

Term Information

Effective Term Autumn 2022

Course Change Information

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

REG GE approval

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

In keeping with the mission of WGSS, the department aims to offer a number of highly qualified and well designed REG courses for the new GE foundation.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org	Women's, Gender&Sexuality Sts - D0506
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2282
Course Title	Introduction to Queer Studies
Transcript Abbreviation	Intro Queer Study
Course Description	Introduces and problematizes foundational concepts of the interdisciplinary field of queer studies, highlighting the intersections of sexuality with race, class, and nationality.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Less than 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions Not open to students with credit for English 2282.
Electronically Enforced No

Cross-Listings

Cross-Listings Cross-listed in English

Subject/CIP Code

Subject/CIP Code 05.0207
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore

Requirement/Elective Designation

General Education course:

Culture and Ideas; Social Diversity in the United States; Historical and Cultural Studies; Race, Ethnic and Gender Diversity

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

Previous Value

General Education course:

Culture and Ideas; Social Diversity in the United States; Historical and Cultural Studies

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

Course Details

Course goals or learning objectives/outcomes

- Understand the historical and theoretical emergence of gender and sexuality, the challenge of queer studies to identity politics, and the “queer of color critique.”
- Trace the histories, legacies, and contemporary manifestations of colonial logics and their relationship to social norms.
- Enhance awareness, respect, and appreciation of diversity in society.
- Analyze and critique contemporary politics and culture through the lens of queer theory.
- Collectively imagine new formations of governance, resistance, and community.

Content Topic List

- Homonormativity
- Gender imitation
- Postmodernism
- History of sexuality
- Queer discourses

Sought Concurrence

No

Previous Value

Attachments

- 2282 General Syllabus GE[92].docx: New REG GE Syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)
- J Chen 2282 GE Form Complete[61].pdf: REG GE Foundation Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Stotlar, Jacqueline Nicole)

Comments

- WGSS curriculum and curriculum mapping tags can be viewed here: <https://airtable.com/shrDYSv00kXlqCsfe> (by Stotlar, Jacqueline Nicole on 09/16/2021 05:20 PM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	09/16/2021 05:20 PM	Submitted for Approval
Approved	Winnubst, Shannon	09/17/2021 08:57 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/29/2021 04:11 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/29/2021 04:11 PM	ASCCAO Approval



SYLLABUS: ENGLISH/WGSST 2282

INTRODUCTION TO QUEER STUDIES

SPRING 202X

Course overview

Classroom Information

Format of instruction: In Person Lecture

Meeting Days/Times: Tuesdays/Thursdays, 9:35AM - 10:55AM

Location: 12345 University Hall

Instructor

Instructor: Dr. Jian Neo Chen

Email address: chen.982@osu.edu

Office hours: T 2:30-3:30 and by appt

Course description

This course explores queer cultural and political practices that attempt to reimagine and transform sexual, gender, racial, and colonial social orders in the US. It tracks diverging moments of self-defined queer emergence by the late 1960s through their adaptation and expansion in response to changing state, social, and historical conditions in the late twentieth century and early twenty-first century. As a derogatory term turned back against those using it, *queer* has been claimed as a perversely “negative” descriptive that rejects common-sense heterosexual (and sometimes gender) conventions, while creating different ways of desiring, relating, and being in the world. The term continues to be used in various ways as a coalitional term bringing together lesbian, gay, bisexual, and sometimes also transgender identities and communities and as a term that resists efforts to define and assimilate non-heterosexual sexual (and sometimes gender) practices based on dominant “normal” standards. Rather than treating transgender identities as new appearances, we will situate transgender practices as part of the past, present, and future of queer-ness. The course will engage with the histories and experiences of indigenous communities and communities of color and the analysis of race and racism, settler colonialism, and empire as vital to understanding sexuality and gender in the US.

Course learning outcomes

Through the duration of the course, students will:

- Develop dynamic social and historical understandings of LGBTQ+ identities, cultural imaginations, and political movement building attuned to sexuality, gender and gender identity, race, indigeneity, and ethnicity;
- Engage with intersectional LGBTQ+ worldviews and lived experiences that offer strategies for critical and creative reflection, analysis, and production; and
- Build a relational sense of inquiry, care, empowerment, and public dialogue attuned to historically shaped social differences.

The class fulfills a foundational course requirement for the new LGBTQ+ minor in the Women’s, Gender, and Sexuality Studies department.

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.

The course addresses these goals and outcomes by providing an understanding of the emergence and expansion of lesbian, gay, bisexual, transgender, and queer identities as they have been foundationally shaped by histories and social categories of race, indigeneity, ethnicity, gender, gender identity, migration, and disability in the U.S. Through an intersectional approach to critical analysis, we will give particular attention to lived experiences at the intersections of systems of sexual, racial, settler colonial, and gender oppression—and the cultural and political practices created in response to these experiences.

Course materials

Required

Assigned books to be purchased:

- Rechy, John. *City of Night*. New York, NY: Grove Press, 2013. ISBN: 9780802121530.
- Womack, Craig. *Drowning in Fire*. Tucson, AZ: University of Arizona Press, 2001. ISBN: 978-0816521685.

- Rehman, Bushra. *Corona*. Little Rock, AR: Sibling Rivalry Press, 2013. ISBN: 978-1937420390.

*Ebooks can be used instead of print books.

**All other materials listed on course schedule below provided through Carmen, online links, and OSU Secured Media Library.

Grading and instructor response

Grades

- Weekly participation (35%)
Attend and participate in weekly classes where we will discuss course materials, themes and methods from lecture, and student-driven topics and questions. Please come to classes informed by the materials assigned each week. Students may miss up to *two* discussions without any impact on their participation grade.
- Short written exercises (30%)
At moments of transition between areas in the course schedule, students will be asked to respond within a one-week timeframe to written prompts (four total) aimed at deepening critical and creative reflection, analysis, and production. These prompts and responses will be delivered through CarmenCanvas Assignments and Discussion Board.
- Exploratory final project (35%)
 - a. Group Toolkit Abstract (10%)
 - b. Group Toolkit Final Project (25%)

Mid-point in the semester, students will be asked to work together on a shared topic of critical, creative, and/or activist of interest that would allow them to explore a LGBTQ+ related social or historical issue, body of work, and/or community-based formation more in-depth. In assigned groups, they will begin to identify and collect a toolkit of relevant materials on their topic based on the different sectors and communities that they would like to educate and mobilize on their topic. The topic should be approached from an intersectional perspective that takes into account different racial, ethnic, and/or indigenous histories of sexuality and gender. They will submit a written abstract describing their group topic and the preliminary toolkit of materials that they have gathered.

At the conclusion of the course, group members will submit their individual write-ups on their group topic informed by close engagement with the toolkit materials that they have collected, reflections on the process of collecting the toolkit, and the toolkit itself.

The final write-up can be written in the form of a critical essay, creative piece, and/or journalistic field observations.

Note: Students who would prefer to write an individual short research essay on a topic related to the course are encouraged to do so in conversation with the instructor.

Grading scale

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

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course.

Contact Preference

Email is the best way to reach me, and you can expect a response within 24 to 48 hours.

Grading and feedback

For large weekly assignments, you can generally expect feedback within 7 to 10 days.

Course schedule

Week	Dates	Topics, Readings, Assignments, Deadlines
1 LGBTQ Emergences	Tuesday 1-9	Course introduction, expectations, and peer meet
	Thursday 1-11	View: <i>Before Stonewall: The Making of a Gay and Lesbian Community</i> . Dir. Greta Schiller & Robert Rosenberg. First Run Features, 1985. Streaming. [OSU Libraries Alexander Street Video Streaming (cc) or OSU Secured Media Library (no cc)]

2 LGBTQ Emergences	Tuesday 1-16	Read: Bronski, Michael. <i>A Queer History of the United States</i> . Boston, MA: Beacon Press, 2011. Chapters 1 and 2. [CarmenCanvas]
	Thursday 1-18	Read: Bronski, Michael. <i>A Queer History of the United States</i> . Boston, MA: Beacon Press, 2011. Chapter 3. [CarmenCanvas]
3 LGBTQ Emergences	Tuesday 1-23	Read: Bronski, Michael. <i>A Queer History of the United States</i> . Boston, MA: Beacon Press, 2011. Chapter 8. [CarmenCanvas] *Written exercise 1* due by Saturday 5 PM EST [Carmen ASSIGNMENTS]
	Thursday 1-25	Read: Lorde, Audre. <i>Sister Outsider: Essays and Speeches</i> . New York: Quality Paperbook Book Club, 1993 [1984]. 36-65; 114-123. [CarmenCanvas]
4 LGBTQ Emergences	Tuesday 1-30	Read: Lorde, Audre. <i>Sister Outsider: Essays and Speeches</i> . New York: Quality Paperbook Book Club, 1993 [1984]. 124-144. [CarmenCanvas] The Combahee River Collective. "A Black Feminist Statement." 1977. [CarmenCanvas]
	Thursday 2-1	Read: Rechy, John. <i>City of Night</i> . New York, NY: Grove Press, 2013 [1963]. Portion 1.
5 LGBTQ Emergences	Tuesday 2-6	Read: Rechy, John. <i>City of Night</i> . New York, NY: Grove Press, 2013 [1963]. Portion 2.
	Thursday 2-8	Read: Rechy, John. <i>City of Night</i> . New York, NY: Grove Press, 2013 [1963]. Portion 2.
6 LGBTQ Emergences	Tuesday 2-13	Read: Rechy, John. <i>City of Night</i> . New York, NY: Grove Press, 2013 [1963]. Portion 3. *Written exercise 2* due by Saturday 5 PM EST [Carmen ASSIGNMENTS]

	Thursday 2-15	Read: Stryker, Susan. "Transgender Liberation." <i>Transgender History</i> . Berkeley: Seal Press, 2008. 59-90. [CarmenCanvas]
7 Culture Wars/ Queer Cultural Strategies	Tuesday 2-20	Group Toolkit Abstract preparation
	Thursday 2-22	View: <i>The Question of Equality: Culture Wars</i> . Directed by Tina DiFelicianantonio & Jane C. Wagner. USA: California Newsreel, 1996. [YouTube (cc)]
8 Culture Wars/ Queer Cultural Strategies	Tuesday 2-27	Read: Finkelstein, Avram. "The Political Poster." <i>After Silence: A History of AIDS Through Its Images</i> . Berkeley, CA: University of California Press, 2017. 27-58. [CarmenCanvas]
	Thursday 3-1	View: <i>Paris Is Burning</i> . Dir. Jennie Livingston. Lionsgate, 1990. Streaming. [OSU Secured Media Library (cc)]
9 Culture Wars/ Queer Cultural Strategies	Tuesday 3-6	Read: Anzaldúa, Gloria. <i>Borderlands/La Frontera: The New Mestiza</i> . San Francisco: Aunt Lute Books, 1987. 1-14; 15-24. [CarmenCanvas] Anzaldúa, Gloria. "Flights of the Imagination: Rereading/Rewriting Realities." <i>Light in the Dark/Luz en lo Oscuro: Rewriting Identity, Spirituality, Reality</i> . Durham, NC: Duke University Press, 2015. 23-46. [CarmenCanvas] *Group Toolkit Abstract* by this Saturday at 5 PM EST [Carmen ASSIGNMENTS]
	Thursday 3-8	View: <i>Mosquita y Mari</i> . Dir. Aurora Guerrero. Wolfe Video, 2012. Streaming. [OSU Secured Media Library (cc)]
10	Tuesday	SPRING BREAK
	Thursday	SPRING BREAK
11 Renewed	Tuesday 3-20	Read: Womack, Craig. <i>Drowning in Fire</i> . Tucson, AZ: University of Arizona Press, 2001. Portion 1.

Contexts & Futures		
	Thursday 3-22	Read: Justice, Daniel Heath. "How Do We Become Good Ancestors?" <i>Why Indigenous Literatures Matter</i> . Waterloo, Canada: Wilfrid Laurier University Press, 2018. 113-156. [CarmenCanvas]
12 Renewed Contexts & Futures	Tuesday 3-27	Read: Womack, Craig. <i>Drowning in Fire</i> . Tucson, AZ: University of Arizona Press, 2001. Portion 2. *Written exercise 3* due by Saturday 5 PM EST [Carmen ASSIGNMENTS]
	Thursday 3-29	Read: Womack, Craig. <i>Drowning in Fire</i> . Tucson, AZ: University of Arizona Press, 2001. Portion 2.
13 Renewed Contexts & Futures	Tuesday 4-3	Read: Rehman, Bushra. <i>Corona</i> . Little Rock, AR: Sibling Rivalry Press, 2013. Portion 1.
	Thursday 4-5	Read: Rehman, Bushra. <i>Corona</i> . Little Rock, AR: Sibling Rivalry Press, 2013. Portion 1.
14 Conclusion	Tuesday 4-10	Read: Rehman, Bushra. <i>Corona</i> . Little Rock, AR: Sibling Rivalry Press, 2013. Portion 2. *Written exercise 4* due by Saturday 5 PM EST [Carmen ASSIGNMENTS]
	Thursday 4-12	Conclusion
Finals Week	APRIL 26	*Group Toolkit Final Project* due [Carmen ASSIGNMENTS]

Other course policies

Academic integrity policy

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

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

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

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

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

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

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

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

Commitment to a diverse and inclusive learning environment

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

Land Acknowledgement

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

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

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

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention

Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Accessibility accommodations for students with disabilities

Requesting accommodations

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

Accessibility of course technology

This 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)