

## Term Information

Effective Term Autumn 2022  
[Previous Value](#) Autumn 2021

## Course Change Information

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

REG GE approval

Historical and Cultural Studies 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. Additionally this course fits well with the new H&C 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)?

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 2305  
Course Title A World of Genders and Sexualities  
Transcript Abbreviation World of Genders  
Course Description Investigates gender and sexuality in transnational and cross-cultural perspective.  
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? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster  
[Previous Value](#) Columbus

## Prerequisites and Exclusions

### Prerequisites/Corequisites

### Exclusions

Electronically Enforced No

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

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

## Requirement/Elective Designation

Historical and Cultural Studies; Race, Ethnic and Gender Diversity

### *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

- Understand the interconnections between the local and the global.
- Locate feminisms geographically and historically.
- Question common-sense, dominant assumptions about what seems “natural,” “timeless,” “universal,” “human,” and “normal,” by critically speaking, thinking, writing, and reading.

### Content Topic List

- Colonialism
- Orientalism
- Globalization
- Fundamentalism
- Chicana studies
- Topics vary based on professor/instructor
- REG GE goals and outcomes
- H&C GE goals and outcomes

**COURSE CHANGE REQUEST**  
2305 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
10/11/2021

**Previous Value**

- [Colonialism](#)
- [Orientalism](#)
- [Globalization](#)
- [Fundamentalism](#)
- [Chicana studies](#)
- [Topics vary based on professor/instructor](#)

**Sought Concurrence**

No

**Attachments**

- WGSST 2305 GE submission REG and CS.pdf: REG/H&C GE Foundation Rationale  
*(GEC Model Curriculum Compliance Stmt. Owner: Stotlar, Jacqueline Nicole)*
- 2305 syllabus new GE.pdf: New GE Syllabus  
*(Syllabus. 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 05:08 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	09/16/2021 05:08 PM	Submitted for Approval
Approved	Winnubst, Shannon	09/17/2021 08:58 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/11/2021 03:27 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/11/2021 03:27 PM	ASCCAO Approval



# **SYLLABUS: WGSST 2305**

## **GENDER AND SEXUALITY IN GLOBAL PERSPECTIVE**

### **SEMESTER**

## **Course overview**

### **Classroom Information**

Format of instruction: In Person Lecture

Meeting Days/Times: Wednesdays/Fridays 11:10-12:30

Location: TBD

### **Instructor**

Instructor: Mytheli Sreenivas

Email address: [sreenivas.2@osu.edu](mailto:sreenivas.2@osu.edu)

Phone number: 614-247-8057

Office hours: By appointment

### **Course description**

This course addresses the complexity of contemporary feminisms by engaging with debates on the global, the transnational, and the planetary in the context of globalization. The course holds a feminist lens to questions of gender and sexuality; the politics of the body; the ongoing effects of colonialism and imperialism; transnational migration, labor, and global class relations; conflict and nationalism; environmental justice; and connections between local and transnational activism. We will examine contemporary feminisms in various sites across the world, teasing out theoretical paths stemming from histories, differences, and concurrences that frame feminist thinking.

### **Course learning outcomes**

Goal: By the end of this course, students should successfully be able to understand the interconnections between the local and the global.

Outcomes:

- Evaluate phenomena as expressions of the global and the local:
  - Locate the U.S. within a global context.
  - Map how local and global acts are mutually implicated.
  - Evaluate phenomena as expressions of the global and the local.
- Enact everyday practices with awareness of local/global interconnections:
  - Recognize the local and global in everyday practices.
  - Evaluate the impact of the local and global on everyday practices.
  - Propose everyday practices grounded in a feminist critique of the local and the global.
- Locate feminisms geographically and historically
  - Recognize that feminisms vary geographically and historically.
  - Reflect on the limits of one's own normative assumptions as informed by geohistorical specificities.
  - Recognize that feminist frameworks emerge out of specific geohistoric contexts.
  - Analyze the hegemonic and normative power of western feminisms.

Goal: By the end of this course, students will be able to question common-sense, dominant assumptions about what seems “natural,” “timeless,” “universal,” “human,” and “normal,” by critically speaking, thinking, writing, and reading.

Outcomes:

- Interrogate a variety of dominant narratives especially as relating to sex, gender, sexuality, disability, race, ethnicity, nation, class, etc.:
  - Recognize cultural assumptions and common knowledge as socially constructed in historical, cultural, political, scientific, religious, aesthetic, contexts.
  - Detect dominant narratives.
- Evaluate counter-narratives that challenge dominant assumptions:
  - Recognize and describe counter-narratives.

## 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.

**GE Category: Cultural Studies**

**GOAL 1:** Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

**Expected Learning Outcomes**

1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression.

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.

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.

1.4B Successful students are able to evaluate social and ethical implications in cultural studies.

## Course materials

All required books are available at the university bookstore, and are also available online through standard book providers. Other course readings will be made available via Carmen. All required books are on reserve at the Thompson library (<http://guides.osu.edu/>). You are encouraged to bring the hard copy form of reading with you to class for quick reference.

Texts and required materials:

1. Adichie, Chimamanda Ngozi. *Amerikanah: A Novel*.
2. Evans, Kate. *Threads: From the Refugee Crisis*.
3. Getz, Trevor and Liz Clarke. *Abina and the Important Men*.
4. Satrapi, Marjane. *The Complete Persepolis*.

## Grading and instructor response

### Grades

This course will utilize a mix of evaluative methods, including in-class assignments and participation, writing assignments, and a final project.

Assignment or category	Points
Attendance and class participation	20
Discussion posts (10 total)	40
Critical response essays	30
Final project	10
Total	100

See course schedule, below, for due dates of major assignments

### Attendance and engaged classroom participation

I expect students to participate thoughtfully, respectfully, and consistently in our shared learning environment. Participation in this course will involve attending class and being prepared for discussions by completing all assignments and required readings prior to class. Participation will be evaluated based on active participation in class discussions (e.g. asking questions, deep listening, offering thoughtful comments), attendance checks based

on assigned readings, and other classroom activities.

### **Discussion posts (10 total)**

The course is structured around weekly reading assignments and discussions of those readings. To prepare for class discussions, students are required to write a weekly discussion post (300 words) for assigned readings, on Carmen in advance of our class meetings. Students are encouraged to read each other's posts prior to class discussion. Please note that there are **13** posts throughout the semester; students need to submit **10 posts** in total to earn full credit. Discussion post due dates will be posted on Carmen.

### **Critical Response Essays:**

Throughout the semester, students will write three critical analyses in response to course material. Students will be given writing prompts and asked to address the major themes and arguments of the assigned readings, and connections and/or contradictions between the assigned readings. The writing prompts will encourage students to reflect on how course material has informed, challenged, and enhanced your understanding of feminisms globally, and to consider the ways in which we can move these concepts forward empirically, theoretically, and methodologically. Essays should be 5-6 pages, double-spaced.

### **Final Project:**

Students' final project will be to create a feminist manifesto and toolkit, using the model developed by Sara Ahmed. Detailed final project guidelines will be distributed in class and posted to Carmen.

## **Late assignments**

All assignments lose 5% of the total grade for every day they are late. I do not accept assignments more than five days after the due date, including weekend days.

## **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 usually the best way to reach me, and you can expect a response within 24 hours.

### Grading and feedback

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

## Course schedule

Week	Wednesday	Friday
Week 1: Introduction to Global Feminisms	Introduction to the course and to each other	Sara Ahmed, <i>Living a Feminist Life</i> , Introduction: Bringing Feminist Theory Home (pgs. 1-18) (Carmen) Nishta Mehra, "Sarah Ahmed: Notes from a Feminist Killjoy," available at: <a href="https://www.guernicamag.com/sara-ahmed-the-personal-is-institutional/">https://www.guernicamag.com/sara-ahmed-the-personal-is-institutional/</a>
Week 2: Colonialism, Feminism, and Knowledge Production	Chandra Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses" (pgs. 333-346) (Carmen)	Chandra Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses" (pgs. 346-354) (Carmen) Patricia Hill Collins and Sirma Bilge, "What is Intersectionality?" (Carmen)
Week 3: Colonial Legacies and the 'Single Story'	Getz, Trevor and Liz Clarke, <i>Abina and the Important Men</i> , Letter to the Reader, Chapters 1-3 (pgs. xv-xvi, 5-38) Getz, Trevor and Liz Clarke, <i>Abina and the Important Men</i> , Part III: Historical Context (pgs. 115-131)	Getz, Trevor and Liz Clarke, <i>Abina and the Important Men</i> , Chapters 4-5 (pgs. 41-82), <i>Gendering Abina</i> (pgs. 163-171)
Week 4: Colonialism, Orientalism, and 'Saving' Women	Joanne Sharp, "Imagining the World" in <i>Postcolonial Geographies</i> (Carmen) Lila Abu-Lughod, "Do Muslim Women(Still) Need Saving?" in <i>Do Muslim Women Need Saving?</i> (Carmen)	Leila Ahmed, "Veil of Ignorance" in <i>Foreign Policy</i> 186 (May/June 2011) (Carmen) Martha Nussbaum, "Veiled Threats?" in the <i>New York Times</i> (July 11, 2010), available at: <a href="http://opinionator.blogs.nytimes.com/2010/07/11/veiled-threats/?_r=0">http://opinionator.blogs.nytimes.com/2010/07/11/veiled-threats/?_r=0</a>

		Robert Young, "Hybridity," pages 80- 92, in <i>Postcolonialism</i> (Carmen)
Week 5: Revolution, Post- colonialism, and the Gender question	Marjane Satrapi, <i>The Complete Persepolis</i> , Part I	Marjane Satrapi, <i>The Complete Persepolis</i> , Part II
Week 6: Conflict, Gender, and Imperialism	Film, "The Beauty School of Kabul" Excerpt from Jennifer Fluri and Rachel Lehr, "'Conscientiously Chic': The Production and Consumption of Afghan Women's Liberation," <i>The Carpetbaggers of Kabul and Other American-Afghan Entanglements</i> (Carmen)  <b>Due: Critical response essay #1</b>	Mariana Ortega, "Being Lovingly, Knowingly Ignorant: White Feminism and Women of Color" (Carmen)
Week 7: Women's Rights are Human Rights	Universal Declaration of Human Rights, available at: <a href="http://www.un.org/en/universal-declaration-human-rights/">http://www.un.org/en/universal-declaration-human-rights/</a> The Cairo Declaration on Human Rights in Islam, available at: <a href="http://www.oic-oci.org/english/article/human.htm">http://www.oic-oci.org/english/article/human.htm</a>  The Beijing Platform (1995), available at: <a href="http://www.un.org/womenwatch/daw/beijing/platform/plat1.htm#statement">http://www.un.org/womenwatch/daw/beijing/platform/plat1.htm#statement</a>	Leela Fernandes, "US State Practices and the Rhetoric of Human Rights" (Carmen)
Week 8: Feminism and Selfcare	Sara Ahmed, "Selfcare as Warfare," available at: <a href="https://feministkilljoys.com/2014/08/25/selfcare-as-warfare/">https://feministkilljoys.com/2014/08/25/selfcare-as-warfare/</a> Sara Ahmed, <i>Living a Feminist Life</i> , A Killjoy Survival Kit (pgs. 235-250) (Carmen)	No class: Fall break
Week 9: Identity, Citizenship,	Kate Evans, <i>Threads: From the Refugee Crisis</i> Inga Schwarz, "Racializing Freedom of	Alison Mount and Jennifer Hyndman, "Feminist Approaches to the Global Intimate" (Carmen)

and Migration	Movement in Europe,” available at: <a href="https://movements-journal.org/issues/03.rassismus/16.schwarz--racializing.freedom.of.movements.in.europe.html">https://movements-journal.org/issues/03.rassismus/16.schwarz--racializing.freedom.of.movements.in.europe.html</a>	
Week 10: Identity, Citizenship, and Migration	Chimamanda Ngozi Adichie, <i>Amerikanah</i> , Parts I – III  <b>Due: Critical response essay #2</b>	Chimamanda Ngozi Adichie, <i>Amerikanah</i> , Parts IV – VII
Week 11: Sexuality, Pleasure, and Choice	Patricia McFadden, “Sexual Pleasure as Feminist Choice” in <i>Feminist Africa</i> (Carmen) Audre Lorde, “Uses of the Erotic” in <i>Sister Outsider</i> (Carmen)	Ram Devineni and Vikas Menon, <i>Priyas Shakti</i> , Chapter 1, available at: <a href="http://www.priyashakti.com/priyas_shakti/">http://www.priyashakti.com/priyas_shakti/</a>
Week 12: Care and relationality across worlds	Naomi Klein, “Dancing the World into Being: A Conversation with Idle No More’s Leanne Simpson,” available at: <a href="http://www.yesmagazine.org/peace-justice/dancing-the-world-into-being-a-conversation-with-idle-no-more-leanne-simpson">http://www.yesmagazine.org/peace-justice/dancing-the-world-into-being-a-conversation-with-idle-no-more-leanne-simpson</a> Sarah van Gelder, “An Interview with Winona LaDuke,” available at: <a href="http://www.yesmagazine.org/issues/a-just-foreign-policy/an-interview-with-winona-laduke">http://www.yesmagazine.org/issues/a-just-foreign-policy/an-interview-with-winona-laduke</a>	Winona LaDuke, “How to be Better Ancestors,” available at: <a href="https://www.humansandnature.org/how-to-be-better-ancestors">https://www.humansandnature.org/how-to-be-better-ancestors</a> Zoe Todd, “Relationships,” available at: <a href="https://culanth.org/fieldsights/799-relationships">https://culanth.org/fieldsights/799-relationships</a>  <b>Due: Critical response essay #3</b>
Week 13: No class, Thanksgiving break		
Week 14: Feminist toolkits and manifestos	Sara Ahmed, <i>Living a Feminist Life</i> , A Killjoy Manifesto (pgs. 251-268) (Carmen)	Final discussion

Week 15	Final project due on university-scheduled exam date for this course.	
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## 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](http://go.osu.edu/coam))
- *Ten Suggestions for Preserving Academic Integrity* ([go.osu.edu/ten-suggestions](http://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](mailto: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](https://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](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://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](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> 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](https://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](mailto: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)