
Term Information

Effective Term Spring 2025

General Information

Course Bulletin Listing/Subject Area French
Fiscal Unit/Academic Org French & Italian - D0545
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3804
Course Title French Kiss
Transcript Abbreviation French Kiss
Course Description Exploration of cultural texts (stories, songs, films, paintings, photos, etc.) that represent love and sex in France, from medieval courtly love, to 18th-century libertinism, to the swinging 1960s, to dating apps and the #Me Too movement. Examination of the historical and cultural, and therefore changing, nature of "acceptable" and "unacceptable" forms of love and sex. GEN Traditions theme.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 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 None
Exclusions None
Electronically Enforced No

Cross-Listings

Cross-Listings None

Subject/CIP Code

Subject/CIP Code 16.0901
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Traditions, Cultures, and Transformations

Course Details

Course goals or learning objectives/outcomes

- This course fulfills the goals and ELOs for the TCT theme.
- Individual course goal:
Students will understand that notions about what romantic love and sex are and “should be” are historically and culturally determined.
- Students will understand and appreciate a variety of cultural representations of love and sex in the French tradition from the Middle Ages to the present.
- Students will understand why France and the French people have stereotypically been associated with romantic love.

Content Topic List

- Courtly love
- Libertinism
- Interracial love
- LGBTQIA love
- Dating apps

Sought Concurrence

No

Attachments

- FR3804 Submission-traditions.pdf: GE submission sheet
(Other Supporting Documentation. Owner: Willging, Jennifer)
- ASC-distance-approval-cover-sheet-FR3804.pdf: ASC DL course approval
(Other Supporting Documentation. Owner: Willging, Jennifer)
- FR 3804 responses to DL cover sheet reviewer's comments.docx: Instructor's responses to DL approval comments
(Other Supporting Documentation. Owner: Willging, Jennifer)
- FR Major Curriculum Map rev 8-29-24.docx: French major curriculum map
(Other Supporting Documentation. Owner: Willging, Jennifer)
- FFS Major Curriculum Map rev 8-29-24 copy.docx: French and Francophones Studies major curriculum m
(Other Supporting Documentation. Owner: Willging, Jennifer)
- FR3804 French Kiss syllabus rev 11-5-24.docx: Revised FR3804 syllabus
(Syllabus. Owner: Willging, Jennifer)
- French 3804 summary of revisions made to the syllabus.docx: Cover letter, summary of revisions to syllabus
(Cover Letter. Owner: Willging, Jennifer)

Comments

- Please find attached the revised syllabus in response to the subcommittee's contingency and recommendations and a summary of the revisions made. *(by Willging, Jennifer on 11/05/2024 08:08 AM)*
- Please see Subcommittee feedback email sent 10/23/24. *(by Neff, Jennifer on 10/23/2024 10:15 AM)*

COURSE REQUEST
3804 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/05/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Willging, Jennifer	08/29/2024 01:07 PM	Submitted for Approval
Approved	Willging, Jennifer	09/05/2024 10:21 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/19/2024 01:28 PM	College Approval
Revision Requested	Neff, Jennifer	10/23/2024 10:15 AM	ASCCAO Approval
Submitted	Willging, Jennifer	11/05/2024 08:08 AM	Submitted for Approval
Approved	Willging, Jennifer	11/05/2024 08:09 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/05/2024 08:22 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/05/2024 08:22 AM	ASCCAO Approval

French 3804, Love and Sex in the French Tradition

I have outlined [in blue](#) how I have addressed the subcommittee's contingency and recommendations.

- **Contingency:** The Subcommittee requests that the department more clearly lay out in the syllabus how the course meets the credit hours requirements of 9 weekly hours of engagement in terms of lectures and assigned homework/materials. The Subcommittee is not necessarily suggesting that there is an insufficient amount of engagement, rather they are struggling to make this judgement from the current state of the syllabus. The Subcommittee notes the additional details provided in the distance approval cover sheet and asks that the same level of detail be included and broken down in the syllabus to give a better understanding of the regular substantive interaction (RSI; defined by the ASC Office of Distance Education [here](#)) applied in the course.

This contingency is related to the following recommendation:

- *Recommendation:* The Subcommittee recommends that the participation requirements in the syllabus be listed in bullet points rather than written in narrative form so that students can absorb the information more easily. [Syllabus pp. 6-7]

I have addressed both of the above under “Credit Hours and Work Expectations,” where it seemed to make the most sense. I have added the following breakdown of activities and assignments and estimates of the amount of time students will likely spend on each per week:

This is a 3-credit-hour course. According to Ohio State policy (go.osu.edu/credithours), students should expect around 9 hours of engagement with the course each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week, but below is a list of activities for the course in which students will engage and the average amount of time they will likely devote to each activity each week:

- 55-minute synchronous Zoom class each Tuesday 3-3:55pm (1 hr X 13 class meetings = **13 hrs**)
- 4 45-minute small-group Zoom meetings on select Thursdays 3-3:55 pm (45 min X 4 = **3 hrs**)
- Roughly 1 hour per small-group written discussion in Carmen (1 hr X 6 = **6**)
- Roughly 6 hours per week doing the required reading or viewing and answering in writing 4-5 study questions on each reading/viewing assignment (6 hrs X 13 weeks = **78 hrs**)
- Roughly 2 hours reviewing for and taking 6 quizzes over the semester (2 hrs X 6 = **12 hrs**)
- Roughly 3 hours on each of 2 900-word reflection papers over the semester (3 hrs X 2 = **6 hrs**)
- Roughly 8 hours preparing and presenting their final media presentation (**8 hrs**)

The total number of hours in bold above is 126 hours / 14 weeks = **9 hours per week**.

- *Recommendation:* The Subcommittee recommends that the department allow for the small group meetings to occur during the established class time, as students taking distance courses are not required to be available to meet for additional time outside of class. This feedback is friendly advice based on the experience of the reviewing faculty with distance classes. Additionally, regarding the small group meetings, the Subcommittee recommends that further instruction be provided to students concerning how to record, save, and upload a Zoom meeting. [Syllabus p. 6; 11]

I have changed the official course time to Tuesdays and Thursdays 3-3:55 pm and added this description of the synchronous components of the course:

This course is 100% online **with a required 55-minute synchronous class meeting in CarmenZoom on Tuesdays from 3-3:55 pm and 5 45-minute, small-group meetings in CarmenZoom on specific Thursdays 3-3:55 pm (see the weekly schedule below for the dates of the small-group meetings).**

I have added a link to [this short video](#) on how to create and record meetings in CarmenZoom.

- *Recommendation:* The Subcommittee recommends that the syllabus include a trigger warning or statement regarding the possibly sensitive nature of the course content.

I have added the following statement on page 2:

Please be aware that since this course focuses on the delicate topics of love and sex, some of the content may be surprising, challenging, or even disturbing to some. A major objective of the course is to expose students to various viewpoints on what constitutes “normal,” “natural,” or “acceptable” forms of love and sex, which this course posits are culturally and historically determined and not universal or immutable. I encourage students to be open to learning about other viewpoints in this domain; I will never, however, expect anyone to adopt any particular one. Being an educated person means being aware of a diversity of beliefs, which can only help one make up one’s own mind about which ones to embrace. That said, if there is a text, film, song, or image with which you feel you cannot engage, please contact me and I will arrange for an alternate assignment.

- *Recommendation:* The Subcommittee recommends that each major course assignment in the description section of the syllabus be bolded so they do not blend together and are more reader-friendly. [Syllabus pp. 10-11]

I have bolded all major course assignment names.

- *Recommendation:* The Subcommittee recommends that the department use the most recent version of the university’s recently updated diversity statement if they wish to keep it in the syllabus. The updated statement can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus p. 14]

I have updated the diversity statement.

- *Recommendation:* The Subcommittee recommends that the department use the most recent version of the Student Life Disability Services Statement, which was updated in summer of 2024. The updated statement can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus p. 15]

I have updated the SGDS statement.



Syllabus

FR3804 French Kiss: Love and Sex in the French Tradition

Autumn 2025

3 Credit Hours

Online with a **required 55-minutes synchronous CarmenZoom class per week Tuesdays 3-3:55 pm and 5 small group CarmenZoom meetings on Thursdays at the same time, 3-3:55 pm (see the daily schedule below for the dates of these latter).**

Course overview

Instructor

- Jennifer Willging
- Willging.1@osu.edu
- Course CarmenZoom Link: TBD
- Office Hours: 2 hours per week in Zoom, days and times TBD
- Zoom Link: TBD

Note: My preferred method of contact is by e-mail.

Course description

Welcome to French 3804, French Kiss: Love and Sex in the French Tradition. This course satisfies the goals and meets the expected GE learning outcomes for the theme Traditions, Cultures, and Transformations. In it we will discover a variety of French cultural texts (short stories, novels, poems, songs, films, paintings, and essays) from the Middle Ages to the present that represent and/or reflect on the perennial human preoccupations of love and sex. We will begin by asking why the French culture, people, and language have stereotypically been associated with love and sex since the Middle Ages (think of the love-sick French skunk, Pepe le Pew, for just one indication of this association), and we will reexamine this question throughout the semester. We will proceed to explore materials that offer idealized and proscriptive representations of love and sex in the French tradition—that is, materials that present what their producers believe love and sex “should” look like. After that we will spend proportionally more time on texts whose representations *deviate* in one or more ways from more traditional notions of this fundamental domain of human life. We will ask, what kinds of love or sex have met with approval in the French (and more widely, Western) tradition at various moments over the last millennium, what kinds have met with censure, and why? What historical and cultural forces



determine such rules? What happens when sub-groups within a society (like women, young people, LBGTQIA individuals, and racial, ethnic, or religious minorities) refuse to subscribe to dominant conceptions of love and sex? What kinds of rebellions, backlashes, and compromises occur when the ideas and behaviors of individuals or groups in this realm clash? We will conclude by pondering what other realms of human traditions (work, family, friendship, education, dress, etc.) might also be subject to and thus shaped over time by the same kinds of historical forces.

Please be aware that since this course focuses on the delicate topics of love and sex, some of the content may be surprising, challenging, or even disturbing to some. A major objective of the course is to expose students to various viewpoints on what constitutes “normal,” “natural,” or “acceptable” forms of love and sex, which this course posits are culturally and historically determined and not universal or immutable. I encourage students to be open to learning about other viewpoints in this domain; I will never, however, expect anyone to adopt any particular one. Being an educated person means being aware of a diversity of beliefs, which can only help one make up one’s own mind about which ones to embrace. That said, if there is a text or film that you feel you cannot read/view, please contact me and I will arrange for an alternate assignment.

Course expected learning outcomes

Goals	Expected Learning Outcomes	Relevant Assignments
1. Students will understand that notions about what romantic love and sex are and “should be” are historically and culturally determined.	1.1 Compare the various forms of love and sex that are approved or condemned by those in authority at different moments in French history.	Course readings and lectures Oral and written discussions Reflection papers
	1.2 Describe the historical and cultural shifts that lead to the evolution of "approved" forms of love and sex in the French tradition.	Oral and written discussions Quizzes Textual analysis presentation



2. Students will understand and appreciate a variety of cultural representations of love and sex in the French tradition from the Middle Ages to the present.	2.1 Use close reading techniques and critical reasoning skills to interpret literary and visual representations of love and sex in the French tradition.	Course readings Oral and written discussions Textual analysis presentation Reflection papers
	2.2 Recall the authors and titles of a number of French cultural texts that treat love sex and the principal ideas they convey.	Quizzes
3. Students will understand why France and the French people have stereotypically been associated with romantic love.	Recognize that representations of human experiences such as love and sex in a particular culture have a powerful impact on others' understanding of that culture but that these representations do not necessarily reflect reality.	Course readings and lectures Oral and written discussions Textual analysis presentation Reflection papers

General education goals and expected learning outcomes

Goals	Expected Learning Outcomes	Relevant Assignments
1. Analyze “Traditions, Cultures, and Transformations” at a more advanced and in-depth level	1.1 Engage in critical and logical thinking about the topic of traditions, cultures, and transformations.	Course readings and lectures Oral and written discussions



than in the Foundations component.		Textual analysis presentation Reflection papers
	1.2 Engage in an advanced, in-depth, scholarly exploration of the topic traditions, cultures, and transformations.	Course readings and lectures Oral and written discussions Textual analysis presentation
2. Integrate approaches to understanding traditions, cultures, and transformations 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.	2.1 Identify, describe, and synthesize approaches or experiences as they apply to traditions, cultures, and transformations.	Oral and written discussions Reflection papers Textual analysis presentation
	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.	Reflection papers
3. Engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.	3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue (in this course, love and sex).	Oral and written discussions Textual analysis presentation Reflection papers
	3.2 Analyze the impact of a “big” idea or technological advancement in creating a major	Oral and written discussions



	and long-lasting change in a specific culture (in this course, secularization, the sexual revolution, feminism, online dating, and social media).	Textual analysis presentation (depending on chosen topic)
	3.3 Examine the interactions among dominant and sub-cultures (such as those between women and men, blacks and whites, LGBTQIA and straight individuals).	Course readings and lectures Oral and written discussions Textual analysis presentation (depending on chosen topic) Reflection papers
	3.4 Explore changes and continuities over time within a culture or society.	Course readings and lectures Oral and written discussions Textual analysis presentation Reflection papers
4. Engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.	4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, culture.	Course readings and lectures Oral and written discussions Textual analysis presentation Reflection papers
	4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of	Oral and written discussions



	difference, impact individual outcomes and broader societal issues.	Textual analysis presentation (depending on chosen topic) Reflection papers
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How this online course works

Mode of delivery

This course is 100% online **with a required 55-minute synchronous class meeting in CarmenZoom on Tuesdays from 3-3:55 pm and 5 45-minute, small-group meetings in CarmenZoom on specific Thursdays 3-3:55 pm (see the weekly schedule below for the dates of the small-group meetings)**. Please reserve these times as you would for an in-person class. You may miss one class meeting and one small-group meeting over the semester without a reduction in your participation grade; absences above one each will incur a reduction in your participation grade as detailed below. The rest of the course can be completed asynchronously, with weekly or bi-weekly deadlines for readings, assignments, and quizzes.

Pace of online activities

This course is divided roughly into bi-weekly modules that are released one week ahead of time. Students are expected to keep pace with deadlines listed on the weekly schedule below. Most weeks there will be three different deadlines for various activities/assignments to help keep you on track: 1) students must bring written answers to study questions on the course material to CarmenZoom class on Tuesdays to facilitate their participation in discussion; 2) students must participate in either a written or an oral (CarmenZoom) small-group discussion roughly once per week (see weekly schedule for deadlines); and 3) students must take an at-home Carmen quiz roughly every two weeks, usually on Fridays by 11:59 pm except when university holidays require alternate dates (see weekly schedule for specific dates).

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 9 hours of engagement with the course each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week, but below is a list of activities for the course in which students will engage and the average amount of time they will likely devote to each activity each week:



- 55-minute synchronous CarmenZoom class each Tuesday 3-3:55pm (1 hr X 13 class meetings = **13 hrs**)
- 4 45-minute small-group CarmenZoom meetings on select Thursdays 3-3:55 pm (45 min X 4 = **3 hrs**)
- Roughly 1 hour per small-group written discussion in Carmen (1 hr X 6 = **6**)
- Roughly 6 hours per week doing the required reading or viewing and answering in writing 4-5 study questions on each reading/viewing assignment (6 hrs X 13 weeks = **78 hrs**)
- Roughly 2 hours reviewing for and taking 6 quizzes over the semester (2 hrs X 6 = **12 hrs**)
- Roughly 3 hours on each of 2 900-word reflection papers over the semester (3 hrs X 2 = **6 hrs**)
- Roughly 8 hours preparing and presenting their final media presentation (**8 hrs**)

The total number of hours in bold above is 126 hours / 14 weeks = **9 hours per week**.

Participation requirements

As noted, students are expected to attend 13 55-minute CarmenZoom classes and 5 45-minute small-group CarmenZoom discussions; to participate asynchronously in 6 small-group written discussions; and to log into Carmen at least twice per week in order to access course materials and to post in Discussion.

Office hours: I will hold virtual office hours in CarmenZoom on [days and times] at [Zoom link]. These are optional. If you would like to meet with me but cannot make yourself available at these times, I will gladly make a Zoom appointment with you for another time (please just e-mail me or speak to me after class on Tuesdays).

Course communication guidelines

Writing style

While there is no need to participate in written discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. **You should therefore compose and save your discussion posts in Word so as to use the spell and grammar checks before copying and pasting them into Carmen.** This way you will also be able to save your responses and review them to prepare for the quizzes.

Tone and civility

Let's maintain a supportive learning community where everyone feels comfortable to express their views and arguments and where we can disagree constructively and amicably. I want all of you to be able to respectfully offer your honest views without fear of censure from either myself



or other members of the class, and I want all of you to respect others' views whether you agree with them or not. The university thrives on constructive disagreement; that is how knowledge is advanced.

Citing your sources

When we have academic discussions and when you present any research, cite your sources to back up what you say. When citing sources in writing, list at least the author, title, and page numbers. For online sources, include a link.

Textbooks

Required:

To purchase or to borrow from the library:

Violette Leduc, *Theresa and Isabella* (1966) (novel)
Annie Ernaux, *Simple Passion* (1993) (short memoir)
Michel Houellebecq, *Whatever* (1994) (short novel)

Available in Carmen:

Marilyn Yalom, *How the French Invented Love* (selected chapters)
Andreas Capellanus, *The Art of Courtly Love* (12th century) (brief treatise)
Madame de Lafayette, *The Princess of Clèves* (1678) (novel)
Marquis de Sade, "The Husband Who Turned Priest" (short story) and excerpts from *Philosophy in the Bedroom* (1795) (dialogues)
Honoré de Balzac, *Sarrasine* (1830) (novella)
Guy de Maupassant, *Boule de suif* (1880) (novella)
Édmund Gréville, *Princess Tamtam* (1935) (film)
Various scholarly and general press articles, films, images, and songs.

Course technology

Technology support

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

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

Technology skills needed for this course

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

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
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

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

Grading and instructor response

How your grade is calculated



Assignment Category	Points and/or Percentage
Attendance and active participation in weekly 55-minute CarmenZoom meetings	15%
Carmen quizzes (6)	30%
Small-group written discussion posts and responses (6)	15%
Small-group CarmenZoom discussions (4)	15%
Textual analysis presentation (15 min)	10%
Reflection papers (2, 900 words each, or about 3 double-spaced pages in 12-point font)	15%
Total	100%

Description of major course assignments

Attendance and participation in weekly 55-minute CarmenZoom meetings. You may earn up to 10 points per class meeting by attending the entire class and contributing to discussions either orally or in chat at least twice per meeting. I strongly encourage you to turn your camera on during class so that I and your fellow classmates can get to know you. You may certainly use a virtual background for privacy.

Quizzes (6). There will be an at-home, open-book Carmen quiz roughly every two weeks (see Weekly Schedule). Each quiz will ask 15-20 multiple choice questions about the course materials, lectures, and discussions during the roughly two-week period leading up to it in order to ensure that you keep up with the reading/viewing and understand the questions and issues the materials raise. You may take the quiz any time between 12 am and 11:59 pm on the designated day, but once you open the quiz you will have 40 minutes to complete it, so you must study for it in advance and not plan to look up answers during the quiz. You will not have time to complete



it if you do not prepare in advance by reviewing course readings, images, slide presentations, videos, discussion posts, and your notes. Each quiz will be worth up to 20 points. **Unless you have official accommodations through the Office of Disability Services, in fairness to all students all quizzes must be taken by the published due date; forgetting to take a quiz is not a valid excuse.** I will drop your lowest quiz score for the semester, so if you do forget or cannot take one of the quizzes due to an unforeseen circumstance, that 0 can be dropped. Plan to take all of them so that you have wiggle room if something unexpected comes up.

Participation in written small-group discussions (6). Carmen will divide class members into small groups of about 3 students, and you will maintain that same group throughout the semester. Roughly every two weeks you will post in Carmen your answers to 6-10 study questions on the course material for that period. You will only be able to view your group mates' answers once you have posted your own. You must then respond to at least two other members' answers, expressing whether you agree or disagree with particular answers and why (minimum 100 words per response). You may earn up to 10 points per discussion depending on the quality of your responses to the study questions and your comments on others' responses. You may opt to not participate in 1 of these discussions this semester without penalty (or I will drop your lowest grade if you complete all 6).

Participation in small-group CarmenZoom discussions (4). Every 3 weeks or so you and your small-group mates hold a 45-min Zoom meeting on Thursday between 3 and 3:55 pm to discuss your answers to the study questions for that period along with one "hot" discussion question I will post. The group leader will create the Zoom meeting, record it to the Cloud, and then submit the link to the recording in Carmen (see this [short video](#) to learn how to create and record your own Zoom meeting). I will review the recording and assign a separate participation grade out of 10 points to each participant. You can earn full credit if you attend the entire meeting and contribute to the discussion meaningfully and in proportion to the number of participants. You may opt to not participate in 1 of these discussions this semester without penalty (or I will drop your lowest grade if you participate in all 4).

Textual analysis presentation (1, 15 minutes). You will choose a novel, short-story, film, television show, painting, media article, advertisement, or other cultural text that represents or treats love and/or sex. You may choose a text in the French tradition or from another culture, such as (one of) your own if you'd like. You will very briefly summarize the text in question for your audience and then offer your analysis of the ideas about love and/or sex you are arguing it conveys. You will reflect briefly in your presentation on how the knowledge you have gained in the course about the historical, cultural, and thus evolving nature of ideas about love and sex has influenced your analysis of this particular text. See the rubric in the attached appendix for grading criteria. You will present your analysis in your small group on the Thursday designated on the Weekly Schedule Below.

Reflection papers (2, 900-words). For each of these papers you will choose three of the primary literary, visual, and/or aural texts we will have studied in the course and reflect on your



understanding of each and how each may influence your own notions of love and/or sex. On the second and final paper, you will also reflect briefly on how the course's historical overview of changing ideas about love and sex may influence your understanding of the histories of other domains of human life (such as work, family, friendship, education, eating, fashion, etc.). See the rubric in the attached appendix for grading criteria [rubric not yet created].

Academic integrity and collaboration guidelines

All written and oral work for the course must be exclusively your own, without the help of others (including other students in the course, except for discussion-post responses) or of artificial intelligence. Anytime you use a secondary source in your discussion, presentation, or paper, you must cite that source (give the author, title, date, and, if applicable, URL). If you quote the source directly instead of paraphrasing an idea, you must use quotation marks. The quizzes are open book, but you must take them on your own, without the help of anyone else during the quiz window. You may, however, study and review for the quizzes with other students in the course before taking them.

Late assignments

Unless you have official accommodations through the Office of Disability Services that you have discussed with me in advance, all assignments must be completed by the due dates indicated on the Weekly Schedule for you to receive credit for them. Please consult the schedule at least twice per week and mark due dates in your calendar. As indicated above, missed quizzes cannot be made up in fairness to other students, but I will drop your lowest quiz grade for the semester (that could be a 0 for a missed quiz). I will also drop one written and one oral discussion grade, as well as one class attendance grade. You should still plan to complete all class assignments so that you will be covered if unforeseen circumstances arise. If you become ill or know that religious obligations will prevent you from attending a class or submitting an assignment on time, please e-mail me to let me know.

Grading Scale

- 93-100: A
- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–

- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time

Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem. If you have a question about the course that is not answered in the syllabus or elsewhere in Carmen, please contact me through my Ohio State email address (willging.1@osu.edu). I will reply to emails within 24 hours on weekdays when class is in session at the university. I will respond to e-mails sent after 5 pm on a Friday on Tuesday morning.

Grading and feedback

For assignments submitted by the due date, I will try to provide feedback and grades within seven days, although some assignments may take a few days longer. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

Academic policies

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)

Artificial intelligence and academic integrity.



Given that the learning goals of this class include gaining critical analysis and oral and written communication skills, the use of generative artificial intelligence (GenAI) tools such as Scribe, Copilot or ChatGPT in the production of discussion posts, answers to study question, or any other written work is not permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's [Academic Integrity](#) policy and [Code of Student Conduct](#) because the work is not your own (but you may certainly, and are encouraged, to use Word's spell and grammar checks before posting on discussion board or turning in written work). The use of unauthorized GenAI tools will result in referral to the [Committee on Academic Misconduct](#). If I suspect that you have used GenAI on an assignment for this course, I will ask you to communicate with me to explain your process for completing the assignment in question.

Copyright for instructional materials

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

Statement on title IX

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

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State



University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: <https://odi.osu.edu/> or <https://cbcs.osu.edu>)

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

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

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

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Disability Services

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.

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](#)



Weekly Schedule Autumn 2025

DATE	TOPIC	READING/VIEWING ASSIGNMENTS	ACTIVITIES AND/OR ASSESSMENTS (with their due dates and times)
WEEK 1 Tuesday in synchronous CarmenZoom class	Introduction to the course Stereotypes: the French as lovers and French as the language of love	None	None
Remainder of the week	UNIT 1: PROSCRIBED OR IDEALIZED LOVE AND SEX 1.2 Courtly love	Read Marilyn Yalom, <i>How the French Invented Love</i> chpts. 1 and 2	Respond to study questions in writing.
WEEK 2 LABOR DAY			
Remainder of the week	Same	Read Andreas Capellanus, The Art of Courtly Love (short treatise) and "The Origins of Marriage"	Post answers to all study questions to this point in small-group Written Discussion 1 and respond to at least two other students' posts by Friday at 11:59 pm



DATE	TOPIC	READING/VIEWING ASSIGNMENTS	ACTIVITIES AND/OR ASSESSMENTS (with their due dates and times)
WEEK 3 Tuesday in Zoom class	1.2 Noble love	<i>Before class</i> read Mme de Lafayette, The Princess of Clèves (short novel, parts I and II)	Respond to study questions <i>in writing</i> and bring to class (to ensure that you know what's going on and that you participate in discussion)
Remainder of the week	same	Lafayette, The Princess of Clèves (parts III and IV)	Post answers to all study questions for the week in small-group Written Discussion 2 and respond to at least two other students' posts by Thursday at 11:59 pm and Take QUIZ 1 by Friday at 11:59 pm .
WEEK 4 Tuesday in Zoom class	1.3 Romantic love in French song	<i>Before class</i> listen to Édith Piaf, " Je vois la vie en rose " [I see life in pink. See English translation] and " Hyme to Love " (songs)	Respond to study questions in writing and bring to class
Remainder of the week	same	Listen to Serge Gainsbourg, " Je t'aime, moi non plus " [I love you, me neither. See English translation] (song) and Read Cécile Prévost-Thomas, "Chanson	Bring answers to all study questions for the week to small-group Zoom Discussion 1 on Thursday at 3pm . Group leader records 45-min discussion to the Cloud and submits link in Carmen by Friday at 11:59 pm



DATE	TOPIC	READING/VIEWING ASSIGNMENTS	ACTIVITIES AND/OR ASSESSMENTS (with their due dates and times)
		française: Between Musical Realities and Social Representations” (PDF in Carmen)	
WEEK 5 Tuesday in Zoom class	UNIT 2: TRANSGRESSIVE LOVE AND SEX 2.1 Libertinism	<i>Before class</i> read “ The Marquis de Sade ” and Sade, “Yet Another Effort, Frenchmen, If You Would Become Republicans” (excerpt from <i>Philosophy in the Bedroom</i> , PDF in Carmen)	Respond to study questions in writing and bring to class
Remainder of the week	same	Watch “ Love is Evil ” The Philosophy of the Marquis de Sade ” (18-min video) and Read Sade, “The Husband Who Turned Priest” (short story, PDF in Carmen)	Post answers to all study questions in small-group Written Discussion 3 and respond to at least two other students’ posts by Thursday at 11:59pm and Take QUIZ 2 in Carmen by Friday at 11:59 pm
WEEK 6 Tuesday in Zoom class	2.2 Prostitution	<i>Before class</i> read Guy de Maupassant, Boule de Suif (novella, 1 st half)	Respond to study questions in writing and bring to class



DATE	TOPIC	READING/VIEWING ASSIGNMENTS	ACTIVITIES AND/OR ASSESSMENTS (with their due dates and times)
Remainder of the week	same	Maupassant, <i>Boule de de Suif</i> (2 nd half)	Bring written answers to study question to small-group Zoom Discussion 2 on Thursday at 3pm and submit link to recording in Carmen by Friday at 11:59 pm.
WEEK 7 Tuesday in Zoom class	same	<i>Before class</i> read Federico Giannini, " <u>Elles: the Parisian Prostitutes According to Toulouse-Lautrec</u> " and View Toulouse-Lautrec's <u>Woman Before a Mirror</u> (painting)	Submit 1st 900-word Reflection Paper by Wednesday at 11:59 pm.
AUTUMN BREAK			
WEEK 8 Tuesday in Zoom class	2.3 Obsessive passion	<i>Before class</i> read Annie Ernaux, <i>Simple Passion</i> (short memoir, 1 st half)	Respond to study questions in writing and bring to class.
Remainder of the week		Ernaux, <i>Simple Passion</i> (2 nd half)	Take QUIZ 3 by Friday at 11:59 pm.



DATE	TOPIC	READING/VIEWING ASSIGNMENTS	ACTIVITIES AND/OR ASSESSMENTS (with their due dates and times)
<p>WEEK 9</p> <p>Tuesday in Zoom class.</p>	<p>2.4 LGBTQIA love</p>	<p><i>Before class</i> read brief history of gay Paris</p> <p>and</p> <p>Honoré de Balzac, Sarrasine (novella, 1st half)</p>	<p>Respond to study questions in writing and bring to class</p> <p>and</p> <p>Submit a small-group written discussion the title and author (if applicable) of your Textual Analysis Presentation topic and a paragraph about why you chose it, whether it principally represents or reflects on love/sex, and who you think its most likely audience is/was (minimum 200 words).</p>
<p>Remainder of the week</p>	<p>same</p>	<p>Read Balzac, Sarrasine (2nd half)</p>	<p>Bring written answers to study questions for the week to small-group Zoom Discussion 3 on Thursday at 3pm and submit link to recording in Carmen by Friday at 11:59 pm</p>
<p>WEEK 10</p> <p>Tuesday in Zoom class</p>	<p>same</p>	<p><i>Before class</i> read Deborah Longworth, "The Gender of Decadence: Paris-Lesbos from the Fin de Siècle to the Interwar Era" (PDF in Carmen)</p>	<p>Respond to study questions in writing and bring to class</p>



DATE	TOPIC	READING/VIEWING ASSIGNMENTS	ACTIVITIES AND/OR ASSESSMENTS (with their due dates and times)
		and <i>Violette le Duc, Theresa and Isabella</i> (short novel, 1st third)	
Remainder of the week	same	Read <i>Violette le Duc, Theresa and Isabella</i> (last 2/3s)	Post answers to all study questions in small-group Written Discussion 4 and respond to at least two other students' posts by Thursday at 11:59 pm and Take QUIZ 4 by Friday at 11:59 pm.
WEEK 11 Tuesday in Zoom class	2.5 Interracial love	<i>Before class</i> read brief history of French colonial empire and <i>Watch Josephine Baker: Black Diva in a White Man's World</i> (48-min video in Kanopy)	Submit in Carmen before class list of at least 3 secondary sources (books, articles, essays, web pages) that will help you understand, contextualize, and analyze the text you've chosen for your analysis presentation, along with a 1- to 2-sentence description of each one's focus/topic.
Remainder of the week	same	Watch Édmond Gréville, <i>Princess Tamtam</i> (77-min	Post answers to all study questions in small-group Written Discussion 5 and respond to at least two



DATE	TOPIC	READING/VIEWING ASSIGNMENTS	ACTIVITIES AND/OR ASSESSMENTS (with their due dates and times)
		film in Secured Media Library)	other students' posts by Thursday at 11:59 pm
WEEK 12 Tuesday in Zoom class	UNIT 3: LOVE AND SEX IN CONTEMPORARY FRANCE 3.1 Love and sex after May 1968	<i>Before class</i> read Michel Houellebecq, <i>Whatever</i> (short novel, 1 st half)	Respond to study questions in writing and bring to class.
Remainder of the week	same	Read Michel Houellebecq, <i>Whatever</i> (2 nd half)	Post answers to all study questions in small-group Written Discussion 6 and respond to at least two other students' posts by Thursday at 11:59 pm and Take QUIZ 5 by Friday at 11:59 pm .
WEEK 13 Tuesday in Zoom class	3.2 Online dating and marriage in contemporary France	<i>Before class</i> read Yalom, ch. 18 "Love and Sex in the 21 st Century" and Juliette Démas, "L'Amour à la française versus American Romance"	Respond to study questions in writing and bring to class.



DATE	TOPIC	READING/VIEWING ASSIGNMENTS	ACTIVITIES AND/OR ASSESSMENTS (with their due dates and times)
Remainder of the week	3.3 Harassment or “seduction”? Me Too in France	Read Bibia Pavard et al., “#METOO in France, a Feminist Revolution?” pp. 269-283 in <i>Routledge Handbook of the Politics of the #MeToo Movement</i> (PDF in Carmen)	Bring written answers to study question to small-group Zoom Discussion 4 on Thursday at 3pm ; leader submits link to recording in Carmen by Friday at 11:59 pm .
WEEK 14 Tuesday in Zoom class	same	<i>Before class</i> read Madison Mainwaring, “ Different Shades of Feminism: Me Too in the French Press ”	Respond to study questions in writing and bring to class and Take QUIZ 6 by Wednesday at 11:59
THANKSGIVING			
WEEK 15	NO CLASS. Extended office hours for presentation consultations.	Final preparations for your Textual Analysis Presentation	Meet in Zoom with your small group on Thursday at 3pm to present and record your presentations. Group leader records meeting to the Cloud and submits link in Carmen by Friday at 11:59pm .
EXAM WEEK			Submit 2nd 900-word Reflection Paper and brief evaluation form of your small-group



DATE	TOPIC	READING/VIEWING ASSIGNMENTS	ACTIVITIES AND/OR ASSESSMENTS (with their due dates and times)
			members' presentations in Carmen by [course exam day] at 11:59 pm.

APPENDIX:

FR3804 TEXTUAL ANALYSIS PRESENTATION directions and criteria for evaluation

For your Textual Analysis Presentation, each of you will choose a cultural text, in the broadest sense of the word (a novel, short story, poem, essay, song, film, photograph, painting, advertisement, website, or other) that we will *not* have treated in class and that represents and/or reflects on love and/or sex, whether in the French tradition or another. This text can be in any language (provided you understand it) or cultural tradition. Each of you will prepare and then deliver in a small-group CarmenZoom meeting during the last week of class a 15-minute slide presentation during which you will analyze and interpret your chosen text. Note that this is *not* a group presentation, rather each of you will present on your own topic to the others in turn. While original analysis rather than research will be the emphasis of this presentation, you will still need to select, consult, and cite at least three secondary sources on your text, at least one of which must be scholarly (published by an academic press or in an academic journal) when applicable (consult me if you can find no such sources on your topic). I would suggest using a research database like JSTOR, available to search on the [OSU library site](#), to find scholarly sources. The other sources can be reputable newspaper and journal articles (*The New York Times*, *The Guardian*, *The Atlantic*, etc.), encyclopedia entries, educational sites, or other reputable internet sources (avoid blogs, as their quality and accuracy is hit or miss).

I strongly encourage you to practice your presentation with a member of your group or a friend before the group meeting so that it will be as clear and engaging as possible and so that it respects the time limit. Going under or over the 15-minute limit by more than one minute will result in the loss of points. I have devised the assignments this way because in U.S. culture (as well as in many other cultures) respecting deadlines and time limits is very often key to professional and other kinds of success. I therefore want you to practice these skills now.

In addition to presenting your analysis, each of you will fill out a brief evaluation form for each of the other presentations (see the form at the end of this document). Please fill these out right



after your Zoom session while your memory is still fresh, then submit the document (there are three copies of the evaluation form in one document) in Assignments.

This project will be scaffolded, that is, you will have three deadlines to submit materials. See the Weekly Schedule for the deadline for each.

1. You will submit in a small-group written discussion the title and author (if applicable) of your topic; and a paragraph about why you chose it, whether it principally represents or reflects on love/sex (or does both), and who you think its most likely audience is/was (minimum 200 words). All group members will give one another brief feedback on or suggestions for your approach to the topic (10 points for the both the completion of the post and your feedback to the other members)
2. You will submit in Carmen the references to a minimum of three secondary sources on the topic and 1-2 sentences that summarize each of their main points about the topic (10 points).
3. You will present your work in a small-group CarmenZoom meeting during the last week of class (date and time TBD by the group), and then the leader will submit the link to the recording in Carmen by the end of that week (50 points). By that day each student will also submit in Carmen their brief evaluations of their group-members' presentations (10 points).

EVALUATION CRITERIA (up to 50 points possible):

Public speaking skills (up to 10 points):

Do you speak loudly and clearly enough to be understood by your audience? Do you speak in an animated fashion and look at your audience so as to maintain their attention? Do you keep the “ums” and the “ahs” to a minimum? Do you verbally transition from one slide to the next relatively smoothly? Keep in mind that you should not read a full, pre-prepared text but rather work from notes and/or your slides; a presentation is much more interesting when you speak to your audience in as natural way as possible, without reading a full script.

Respect of time limit (up to 10 points)

Your presentation should last 15 minutes. Again, because it is generally very important to respect time limits in the professional setting in the U.S. and in many other cultures, I want you to practice this essential skill. If your presentation is under 14 minutes or over 16 minutes, you will lose 5 points per minute. Please practice your presentation at home several times and set a timer while presenting to ensure that you respect the time limit. If the timer goes off but you are not yet finished, conclude very briefly rather than just stopping.

Textual and visual elements (the quality of the slides) (up to 10 points):



Are your slides organized in a logical fashion? Is the text on each one readable and relatively brief? Is your spelling and grammar correct throughout? Are your images accurate (are they of what you say they are) and visually appealing? Do your slides have a visually appealing and coherent style? (I love the “Design Ideas” tab on the upper right-hand side of Power Point! I imagine there is something equivalent in Google Slides). Do you cite a source on the slide itself if you use a direct quote from it, or paraphrase a quote from it? (if not you can simply list your sources on the last slide).

Substance of the ideas and arguments (up to 20 points):

Do you explain briefly but clearly what your text is about for those unfamiliar with it? Do you spend the bulk of your time, however, analyzing the representation or discussion of love/sex in the text? Do you offer an argument about the ideas the text conveys? Do you reflect briefly on how this text might fit into this course (regardless of whether it’s French or not), that is, as a text whose representation/discussion of love/sex can be considered traditional, conventional, and/or proscriptive (it suggests that this is how love/sex ought to be) at the time and in the place of its creation?; or rather a text whose representation/discussion might be considered “deviant” from conventions at the time and in the place of its creation? Finally, do you reflect briefly on what you have learned about notions of love/sex by engaging with this particular text?

Be aware that the first three elements above affect the last, for content always depends on form. *How* you present your material will affect *what* your audience takes away from it (e.g., how well they understand it, whether they are interested in it, whether they are prompted to reflect further on it, whether it challenges some of their assumptions, etc.).

Just a few examples of texts to get you thinking (most in the English-speaking context, but your text doesn’t have to be):

- A Jane Austen or Toni Morrison novel or film like *Pride and Prejudice* or *Love*.
- An Emily Dickenson or Maya Angelou poem or set of poems
- A fairy tale like *Cinderella* or *Beauty and the Beast*
- A romcom (romantic comedy film) like *Pretty Woman*, *If Beale Street Could Talk*, or *Crazy Rich Asians*
- A self-help book like *The Eight Rules of Love* or *Getting the Love You Want*.
- A Nicki Minaj or Taylor Swift song or set of songs
- Tinder or another dating app
- A set of advertisements/commercials for clothing, perfume, cars, medications, vacations, etc.



FR3804 – Name of group member being evaluated: _____

Public speaking skills (up to 10 points): _____

This category includes clarity, smoothness, and vivacity. Speaker should not read a paper but rather speak directly to the audience using notes/slides.

Comments on particularly good or problematic aspects of this category:

Respect of time limit (up to 10 points): _____

The presentation should last between 14 and 16 minutes. Deduct one point for each minute under or over that.

Comments:

Textual and visual elements (quality of slides) (up to 10 points): _____

This category includes logic of order of slides; spelling, grammar, and overall readability of text; visual appeal of images; and coherence of design.

Comments:

Substance of the ideas and arguments (up to 20 points): _____

This category includes the relative depth and “interestingness” of the content (did the student contextualize and analyze their text clearly and in depth? Did they draw a conclusion about what the text can teach us about love and sex in the French tradition?).

Comments:

Total: _____/50



THE OHIO STATE UNIVERSITY

College of Arts & Sciences
Department/Center/Institute/Program

GE Theme course submission worksheet: Traditions, Cultures, & Transformations

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 (Traditions, Cultures, & Transformations)

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)

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.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
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.	

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

ELO 1.1 Engage in critical and logical thinking.	<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>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> 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.</p> <p><u>Reading</u> 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.</p> <p><u>Discussions</u> 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.</p> <p>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.</p>
<p>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.</p>	<p>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.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<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 Traditions, Cultures, & Transformations

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 engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	
ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.	
ELO 3.3 Examine the interactions among dominant and sub-cultures.	
ELO 3.4 Explore changes and continuities over time within a culture or society.	
ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	
ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues	

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. See [Carmen: Common Sense Best Practices](#) and [Carmen Fast Facts for Instructors](#) for more on using CarmenCanvas

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

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (**required**).

- Regular instructor communications with the class via announcements or weekly check-ins.
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery (**required**)? (For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation

For more information about estimating student workload, see [Workload Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (**required**):

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

See [Creating an Accessible Course](#) for more information. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [*Promoting Academic Integrity*](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

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

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above (**required**):

Community Building

For more information: [Student Interaction Online](#) and [Creating Community on Your Online Course](#)

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above)

Transparency and Metacognitive Explanations

For more information: [Increasing Transparency and Metacognition](#)

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by _____ on _____

Reviewer Comments:

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

FR 3804 French Kiss

Responses to the DL cover sheet reviewer's comments:

This syllabus includes all required syllabus elements and provides an overview of the course expectations. I have a few recommendations that I think will improve the course design, add clarity to the syllabus, and support a successful review by the faculty curriculum committee:

- The plan for student group self-scheduled and recorded discussion meetings is one I have not yet seen in a course design. That being the case, it seems likely most students will experience this as a new type of required assignment as well. A more thorough explanation of student expectations for these discussion meetings would be helpful in making expectations more transparent. Some of the questions I had included:

The reviewer has in fact seen it before, because he approved my French 2801, Paris, three or so years ago, and praised it highly 😊 That course includes the same type of assignment, and in my experience it works very well.

o What if the group negotiations for identifying a common group meeting time fail? Is there a better way to structure this such as the instructor scheduling meeting times and asking students to choose a time that works for them, or perhaps a ranked-list matching system? I honestly do not know the best way to develop the groups and establish meeting times, but it seems challenging specifically because many students take online courses because they need the flexibility and have little additional open time.

I have reduced the number of small-group Zoom meetings the students must have and record from 5 to 4 and have suggested that they meet on Thursdays at 4:10 if possible since the all-class Zoom discussions are on Tuesdays at 4:10 (and so many of them will be free at that time; but they may determine another time). Students may also drop their lowest grade of the four meetings, so if a student has to miss one they will not lose credit. I do not want to eliminate this assignment because it is essential to me that students engage in discussion not only in writing but orally as well, and not only in a large-class setting but in small groups too. It is also essential that they give an oral presentation, and doing it in a small-group setting is certainly less stressful than in a large-group setting. Students will meet in Zoom for all of these meetings, which makes the logistics much easier than in the past. It is my understanding that many disciplines have required group projects of their students since the inception of the university, and therefore I don't find that it is asking too much of them to meet with fellow students outside of class a few times a semester.

o Based on the description of how this assignment will be assessed, I believe the instructor plans to review all of the group discussion recordings. I believe this should be explicitly stated in the assignment description. Additionally, a more thorough description of the criterion in which this assignment will be assessed would be helpful for clarifying student expectations.

I added that I will of course review the recordings and will grade strictly on participation (proportional contributions to the discussion) for the small-group meetings and not on “right” or “wrong” answers.

- For reasons described above, I anticipate the planned synchronous group meetings may be challenging to implement. I wonder if there is an asynchronous activity that can accomplish the pedagogical goals of this assignment? Being a course focused on textual analysis and reflection, it seems well suited for social annotation assignments. I can imagine the active reading response assignments reformulated around social annotation of the text, or excerpts of parts of the text, surrounded by instructor provided reflection questions and provoking student conversation around parts of the text and themes. The College of Arts and Sciences, supports the Hypothesis tool, and there are instructional designers in the Office of Distance Education available to support the integration of this tool in your Carmen course.

Again, such annotation would not meet the goal of face-to-face interaction with others to cultivate the ability to speak in front of and to others.

- I understand the interest in encouraging students to use their zoom cameras for the weekly synchronous sessions, but I am not sure you can require it. University policy specifically states, “As an option, individuals may choose to turn off their camera or audio” (<https://it.osu.edu/privacy/guidelines-video-and-audio-sharing-tools>). I also worry that students may read the statement, “If you do not want to take an online course in which you have to turn your camera on, I suggest you choose another course.” as excluding them if they feel uncomfortable having their cameras on in their home learning environments.

Since I do plan to record the class for those who have to miss, I have dropped this requirement but do strongly encourage students to turn on their cameras, because it is impossible for me to know if they are really there if they don't (we've all had the experience of the student who seems to be hanging around after virtual class but who doesn't respond when called upon). In humanities classes especially, live interactions with others (whether in person or virtually) are crucial; people must learn to talk to one another in real time, to listen to others' ideas and to express their own in a respectful and attentive manner. If this can no longer be a requirement of distance courses, I will need to convert this course to an in-person format.

Curriculum Map French Major - Undergraduate ^{SEP}B = beginning; I = Intermediate; A = Advanced Rev. 1-19-2022
 All courses are FR (French) unless designated as FRIT (French and Italian).

	Cultural Awareness	Comprehension	Speaking	Critical Analysis	Writing and Critical Expr.
Required courses					
1101(GE)	B	B	B		B
1102 (GE)	B	B	B		B
1103 (GE)	B/I	B/I	B/I		B/I
1133 (GE)	B/I	B/I	B/I		B/I
1155 (GE)	B/I	B/I	B/I		B/I
2101	I	I	B/I	B/I	B/I
3101	I	I	I		I
Elective courses in English					
2501 (GE)	I			I	I
2801 (GE)	I			I	I
2802 (GE)	I			I	I
2803.01 (GE)	I			I	I
2804 (GE)	I			I	I
FRIT 3052 (GE)	I			I	I
FRIT 3053 (GE)	I			I	I
FRIT 3054 (GE)	I			I	I
FRIT 3061 (GE)	I			I	I
FRIT 3301	I			I	I
3801 (GE)	I			I	I
3802 (GE)	I			I	I
3803 (GE)	I			I	I
3804 (GE)	I			I	I
4690	A	(A if in a French-speaking context)	(A if in a French-speaking context)		A
FRIT 5051	A			A	
FRIT 5061	A			A	A
5601	A	A (reading comprehension necessary but most of course conducted in English)		A	A
5702	A			A	A
Elective courses in French					

Curriculum Map French Major - Undergraduate ^{SEP} B = beginning; I = Intermediate; A = Advanced Rev. 1-19-2022
 All courses are FR (French) unless designated as FRIT (French and Italian).

3102	I	I	I		
3103	I	I	I		
3201	I	I	I		I
3202	I	I	I	I	I
3401	I	I	I	I	I
3402	I	I	I	I	I
3403	I	I	I	I	I
3501	I	I	I	I	I
3502	I	I	I	I	I
3570	I	I	I		I
3701	I	I	I	I	I
4100	A	A	A	A	A
4401	A	A	A	A	A
4402	A	A	A	A	A
5103	A	A	A	A	A
5104	A	A	A	A	
5105	A	A	A	A	
5201	A	A	A	A	A
5202	A	A	A	A	A
5203	A	A	A	A	A
5204	A	A	A	A	A
5205	A	A	A	A	A
5206	A	A	A	A	A
5401	A	A	A	A	A
5403	A	A	A	A	A
5601	A	A	A	A	A
5701	A	A	A	A	A

French and Francophone Studies Major Curriculum Map

Goal 1: Students will critically interpret and understand significant features of French and Francophone cultures, such as historical and literary movements, film, music, and social and political structures. In addition, they will appreciate the concept of global awareness and the importance of interacting effectively with people of other cultures.

Goal 2: Students demonstrate their level of proficiency in French by achieving an acceptable score on a test measuring skills in reading, writing, listening, and speaking French.

Goal 3: Students will be able to use their background in specific disciplines, such as History, History of Art, or International Studies, to contextualize and critically interpret French and Francophone issues, movements and/or significant contributions.

B = basic I = intermediate A = advanced

Courses are FR unless designated otherwise.

	Goal 1	Goal 2	Goal 3
Required FR courses			
1101 (GE)	B	B	
1102 (GE)	B	B	
1103 (GE)	B/I	B/I	
1133 (GE)	B/I	B/I	
1155 (GE) (in lieu of 1101 and 1102 if placed into it)	B/I	B/I	
2101(H)	I	I	
3101	I	I	
Elective FRIT courses taught in English			
2501 (GE)	I		
2801 (GE)	I		
2802 (GE)	I		
2803.01 (GE)	I		
2804 (GE)	I		
3801 (GE)	I		
3802 (GE)	I		
3803 (GE)	I		
3804 (GE)	I		
4690	A	(A if in a French-speaking context)	

IT5051	A		
FRIT3052 (GE)	I		
FRIT3053 (GE)	I		
FRIT3054 (GE)	I		
FRIT3061 (GE)	I		
FRIT3301 (GE)	I		
Elective courses taught in French:			
3201	I	I	
3202	I	I	
3401	I	I	
3402	I	I	
3403	I	I	
3501	I	I	
3502	I	I	
3570	I	I	
3701	I	I	
4100	A	A	
4401	A	A	
4402	A	A	
5103	A	A	
5104	A	A	
5105	A	A	
5201	A	A	
5202	A	A	
5203	A	A	
5204	A	A	
5205	A	A	
5206	A	A	
5401	A	A	
5402	A	A	
5403	A	A	
5601	A	A	
5701	A	A	
Extra-departmental courses			
Comparative Studies:			
2301 (GE)	B		B
3360	I		I
4420 (GE)	A		A
5957.02	A		A

Film Studies:			
3660	I		I
4640	A		A
4650	A		A
4895	A		A
Geography:			
5601	A		A
History:			
2203 (GE)	B		B
2204 (GE)	B		B
2206 (GE)	B		B
2302 (GE)	B		B
2303 (GE)	B		B
2500 (GE)	B		B
3249 (GE)	I		I
3250 (GE)	I		I
3251 (GE)	I		I
3253 (GE)	I		I
3254 (GE)	I		I
3270 (GE)	I		I
3301 (GE)	I		I
3304 (GE)	I		I
3306 (GE)	I		I
3308 (GE)	I		I
3552 (GE)	I		I
3642 (GE)	I		I
3798.06 (GE)	I		I
History of Art:	I		I
2002 (GE)	B		B
3611	I		I
4050	A		A
4421	A		A
4550	A		A
5001	A		A
5611	A		A
5612	A		A
5621	A		A
International Studies:			
2000 (GE)	B		B
3350 (GE)	I		I
4195	A		A
4515	A		A
4534	A		A
4800	A		A
Linguistics:			

2051 (GE)	B		B
3603 (GE)	I		I
3802 (GE)	I		I
3902 (GE)	I		I
Medieval and Renaissance Studies:			
2215 (GE)	B		B
Near Eastern Languages and Cultures:			
Arabic2702 (GE)	B		B
NELC3201 (GE)	I		I
Islam3501 (GE)	I		I
Islam3702 (GE)	I		I
Philosophy:			
3230 (GE)	I		I
3261 (GE)	I		I
5261	A		A
5840	A		A
Political Science:			
3280	I		I
3290	I		I
3596 (GE)	I		I
3910	I		I
4210	A		A
4250	A		A
4270	A		A
4285	A		A
4332	A		A