NEWARK COLLEGE OF ARTS AND SCIENCE AND UNIVERSITY COLLEGE NEWARK

General Education Course Proposal

Please submit electronically a completed version of this form accompanied by a syllabus for the course that is the subject of the proposal. The sample syllabus that is submitted should include, at the very least, the course number & title, course description, the specific learning outcomes for the course (not just the GE outcomes), possible texts and other course materials, and a sample schedule of readings and assignments. ‘Learning outcomes’ here means what any student must know or be able to do in order to pass the course and, thus, represent the instructor’s most fundamental learning expectations for students in the course.

I. Department: Biological Sciences

II. Department Contact & Contact E-Mail and Phone:

Douglas W. Morrison, 973-353-1268
dmorrison@andromeda.rutgers.edu

III. Course Number and Name: General Biology 101, 102

IV. Number of Credits: 4, 4

V. General Education Requirement (Select Only One):

- Natural Sciences
- Social Sciences
- History & Literature
- Arts & Media
- Other Liberal Arts

VI. Enrollment and Instruction: The information in this section primarily is meant to give the General Education Committee a sense of the course’s contribution to the colleges’ general enrollment capacity for General Education courses and of its impact on the department’s instructional resources. The Committee recognizes that actual practices will vary somewhat over time with the hiring of new faculty or the retirement of existing faculty, sabbaticals, changes in PTL allocations, etc.

1. Frequency With Which Course Will Be Offered:

- Semesterly
- Annually
- Biannually
- Other (please describe) Gen Bio 101 in the fall and 102 in the spring

2. Number of Sections Offered When Course To Be Offered: 2 Lectures, 27 Discussion/lab sections

3. Enrollment Cap (For Each Section): Lecture 250, Discussion/lab 18

4. Prerequisites (If Any): None

5. Instructor(s): Douglas Morrison and John Maiello each teach half of both lecture sections
a. If the course has multiple instructors (either rotating from semester to semester or covering different sections during a single semester), please describe departmental practices used to maintain consistency of quality and content among sections offered by different instructors:

Discussion/labs are taught by graduate students who meet with Dr. Morrison every Friday from 1-3:30 PM. The TAs assigned to General Biology have little or no teaching experience, so are shown, step-by-step, how to facilitate small-group discussion, plan out the activities for an 80-min class, evaluate essays, write exam questions, and encourage student learning.

VII. Outcomes and Assessments: The information in this section is meant to articulate for the General Education Committee the ways in which the course actively promotes achievement of the FASN Undergraduate Student Learning Outcomes and the ways in which the course instructor specifically evaluates (via papers, exams, journals, projects, etc.) relative student achievement of these particular outcomes over the course of the semester. The Committee recognizes that the course also likely has multiple disciplinary learning outcomes, which do not need to be addressed as such below.

The Committee expects that most courses suitable for General Education will address all or most of the FASN Undergraduate Student Learning Outcomes, but it also realizes that not all outcomes will apply to all such courses. If you indicate that a particular learning outcome is not applicable to the course and the reasons may not be apparent to someone outside of your discipline, however, please provide an explanation for the Committee.

1. How, if at all, does the course improve students' ability to develop arguments in clear and coherent texts and oral communications?

Gen Bio 101 investigates anatomy, physiology, and ecology of humans, animals and plants; Gen Bio 102 investigates cells, genetics and evolution. The course has 3 parts: two 80-min lectures per week, plus 5 self-paced, wet labs (4-hr) and 5 small-group discussions (80 min) in alternating weeks.

Discussion sections are used primarily for talking about currently 'hot' topics in biology. The topics for Gen Bio 101 are Designer Babies, Stem Cell Research, AIDS Research, Genetically Modified Food, and Global Warming. The topics for Gen Bio 102 are Flu Pandemics; Forensic DNA; DNA, History & Race; Rain Forrest Biodiversity & Conservation; and Evolution & Intelligent Design.

For each discussion topic, students write a 1-2 page description of their reaction to the 2-4 short background readings posted on Blackboard. The 5 “reaction papers” must be handed in before the start of class.

Method(s) of Evaluating Student Achievement: Discussion Leaders (graduate TAs) read and score their students' reaction papers for evidence that they have understood and thought about the ideas raised in the assigned articles.

2. How, if at all, does the course improve students' ability to read a variety of texts and cultural artefacts for meaning and informed analysis?

Discussion readings are drawn from a variety of sources — usually the New York Science Times, ScienceDaily.com and various websites.
Method(s) of Evaluating Student Achievement: In their reaction papers, students are expected to comment on the diverse ideas expressed in the assigned readings. This advance preparation primes the students for discussion in their Discussion Section.

3. How, if at all, does the course improve students’ ability to engage in mathematical reasoning?

The topics covered in Gen Bio 101 lectures and labs (animals, plants and ecology) are more descriptive and less qualitative, so mathematics is used only occasionally; e.g. calculating cardiac output, digestive efficiency, and energy flow through ecosystems.

The topics covered in Gen Bio 102 lectures and labs (cells, genetics and evolution) are more quantitative. The labs require setting up experiments and collecting data to test student-generated hypothesis about factors affecting cell membranes (osmosis), enzyme-catalyzed reactions, and the rate of photosynthesis.

Method(s) of Evaluating Student Achievement: In Gen Bio 102 students write 2-3 lab reports in which they present, analyze and interpret their findings; the emphasis is on graphical analysis. The lab midterm and final exams are a combination of "practical" (specimen identification) and short essays (some requiring mathematical calculations.) Lecture exams are entirely multiple-choice in both courses.

4. How, if at all, does the course improve students’ ability to evaluate information critically?

The 'hot topics in biology' selected for discussion sections are often controversial. Discussions almost always include time spent in break-out groups or role playing, activities designed to encourage students to share experiences and express their opinions. The goal of this exchange is to foster tolerance for diversity, and demonstrate the role of supporting evidence in evaluation.

Method(s) of Evaluating Student Achievement: Students earn points for contributing to in-class discussion.

5. How, if at all, does the course improve students’ ability to produce ideas, objects, or texts creatively?

N/A

Method(s) of Evaluating Student Achievement: The emphasis is more on understanding the ideas of others and less on coming up with individually unique, creative ideas.

6. How, if at all, does the course improve students’ ability to understand and use methods and forms of inquiry specific to the broad disciplinary category (or categories) within which the course falls (i.e., natural sciences, social sciences, arts, humanities)?

The Biology Learning Center (Boyden 220) is a self-paced facility, so students can work when and for as long as they like during the week the lab is available to them. The BLC holds 60 students at a time and is open 32 hours/week, with 2-3 teaching assistants on duty at all times.
Gen Bio 101 labs emphasize human, animal and plant anatomy. Students dissect a fetal pig; the heart, eye and brain of a sheep; a cockroach; and examine a diversity of animal and plant adaptations. Gen Bio 102 labs emphasize hypothesis testing, experimental design, and graphical interpretation of data.

**Method(s) of Evaluating Student Achievement:** Several learning objectives for each lab are listed in the "Lab Investigations for Biology 101 (or 102)" After finishing all the exercises, students ask a learning center instructor to give them a "TA-OK" -- a brief (5 min) oral quiz to verify that they have understood the material. The lab midterm and final examinations retest lab and discussion content after the students have had more time to study.

7. **How, if at all, does the course improve students' ability to understand past and present interrelationships among diverse political, social, cultural, racial, ethnic, and/or gender groups?**

The discussion topics for Gen Bio101 (Designer Babies, Stem Cell Research, AIDS Research, Genetically Modified Food, and Global Warming) and 102 (Flu Pandemics; Forensic DNA; DNA, History & Race; Rain Forrest Biodiversity & Conservation; and Evolution & Intelligent Design) bring out diverse points of view which reflect the diverse backgrounds of our students.

**Method(s) of Evaluating Student Achievement:** In addition to points for participating in class, short essays on discussion topics are part of the lab midterm and final.

8. **How, if at all, does the course improve students' ability to understand and address defining social, political, cultural, and/or intellectual questions of their time in contemporary and/or historical perspective?**

Each discussion examines the contemporary social, political and cultural aspects of a question that can be more fully understood and appreciated by mastering the biological facts and concepts taught in the lectures and labs.

**Method(s) of Evaluating Student Achievement:** These issues are explored when students write "reaction papers" on the background readings and answer essay questions on the lab midterm and final exams.
General Biology 101-102
Course Policies and Operations

General Biology 101 and 102 is now limited to students who do not intend to become biology majors. The course continues to be a popular way for you to meet the General Education requirement for a 2-semester lab science, the same way General Biology for "mixed majors" had been for over 30 years. General Biology 101 investigates concepts and applications in the anatomy, physiology, and ecology of humans, animals and plants. General Biology 102 does the same for cells, genetics and evolution. The course emphasizes how we know what we know, not just what we know.

The course goals are designed to help you develop

1. An understanding of major biological concepts, including structure-function relationships in the anatomy of plants, animals and humans; how the theory of evolution makes sense of an otherwise overwhelming diversity of living things, and recent advances in cell biology and genetics.
2. An understanding of the scientific method, especially the reasons for its success in explaining natural phenomena, and the limitations inherent in the assumptions on which science is based.
3. An ability to locate and evaluate the evidence and arguments offered in support conflicting positions in public policy, especially questions regarding medical and environmental issues.
4. The ability to communicate your own opinions, orally and in writing, in ways that respect the value of both objective evidence and diversity of opinion.

Recognizing that our students have a variety of learning styles and interests, the course integrates lectures, self-paced labs (experiments and dissections), and small group discussions to investigate major topics in biology. The lectures and discussions are replete with "hot topics" in biology selected for their relevance to humans -- everything from designer babies and stem cell research to forensic DNA and the human family tree.

The elements of the course include:

1. Lecture: two 80-min lectures per week; all sections meet in Boyden 100.
2. Laboratory: Five self-paced labs (total time about 4-hours) labs, alternating one every two weeks, in the Biology Learning Center (Boyden 220). The lab is open Mon-Thursday 8:30 AM - 4:30 PM.
3. Discussion section: One 80-minute meeting, alternating one every two weeks, in Boyden 223

Required materials (The Rutgers Bookstore in Bradley Hall, or New Jersey Books on University Avenue)

1. Laboratory Investigations for Biology 101 by Douglas W. Morrison ($20)
2. Biology: Concepts and Investigations (2nd edition) (a beetle on cover) by Marielle Hoefnagels. You can opt for hardcover or unbound. The web-based study guide is not required.
3. Dissecting kit (about $20)

General Biology Web Page on BlackBoard: Dr. Morrison will put outlines and PowerPoint slides for all his lectures on BlackBoard. The site also provides course information and links to practice exams. Sign in at: https://blackboard.newark.rutgers.edu/webapps/portal/frameset.jsp.

Lecture sections:  
Section 82  Monday & Wednesday at 10:00 - 11:20 AM
Section 83  Tuesday and Thursday at 11:30 AM - 12:50 PM

Lecturers:  
Dr. Douglas Morrison (Part 1: Human Anatomy & Physiology)
Dr. John Maiello (Part 2: Plant and Animal Diversity)
Dr. Douglas Morrison (Part 3: Ecology)

Lecture exams:  
Exam I on FRIDAY, Oct 7, at 2:30 P.M.
Exam II on FRIDAY, Nov 11, at 2:30 P.M.
Exam III on Friday, Dec 16, at 11:45 AM

Note: A common, course-wide exam (50 multiple-choice questions) will be given to everyone in both lecture sections at 2:30 PM on the Friday October 7 and November 11. If you have a conflict, see "Makeup exams."
Discussion sections: When you registered, you selected a lecture section (81-83) and a discussion section (1-38). Your discussion section (80 minutes every other week) is used primarily for talking about current topics in biology. Starting during the week of September 12th, you will be required to write a description (200-300 words) of your reaction to the background readings posted on Blackboard. Each of your 5 "reaction papers" must be handed in before the start of class. Two of your discussion class days will be used for taking the lab midterm and final exams. Your discussion leader writes your lab exams and calculates your overall grade in the course.

Laboratory: The Biology Learning Center (Boyd 220) is designed to be a self-paced facility, so you can work when and for as long as you like during the week the lab is available to you. The BLC holds 60 students at a time and is open 32 hours/week (Monday through Thursday 8:30 AM - 4:30 PM; NO FRIDAYS) with 2-3 teaching assistants on duty all times. Students are admitted on a first-come-first-served basis. To avoid waiting lines, try to begin each lab investigation early in the week. The best times are Mondays and Tuesdays; Wednesdays and Thursdays are busy!

Several learning objectives for each lab are listed in the Laboratory Investigations for Biology 101. After you have finished all the lab exercises, ask a learning center instructor to give you a "TA-OK", a brief (5 minute) written and/or oral quiz to verify that you have understood the material.

Grading
300 points Three exams based on lecture and textbook readings
100 Two 1-hour laboratory exams covering all objectives in the laboratory manual and the current topics discussed in your discussion section.
50 Five "TA-OK" check-points at the end of each lab
50 Written commentaries (30), attendance (15), and participation in discussion (15)

Grade: A 450-500 points C 350-374 points
B+ 425-449 points D 300-349 points
B 400-424 points F below 300 points
C+ 375-399 points

Makeup exams: Everyone is expected to take the course-wide exam (50 multiple-choice questions) at 2:30 PM on the Friday October 7 and November 11. If you have a course or job conflict, print out the “conflict form” on the BlackBoard website, have it signed by your professor or employer, and give it to Dr. Morrison in lecture or in his office (Boyd 407). Your options are an earlier exam (at 1 PM that same Friday) or a makeup exam (10 days later, during the Monday 11:30 free period). All conflicts must be documented with a signature from your employer, physician or professor. Fill out an exam conflict form (available on BlackBoard) and get it to Dr. Morrison by 4 PM the WEDNESDAY before the exam. If you miss a lecture or laboratory exam because of sickness or a personal emergency that occurs after the deadline, email Dr. Morrison immediately; you will have one week to give him the signed form. There is only one opportunity for a makeup. Anyone missing BOTH the original AND makeup exam will be given a ZERO for that exam! No makeups for makeups!

Cheating and Plagiarism. Students caught cheating on the lecture or lab exams will be given a zero for the exam and brought before the Dean of Students for further action. No cell phones or other electronic devices will be allowed in the exam room. Reaction papers written for discussion are a statement of your opinion and must be in your own words. Lab partners share data but must write individual lab reports.

Problems? Be sure to ask for your discussion leader’s office phone number and email address. You should be able to get the help you need from your discussion section leader, your lecturer, or a learning center instructor. If not, talk with:

Dr. Douglas Morrison
Director of General Biology
Boyd Hall 407
973-353-1268
dmorrison@andromeda.rutgers.edu

Ms. Ellen Belisle
Biology Learning Center Supervisor
Boyd Hall 217
973-353-5108
belisle@andromeda.rutgers.edu

See below for the schedule of topics in lecture, discussion and laboratory; 101 in the fall, 102 in the spring semester.
NEWARK COLLEGE OF ARTS AND SCIENCE AND UNIVERSITY COLLEGE NEWARK

General Education Course Proposal

Please submit electronically a completed version of this form accompanied by a syllabus for the course that is the subject of the proposal. The sample syllabus that is submitted should include, at the very least, the course number & title, course description, the specific learning outcomes for the course (not just the GE outcomes), possible texts and other course materials, and a sample schedule of readings and assignments. ‘Learning outcomes’ here means what any student must know or be able to do in order to pass the course and, thus, represent the instructor’s most fundamental learning expectations for students in the course.

I. Department: History

II. Department Contact & Contact E-Mail and Phone: Gary Farney

III. Course Number and Name: 21:510:340, Women in European History

IV. Number of Credits: 3

V. General Education Requirement (Select Only One):

- Natural Sciences
- Social Sciences
- History & Literature
- Arts & Media
- Other Liberal Arts

VI. Enrollment and Instruction: The information in this section primarily is meant to give the General Education Committee a sense of the course’s contribution to the colleges’ general enrollment capacity for General Education courses and of its impact on the department’s instructional resources. The Committee recognizes that actual practices will vary somewhat over time with the hiring of new faculty or the retirement of existing faculty, sabbaticals, changes in PTL allocations, etc.

1. Frequency With Which Course Will Be Offered:

- Semesterly
- Annually
- Biannually
- Other (please describe)

2. Number of Sections Offered When Course To Be Offered: 1

3. Enrollment Cap (For Each Section): 45

4. Prerequisites (If Any): None

5. Instructor(s): Eva Giloi
   a. If the course has multiple instructors (either rotating from semester to semester or covering different sections during a single semester), please describe departmental practices used to maintain consistency of quality and content among sections offered by different instructors:

   N/A
VII. Outcomes and Assessments: The information in this section is meant to articulate for the General Education Committee the ways in which the course actively promotes achievement of the FASN Undergraduate Student Learning Outcomes and the ways in which the course instructor specifically evaluates (via papers, exams, journals, projects, etc.) relative student achievement of these particular outcomes over the course of the semester. The Committee recognizes that the course also likely has multiple disciplinary learning outcomes, which do not need to be addressed as such below.

The Committee expects that most courses suitable for General Education will address all or most of the FASN Undergraduate Student Learning Outcomes, but it also realizes that not all outcomes will apply to all such courses. If you indicate that a particular learning outcome is not applicable to the course and the reasons may not be apparent to someone outside of your discipline, however, please provide an explanation for the Committee.

1. How, if at all, does the course improve students' ability to develop arguments in clear and coherent texts and oral communications?

Students write 2-3 page written ‘journal’ entries analyzing the primary texts assigned for that particular class session. These are assigned about once a week, and are based on a larger text or set of texts (50-100 pages). The journals are graded according to how deeply, thoughtfully, and creatively students analyze the primary source texts. Journals are handed back every week so that students can learn from what works and what doesn’t.

In the final paper, students are asked to compare readings from both halves of the semester, to analyze how historical circumstances, women’s experiences, the language of gender, etc. either changed or stayed the same. The paper is graded according to the clarity and logic of the argument, and the best use of concrete evidence from the course’s primary source texts. Students are apprised of these expectations on the instruction sheet for the final paper. Students are given an opportunity to review their paper arguments in advance with me in office hours.

While one class session per week is given over to a lecture of the relevant historical time period, the second session is devoted to discussion of the assigned primary source text. With class discussion set at 20% of the course grade, students are encouraged to participate in debates and practice speaking in public.

Method(s) of Evaluating Student Achievement: Journals and the final paper are graded according to how deeply, thoughtfully, and creatively they analyze the primary source texts; the final paper is also graded according to the clarity and logic of the argument. Journals are worth 20% of the grade; the final paper is worth 40% of the grade.

Students’ participation in class discussion is worth 20% of the grade.

2. How, if at all, does the course improve students' ability to read a variety of texts and cultural artifacts for meaning and informed analysis?
Students read 50-100 pages of primary source materials per week, and in their journals and class discussion are asked to interpret the texts, not just for content, but also in the historical context of their time: assessing how well they function as evidence—which kinds of sources seem biased or more straightforward—as well as how women’s different social, economic, and national backgrounds affected their viewpoints and choices.

During class time, students also view a number of visual sources—films, photographs, art work, slide shows—and ‘read’ and discuss them critically as visual texts in class discussions.

Method(s) of Evaluating Student Achievement: Weekly journals and class discussions allow students to show how deeply they are reading the texts; the final paper is based on a critical analysis of the course texts, which requires a nuanced reading of the sources.

3. How, if at all, does the course improve students’ ability to engage in mathematical reasoning?

Mathematical reasoning is not applicable to this particular history course.

Method(s) of Evaluating Student Achievement: N/A

4. How, if at all, does the course improve students’ ability to evaluate information critically?

In class discussion and in the weekly journals, students are expected to go beyond merely summarizing what happened in the books, to analyzing how they reveal political developments, historical movements, changing motivations both spoken or unspoken, the believability of the sources in question, etc. With this kind of analysis, students gain insight to the fact that beliefs and values often change over time and according to historical situation.

Method(s) of Evaluating Student Achievement: Discussions about these issues figure prominently in the course discussions, where we – as a class together – analyze the course texts.

5. How, if at all, does the course improve students’ ability to produce ideas, objects, or texts creatively?

In the final paper, students are asked to compare readings from both halves of the semester, to analyze how historical circumstances, women’s experiences, the language of gender, etc. either changed or stayed the same. Students have to draw exclusively on the course lectures, discussions, and texts—they are not allowed to use outside sources. Students therefore have to develop original arguments comparing the assigned texts. Students are apprised of these expectations on the instruction sheet for the final paper.

Sample question #1: By the 20th century, Europe had firmly entered the modern age. However, in some areas, pre-modern conditions continued to exist. Compare the lives of Bertrande de Rols (The Return of Martin Guerre) and Emilie Carles (A Life of Her Own). How were they similar? How were they different? Had women’s roles and position in society changed significantly by the early 20th century?
Sample question #2: Mary Kingsley and Leni Riefenstahl were both pioneers, rising to the top of their professions in societies where women were not encouraged to venture outside of the home. Explain how Kingsley and Riefenstahl managed to overcome gender stereotypes to become prominent. How did they use the language of gender to make their way in their careers? What was their relationship to the men with whom they worked? Were they similar to each other, or were they fundamentally different?

**Method(s) of Evaluating Student Achievement:** In the final paper, students have to develop an original argument combining and connecting the course texts. The final paper is worth 40% of the course grade.

6. How, if at all, does the course improve students' ability to understand and use methods and forms of inquiry specific to the broad disciplinary category (or categories) within which the course falls (i.e., natural sciences, social sciences, arts, humanities)?

In the class discussions, we analyze texts as historical artifacts: 1. What they reveal about the historical period in question; 2. How they function as sources, i.e., how believable and/or reliable they are (for instance, we discuss the difference between autobiographies and diaries, and whether we find one type of source more reliable than the other). We also read between the lines of the texts to evaluate the authors’ mentalities and then locate them in their historical time periods.

**Method(s) of Evaluating Student Achievement:** Evaluation is made through weekly journals and class discussions; over the course of the semester, students are expected to become more sophisticated in reading the texts in historical context (and are rewarded as such in the journal and discussion grades).

7. How, if at all, does the course improve students' ability to understand past and present interrelationships among diverse political, social, cultural, racial, ethnic, and/or gender groups?

The course covers the experiences of women from different socio-economic backgrounds and national traditions, and compares their experiences to that of men. Of course, women were affected by the main developments of modern European history in the same way as men – they too experienced the rise of nationalism, the idea of rights, the industrial revolution, urbanization, professionalization, imperialism, ideologies such as communism and fascism, etc. But at the same time, many of these developments drew on gender divisions and stereotypes, making women’s experiences different from men’s. For instance, the concept of modern citizenship was initially based on the male ideal of the ‘citizen in arms’ (i.e. military service protecting the state), and thus specifically excluded women. Equally, ideas about men’s and women’s ‘natural’ relationship to violence had an effect on how women participated in the many conflicts that Europe faced in these three centuries. Students are asked to think about these multiple differences, for instance the opportunities and dilemmas that imperialism offered European women at the expense of colonized subjects.

**Method(s) of Evaluating Student Achievement:** Journals and class discussion.
8. How, if at all, does the course improve students’ ability to understand and address defining social, political, cultural, and/or intellectual questions of their time in contemporary and/or historical perspective?

In the weekly discussions, we discuss both the assigned primary source texts as products of their historical moment, but also how those historical moments, issues and concerns are similar to or different from our own times. For instance, when we discuss early modern vs. modern family structure and the emotional expectations involved, we also discuss contemporary views of gender relations. When we discuss the 19th century’s language of separate spheres and the way in which some women were able to circumvent those stricture, we also evaluate contemporary gender equality in the workplace. When we discuss Simone de Beauvoir’s description of how boys and girls were raised differently in early twentieth century France, we also discuss whether those pedagogical expectations have changed or not. When we discuss the Algerian War – by viewing scenes from the film The Battle of Algiers relating to women’s roles in that war – we also discuss issues of oppression, resistance, and violence relevant to our own, current situation. With this kind of analysis, students gain insight to the fact that beliefs and values often change over time and according to historical situation, and that they, too, should review the beliefs and values of our own society and culture with an understanding that they can be changed.

Method(s) of Evaluating Student Achievement: These issues figure prominently in the course discussions, which is worth 20% of the course grade.
Women in European History 21:510:340 Sample Syllabus

Class Location: 106 Hill Hall
Class Meeting Times: Tuesday, Thursday 11:30-12:50
Professor: Dr. Eva Giloi
Office Hours: 316 Conklin Hall, Tuesday, Thursday 1-2 pm
Phone: (973) 353-5410 ext. 38 (office) or (973) 353-5410 ext. 10 (secretary)

This course examines European history from 1700 to the present through the prism of women’s experience. Women were affected by the main developments of modern European history in the same way as men—they too experienced the rise of nationalism, the idea of rights, the industrial revolution, urbanization, professionalization, imperialism, ideologies such as communism and fascism, etc. But at the same time, many of these developments drew on gender divisions and stereotypes, making women’s experiences different from men’s. For instance, the concept of modern citizenship was initially based on the male ideal of the ‘citizen in arms’ (i.e. military service protecting the state), and thus specifically excluded women. Equally, ideas about men’s and women’s ‘natural’ relationship to violence had an effect on how women participated in the many conflicts that Europe faced in these three centuries.

To trace women’s distinct experience of European history, this course relies on personal narratives—memoirs and autobiographies, novels and philosophical writings. Each week, students will read and discuss a text (approx. 100 pages), to get a view of European history through women’s eyes and women’s experience. Students will learn to read these primary sources closely, to read between the lines and analyze them in the historical context of their time. Students will also read these texts critically, assessing how well they function as evidence—which kinds of sources seem biased or more straightforward—as well as how women’s different social, economic, and national backgrounds affected their viewpoints and choices. Along with this critical reading, students will also regularly practice their writing skills in weekly ‘journals’ and a final paper, and will have many opportunities to express their ideas verbally in the class’ in-depth, in-class discussions.

Course Requirements:
This course is very heavily based on reading and discussing the assigned primary texts—memoirs, novels, philosophical texts, etc. The course requirements are therefore geared towards encouraging students’ engagements with these texts. In a nutshell: there are no exams in this course; instead, students will be graded on the following four elements:
1. Attendance, which is mandatory, and participation in class discussion. For this to work, students will be expected to read the assigned texts before the class (by date indicated on the syllabus).
2. Final Essay, 5-7 pages (typed and double-spaced), due date December 19th, by noon.
3. Class Journal. The journal will be collected for every reading assigned for the class. It is intended as a study aid to help students critically analyze the course texts. You must have journal entries (2-3 pages in length) for each class meeting for which readings are assigned. Entries on readings MUST be completed at the start of the class on which the reading is due. Journal entries must be written on loose-leaf paper, and detached when handed in. Students will sometimes be called upon at random to read or discuss their journal entries with the class.
4. Quizzes. Four times in the semester, there will be short, ten-minute quizzes given at the beginning of class meeting. The quizzes will be based on the content of the books to be discussed in that particular class meeting.
Grading:
In-class participation: 20%
Final essay: 40%
Class journal: 20%
Quizzes: 20%

Required Books:
Natalie Davis, *The Return of Martin Guerre*.
Emilie Carles, *A Life of Her Own*.
Alexandra Kollontai; *Love of Worker Bees*.
Leni Riefenstahl, *Leni Riefenstahl: a Memoir*.
Christabel Bielenberg; *When I was a German*.
Heda Margolies-Kovaly, *Under a Cruel Star*.
Simone Beauvoir, *The Second Sex*.

These books are available at the Rutgers University Bookstore and at New Jersey Books, 167 University Avenue (corner of University and Bleeker). They are also on two-hour reserve at Dana Library.

Also required is a PACKET of readings on **electronic reserve**.
The readings on electronic reserve are marked with a double asterisk ** on the syllabus.
The link to the electronic reserve homepage is on the Dana library homepage (left side menu: “Find Reserves”; then “Connect to Reserves”; then search under Instructor “Giloii”).

Attendance policy:
Attendance is required. If you miss more than four classes, your grade will be lowered by a third of a grade (from B+ to B, for example). If you miss more than six classes, your grade will be lowered by one full grade (B+ to C+, for example). If you miss more than ten classes, you will fail the course.

Late papers and exams:
Papers and exams are due on the dates announced in class or indicated below. Unless discussed with me IN ADVANCE, late assignments will have their grades lowered.

Policy on Academic Integrity (Cheating and Plagiarism):
Rutgers University treats cheating and plagiarism as serious offenses. The standard minimum penalties for students who cheat or plagiarize include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University.

Syllabus

Tues., Sept. 5: Europe in 1700 – Women in 1700

Thurs., Sept. 7: Women and Work in the 18th Century
Discussion: ** Robert Darnton, “The Great Cat Massacre”

Tues., Sept. 12: Peasants and Patriarchy
Discussion: Natalie Davis, *The Return of Martin Guerre* (pp.1-93, 123-125)

Thurs., Sept. 14: Salons and the Rise of the Bourgeoisie
Tues., Sept. 19: The French Revolution

Thurs., Sept. 21: Public and the Private Spheres: Jenny Lind
   Discussion:
   ** P. T. Barnum
   ** Foster
   ** Jenny Lind

Tues., Sept. 26: Public and Private Spheres: Women as Professionals

Thurs., Sept. 28: No Class

Tues., Oct. 3: Women in the Cities

Thurs., Oct. 5: Women without Chaperones
   Discussion:
   ** Mabel Sharman Crawford
   ** Mary Kingsley


Thurs., Oct. 12: The Women’s Movement: Getting the Vote
   Discussion:
   ** Emmeline Pankhurst
   ** Lady Constance Lytton
   ** Christabel Pankhurst


Thurs., Oct. 19: From Pre-War to Post-War – the Changing Homefront
   Discussion: Emilie Carles, A Life of Her Own (pp.1-142)


Thurs., Oct. 26: After World War I: Idealism and Civil War

   Discussion: Alexandra Kollontai, Love of Worker Bees (pp.7-181)

Thurs., Nov. 2: From Lenin to Stalin
   Film: October

Tues., Nov. 7: The Rise of Hitler and the Nazis
   Film: Triumph of the Will
Thurs., Nov. 9: Women in Nazi Germany
   **Discussion:** Leni Riefenstahl, *A Memoir* (pp.101-254)

Tues., Nov. 14: Appeasement and Hitler’s New Order

Thurs., Nov. 16: Life in the Nazi Regime
   **Discussion:** Christabel Bielenberg, *When I was a German* (pp.13-114, pp.156-265)

Tues., Nov. 21: No Class

Thurs., Nov. 23: No Class: Thanksgiving

Tues., Nov. 28: Post-War Realities, East and West

Thurs., Nov. 30: Life in a “Really Existing Socialist State”
   **Discussion:** Heda Margolis Kovaly, *Under a Cruel Star* (pp.5-192)

Tues., Dec. 5: Existentialism and Activism
   **Discussion:** Simone de Beauvoir, *The Second Sex* (pp.267-327)

Thurs., Dec. 7: Women in Action: Feminism, Anti-Colonialism, Terrorism
   **Film:** *The Battle of Algiers*

Tues, Dec. 12: Women and Radical Violence
   **Discussion:** Simone de Beauvoir, *The Second Sex*, (pp.528-554, 597-628)

**Take-Home Final Essay: due date December 19th, by noon**