

## Term Information

Effective Term Autumn 2022

## General Information

Course Bulletin Listing/Subject Area Anthropology  
Fiscal Unit/Academic Org Anthropology - D0711  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2350  
Course Title Social and Ecological Systems: From Problems to Prospects  
Transcript Abbreviation Soc/Ecolog Sys  
Course Description This high-impact research course surveys the diverse past, present, and future of human-environment relationships. Students will investigate key contemporary issues, discover their cultural and historical causes, and explore how constructive solutions can be achieved.  
Semester Credit Hours/Units Fixed: 4

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 45.0201  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## **Requirement/Elective Designation**

Sustainability

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**

- Understand and explain the dynamic interconnections between physical earth systems, ecosystems, and human systems.
- Integrate ideas from the physical, biological, and social sciences and the humanities and apply them to current sustainability dilemmas and debates.
- Investigate key contemporary environmental/social issues, discover their cultural and historical causes and consequences, and explore how constructive solutions could be achieved.
- Conduct independent and collaborative/group research and communicate findings in oral, written, and poster presentations.

### **Content Topic List**

- Sustainability
- Socioecological systems
- Climate Change
- Environment
- Environmental Anthropology

### **Sought Concurrence**

Yes

## Attachments

- 2350 Social and Ecological Systems From Problems to Prospects.docx: Syllabus  
*(Syllabus. Owner: Healy, Elizabeth Ann)*
- GEsubmission-sustainability\_Anthr2350.pdf: GE Proposal  
*(GEC Course Assessment Plan. Owner: Healy, Elizabeth Ann)*
- Che BiochemConcurrence\_Form\_10-15-15\_1\_SocialEcologicalSystems\_ASC2.pdf: Chem/Biochem Concurrence  
*(Concurrence. Owner: Healy, Elizabeth Ann)*
- CLSE Concurrence\_Form\_10-15-15\_1\_SocialEcologicalSystems\_ASC.pdf: CLSE Concurrence  
*(Concurrence. Owner: Healy, Elizabeth Ann)*
- Concurrence\_Form\_10-15-15\_1\_SocialEcologicalSystems\_ASC EEOB.pdf: EEOB Concurrence  
*(Concurrence. Owner: Healy, Elizabeth Ann)*
- Concurrence\_Form\_10-15-15\_1\_SocialEcologicalSystems\_FAES\_SENR (1).pdf: SENR Concurrence  
*(Concurrence. Owner: Healy, Elizabeth Ann)*
- Concurrence\_Form\_Anthro2350\_SocialEcologicalSystems\_ASC\_COMM.pdf: Comm Concurrence  
*(Concurrence. Owner: Healy, Elizabeth Ann)*
- EarthSciConcurrence 2350.pdf: Earth Sci Concurrence  
*(Concurrence. Owner: Healy, Elizabeth Ann)*
- FCOB Concurrence for Anthropology 2350\_.docx: FCOB Concurrence  
*(Concurrence. Owner: Healy, Elizabeth Ann)*
- Law concurrence Anthro 2350.pdf: Law Concurrence  
*(Concurrence. Owner: Healy, Elizabeth Ann)*
- Public Health Concurrence 2350.pdf: Pub Health Concurrence  
*(Concurrence. Owner: Healy, Elizabeth Ann)*
- ANTHROP2350-research-creative-inquiry-inventory.pdf: Inventory  
*(Other Supporting Documentation. Owner: Healy, Elizabeth Ann)*

## Comments

- The term has been changed and inventory was added. *(by Healy, Elizabeth Ann on 06/14/2021 01:26 PM)*
- - A course with new GE cannot become effective until AU22. Please change term.
  - Instructor should fill out the appropriate integrated practice course inventory & upload in curriculum <https://oaa.osu.edu/sites/default/files/uploads/general-education-review/new-ge/research-creative-inquiry-inventory.pdf> (Also instructor should make sure to consult the description of the integrative practice here <https://oaa.osu.edu/sites/default/files/uploads/general-education-review/new-ge/research-creative-inquiry-courses-description-expectations.pdf> ) *(by Vankeerbergen, Bernadette Chantal on 06/11/2021 09:34 AM)*

**COURSE REQUEST**  
2350 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
08/05/2021

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Healy, Elizabeth Ann	05/13/2021 02:38 PM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	05/13/2021 03:37 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	06/11/2021 09:42 AM	College Approval
Submitted	Healy, Elizabeth Ann	06/14/2021 01:26 PM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	06/14/2021 04:37 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/05/2021 03:04 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/05/2021 03:04 PM	ASCCAO Approval

# **Anthropology 2350**

## **Social and Ecological Systems: From Problems to Prospects**

**Spring 202# ~ The Ohio State University ~ 4 Credits**

### **Time and Place:**

Two 120-minute meetings per week (e.g., Tuesdays and Thursdays, 12:30-2:30pm)  
Location TBD

**Instructor:** Dr. Anna Willow

**Email:** willow.1@osu.edu

**Phone:** (740)725-6259

**Office:** 350B Morrill Hall

**Office Hours:** TBD

## **Learning Goals and Outcomes**

The goal of this course is to introduce students to essential concepts in socioecological systems thinking and train them to apply these concepts to real world problems. By the end of the course, students will be able to: (1) Understand and explain the dynamic interconnections between physical earth systems, ecosystems, and human systems. (2) Integrate ideas from the physical, biological, and social sciences and the humanities and apply them to current sustainability dilemmas and debates. (3) Investigate key contemporary environmental/social issues, discover their cultural and historical causes and consequences, and explore how constructive solutions could be achieved. (4) Conduct independent and collaborative/group research and communicate findings in oral, written, and poster presentations.

## **Course Overview**

This course surveys the past, present, and future of human-environment relationships. Students will be exposed to essential concepts in the physical and ecological sciences and the environmental social sciences and humanities. Using these interdisciplinary tools, students will investigate key contemporary issues, discover their cultural and historical causes and consequences, and explore how constructive solutions could be achieved. This is an integrative high-impact course, with an emphasis on research. As such, it involves intensive independent and group research and writing. Students will gain a basic understanding of the dynamic interconnections between physical earth systems, ecosystems, and human systems that they will be able to apply to their future studies (including the Sustainable and Resilient Social and Ecological System (SARSES) certificate). Class meetings will consist of a combination of lectures, discussions, workshops, and occasional guest lectures and films.

## Course Requirements and Grading

Assignment	Due Date	Percentage of Final Grade
Status Report	5 <sup>th</sup> Class Meeting	15%
The Story of Earth	11 <sup>th</sup> Class Meeting	15%
World Problems Report	19 <sup>th</sup> Class Meeting	15%
Building a Better Future Paper	Final Exam Period	25%
Building a Better Future Poster	Final Exam Period	10%
Reading Response Journal	Weekly	10%
Engagement/Participation	Ongoing	10%

Students will complete four interrelated assignments, including two individual writing assignments and two group projects. These assignments are intended to create a scaffolding for a successful capstone project. In Part 1 of the course, students will begin by using interdisciplinary tools to assess the holistic socioecological health of one selected world region (Status Report). In Part 2, they will work in groups to analyze the broader “state of the world” and communicate their findings and perspectives in a creative format (The Story of Earth). In part 3, students will become experts on one selected contemporary systemic world issue (World Problems Report). They will build on the knowledge and skills gained through these assignments to undertake a group project that proposes—and, in some cases, enacts—solutions to problems identified in earlier course work (Building a Better Future).

**Status Report:** Individual writing assignment. Students will report on the holistic socioecological health of one selected world site/region using a variety of physical, biological, and social measures. 4-5 pages (double-spaced). 15% of final grade. Due on 5<sup>th</sup> class meeting.

**The Story of Earth:** Group project. Students will develop a creative presentation (i.e., digital media, STEAM) that traces the trajectory of the earth and human civilization up to the present, including the development of diverse human ways of life and anthropogenic climate and environmental change. Projects will be presented and discussed in class. 15% of final grade. Due on 11<sup>th</sup> class meeting.

**World Problems Report:** Individual writing assignment. Students will research and report on a contemporary systemic world issue of interest to them, discussing the problem’s causes, consequences, and potential solutions. 4-5 pages (double-spaced). 15% of final grade. Due in Due on 19<sup>th</sup> class meeting.

**Building a Better Future:** Group project. Students will collaborate on a project that takes (or could take) concrete steps toward building a more sustainable and resilient future. Findings will be summarized in an 8-10 page (double-spaced) paper and reported to the class in final poster presentation. The paper is worth 25% of the final grade and the poster is worth 10%. A draft will be presented to the class for feedback during the final week of class and the final paper and poster are due during the final exam period for the course.

**Reading Response Journal:** Each week, students will submit a journal containing their responses and reflections concerning the assigned readings. Weekly. 10% of final grade.

**Course Engagement/Participation:** Students are expected to demonstrate their engagement in the course by participating in class meetings, completing assigned readings, and applying themselves fully on all course work. Ongoing. 10% of final grade.

Details on all assignments and expectations will be discussed in class.

## Course Policies and Other Important Information

**Carmen:** Please check Carmen regularly. Links to online material, lecture outlines, important announcements, and all major grades for the course will be posted in Carmen. Set your notification settings so that you get an email (or alert) when there is a new announcement.

**Readings:** Readings for this course are available online through Carmen or the OSU Library. Please read the selections listed in the Course Outline in advance of that day's class meeting.

**Student Well-Being Statement:** The well-being of students is of primary importance. If you are facing any challenges related to your physical or mental health, or obstacles like food or housing insecurity, please do not hesitate to get in touch to discuss ways we can put you in the best possible position to succeed.

**Students with Disabilities:** 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. 12th Avenue.

**Academic Integrity:** All students should become familiar with the rules governing academic misconduct, especially as they pertain to plagiarism and cheating. Ignorance of the rules is not an excuse and all alleged cases of academic misconduct will be reported to the Committee on Academic Misconduct (COAM). It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct.

**Statement on Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu>, emailing the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Please note that Ohio State University faculty and other personnel are required to report to the University's Title IX Office any instances of sexual violence or harassment that students disclose.

**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 themselves. 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.

***Grading Policy:*** The standard OSU grading scheme will be used to determine final grades.

***Attendance and Exam Policy:*** Students are expected to attend every course meeting. Late assignments will be accepted but will gradually lose points.

***Technology Policy:*** Phones and internet use are permitted in class if (and only if) they enhance course participation. Unless you have an ongoing emergency, please silence your cellphone.





## GE Expected Learning Outcomes

This course fulfills the **Sustainability Theme** requirement.

The Ohio State Sustainability Education and Learning Committee defines a “sustainability course” as one that “acknowledges the fundamental dependence of humans on earth and environmental systems and addresses one or more aspects of the interdependence of human and natural systems...” and focuses its view of these interactions of human-natural systems through at least one of the dimensions of sustainability: “environmental & earth systems; economy and governance; society and culture; engineering, technology and design; and health and well-being.” The following Expected Learning Outcomes were drafted to align with that description. It is expected that all courses in this theme will address the interaction of humans and natural systems and one or more other dimensions of sustainability.

Theme: Sustainability	
Goal	Expected Learning Outcomes
<p>Students analyze and explain how social and natural systems function, interact, and evolve over time; how human well-being depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.</p>	<p><b>Successful students are able to ...</b></p>
	<p>1.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.</p>
	<p>1.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.</p>
	<p>1.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.</p>

“Social and Ecological Systems: From Problems to Prospects” satisfies these learning goals and objectives by emphasizing throughout the complex relationships between human and non-human Earth systems, increasing awareness of global environmental and socioecological problems, and empowering students to respond to such problems in an informed manner.

# Course Outline

## Part 1: The State of the World

1)

Introductions and Expectations/Systems Thinking Fundamentals/How Big Is Your Footprint?

*Readings:*

~Holling, C.S., 2001. Understanding the Complexity of Economic, Ecological, and Social Systems. *Ecosystems* 4: 390-405. [Carmen]

~ Walker, Brian et al. 2004. Resilience, Adaptability and Transformability in Social–Ecological Systems. *Ecology and Society* 9(2):5 [Carmen]

2)

Status Report I: The Climatic System

*Readings:*

~NOAA Global Climate Report (<https://www.ncdc.noaa.gov/sotc/global/>) [view most recent report Online]

~IPCC. 2018: Summary for Policymakers-Global Warming of 1.5°C. [Carmen]

3)

Status Report II: The Ecological System

*Readings:*

~ IPBES. 2019. Summary for Policymakers-Global Assessment Report on Biodiversity and Ecosystem Services. [Carmen]

4)

Status Report III: The Social System

Film: *Anthropocene: The Human Epoch* (Part 1)

*Readings:*

~United Nations. 2020. Inequality in a Changing World-Executive Summary. [Carmen]

5)

Welcome to the Anthropocene

Film: *Anthropocene: The Human Epoch* (Part 2)

*Readings:*

~Crutzen, Paul. 2002. Geology of Mankind. *Nature* 415:23. [Carmen]

~Scranton, Roy. 2015. *Learning to Die in the Anthropocene: Reflections on the End of a Civilization*. City Lights. [access online through OSU Library at <https://library.ohio-state.edu/record=b8408482~S7>]

→STATUS REPORT DUE

## Part 2: How Did We Get Here?

6)

Deep Earth History/Climates of the Past

*Readings:*

~Westerhold, Thomas et al. 2020. An Astronomically Dated Record of Earth's Climate and its Predictability Over the Last 66 Million Years. *Science* 369(6509):1383-1387.

[Carmen]

~Optional: Encyclopedia Britannica: Climate Change Throughout History.

<https://www.britannica.com/explore/savingearth/climate-change-throughout-history>

[online resource]

7)

Life on Earth: An Overview

*Readings:*

~Benton, Michael. 2008. *The History of Life: A Very Short Introduction*. Oxford. [access through OSU Library at <https://library.ohio-state.edu/record=b7932661~S7>]

8)

Human Origins and Options

*Readings:*

~Harari, Yuval Noah. 2020. *Sapiens: A Graphic History*. Harper. [Carmen]

9)

The Problem with Civilization

*Readings:*

~Jensen, Derrick. Endgame: Volume 1: The Problem of Civilization. From *The Derrick Jensen Reader*. Seven Stories Press. [Carmen]

10)

Group Assignment: The Story of Earth – Work Day

*Readings:* No required readings. Select resources to aid your project.

11)

Story of Earth Presentations

*Readings:* No required readings. Select resources to aid your project.

**THE STORY OF EARTH DUE**

## Part 3: A World of Problems<sup>1</sup>

12)

How—and Why—we’re Wrecking the Planet

*Readings:*

~ Steffen, Will et al. 2015. The Trajectory of the Anthropocene: The Great Acceleration. *The Anthropocene Review* 2(1):81-98. [Carmen]

~ Steffen, Will et al. 2018. Trajectories of the Earth System in the Anthropocene. *Proceedings of the National Academy of Sciences* 115(33):8252-8259. [Carmen]

13)

(Un)Natural Disasters

*Readings:*

~Button, Gregory and Mark Schuller. 2016. *Contextualizing Disaster*. Berghahn Books.

**Note:** Read Introduction and one case study chapter (to be assigned). [Carmen]

14)

The 6<sup>th</sup> Extinction

*Readings:*

~Kolbert, Elizabeth. 2009. The Sixth Extinction? *The New Yorker*. [Carmen]

~Ceballos, Gerardo et al. 2020. Vertebrates on the Brink as Indicators of Biological Annihilation and the Sixth Mass Extinction. *Proceedings of the National Academy of Sciences* 117(24):13596-13602. [Carmen]

15)

From Melting Glaciers to Dying Reefs

*Film: Chasing Ice or Chasing Coral*

*Readings:*

~ Gao, Jing et al. 2019. Collapsing Glaciers Threaten Asia’s Water Supplies. *Nature* 565:19-21. [Carmen]

~Hoegh-Guldberg, Ove et al. 2017. Coral Reef Ecosystems Under Climate Change and Ocean Acidification. *Frontiers in Marine Science* 4:Article 158. [Carmen]

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<sup>1</sup> The topics here are examples and can be modified based on individual instructors’ needs and expertise. Guest speakers will be beneficial in this section of the course.

16)

Industrial Agriculture

*Film: Food, Inc.*

*Readings:*

~ Climate Change and Agriculture. Union of Concerned Scientists. View online at <https://www.ucsusa.org/resources/climate-change-and-agriculture> [online resource]

17)

Extractivism

*Readings:*

~Willow, Anna. 2017. Indigenous ExtrACTIVISM in Boreal Canada: Colonial Legacies, Contemporary Struggles and Sovereign Futures. *Humanities* 5(55):1-15. [Carmen]

18)

Overconsumption

*Film: The Story of Stuff*

*Readings:*

~De Graaf, John et al. 2014. *Affluenza: How Overconsumption Is Killing Us—And How to Fight Back*. San Francisco: Berrett-Koehler Publishers. [access online through OSU Library at <https://library.ohio-state.edu/record=b9142769~S7>]

19)

Plastic Pollution

*Film: A Plastic Ocean*

*Readings:*

~Ritchie, Hannah and Max Roser. 2018. Plastic Pollution. *Our World in Data*. View online at [https://ourworldindata.org/plastic-pollution?utm\\_source=newsletter](https://ourworldindata.org/plastic-pollution?utm_source=newsletter) [online resource]

~Microplastics in Human Poop. 2018. *National Geographic*. View online at <https://www.nationalgeographic.com/environment/article/news-plastics-microplastics-human-feces?loggedin=true> [online resource]

**WORLD PROBLEMS REPORT DUE**

## Part 4: A World of Prospects<sup>2</sup>

20)

Building a Better Future: Project Introduction and Planning

21)

Future Scenarios

*Readings:*

~Pacala, Stephen, and Robert Socolow. 2004. Stabilization Wedges: Solving the Climate Problem for the Next 50 Years with Current Technologies. *Science* 305(5686):968-972.

[Carmen]

~US Climate Resilience Toolkit—Midwest. View online at <https://toolkit.climate.gov/regions/midwest> [online resource]

~Singh, Vandana. Entanglement. [Carmen]

22)

Biophilia

*Film: Biophilic Design: The Architecture of Life.*

*Readings:*

~Kellert, Stephen, and Elizabeth Calabrese. 2015. *The Practice of Biophilic Design*. London: Terrapin Bright LLC. [Carmen]

23)

Local Food and Regenerative Agriculture

*Film: Kiss the Ground*

*Listen:*

~Wes Jackson on the Problem of Agriculture and the Perennial Solution.

<https://quiviracoalition.org/down-to-earth-podcast-episode-7/> [online resource]

*Readings:*

~ Lal, Rattan. 2020. Regenerative Agriculture for Food and Climate. *Journal of Soil and Water Conservation* 75(5):123A-124A. [Carmen]

~Barker, Debbie and Michael Pollan. 2015. A Secret Weapon to Fight Climate Change: Dirt. <https://michaelpollan.com/articles-archive/a-secret-weapon-to-fight-climate-change-dirt/> [online resource]

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<sup>2</sup> Topics listed here are sample topics and can be modified depending on individual instructors' preference. Most class meeting in this section of the course are expected to include group work time.

24)

Natural Area Restoration

*Readings:*

~McAfee, Dominic et al. 2019. Everyone Loves a Success Story: Optimism Inspires Conservation Engagement. *BioScience* 69(4):274-281. [Carmen]

~12 Conservation Success Stories—In Pictures. View online at <https://www.theguardian.com/environment/gallery/2018/may/22/12-conservation-success-stories-in-pictures> [Online resource]

25)

The Future of Energy

*Film: The Future of Energy*

*Readings:*

~Peter, Onu, and Charles Mbohwa. 2019. Renewable Energy Technologies in Brief. *International Journal of Scientific and Technology Research* 8:1283-1289. [Carmen]

~Nader, Laura. 2010 [1981]. Barriers to Thinking New About Energy. *In The Energy Reader*, Laura Nader, ed. Pp. 198-204. [Carmen]

26)

Telling a New Story

*Film: Transition 2.0*

*Readings:*

~Korten, David C. 2021. Telling a New Story. In *The New Possible: Visions of our World Beyond Crisis*. Pp. 259-267. Eugene, OR: Cascade Books. [Carmen]

~Hopkins, Rob. 2019. Selections from *From What is to What If?* White River Junction, VT: Chelsea Green. [Carmen]



## Part 5: Wrap Up

27)

Wrap Up/Review

*Readings:*

~Lent, Jeremy. 2021. Envisioning an Ecological Civilization. In *The New Possible: Visions of our World Beyond Crisis*. Pp. 3-12. Eugene, OR: Cascade Books. [Carmen]

28)

Building a Better Future Presentations & Feedback

*Readings:* No required readings. Select resources to aid your project.

**\*Please bring a draft of your paper and poster and be ready to talk about your work!**

29)

Building a Better Future Presentations & Feedback

*Readings:* No required readings. Select resources to aid your project.

**\*Please bring a draft of your paper and poster and be ready to talk about your work!**

*Final Examination:*

**BUILDING A BETTER FUTURE: FINAL PAPERS AND POSTERS DUE**  
Public Poster Session and Celebration during final exam period





# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

## **Course subject & number**

### General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the focal theme.** In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

A large, empty rectangular box with a thin black border, intended for the student to write their response to the ELOs. It occupies the lower half of the page.

Course subject & number

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.**

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

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.** 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

## Specific Expectations of Courses in Sustainability

**GOAL 1: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.**

**1.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.** 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

**1.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**1.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

# Research & Creative Inquiry Course Inventory

## Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Research & Creative Inquiry Courses. It may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult with the OSU Office of Undergraduate Research and Creative Inquiry. You may also want to consult the Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

## Accessibility

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

## Pedagogical Practices for Research & Creative Inquiry

Course subject & number

**Performance expectations set at appropriately high levels (e.g. students investigate their own questions or develop their own creative projects).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

## Research & Creative Inquiry Inventory

**Significant investment of time and effort by students over an extended period of time (e.g., scaffolded scientific or creative processes building across the term, including, e.g., reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work)** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

**Interactions with faculty and peers about substantive matters including regular, meaningful faculty mentoring and peer support.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

## Research & Creative Inquiry Inventory

**Students will get frequent, timely, and constructive feedback on their work, iteratively scaffolding research or creative skills in curriculum to build over time.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

**Periodic, structured opportunities to reflect and integrate learning in which students interpret findings or reflect on creative work.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)



Research & Creative Inquiry Inventory

**Opportunities to discover relevance of learning through real-world applications (e.g., mechanism for allowing students to see their focused research question or creative project as part of a larger conceptual framework).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

**Public Demonstration of competence, such as a significant public communication of research or display of creative work, or a community scholarship celebration.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

## Research & Creative Inquiry Inventory

**Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

**Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, (e.g. universal design principles, culturally responsible pedagogy).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

## Research & Creative Inquiry Inventory

**Clear plan to market this course to get a wider enrollment of typically underserved populations.**

Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)