

Term Information

Effective Term Autumn 2022

General Information

Course Bulletin Listing/Subject Area English
Fiscal Unit/Academic Org English - D0537
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2221
Course Title Introduction to Shakespeare, Race, and Gender
Transcript Abbreviation ShakespearRaceGndr
Course Description This course explores the historical roots of our ideas about race and gender by way of Shakespeare and the culture in which he wrote. Students will learn how Shakespeare's formulations of issues of race and gender are products of a time when both categories were undergoing significant conceptual development and how Shakespeare's ways of imagining this turbulence continues to resonate today.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? 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, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites Prerequisite: English 1110
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 23.0101
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior

Requirement/Elective Designation

Race, Ethnicity and Gender Diversity

Course Details

Course goals or learning objectives/outcomes

- Students will examine identity in the literature and culture of Shakespeare, compare ideas about race and gender in Shakespeare's time to those of our own, and consider their own values, beliefs, and actions compared with those of others.

Content Topic List

- How the past shaped our present.
- Historical roots of ideas about race and gender from Shakespeare's time.
- Racial, ethnic, and gender identity in the literature and culture of Shakespeare.

Sought Concurrence

No

Attachments

- Shakespeare, Race, and Gender.docx: Proposal and Syllabus
(Syllabus. Owner: Lowry, Debra Susan)
- GE Submission Form, REGD, Shakespeare, Race and Gender, English 2221.pdf: GE Submission Form
(Other Supporting Documentation. Owner: Lowry, Debra Susan)
- Shakespeare, Race, and Gender[98] REVISED.docx: Proposal and Syllabus Revised
(Syllabus. Owner: Lowry, Debra Susan)
- Shakespeare REG form[19] REVISED.pdf: GE Submission Form Revised
(Other Supporting Documentation. Owner: Lowry, Debra Susan)
- Shakespeare REGD proposal REVISED 2:8:22.pdf: Revised Syllabus & GE Submission Form
(Other Supporting Documentation. Owner: Hewitt, Elizabeth A)

Comments

- See panel feedback email sent 10/18/21 RLS *(by Steele, Rachel Lea on 10/18/2021 06:30 PM)*
- Please see Panel feedback email sent 04/23/21. *(by Hilty, Michael on 04/23/2021 12:40 PM)*

COURSE REQUEST
2221 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/17/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry, Debra Susan	03/16/2021 06:23 PM	Submitted for Approval
Approved	Winstead, Karen Anne	03/17/2021 08:31 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/17/2021 08:44 AM	College Approval
Revision Requested	Hilty, Michael	04/23/2021 12:40 PM	ASCCAO Approval
Submitted	Lowry, Debra Susan	09/02/2021 11:41 AM	Submitted for Approval
Approved	Lowry, Debra Susan	09/02/2021 11:41 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/13/2021 12:59 PM	College Approval
Revision Requested	Steele, Rachel Lea	10/18/2021 06:32 PM	ASCCAO Approval
Submitted	Hewitt, Elizabeth A	02/08/2022 09:38 AM	Submitted for Approval
Approved	Hewitt, Elizabeth A	02/08/2022 09:39 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/17/2022 12:04 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/17/2022 12:04 PM	ASCCAO Approval

To the Race, Ethnicity, and Gender Diversity Panel of the ASC Curriculum Committee,

Thank you for your detailed feedback on an earlier draft of this proposal. In response, I revised the syllabus and proposal substantially. I decided to teach a smaller number of Shakespeare plays to allow more space for modern adaptations and performance videos, and I rethought my assignments to align them better with the ELOs.

In “Shakespeare, Race, and Gender,” students analyze representations of race, ethnicity, gender, and sexuality in the past and present. Shakespeare’s formulations of these categories reflect historical views that still inform our own, and the persistent popularity of Shakespeare means that his representations continue to resonate in the classroom, on the stage, and on screen. This course also uses Shakespeare to teach students about forms of racism and sexism in our current moment. Although people of color have been made to feel that Shakespeare does not belong to them, this course insists that awareness of diverse lived experiences leads to new understandings of Shakespeare’s plays. The enclosed syllabus (created by Elizabeth Kolkovich) focuses on *Titus Andronicus*, *The Merchant of Venice*, and *Othello*, all of which foreground the intersections of gender, race, and ethnicity. All feature black “Moor” characters and allow students to interrogate the seeming neutrality of whiteness. Sometimes labeled anti-Semitic and deeply concerned with ethnic identities, *The Merchant of Venice* includes two homoerotic same-sex friendships and a cross-dressing character. Other sections of English 2221 might focus more or less on Shakespeare’s own texts, while putting them in conversation with adaptations and responses. Another version might, for example, focus entirely on the afterlives of *Othello*. Other instructors interested in teaching this course are Professors Amrita Dhar, Alan Farmer, Hannibal Hamlin, Jennifer Higginbotham, Christopher Highley, Sarah Neville, and Luke Wilson.

I include a bibliography below to acknowledge my debts. It did not make sense to assign these items to 2000-level students, but I will refer to them in mini-lectures and discussions. My ideas for this course also grew out of my participation in sessions of the Race B4 Race conference series hosted by Arizona State University, attendance in workshops on anti-racist teaching hosted by the Folger Shakespeare Library, and long-term dedication to feminist pedagogies.

Works Consulted

- Espinosa, Ruben. *Shakespeare on the Shades of Racism*. Abingdon: Routledge, 2021.
- Hall, Kim F. *Things of Darkness: Economies of Race and Gender in Early Modern England*. Ithaca: Cornell UP, 1995.
- Kemp, Sawyer. “Shakespeare in Transition: Pedagogies of Transgender Justice and Performance” in *Teaching Social Justice through Shakespeare*, edited by Hillary Eklund and Wendy Beth Hyman. Edinburgh: Edinburgh UP, 2019.
- MacDonald, Joyce Green. “Black Ram, White Ewe: Shakespeare, Race, and Women” in *A Feminist Companion to Shakespeare*, edited by Dymphna Callaghan. Oxford: Wiley, 2016.
- Novy, Marianne. *Shakespeare and Feminist Theory*. London: Bloomsbury, 2017.
- Smith, Ian. “We Are Othello: Speaking of Race in Early Modern Studies.” *Shakespeare Quarterly* 67.1 (2016): 104-24.
- Thompson, Ayanna. *Passing Strange: Shakespeare, Race, and Contemporary America*. Oxford: Oxford UP, 2011.

English 2221: Shakespeare, Race, and Gender

Spring 2023

MW 1:30-2:50 p.m. in Ovalwood 208

Prof. Elizabeth Kolkovich

Email: kolkovich.1@osu.edu

Phone: 419-755-4281

Office hours: W 11:15 a.m.-1:15 p.m. or by appointment

Course description

How has the past shaped our society's ideas about race and gender? When Shakespeare's plays are read and performed today, how do they reinforce and challenge systems of oppression? We will examine these questions as we use the plays of Shakespeare to study the historically and socially constructed categories of race, ethnicity, gender, and sexuality. This course attends to ways these categories intersect to shape lived experiences today, and it considers how they influence what and how we read. We will analyze how Shakespeare represents the anxieties and desires of the past, as well as how modern playwrights like Keith Hamilton Cobb and Toni Morrison resist and remake Shakespeare's narratives. In doing so, we will reflect upon our own experiences and assumptions.

Course goals

At the course's end, you will be able to:

- Understand the representations of race, ethnicity, gender, and sexuality in three Shakespeare plays.
- Understand how social identities shape readers' responses to Shakespeare's plays and how some theater-makers have remade Shakespeare.
- Explain how historical ideas about race, ethnicity, gender, and sexuality continue to impact individual lives and modern culture.
- Be aware of your own ideas and experiences regarding these identity categories and how they affect your attitudes and actions.
- Value multiple perspectives and experiences.
- Read with greater confidence, think critically, and ask good questions.

General Education Expected Learning Outcomes

Foundations: Race, Ethnic, and Gender Diversity	
Goals	Expected Learning Outcomes
Goal 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.	Successful students are able to ...
	1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
	1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
	1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.	1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.
	2.1 Demonstrate critical self- reflection and critique of their social positions and identities.
	2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
	2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

English 2221 satisfies these outcomes by analyzing Shakespeare's plays and afterlives through an intersectional lens. In class discussions and play analysis assignments, students investigate how Shakespeare represents gender, sexuality, race, and ethnicity, as well as how these formulations continue to shape our own culture. Assigned reading, watching, and listening materials expose how Shakespeare's plays have been used to support queer rights, express homophobia, challenge patriarchal structures, embrace misogyny, support white supremacist ideologies, and critique frameworks regarding race and ethnicity. Weekly quizzes and a final reflective essay ask students to recognize and compare lived experiences and beliefs.

Required texts

- Shakespeare, *Titus Andronicus*, ed. Barbara A. Mowat and Paul Werstine (Folger Shakespeare Library, Simon & Schuster, 2005). ISBN: 978-0671722920. Retail price: \$6.99.
- Shakespeare, *The Merchant of Venice*, ed. Barbara A. Mowat and Paul Werstine (Folger Shakespeare Library, Simon & Schuster, 2009). ISBN: 978-0743477567. Retail price: \$6.99.
- Shakespeare, *Othello: Texts and Contexts*, ed. Kim F. Hall (Bedford, 2006). ISBN: 978-0-312-39898. Retail price: \$25.00.
- Keith Hamilton Cobb, *American Moor* (Meuthen Drama, 2020). ISBN: 978-1350165304. Retail price: \$14.95.
- Toni Morrison, *Desdemona* (Meuthen Drama, 2021). ISBN: 978-1350270275. Retail price: \$11.95.

The above texts are available at the OSU Mansfield Bookstore. If you prefer, you may substitute the Folger texts with free, digital texts available through the OSU library and linked on our course website at carmen.osu.edu. The *Othello* text and two modern plays must be purchased,

rented, or borrowed in hard copy; they are not available in a digital format. Additional required reading is available at no charge at Carmen.

Required assignments

Participation and engagement	15%
Weekly reflection quizzes	30%
Play analysis 1	15%
Play analysis 2	15%
Adaptation analysis	15%
Take-home final exam	10%

Participation and engagement: Like Shakespeare's theater, this course is a collaborative production; your thoughtful participation is essential to its success. There are many ways to participate and engage: prepare for class by reading carefully, arrive on time, listen actively, ask questions, share reactions and beginning ideas, work together in small groups, show respect for classmates, visit office hours, contribute to online discussions, and do in-class writing tasks conscientiously. If you have difficulty talking in class, you can earn extra points by emailing me your thoughts after class or adding an observation or question to the day's reading questions. I evaluate participation according to the following scale (including +/- grades):

A = Daily, thoughtful participation. Student attends regularly, comes to class prepared and with the text, arrives on time and stays for the full class, stays alert and engaged, completes homework effectively and on time, and visits my office hours or the Writing Center when needed or desired. Student ideally talks at least once a class but might alternately contribute in non-verbal or written ways.

B = Frequent to occasional participation. Student is partially engaged and alert but misses more classes and shows less dedication.

C = Participation only when called on, often distracted, some attendance problems.

D = Lack of preparation, refusal to participate even when called on, attendance problems.

E = No preparation for class, severe attendance problems.

Reflection quizzes: Short weekly quizzes will ask you to reflect on what you've learned and think further about texts and concepts. These quizzes are untimed, open-book, open-notes quizzes administered using Carmen Quizzes. They will be due at 11:59 p.m. Friday each week. Each quiz includes five short-answer questions, meant to be answered in a paragraph. The open-ended questions do not test your reading comprehension or knowledge of terms; instead, they ask you to analyze how certain passages represent identity categories, compare Shakespeare's representations to those in today's popular culture, imagine how you might stage characters or scenes, and ask questions about what remains unclear. I will drop your lowest quiz grade.

Play analysis: Twice this semester, you will submit a play analysis. The first will focus on *Titus Andronicus*, and the second will examine *The Merchant of Venice*. In an essay (2-4 pages) or recorded presentation (4-8 minutes), analyze one aspect of the play and explain what it reveals about Shakespeare's representation of race, gender, sexuality, or ethnicity. You can select one minor character, one passage, one short scene, or one key word that appears frequently.

Adaptation analysis: This assignment, which can also be submitted as an essay (3-5 pages) or recorded presentation (6-10 minutes), asks you to compare Shakespeare's *Othello* with either Kahn's filmed production or Morrison's *Desdemona*. As with the play analysis, you will want to focus on one aspect: one character, scene, or striking difference.

Take-home final exam: In lieu of a traditional final exam, you will write a personal essay reflecting on what you learned this semester.

All of your submissions for the above assignments must be your own original work, although you are encouraged to seek feedback from me and Writing Center consultants as you prepare them. I will provide more detailed instructions for all assignments on Carmen.

Academic integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [*Code of Student Conduct*](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so we recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

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

If we suspect that a student has committed academic misconduct in this course, we are 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:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

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

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

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 find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Academic support services and resources

For support on matters relating to scheduling courses, paying for tuition, and viewing grades at the Student Services Center (<http://ssc.osu.edu>). OSU's Academic Advising website (<http://advising.osu.edu/welcome.shtml>) will help you schedule an appointment with an advisor, obtain tutoring, order a transcript, or run a degree audit. Students seeking advice on their English major or minor should visit the Advising page of the English Department website (<https://english.osu.edu/undergraduate/advising>)

Academic accommodations

The university strives to make all learning experiences as accessible as possible. 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, we 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. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Commitment to diversity and inclusion

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

Land acknowledgment

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>.

Mansfield campus policies

For Mansfield-specific policies and services, see <https://mansfield.osu.edu/syllabus-statements.html>.

Class schedule

Please note: Assignments and due dates are subject to change based on class needs. Reading, viewing, and listening material available at Carmen (carmen.osu.edu).

Gender and Race in Shakespeare's Language

- M 1/9 Introduction to the course.
- W 1/11 Gender in Shakespeare's time and ours.
Sonnet 20; Frances E. Dolan, "Gender and Sexuality in Early Modern England" (in *Gender, Power, and Privilege in Early Modern Europe*, 2003).
- M 1/17 **No class--Martin Luther King, Jr. Day.**
- W 1/19 Race in Shakespeare's time and ours.
Sonnets 127 and 131; Ayanna Thompson, "Did the Concept of Race Exist for Shakespeare and His Contemporaries?" (in *The Cambridge Companion to Shakespeare and Race*, 2021).

Racial, Gender, and Ethnic Violence in *Titus Andronicus*

- M 1/23 *Titus Andronicus*, Act 1.
- W 1/25 *Titus Andronicus*, Act 2. Watch clips from Globe production (2015), directed by Lucy Bailey and RSC (2017), directed by Blanche McIntyre.
- M 1/30 *Titus Andronicus*, Acts 3-4.
- W 2/1 *Titus Andronicus*, Act 5. Watch clip from Julie Taymor's *Titus* (1999).
- M 2/6 Ania Loomba, "Wilderness and Civilization in *Titus Andronicus*" (in *Shakespeare, Race, and Colonialism*, 2002); [Shakespeare Unlimited podcast, Episode 155: "Black Lives Matter in *Titus Andronicus*."](#)
- W 2/8 **Play analysis 1 due.**

Gender and Sexuality, Race and Ethnicity in *The Merchant of Venice*

- M 2/13 *The Merchant of Venice*, Act 1.
- W 2/15 *The Merchant of Venice*, Act 2. Watch clips from Globe production (2015), directed by Jonathan Munby, and RSC production (2015), directed by Polly Findlay.
- M 2/20 *The Merchant of Venice*, Act 3.
- W 2/22 *The Merchant of Venice*, Acts 4-5. Watch clips from Globe and RSC productions (2015).
- M 2/27 Dautch, "[A Jewish Reading of *The Merchant of Venice*"; NPR Code Switch Podcast, "All That Glisters is Not Gold."](#)

W 3/1 **Play analysis 2 due.**

The Problem of *Othello*

M 3/6 *Othello*, Act 1; Kim Hall, “Introduction.”

W 3/8 *Othello*, Act 2. Watch “[Exploring Othello in 2020](#), Seminar 1.”

March 13-17: spring break

M 3/20 *Othello*, Acts 3-4. Watch “[Exploring Act 4, Scene 3](#).”

W 3/22 *Othello*, Act 5. Watch “[Exploring Act 5, Scene 2](#).”

M 3/27 “[Exploring Othello in 2020](#), Seminar 4”; selected primary texts from “Race and Religion” and “Marriage and the Household” in *Othello: Texts and Contexts*.

W 3/29 [Hugh Quarshie, “Playing Othello”](#); Adrian Lester, “Othello: A Performance Perspective.” [Shakespeare Unlimited Podcast, Episode 50: “Othello and Blackface.”](#)

Talking Back to *Othello*

M 4/3 Watch *Othello* (RSC, 2015), directed by Iqbal Kahn.

W 4/5 [Shakespeare Unlimited Podcast, Episode 128: “Iqbal Khan.”](#)

M 4/10 Morrison, *Desdemona*, Foreword and Ch. 1-5.

W 4/12 Morrison, *Desdemona*, Ch. 6-10. Watch “[Toni Morrison on Othello](#)” and “[Toni Morrison on Her Re-Imagining of Othello](#).”

M 4/17 **Adaptation analysis due.**

W 4/20 Cobb, *American Moor*.

M 4/24 [Shakespeare Unlimited Podcast, Episode 54: “Keith Hamilton Cobb on American Moor.”](#)

Take-home final due by our scheduled final exam time (April 26-May 2) to Carmen Assignments.

GE Foundation Courses

Overview

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

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

Accessibility

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

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

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

A. Foundations

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

Course Subject & Number: _____

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

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

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

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

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

Course Subject & Number: _____

A. Foundations

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

B. Specific Goals of Writing and Information Literacy

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

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

A. Foundations

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

B. Specific Goals

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

GE Rationale: Foundations: Natural Science (4 credits)

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

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

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

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

Course Subject & Number: _____

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

Course Subject & Number: _____

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

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

A. Foundations

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

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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