

Term Information

Effective Term Autumn 2022
Previous Value Autumn 2021

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)?

WGSS is looking to create a solid foundation of REG courses to offer when the new GE launches.

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 2260
Course Title Queer Ecologies: Gender, Sexuality, & the Environment
Transcript Abbreviation Queer Ecologies
Course Description Queer ecologies seek to disrupt the gendered and heterosexual assumptions embedded in how we understand the environment, nature, and bodies (human and animal). From animal studies, queer and feminist social movements for environmental justice, trans*natures, and sexual politics, Queer Ecologies will articulate a commitment to new thinking about the challenges of planetary and climate change.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 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
Previous Value Yes, 100% at a distance
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
Previous Value Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

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:

Culture and Ideas; Human, Natural, and Economic Resources; Historical and Cultural Studies; Social and Behavioral Sciences; Race, Ethnic and Gender Diversity

Previous Value

General Education course:

Culture and Ideas; Human, Natural, and Economic Resources

Course Details

Course goals or learning objectives/outcomes

- Identify the key components of queer ecologies and ecofeminism.
- Understand the contributions of feminist materialism to women's, gender and sexuality studies.
- Articulate a queer ecologies analysis of environmental studies through a range of examples, each examining gender, sexuality, race, and colonialism.
- Students will provide a queer ecology analysis to peers on a group field excursion on campus.
- GE goals and outcomes for Cultures and Ideas
- GE goals and outcomes for Social Science - Human, Natural, and Economic Resources

Content Topic List

- Definition of queer ecology
- History of the term, history of sexuality and gender in ecology and evolutionary theory
- Colonialism and its legacies on evolutionary theory
- Feminist political ecology
- Visual and discursive representations of heterosexist and colonial ecology and evolution in museums
- Definition of ecofeminism and examples
- Defining a queer ecofeminism
- Defining the role of settler colonialism in US environmental degradation
- Introduction of animal studies and defining a queer ecologies approach to animal studies
- Introduction of trans studies in queer ecology
- Illustrations of how to apply queer ecologies and ecofeminism to environmental social movements, including those addressing climate change and the Anthropocene

Sought Concurrence
Previous Value

No
Yes

Attachments

- WGSST 2260 with new GE categories(1).docx: New REG GE Syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)
- WGSST 2260 ge-foundations-submission(1).pdf: REG GE Foundation Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Stotlar, Jacqueline Nicole)

Comments

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|---|---------------------|------------------------|
| Submitted | Stotlar, Jacqueline Nicole | 04/27/2021 03:42 PM | Submitted for Approval |
| Approved | Winnubst, Shannon | 04/27/2021 04:04 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 04/28/2021 02:59 PM | College Approval |
| Pending Approval | Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal | 04/28/2021 02:59 PM | ASCCAO Approval |



WGSST 2260

QUEER ECOLOGIES: GENDER, SEXUALITY, AND THE ENVIRONMENT

AUTUMN 2021 (FULL TERM / 3 CREDITS / IN PERSON)

Course overview

Classroom Information

Format of instruction: Lecture

Meeting Days/Times: Tuesday/Thursday, 9:35AM - 10:55AM

Instructor

Instructor: Dr. Mary Thomas

Email address: thomas.1672@osu.edu

Office hours: Tuesdays 11am-noon or by appointment on Zoom

Course description

This course introduces students to the field of study called 'queer ecologies.' Queer ecologies seek to disrupt the gendered and heterosexual assumptions embedded in how we understand the environment, nature, and bodies (human and animal). The course begins with the most basic assumption of all: that biological reproduction is "naturally" heterosexual based on a binary relation between the social designations of male and female. How is evolution itself assumed to be based on a natural ordering of male and female, and how have these ideas become embedded in a whole range of scientific, cultural, and political practices, from the study of plants to the funding of research? What role does colonialism play in evolution and its study? The course will then go on to introduce ecofeminism, and we will work to learn how to apply a queer ecology and ecofeminist analysis to examples from our everyday world. This exercise will include a trip to the Ohio History Center to consider how exhibits are designed and represented through gender binaries, heterosexual norms, and race. Core to our course is the consideration of the central roles that colonialism, settler colonialism, and racialization play in the ways that animal life, "nature," and the environment are sexualized and gendered.

By queering ecology and environment – by changing the heterosexual and gendered foundations of how we think about nature and the body – a range of other concepts about nature and the environment, and even the planet, will come into view. From animal studies, queer and feminist social movements for environmental justice, trans*natures, and sexual politics, Queer Ecologies will articulate a commitment to new thinking about the challenges of planetary and climate change. The class will culminate in group projects and presentations examining local environments through a queer ecologies lens.

Course learning outcomes

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

- Identify the key components of queer ecologies and ecofeminism.
- Understand the contributions of feminist materialism to women's, gender and sexuality studies.
- Articulate a queer ecologies analysis of environmental studies through a range of examples, each examining gender, sexuality, race, and colonialism.
- Students will provide a queer ecology analysis to peers on a group field excursion on campus.

General Education

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 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 and Behavioral Sciences GE requirement by helping students understand human behavior. The course focuses specifically on how gender, sex, and sexuality structure human societies, environments, and cultures. 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 ideas about nature, environments, society, and culture.

GE Category: Historical or 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.

This course satisfies these outcomes by introducing students to the core role that heterosexuality and gender binaries play in predominant Western imaginaries, frameworks, and epistemologies of nature and the environment. Students gain tools to identify and analyze heteronormativity and gender binaries in cultural displays of nature and human/animal evolution, in political discourses within environmental justice movements and the norms which guide them, and in the organization of and communication about everyday local landscapes. Students begin to practice new terminology for representations of nature and the environment that do not perpetuate heterosexual norms and gender binaries.

GE Category: 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 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.
 1. 2.3 Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences.

This course satisfies these learning outcomes by introducing students to the ways that the social scientific study of nature and the environment relies on frameworks organizing human and animal life through heterosexuality and gender binaries. The course also introduces students to the predominant ways that social scientific inquiries understand human reproduction and evolution through social and cultural stereotypes of heterosexuality and gender binaries. Students learn how to identify the normative assumption that the environment exists for human resource use, especially for future heterosexual family formations. Students gain tools for identifying the ways that environmental policy and justice movements assume human and animal life to be priorities in times of ecological crisis. Finally, students gain new tools to study, formulate, and communicate alternative policies seeking environmental justice and more sustainable resource use.

GE Category: 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 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.

The course satisfies the learning outcomes for the REG Foundation by considering how socially-created and enforced meanings about gender, race, and ethnicity structure theories of evolution, nature, and human/animal bodies. The course draws on feminist and queer scholars to teach students how to understand the ways that gender/heterosexuality, race, and colonialism sculpt representations in normative institutions and scientific practices. Students learn that the gender binary, its relation to sex and sexuality, greatly misrepresents the wide array of people's experiences of and cultural beliefs about their bodies and sexualities, including experiences of race and ethnicity, and inform the study and representation of animal life, too. Students also learn how the gender binary became a tool of oppression during colonialism and settler colonialism and thus structure understandings of race and ethnicity to this day.

Students learn how to identify the normative assumption that the environment exists for human resource use, especially for future heterosexual family formations. Students will gain tools for identifying the ways that environmental policy and racial, ethnic, decolonial, queer, and feminist justice movements assume human and animal life to be priorities in times of ecological crisis. Finally, students will gain new tools to study, formulate, and communicate alternative policies seeking environmental justice and more sustainable resource use. Finally, in the course students practice new cultural fluency in the ideas of queer ecologies by speaking about the human body, reproduction, and relations to nature that do not assume the gender binary, heterosexuality, and colonial traditions of racial and ethnic devaluation. Students read about ecofeminism as a counter-knowledge and counter-cultural practice and consider how to queer ecofeminism toward more inclusive and radical environmental politics and beliefs.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text**

me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Course materials

Required

Mortimer-Sandilands, C. and Erickson, B. (2010) *Queer ecologies: Sex, Nature, Politics, and Desire*. Bloomington: University of Indiana Press. Available at the OSU bookstore.

Note: Referred to as *Queer ecologies* on reading schedule below.

Other readings will be available on the course's Carmen website, linked in the Modules and uploaded to Files.

Grading and instructor response

Grades

| Assignment or category | Points |
|--|------------|
| Six Discussion Postings, 5 points each, see Carmen for due dates | 30 |
| Essay One due Sept 19 | 15 |
| Essay Two (Show and Tell analysis) due Oct 21 | 15 |
| Narrated Presentation or Documentary Video | 20 |
| Attendance and Participation | 20 |
| Total | 100 |

See course schedule, below, for due dates.

Discussion postings. Posts form a significant aspect of our course because they help me evaluate your progress and comprehension and because they help you interact and learn from

one another. Six times over the semester, you are be required to introduce the reading material for the week and to post discussion questions about the text prior to in-class meetings where we will engage with your questions. You will develop several discussion questions for the week, identify main themes, vocabulary, and concepts from the texts as well. Each Post should be 250-350 words. Please refer to Carmen for further instructions and due dates.

Essays. You will write two creative, analytic essays, each about 1000 words in length. I will provide a prompt for each (noted on the class schedule below) at least one week in advance of their due date, along with detailed instructions. The assignments are due as listed on the course schedule on Carmen and will lose 5% for each day they are late. I will not accept essays later than 3 days after the due date.

Final Project: narrated presentation or video. You will do a creative project examining a familiar ecology from a queer perspective. You may do a campus tour, an analysis of a national park, or even a project on your own backyard. Detailed instructions will be posted on Carmen, and we will discuss this exercise and prepare together in class. We will also view and discuss these in class at the end of the semester, or weather permitting, you will take us on your tour yourself during classtime.

Late assignments

The assignments are due as listed on the course schedule on Carmen and will lose 5% for each day they are late. I will not accept essays later than 3 days after the due date.

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

Please contact me via email. See guidelines below.

Grading and feedback

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

E-mail

Professional email etiquette is a key skill for being taken seriously. I will only respond to emails that follow these formatting standards:

1. Includes a subject line (**Please include WGSS 2250 in the subject line of each email**).
2. Opens with a salutation (such as “Hi Dr. Thomas” or “Dear Mary”).
3. Ends with a closing statement, i.e. “Sincerely,” “Thank you,” “Best wishes,” etc.
4. Uses proper grammar and spelling.

***NOTE: If you email me with a question and the answer is clearly delineated in the syllabus or course materials on Carmen, please don't expect a reply. I will reply to e-mails within 24 hours on school days.*

Attendance, participation, and discussions

Student participation requirements

The quality of your learning experience will be heavily reliant on your thoughtful and regular participation. Please arrive to our class meetings promptly, complete readings before class meetings, participate actively in discussions, and provide thoughtful engagement with lectures, readings, discussion topics, and other class materials. Excessive absences will result in a failing participation grade (no more than 3 missed classes).

In addition to class participation, you must log into Carmen at least twice a week to check Announcements and Discussion activities.

Discussion and communication guidelines

I care deeply about creating a learning environment that is built on shared respect and a desire to learn together well and with academic rigor. Please, let 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, and ableism – all topics we will discuss in class. I cannot guarantee that this class is a safe space, but I can work hard with you all to help us create a space of respect and learning. A feminist and queer 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!

Course schedule

| Date | Topics, Readings, Assignments, Deadlines |
|---------------|---|
| Tues Aug 24 | <p>What is queer ecology?</p> <p>Catriona Mortimer-Sandilands, “Unnatural Passions?: Notes Toward a Queer Ecology,” in <i>Invisible Culture. An Electronic Journal for Visual Culture</i>, Issue 9, 2005. http://www.rochester.edu/in_visible_culture/Issue_9/title9.html</p> |
| Thur Aug 26 | <p>The history of queering ecology</p> <p>Catriona Mortimer-Sandilands and Bruce Erickson, “A Genealogy of Queer Ecologies.” In <i>Queer Ecologies</i></p> |
| Tues Aug 31 | <p>Race, colonialism, and queer ecology</p> <p>Gosine, Andil. (2010). Non-white reproduction and same-sex eroticism: queer acts against nature. In <i>Queer ecologies</i>.</p> |
| Thurs Sept 2 | <p>Feminist political ecology</p> <p>Mollett, Sharlene and Faria, Caroline. (2013). Messing with gender in feminist political ecology. <i>Geoforum</i>, 45: 116-125.</p> |
| Tues Sept 7 | <p>READ this interview with Anne Fausto-Sterling in “Method: Science in the Making” with Azeen Ghorayshi.</p> <p>CASE STUDY: Exhibiting heteropatriarchies</p> <p>Haraway, Donna. 1989. “Teddy Bear Patriarchy. Taxidermy in the Garden of Eden, New York City 1908-1936.” In <i>Primate Visions. Gender, Race and Nature in the World of Modern Science</i>. London: Routledge, p. 26-58.</p> <p>Essay One prompt posted on Carmen.</p> |
| Thurs Sept 9 | No class – I have a conference. |
| Tues Sept 14 | <p>Ecofeminism</p> <p>Merchant, Carolyn. (2013) Introduction and Chapter 1: Gaia: Ecofeminism and the Earth. <i>Earthcare: Women and the Environment</i>.</p> |
| Thurs Sept 16 | <p>Ecofeminism con’t</p> <p>No new reading</p> |

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|---------------|--|
| | ESSAY ONE DUE on Carmen Sunday, Sept 19 by 11:59pm |
| Tues Sept 21 | Merchant, Carolyn. (2013) Chapter 9: The ecological self. <i>Earthcare: Women and the Environment</i> . |
| Thurs Sept 23 | Queering ecofeminism Great Gaard. (1997) "Toward a queer ecofeminism." <i>Hypatia</i> 12.1: 114-137. |
| Tues Sept 28 | Toxicity Giovanna Di Chiro. (2010) "Polluted politics? Confronting toxic discourse, sex panic, and eco-normativity," in <i>Queer ecologies</i> . |
| Thurs Sept 30 | In class video: <i>Goodbye Gauley Mountain – An Ecosexual Love Story</i> (Dirs Beth Stephens and Annie Sprinkle, 2013) |
| Tues Oct 5 | Settler colonialism Greta Gaard, "Indigenous Women, Feminism, and the Environmental Humanities," <i>Resilience: A Journal of the Environmental Humanities</i> 1, no. 3 (2014) |
| Thurs Oct 7 | Transanimality and Trans*natures Hayward, Eva. (2008) More Lessons from a Starfish: Prefixial Flesh and Transspeciated Selves. <i>Women's Studies Quarterly</i> . 36(3):64. |
| Tues Oct 12 | Queer Sex, Queer Animality Alaimo, Stacy. (2010) "Eluding Capture: The Science, Culture, and Pleasure of Queer Animals." In <i>Queer ecologies</i> . Show and Tell Assignment instructions posted to Carmen. |
| Thurs Oct 14 | Autumn Break – no class |
| Tues Oct 19 | Queer Animality con't Noel Sturgeon. (2010) "Penguin Family Values: The Nature of Planetary Environmental Reproductive Justice." In <i>Queer ecologies</i> . |
| Thurs Oct 21 | In Class Show and Tell ESSAY TWO DUE on Carmen by 11:59pm |
| Tues Oct 26 | Queering Environmental Politics Hogan, Katie. (2010). "Undoing Nature: Coalition Building as Queer Environmentalism." In <i>Queer ecologies</i> . |
| Thurs Oct 28 | Queering Environmental Politics con't |

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|----------------------|---|
| | Ingraham, Gordon Brent. (2010). "Fragments, Edges, and Matrices: Retheorizing the Formation of a So-called Gay Ghetto through Queering Landscape Ecology." In <i>Queer ecologies</i> . |
| Tues Nov 2 | Desiring Nature and Queer Attachments "Biophilia, Creative Involution, and the Ecological Future of Queer Desires." (2010). In <i>Queer ecologies</i> . |
| Thurs Nov 4 | Queer and Feminist Perspectives on Climate Change Donna Haraway. 2016. "Making Kin. Anthropocene, Capitalocene, Plantationocene, Chthulucene" in: <i>Staying with the Trouble. Making Kin in the Chthulucene</i> . Duke University Press, p. 99-103. Final projects due on Carmen, Sunday, November 7 by 11:59pm. |
| Tues Nov 9 | Final projects. |
| Thurs Nov 11 | Veteran's Day – no class |
| Nov 16 through Dec 7 | Final projects. |

Other course policies and information

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)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

<http://advising.osu.edu>

Copyright for instructional materials

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.

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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

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 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.

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, Kellie Brennan, at 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 and gender misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or 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 or email 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/>.

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)