

Term Information

Effective Term Autumn 2022

Course Change Information

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

Submitting for REG GE approval.

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

As one of our foundational courses, 1110 is expected to be a core component of the REG offerings for our department.

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

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

None

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org	Women's, Gender&Sexuality Sts - D0506
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	1110
Course Title	Gender, Sex and Power
Transcript Abbreviation	Gender, Sex, Power
Course Description	Introduces students to the study of gender, sex, and power. We will draw on a variety of literatures to analyze gender, race, sexuality, and other identities. We will place the study of U.S. women in broader transnational contexts.
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?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0207
Subsidy Level General Studies Course
Intended Rank Freshman

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Culture and Ideas; Individual and Groups; Social Diversity in the United States; Historical and Cultural Studies; Social and Behavioral Sciences; Race, Ethnic and Gender Diversity

Previous Value

Required for this unit's degrees, majors, and/or minors

General Education course:

Culture and Ideas; Individual and Groups; Social Diversity in the United States; Historical and Cultural Studies; Social and Behavioral Sciences

Course Details

Course goals or learning objectives/outcomes

- GE goals and ELOs for Social Diversity in the U.S.
- GE goals and ELOS for Race, Ethnicity and Gender foundation
- GE goals and ELOs for Cultures and Ideas
- GE goals and ELOs for Social Science: Individuals and Groups
- By the end of this course, students should successfully be able to:
 - Understand and apply feminism as a method of inquiry.
 - Implement analytical tools to recognize and critically analyze inequality and discrimination.
 - Engage diverse methods of scholarship and creative expression as learning tools.
 - Connect new knowledge from class to their fields of study and lives.

COURSE CHANGE REQUEST
1110 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/28/2021

Previous Value

- [GE goals and ELOs for Social Diversity in the U.S.](#)
- [GE goals and ELOs for Cultures and Ideas](#)
- [GE goals and ELOs for Social Science: Individuals and Groups](#)
- [By the end of this course, students should successfully be able to:](#)
 - [Understand and apply feminism as a method of inquiry.](#)
- [Implement analytical tools to recognize and critically analyze inequality and discrimination.](#)
- [Engage diverse methods of scholarship and creative expression as learning tools.](#)
- [Connect new knowledge from class to their fields of study and lives.](#)

Content Topic List

- Feminism
- Women's movements
- Gender roles and socialization
- Gender equity in education
- Violence against women
- Transnational feminism
- Families
- Women and work
- Body politics

Sought Concurrence

No

Previous Value

Attachments

- [WGSST 1110 SP20 DL with REG GE category\(1\).docx: New REG GE Syllabus](#)
(Syllabus. Owner: Stotlar, Jacqueline Nicole)
- [WGSST 1110 ge-foundations-submission.pdf: REG GE Foundation Rationale](#)
(GEC Model Curriculum Compliance Stmt. Owner: Stotlar, Jacqueline Nicole)

Comments

- [Kicking it back for correction](#) *(by Winnubst, Shannon on 03/26/2021 05:56 PM)*
- [A view of the full WGSS curriculum including mapping tags can be viewed here:](#)
<https://airtable.com/shrDYSv00kXlqCsfe> *(by Stotlar, Jacqueline Nicole on 03/26/2021 05:42 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	03/26/2021 05:42 PM	Submitted for Approval
Revision Requested	Winnubst, Shannon	03/26/2021 05:56 PM	Unit Approval
Submitted	Stotlar, Jacqueline Nicole	03/26/2021 05:58 PM	Submitted for Approval
Approved	Winnubst, Shannon	04/27/2021 11:02 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/28/2021 02:46 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	04/28/2021 02:46 PM	ASCCAO Approval

WGSST 1110 Gender, Sex, and Power

Spring 2021 Distance Learning | January 11 – April 21, 2021

Instructor: Dr. Mary Thomas
Pronouns: she/her/hers
Email: thomas.1672@osu.edu
Office hours: By appointment (Zoom)

Course Description

This course introduces students to feminist perspectives on gender, sex, and power. We will think about the ways that gender categories are often enforced through a dominant binary of female/male. How, we will ask, do the normative meanings of binary gender become legible, known, and enforced through various local, national, and global contexts? To answer this question, we will focus on how race, class/income/wealth, gender, sexuality, ability, religion, ethnicity, and location structure the lived, cultural, and political experiences of people. Thus, a central concern of the course will be to understand that *people's lives are always impacted and informed by dominant assumptions that operate along axes of differences like gender, sexuality, race, and ethnicity*. Some people benefit from inequalities that follow from dominant assumptions and power relations while many others suffer from them.

As an interdisciplinary introduction to women's, gender, and sexuality studies, students will engage with a variety of texts and formats including but not limited to: personal narratives, feminist theory, public policies, blogs, journalism, films, fictional stories, poems, and digital and social media. These materials will help you to acquire a comprehensive understanding of gender, sex, and sexuality as historical and socio-cultural constructions, and as lived experiences and identities. The diverse material in the course will also encourage you to understand other people's perspectives that are different from your own. An interdisciplinary course utilizing creative and scholastic materials will show you that feminist movements, feminist studies, and feminists themselves encompass a vast terrain of fun, exciting, challenging, and intellectually invigorating material.

Finally, we will learn to resist dominant and prejudicial representations about what is "normal" in order to allow a range of experiences, bodies, expressions, sexualities, and identities to be widely known, valued, loved, and self-determined. Whether you identify as cisgender, trans, genderqueer, gender fluid, or you aren't sure – your participation in this course will introduce you to new tools to express yourself, support others, and understand that gender and sex are never simple -- for anyone!

General Education (GE)

This course is a pre-requisite for the major and minor in Women's, Gender & Sexuality Studies, the minor in LGBTQ+ Studies, and the minor in Women, Gender, and Public Policy. The course fulfills **THREE** GE Foundation requirements: 1. **Historical or Cultural Studies**, 2. **Social and Behavioral Sciences**, and 3. **Race, Ethnicity and Gender Diversity**. Women's, Gender, & Sexuality Studies 1110 fulfills the Historical or Cultural Studies GE by engaging students in critical listening, reading, seeing, thinking, writing and experiencing cultural production and

expressive and aesthetic forms. It fulfills the Social Science GE requirement by helping students understand human behavior. The course focuses specifically on how gender, sex, and sexuality structure human societies, cultures and institutions. This course also fulfills the Race, Ethnicity, and Gender Foundation requirement by having students interrogate the varied ways gender, race, class, sexuality, ability, ethnicity, religion/spirituality, and age affect institutions, society and culture in the United States.

Course goals and learning outcomes:

By the end of the course, successful students will show achievement of the course goals through their competency in the learning outcomes. Course assignments are designed and evaluated to reflect the following goals and outcomes.

Course goals	Learning outcomes
Students question our society’s dominant assumptions, critically engage categories of social difference, and understand local and global interconnections.	Identify and analyze the role of power in establishing, systematizing, and continuing to produce cultural norms and narratives across time and spaces.
	Explain how power produces categories of difference and inequality and the resulting impacts on marginalized people, especially at the intersection of gender and race.
	Identify and evaluate the impact of local and global phenomena with critical attention to the impacts of geographic inequality.
Students understand feminist theory and practice as a diverse interdisciplinary field with presences in the academy, the arts, and social movements.	Explain and identify different forms of feminist thought and feminist social movements.
	Apply feminist analysis to self-reflection and self-recognition within systems of power.
Students engage in compassionate collaboration across difference and practice creative action toward social change.	Read, write, and participate in group discussion with critical attention to the experiences of others and power relations.
	Identify the creative and multiple ways to participate in feminist social change.

General Education

This course fulfills three general education Foundation requirements: Historical or Cultural Studies; Social and Behavioral Sciences; and Race, Ethnicity and Gender Diversity.

Historical or Cultural Studies

In this course, students read about, discuss, and analyze the cultural practices of groups marginalized by gender, sexuality, race, geography, and religion among other categories. Students learn to recognize cultural assumptions and common knowledge as socially constructed in historical, cultural, political, scientific, and aesthetic contexts. Readings, viewings, and activities introduce students to new and understudied ideas and feminist analytical tools to locate those practices, assumptions, and ideas within systems of power. Students also recognize and describe counter-narratives in order to develop their own critical perspectives on more just approaches to cultural studies.

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 Outcomes

- 1.1B Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression.
- 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.
- 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.
- 1.4B Successful students are able to evaluate social and ethical implications in cultural studies.

Social and Behavioral Sciences

In this course students learn to recognize social, cultural, and economic assumptions and knowledge as socially constructed in historical, cultural, political, scientific, economic, and aesthetic contexts locally and globally. They learn to analyze texts using a feminist lens in order to examine the power differential between various intellectual, ideological and cultural traditions. Students explain differential privilege in lived experiences and recognize that difference is produced through power. Students learn to explain how social inequalities are maintained through interlocking multiple systems of power, and they learn to interrogate the detrimental uses of difference to uphold dominance.

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 Outcomes

- 1.1 Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science.
- 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.

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

Expected Learning Outcomes

- 2.1 Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.
- 2.2 Successful students are able to evaluate social and ethical implications of social scientific and behavioral research.
- 2.3 Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences.

Race, Ethnicity and Gender Diversity

This course approaches a study of society and from the perspective of activist movements that challenge the systematic marginalization of people based on gender, sexuality, race, ethnicity, indigeneity, dis/ability, geography, and religion. This course presents feminist analytical tools to understand contemporary struggles for justice locally and globally. Students learn to explain how categories of social difference shape each other's meanings through a feminist analytic framework of intersectionality. The course focuses on the voices that resist oppression based on gender, sexuality, race, ethnicity, indigeneity, dis/ability, geography, and religion. Students analyze activist discourses and discuss ways to act in favor of the struggles they support.

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 Outcomes

- 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.
- 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.
- 1.3 Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4 Successful students are able to evaluate social and ethnical implications of studying race, gender, and ethnicity.

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

Expected Learning Outcomes

- 2.1 Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.
- 2.2 Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behavior.
- 2.3 Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

Course Technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours> and support for urgent issues is available 24 hours a day/7 days a week. Self-service and chat support are available at: <http://ocio.osu.edu/selfservice>. The contact information for technology support is:

Phone: 614-688-HELP (4357)

Email: 8help@osu.edu

TDD: 614-688-8743

See the [Keep Learning website](#) for advice and resources for accessing the internet if you experience difficulty with connectivity at home.

Carmen

Carmen will be the primary tool for the delivery of instruction. If you encounter any issues, please contact [Technical Support](#) through the OSU IT Service Desk.

Sway Presentations

During most weeks, one digital course presentation per week will be posted on a Content Page linked in the Modules section of the course Carmen site. These lectures will be Sway presentations accessible for free through the Microsoft Office 365 suite. Sway presentations will include links to supplemental media (readings and/or viewings) accessible for free online. Students must have a high-speed internet connection, computer or tablet, and audio. Microsoft Office is free to OSU students, [click here for more information](#).

Students may need to access audio and video recording tools to complete course assignments. Students may also be required to upload audio and videos files.

Necessary Software

Microsoft Office 365 ProPlus: All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™), and five phones.

- Students are able to access Word, Excel, PowerPoint, Sway, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
- Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

All written assignments (excluding discussion posts) must be submitted as Word documents to Carmen Assignments. Students are highly encouraged and/or required to use Microsoft Word Online and save their files on OneDrive. No other file formats will be accepted.

Virtual Office Hours

Dr. Thomas will be available to meet with you over Zoom by appointment. Please email your requests to her at thomas.1672@osu.edu and she will reply within 24 hours M-F. Your

GTA will hold weekly office hours, and they will provide those times to you on your section syllabus made available in week 1 of the semester.

Required Texts and Viewings

All readings and viewings will be posted on Carmen or the Secured Media Library. Students will be required to access these readings as indicated by the schedule below. Students are encouraged to read on computers, tablets, or by printing hard copies. Reading on a smart phone is not encouraged. Some films are available through osu.kanopy.com.

Instructional Team

Dr. Mary Thomas is the lead professor of this course. She will develop and share the weekly lecture materials and supervise the graduate teaching assistant (GTA) team.

The GTAs are:

- Joe Blakely
- Nicole Edgerton
- Niani Jones
- Madeleine McClung
- Jem Panganiban (grader only)

The GTA assigned to your recitation section is your first point of contact for questions, concerns, or comments about the course. Recitation section GTAs are Joe, Nicole, Niani, and Madeleine. Jem will grade larger course assignments like the Midterm and Final Writing Assignment, and she will occasionally pitch in with other grading assistance.

Recitation Sections

Each student is assigned to an online recitation section in which they will be expected to participate in learning activities that supplement the lecture materials. GTAs will make a separate recitation syllabus available to the students assigned to their section. The syllabus will provide instructions, timelines, and participation expectations for the learning activities.

The recitation activities are REQUIRED.

Course Requirements and Grading

Each week of the course will have a similar schedule. The **Modules** section on Carmen will walk you through the material each week by linking to a **Content Page** with the weekly requirements and assignments. The first week will be a course introduction intended to familiarize you with the technological tools we will use and resources you may access throughout the semester. You will view a lecture with course logistics, policies, and expectations and participate in an introduction activity with your recitation sections.

Most weeks, the course will include readings, a digital lecture with embedded videos and additional short readings, a weekly quiz, and activities for your recitation section.

- The **weekly lectures** are intended to enhance students' independent reading and provide additional support materials to achieve the course learning goals.
- The **weekly recitation activities** will provide opportunities for interactive learning and engagement with classmates.

Students should regularly reference this syllabus, their recitation syllabus, and the modules section on Carmen to stay up to date on work and course deadlines.

The following assignment descriptions are summaries of the requirements. For full details about each assignment including rubrics for grading and formatting instructions, open the course Assignment Guide on the Carmen site (Files → Course Logistics → Assignment Guide).

The course will be graded as follows:

- Recitation Activities 30%
- Weekly Reading Quizzes 30%
- Midterm Exam 20%
- Final Writing Assignment 20%

Recitation Activities 30%

GTAs will each distribute a syllabus to their recitation section during the first week of class. The recitation syllabus will provide the details for two kinds of requirements, discussion, and writing. All students will participate in weekly discussion-based activities implemented and facilitated by the GTA. Students will also complete a critical essay due Friday, March 26 at 11:59pm. Your GTA will provide further details regarding the assignment.

Weekly Reading Quizzes 30%

Before students can move on to a new module, they must complete a Carmen Quizzes reading evaluation. These quizzes will have 4-6 multiple choice questions that are automatically graded. Students will have fifteen minutes to complete each quiz and may take the quiz up to two times. The earned grade will be an average of the two attempts. Quizzes will be available with new lecture materials on Monday at 8:00am and due by Monday at 7:59 am of the following week (except when indicated by the schedule below).

Midterm Exam 20%

The midterm exam will be posted on Wednesday, March 3 at 8:00am in the Quizzes area of the course Carmen site. Once students open the exam, they will have ninety minutes and one attempt to complete all questions. The exam will include 6 short answer questions (three sentences each) and one 500-word essay question (chosen from two possible prompts). The exam will be due on Friday, March 5 at 11:59pm.

Final Writing Assignment 20%

In place of a final exam, students will complete a final writing assignment. Dr. Thomas will post four writing prompts related to the course themes from which students will choose two to complete. The prompts will be available on Carmen by Monday, April 12 at 8:00am. Each essay must be double spaced and between 600-650 words. Final writing assignments are due by Monday, April 26 at 11:59pm.

Evaluating Online Participation

Because this is a distance-learning course, your grade depends on your online activity and participation. GTAs will provide further details and specific instructions for their sections, but this is a general summary of participation expectations:

- Logging in: AT LEAST TWICE PER WEEK.
Students should log into the Carmen site at least twice each week, *including weeks with*

holidays. During most weeks you will probably log in many more times. If you have a situation that might cause you to miss an entire week of class, discuss it with your GTA *as soon as possible*.

- Office hours: OPTIONAL AND FLEXIBLE.
Office hours are optional. All learning materials can be accessed at any time. If you are required to discuss an assignment with your GTA or Dr. Thomas, please contact them as soon as possible to schedule an online meeting.

Extra Credit

Throughout the semester, Dr. Thomas will make extra credit assignments available to students. She will use the Announcements feature on Carmen to make the opportunities available. Possibilities may include viewing a film, or reading extra articles about current events, and turning in a thoughtful written response. Students may turn in three extra credit assignments worth a possible 1% each toward the final grade.

Grading

All assignments have a corresponding detailed description of requirements, expectations, and a grading rubric posted on Carmen under Files → Assignment Instructions or on your recitation syllabus. Please reference these documents to ensure you are correctly completing the assignments and contact your GTA as soon as possible with additional questions. Students will be graded using the following scale:

A (93-100); A- (90-92.9); B+ (87-89.9); B (83-86.9); B- (80-82.9); C+ (77-79.9); C (73-76.9); C- (70-72.9); D+ (67-69.9); D (60-66.9); E= 0-59
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Course Policies

Accommodations for accessibility

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. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

We all come to educational environments with different needs, and Dr. Thomas and the GTAs strive to make this class accommodating for a variety of needs and learning styles. Contact Dr. Thomas and your GTA as soon as possible if you need accommodations for documented disabilities or other reasons. Please note that the only way to guarantee accommodations for disabilities is to work through Student Life Disability Services.

In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me and your GTA 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; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accommodated Exams - COVID-19 Operational Adjustments

In order to promote the health and safety of students, Student Life Disability Services will only proctor exams for students with accommodations that necessitate in-person testing for spring 2021.

Students with the following exam accommodations may schedule to take their exams at SLDS:

- Accessible formats (e.g. braille, large print, screen-free)
- Assistive technology (e.g. JAWS, CCTV)
- Private testing room accommodation
- Test assistant (reader or scribe)

Students requesting exam accommodations not listed above, such as extended time or a small-group testing space, will need to take their exam off-site utilizing Carmen or other virtual assessment method. For more information on operational changes, visit the [SLDS website](#).

Health and safety requirements.

All students, faculty, and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

Be informed and respectful with engaging in difficult dialogues.

An important part of an interactive online course is that it offers students an opportunity to develop a virtual community, but this can only exist if you are brave in your willingness to contribute to our online class discussions. This class depends entirely on your input, your analysis, your open-mindedness to see new perspectives, and your eagerness to engage with one another. In this way, it is very different from an online class that is driven by the attainment of 'facts' – this course is meant to affect how you understand and live in the world.

Be respectful and mindful of your classmates and their experiences.

In this forum, intimidating remarks, particularly of racist, xenophobic, sexist, homophobic or transphobic natures, will not be tolerated. You must treat each other with respect. Failure to do so will result in a failure to complete this course successfully. Make a commitment to agree or disagree respectfully with the material and each other. Your peer reflections are a good place to enact positive participation. *Understanding the material does not mean you have to embrace all or any of the viewpoints represented. However, you are required to learn the material and the perspectives of the authors and each other through diligence, cordial exchange, and academic rigor.* If at any time anyone is purposefully disrespectful to any other individual in the class, Dr. Thomas or the GTA will have the right to remove the post and speak with them individually.

Take care of yourself and others!

We care deeply about creating a learning environment which is built on shared respect and a desire to learn together well and with academic rigor. Please, let's all of us remember that there are very likely survivors of violence in our class and people who have experienced the effects of racism, sexism, homophobia, transphobia, xenophobia, and ableism – all topics we will discuss in class. While Dr. Thomas cannot guarantee that this class will be a safe space for everyone, both she and your GTA will work hard with you all to create a space of respect and learning. A feminist analysis relies on all of us reflecting on how systems of oppression affect ourselves and others who are different from ourselves, so be ready to be challenged and open for the task of thinking about the world in a new way!

Effective communication and time management

Online learning courses have unique opportunities and challenges. You will likely need to be more self-motivated and self-disciplined than you are in traditional classroom coursework. Do not underestimate the time commitment that you will have to make in order to have success in the course. In fact, you might even find that you will have to spend more time on this course than if you had taken it through a traditional in-person class.

Online learning also provides a wonderful opportunity to be more thoughtful and deliberate in your writing and interactions than is typical in person (since interactions in person are more spontaneous, allow you to lean on tone and body language, and allow for simultaneous reactions). Keep in mind that your written words and feedback to each other will not be accompanied by body language or gestures that provide important cues for interpretation of words! *Therefore, your writing should be carefully written, thoughtful, and not hastily assembled.* Additionally, all writing should be formal, with correct spelling, no grammatical errors, and no typos. This is an academic space for learning. You will lose points for grammatical mistakes and typos even in your discussion posts.

Assignment Submission

All course assignments will be submitted on Carmen as **Word docs or PDFs only**. The reading quizzes and midterm will be submitted in the Quizzes area of the Carmen site and the final writing assignment will be submitted in the Assignments area of the Carmen site.

Late Assignments

No late assignments will be accepted. You are encouraged to mark deadlines on your calendar and log into Carmen frequently. You have ALL OF THE DUE DATES in this syllabus, so plan accordingly. Students may only turn in assignments by email if Carmen is out of service University-wide.

Email Etiquette and Responses

The most efficient way to contact Dr. Thomas or your GTA is by email. Responses can be expected within 24 hours Monday through Friday.

Email etiquette is an important professional skill. The term "Netiquette" refers to the etiquette guidelines for electronic communications, such as e-mail and Carmen postings. Netiquette covers not only rules to maintain civility in discussions, but also guidelines unique to the electronic nature of forum messages. All email communication with me must include the following:

- Subject formatted as follows: "1110: *Phrase indicating message's content*" (or use the Carmen email feature)
- Greeting (ex. Hi Dr. Thomas, Dear Dr. Thomas)
- Message in the body with proper grammar and spelling
- Closing (ex. Thank you, Sincerely, Best wishes, etc.).

Students are also welcome to call Dr. Thomas "Mary" instead of "Dr. Thomas." Please do not call her Ms. Thomas, however, as the correct honorific is "Dr." or "Prof."

Instructor Feedback and Response Time

Your assigned GTA will provide feedback on all of your assignments and be your first point of contact for questions, concerns, and comments about the course. Dr. Thomas is available during her office hours.

If you encounter technical issues, you may call 614-688-HELP at any time. The University IT services are the best support resource for technical issues including Carmen, email, and Office365 tools.

Grading and feedback

For weekly assignments, you can generally expect feedback within **7 days**. For longer assignments like the Midterm or Critical Essay, you can generally expect grades and feedback within **10 days**. The Final Writing Assignment will be graded more quickly but will not contain written feedback.

Writing Center

Your GTA is available to assist you with assignments and to help you improve your work. The university also provides a dynamic writing resource with the University Writing Center. The Writing Center allows you to make appointments to get assistance from trained writing tutors. Writing is a large part of this course and the Writing Center is a valuable resource to assist students who are new to writing abstracts and/or longer papers. To utilize this university sponsored service, contact the Writing Center at (614) 680-4291 or visit their website at <https://cstw.osu.edu/writing-center>.

Resources for Students: Academic Advising

From the [Academic Advising website](#): Undergraduate academic advising at Ohio State (Columbus campus) is provided by the colleges and/or the departments that offer the programs—the degree(s), the major(s), the minor(s)—a student is pursuing. Where a student should go, therefore, to seek academic advice will vary by student and by academic program; Columbus campus does not have a central academic advising office for students to seek advice.

Even within a single program, a student may have multiple advisors, and a student with multiple programs could have four or more advisors. This distribution of responsibilities ensures that a student receives advice from someone who knows a program well, rather than “generically,” knows the “ins and outs” of requirements and the particularities of courses. Advisors have a significant role in student-success and often serve as a single point of contact in helping students navigate the university. Follow this link for more information about student services offered by the University: <http://ssc.osu.edu/>

Plagiarism and Academic Integrity

Students must maintain complete academic integrity. Please carefully read and familiarize yourself with the Ohio State policy on 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 I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If the instructor suspects that a student has committed academic misconduct in this course, they 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)

Additional policies on academic integrity

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In the written assignments, you should follow a consistent style

(you may choose MLA, APA, Chicago) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one but you should rewrite your work.

- **Reusing past work:** You are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with your GTA.
- **Collaboration and informal peer-review:** The course may offer opportunities for formal collaboration with your classmates. While study groups and peer review of projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free to ask ahead of time.

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

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

Please note that Dr. Thomas and the GTAs are mandatory reporters at the University. We are required to report if you share experiences of sexual and gender assault or harassment, no matter when or where that assault or harassment took place.

Skills and Technology

Skills required for online classes in general:

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills for this specific course:

- Post on Carmen Discussions, submit work using Carmen Assignments and Quizzes, navigate within Carmen Modules
- Listen to and view recorded presentations through the Sway interface

Necessary Equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Access to Microsoft Office 365 (free to all students)
- Webcam: Built-in or external webcam fully installed
- Microphone: Built-in or external

What to do in case of a technical issue

The teaching team will do their best to help students, but the OSU tech support information and staff are the best methods to resolve accessibility issues. If Carmen is down when an assignment is due, email your submission to your GTA AND submit the assignment when Carmen is functioning again.

Course Plan

Dr. Thomas will begin each week by posting a **Content Page** on the Carmen site. Email will be used for any time sensitive announcements, along with Carmen Announcements. Usually, she will open the Page the previous Friday for students who may want to work ahead over the weekend, but each week will open no later than Monday morning at 8am. Please ensure that you finish all prior week's work by 7:59am on Monday mornings.

The **Content Page** can be found in the Pages area of the Carmen site and also linked through Modules. The page will always list the week's readings including links or PDFs, a link to the week's Sway presentation, any assignment instructions for the entire class, and a prompt to access your recitation materials. The content page will walk you through weekly lessons, deadlines, and course requirements.

The **weekly Sway lecture presentation** (linked on the content page) will present new learning material and guide you through it. At certain points in the presentation, you may be asked to pause to complete a reading or write notes. Usually, you will view introductory material, read the first part of the reading assignment, return to the lecture, view a video or do a writing activity, return to the lecture, read some more, return to the lecture, and complete a writing assignment. At the beginning of the week, you should quickly skim through the lecture, readings, and assignments so that you can judge how long you will need for each part of the week's work. Some weeks have longer films than others, and the Sway provides information about the length of videos and films so you can plan your time for the week.

You should always take notes when you read and work through the lecture presentation.

See the Note-taking Guide linked on the "How to be Successful in this Course" Content Page for suggestions specifically tailored to taking notes in this class.


If you would like to work ahead, you should start with the next week's readings and take good notes. Even though our week technically begins on Monday, materials for the new week will typically be available on the preceding Friday. You are not encouraged to work over the weekend (everyone needs rest and balance), but I understand that some people have to do so.

Course Schedule

Week	Dates	Topics, Readings, Assignments, Deadlines
1	January 11-17	<p>Introductions to the Course ... and to Feminism</p> <p>Sara Ahmed: "Bringing Feminist Theory Home" in <i>Living a Feminist Life</i> (Duke University Press, 2017): 1-18. Carmen file.</p> <p>Nishta J. Mehra Interviews Sara Ahmed: Notes from a Feminist Killjoy <i>Guernica</i> July 17, 2017.</p>
2	January 19-24 (MLK Day)	<p>WGSS: An Inter-discipline</p> <p>Rich, Adrienne. "Claiming an Education." A convocation address at Douglass College, 1977. Carmen file.</p> <p>Audre Lorde: The Master's Tools Will Never Dismantle the Master's House. Carmen file.</p> <p>Peggy Phelan: Notes on Feminisms: Bodies to Come. Feminist Art Coalition. Link or Carmen file.</p> <p>Saidiya Hartman: Notes of Feminisms: The Plot of Her Undoing. Feminist Art Coalition. Link or Carmen file.</p>
3	January 25-31	<p>Towards Complex Feminisms: yesterday and today</p> <p>Gloria Anzaldúa: "The Homeland, Aztlán / <i>El otro México</i>" in <i>Borderlands/La Frontera: The New Mestiza</i> (Aunt Lute Books, 1987): 23-35. Carmen file.</p> <p><i>Street Transvestite Action Revolutionaries: Survival, Revolt, and Queer Antagonist Struggle</i> (UNTORELLI Press): Read pages 1-14 AND 19-29. Carmen file. (I posted the whole zine in case you're interested in browsing through it.)</p> <p>Combahee River Collective: A Black Feminist Statement, April 1977. Link.</p>

4	February 1-7	<p>Intersectionality</p> <p>Patricia Hill Collins and Sirma Bilge: “What is Intersectionality” in <i>Intersectionality</i> (Polity Press, 2016): 1-30. Carmen file.</p> <p>Audre Lorde: “There is No Hierarchy of Oppression” – listen (as read by Lauren Lyons) and read along.</p>
5	February 8-14	<p>Genders: The Oppression of a Binary M/F</p> <p>Kai Cheng Thom: “This Trans Woman Never Felt ‘Born In the Wrong Body’ – and Here’s Why That’s So Beautiful.” everydayfeminism.com, July 26, 2015.</p> <p>Amy Adele Hasinoff: “The criminalization consensus and the right to sext,” in <i>Sexting Panic</i> (University of Illinois Press, 2015): 25-48. Carmen file.</p> <p>Kai M. Green: How to Stop Thinking All Trans People Are the Same. <i>The Stranger</i>, June 25, 2014.</p>
6	February 15 – 21	<p>Feminism, Disability & The Body</p> <p>Kim Q. Hall: “Reimagining Disability and Gender through Feminist Disability Studies” in <i>Feminist Disability Studies</i> (Indiana U Press, 2011): 1-10. Carmen file.</p> <p>Sejal A. Shah: “Even If You Can’t See It: Invisible Disability and Neurodiversity” <i>Kenyon Review</i> Jan-Feb 2019 (read and/or listen).</p>
7	February 22-28 (February 23-24 spring break days)	<p>Settler Colonialism & Indigenous Feminisms</p> <p>Kyle Powys Whyte (Potawatomi Nation): Why the Native American pipeline resistance in North Dakota is about climate justice. <i>TheConversation.com</i>, September 16, 2016.</p> <p>Audra Simpson (Kahnawake Mohawk): “The State is a Man: Theresa Spence, Loretta Saunders and the Gender of Settler Sovereignty” <i>Theory & Event</i> 19(4): 1-19. Carmen file.</p> <p>Joy Harjo (Mvskoke/Creek Nation): “Grace” Read along on Poetry Foundation as you watch her read it on YouTube. Harjo was the 2019 US Poet Laureate.</p>

8	March 1-5	<p>Midterm Review and Exam</p> <p>Exam review in recitation sections.</p> <p>Exam available on Wednesday, March 3.</p> <p>Due Friday, March 5 at 11:59 pm.</p>
9	March 8-14	<p>Global Capitalism</p> <p>Melissa Wright: "Maquiladora Mestizas and a Feminist Border Politics." In <i>Disposable Women and Other Myths of Global Capitalism</i>. Routledge, 2006. Pages 93-121. Carmen file.</p> <p>Nicole Aschoff: "The Oracle of O: Oprah and the Neoliberal Subject, in <i>The New Prophets of Capital</i> (Verso, 2015). Carmen file.</p>
10	March 15-21	<p>Feminist Perspectives on Science & Environments</p> <p>Sharra L. Vostral: "Toxic Shock Syndrome, Tampon Absorbency, and Feminist Science" <i>Catalyst: Feminism, Theory, Technoscience</i> 3(1): 1-30. Carmen file.</p> <p>Catriona Mortimer-Sandilands, "Unnatural Passions? Notes Toward a Queer Ecology" <i>Invisible Culture. An Electronic Journal for Visual Culture</i>, Issue 9, 2005.</p>
11	March 22-28	<p>Transnational Feminist Perspectives on Borders</p> <p>Gloria Anzaldúa: "La conciencia de la mestiza / Towards a New Consciousness" in <i>Borderlands/La Frontera: The New Mestiza</i> (Aunt Lute Books, 1987): 99-113. Carmen file.</p> <p>Leandra Hinojosa Hernandez: "Feminist Approaches to Border Studies and Gender Violence: Family Separation as Reproductive Justice" <i>Women's Studies in Communication</i> 42(2): 130-134. Carmen file.</p> <p><i>No Discussion posting this week! Though if you write a 200 word reflection of the documentary film linked in this week's Sway presentation (Lifeboat), you will earn one extra credit point on your final grade.</i></p> <p><i>Critical Essay due Friday, March 26 at 11:59pm</i></p>

	<p>March 29- April 2</p> <p>(March 31- April 1 spring break days)</p>	<p>Take a week off!</p>
<p>12</p>	<p>April 5-11</p>	<p>Reproductive Justice</p> <p>Dorothy Roberts: "Reproductive Justice: Not Just Rights." <i>Dissent</i> Fall 2015: 79-82. Carmen file.</p>
<p>13</p>	<p>April 12-18</p>	<p>Sexual and Gender Violence</p> <p>Ram Devineni and Vikas Menon: Chapter 1 from <i>Priya's Shakti</i>. Carmen file, and see more at https://www.priyashakti.com/.</p> <p>Madison Pauly, "The Largest-Ever Survey of Campus Sexual Assault Shows How Outrageously Common It Is". <i>Mother Jones</i>, October 16, 2019.</p> <p>Sarah Szilagy and Maeve Walsh, "(un)silenced: Journeys through Ohio State's Title IX process." <i>The Lantern</i>. 2020.</p>
<p>14</p>	<p>April 19-23</p>	<p>Activisms & Futures</p> <p>Leanne Betasamosake Simpson (Michi Saagiig Nishnaabeg): "Indict the System: Indigenous & Black Connected Resistance"</p> <p>Sara Ahmed" "Feminist Killjoy Manifesto" in <i>Living a Feminist Life</i>: 251-268. Carmen file.</p> <p>Please note: Discussion posting and Reading Quiz are due by Friday, April 23, at 11:59pm</p>
		<p>Final Writing Assignment due on Carmen Assignments by, April 26 at 11:59 pm.</p>

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)