

Term Information

Effective Term Autumn 2022
Previous Value Summer 2013

Course Change Information

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

Securing online approval, hybrid approval, as well as moving to the new GE

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

Teaching this course online or as a hybrid will enable the History Department to reach a wider, more diverse audience. The online format, for example, offers flexibility to students registered with Student Life Disability Services. The online format can liberate students from the physical limitations of the classroom setting. Program 60 students who live outside of the Columbus metropolitan area, moreover, can audit the online class more easily than the traditional in-person class. The hybrid offering also widens the breadth of History courses that can be completed in a more flexible format, which often aids us in enrolling students during the second session. Though the Historical or Cultural Studies GE is intuitive for History courses, the Race, Ethnicity and Gender GE will broaden the department's enrollment metrics as well. This helps the History Department and the university fulfill its mission of public outreach, extending the university's resources across the state and beyond.

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)?

N/a

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

Cross-listed in Jewish Studies

Is this a request to withdraw the course? No

General Information

| | |
|--------------------------------------|---|
| Course Bulletin Listing/Subject Area | History |
| Fiscal Unit/Academic Org | History - D0557 |
| College/Academic Group | Arts and Sciences |
| Level/Career | Undergraduate |
| Course Number/Catalog | 2455 |
| Course Title | Jews in American Film |
| Transcript Abbreviation | Jews in Amer Film |
| Course Description | A study of how modern Jews appear in film compared with historical reality. |
| Semester Credit Hours/Units | Fixed: 3 |

Offering Information

| | |
|--|--|
| Length Of Course | 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week |
| Flexibly Scheduled Course | Never |
| Does any section of this course have a distance education component? | Yes |

COURSE CHANGE REQUEST
2455 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
08/18/2021

| | |
|---|--|
| Is any section of the course offered | 100% at a distance Greater or equal to 50% at a distance Less than 50% at a distance |
| Previous Value | <i>Yes, Greater or equal to 50% at a distance</i> |
| Grading Basis | Letter Grade |
| Repeatable | No |
| Course Components | Lecture, Recitation |
| Grade Roster Component | Recitation |
| Credit Available by Exam | No |
| Admission Condition Course | No |
| Off Campus | Never |
| Campus of Offering | Columbus, Lima, Mansfield, Marion, Newark, Wooster |
| Previous Value | <i>Columbus, Lima, Mansfield, Marion, Newark</i> |

Prerequisites and Exclusions

| | |
|-----------------------------------|---|
| Prerequisites/Corequisites | Prereq or concur: English 1110.xx, or permission of instructor. |
| Exclusions | Not open to students with credit for JewshSt 2455. |
| Previous Value | Not open to students with credit for 332 or JewshSt 2455. |
| Electronically Enforced | No |

Cross-Listings

| | |
|-----------------------|--------------------------|
| Cross-Listings | Cross-listed in JewshSt. |
|-----------------------|--------------------------|

Subject/CIP Code

| | |
|-------------------------|-----------------------------|
| Subject/CIP Code | 38.0206 |
| Previous Value | <i>54.0101</i> |
| Subsidy Level | Baccalaureate Course |
| Intended Rank | Freshman, Sophomore, Junior |

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
General Education course:
Historical Study; Historical and Cultural Studies; Race, Ethnic and Gender Diversity
The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors
General Education course:
Historical Study
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 | • An understanding of Jewish History as expressed through popular films |
| Previous Value | |

Content Topic List

- Judaism
 - Jews and Hollywood
 - Modern Jewish history
 - Film distribution and access
 - Ashkenaz
 - American Jewry
 - Popular culture
 - Assimilation
 - Intermarriage
 - Stereotypes
 - Israeli film in America
- No

Sought Concurrence

Attachments

- DL History 2455 Syllabus 5-10-21.docx: DL Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- HYBRID History 2455 Syllabus May 9 2021.docx: Hybrid Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- History 2455 DL.docx: DL ASC Tech checklist
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- History 2455 Hybrid.docx: HY ASC Tech checklist
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- History 2455 Syllabus IN PERSON.docx: in-person syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- ge-foundations-submission 2455.pdf: New GE Foundations form
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)

Comments

- History and Jewish Studies need to have the same CIP code for this cross-listed course. *(by Vankeerbergen, Bernadette Chantal on 08/05/2021 02:11 PM)*
- In 2016 not all films were available through the library so, we were watching all the films in class. This took up a great deal of our in-class time. It is Dr. Goldish's determination that requiring students to watch the films, do the reading, and write papers at home, in addition to three hours of class time per week, is too much for a 3-credit course. Some of these films, such as "Fiddler", "Schindler", and "Exodus", are over three hours in length. *(by Heikes, Jacklyn Celeste on 05/17/2021 02:38 PM)*

COURSE CHANGE REQUEST
2455 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
08/18/2021

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|---|---------------------|------------------------|
| Submitted | Heikes, Jacklyn Celeste | 05/17/2021 02:39 PM | Submitted for Approval |
| Approved | Elmore, Bartow J | 05/17/2021 03:13 PM | Unit Approval |
| Revision Requested | Vankeerbergen, Bernadette Chantal | 08/05/2021 02:11 PM | College Approval |
| Submitted | Heikes, Jacklyn Celeste | 08/05/2021 03:08 PM | Submitted for Approval |
| Approved | Soland, Birgitte | 08/05/2021 09:47 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 08/18/2021 01:48 PM | College Approval |
| Pending Approval | Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 08/18/2021 01:48 PM | ASCCAO Approval |



SYLLABUS

HISTORY 2455

Jews in American Film

Autumn 2022 (as example; full term)

3 credit hours

100% Online

COURSE OVERVIEW

Instructor

Instructor: Matt Goldish
Email: (preferred contact): goldish.1@osu.edu
Phone number: 614 5729601
Office hours: WF 11:00-12:00

Synchronous meeting time: Tuesdays 2:20-3:40

Prerequisites

English 1110.xx or permission of instructor

Course description

Jews and Jewish life have often been depicted in American television and film. We will watch a number of films about Jews and Jewish life while reading about those same topics in primary and secondary historical sources. We will then analyze the depiction of Jews and Judaism in the films and discuss how that depiction compares with the historical record. This will be accomplished through class discussion as well as through reflective writing. We will come out of the course with both content knowledge (modern Jewish history; culture, race, gender and ethnicity issues relating to Jews) and skills (watching film and television critically; detecting attitudes and biases in writing as well as film; writing and speaking articulately about our observations).

Course learning outcomes

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

- Describe the main contours and conflicts of Jewish life in Eastern Europe and the US from the late nineteenth century to the late twentieth century
- Speak in an informed manner about questions of Judaism, Jewry, Jewishness, and the Jewish people as ethnicity (or ethnicities), race (or races), and/or religious tradition(s)
- Spot conflicts in film and in historical documents between genders, ethnicities, generations, and nationalities
- Detect implicit positions and biases of the creators of films and authors of primary as well as secondary written works
- Write and speak articulately about these topics

General education goals and expected learning outcomes

[OLD GE PARADIGM]

As part of the Historical Study category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- Students recognize how past events are studied and how they influence today's society and the human condition.
 - Students construct an integrated perspective on history and the factors that shape human activity
 - Students describe and analyze the origins and nature of contemporary issues
 - Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

We will achieve these goals and outcomes in the following manner. Our reading (in both primary and secondary sources) will inform us about major historical events and conditions affecting European and American Jewry from around 1850 to 2000. In addition to these serious examinations and analysis of sources, we will watch major commercial films depicting some of those events and situations. This will give us perspective on how they are viewed by media producers and the American public. We will learn to analyze historical events—including our course content material, but not limited to it—from a tripartite perspective: primary sources, secondary sources, and film. We will come out with a sense of the events and issues of our core historical subjects, but also an understanding of how history is perceived and often warped as it is turned into popular culture (see e.g. the discussions and assignments for the weeks of “Exodus” and “School Ties”). We will think together about the implications of the fact that a film may be the only source of information most people have about a historical subject. Along the way we will look for aspects of the modern Jewish experience which resonate more widely in society, such as immigration (e.g. “Hester Street” week), racial or ethnic hatred (e.g. “Schindler’s List” and

“School Ties” weeks), intergroup relations (e.g. “Annie Hall” and “Keeping the Faith” weeks), gender roles (e.g. “Hester Street” and “Kissing Jessica” weeks), economic struggle (e.g. “Hester Street” week), stereotypes (e.g. “Outside Chance” week), and family ties (e.g. “Fiddler” week).

HISTORICAL AND CULTURAL STUDIES FOUNDATION GOALS AND EXPECTED LEARNING OUTCOMES [NEW GE PARADIGM]

- Goals for Historical Studies: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Successful students are able to

- Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.
- Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
- 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.
- Evaluate social and ethical implications in historical studies.

How we will achieve this:

- ✓ We will carefully study primary and secondary sources about the events and periods depicted in our films (examples of primary sources: *Bintel Brief* readings, Kotik, *Journey to a Nineteenth-Century Shtetl*; examples of secondary sources: Diner, *A New Promised Land*; Helmreich, *Against All Odds*).
- ✓ Our papers will use film, primary, and secondary sources to describe and analyze the origins of the Jews’ position in modern American society, views concerning the State of Israel, and the experiences of immigrants.
- ✓ Our analysis of film, primary and secondary sources will help us construct an integrated perspective on the experiences of Jewish immigrants, their children and grandchildren, and the ways the Jewish immigrant experience relates to the experiences of other immigrant groups (see especially the assignments for the weeks of “Hester Street” and “The Quarrel”.) We will also explore some of the implications of modern Jewish nationalism and relate them to the larger questions of nationalism and post-colonial attitudes in the modern world (see especially the assignments for the weeks of “Exodus” and “Munich”).

- ✓ All our films and readings will address the implications of the Jews' social standing and ethnicity in either Europe, the United States, or the emerging State of Israel.

RACE, ETHNIC, AND GENDER DIVERSITY FOUNDATION GOALS AND EXPECTED OUTCOMES

- Goals: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnic and gender diversity, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.
- Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcomes:

Successful students are able to

- Describe and evaluate the social positions and representations of categories including race, ethnic and gender diversity, and possibly others.
- Explain how categories including race, ethnic and gender diversity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- Analyze how the intersection of categories including race, ethnic and gender diversity combine to shape lived experiences.
- Evaluate social and ethical implications of studying race, ethnic and gender diversity.
- Demonstrate critical self-reflection and critique of their social positions and identities.
- Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- Describe how the categories of race, ethnic and gender diversity influence the lived experiences of others.

How we will achieve this:

- ✓ In our class discussions and in papers we will describe and evaluate the social position and representation (including stereotypes, educational limitations, and social exclusion) of Jews insofar as they have been perceived as a race, an ethnicity, and a reviled religious minority (see e.g. "School Ties" week, "Fiddler" week.) We will also explore how Jewish immigrants related to both American majority culture and to other minority populations ("Frisco Kid" week, "Hester Street" week, "Outside Chance" week.) We will

be paying particular attention to gender and generational stereotypes throughout the course (e.g. “Fiddler” week, “Annie Hall” week, “Keeping the Faith” week) and LGBTQ attitudes in the Jewish community (“Frisco Kid” week, because the film has some subtle homoerotic scenes to analyze, and “Kissing Jessica” week.) This may be one of the few courses in our college to study generational conflict and aging as an issue of diversity and sensitivity.

- ✓ The chronological nature of our course will take us through the period during which, in many Western societies including our own, Jewishness shifted from being a racial category to being a non-differentiated part of the “white” racial category. This shift offers a window through which to explore the constructed nature of race and the impact of power hierarchies on individual lives. The common European and American casting of the State of Israel as an outpost of white, European colonial power, despite the fact that Israel’s ethnic and racial makeup is highly diverse, offers one example of this issue (see “Exodus” week). We will also consider how gender stereotypes and gender diversity have played out in the Jewish world in ways which sometimes bleed over into Western culture more generally (“Fiddler” week; “Kissing Jessica” week).
- ✓ Our use of film in conjunction with primary and secondary reading put us in a uniquely effectual position for the study of interactions between various ethnic, racial, gender, age, economic, and religious positions. During “Fiddler” week, for example, we have the opportunity to examine the power differential between the Christian majority and the Jewish minority in pre-WWI Ukraine, the way various gender stereotypes of feminine and masculine behavior are used to negotiate this difficult life (Yenta, Golde, Tevye), the erosion of ethnic and religious hierarchies, the imposition of political power to control individual freedoms and choices (exemplified by the socialist Perchik), and generational conflict (Tevye and his daughters). In “Munich” we see how Jewish and Palestinian tensions evolve as racial as well as ethnic, religious, and nationalist conflict.
- ✓ Most of our sessions incorporate the social and ethical dimensions of the study of race, ethnicity, and gender. In “Frisco Kid,” for example, a European immigrant to America, Rabbi Avrum Belinski, crosses the country on foot, engaging with Amish farmers, Native Americans, Asian-Americans, African-Americans, and a bank robber with whom he shares moments which are subtly homoerotic, though not openly so. In “Munich” the ethical dimension of Israeli power is explored as the central character, Avner, is sent to Europe with his team to avenge the 1972 Munich Olympics massacre. The assassins’ ethical dilemma is central to the story, but it draws in complex gender roles and racial tension with competing Palestinian activists among other pieces. The issues of ethics and race in the Holocaust (“Schindler” week) need no further elaboration.

- ✓ One of the exercises we do in this class (usually during “School Ties” week) is to call out a list of stereotypes about Jews and discuss where stereotypes come from. During this discussion as well as in others throughout the course we pause to consider whether the dilemmas of Jews during the modern period mirror those of other ethnic, racial, immigrant or religious minorities, and we take time to consider our own individual and communal situations.
- ✓ These same discussions relate closely to our analysis of underlying racial, religious, ethnic, gender, age, and political points of view—whether hidden or manifest—in our readings and films. These two related discussions offer the opportunity to examine our own points of view, attitudes, and prejudices.
- ✓ The entire course calls on students to pay attention to the way difference—racial, cultural, religious, ethnic, economic, political, generational, and gender—shapes every aspect of our existence in society. Why does Woody Allen see the world through the lens of his fear of anti-Semitism? How does Jessica Stein’s mother respond when she discovers that her daughter is a lesbian? What causes Oskar Schindler to abandon his racist Nazi views to become a savior of Jews? Each reading and film focuses our attention on the implications of difference to lived experience.
- ✓ The REGD Foundation calls attention to a limited number of categories of difference affecting society. The course treats not only the issues of race, ethnicity and gender diversity, but also those of age difference, religious difference, class difference, and political difference. This gives students a more rounded sense of the tensions and power differentials to which we must pay attention in our society and world.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are required sessions when you must be logged in to Carmen at a scheduled time. We meet synchronously on Zoom once a week because your work at home includes watching our films in addition to significant reading and writing assignments. The films will be available through the OSU libraries portal and I will supply links to each in the final syllabus. The hours and assignments of this online format meet the expectations of a 2000-level Ohio State University College of Arts and Sciences course. In other words, the time and effort you expend on this course will be similar to the time and effort invested in any other 2000-level course, live or online.

Pace of online activities: Each week the students will watch a film (on one occasion there is a small second film), read primary and/or secondary sources concerning the material treated in the film, and write a small thought paper. When we meet in our *synchronous* Zoom sessions we will discuss the films and reading together.

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

Attendance and participation requirements: I expect every student to be at every class meeting. If the synchronous Zoom meeting time is not open in your schedule please consider other courses rather than this one. I will take attendance and subtract 5 points from your grade for any missed session unless there is a really extraordinary situation which prevents you from participating. If I detect that you are busy carrying on other activities on your computer or cell phone while we are meeting I will dock between one and five points from your grade, depending on how egregious I find the infraction to be.

The following is a summary of students' expected participation:

- Completion of papers on time
- Attendance at each synchronous class session
- Attention to the discussion
- Participation in the discussion over the course of the semester. I find it counterproductive to demand some specific number of comments or questions so here is the policy: If I find that a student is not involved in the discussions I will occasionally call upon her or him to comment. If the student has an intelligent and informed response, indicating that she or he has watched the film, read the material, and thought about it seriously, that will bring her or him into full compliance and credit. If I find that a student is not voluntarily participating, and, when called on, is not well prepared or not paying attention to the discussion, I will plan to deduct one point from the participation grade on each such occasion. I will make every effort to distribute these calls equitably among class members who are not participating voluntarily.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- Hasia Diner, *A New Promised Land: A History of Jews in America*
- Elie Wiesel, *Night*, trans. Marion Wiesel (available online; link will be on CARMEN)

- Additional readings which will be available through CARMEN

Expect to read between 70 and 100 pages per week. Much of it is very engaging and interesting (at least in my view) and it includes primary as well as secondary sources.

The films will be available through the OSU libraries portal and I will supply links to each in the final syllabus.

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)

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.

GRADING AND FACULTY RESPONSE

How your grade is calculated

| ASSIGNMENT CATEGORY | POINTS |
|--------------------------------------|---------------------------|
| Zoom presence | 20% |
| Meaningful, informed participation | 20% |
| Weekly papers (14; 2 lowest dropped) | 60% (5 pts ea – 2 lowest) |
| | |
| | |
| | |
| | |
| Total | 100 |

See course schedule below for due dates.

Descriptions of major course assignments

- Presence: Full credit if you are on Zoom with us for the full class each week all the way through and not distracted or away from the camera for more than a quick bathroom break. 5 points off for missing any session unless there is a really remarkable reason. 1 to 5 points off for coming late, leaving early, or being distracted with other activities.
- Participation: As described above, I will expect everyone to have informed, intelligent things to say about the films and readings on a regular basis (meaningless talk will not score points.) If a student is not participating voluntarily I will call on him or her for comment at intervals on an equitable basis. If a student is not prepared to comment or appears not to be focused on the discussion I will dock a point for each occurrence.
- Weekly papers: Each student will write a paper of between about 300 and 500 words responding to prompts which I supply below in this syllabus. This will typically constitute a small essay with an introduction, two to four body paragraphs, and a brief conclusion.
- Each student should work *alone*. All writing assignments are open-book.
- Citations from class materials or lectures can be placed in a simple parentheses at the end of a sentence; e.g. (Diner 79) or (Goldish lecture 8/18/22). If additional material is used, please follow this method but add a basic bibliography of those outside sources at the end of the paper in Chicago Manual of Style *bibliography* style. Be sure to cite ALL THE FOLLOWING: direct quotations (also get quotation marks!), paraphrases, use of information or ideas you took from someone else. Failure to follow this guideline may constitute *plagiarism*, a most serious infraction of ethics as well as of university rules. Plagiarism may result in a failing grade in the course and possible serious disciplinary action.
- I will expect the quality of writing to reflect the technical skill and sophistication of ideas appropriate in a 2000-level Ohio State course. This means grammar, syntax, word choice, and structure as well as understanding and creative thinking.
- I will take off points for poor writing quality (.5 to 2 points), failing to address the prompt directly (.5 to 2 points), or lack of clarity and sophistication (.5 to 2 points).
- The essays will be turned in on CARMEN by 11:59 pm the night before our weekly class meeting. I will grade them within a week.

Late assignments

If a paper is late I will take off 1 point per $\frac{1}{2}$ hour past the deadline.

Grading scale

| | |
|------|---------|
| : A | 93-100 |
| : A- | 90-92.5 |
| : B+ | 87-89.5 |
| : B | 83-86.5 |
| : B- | 80-82.5 |
| : C+ | 77-79.5 |
| : C | 73-76.5 |
| : C- | 70-72.5 |
| : D+ | 67-69.5 |
| : D | 63-66.5 |
| : E | 0-62.5 |

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will do my best to reply to emails within **24 hours** Sunday through Thursday.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful. Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across as you imagine.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors

shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

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.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as

race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

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

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, 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; 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

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

| Week | Dates | Topics, Readings, Assignments, Deadlines |
|------|----------------|---|
| 1 | Tues 11 Jan 22 | <p>“Frisco Kid”; early American Jewish life</p> <p>Reading: Diner Ch. 1-2; selections on early American Jewish life (on CARMEN)</p> <p>Essay Prompt: How do this film and reading address the question of Jewish ethnicity, religion, and race as it is depicted in the American West of 1850? How does Avrum relate to Native Americans, African</p> |

| Week | Dates | Topics, Readings, Assignments, Deadlines |
|------|----------------|---|
| | | Americans, Chinese Americans, and Amish farmers as he makes his way? Use ideas from the reading to guide your thinking. |
| 2 | Tues 18 Jan 22 | <p>“Fiddler on the Roof”; Jewish life in Eastern Europe Reading: Kotik, <i>Journey to a 19th C. Shtetl</i>; Dawidowicz, <i>The Golden Tradition</i>, selections (on CARMEN) Essay Prompt: Compare and contrast life in a real shtetl with that depicted in this film. You might examine one, two or three aspects of that life, such as Jewish-Christian relations, poverty, religious life, social hierarchy, gender relations, or generational relations.</p> |
| 3 | Tues 25 Jan 22 | <p>“Hester Street”; Jewish immigrant life in America Reading: Diner, Ch. 3-4; <i>Bintel Brief</i> selections (on CARMEN) Essay Prompt: How do the experiences of Ashkenazi Jewish immigrants to America compare with those of other racial and ethnic groups; e.g. Slavic, Italian, Irish, Chinese, Hispanic, Korean? Use the reading to guide your thinking. You might focus on the role of inter-religious and inter-racial relations, culture, foodways, employment, shifting gender roles, or shifting generational roles.</p> |
| 4 | Tues 1 Feb 22 | <p>“Schindler’s List”; the Holocaust Reading: Wiesel, <i>Night</i> (link on CARMEN) Essay Prompt: Wiesel has relatively little to say about German and Nazi racial attitudes, whereas these are a major topic in the film. Can you spot places in Elie Wiesel’s experience in which some of the racial aspects portrayed in the film come through? What is the cause of this difference in perspective between the reading and the film?</p> |
| 5 | Tues 8 Feb 22 | <p>“The Quarrel”; faith and doubt for 20th century Jews Reading: Helmreich, <i>Against All Odds</i>, selections (on CARMEN) Essay Prompt: Are Helmreich’s findings about the attitudes and problems of Holocaust survivors in America illustrated in this film? Give examples of where the film seems to hit the historical mark and (if it does not) where it fails.</p> |
| 6 | Tues 15 Feb 22 | <p>“Exodus”; birth of Israel Reading: Laqueur, <i>Zionism</i>, Ch. 10-11 (on CARMEN) Prompt: Today Zionism is portrayed in many places around the world as a racist and/or European colonialist movement. There is little doubt that this approach is too simplistic, but the film “Exodus” can also be perceived as unrealistic or propagandistic today. If you were to make a film like “Exodus” about the birth of the state of Israel, what might be your approach? How would you deal with racial, political, social, and/or religious views from both sides of the Israel-Palestine debate?</p> |
| 7 | Tues 22 Feb 22 | <p>“The Debt”; the myth of the Mossad and Israeli infallibility Reading: Marc E. Vargo, <i>The Mossad</i>, Part I (link on CARMEN)</p> |

| Week | Dates | Topics, Readings, Assignments, Deadlines |
|------|----------------|--|
| | | <p>Prompt: This film clearly takes cues from the Eichmann operation. Why make a film about a Mossad failure which did not actually happen? Why message might a filmmaker be trying to communicate with this story?</p> |
| 8 | Tues 1 Mar 22 | <p>“Munich”; more on Mossad and its image Reading: Marc E. Vargo, <i>The Mossad</i>, Part II (link on CARMEN)</p> <p>Prompt: This is very disturbing material, brought out powerfully by Steven Spielberg. The film diverges significantly from the historical record. What messages might Spielberg be attempting to communicate with his version of the story?</p> <p>[Alternative Prompt: The film dips at times into gender, race, and ethnicity issues in various contexts. Give an example of each and explain its significance.]</p> |
| 9 | Tues 8 Mar 22 | <p>“The Chosen”; Hasidim in postwar America “The Other Men In Black: The Hasidim Yesterday and Today” Reading Diner, Ch. 5; selections from Mintz, <i>Hasidic People</i> (on CARMEN)</p> <p>Prompt: This film and reading deal with a small but highly visible sub-culture within the Jewish community. How does the film deal with the tensions between Hasidim and other Jews? Why would Hasidim sacrifice so much to maintain what appears to be an antiquated or outmoded lifestyle, foreign to other Jews?</p> |
| 10 | Tues 22 Mar 22 | <p>“School Ties”; American antisemitism Reading: Dinnerstein, <i>Antisemitism in America</i>, Ch. 8-9 (on CARMEN)</p> <p>Prompt: How does the treatment of Jews in America compare to the treatment of other minorities, such as African-Americans or Asian-Americans? If there are differences, what might be the reasons?</p> |
| 11 | Tues 29 Mar 22 | <p>“Annie Hall”; at home in America; assimilation Reading : Diner, Ch. 6; Woody Allen stories; selections from Biale, <i>Eros</i> (on CARMEN)</p> <p>Prompt: This film, and Woody Allen’s stories, are full of stereotypes—and not just of Jews. There are gender stereotypes, religion stereotypes, ethnic stereotypes, and even geographical stereotypes. Pick a category, talk about the stereotypes he portrays, and explain where they might come from.</p> |
| 12 | Tues 5 Apr 22 | <p>“Keeping the Faith”; intermarriage and assimilation Reading: Selections from Cowan & Cowan; McGinity, <i>Still Jewish</i>; other readings on intermarriage (on CARMEN)</p> <p>Prompt: In some ways this film is part of a common sort of commentary about gender relations and romance. In others it is a very specifically Jewish story. Give an example of each aspect and explain.</p> |
| 13 | Tues 12 Apr 22 | <p>“The Outside Chance of Maximilian Glick”; small town relationships Reading: Tulchinsky, <i>Canada’s Jews</i>, selections (on CARMEN)</p> <p>Prompt: What does the small-town setting of this film bring into focus? What are the relationships like between Jews and Ukrainians in this story?</p> |

| Week | Dates | Topics, Readings, Assignments, Deadlines |
|------|----------------|--|
| 14 | Tues 19 Apr 22 | <p>“Kissing Jessica Stein”; LGBTQ issues and gender in Jewish life</p> <p>Reading: Greenspoon, <i>Jews and Gender</i>, selections (on CARMEN)</p> <p>Prompt: Does the film contain elements of the issues raised in the readings? Give examples of how it hits or misses some of the topics discussed in Greenspoon.</p> |

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: History 2455

Instructor: Matt Goldish

Summary: Jews in American Film

| Standard - Course Technology | Yes | Yes with Revisions | No | Feedback/ Recomm. |
|---|-----|--------------------|----|--|
| 6.1 The tools used in the course support the learning objectives and competencies. | X | | | <ul style="list-style-type: none"> Office 365 Carmen |
| 6.2 Course tools promote learner engagement and active learning. | X | | | <ul style="list-style-type: none"> Synchronous lectures. Carmen discussion boards. |
| 6.3 Technologies required in the course are readily obtainable. | X | | | All tech is readily accessible and available. |
| 6.4 The course technologies are current. | X | | | The majority of the tech is web based and updated regularly. |
| 6.5 Links are provided to privacy policies for all external tools required in the course. | X | | | No 3 rd party tools are used |
| Standard - Learner Support | | | | |
| 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it. | X | | | Links to 8HELP are provided. |
| 7.2 Course instructions articulate or link to the institution's accessibility policies and services. | X | | | a |
| 7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them. | X | | | b |
| 7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them. | X | | | c |
| Standard – Accessibility and Usability | | | | |
| 8.1 Course navigation facilitates ease of use. | X | | | Recommend using the Carmen Distance Learning “Master Course” template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content. |
| 8.2 Information is provided about the accessibility of all technologies required in the course. | X | | | No 3 rd party tools are used. |
| 8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners. | X | | | Recommend that resources be developed to address any requests for alternative means of access to course materials. |
| 8.4 The course design facilitates readability | X | | | Recommend using the Carmen Distance Learning “Master Course” template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content. |
| 8.5 Course multimedia facilitate ease of use. | X | | | All assignments and activities that use the Carmen LMS with embedded multimedia |

| | | | | |
|--|--|--|--|---|
| | | | | facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser. |
|--|--|--|--|---|

Reviewer Information

- Date reviewed: 5/11/21
- Reviewed by: Ian Anderson

Notes: Since the films are not shown as part of the in person class, how are the students supposed to access the films?

^aThe following statement about disability services (recommended 16 point font):
 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; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>

HISTORY 2455: JEWS IN AMERICAN FILM

Wednesday 4:10-6:55 pm, Derby Hall Room 80

Instructor: Matt Goldish 148 Dulles Hall 2-1358 goldish.1

Office Hours: Wednesday 1:30-2:30 or by appointment

What it's About

Jews and Jewish life have often been depicted in American television and film. We will watch a number of films about Jews and Jewish life while reading about those same topics in primary and secondary historical sources. We will then analyze the depiction of Jews and Judaism in the films and discuss how that depiction compares with the historical reality. This will be accomplished through class discussion as well as through reflective writing. We will come out of the course with both content knowledge (modern Jewish history, Jewish culture, Christian-Jewish relations) and skills (watching film and television critically; detecting attitudes and biases in writing as well as film; writing and speaking articulately about our observations).

Required Reading

(We will typically read 50-100 pages a week but there may be exceptions)

>Hasia Diner, *A New Promised Land: A History of Jews in America*

>Elie Wiesel, *Night*, trans. Marion Wiesel

>Documents and supplemental readings through our CARMEN website

Enrollment

All students must be officially enrolled in the course by 22 January 2015. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.

Historical Studies Outcomes

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves.

- a. Students acquire a perspective on history and an understanding of the factors that shape human activity.
- b. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
- c. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

General Education (GE) Historical Study

This course fulfills Ohio State's GE Historical Study requirement, whose expected goals and learning outcomes are as follows:

Students recognize how past events are studied and how they influence today's society and the human condition. 1. Students construct an integrated perspective on history and the factors that shape human activity. 2. Students describe and analyze the origins and nature of contemporary issues. 3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://www.sja.osu.edu/page.asp?id=1>).

Disability Services

Students with documented disabilities who have registered with the **Office of Student Life Disability Services** will be appropriately accommodated and should inform the instructor as soon as possible of their needs. SLDS is located in 098 Baker Hall, 113 W. 12th Ave; Tel.: 614-292-3307; VRS: 614-429-1334; Email: slds@osu.edu; Web: slds.osu.edu

Writing Ability

If you are concerned that your writing is not proficient enough, both technically and conceptually, to succeed in a 2000-level history course, contact the Writing Center: <http://www.cstw.osu.edu>. I will grade down for poor grammar and other technical errors as well as content problems.

Grading

| | | |
|----|---------|-----|
| A | 93-100 | 4 |
| A- | 90-92.9 | 3.7 |
| B+ | 87-89.9 | 3.3 |
| B | 83-86.9 | 3 |
| B- | 80-82.9 | 2.7 |
| C+ | 77-79.9 | 2.3 |
| C | 73-76.9 | 2 |
| C- | 70-72.9 | 1.7 |
| D+ | 67-69.9 | 1.3 |
| D | 60-66.9 | 1 |
| E | 0-59 | |

I may consider improvement and class participation if a grade is borderline. I may also adjust the scale to your advantage. Your grade will be based on the following assignments. Each grade is expressed as a number of points. Each point equals 1% of your grade in the class. So, for example, a quiz is worth five points. 5/5 is an A; 4/5 is a B, etc.

| | | |
|----------------------|--------------------------------------|------|
| Quizzes | 12 @ 5 points each; lowest 2 dropped | =50% |
| Papers | 4 @ 10 points each | =40% |
| Take-home Final exam | 1 @ 10 points | =10% |

Quizzes will usually consist of five multiple choice questions on *that day's* reading. Papers are 5-6 paragraphs (maximum about 2 pages double spaced) comparing and contrasting the portrayal of a person or historical situation in a film with the reality as you learn of it from reading primary and secondary sources. I will expect you to use at least three sources (footnoted) in each paper, one of which can be from material we read for the course. You may use any four films for these assignments except “Schindler’s List”. I will, however, expect two papers from the first seven weeks of the course and two from the later 8 weeks. Each paper is due the class meeting after the relevant film is shown, but you may watch a film ahead of the class and write a paper on it before we see it.

Weekly Topical Outline

These readings are to be done *before* you get to class on each day listed

| | |
|----------------------|--|
| Wed 8/24 Reading | Introduction to the course; “Frisco Kid”; early American Jewish life None |
| Wed 8/31 Reading | Jewish life in Eastern Europe; first part of “Fiddler on the Roof” Kotik, <i>Journey to a 19th C. Shtetl</i> (on CARMEN); Diner, Ch. 1-2 |
| Wed 9/7 Reading | Jewish life in Eastern Europe, ct’d; finish “Fiddler on the Roof” Dawidowicz, <i>The Golden Tradition</i> , selections (on CARMEN) |
| Wed 9/14 Reading | Jewish immigrant life in America; “Hester Street” Diner, Ch. 3-4; <i>Bintel Brief</i> selections (on CARMEN) |
| Wed 9/21 Reading | The Holocaust; first part of “Schindler’s List” Wiesel, <i>Night</i> 1-60 |
| Wed 9/28 Reading | The Holocaust; second part of “Schindler’s List” Wiesel, <i>Night</i> , 60 to end |
| Wed 10/5 Reading | Birth of Israel; first part of “Exodus” Laqueur, <i>Zionism</i> , Ch. 10 (on CARMEN) |
| Wed 10/12 Reading | Yom Kippur – No Class None |
| Wed 10/19 Reading | Birth of Israel; second part of “Exodus” Laqueur, <i>Zionism</i> , Ch. 11; documents on birth of Israel (on CARMEN) |
| Wed 10/26 Reading | The myth of the Mossad and Israeli infallibility; “The Debt” Readings on Mossad and its myth (on CARMEN) |
| Wed 11/2 Reading | Postwar American Judaism; Hasidim; “The Chosen” Diner, Ch. 5; selections from Mintz, <i>Hasidic People</i> (on CARMEN) |
| Wed 11/9 Reading | American antisemitism; “School Ties” Dinnerstein, <i>Antisemitism in America</i> , Ch. 8-9 (on CARMEN) |
| Wed 11/16 Reading | At home in America; assimilation; “Annie Hall” Diner, Ch. 6; Woody Allen stories; selections from Biale, <i>Eros</i> (on CARMEN) |
| Wed 11/23 Reading | Thanksgiving—No Class None |
| Wed 11/30 Reading | Intermarriage and assimilation; “Keeping the Faith” Readings on intermarriage (on CARMEN) |
| Wed 12/7 Reading | Religious traditionalism; “Arranged” Readings on modern Orthodox Judaism (on CARMEN) |

VOCABULARY FOR HISTORY2455

| | |
|-----------------|---------------------|
| Ashkenazi | Prost/prostak |
| Sephardi | Sheyneh |
| Assimilation | Shtetl |
| Shabbat | pogrom |
| Voch | Shadkhan/matchmaker |
| Goy/gentile | kheyder |
| Socialism | yeshivah |
| Haskalah | rabbi |
| Yiddish | Zionism |
| Bund | Mazel tov |
| Khupa (chuppah) | badkhn |

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)