

## Term Information

Effective Term Spring 2016  
*Previous Value* Autumn 2015

## Course Change Information

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

Add GEs Cultures and Ideas and Social Diversity in the US

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

See attached.

### What are the programmatic implications of the proposed change(s)?

#### (e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

There will be no changes in the program requirements or changes in available resources. The anticipated effect on other programs is that there will be an increase in enrollment in the class. The expectation is that this change will generate increased enrollments in other humanities courses, as well, by generating student interest.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Religious Studies
Fiscal Unit/Academic Org	Comparative Studies - D0518
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3672
Course Title	Native American Religions
Transcript Abbreviation	Native Amer Relign
Course Description	Comparative survey of indigenous religions of North America; patterns and diversity in religious experience, cosmologies, myths, rituals, social organizations, and sacred roles. 2370 (270) recommended.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 7 Week, 12 Week (May + Summer)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
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

## Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: English 1110 (110) or equiv.

Exclusions

Not open to students with credit for CompStd 3672 (322) or RelStds 322.

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code

38.0201

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:

Culture and Ideas; Social Diversity in the United States

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

### *Previous Value*

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

## Course Details

Course goals or learning objectives/outcomes

- n/a

Content Topic List

- Native American
- American Indian
- Religion
- Indigenous
- Americas
- Religious studies

## Attachments

- GE rationale and assessment RS\_CS3672.doc: rationale and assessment  
*(GEC Course Assessment Plan. Owner: Marsch, Elizabeth)*
- Comp Std 3672\_Native American Religions\_syllabus.doc: syllabus  
*(Syllabus. Owner: Marsch, Elizabeth)*
- Appeal for RELSTDS 2102.02.docx: Appeal 2102 and 3672  
*(Appeal. Owner: Heysel, Garrett Robert)*

**COURSE CHANGE REQUEST**  
3672 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette  
Chantal  
09/24/2015

**Comments**

- Please accept the attached appeal. The college supports this request for action post deadline. Thanks, *(by Heysel,Garett Robert on 09/24/2015 01:46 PM)*
- Good now? *(by Shank,Barry on 09/23/2015 12:45 PM)*
- - Please click off appropriate GE boxes on form. I can't do this for you and right now the form does not reflect the addition of a GE category.  
-Please note the change of term made by Garett. *(by Vankeerbergen,Bernadette Chantal on 09/23/2015 12:39 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Marsch,Elizabeth	08/25/2015 12:35 PM	Submitted for Approval
Approved	Shank,Barry	08/25/2015 12:43 PM	Unit Approval
Approved	Heysel,Garett Robert	09/22/2015 11:40 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/23/2015 12:40 PM	ASCCAO Approval
Submitted	Marsch,Elizabeth	09/23/2015 01:46 PM	Submitted for Approval
Approved	Shank,Barry	09/23/2015 01:52 PM	Unit Approval
Approved	Heysel,Garett Robert	09/24/2015 01:46 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	09/24/2015 01:46 PM	ASCCAO Approval



**Religious Studies/Comparative Studies 3672 (XXXX)**  
**Native American Religions (3 credits)**

**Day/Time/Location**

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**John N. Low JD, Ph.D.**  
**Assistant Professor**  
**Office Hours:**

**Office Phone: 740-755-7857**  
**Office Location: 2057 Founders Hall**  
**Email – low.89@osu.edu**

**General Education Goals and Expected Learning Outcomes:**

This course fulfills the GE requirement for **Cultures and Ideas**

**Goals:** Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

**Expected Learning Outcomes:**

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course also fulfills the GE requirement for **Social Diversity in the United States:**

**Goals:** Students understand the pluralistic nature of institutions, society, and culture in the United States in order to become educated, productive, and principled citizens.

**Expected Learning Outcomes:**

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.

2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

### Course Description:

This course is a comparative survey of indigenous religions of North America; patterns and diversity in religious experience, cosmologies, myths, rituals, social organizations, and sacred roles. There are currently more than 570 federally recognized American Indian Nations with which the United States maintains government to government relations. Some of the goals of this course are to broaden your knowledge of American Indian peoples; through the course, students will be exposed to, and gain an appreciation for, Native American Indian communities as reflected in the diversity of their spiritual beliefs, myths, rituals, ceremonies, and traditions. Lectures and class discussions are supplemented by audiovisual materials and guest speakers.

### Required Texts:

- ❖ Deloria, Vine, Jr. *God is Red: A Native View of Religion* (Golden, CO: Fulcrum Publishing, 2003). ISBN-10: 1555914985, ISBN-13: 978-1555914981
- ❖ Hultkrantz, Ake, *Native Religions of North America: The Power of Visions and Fertility* (Waveland Press, 1997), ISBN-10: 0881339857, ISBN-13: 978-0881339857
- ❖ DeMallie, Raymond J., ed., *Sioux Indian Religion: Tradition and Innovation* (University of Oklahoma Press 1989. ISBN-10: 0806121661, ISBN-13: 978-0806121666
- ❖ Maroukis, Thomas C., *The Peyote Road: Religious Freedom and the Native American Church* (Norman: University of Oklahoma Press, 2012). ISBN-10: 0806143231, ISBN-13: 978-0806143231
- ❖ Edmunds, R. David, *The Shawnee Prophet* (Lincoln: University of Nebraska Press; Reprint edition, 1985) ISBN-10: 0803267118, ISBN-13: 978-0803267114
- ❖ Benton-Banai, Edward, *The Mishomis Book: The Voice of the Ojibway* (St. Paul: Univ. Of Minnesota Press; 2 edition, 2010). ISBN-10: 0816673829, ISBN-13: 978-081667382
- ❖ Readings as assigned and available on **Carmen**

**Course Requirements:** class attendance, preparation and participation, discussion questions, research response journal, and final exam. **Attendance – no more than 2 unexcused absences – each additional unexcused absence lowers your grade by 10%.**

**Class Participation – 20%** - including preparation by doing the readings before class and the willingness to engage in discussions and class activities. Participation also means contributing something to the discussion while demonstrating respect for others. We will be discussing tough issues and I want to hear what you have to say in an objective and thoughtful manner. Other ways to contribute include, but are not limited to, bringing in news articles relevant to course topics, bringing websites and other media to the attention of the class, announcing American Indian cultural events, sharing relevant personal experiences, etc. Those too shy or uncomfortable speaking in class may see me during office hours or by email to contribute. Some of these topics are difficult so please come see me if you need more context or to discuss in a less public venue.

**Discussion Questions – 20%** - Each of you will be assigned a day to prepare two to three discussion questions for the readings for that day and be expected to facilitate discussion for that class.

**Four Short Papers – 30%** - You will write four short papers (2-3 pp. each). In the papers you will discuss what you have learned from the readings and class or use the paper as an opportunity to investigate and write on something prompted by the reading.

**Final Exam – 30%**

## Grading Rubric:

Discussion questions – 20%

Four short papers – 30%

Final Exam – 30%

Class Participation – 20%

Total possible – 100%

## Grading Scale:

A = 95 – 100%

B+ = 87 - 89%

C+ = 77- 79%

D = 60 - 69%

A- = 90 - 94%

B = 83 - 86%

C = 73 - 76%

E = Below 60

B- = 80 - 82%

C- = 70 - 72%

**Resources:** OSU – Newark has both a writer’s studio (<http://newark.osu.edu/academics/degreesatnewark/english/thewritersstudio/Pages/index.aspx>) and a tutoring center (<http://newark.osu.edu/studentlife/tutoring/Pages/index.aspx>) to assist you in your assignments. I encourage you to use them. It may be best for me to send them a copy of your assignments before you schedule an appointment.

**Requirements & Expectations:** The opportunity to create a learning environment and community lies with both the instructor and student. Clearly defined expectations and responsibilities facilitate this:

*As a student in this class, your responsibilities include:*

*As your instructor, I make a commitment to:*

- ❖ Reading the assigned materials on time
- ❖ Coming to lecture and section prepared with questions about the readings and lectures
- ❖ Coming to lecture and section on time and prepared to participate
- ❖ Respecting the views and learning needs of other students
- ❖ Consulting with the Instructor about any problems with the course

- ❖ Come to class prepared to facilitate discussion and learning
- ❖ Be responsive to the needs of students
- ❖ Provide guidance on ways to improve your academic performance
- ❖ Respect the views and learning needs of the students
- ❖ Work with you to resolve any problems in the course

I am looking forward to getting to know each of you as scholars. I also hope that you will take time and make the effort to get to know one another as members of an intellectual community. I encourage you to use me as a resource and hope you will take advantage of my office hours.

**Grade Appeal Procedure:** If you believe that your grade on any assignment should be different from the grade received, you must clearly explain *in writing* the basis for your request for re-evaluation. This gives you an opportunity to prepare and present cogent arguments for reassessment. While a grade appeal may result in a

higher grade, there is no guarantee and a re-evaluation may result in lower grade, if such is warranted. Further information on formal grade appeal rights and procedures are outlined in your student handbook.

**Attendance:** Research shows that regular attendance is one of the best single predictors of student performance. Good attendance = learning = Good grade. In addition, class is an opportunity to learn not only from me, but also from your classmates. Your classmates want to learn from *you*. Be sure you understand the penalties outlined above that result from more than two unexcused absences. *Please remember – attendance, participation and preparation for class is a part of your grade.*

**Incompletes:** All assignments must be completed in order to receive a passing grade for the course. I do not expect to approve any “incompletes” except under the most extraordinary circumstances.

**Drop/Add Policy:** Students should consult your student handbooks and university website regarding deadlines and relevant policies and procedures.

**Major Illness or Crisis:** If something of major concern has happened to affect your ability to be a part of this class, please contact me ASAP. In case of emergencies affecting your ability to participate in class, you will need to contact the appropriate University personnel for documentation, alternate arrangements, etc.

**Disabilities:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services on the Newark campus is located at 226 Warner Center, (740) 366-9441.

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

**In the News:** Articles and stories about Native American Indians appear frequently in the news. If you see something that seems relevant to the course, bring it in and share it!

**On the Internet:** One of my favorite sites is [www.airos.org](http://www.airos.org). AIROS is *American Indian Radio On Satellite* and provides an interesting and entertaining source of news and music from “Indian Country” throughout the United States. Popular online newspapers include [www.indiancountry.com](http://www.indiancountry.com) and [www.indiancountrynews.com](http://www.indiancountrynews.com). I also like *Newspaper Rock, Where Native America Meets Pop Culture* at <http://www.bluecorncomics.com/newsrock.htm>. A very useful website has been launched by the Newberry Library in Chicago. Of particular value for this course is the section on “Peoples, Places & Time.” Click on it at <http://publications.newberry.org/indiansofthemidwest/>



## COURSE SCHEDULE

### *Subject to Modification*

#### **Week 1: Introductions**

**Readings:**

*God is Red: A Native View of Religion*

Anton Treuer, "Religion, Culture & Identity," pp. 39 – 67 (on Carmen)

#### **Week 2: Overview**

**Film:** *The Teaching Rocks* (20')

**Readings:**

*God is Red: A Native View of Religion* (continued)

"Introduction: Constructing the Indian", 1830's-1990's, S. Elizabeth Bird, *Dressing in Feathers, the Construction of the American Indian* (On Carmen)

"The Only Good Indian..." Racism, Stereotypes and Discrimination, in *Native American Voices, A Reader*, 1<sup>st</sup> ed. pp. 171-205. ((On Carmen)

#### **Week 3:**

**Readings:**

*Native Religions of North America: The Power of Visions and Fertility*

#### **Week 4:**

**Response Paper 1 Due**

**Readings:**

*Native Religions of North America: The Power of Visions and Fertility* (continued)

Gonzalez, Mario, "The Black Hills, The Sacred Land of the Lakota and Tsistsistas," in *Native American Voices, A Reader*, 1st ed. Lobo and Talbot, pp. 120-128. (On Carmen)

#### **Week 5:**

**Readings:**

*Native Religions of North America: The Power of Visions and Fertility* (continued)

#### **Week 6: The Lakota**

**Film –** *In the Light of Reverence* (60')

**Readings:** *Sioux Indian Religion: Tradition and Innovation*

#### **Week 7:**

**Readings:**

*Sioux Indian Religion: Tradition and Innovation* (continued)

#### **Week 8:**

**Response paper 2 due**

**Readings:**

*Sioux Indian Religion: Tradition and Innovation* (continued)

#### **Week 9: Repatriation**

**Film –** *Who Owns the Past?* (60')

**Readings:**

Anton Treuer, "Perspectives," pp. 146 – 158 (On Carmen)

Text to the Native American Graves Protection and Repatriation Act – NAGPRA (On Carmen)



*History, Myth, and Identity in the New Indian Story*, Elizabeth Cook-Lynn, **(On Carmen)**

**Week 10: Native Spirituality and Syncretism**

**Readings:**

*The Peyote Road: Religious Freedom and the Native American Church*

**Week 11:**

**Response paper 3 due**

**Readings:**

*The Peyote Road: Religious Freedom and the Native American Church* (continued)

**Week 12:**

**Film: *Jimmy Jackson, Medicine Man* (60')**

**Readings:**

*The Peyote Road: Religious Freedom and the Native American Church* (continued)

**Week 13: Revitalization Movements**

**Readings:**

*The Shawnee Prophet*

**Week 14:**

**Film – *We Shall Remain – Tecumseh’s Vision* (60')**

**Readings:**

*The Shawnee Prophet* (continued)

Website of movie at [http://www.pbs.org/wgbh/amex/weshallremain/the\\_films/episode\\_5\\_about](http://www.pbs.org/wgbh/amex/weshallremain/the_films/episode_5_about)

**Thursday, April 23 – The Ojibwe and other Great Lakes Indians**

**Response paper 4 due**

**Readings:** *The Mishomis Book: The Voice of the Ojibway*

**Final Exam: TBA (in classroom)**



## **GE Rationale and Assessment Plan**

### **Religious Studies/Comparative Studies 3672**

#### **Native American Religions**

This course is a comparative survey of indigenous religions of North America; patterns and diversity in religious experience, cosmologies, myths, rituals, social organizations, and sacred roles. This course is an important component in the American Indian Studies minor, an interdisciplinary field of study that focuses on the histories, experiences, languages, arts, and cultures of peoples indigenous to the lands that now comprise the United States of America. It also serves as a valuable elective for students in other fields. In this class students are exposed to, and work with, Indigenous cultures and ideas within the United States that are a part of the American experience, and with which they may have previously had only a passing familiarity. The intention of this course is to introduce students to a small but important minority within the United States – Native American Indians. Although American Indians constitute only about 1% of the U.S. population, the histories, stories, and experiences of the first peoples of what is now the United States permeates much of historical and contemporary America. Exposure to the American Indian experience contributes to students' understandings generally of the diversity of peoples in the United States.

The portal for discussing a wide range of topics and issues affecting American Indians is religion and spirituality and to do so requires a holistic approach, and draws together materials from a wide variety of sources. It seeks to broaden students' understandings of the diversity and complexity of American Indian individuals, communities, and nations; to make connections between Native peoples and cultures in the U.S. and Indigenous peoples and cultures across the Americas and around the globe; and to provide comparative and intersectional approaches to issues of race, ethnicity, gender, sexuality, class, and citizenship, as reflected in faith, myth, ritual, ceremony and spirituality.

The kinds of topics addressed in the course are similar to those that are considered in such courses as Religious Studies/Comparative Studies 2210 *The Jewish Mystical Tradition* which currently fulfill the Cultures and Ideas and Diversity: Global Studies GE requirements. RS/CS 3672 is also similar to Comparative Studies 2370 Introduction to Comparative Religion, which satisfies GE requirements for Cultures and Ideas and Diversity: Global Studies; as well as, Comparative Studies 2367.07 *Religious Diversity in the U.S* which satisfies GE Writing and Communication: Level 2 and Cultures and Ideas and Diversity: Social Diversity in the US.

The general goals and the expected learning outcomes of the Cultures and Ideas and Social Diversity in the United States categories are fulfilled through the reading, viewing, and writing assignments that the class requires. More specifically, the course helps students develop a capacity for “evaluat[ing] significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.” It teaches students to “analyze and interpret major forms of human thought, culture, and expression” and “evaluate how ideas influence the character of human beliefs, the perception of reality, and the

norms which guide human behavior.” It exposes students to the great diversity of American Indians, their beliefs and expressions of faith.

Comparative Studies 3672 addresses significant issues that arise within American Indian Studies, and the religious beliefs and expressions of “American Indian” religion. For example, how does the history of Native/ non-Native contact of the past influence American Indian spirituality today? How has Indigenous spirituality changed over time since contact with Europeans? What do we know of Native spirituality before European contact? What is the role of gender and sexual orientation in American Indian religions? Students will read a range of texts and articles and view several films that speak to these and other issues. Through regular writing response papers throughout the semester, presentation of discussion questions, class participation, and a final essay exam, students will develop their critical analytical skills as well as their writing and oral presentation skills, as is expected in a humanities class.

The course has a variety of readings that will intrigue and challenge students, as well as inform them. Those texts include Vine Deloria, *God is Red: A Native View of Religion*; Ake Hultkrantz, *Native Religions of North America: The Power of Visions and Fertility*; Raymond DeMallie, *Sioux Indian Religion: Tradition and Innovation*; Thomas C. Maroukis, *The Peyote Road: Religious Freedom and the Native American Church*; R. David Edmunds, *The Shawnee Prophet* Edward Benton-Banai, *The Mishomis Book: The Voice of the Ojibway*. Lectures and class discussions will also be supplemented with several important films, including *In the Light of Reverence*, *Who Owns the Past?*, *Jimmy Jackson*, *Medicine Man*, and *We Shall Remain – Tecumseh’s Vision*.

These units give students a general overview of the religious and spiritual beliefs and traditions of people now identified as Native American Indian in the United States, from pre-contact to the present-day. Students are challenged in their assumptions about American Indian peoples and communities, and are exposed to the ways in which American “Indians” either assimilated into the mainstream and relinquished their Indian “religions” or resisted assimilation through rebellion, strategic accommodation, and innovation. Students also learn about the great diversity of Native Americans in what is now the United States as evidenced in politics, language, religion, worldview, lifeways, literature and expressive arts, and material culture as the expressions of their spiritualities. Students will complete the course with an understanding of the fundamental concepts, ideas and information necessary to complete or complement their American Indian Studies minor, if they so choose, as well as the skills gained generally from an Arts and Sciences course at the Ohio State University.

**A. Comparative Studies 3672 meets the goals and learning objectives of the Arts and Sciences General Education Curriculum for Semester Courses in Comparative Studies - Cultures and Ideas category in the following ways:**

**General goals of the GE Cultures and Ideas requirements:**

- **Aesthetic and historical response and judgment:** Students consider the historical development and contemporary definitions and conceptions of the histories, experiences,

languages, arts, and cultures of Native American Indians, specifically through the portal of religion.

- **Interpretation and evaluation:** Students learn about humanistic approaches to the study of the histories, experiences, languages, arts, spirituality, and cultures of the first peoples of what is now the United States.
- **Critical listening, reading, seeing, thinking, and writing:** Students become critical observers of the histories, experiences, languages, arts, spirituality, and cultures of the Indigenous peoples of the United States.
- **Experiencing the arts and reflecting on that experience:** Students directly engage the diversity of arts and experiences of American Indian peoples as manifested in religious beliefs and practices.

**General learning objectives of the GE Arts and Humanities - Cultures and Ideas requirements:**

- **Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.** Students analyze a range of readings and visual texts related to the histories, experiences, languages, arts, spirituality, and cultures of Native North Americans.
- **Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.** Students learn to examine critically the diversity of histories, experiences, languages, arts, spirituality, and cultures of American Indian individuals and communities as they relate to each other and to their own.
- **Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.** Students are encouraged to examine the ways in which different representations of the histories, experiences, languages, arts, spirituality, and cultures of Native American Indians in both written and visual texts shape their own and others' values and perspectives.

**Expected Learning Outcomes for Cultures and Ideas:**

- **Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.** Students analyze written and visual texts related to the histories, experiences, languages, arts, spirituality, and cultures of Native American Indians and the ways in which those representations affect the development of values and influence policy decisions.
- **Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.**

Students analyze the use of various ideas, norms and perceptions of a diversity of Indigenous peoples of North America in a multitude of distinct cultural and historical contexts.

**B. Comparative Studies 3672 meets the goals and learning objectives of the Arts and Sciences General Education Curriculum for Semester Courses in Comparative Studies - Social Diversity in the United States category in the following ways:**

**General goals of the GE Arts and Humanities - Social Diversity in the United States requirements:**

- **Understanding the pluralistic nature of institutions, society, and culture in the United States in order to become educated, productive, and principled citizens.** Students are exposed to and learn about the myriad of histories, experiences, languages, arts, spirituality, and cultures of Native North Americans

**Expected Learning Outcomes for Social Diversity in the United States:**

- **Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.** An introduction to the histories, experiences, languages, arts and cultures of Native American peoples necessarily engages in issues of race, gender, disability, class, ethnicity, and religion in exploring the pluralistic institutions and cultures of the United States.
- **Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.** Exposure to the American Indian experience contributes to students’ understandings generally of the diversity of peoples in the United States, as well as, exposure to attitudes and values different from their own and fosters tolerance and appreciation of the equality of all Americans.

**Assessment plan for the course:**

GE Cultures and Ideas and GE Social Diversity in the United States Assessment Plan

**a) Specific Methods used to demonstrate student achievement of the GE expected learning outcomes**

<p>GE Expected Learning Outcomes for Cultures and Ideas GE</p>	<p>Direct Methods (<i>assess student performance related to the expected learning outcomes. Examples of direct assessments are: pre/post test; course-embedded questions; standardized</i></p>	<p>Indirect Methods (<i>assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are: student surveys about instruction; focus</i></p>
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	<i>exams; portfolio evaluation; videotape/audiotape of performance)</i>	<i>groups; student self-evaluations)</i>
1. Students analyze and interpret major forms of human thought, culture, and expression.	Embedded questions on exam <sup>1</sup>  Analysis of semester-long discussion and journal <sup>2</sup>	Opinion survey <sup>3</sup>
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.	Embedded questions on exam  Analysis of semester-long discussion and journal	Opinion survey

GE Expected Learning Outcomes for Social Diversity in United States	Direct Methods ( <i>assess student performance related to the expected learning outcomes. Examples of direct assessments are: pre/post test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of performance)</i>	Indirect Methods ( <i>assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are: student surveys about instruction; focus groups; student self-evaluations)</i>
1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.	Embedded questions on exam  Analysis of semester-long discussion and journal	Opinion survey
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.	Embedded questions on exam  Analysis of semester-long discussion and journal	Opinion survey

<sup>1</sup> On the final, questions will be written specifically to assess student achievement of each GE expected learning outcome. The scores on these questions will be included in the totals for the

exam but will also be analyzed separately so that the data can be used in revising the course and for GE assessment reporting purposes.

<sup>2</sup>Throughout the semester, each student has the opportunity to demonstrate mastery of GE expected learning outcomes by participating in classroom discussions as well as writing a reading response journal. Elements that reprise the GE expected learning outcomes have been written into the assessments for each of these graded elements.

<sup>3</sup> At the end of the semester, each student will be asked to fill out an evaluation of the course, the professor's guidance toward expected outcomes, and their performance regarding these outcomes.

**b) Explanation of level of student achievement expected:**

For the exam, success means that 75% or more of students will answer questions clearly reflecting their abilities in at least 75% of the GE ELO categories. For discussions and journals, success will mean that at least 75% of the students will reflect undergraduate-level mastery of 75% of the GE ELO categories for the two GE expected learning outcomes.

**c) Description of follow-up/feedback processes:**

At the end of the course, we will use an analysis of the exam outcomes, the discussion questions and response paper outcomes to identify problem spots and how we might change the course and the presentation of materials to insure better fulfillment of the GE *Cultures and Ideas* and *Social Diversity in the United States* expected learning outcomes. We will also analyze the self-evaluation questions carefully to judge how students evaluated their own progress and to determine whether student perception meshed with performance. If there is a conflict, we will adjust the presentation and assessment of material as warranted. We will archive these end-of-semester analyses in the instructor's office so that we can gauge whether any changes made were effective. These evaluations will be discussed with the curriculum committee when required. We will also use these data to write a GE report when the ASCC Assessment Panel asks for one.

Appeal for RELSTDS 2012.02 and CompStd 3672see highlighted text below.  
Please note as well the July 27 correspondence below that. Thanks.

On Thu, Sep 24, 2015 at 7:34 AM, Barry Shank <[barryshank@gmail.com](mailto:barryshank@gmail.com)> wrote:  
Dear Garrett,

Having re-read the instructions included here, I see that an Aug 25 submission is not early enough given that the committee probably did not meet between Aug 25 and Sept 1.

That said, I hope our appeal will be granted, given the existing listing with the Registrar for SP 16.

Yours,  
Barry

On Thu, Sep 24, 2015 at 7:24 AM, Barry Shank <[barryshank@gmail.com](mailto:barryshank@gmail.com)> wrote:  
Dear Garrett,

I'd like to make a couple of quick corrections to this email. And then present an appeal.

This is not the correct listing for the course. Comparative Sacred Texts is RELSTDS 2102.02.

Secondly, we submitted our request August 25. I approved the submission August 25. That would seem to have met the deadline of Sept 1 for approval by SP 16.

The course is currently listed by the Registrar for SP 16 as a large lecture course with discussion sections. So the issue of scheduling should not be a problem. Students will be able to register for this class as soon as registration is open. Given that, we appeal to have this request approved now.

Yours,  
  
Barry



Also note:  
Garett,

Here is Melissa's approval of our putting the request in for SP 16. Elizabeth apparently got this okay last July.

Barry

----- Forwarded message -----

From: **Newhouse, Melissa A.** <[newhouse.37@osu.edu](mailto:newhouse.37@osu.edu)>

Date: Mon, Jul 27, 2015 at 3:45 PM

Subject: RE: New class with Recitations

To: "Marsch, Elizabeth" <[marsch.3@osu.edu](mailto:marsch.3@osu.edu)>

Cc: "Shank, Barry" <[barryshank@gmail.com](mailto:barryshank@gmail.com)>, "Horn, David" <[horn.5@osu.edu](mailto:horn.5@osu.edu)>

Hi Elizabeth,

Can you go ahead and put in the course change in [curriculum.osu.edu](http://curriculum.osu.edu) for SP16?

We can always change it back if the committee decides differently going forward.

I will expedite the request.

Thank you so much,  
Melissa

**From:** [elizabethmarsch@gmail.com](mailto:elizabethmarsch@gmail.com) [mailto:[elizabethmarsch@gmail.com](mailto:elizabethmarsch@gmail.com)] **On Behalf Of** ELIZABETH MARSCH **Sent:** Monday, July 27, 2015 11:26 AM **To:** Newhouse, Melissa A. **Cc:** Barry Shank; Horn, David

**Subject:** Fwd: New class with Recitations

Hello Melissa,

I hope you're enjoying the summer! As I gather materials to have this course change approved by the curriculum committee in the coming year, can Comp Studies be granted an exception to teach COMPSTD 3645 with recitation sections for Spring 16?

Thanks very much,  
Elizabeth Marsch

----- Forwarded message -----

From: **Gable, Michael** <[gable.24@osu.edu](mailto:gable.24@osu.edu)>  
Date: Mon, Jul 27, 2015 at 8:04 AM  
Subject: RE: New class with Recitations  
To: "Marsch, Elizabeth" <[marsch.3@osu.edu](mailto:marsch.3@osu.edu)>

Hi Elizabeth,

COMPSTD 3465 has never been approved to teach anything other than a lecture—so it's impossible to teach add a recitation in the system. You'll have to get the recitation approved in curriculum before it can be added.



**Michael Gable**, Assistant

Registrar **Enrollment Services**, University Registrar 540 Student Academic Services Building | 281 West Lane Avenue Columbus, OH 43210 [614.247.1694](tel:614.247.1694)  
Office [gable.24@osu.edu](mailto:gable.24@osu.edu)

**From:** [elizabethmarsch@gmail.com](mailto:elizabethmarsch@gmail.com) [mailto:[elizabethmarsch@gmail.com](mailto:elizabethmarsch@gmail.com)] **On Behalf Of** ELIZABETH MARSCH **Sent:** Thursday, July 23, 2015 5:28 PM **To:** Gable, Michael **Subject:** Fwd: New class with Recitations

Hi Mike,

Erin's message directed me to contact you with scheduling issues. I hope this is ok. I'm trying to build a class with recitations for Spring, but I'm getting held up on the Component box. I'm not sure why the system won't allow me to make the 4 sections after the lecture into recitations. It's for COMPSTD 3645. Could you take a look?

Thank you!

Elizabeth

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Elizabeth Marsch

Academic Program Coordinator/ Associated Faculty **Department of Comparative Studies** 451 Hagerty Hall 1775 S. College Rd., Columbus, OH 43210 Phone: [614-292-2559](tel:614-292-2559) / Fax: [614-292-6707](tel:614-292-6707)  
[comparativestudies.osu.edu](http://comparativestudies.osu.edu)

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Elizabeth Marsch

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On Wed, Sep 23, 2015 at 10:34 PM, Heysel, Garrett <[heysel.1@osu.edu](mailto:heysel.1@osu.edu)> wrote:

Hello,

I'm writing concerning a course change request for COMPSTD 2102.01 comparative sacred texts which is in my work list for approval. You have asked for

the effective date to be SP16; however, the registrar requires that course changes effective SP16 complete the entire review/approval process by September 1. Put another way, the course would have to have been submitted, reviewed, approved by panels and ASCC and moved to the Office of the Registrar before September 1, 2015. Here is a link to the course: <https://curriculum.osu.edu/curriculum/course.jsf?id=1028981&scid=39032> and below is a screen shot of the notice regrading deadlines.