

## 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 most popular courses, 2317 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	2317
Course Title	Gender at the Movies: Hollywood and Beyond
Transcript Abbreviation	Gender in Film
Course Description	A study of the representation of gender in relationship to race, sexuality, and class in cinema. Topics may include stardom, genre, narrative, national cinemas, women and minority filmmakers, and film history.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 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 Less than 50% at a distance
<i>Previous Value</i>	<i>Yes, 100% at a distance</i>
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
<i>Previous Value</i>	<i>Columbus, Lima, Marion</i>

## Prerequisites and Exclusions

### Prerequisites/Corequisites

Exclusions Not open to students with credit for 3317.  
Electronically Enforced Yes

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

Subject/CIP Code 05.0207  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior

## Requirement/Elective Designation

### General Education course:

Visual and Performing Arts; Literary, Visual and Performing Arts; Race, Ethnic and Gender Diversity

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

### *Previous Value*

### *General Education course:*

*Visual and Performing Arts; Literary, Visual and Performing Arts*

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

## Course Details

### Course goals or learning objectives/outcomes

- Question common-sense, dominant assumptions about what seems “natural,” “timeless,” “universal,” “human,” and “normal,” by critically speaking, thinking, writing, and reading.
- Work and learn compassionately and collaboratively.
- Understand and critically engage categories of social difference as intersectional, always shifting, and shaped by hierarchies of power.
- Understand “feminisms” as interdisciplinary, creative, theoretical and social movements.
- Understand the interconnections between the local and the global.
- Recognize, analyze and critique their position and identity in society, thereby understanding the potential to imagine themselves and act creatively as feminist agents of social change.

### Content Topic List

- Women's genres: comedy and melodrama
- Gender and genre: women in men's genres

### Sought Concurrence

No

### *Previous Value*

**COURSE CHANGE REQUEST**  
2317 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
09/18/2021

**Attachments**

- GE Foundations Submission WGSS 2317.pdf: REG GE Foundation Rationale  
*(GEC Model Curriculum Compliance Stmt. Owner: Stotlar, Jacqueline Nicole)*
- 2317 REG syllabus.docx: New REG GE Syllabus  
*(Syllabus. Owner: Stotlar, Jacqueline Nicole)*
- WGSS 2317 contingency concerns.docx: Addressing panel's contingency concerns  
*(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)*

**Comments**

- WGSS curriculum and curriculum mapping tags can be viewed here: <https://airtable.com/shrDYSv00kXlqCsfe> *(by Stotlar, Jacqueline Nicole on 09/16/2021 05:14 PM)*
- See panel feedback emailed on 6-21-21 *(by Vankeerbergen, Bernadette Chantal on 06/21/2021 02:34 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	04/27/2021 03:33 PM	Submitted for Approval
Approved	Winnubst, Shannon	04/27/2021 04:04 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/28/2021 03:49 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	06/21/2021 02:34 PM	ASCCAO Approval
Submitted	Stotlar, Jacqueline Nicole	09/16/2021 05:14 PM	Submitted for Approval
Approved	Winnubst, Shannon	09/17/2021 08:58 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/18/2021 12:24 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/18/2021 12:24 PM	ASCCAO Approval



# **SYLLABUS: WGSST 2317**

## **GENDER AT THE MOVIES: HOLLYWOOD AND BEYOND**

### **SPRING 202X**

## **Course overview**

### **Classroom Information**

Format of instruction: Lecture

Meeting Days/Times: Tuesdays and Thursdays 3:55-5:15 p.m.

Location: 56 University Hall

### **Instructor**

Instructor: Dr. Linda Mizejewski

Email address: [Mizejewski.1@osu.edu](mailto:Mizejewski.1@osu.edu)

Phone number: 614-292-2467

Office hours: Tuesdays and Thursdays 2-3pm and by appointment

### **Course description**

This course is a critical survey of the representation of women in Hollywood cinema from the silent era to the present day. It introduces students to the complexities and ambiguities of the film medium in its representations of women and particularly, how the intersections of race, ethnicity, gender, sexuality, class, and ability are negotiated in Hollywood films. Our topics include representations of The Yellow Peril phenomenon in silent cinema, the early Civil Rights movement, class and domestic struggles within Black and Latinx communities, and the emergence of queer identities and politics. The first part of the class covers comedy and melodrama, the two genres in which women have traditionally had the best roles. Themes we'll pursue include the melodramatic treatment of race and the role of whiteness in stardom and romantic comedy. The second unit part of the course focuses on independent and international cinema to consider the themes, bodies, and styles Hollywood cinema typically excludes—disability, gay identity, transgender experience. Our third unit covers women's more recent incursions into genres that have traditionally been considered masculine: the gangster film, the sports film, the Western, the detective movie, the action film. This course asks

students to engage in scene analysis in order to appreciate the technical and aesthetic dimensions of cinema.

## Course learning outcomes

By the end of this course, students should successfully be able to:

- Analyze and write about films through intersectional feminist film theory and apply feminist intersectional analysis.
- Analyze and write about the systemic biases in the institution of cinema that continue to marginalize certain bodies and stories.
- Situate films within film and genre histories with attention to the raced and gendered nature of those histories.
- Understand the impact of cinema on cultural perceptions of race, ethnicity, gender, class, sexualities, and ability and understand how our spectatorship is likewise influenced by our own experiences within these identities.
- Analyze and write about the visual and auditory elements of a film text.
- Appreciate the aesthetics of cinematic expression.
- Understand the industrial and technical developments shaping film history.
- Engage in analysis of a film's cinematic qualities, social contexts, and representations of cultural issues.

This course fulfills two General Education (GE) Foundations requirements as detailed below:

### **Literary, Visual and Performing Arts**

**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 Outcomes**

- 1.1 Analyze and interpret significant works of visual, spatial, literary and/or performing arts and design.
- 1.2 Describe and explain how cultures identify, evaluate, shape, and value works of literature, art and design.
- 1.3 Evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.
- 1.4 Evaluate social and ethical implications in literature, visual and performing arts, and design.

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

#### **Expected Learning Outcomes**

- 2.1 Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.
- 2.2 Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design

This course meets the above ELOs in the following ways. It tracks the development of Classic Hollywood Cinema in the silent era through contemporary revisions of traditionally-masculine genres such as the detective film and the Western. It contextualizes these films within the national and cultural controversies and histories in which they emerged, including the immigration debates early in the twentieth century, the suffragist movement, the histories of segregation and multiple civil rights movements, changing gender roles, the development of queer visibilities, and the #MeToo movement. The course asks students to consider the cultural work done by cinema in both reflecting and influencing these social trends. In-class exercises will give students practice in the aesthetics of cinema, scene analysis, film vocabulary, and description of cinematic visual and auditory strategies.

### **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 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 ethical 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.

This course meets the ELOs listed above by focusing on the centrality of gender, race, and ethnicity in the development and history of Hollywood cinema. It explores these issues of representation through units on films that deal with the Yellow Peril, segregation and the Civil Rights movement, sports in Latinx communities, and—in the unit on international cinema-- sex/gender roles in South and Latin American cultures. In addition, a primary goal of the course is to interrogate whose stories, bodies, and identities have been visible onscreen and whose have been marginalized or erased. The course asks who could become a star and examines the racial exclusions of glamour. Also, this course demonstrates the impact of cinema and popular culture in our perceptions of difference (gender, race, ethnicity, sexuality, ability). It also asks students to consider how these differences influence their own positions as spectators.

## Course materials

The required films are available through the OSU Media Library, [drm.osu.edu](http://drm.osu.edu), with the exception of Disclosure, which is available on Netflix:

The Cheat (DeMille, 1916) 50 minutes

It Happened One Night (Capra, 1934) 105 minutes

Imitation of Life (Sirk, 1959) 125 minutes

Moonstruck (Jewison, 1987) 102 minutes

Silence of the Lambs (Demme, 1991) 118 minutes

Thelma and Louise (Scott, 1991) 130 minutes

Bound (Wachowskis, 1998) 108 minutes

Girlfight (Kusama, 2000) 110 minutes

Frida (Tamor, 2002) 123 minutes

Pariah (Rees, 2011) 86 minutes

Mad Max: Fury Road (Miller, 2015) 120 minutes

A Fantastic Woman (Lelio, 2017) 101 minutes

Disclosure (Feder 2020) 120 minutes; available on Netflix

The required readings are available as PDFs on Carmen:

Berger, John. Chapter Three. Ways of Seeing. London: BBC and Penguin, 1972. 45-64.

- Duane, Anna Mae. 2020. "We Are Not Things! Fury Road's White Slavery Story." In Furious \_\_\_\_\_ Feminisms: Alternate Routes on Mad Max: Fury Road. Eds. Alexis L. Boylan, et al. Minneapolis: University of Minnesota Press, 2020. 1-44
- DuBois, Diane. "'Seeing the Female Body Differently': Gender Issues in The Silence of the Lambs." Journal of Gender Studies 103 (2001): 297-310.
- Dyer, Richard. "The Colour of Virtue: Lillian Gish, Whiteness, and Femininity." Women and Film: A Sight and Sound Reader. Philadelphia: Temple University Press, 1993. 1-9.
- . "Four Films of Lana Turner." Imitation of Life: Douglas Sirk, Director. Ed. Lucy Fischer. New Brunswick, NJ: Rutgers University Press, 1991. 186-206.
- Fojas, Camilla. "Sports of Spectatorship: Boxing Women of Color in Girlfight and Beyond." Cinema Journal 49.1 (2009): 103-115.
- Gaines, Jane. "White Privilege and Looking Relations: Race and Gender in Feminist Film Theory." Feminism & Film. Ed. E. Ann Kaplan. Oxford: Oxford University Press, 2009. 336-55.
- Hayek, Salma. "Harvey Weinstein is My Monster Too." New York Times 12 Dec. 2017.  
<https://www.nytimes.com/interactive/2017/12/13/opinion/contributors/salma-hayek-harvey-weinstein.html>
- Heung, Marina. "'What's the Matter With Sara Jane?' Daughters and Mothers in Douglas Sirk's Imitation of Life." Imitation of Life: Douglas Sirk, Director. Ed. Lucy Fischer. New Brunswick, NJ: Rutgers University Press, 1991. 302-24.
- hooks, bell. "The Oppositional Gaze." Black Looks: Race and Representation. Boston: South End, 1992. 115-31.
- Kuhn, Annette. "Women's Genres." Feminism & Film. Ed. E. Ann Kaplan. Oxford: Oxford University Press, 2009. 437-49.
- Lent, Tina Olsin. "Romantic Love and Friendship: The Redefinition of Gender Relations in Screwball Comedy." Classical Hollywood Comedy. Eds. Kristine Brunovska Karnick and Henry Jenkins. New York and London: Routledge, 1995. 314-331.
- Man, Glenn. "Gender, Genre, and Myth in Thelma and Louise." Film Criticism 18.1(1993): 36-53.
- Marchetti, Gina. "The Rape Fantasy." Romance and the Yellow Peril: Race, Sex, and Discursive Strategies in Hollywood Fiction. Berkeley, Los Angeles, and London: University of California Press, 1993. 10-45.
- McDonald, Tamar Jeffers. "Romantic Comedy and Genre." Romantic Comedy: Boy Meets Girl Meets Genre. Wallflower: London and New York, 2007. 7-17.
- Nyman, Micki. "The Disabled Body In Julie Taymor's Frida." Disability Studies Quarterly 30.3-4 (2010).
- Parmar, Pratibha. "That Moment of Emergence." Feminism & Film. Ed. E. Ann Kaplan. Oxford: Oxford University Press, 2009. 375-383.



- Rowe, Kathleen. "Comedy, Melodrama, and Gender: Theorizing the Genres of Laughter." Classical Hollywood Comedy. Eds. Kristine Brunovska Karnick and Henry Jenkins. New York and London: Routledge, 1995. 39-59.
- Straayer, Chris. "Femme Fatale or Lesbian Femme: Bound in Sexual Difference." Women in Film Noir. Ed. E. Ann Kaplan. London: British Film Institute, 2000.
- Sturtevant, Victoria. "Getting Hysterical: Thelma & Louise and Laughter." Thelma & Louise Live! The Cultural Aftermath of an American Film. Ed. Bernie Cook. Austin: University of Texas Press, 2007.43-64.
- Taubin, Amy. "Grabbing the Knife: The Silence of the Lambs and the History of the Serial Killer Movie." Women and Film: A Sight and Sound Movie. Eds. Pam Cook and Philip Dodd. Philadelphia: Temple UP, 1993. 123-31.

## Grading and instructor response

### Grades

Assignment or category	Percentage of final grade
Midterm exam	20
Final exam	20
Movie quizzes	10
Reading/viewing responses	15
Midterm paper	15
Final paper/scene analysis	20
TOTAL	100

### Assignments

--**Midterm and Final exams**, 20% each of final grade. YOU MUST AVERAGE A PASSING GRADE (D or 65%) ON THE TWO EXAMS TO PASS THIS COURSE; TO DO THIS, REGULAR ATTENDANCE IS HIGHLY RECOMMENDED. Both exams will cover films, readings, and class material, including film terms from the online glossary. I will post a study guide on Carmen a week before each exam. The final exam covers material since the midterm.

--**Movie quizzes: 10% of final grade:** These multiple-choice reading quizzes will be given at the beginning of the class on the dates marked in the syllabus. No make-up quizzes will be given. Instead, I will drop the lowest grade, giving everyone one chance to be absent or otherwise incapacitated. That is, if you are ill and can't take a quiz, that's your dropped quiz grade.

-- **Reading/viewing responses:** 15% of final grade. On Carmen, you'll find the prompts for short written responses (250 words) asking you to make connections among the readings and films. They are due to be posted on Carmen at class time on the dates marked on the syllabus. I will drop the lowest grade. That is, if you are ill and can't write a response, that's your dropped response grade.

--**Midterm paper due Feb. 13 by class time (Carmen upload):** 15% of final grade. See the guidelines on Carmen. This paper requires you to see the film Pariah and follow the prompts in writing about it. One grade deduction for each day late.

--**Scene analysis paper :** 20% of final grade. **Due April 20 (Carmen upload).** One grade deduction for each day late after the exam. Paper topics and guidelines are posted on Carmen. We will have two in-class workshops for your paper. Bring in your outline and thesis paragraph on March 16. Bring in your first draft on April 7.

**Extra credit:** You may replace a movie quiz grade with the grade you get on a one-page, double-spaced, summary of a) one of the WGSS film discussions listed in the Extra Credit file on Carmen or b) one of the other events included in that file. Note that for the film discussions, your paper needs to be about the discussion, not the film.

## Late Assignments

For the two papers, there is one full grade deduction for each day late. Late reading responses are not accepted.

## Grading scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C

70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

## Instructor feedback and response time

### Contact Preference

Email is the best way to contact me. I will reply within 24 hours on workdays.

### Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

## Course schedule

Please note that Reading Quizzes include material assigned for the day of the quiz.

### **Part I: Women's Genres: Melodrama and Comedy**

- Jan. 7 Introduction: Glamour, Race, Sexualities  
Film clips: Birth of a Nation (1915)
- Jan. 9 **Foundations of Feminist Film Theory**  
Readings: Gaines, "White Privilege and Looking Relations"  
Kuhn, "Women's Genres"  
Parmar, "That Moment of Emergence"  
**Reading/viewing response due**
- Jan. 14 **Spectatorship and the Ethics of Looking**  
Readings: Dyer, "The Colour of Virtue,"  
Berger, from Ways of Seeing,  
and hooks, "The Oppositional Gaze"
- Jan 16 Introduction: The Cheat  
Film vocabulary, part one
- Jan. 21 **view The Cheat (DeMille, 1915) for class today; MOVIE QUIZ**  
Reading: Marchetti, "Rape Fantasy"  
**Reading/viewing response due**
- Jan. 23 Reading: Karlyn, "Comedy, Melodrama, and Gender"

Jan. 28 **view Moonstruck (Jewison, 1987) for class today; MOVIE QUIZ**

Jan. 30 **Introduction: Romantic Comedy**  
Readings: McDonald, "Romantic Comedy and Genre" and  
Lent, "Romantic Love and Friendship"  
**Reading/viewing response due**

Feb. 4 **view It Happened One Night (Capra, 1934); MOVIE QUIZ**

Feb. 6 Introduction to Imitation of Life, 1934 and 1959 versions

Feb. 11 **view Imitation of Life (Sirk, 1959) for class today; MOVIE QUIZ  
AND READING QUIZ THREE including these readings:**  
Readings: Dyer, "Four Films of Lana Turner"  
and Heung, "What's the Matter with Sara Jane?"  
**Reading/viewing response due**

## **Part II: Alternative Cinemas**

Feb. 13 **Race and the Coming-Out Story**  
Discussion of Pariah (Rees, 2011)  
**Midterm paper due on Pariah; upload to Carmen by class time.**  
**See paper guidelines on Carmen.**

Feb. 18 **Race and Disability**  
**view Frida (Taymor, 2002) for class today; MOVIE QUIZ**  
Readings: Hayek, "Harvey Weinstein Was My Monster Too"  
Nyman, "The Disabled Body in Julie Taymor's Frida"

Feb. 20 **Transgender Experience**  
**View Disclosure (Feder, 2020) for class today; MOVIE QUIZ**

Feb. 25 **view A Fantastic Woman (Lelio, 2017) for class today; MOVIE QUIZ**  
**Reading/viewing response due**

Feb. 27 **MIDTERM EXAM**

## **Part II: Gender and Genre: Women in "Men's" Genres**

March 3 Women and the Detective Genre: Intro lecture

March 5 **View Silence of the Lambs (Demme, 1991) for class today;  
MOVIE QUIZ**  
Readings: Taubin, "Grabbing the Knife" and DuBois,

“Seeing the Body Differently”

- March 10/12: **SPRING BREAK**
- March 17      **Women and the Sports Film**  
**View for class today: Girlfight (Kusama, 2000); movie quiz**  
Reading: Fojas, “Boxing Women of Color”  
**Reading/viewing response due**
- March 19:      **Women and the Gangster Film/Film Noir**  
Clips from Double Indemnity (Wilder, 1944)
- March 24:      **View for class today: Bound (Wachowskis, 1996); movie quiz**  
Reading: Straayer, “Femme Fatale”  
**Reading/viewing response due**
- March 26:      Scene analysis workshop in class: bring in your outline and first paragraph
- March 31      **Women and the Western**  
Lecture and introduction  
Thelma and Louise (Scott, 1991)
- April 2:      Thelma and Louise cont.d.  
Readings: Sturtevant, “Getting Hysterical” and  
                  Man, “Gender, Genre, and Myth”  
**Reading/viewing response due**
- April 7:      Scene analysis workshop in class:  
Bring in your first draft
- April 9      **Mad Max and the Female Action Film**  
Lecture and introduction  
Reading: Duane, “We Are Not Things!”
- April 14      **View Mad Max: Fury Road (Miller, 2015) for class; movie quiz**  
**Reading/viewing response due**
- April 19      **FINAL EXAM**
- April 20      **Scene analysis papers due TODAY! Upload on Carmen by 5 pm**

# Other course policies

## Academic integrity policy

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 33355487). For additional information, see the [Code of Student Conduct](#).

As defined in University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” It is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible sanctions range from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources’ always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

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))

## 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. To establish reasonable accommodations, I 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; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Student Support Policies and Resources

**Diversity.** 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.

**Mental Health Services.** 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 or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

**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, Mollie Peirano, at [titleix@osu.edu](mailto:titleix@osu.edu).

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is

my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially through the [Ohio State Anonymous Reporting Line](#).

**Recovery Support.** The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use. The CRC is located in room 1230 of Lincoln Tower and meets regularly on Wednesdays at 5pm. Stop by or visit [go.osu.edu/recovery](http://go.osu.edu/recovery) or email [recovery@osu.edu](mailto:recovery@osu.edu) for more information.

**Student Advocacy.** The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

### **Land Acknowledgement**

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land



# 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

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## 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)

## WGSS 2317: Gender at the Movies: Hollywood and Beyond

Contingency concerns:

This course addresses race and ethnicity through the inclusion of content about Black, Asian, and Latinx communities and issues, as demonstrated in the following overview of assigned films and their topics:

Birth of a Nation: rise of the Ku Klux Klan in the early 20<sup>th</sup> century

The Cheat: perceptions of Asians and The Yellow Peril in the early 20<sup>th</sup> century

Moonstruck: gender in Italian communities

Imitation of Life: segregation and the Civil Rights movement

Pariah: sexualities in Black communities

Frida: gender and sexuality in Latin America

A Fantastic Woman: gender and sexuality in South America

Girlfight: gender and sexuality in Latinx communities