

Term Information

Effective Term Spring 2023
Previous Value Spring 2021

Course Change Information

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

Approval for the "Race, ethnicity, and Gender Diversity" foundation of the new GE.

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

Adjust course to new GE.

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)?

Minimal programmatic implications.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2309
Course Title	Introduction to Law and Society
Transcript Abbreviation	Intro Law & Societ
Course Description	Introduction to the law as a social institution, including the origins of law and its relationship to other social institutions, social control, and social change.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Marion</i>

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.1101
Subsidy Level Baccalaureate Course
Intended Rank Sophomore

Requirement/Elective Designation

Race, Ethnicity and Gender Diversity

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

Previous Value

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

- Introduction to the law as a social institution, including the origins of law and its relationship to other social institutions, social control, and social change

Content Topic List

- Concept and meaning of law
- Conflict and consensus models of law
- Origins of law
- Impacts of law
- Social change
- Legal profession
- Differentiation of criminal and civil law
- Structure of the United States court system
- Jury selection
- Constitutional law

Sought Concurrence

No

COURSE CHANGE REQUEST
2309 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
08/22/2022

Attachments

- 2309 Syllabus DL Revision.docx: DL syllabus revision
(Syllabus. Owner: Downey, Douglas B)
- 20502 Syllabus Law and Society DL-3rd update (2).pdf: Revised syllabus
(Syllabus. Owner: Downey, Douglas B)
- 20502 ge-foundations-submission-2nd revision (1).pdf: GE compliance
(GEC Model Curriculum Compliance Stmt. Owner: Downey, Douglas B)

Comments

- The revised syllabus and GE compliance statement respond to the committee's recommendations from 1/5/22. The instructor has worked with Townsend Price-Spratlen to respond to the committee's concerns. *(by Downey, Douglas B on 05/09/2022 11:31 AM)*
- See Panel Feedback email sent 10/19/21 RLS
See Panel Feedback email sent 1/5/22 RLS *(by Steele, Rachel Lea on 01/05/2022 12:31 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	09/27/2021 03:09 PM	Submitted for Approval
Approved	Downey, Douglas B	09/27/2021 03:11 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/29/2021 04:45 PM	College Approval
Revision Requested	Steele, Rachel Lea	10/19/2021 01:18 PM	ASCCAO Approval
Submitted	Downey, Douglas B	11/10/2021 10:59 AM	Submitted for Approval
Approved	Downey, Douglas B	11/10/2021 10:59 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/22/2021 11:59 AM	College Approval
Revision Requested	Steele, Rachel Lea	01/05/2022 12:31 PM	ASCCAO Approval
Submitted	Downey, Douglas B	05/09/2022 11:31 AM	Submitted for Approval
Approved	Downey, Douglas B	05/09/2022 11:32 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/22/2022 01:11 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/22/2022 01:11 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: SOC 2309 INTRODUCTION TO LAW AND SOCIETY FALL 2021

Course overview

Instructor

Instructor: Jaclyn A. Bowe
Email address: Bowe.14@osu.edu
Office hours: By Appointment Only
Office Location: Zoom Only

Teaching Assistant

Instructor: Bradley Montgomery
Email address: Montgomery.1057@osu.edu
Office hours: Zoom only, by appointment

Course Location

This course is designed as a Distance Learning (DL) course, so all class activities will take place online only. Weekly assignments can be completed at any time prior to the due date.

Course description

This course is designed to provide an introduction to the law as a social institution, including the origins of law and its relationship to other social institutions, social control, and social change. Have you ever wondered how American ended up here? Why sometimes change happens so slowly and sometimes it feels like it happens overnight? Why there always seems to be a backlash to any sort of change? Have you wondered why America's legal system is set up the way it is, and why it is so different than most other systems in the World? Have you thought about who benefits? And who loses? Have you wanted to help make change? This course will address all of these questions, and more. We will learn how the legal system works, why it works that way, and see

quite clearly who has benefitted from the system, who continues to benefit from the system, and who has not. Understanding the LEGAL way we ended up here in America, by understanding precedent, and then reviewing case law and statutes, is the first step in understanding how best to make America a more just and equal place for all. One of my favorite law school professors would regularly remind us that “the law is a seamless web.” Our system of laws, including the criminal justice system, is complicated and complex. This system is organized to benefit different parts of society. This system reinforces our societal norms and mores, which have historically favored privileged land-owning white males, often to the detriment of marginalized or less powerful groups, including those encompassing race, sex, gender, ethnicity, sexual orientation, immigration status, religious affiliation, disability and income/social class, leading to covert and insidious effects on many areas, including the United State’s legal system and wider society. The events of 2020s provide a multitude of real-life examples of the importance of the legal system in American society, and how the groups noted above are affected, individually, and intersectionally (people that fall into more than one category). As a practicing attorney in Juvenile Law, and a Master’s in Sociology, I will bring a unique, hands-on perspective to the course materials. I hope that we all learn from each other during the course of the semester. I look forward to discussing the real-world application of the course materials.

Course learning outcomes

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

- Show a working understanding of the rule of law, including how America’s system was created by and for privileged land-owning white males, with special emphasis on criminal procedure and criminal liability, and how different groups have benefitted or been marginalized by this system, including groups based on race, sex, gender, ethnicity, sexual orientation, immigration status, religious affiliation, disability, and income/social class, individually or in some combination;
- Understand the organization of the American legal system, including how laws are made, why they are unevenly enforced depending on one’s race, sex, gender, ethnicity, sexual orientation, immigration status, religious affiliation, disability, and income/social class, individually or in some combination, and how they can be appealed through the courts;
- Demonstrate an understanding of whether laws align with their stated purpose and if they influence behavior;
- Describe how legal institutions are influenced by other facets of society, including social movements and protests regarding race, sex, gender, ethnicity, sexual orientation, immigration status, religious affiliation, disability, and income/social class, individually or in some combination;
- Provide insight into how the legal system impacts individuals and groups, directly and indirectly, based on their various characteristics and intersectionalities.

GE Course Information

Sociology 2309 fulfills the General Education foundation “Race, Gender, and Ethnicity”

Goals	Expected Learning Outcomes
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.	Successful students are able to ...
	1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
	1.2 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 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.	1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.
	2.1 Demonstrate critical self- reflection and critique of their social positions and identities.
	2.2 Recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.
	2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

The objectives will be met in this course by understanding the historical foundation of the United States’ legal system; the historical legality of overtly racist, sexist, and discriminatory policies in the United States; and the ongoing impacts of this historical legality on the United States’ legal system and wider society. Comparisons to other types of legal systems, current and historical, will help to highlight the positives and negatives associated with the United States’ legal system and how individuals are impacted, some positively, and some negatively, as part of one group, or a combination an/or intersection of groups, including the students. More specifically, students will be required to engage with this material and develop their abilities through: 1) reading the required book, additional articles and watching the lectures; 2) completing weekly Discussion Posts that encourage understanding and application of the weekly lessons, as well as introspection about the student’s own underlying assumptions/biases, and how those assumptions/biases may have been impacted by the week’s lesson and their own self-identification into one or more of the following groups and/or intersections of these groups: race, sex, gender, ethnicity, sexual orientation, immigration status, religious affiliation, disability, and income/social class; 3) demonstrating knowledge of the material presented in lectures and readings through Exams; and 4) completing a Research Paper that highlights an ongoing social problem focusing on race, sex, gender, ethnicity, sexual orientation, immigration status, religious affiliation, disability, and income/social class, individually or in some combination and/or intersection, within the legal system and offering potential solutions.

Course materials

Required

The required text is **Anthony Walsh and Craig Hemmens. Law, Justice and Society: A Sociological Introduction. 5th Edition**. Available online (via Amazon and/or the publisher Redshelf) and/or through the official bookstore for purchase or rent. Please contact me if you have an issue acquiring a copy of this textbook.

NOTE: NO MindTap or other supplemental material needed.

You must also have access to additional mandatory reading materials posted to **Carmen**. Other important information and updates will also be posted to **Carmen** on a regular basis.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen
- Completing assignments and tests via Carmen

Necessary equipment/software

- Computer/tablet: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- No specialized software is required

Grades

Assignment or category	Points
Exam #1	25
Exam #2	25
Exam #3	25
Research Paper	10

Assignment or category	Points
Weekly Participation	15
Total	100

See course schedule, below, for due dates

Course Delivery

As a Distance Learning-only course, all coursework supplemental to the assigned textbook reading can be completed after the class week begins (Tuesdays) and at any time prior to the due date (generally Tuesday by 7:00 p.m.). I will publish a Module on Carmen each Tuesday by 7:00 p.m. which will include a recorded video lecture with information about the week's objectives, other videos when appropriate, additional current event readings (approximately 5-30 minutes of reading per module), PowerPoint slides, and participation assignments (one to three per week depending on course material and testing dates; these will primarily be discussions with large groups or in smaller groups via Carmen).

Assignment information

1. Class Participation (15%): Weekly participation online via **Carmen** is valuable and important. Each week will include participation activities (one to three) for you to engage with your fellow students and the class material. The class week will be each Tuesday at 7:00 p.m. until the following Tuesday at 7:00 p.m. PLEASE NOTE: Some weeks may be extended due to scheduled breaks.
2. Research Paper (10%): One 4-6 page research paper will be required. You will identify an ongoing social problem focusing on race, sex, gender, ethnicity, sexual orientation, immigration status, religious affiliation, disability, and income/social class, individually or in some combination and/or intersection, within the United States' legal system, explain the negative effects of the social problem, explain one or more interventions that have attempted to alleviate the social problem, and provide your original ideas on how to fix the social problem. Further information will be provided via **Carmen**. *****Any late papers, without an accepted excuse, will be penalized 10% and will only be accepted up to seven (7) days after the due date.*****
3. Exams (75% of grade): Two midterms and a non-cumulative final, each worth 25% of your grade, will include multiple choice, true/false, and critical thinking/short answer questions. The tests will be administered via **Carmen**. The tests will be timed, open-book and open-notes. Each student must take the test independently of other students. Tests will be available during two entire testing weeks, but should only be completed after a review of all other course material for the weeks included in the exam.

4. **OPTIONAL EXTRA CREDIT (Up to 3%):** Please see **Carmen and Appendix C** for more details. This project will include reading, listening and writing, taking up to ten (10) hours of time. The writing portion will be graded and can result in up to an extra 3% boost to your final grade.
5. **PLEASE NOTE: All Subject to Change due to ongoing pandemic and potential University directives.**

Late assignments

Any late assignments, without an accepted excuse, will be penalized 10% and will only be accepted up to seven (7) days after the due date.

Course Schedule: Please see Appendix A for Carmen Readings

<u>Dates</u>	<u>Topic</u>	<u>Readings</u>
	<u>PART 1: Intro to US Legal System and Precedent Involving Race, Ethnicity, Gender, and Class</u>	
31-Aug	Intro & Syllabus Review	Ch. 1, p. 2-10; Ch. 3, p. 59-64; and Crenshaw, Kimberle, "Demarginalizing the Intersection of Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," University of Chicago Legal Forum: Vol. 1989: Iss. 1, Article 8. Available at: chicagounbound.uchicago.edu/uclf/vol1989/iss1/8
	Brief History of Law, Specifically US Law, including the implicit and explicit privilege for some groups & Intro to Intersectionality to highlight the disparities/deficiencies of the Legal System	
7-Sep	Sex/Gender & the Law, focus: Legal sex/gender differences, including intersections with race, and the continuing impacts on groups in the US, along with different philosophies for change	Ch.12 & Carmen
14-Sep	Racial History in USA & the Law, focus: Legally sanctioned racism & Hispanic "whiteness" and the legacy of these decisions on current Americans	Ch.13 & Carmen

21-Sep	Law, Social Change & Class Struggle, focus: History of social movements/backlash, and how the legal system creates change or enforces the status quo, to the benefit/detriment of various racial/ethnic/sex, etc. groups Exam #1 <u>PART 2: Understanding Justice, the US Criminal Court System, and the disparate impacts on individuals</u>	Ch.11 & Carmen
28-Sep	Justice and the Law focus: Unjust laws & Sentencing Disparities & Bill of Rights, Exam #1 Due	Ch. 2 & Carmen
5-Oct	Historical Thinkers on Law and Sources of Individual Rights, focus: Who was automatically granted rights (land-owning white men) v. fought for them (virtually every other group) Intro to Federal & State Courts and Criminal Process, focus: Breaking down the myths of the Criminal Process – while it strives to be fair for everyone, that is generally NOT the case; the individuals and groups that understand and enforce the system have a clear advantage	Ch. 1,p.11-27;Ch. 3 p.64-86 & Carm Ch. 4 & Carmen
12-Oct		
19-Oct	Crime & Criminal Law, focus: Understanding crimes and how "crimes" can be used as a weapon, especially against marginalized groups (remember the Crack epidemic/sentencing disparities)	Ch. 5 & Carmen
26-Oct	Criminal Procedure, focus: Understanding "No-Knock" Warrants and other legal tactics that can have dire consequences for those accused of crimes, which continue to be overrepresented by members of marginalized groups Juvenile Justice, focus: <i>Parens Patrie</i> - who decides what is best? Why? Should they? Do the decisionmakers look like the juveniles they are supposed to be helping?, Exam #2	Ch. 6 & Carmen Ch. 8 & Carmen
2-Nov		
9-Nov	<u>Compared to other systems in the World</u> Civil & Administrative Law, focus: How is this different (there are less rights/protections) than Criminal Law and who is hurt? Income/class, race, sex, etc. and a combination and/or intersection of these identities can have a dramatic negative impact in the Civil Law system Exam #2 Due	Ch. 7 & Carmen
16-Nov	Law & Social Control, focus: Unequal punishments by race/ethnicity/gender, etc. and intersections, especially with the use of the Death Penalty, both historically and currently	Ch. 9 & Carmen
23-Nov	Limits of Social Control, focus: Government sanctioned (legal) discriminatory control – what groups/intersections of groups are impacted? Who benefits?	Ch.10 & Carmen
30-Nov	Law in Other Cultures, focus: Comparing the US system to the World	Ch.14 & Carmen
8-Dec	Final Review and Research	
8-Dec	Research Paper due by 7:00 p.m.	
8-Dec	Optional Extra Credit paper due by 7:00 p.m.	

12/10-
12/16

Final Exam (Exam #3)

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

Faculty 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-HELP** at any time if you have a technical problem.)

Grading and feedback

For weekly assignments, you can generally expect feedback within **7 days**. Final Research Papers may take a bit longer.

E-mail

I will reply to e-mails within **24-48 hours on school days**.

Discussion board

Please use email for direct communication with me.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**

Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**
All live, scheduled events for the course are optional. For live presentations, I will provide a recording that you can watch later.
- **Participating in discussion forums: 1+ TIMES PER WEEK**
As participation, each week you can expect to post at least one time as part of our substantive class discussion on the week's topics.

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.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** 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 online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Student academic services

Student academic services offered on the OSU main campus
<http://advising.osu.edu/welcome.shtml>.

Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication.

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

Ohio State's 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/>.

Copyright disclaimer

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

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Statement on Diversity

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

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, 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.

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (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.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video

- Synchronous course tools

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Appendix A: Textbook Chapter Pages and Current Additional Readings (subject to change)

Dates

Week of August 24, Ch. 1, p. 2-10; Ch. 3, p. 59-64; and Crenshaw, Kimberle, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," University of Chicago Legal Forum: Vol. 1989: Iss. 1, Article 8. Available at: chicagounbound.uchicago.edu/uclf/vol1989/iss1/8

Week of August 31, Chapter 12, p. 340-365, <https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/domestic-violence/art-20048397>;
<http://schools.lawschoolnumbers.com/rankings/us-news-report-law-school-rankings>;
<https://www.ilrg.com/rankings/law/1/desc/FacultyWomen?name=&state=>;
<https://www.census.gov/library/stories/2018/05/women-lawyers.html>;
<https://www.cnbc.com/2020/01/14/why-more-women-are-working-in-the-us-than-men.html>

Week of September 7, Chapter 13, p. 369-399,
<https://www.census.gov/quickfacts/fact/table/US/PST045219>; <https://www.businessinsider.com/us-systemic-racism-in-charts-graphs-data-2020-6>; <https://www.nbcnews.com/news/latino/racism-not-lack-assimilation-real-problem-facing-latinos-america-n974021>;
<https://www.insider.com/misconceptions-native-americans-usa-culture-2020-1>;
<https://time.com/5859206/anti-asian-racism-america/>

Week of September 14, Chapter 11, p. 304-336,
http://www.slate.com/articles/news_and_politics/the_big_idea/2011/10/occupy_wall_street_and_the_tea_party_do_they_agree_on_anything_.html; <https://www.npr.org/2020/10/26/927743311/how-amy-coney-barrett-could-shape-the-supreme-court-for-decades>

Week of September 21, Chapter 2, p. 29-56, <https://abc6onyourside.com/news/local/convicted-murderer-shows-no-remorse-as-he-is-sentenced-in-court>;
<https://abc6onyourside.com/news/local/man-pleads-guilty-to-fatally-shooting-pregnant-girlfriend-family-upset-over-sentence>

Week of September 28, Ch. 1 ,p.11-27; Ch. 3 p. 64-86,
<https://www.npr.org/2020/06/15/863498848/supreme-court-delivers-major-victory-to-lgbtq-employees>, <https://www.reuters.com/article/legal-us-otc-blm/why-is-diversity-so-important-read-orricks-amicus-brief-on-jurors-and-blm-idUSKCN2502QP>;
<https://www.usnews.com/news/politics/articles/2021-07-19/capitol-rioter-gets-8-months-in-prison-in-first-sentencing-for-insurrection>

Week of October 5, Chapter 4, p. 90-113, <https://www.cleveland.com/court-justice/2020/05/ohio-supreme-court-affirms-appeals-court-cant-hear-east-clevelands-petition-over-trial-of-cleveland-police-supervisor-from-137-shots-case.html>; <https://www.pewresearch.org/fact->

[tank/2019/06/11/only-2-of-federal-criminal-defendants-go-to-trial-and-most-who-do-are-found-guilty/](#)

Week of October 12, Chapter 5, p. 115-137, <https://www.johntfloyd.com/Mens-Rea-Criminal-Law>; <https://www.nbcnews.com/news/us-news/grandfather-toddler-who-fell-out-cruise-ship-window-sentenced-3-n1257067>

Week of October 19, Chapter 6, p. 140-165, <https://deadspin.com/when-the-robert-kraft-case-fell-apart-the-women-were-l-1834857778>; <https://www.usatoday.com/story/sports/nfl/patriots/2020/09/24/patriots-owner-robert-kraft-has-solicitation-charges-dropped/3518846001/>

Week of October 26, Chapter 8, p. 205-230, https://drj.fccourts.org/DRJ.aspx?PN=Family_Assessment.htm; optional short film: <https://www.imdb.com/title/tt6813264/>

Week of November 2, Chapter 7, p. 168-201, <https://www.uscourts.gov/statistics-reports/covering-civil-cases-journalists-guide>; <https://reason.com/volokh/2020/09/06/no-punitive-damages-in-sex-abuse-lawsuits-against-jeffrey-epstein-estate-because-of-epsteins-reported-suicide/>

Week of November 9, Chapter 9, p. 233-261, <https://www.npr.org/2021/01/12/955984890/u-s-executes-lisa-montgomery-the-only-female-on-federal-death-row>; <https://www.npr.org/2020/09/22/915555321/how-a-perpetrators-race-and-age-factor-into-who-is-executed>

Week of November 16, Chapter 10, p. 264-299, <https://www.bbc.com/news/entertainment-arts-47447633>; <https://www.10tv.com/article/news/local/missing-children-us-marshals-operation-autumn-hope/530-22d51243-afb6-46f2-8d06-ded386cc00a4>; <https://reason.com/2016/10/21/late-term-abortion-in-america-2016/>

Week of November 23, Chapter 14, p. 404-435, <https://www.cnn.com/2019/11/15/asia/hong-kong-protests-explainer-intl-hnk-scli/index.html>; <https://www.amnesty.org/en/latest/news/2020/07/hong-kong-national-security-law-10-things-you-need-to-know/>; optional short film: <https://www.youtube.com/watch?v=BpS-Y7ndNeQ>; <https://www.aljazeera.com/news/2020/11/7/uae-announces-relaxing-of-islamic-laws-for-personal-freedoms>

Appendix B: Research Paper

Objectives

- You will complete one research paper this semester that will explore a racial/gender/ethnic social problem that interests you.
- Your paper will have a non-graded topic due date (so you and I can ensure your topic is appropriate), a non-graded scholarly source due date (to confirm you are on the right track with your research) and a graded research paper due date.

Directions

This research paper will:

- 1) Identify a racial, ethnic and/or gender social problem that impacts the United States' legal system;
- 2) Explain the potential negative effects of this racial, ethnic and/or gender social problem on Americans;
- 3) Explain one or more interventions that have attempted to alleviate this social problem;
- 4) Explain the consequences of those interventions; and
- 5) Provide informed ideas for additional or different interventions.
- 6) Include a Reference page of all cited sources.

The paper must be between four and six double-spaced pages in length. The paper must cite a minimum of three (3) sources, of which a minimum of one (1) source should be a scholarly article, preferably from academic and professional journals. Please use the APA reference style for all sources ([link here for APA information](#)). Please use complete sentences and paragraphs in the body of your paper. You do NOT need to use the APA research paper style for the body of your paper, but may use headings if it is helpful for organization.

The paper will be reviewed via turnitin.com for plagiarism issues. Specific submission instructions will be provided.

The 10 points possible for this paper will be awarded as follows: Content: 7 pts; Organization: 1 pts; Citations/Sources: 1 pts; Mechanics (spelling/typographical): 1 pts

EXAMPLE (please see [Experiences of transgender prisoners and their knowledge, attitudes, and practices regarding sexual behaviors and HIV/STIs: A systematic review, Annette Brömdal](#),

Amy B. Mullens, Tania M. Phillips, Jeff Gow, *Int J Transgend.* 2019; 20(1): 4–20. Published online 2018 Nov 22. doi: 10.1080/15532739.2018.1538838):

- 1) Problem is the misgendering and lack of protection for transgender people in prisons
- 2) This can negatively affect the prisoners safety, mental and physical health
- 3) One intervention is that some jurisdictions attempt to carefully protect this population by providing separate housing and gender-affirming care
- 4) However, most prisons still lack these services and protections
- 5) My idea is that all transgender prisoners should be provided basic protections and medical/mental health care

Academic Integrity

- **Getting help on the assignment** is permitted.
- **Collaborating, or completing the assignment with others**, is **not** permitted.
- **Copying or reusing previous work** is **not** permitted.

Appendix C: Optional Extra Credit

Directions

For optional extra credit, you may listen to selected episodes of the More Perfect Podcast and write a short paper on what you have learned.

<https://www.wnycstudios.org/podcasts/radiolabmoreperfect/season-one> (Links to an external site.)

The 9 episodes in Season 1 and Season 2 that I've selected for you are: June 2, 2016; June 10, 2016; June 17, 2016; June 28, 2016; July 1, 2016; July 16, 2016; October 1, 2017; October 2, 2017; and November 2, 2017

To gain all 3 potential points (3% of your grade), you will need to create a log of each episode. Each log entry should include the name of the episode, and what date and time you listened to the episode.

[Example: Episode A Title, February 23 at 10:25 a.m.; Episode B Title, March 2 at 4:03 p.m.; etc.]

After completing the series, and in addition to the log, you will need to write a short 1-2 page paper on what you learned, what you thought was interesting, and what surprised you over the course of the series. (Please put your log on the first page of your paper, and then write the body of your paper. You do NOT need to discuss each episode, but focus on the overall series.)

Your log and paper should be combined into one document and will be submitted via turnitin.

Academic Integrity

- **Getting help on the assignment** is permitted.
- **Collaborating, or completing the assignment with others,** is **not** permitted.
- **Copying or reusing previous work** is **not** permitted.

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)