

Term Information

Effective Term Autumn 2022

General Information

Course Bulletin Listing/Subject Area Classics
Fiscal Unit/Academic Org Classics - D0509
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3205
Course Title Race, Ethnicity, And Gender in the Classical World
Transcript Abbreviation Race in classical
Course Description Ancient Greek and Roman writers were among the first in history to theorize and challenge the concepts of race, ethnicity, and gender on which their societies rested and to propose alternatives to them from within the intellectual matrices of science, ethnography, and philosophy. This course is an introduction to these concepts, and to the social and political practices that stemmed from them.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? 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 16.1299
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Race, Ethnic and Gender Diversity

Course Details

Course goals or learning objectives/outcomes

- understand how different classical ideas about race, ethnicity, and gender emerged from different intellectual and political matrices of ancient thought
- correlate different theories of race, ethnicity, and gender to social practices of inclusion and exclusion, whether relating to citizenship in Athens and Rome or to imperial hegemony of one people over another
- recognize how different groups benefited from, or were oppressed or excluded by, these different ideas when put into practice
- grasp the power of intellectual critique to challenge dominant notions and carve out spaces of inclusion, even if only liminal ones, in the domains of philosophy and literature

Content Topic List

- Ethnography
Athenian democracy and citizenship: inclusions and exclusions
Women and Athenian political ideals
The social life of Athenian women; skin color and the construction of gender at Athens
Imagining an occupy movement by women
- Female citizenship on trial
Imagining a political take-over by women
An argument for the equality of women
Ethnicity, Justice, and Athenian empire
Ethnicity, difference, and Roman citizenship
- Narratives of inclusion and exclusion in the Roman polity
Universal Romanness?
The Roman birth of German nationalism?
Ancient notions of race and modern debates

Sought Concurrence

No

Attachments

- Classics 3205 Syllabus.docx
(Syllabus. Owner: Bacus, Adam Donovan)
- Classics 3205 GE-Foundation.pdf
(Other Supporting Documentation. Owner: Bacus, Adam Donovan)
- Classics Undergraduate Curriculum Map.xlsx: Curriculum Map
(Other Supporting Documentation. Owner: Bacus, Adam Donovan)

Comments

- - Please remember that per OAA, new GE courses need to be available on all campuses. So please check them all off (or provide a rationale for why one or the other campus should not be able to offer the course). *(by Vankeerbergen, Bernadette Chantal on 08/25/2021 06:30 PM)*

COURSE REQUEST
3205 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/13/2021

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bacus, Adam Donovan	08/24/2021 01:23 PM	Submitted for Approval
Approved	Kaldellis, Anthony	08/24/2021 02:16 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/25/2021 06:30 PM	College Approval
Submitted	Bacus, Adam Donovan	08/26/2021 08:17 AM	Submitted for Approval
Approved	Kaldellis, Anthony	08/26/2021 08:19 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/13/2021 12:02 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/13/2021 12:02 PM	ASCCAO Approval

SYLLABUS: CLASSICS 3205
RACE, ETHNICITY, AND GENDER IN THE CLASSICAL WORLD
Autumn 2022

Course overview

Classroom information

Format of instruction: in person lecture and discussion
Meeting Days/Times: Tuesdays-Thursdays 2:20-3:40 pm
Location: 490 Marathon Hall

Instructor information

Instructor: Sophia Degrecia
Email address: classics@osu.edu
Phone number: 614 292-2744

Course description

Ancient Greek and Roman writers were among the first in history to theorize and challenge the concepts of race, ethnicity, and gender on which their societies rested and to propose alternatives to them from within the intellectual matrices of science, ethnography, and philosophy. This course is an introduction to these concepts, and to the social and political practices that stemmed from them. Ancient notions, after all, continue to shape modern debates, given the foundational role of the classics in many areas of ideological interest. Specifically, this course will examine how notions of ethnic or racial difference were embedded in, or maintained by, forms of imperial rule, especially in the Roman empire; how gender was theorized by Greek intellectuals but also used as a basis for exclusion of women from the political sphere at Athens; and how various theorists pushed back against or challenged dominant ideas in these areas, even if that did not lead to lasting social change (e.g., by Herodotos in the realm of ethnicity, and Plato and Aristophanes in the realm of gender). Students will learn how to analyze the relevant concepts, but also how to study them against the background of social practice and the intellectual goals of ancient authors. The goal will be for students to understand how notions about such human taxonomies were socially constructed, used, and challenged.

Course learning outcomes

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

- understand how different classical ideas about race, ethnicity, and gender emerged from different intellectual and political matrices of ancient thought
- correlate different theories of race, ethnicity, and gender to social practices of inclusion and exclusion, whether relating to citizenship in Athens and Rome or to imperial hegemony of one people over another
- recognize how different groups benefited from, or were oppressed or excluded by, these different ideas when put into practice
- grasp the power of intellectual critique to challenge dominant notions and carve out spaces of inclusion, even if only liminal ones, in the domains of philosophy and literature

General Education

GE Category: Race, Ethnicity and Gender Foundation

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcomes

- 1.1 Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2 Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3 Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4 Successful students are able to evaluate social and ethnical implications of studying race, gender, and ethnicity.

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

Expected Learning Outcomes

- 2.1 Successful students are able to demonstrate critical self-reflection and critique of their social positions and identities.
- 2.2 Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behavior.

2.3 Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

This course will hone students' analytical skills for thinking about race, ethnicity, and gender by asking them to identify and work with those concepts in a context that is at once familiar and radically different: classical antiquity. Students will be expected to understand how those concepts were defined differently and applied within societies organized very differently from our own: Athenian democracy and the Roman empire. How did they function to include and exclude people based on taxonomies of ethnicity and gender? How were different social groups impacted by these concepts? The course will also consider how ancient writers modulated or directly challenged the hierarchies of power created by these taxonomies. Even if their thinking did not result in meaningful social change, the course will explore the power of critical self-reflection and critique and how ancient narratives could expose and explore the injustices and inequalities baked into classical modes of social organization. Ultimately, classical writers treated these taxonomies as ethical problems to be explored, which is why they are ideal for the GE purposes of this course.

Course materials

All course materials will be placed on the course website. The course will focus on close readings of insightful ancient texts and exploratory discussions of their main ideas, not on the acquisition of knowledge in bulk from modern handbooks.

Class meetings

Our meetings will include both lectures and discussion. Discussion – especially the exploration of Greek ideas and their modern equivalents – is an essential part of the course. Bring the assigned readings for each unit to class (whether in hard copy, printouts, or electronic versions). You must read the relevant texts *before* the discussion. Do not use social media during class time. You may also not record the classroom discussions.

Attendance: Attendance will be taken at every class meeting, and students are expected to attend each class. Each student is permitted two unexcused absences. Any student with three or more unexcused absences may see his or her final grade reduced. Note that absences beyond the allotted two are excused only for medical and family emergencies. All students requesting such excuses will be required to provide written documentation in advance of the absence, if possible.

Assignments and grades

Your **final grade** for the course will be calculated via the following formula: quizzes: 25%; classroom participation and preparedness: 15%; papers: 60% See above for the impact of unexcused absences on your grade.

Quizzes will be given without warning at the beginning of class. Their purpose will be to ensure that you are doing the readings, which is essential if we are to discuss them. They will cover the readings assigned and discussed in the week before the quiz, including on the day of the quiz. I will drop the lowest quiz grade in the calculation of the final grade.

As this is a course about ideas, including speech and persuasion, **participation in classroom discussion is essential**. This includes doing the reading in advance, being able to answer basic questions about them, and, most importantly, having thought about the implications of these ideas, their strength, weaknesses, and relevance, and being willing to take on the questions that are posed in class about them. To facilitate your preparation for the classroom discussion, you will be given **study questions** to accompany each set of readings, for each week. If you have thought about these questions and have preliminary answers to them, you should have little problem with the participation component of the course.

Your main assignments for this course will be **a series of papers** assigned every two to three weeks. These will start out short (in the form of responses to specific readings or answers to specific questions) and will build up to more synthetic arguments (drawing on a number of texts read for the course), so building up from 2-3 pages long to 3-5 pages long. I will give you separate instructions for the qualities that I am looking for in a good paper.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Course Schedule

Week 1: Ethnography; the debate over *nomos-physis* (culture-nature); and geographic determinism

Readings from Xenophanes of Kolophon; Hippocrates, *Airs, Waters, Places*; Herodotos, *Histories*; and Aristotle, *Politics*.

Week 2: Athenian democracy and citizenship: inclusions and exclusions

Readings from C. Blackwell, 'Athenian Democracy: An Overview' & 'The Assembly'; Ellen Wood ('Demos versus "We, The People": Freedom and Democracy Ancient and Modern'); and video presentations by Melissa Schwartzberg ('What did democracy really mean in Athens?') and Brett Hennig ('What if we replaced politicians with randomly selected people?')

Week 3: Women and Athenian political ideals

Readings: Perikles' Funeral Oration & the Plague at Athens in Thucydides, *History of the Peloponnesian War*.

Week 4: The social life of Athenian women; skin color and the construction of gender at Athens

Readings: D. Kamen, *Status in Classical Athens*, ch. 9: 'Full Citizens: Female'; Sarah Bond, 'Why We Need to Start Seeing the Classical World in Color'; Maria Sassi, *The Science of Man in Ancient Greece* (selections); Tim Whitmarsh, 'Black Achilles.'

Week 5: Female citizenship on trial

Readings: pseudo-Demosthenes, *Against Neaira*.

Week 6: Imagining an occupy movement by women

Readings: Aristophanes, *Lysistrata*.

Week 7: Imagining a political take-over by women

Readings: Aristophanes, *Assembly Women*.

Week 8: An argument for the equality of women

Readings: Plato, *Republic* (books 1 and 5); *Laws* (selections); Arlene Saxonhouse, 'The Philosopher and the Female in the Political Thought of Plato.'

Week 9: Ethnicity, Justice, and Athenian empire

Readings: Ian Morris, 'The Greater Athenian State'; Thucydides, *History of the Peloponnesian War*, selections (The debate at Sparta; The Mytilene debate; The Melian dialogue).

Week 10: Ethnicity, difference, and Roman citizenship

Readings: Livy, *History of Rome* (the myth of the foundation); Cicero, *On Behalf of Archias the Poet*; Emperor Claudius, decree on the admission of Gauls to the Roman Senate

Week 11: Narratives of inclusion and exclusion in the Roman polity

Readings: Pliny, *Natural History* 3.5 on the centrality of Italy; Juvenal, *Satire* 3 on all "those people" coming to Rome; Statius, *Silvae* 4.5 Ode to Septimius Severus, a senator of North African origin; Nandini Pandey, 'Roman Roots of Racial Capitalism'.

Week 12: Universal Romanness?

Readings: Aelius Aristeides, *Regarding Rome* (selection); Caracalla, *Antonine Constitution*, 212 AD, with Cliff Ando, 'Law, Citizenship and the Antonine Revolution'; Tony Honoré, 'Roman Law AD 200-400: From Cosmopolis to Rechtsstaat?'

Week 13: The Roman birth of German nationalism?

Readings: Cassius Dio, *Roman History* (the battle of the Teutoberg Forest); Tacitus, *Germania*; Nancy Shumate, *Nation, Empire, Decline: Studies in Rhetorical Continuity from the Romans to the Modern Era* (selection); Martin Ruehl, 'German Horror Stories: Teutomania and the Ghosts of Tacitus.'

Week 14: Ancient notions of race and modern debates

Readings: B. Isaac, *The Invention of Racism in Classical Antiquity* (selections); Geraldine Heng, *The Invention of Race in the European Middle Ages* (selections).

Other course policies

Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 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 (<https://oaa.osu.edu/academic-integrity-and-misconduct>)
- 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>

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 <https://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@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.

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 course requires use of CarmenCanvas (Ohio State's learning management system). If you need additional services to use this technology, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)

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)