-17	<p style="text-align: center;">The Twenty-first Century City, 1995-2022</p> <p><u>Viewing</u>: Weekly Overview Video and Lecture Video</p> <p><u>Reading</u>: Colin Jones, <i>Paris: Biography of a City</i>, Conclusion, Adam Gopnik, <i>Paris to the Moon</i> (assigned selection @ Carmen course page)</p> <p><u>Assignment Due Monday, April 18 at 11:59pm</u>: Quiz 13</p>
14	April 18-24	<p style="text-align: center;">Paris Today, a Study in Neighborhoods</p> <p><u>Viewing</u>: Weekly Overview Video</p> <p><u>Reading</u>: Lindsey Tramuta, <i>The New Paris</i> (assigned selection @ Carmen course page)</p>

		<p>Laurent Dubois, "Pogbacité," <i>Africa is a Country</i>. https://africasacountry.com/2018/07/pogbacite</p> <p><u>Assignment Due Tuesday, April 26 at 11:59pm</u>: Podcast Project: Assignment Five: Submit via Carmen the final text transcript, bibliography <u>and</u> audio file</p>
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GE Theme course submission worksheet: Lived Environments

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Lived Environments)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

History 2206 introduces students to the history of Paris from its origins to the present by focusing 1: on the physical site of Paris, 2: on the people who have shaped and been shaped by it, and 3: on the ideas that have come to represent Paris. This course covers the city from its earliest settlement, considers its population growth at every stage, and situates Paris within a long history of migration. It also considers how the ideas we have about Paris today came to be—in what ways did the cultural and intellectual environment of Paris grow out of its physical landscape, and in what ways did ideas about Paris shape the built environment?

In addition to unpacking the idea of Paris as a lived environment of its own, this class underscores that there is not now nor has there ever been a typical Parisian. The class turns attention to elite and non-elite Parisians at each point in its history.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	Every class meeting engages students in critical thinking. Each class lecture is framed as a logical, evidence-based argument. Each weekly primary source investigation invites students to practice engaging in critical and logical thinking about how people in the past experienced lived environments. The written assignments for this class ask students to interpret evidence (especially primary sources) to demonstrate the critical thinking skills honed in the classroom.
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	In this class, students engage with secondary scholarship through lecture, the assigned textbook, and the research project that they complete at the end of the term. In the case of the final project for example, students will integrate their understanding of the lived environment of Paris built through scholarship assigned in this course with scholarship focused on their particular research questions about the lived environment of Paris on a neighborhood level.
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	Each lecture will present students with ways of studying the history of Paris. We focus primarily on textual sources in class assignments, but lectures take a more capacious approach: archaeological evidence, music, architecture, maps, and images are incorporated into the investigation of the lived environments of Paris. This approach to a wide range of sources introduces students to the affordances and limitations of each type of primary source evidence; it also invites students to synthesize what they have learned from this combination of source material. Quizzes enable students to practice identifying key points and synthesizing reading and lecture material on a weekly basis.

	<p>The written assignments for this course guide students to deeper description and synthesis of the approaches historians use and of experiencing several lived environments. For example, the essay on the idea of Paris invites students to unpack the built, cultural, and intellectual lived environment(s) in this city via the close reading and interpretation of one film or book about Paris.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, selfassessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>To build their confidence as thinkers and writers, students are required to compose three essays over the course of the semester. These three assignments build in length and complexity over time; in all cases, students return to our course’s two central themes and to the practice of building an evidence-based argument. Students are graded according to a rubric. For their final project, students will work in groups to conduct research on one Parisian neighborhood and one aspect of that lived environment: its music, religion, architecture, art, food, etc., and to synthesize this material into a short podcast.</p>

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p><i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i></p>
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	<p><i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></p>
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ELO 2.1 Identify, describe, and synthesize approaches or experiences.

Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.

Lecture

Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.

Reading

The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.

Discussions

Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.

Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.

Some examples of events and sites:
The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Lived Environments

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

GOAL 4: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

	Course activities and assignments to meet these ELOs
<p>ELO 3.1 Engage with the complexity and uncertainty of human environment interactions.</p>	<p>Complexity and uncertainty are at the heart of this course, which tells the 2000+ history of Paris. Throughout the course, I focus on building the context to equip students to engage with complexity and to emphasize for them the historical concept of contingency: the uncertainty of human actors about what would happen next.</p> <p>For example, in weeks 8-9, we focus on the technological, social, and political upheaval of industrialization and chronic political changes in Paris. Paris witnessed a series of revolts and revolutions between 1789 and 1871. One of the major manifestations of such moments of upheaval was the spontaneous building of barricades that transformed the urban landscape. Such barricades were so chronic that the municipal response was a major urban renewal that constructed so many of the buildings and boulevards we identify with Paris today. Through lecture, reading, and writing, students process the complexity of the social and political moment (revolutions), the uncertainty of popular responses to it (barricades), and the eventual institutional reactions that followed (urban transformation).</p>
<p>ELO 3.2 Describe examples of human interaction with and impact on environmental change and</p>	<p>This course begins with the earliest human settlement of Paris and continues to the present. As we delve into the Parisian past, we consider at every point in time human interaction with and</p>

<p>transformation over time and across space.</p>	<p>impact on environmental change. Our lectures and readings return regularly to this relationship</p> <p>For example: In week 1, we examine how the Romans decided where to build their city in response to the river, the islands in its center, the marshy swampland on the Right Bank, and the higher ground on the Left.</p> <p>In weeks 2-6 we return to the theme of where the walls were built around the city of Paris—what fell within and what fell beyond the walls? How did the location of agricultural lived environments around the city affect life there? How did such constructing of new built environments and boundaries transform (or in some ways change very little) the ways that people navigated space?</p> <p>The primary source analysis exercise encourages students to consider such interactions up close and in written form.</p>
<p>ELO 4.1 Analyze how humans’ interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.</p>	<p>This course focuses students’ attention on a range of interactions with their environments, including the construction of cathedrals, universities, the first city parks, and monuments.</p> <p>For example, in week 2, the lecture and the reading concern the construction of the Notre Dame cathedral, which was completed over the course of the 12th century. In addition to explaining the way it was constructed this lecture highlights: the ways that the cathedral articulated human knowledge in the Middle Ages, and the place of religion in social life in the Middle Ages. While primarily focused on the 12th and 13th centuries, the lecture traces the cathedral’s impact on attitudes, beliefs, values, and behaviors up to the 18th century (when it became a symbol of monarchy and was defaced and repurposed to suit Revolutionary values), the 19th century (when it was saved by a massive campaign shaped by Victor Hugo’s novel and a newfound architectural interest and reimagining of the gothic past), and finally to the 2019 fire and the subsequent effort to save the Cathedral once again.</p> <p>The final project invites students to consider the human interactions with a particular place—the environment’s impact on Parisians’ attitudes, beliefs, values, and behaviors.</p>
<p>ELO 4.2 Describe how humans perceive and represent the environments with which they interact.</p>	<p>One of the central themes of this course is the stories that are told about the city of Paris—that is, the way that humans perceive and represent the particular lived environment of the Paris with which they interact. In lectures, weekly primary source readings, and in the Primary Source essay assignment, students learn to unpack these perceptions and representations. We return in all cases to the following: what ideas of the city of Paris does this source articulate? Where does that idea come from? How is that perception shaped by the particular human</p>

	<p>who created the source? (That is, how does their own lived experience, such as their physical location in the city, the time in which they live, their age, gender, and social background shape their view?) We read literary sources set in Paris that range from the work of François Rabelais to James Baldwin. Encouraging students to consider the range of human perceptions and representations of Paris is one of the aims of this course.</p>
<p>ELO 4.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.</p>	<p>One of the aims of this course is to highlight for students in lecture and in reading the overlapping and interacting lived environments of Paris in all of its built, cultural, economic, intellectual, natural, and social dimensions. One of the rich aspects of Paris as a case study is that it enables 2000+ years of evidence for such interactions. Taking a longitudinal approach to examining these interactions over time—a lot of time—supports student analysis and critique of the theories, conventions, and ideologies that influence discourses around environments. The final weeks of the course are focused on Paris today, and they enable students to interpret and criticize in discussion and through the final project the conventions and ideologies that have influenced the lived environments of Paris today—both its physical dimensions and its social, cultural, and intellectual ones.</p>