

## 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, Ethnic 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.
- 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)*

## Comments

- Please see Panel feedback email sent 04/23/21. *(by Hilty, Michael on 04/23/2021 12:40 PM)*

## 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
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/13/2021 12:59 PM	ASCCAO Approval

## English 2221: Race, Gender, and Ethnicity in Shakespeare

The Department of English proposes a course that will provide students with an opportunity to study the historical roots of our ideas about race, gender, and ethnicity by way of Shakespeare and the culture in which he wrote. Emphasis will be on those plays in which Shakespeare engages directly with gendered, racial, and ethnic outsiders – among them *Othello*, *The Merchant of Venice*, *Titus Andronicus*, *The Taming of the Shrew*. Shakespeare’s formulations of issues of race, gender, and ethnicity are products of a time when all three categories were undergoing significant conceptual development, and Shakespeare’s ways of imagining the consequences of this turbulence continue to resonate in our own culture, as evidenced by the persistent popularity of Shakespeare in the classroom, on the stage, and on screen. While the emphasis will in all iterations remain squarely on Shakespeare’s texts, instructors would be able supplement this reading with contemporary texts that shed light on the emerging discourses of racial, ethnic, and gender difference.

This course will satisfy the Expected Learning Outcomes for the Race, Ethnic, and Gender Diversity Foundation:

Foundations: Race, Ethnic, and Gender Diversity	
Goals	Expected Learning Outcomes
<p><b>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.</b></p>	<p><b>Successful students are able to ...</b></p> <p><b>1.1</b> Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.</p>
	<p><b>1.2</b> 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.</p>
	<p><b>1.3</b> Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.</p>
	<p><b>1.4</b> Evaluate social and ethical implications of studying race, gender, and ethnicity.</p>
<p><b>Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.</b></p>	<p><b>2.1</b> Demonstrate critical self- reflection and critique of their social positions and identities.</p>
	<p><b>2.2</b> Recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.</p>
	<p><b>2.3</b> Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.</p>

Instructors who might teach this course include Professors Amrita Dhar, Alan Farmer, Hannibal Hamlin, Jennifer Higginbotham, Christopher Highley, Elizabeth Kolkovich, Sarah Neville, and Luke Wilson.

**English 2221: Race, Gender, and Ethnicity in Shakespeare**  
**Sample Syllabus**  
**Standard Sample Meeting Pattern: TR 11:10 – 12:30**  
**3 credit hours**

**Elizabeth Kolkovich**

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Office hours: Tu 11-1 or by appointment, via CarmenZoom

## Course description

How has the past shaped our society's ideas about gender, race, and ethnicity? When Shakespeare's plays are read and performed today, how can they challenge or reinforce systems of oppression? What do "patriarchy," "feminism," "intersectionality," and "critical race theory" actually mean, and why can these buzzwords be so polarizing? We will examine these questions as we use the plays of Shakespeare to study cultural ideas about racial, ethnic, and gendered identities. We will analyze five plays, with a focus on how they represent differences of skin color, ethnicity, religion, and gender. We will explore the rich ambiguities in these representations. To what extent does *The Merchant of Venice* cruelly stereotype or sympathetically portray its famous Jewish character? Does the ending of *The Taming of the Shrew* celebrate a love match, the destruction of a woman's spirit, or a satiric joke about gender roles?

As we debate these questions, we will consider the plays' historical, cultural, and political contexts. At the same time, we will read contemporary theories of race, ethnicity, and gender to uncover our own assumptions. Drawing inspiration from modern performances and essays, we will explore the various ways Shakespeare's ideas about identity might be understood today. As we encounter characters who label themselves outsiders because of their gender, ethnicity, religion, language, or other factors, we will think more deeply about the diverse people and perspectives that comprise our own culture.

## Course goals

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

- Understand the representations of race, ethnicity, and gender in five Shakespeare plays, along with the cultural assumptions underlying those representations.
- Become aware of your own cultural assumptions (particularly about race, ethnicity, and gender) and how they affect your life and beliefs.
- Compare ideas about race, ethnicity, and gender in Shakespeare's time to those of our own, as well as your own values, beliefs, and actions with those of others.
- Value multiple perspectives.
- 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
<b>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.</b>	<b>Successful students are able to ...</b>
	<b>1.1</b> Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
	<b>1.2</b> 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.
	<b>1.3</b> Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
<b>Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.</b>	<b>1.4</b> Evaluate social and ethical implications of studying race, gender, and ethnicity.
	<b>2.1</b> Demonstrate critical self- reflection and critique of their social positions and identities.
	<b>2.2</b> Recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.
	<b>2.3</b> Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

### Required texts

- *Titus Andronicus* (Folger Shakespeare Library)
- *The Taming of the Shrew* (Bedford Texts and Contexts)
- *The Merchant of Venice* (Folger Shakespeare Library)
- *Othello* (Bedford Texts and Contexts)
- *The Tempest* (Folger Shakespeare Library)

All of the above texts are available at the OSU Bookstore. You may choose to substitute the Folger texts with free, digital texts available through the OSU library and linked on our course website at [carmen.osu.edu](http://carmen.osu.edu). Other required reading is available at Carmen.

### Required assignments

Participation and engagement	10%
Thinking questions	15%
Weekly quizzes	20%
Character analysis	5%
Close reading project	15%
Film analysis project	15%
Final project and reflection	20%

**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 small 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.

**Thinking questions:** On most class days, your preparation for discussion will include writing short responses to 1-2 "thinking questions" about the day's material. These questions are designed to help you start thinking about Shakespeare's representations of gender and race, and answering them should take about 15 minutes after you finish the day's reading. (Your answers are only a start—not a finish!) You will submit your answers in Carmen before class, and I will invite you to share your ideas in class. You will earn full credit for doing the assignment conscientiously on time.

**Quizzes:** By mastering key terms related to our theme, you will be able to discuss how intersectionality, critical race theory, and other modern concepts apply to Shakespeare. Short weekly quizzes will test your knowledge of such terms and other course material. These 10-question, untimed quizzes will be taken using Carmen Quizzes. You may consult materials on Carmen, course texts, and your notes as you take them, but do not use Google or the Internet more broadly. You are expected to complete quizzes on your own. Quizzes are due by Friday at 11:59 p.m. each week. I will drop your lowest quiz grade.

**Character analysis:** Shakespeare's characters are a great place to start analyzing gender, race, and ethnicity. This early, informal assignment asks you to imagine you have been cast as a character of your choice in *Titus Andronicus*. You will study the text for answers to questions about your character's identity (how do they define their race, social class, gender, or sexuality, or how are those features defined by others?) and motivations (what do they desire, and what are they willing to do to get it?). You will explain in a Carmen post to your classmates and me how you have decided to portray the character and how your own physical characteristics (e.g. age, height, skin color, hair color, gender) helped shape your choices.

**Close reading project:** Close reading is the foundation of all literary analysis. To analyze identity categories or anything else in Shakespeare, we need to practice this skill. Therefore, your first major assignment asks you to do a "close reading" of a key passage relating to our course theme in *The Taming of the Shrew*. You can choose to write an essay (2-4 pages) or present your interpretation in a video (4-6 minutes).

**Film analysis project:** To examine how Shakespeare's plays come alive when bodies inhabit characters and twenty-first-century directors interpret them, you will choose one full-length filmed production to watch in its entirety. You will analyze one aspect of its interpretation about gender or race in an essay (2-4 pages) or video (4-6 minutes).

**Final project:** In lieu of a traditional final exam, this course culminates in a creative final project, in which you will show off your knowledge about our course theme by making something yourself. You will produce a creative piece (e.g. an adaptation of a scene; a playlist for a character; costumes, soundtrack, or detailed cast list for a production of one of our plays) and write a maker's note that reflects upon what you learned in the course about Shakespeare, biases, assumptions, and identity.

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](http://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.

## Credit hours and work expectations

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

## 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](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto: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](http://equity.osu.edu) or email [equity@osu.edu](mailto: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](http://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](http://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](http://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 (<http://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](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> 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 Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>.

## Class schedule

Please note: Assignments and due dates are subject to change based on class needs. Reading assignments available at Carmen ([carmen.osu.edu](http://carmen.osu.edu)).

### Unit 1: Why Study Race, Gender, and Ethnicity in Shakespeare?

- Tu 1/7 Introduction to the course.
- Th 1/9 Gender in Shakespeare's time and ours.  
McDonald, "[Men and Women: Gender, Family, Society](#)"; Solnit, "[Men Explain Things to Me](#)."
  - What was life for women like in Shakespeare's England?
  - What does Solnit want her readers to know about women's lives today?
- Tu 1/14 Race and ethnicity in Shakespeare's time and ours.  
Hall, "Introduction" from *Things of Darkness*; Delgado and Stefancic, Introduction to *Critical Race Theory*.
  - How does Hall define race in the Renaissance and the challenges to studying it today?
  - In your own words, what is critical race theory?

### Unit 2: Ethnic and Gender Violence in *Titus Andronicus*

- Th 1/16 *Titus* and toxic masculinity.  
*Titus Andronicus*, Act 1; [Salam, "What is Toxic Masculinity?"](#); [Salter, "The Problem With a Fight Against Toxic Masculinity."](#)
  - What value (or problems) do you identify in the term "toxic masculinity"?
  - How does the first act of the play seem to define what it means to be a man?
- Tu 1/21 Moors, Romans, and Goths: defining ethnicity in *Titus Andronicus*.  
*Titus Andronicus*, Act 2; selections from historical texts in *Othello* Bedford Texts and Contexts, ed. Hall.
  - How do today's "Contexts" help you to interpret Aaron (the Moor) as a character so far?
- Th 1/23 Violence against women in Shakespeare's England.  
*Titus Andronicus*, Acts 3-4.
  - How does the play seem to define what it means to be female? Find one example in the text.
- Tu 1/28 Aaron the villain / hero and other characters.  
*Titus Andronicus*, Act 5.

- How is Aaron's skin color important to his character, according to the play?

Th 1/30 Race, ethnicity, and gender in *Titus Andronicus*.  
Loomba, "Wilderness and Civilization in *Titus Andronicus*."  

- **Character analysis due.**

### Unit 3: Gender, Power, and *The Taming of the Shrew*

Tu 2/4 Love and wooing in *The Taming of the Shrew*.  
*The Taming of the Shrew*, Act 1.  

- Read carefully where Lucentio meets Bianca. Why does he fall for her?

Th 2/6 Ideas about women and marriage in Shakespeare's England.  
*The Taming of the Shrew*, Act 2; primary text selections from Bedford (ed. Dolan) chapters on marriage and household violence.  

- What do the 16<sup>th</sup> c. advice manuals identify as ideal feminine behavior?
- What might the authors of those texts think about Bianca and Katherine?

Tu 2/11 Disguise, gender, and play in *Shrew*.  
*The Taming of the Shrew*, Act 3-Scene 4.2.  

- Think about Petruchio's behavior in this part of the play. What assumptions about men, women, and marriage underlie his actions?

Th 2/13 Disguise, gender, and play, continued.  
*The Taming of the Shrew*, Scene 4.3-Act 5; selected video clips of the final speech.  

- Read the list of feminist interpretations of *The Taming of the Shrew* on Carmen, and select the one that best fits your reading of the play (or explain a different way of understanding): what do *you* think this play is saying about gender?

Tu 2/18 How would we think about race or ethnicity in *The Taming of the Shrew*?  

- **Close reading project due.**

### Unit 4: *Othello* and Blackness in the 21<sup>st</sup> Century

Th 2/20 Problems and opportunities in Shakespeare's most famous play about race.  
*Othello*, Act 1; [Shakespeare Unlimited Podcast: "Othello and Blackface."](#)  

- What interested you in the podcast interview?
- How do characters describe Othello in the first act, and how does he describe himself?

Tu 2/25 Masculinity in *Othello*.  
*Othello*, Acts 2-3.

- How does the play seem to define masculinity so far (i.e. what it means to be a good man), and why do you say so?

Th 2/27      Femininity in *Othello*.  
*Othello*, Act 4.

- How do Desdemona and Emilia compare to Katherine and Bianca in *Shrew*?

Tu 3/3      Race and racism in *Othello*.  
*Othello*, Act 5; film clips of Othello's final speech.

- How do the films represent Othello and the tragedy of his death?

Th 3/5      Problems and opportunities, revisited.  
Quarshie, "Playing Othello"; Smith, "We Are Othello"; [Folger Library video: "Othello Was My Grandfather."](#)

- Should *Othello* be performed and taught today? For and by whom? Why?

## Unit 5: *The Merchant of Venice* and Ethnic Stereotypes

Tu 3/17      Prejudices and assumptions in *The Merchant of Venice*.  
*The Merchant of Venice*, Act 1; [NPR Code Switch Podcast, "All That Glisters is Not Gold"](#); Frank, ["The Merchant of Venice Perpetuates Vile Stereotypes."](#)

- What prejudices or assumptions toward people or places can you uncover in the first act's dialogue?
- According to the podcast (NPR) and editorial (Frank), what are some problems and opportunities with this play, in terms of race and ethnicity?

Th 3/19      Gender, ethnicity, race, and religion in *The Merchant of Venice*.  
*The Merchant of Venice*, Act 2.

- Select one character. How are gender, ethnicity, race, and/or religion important to their characterization so far?

Tu 3/24      Gender, ethnicity, race, and religion, continued.  
*The Merchant of Venice*, Act 3; Dautch, ["A Jewish Reading of The Merchant of Venice."](#)

- Dautch's essay serves as a kind of answer to the Frank editorial we read earlier. How does she defend the play?

Th 3/26      Sources of power in *The Merchant of Venice*.  
*The Merchant of Venice*, Acts 4-5. Karim-Cooper, ["Questions of Value in The Merchant of Venice."](#)

- Now that you've read the whole play, how do you interpret the play's representation of Shylock and Jewishness?
- How do you interpret the play's representation of Portia and the relative power or "value" (to use Karim-Cooper's term) of women?

Tu 3/31 Race, ethnicity, and gender in *The Merchant of Venice*.  
• **Film analysis due.**

## Unit 6: Natives and Worlds in *The Tempest*

Th 4/2 Prospero the patriarch and colonizer.  
*The Tempest*, Act 1.  
• What are your initial impressions of Prospero and his relationship with the others on the island?

Tu 4/7 The island and its natives.  
*The Tempest*, Act 2; [Jyotsna Singh, "Post-colonial reading of \*The Tempest\*."](#)  
• How do you envision Caliban? (What do you think he looks like?)  
• What kinds of arguments would a "post-colonial" interpretation of the play make?

Th 4/9 Gender and wooing in *The Tempest*.  
*The Tempest*, Acts 3-4.  
• How would you describe the power dynamics of Miranda and Ferdinand's relationship? Who "wears the pants," as people might say today?

Tu 4/14 How happy is this ending?  
*The Tempest*, Act 5.  
• What is one message you think the play sends about gender and/or race?

Th 4/16 Adapting and claiming *The Tempest*.  
[Gonzalez, "Caliban Never Belonged to Shakespeare"; Shakespeare Unlimited podcast, "Madeline Sayet on Where We Belong."](#)  
• How have writers of color responded to *The Tempest*?

**Final project due by our scheduled final exam time 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](mailto: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)