Term Information

Effective Term   Autumn 2022

Course Change Information

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

REGD GE approval; update course description

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

This course is foundational in that it primes students to notice and analyze critical issues as they relate to race, ethnicity, and gender, as well as intersectional

approaches in the humanities as they appear both in their subsequent classes and in their lives more generally. Concurrently, we would like to update the

course description to better reflect how the course is being taught.

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)?

We expect ongoing/greater enrollment, especially among students who are searching for REGD courses.

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	Comparative Studies
Fiscal Unit/Academic Org	Comparative Studies - D0518
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	1100
Course Title	Intro to the Humanities: Cross-Cultural Perspectives
Transcript Abbreviation	Intro Humanities
Course Description	This introductory course is designed to survey some of the current preoccupations in the Humanities, especially as they relate to culture, power, and identity. Instructors of 1100 seek to present relevant issues in comparative cultural study, employing a mix of cultural theory, current events, and literature, visual, and performing arts with a focus on race, ethnicity, and gender.
Previous Value	*Explores the role of literature and the arts in constructing, maintaining, and questioning the values and beliefs of diverse cultures and historical periods; topics vary.*
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
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, Recitation
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 1100H.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	24.0103
Subsidy Level	General Studies Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
    Literature; Global Studies (International Issues successors); Literary, Visual and Performing Arts; Race, Ethnic and Gender Diversity

Previous Value

General Education course:
    Literature; Global Studies (International Issues successors); Literary, Visual and Performing Arts

Course Details

Course goals or learning objectives/outcomes

- Students explore how systems of power are intertwined with individual identity and experiences.
- Students improve information literacy by critically reading multiple types of texts to evaluate sources, biases, and purposes
- Students assess the impact of their perspectives/identity positions, intentional and unintentional, on the world.
- Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.
- Students will understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Content Topic List	• Humanities
	• Culture
	• Literature
	• Arts
	• Society
	• Diversity
	• Global
	• World Literature
	• Comparative Literature
Sought Concurrence	No
Previous Value	

Attachments

• COMPSTD 1100 - New GE.pdf

  (Syllabus. Owner: Arceno,Mark Anthony)

• REGD ELO Responses for COMPSTD 1100 & 1100H.pdf

  (Other Supporting Documentation. Owner: Arceno,Mark Anthony)

Comments

• COMPSTD 1100 and COMPSTD 1100H vary largely in terms of assignments rather than course content. As such, we are submitting the same ELO responses for both courses. The syllabi files are different for each course. *(by Arceno,Mark Anthony on 10/25/2021 03:35 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Arceno,Mark Anthony	10/25/2021 03:35 PM	Submitted for Approval
Approved	Armstrong,Philip Alexander	10/25/2021 03:44 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/08/2021 12:09 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/08/2021 12:09 PM	ASCCAO Approval

SYLLABUS: COMPARATIVE STUDIES 1100
INTRODUCTION TO THE HUMANITIES
SPRING 20XX

Course overview

Instructor Information

Instructor: Elizabeth Vu
TAs: 2-6 GTAs
Preferred contact method: by email at vu.191@osu.edu
Please direct most inquiries to the TA of your section first via Carmen message or email:
GTA@osu.edu
Office hours for each TA will be posted in Announcements on Carmen
Office Location: *no physical office available*

Course description

In this class, we will examine interactions between the troubled categories of "Western" and "Non-Western" cultures, thinking about colonization and migration as key sites of "crossing cultures." To do so, we will read postcolonial theories as well as novels, short stories, nonfiction, and films about colonization, migration, and cultural clashes, past and present. We will then discuss complex issues like identity, social power, and inequality both in the literature and in your lives. Our class will engage directly issues of systemic injustice, an intersectional understanding of lived experiences, and ethical cultural comparison practices. We ask questions about the relevance of these ideas to our thinking about ourselves and others within our cultural-historical context as well as the wider world, and pay special attention to the ways in which race, ethnicity, and gender play central roles in this understanding. We achieve these goals through group discussion on Carmen, journaling, analytical essays, and public-facing projects, many of which are shared with the class and beyond. We will often use literature to engage these concepts and will hone our skills in literary analysis as well, looking especially to the affordances of representation and meaning-making across genres.

Though this is a distance learning class, it requires a high degree of participation and engagement with your classmates as well as the coursework. You will be reading as much as 150 pages of fiction a week, and/or shorter theoretical readings. You will then be expected to participate at least 4 times *every week* in informal discussion and structured activities through Carmen. This course works a little differently than others you may have encountered. Weekly active engagement is expected and you can expect to learn from your classmates as well as your instructors. Passivity will simply not work for you in this environment; in fact, non-

participation for a full week is grounds for failure (see course policies). In exchange for your efforts, you will develop insights with your peers and with me as you practice your analytical and communication skills to gain higher levels of awareness and aptitude that will serve you throughout your life.

Course learning outcomes

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

- Investigate how systems of power are intertwined with individual identities and experiences.
- Demonstrate information literacy and literary acuity by critically reading multiple types of texts to evaluate sources within context, biases, purposes, and limitations of genre.
- Assess the impact of their perspectives, actions, and identity positions, intentional and unintentional, on the world.

GE Course Information

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.

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

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.

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical 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 Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

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.

Literary, Visual, and Performing Arts

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.

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.

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.

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design.

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.

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.

GE Outcomes within the Course

We meet the outcomes in this course by:
- Exploring the development and importance of personal identity within literary works, including lived experiences of colonization, migration, assimilation, status as "Other" or

subaltern, diaspora, hybridity, and intersectionality, especially as they relate to race, ethnicity, and gender

- Identifying systems of power and inequality within global literary works as well as current world news and cultural histories
- Applying the knowledge of identity and systems of power gained through studying literature to examine our own identities, place in power structures, and impact as global citizens

Course materials

Required major texts

These texts are available in print or (in most cases) electronically from retailers and libraries (OSU Libraries, OhioLINK library network, Columbus Public Library, etc). You should plan to have them in your possession for the duration of the course. Note that the films of *Persepolis* and *The Reluctant Fundamentalist* (available on the Secure Media Library) are very different from the books and will not substitute. You are welcome to read them in the language with which you feel most comfortable, but keep in mind all discussions and assignments will take place in English and translating relevant passages may be difficult.

- John Lewis's *March: Book One* (print, ebook)
- Chinua Achebe's *Things Fall Apart* (print, ebook, audio CD)
- Marjane Satrapi's *Persepolis* **Complete edition** (print)
- Lisa Ko's *The Leavers* (print, ebook, downloadable audio)
- Jhumpa Lahiri's *Interpreter of Maladies* (print, ebook, downloadable audio)
- Moshin Hamid's *The Reluctant Fundamentalist* (print, ebook, downloadable audio)
- Ryan Coogler's *Black Panther* (DVD, Blu-Ray, digital download or rental)
- Jamaica Kincaid's *A Small Place* (print, ebook, downloadable audio)
- Susan Sontag's *Regarding the Pain of Others* (print, ebook, downloadable audio)

Required supplemental materials

These and other materials are available embedded in the modules on Carmen

- Alexandre Kojeve's *Introduction to the reading of Hegel* (excerpts)
- Simone de Beauvoir's *The Second Sex* (excerpts)
- Aijaz Ahmad's "Jameson's Rhetoric of Otherness and the 'National Allegory'"
- Martin Luther King Jr.'s "Letter from a Birmingham Jail"
- Gayatri Spivak's "Can the Subaltern Speak?"
- Toni Morrison's "Recitatif"
- Judith Ortiz Cofer "The Story of My Body"

- Homi Bhabha's "Cultural Diversity and Cultural Differences"
- Kimberle Crenshaw on Intersectionality with selected excerpts from Ijeoma Oluo and Deborah King
- Chimamanda Adichie "The Danger of a Single Story" and Achebe's impact
- Barbara Kingsolver and Lisa Ko "A Conversation with…"

How this Online course works

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into weekly modules that are released on Tuesdays, with deliverables on Thursdays and Saturdays. Students are expected to keep pace with the two weekly deadlines for assignments but may schedule their efforts freely within that time frame.

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

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

- **Logging in**: **AT LEAST ONCE PER WEEK** *TO PASS THE CLASS*
  Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will log in and interact with our Carmen site many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with your TA *as soon as possible.* ***Missing an entire week of class without a really good reason (that is, something that would count as a multi-day excused absence for an in-person class, with documentation) is grounds for failure of the course.*** *If you fall ill or have another reason for missing more than a week of class, you are expected to contact your TAs to let them know as soon as possible. Do not become inactive in the class then expect to be accommodated later unless contact was impossible.*

  Excused absences/non-participation: Excuses for missing an entire week of participation are similar to excused absence excuses in an in-person class. A death in your immediate family, illness, or a major mental health emergency would count because these understandably affect more than 1-3 days of work. Issues that occupy only one or two days of your week, such as a temporary childcare problem, a job interview, a religious holiday, or food poisoning do not. Pre-planned family events

(weddings, reunions, vacations, etc.) and business trips also do not count as excused regardless of length; plan to make time to do your classwork. Events causing any sustained disconnection with the course should be made around our course schedule whenever possible. All excused non-participation must be documented in writing (doctor's note, funeral program and obituary, or similar).

- **Office hours**: **OPTIONAL**
  All live office hours are optional and are available as video sessions, audio calls, or real-time text chats through Zoom. If you need to discuss an assignment with your TAs, please contact them at the beginning of the week to make arrangements if you need a time outside scheduled office hours.

- **Participating in discussions**: **4 TIMES PER WEEK**
  As participation, each week you can expect to post on at least two separate days as part of your discussion group's substantive class discussion on the week's topics. That means you must post at least once in the first half of the week and once in the second half of the week in response to the questions posed in the modules as well as your classmates' presentations on the blog. These posts should be substantive, at least 3-4 sentences, and 50+ words, and should not boil down to "I agree" or "I disagree" with no original contribution to the conversation. You are encouraged to post more often, and you can certainly post less substantive responses ("That was really smart. Thanks for that contribution!") as often as wish, those they won't count toward your discussion grade. This is one of the primary ways you will feel connected to your classmates and you should plan to read what they post as part of this activity. Most students feel motivated most by ongoing conversations with their classmates. The modules will prompt you on what to discuss in the various forums.

- **COVID-19 Pandemic**: In addition to our regular online course policies, some additional measures may be required to cope with restrictions necessitated by the pandemic. For the most part, we will expect that changing conditions will not affect our Distance Learning class much. All plans for travel, quarantine, etc. need to be made with keeping up with our course in mind. However, should changes in policies or adjustments to our schedule need to be made, these will be announced via Carmen Announcements. Please check there and in the weekly videos for any syllabus updates made after the start of the term. Please reach out immediately if your ability to complete the course effectively is impacted by the pandemic, and your TAs and I will seek to find good solutions with you. Do not wait to seek these until after the problem has passed.

Course technology

Your instructors do not provide technical support. For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** http://ocio.osu.edu/selfservice
- **Phone:** 614-688-HELP (4357)

- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once. ·
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you

Additional Technology

The above support information applies to *all* Carmen components, including Discussions, Groups, Modules, Carmen Connect, Messages, etc. It also applies to other OSU resources like viewing materials in the Secure Media Library and the U.OSU blogging platform. For issues with using the OSU Libraries catalog for research, accessing electronic databases, or circulation, contact the Libraries directly.

- **Self-service and chat support:** http://libanswers.osu.edu
- **Phone:** 614-292-6785
- **Email:** http://libanswers.osu.edu/q.php

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- Zoom text, audio, and video chat (for optional office hours and podcast assignment)
- Captioned Zoom videos for course content
- Collaborating using Carmen's Groups tools
- U.osu.edu (University's Wordpress-powered blog platform)

- Recording, editing, and uploading audio or video (for podcast assignment, a written alternative option will be provided for anyone needing an accessibility accommodation) – further information will be provided in the Carmen modules

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 10+) with high-speed internet connection
  - A tablet (e.g., University-issued iPad) is an acceptable alternative as long as you have a keyboard and the capacity to save documents as Word files or PDFs
- Microphone: built-in laptop or tablet mic or external microphone
- Webcam is a plus

Necessary software

- Word processor capable of saving in .doc, .docx, or .pdf formats (recommended: Microsoft Office 365 ProPlus): All Ohio State students are eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets, and five phones.
- Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
- Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found https://ocio.osu.edu/kb04733.
- You are not required to use Microsoft Office. However, any assignments submitted through Carmen dropbox will *only* be accepted in .doc, .docx, and .pdf formats. No submissions via Google Docs, Box, Word Online, or OneDrive.
- Audacity (optional): Audacity is a free audio-editing program available for Mac, Windows, and Linux platforms. It is not available for tablets. You can use Zoom as an alternative if you choose not to use Audacity.
  - Audacity is pre-installed in all Digital Union computer labs and can be used there when computer labs are open or can be downloaded to your personal device.
  - Audacity is the *recommended* software for audio editing for the advice column podcast project; however, if you have and are familiar with other audio editing software that can export in mp3 format, you are welcome to use that.
- Web browser: it is strongly recommended that you use Google Chrome for this course, especially for Zoom meetings and video streaming. Safari is not fully compatible with Zoom and some OSU video services. You are responsible for ensuring that your chosen browser works properly with all course technologies.

Grading and faculty response

Grades

Assignment or category	Points
Discussion Question (once per term, date assigned individually)	40
Context Research Presentation (once per term, date assigned individually)	85
Weekly discussion posts and participation	20 per week/300 total
Syllabus Quiz	5
Short autoethnography	40
Thesis exchange	20
Diary of Systemic Injustices regular entries	15 each/90 total
Showcase entry	30
Short essay take-home midterm	100
"Yo, Is This…" advice column podcast	150
Final Project: text review for class blog	40
Final Project: analysis paper	100
Total	1000

See course schedule below for due dates

Assignment information

For every assignment except the syllabus quiz, detailed instructions and prompts will be distributed in advance. The following is only a summary and does not include all requirements.

All formal writing assignments should be single-spaced, in 12-point Times New Roman font, with one-inch margins. For assignments where a word count rather than a page count is given, copy-paste your text into a Word document and use the word count tool. The word count is always the definitive requirement; page counts are an estimate.

Discussion Questions: Once per semester, you will provide the week's discussion questions for your discussion group. You will submit **at least 2** substantive, discussion-generating questions on the coming week's reading by Wednesday of your discussion starter week. You will submit your questions by posting them in the small group discussion area for that week. **Value: 40 points**

Context Research Presentation: Once per semester, you will contribute to the class blog (u.osu.edu—your TA will send you a link to your section's blog) by providing some specific, in-depth context relevant to the readings for the week, with particular attention to research about the race, ethnicity, and gender dynamics in the place and time we are studying. You will sign up for your week in Week One of the course, and post your presentation the Saturday prior to the start of the week. For example, during the week on *Interpreter of Maladies* (a collection of stories about migration in and out of India), a student might write an entry on the history of Partition, an event that sparked mass displacement in India and Pakistan, or about variety of perspectives on arranged marriages and gender-based familial roles in several of the stories. During the week on *Things Fall Apart*, a student might write a summary of British colonialism in what is now Nigeria or about Nigeria's relationship to race-based slavery and brutality in US. You will consult with your TA on your topic in advance to get ideas and ensure that contributors don't overlap. Your presentation can take a variety of forms depending on what you think will benefit you and will best suit the material and the class's needs. It should be at least 300 words, 5 minutes, or the equivalent, plus proper citations and links to other relevant pages. Once you sign up for a week, mark your calendars for when you need to start thinking about ideas and talking with your TA to select a topic as well as when you plan to post the presentation in advance of the relevant week. **Value: 85 points**

Weekly participation: Most weeks will require *4 engagements*: a comment on the blog regarding your classmates' research presentations, responses to your peers' questions, and 2 discussion posts prompted by me engaging in discussions about the week's readings. Posting in your small group discussion forums as well as completion of the week's module, including any surveys, ungraded quizzes, or other exercises is required and graded each week. Discussion posts in the forums posted for the week should each be at least 50 words (about four sentences) and should contribute something substantive to the conversation. You can expect that the deadlines for these will occur twice a week: once on Thursday and again on Saturday (due dates are listed in each forum prompt and on the Weekly Roadmap). **Value: 20 points per week**

Syllabus quiz: A quiz on the syllabus is integrated into the first week's module. If you've read the syllabus carefully, and you're well positioned to move on in the course, this will be an easy quiz to complete. It is designed to alleviate confusions about how the course operates and ensure your success in subsequent weeks. **Value: 5 points**

Short Autoethnography: The autoethnography asks you to explore your position as a scholar through some kind of autobiographical event or aspect of your life (more instructions will be provided). The paper should be 350-500 words. **Value: 40 points.**

Diary of Systemic Injustices: For six weeks in the middle of the course, you will write weekly journal entries on examples of systemic injustice that you have witnessed personally, read about in the global news, or learned through cultural and historical study. You will identify what makes the situation you select systemic injustice, and provide an intersectional analysis about the case you choose. Each entry should be approximately 250 words, and will be submitted via Carmen. At the end of the series, you will post an expanded sample entry—whichever you think is most interesting, with additional analysis—on the course U.OSU blog for your section. These sample entries should be about 350-500 words and include images or videos. Your peers will comment on these blog entries, and you will be able to read and comment on theirs. More information is available in the assignment description on Carmen. **Value: 15 points per weekly entry (90 points total) plus 30 points for the expanded showcase entry.**

Thesis Exchange: The thesis exchange asks you to practice literary analysis through the lends of our course concepts by composing a thesis statement and the outline of an argument and then swapping with a group-mate in preparation to the midterm. More instructions will be distributed. This exercise takes place in the week before the midterm. **Value: 20 points**

Midterm: The midterm will be take-home and open-book. It consists of two short essays asking you to do some comparative literary analysis and applications of course concepts (you will be provided with several questions from which you will choose two), 350-500 words **each.** It will be submitted by Carmen dropbox. **Value: 100 points.**

"Yo, Is This…" Advice Column Podcast: The podcast assignment asks you to offer advice to a curious but less knowledgeable audience about an issue related to systemic injustice, structural power, or identity. It is based on the popular podcast and blog, "Yo, is this Racist?" but allows you to fill in the ending of the question ("Is this sexist? Is this ablest? Is this ethnocentric? Is this intersectional?" etc.). Most of you will complete this assignment as a group, building on material you created for your Diary of Systemic Injustice showcase post. More information will be distributed in the modules. This assignment involves audio recording and editing and will be completed in groups or two or three. An alternative text-based way of completing the assignment will be available as an accessibility accommodation. You will also be required to produce a transcript. Podcasts should be 8-10 minutes long and will be submitted and shared through the blog in MP3 format. **Value: 150 points.**

Final Project - Text Review: This assignment asks you to write an informal review of a text (book, film, TV series, album, or other piece of literature or pop culture) recommending it to your peers by connecting it with the most compelling concepts from our course. The informal review (+ representative images) will be approximately 350-500 words and will be submitted through the class blog. **Value: 40 points.**

Final - Analysis Paper: The final will be take-home and open-book. It consists of two short essays asking you to do some comparative literary analysis and applications of course concepts (you will be provided with several questions from which you will choose two), 350-500 words **each.** It will be submitted by Carmen dropbox. **Value: 100 points**

Late assignments

No late work will be accepted without consent from your TAs (this consent will only be given for emergencies and accommodations; see attendance policy). Make sure you are keeping up with discussion every week. Due to the nature of the discussions, you cannot do them retroactively for a grade. **Please schedule yourself to complete your other assignments in advance when you can, and reach out to your TAs as soon as you suspect you might not be able to meet a deadline.** Please save your work frequently and know where the nearest accessible backup computer and internet access is in case of technical problems. I recommend you write assignments, especially your Carmen and blog posts, in a separate document or copy them before you attempt to post so you have them if the post fails to go through. Plan for things not to work perfectly. Keep backup copies of everything. You can schedule assignments for yourself in your Carmen calendar. I highly recommend this as a planning tool, as well as whatever additional personal planning or scheduling systems you use. This course has a rhythm you will eventually get used to, but it can be difficult to keep track of things as you acclimate to this and your other classes. In addition to the schedule in the syllabus, each week, the modules start and end with a roadmap and a checklist of everything that is due. Be sure you review that list and plan accordingly.

Grading scale

It is your responsibility to monitor your grades for the course and notify your TA of any questions or errors within 1 week of posting. Your grades will be available to you in the Carmen gradebook.

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+	

Faculty feedback and response time

The following list is to give you an idea of my, and the TAs', intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem. We do not provide technical support, but we can provide support with things *missing* from Carmen, so contact me ASAP if you cannot see required reading, a dropbox, or something similar and you've confirmed it is not a technical problem.)

Grading and feedback

For weekly assignments, you can generally expect feedback within **a week**. This includes your discussion questions and blog comments. Note that feedback on discussion boards will not necessarily be individual; it may consist of posts or comments directed at your whole group, or

at a specific thread in the discussion forum. For large assignments such as papers or midterms, you can generally expect grades within **two weeks** as well as individual **feedback via published rubrics.**

E-mail

Expect replies to e-mails and Carmen messages within **48 hours**. We will make every effort to reply on the same business day to emails, and normally we will be able to. If you don't receive a reply within this 48 hour timeframe, please resend the email as it may not have been received. Expect that responses will likely be slower over the weekend. Try to anticipate your questions in advance by reviewing the module and assignments when they are published. Use office hours when you can.

Discussion board

We will read the discussion boards as often as possible. However, if you have a question for your TAs instead of the class or your group, or you need to alert us to an incident on the boards, please email directly for the fastest response.

Attendance, participation, and discussions

Schedule and Flow of the Course

The module components of the course operate on a Tuesday to Saturday cycle. Each week, the week's module will go live on Tuesday afternoon EST at the latest. All regular participation for the week, including completion of all the module components and any special activities, is due on Thursdays and Saturdays. You should participate in discussions on at least two occasions during the week, once between Tuesday and Thursday and again between Thursday and Saturday. It is OK if you are only partway through the reading and module when you make your first post, but you need to have done some of it to comment intelligently. You should complete your assigned readings prior to your second discussion board posts.

It can help to think of the class as similar to a two-days-per-week in-person class. You can be reading all assigned readings as well as participating on the blog whenever you want, but particularly from Sunday-Tuesday morning, then engaging with the course module materials Tuesday-Saturday. All major assignment prompts except exams are available for you to work at your own pace whenever you wish to prior to their deadlines; exams are posted about two weeks in advance of when they are due.

Additional assignments have specific due dates that are listed in both the course schedule and assignments section of this document. The rotating assignments (such as developing discussion questions for your discussion group and contributing to the course blog) are individually scheduled via sign-up at the beginning of the semester. For your assigned week, blog contributions are due the Saturday *prior* to the release of the week's module. That is, if you are creating a context presentation for week 6, it is due on the blog by the Saturday at the end of

week 5, the same day all work for week 5 is due (that way your fellow students can read your post to prep for the week.) Peer discussions are due on Wednesdays of the relevant week.

Discussion and communication guidelines

The following are expectations for how we will communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Address me, your TAs, and your classmates appropriately, do not write in text-speak, or the like; be reasonably professional. Informality (such as an occasional emoticon) is fine.

- **Citing your sources**: When we have academic discussions, please cite your sources to support what you express and never express an idea as your own that is not. (If you are citing course materials, list at least the title and page numbers. For online sources, include a link.If you are using a support tool like Sparknotes to complete your work and an idea is presented in there you'd like to share, remember to cite that support material.) Formal written assignments and the blog contribution have more stringent requirements; see assignment sheets.

- **Backing up your work**: Consider composing your academic posts in a word processor, like Word, where you can save your work, and then copying into the Carmen discussion. Keep backup copies of everything. Posts time out. It feels awful to lose your work in this way. Developing a process that helps you back up your work is worth it.

- **Conduct expectations:** Rules regarding basic classroom interaction remain fairly constant across all classes at the university, and we will maintain that decorum in this class even though we are not meeting in person. This course requires a commitment from all of us to maintain collegial, respectful spaces throughout: in group discussions, blog comments, live office hours, and other venues. Because we are in a discussion-based environment and I believe in making the best possible use of your time in our classroom, guidelines governing your behavior in this class are strict. This also applies to communication about class or class-created groups outside of official platforms (for example, harassment of one of your small group colleagues on Twitter or GroupMe is a violation of our behavioral norms).

  As we all know, online communication can encourage nasty and dehumanizing behavior to strangers because there's a perceived lack of consequences. There are consequences in this class. Your classmates will not feel like strangers by the end of the term. If you act like a troll—using slurs or other hate speech, denigrating your classmates' identities, advocating violence, promoting disinformation, or any other flagrant disrespect—your grade will be affected and you will be reported to Committee on Academic Misconduct. Incidents of bias and other disruptive virtual behavior will be reported to BART, OSU's Bias Assessment and Response Team, Student Conduct, and/or (for talk about violence)

OSU Police, and will be subject to whatever consequences they choose to impose. Bias includes any kind of discriminatory talk or action against an individual or group based on sex, gender identity, race, ethnicity, color, age, religion, sexual orientation, disability, national origin, immigration status, veteran status, or HIV status. Sexual harassment (definitions here: [https://titleix.osu.edu/navigation/policy/definitions.html)](https://titleix.osu.edu/navigation/policy/definitions.html) and also will not be tolerated.

Though we will aggressively counteract these instances, it's unlikely these issues will arise. Just please prepare to engage with this course with genuine curiosity, openness to new ideas, and respect for difference. We'll all get the most out of the experience that way.

- **Sensitive Topics**: Many times in this course we will encounter violences and injustices that may be painful to you or others in the class. Please take care of yourselves in these moments and email your TA if you need to do something other that what is described to do this. You are never expected to disclose something about yourself if that vulnerability will be harmful to you. If you know that you have harmful reactions to witnessing or discussing some violences or injustices, please help us help you by reaching out to discuss potential strategies for succeeding in the course. If you suffer from a post-traumatic condition, you may want to consider reading summaries of the materials we are covering so that you can anticipate ways in which you may be triggered. As you go through the course, please be aware of the reactions others may have and approach our conversations thoughtfully. Help each other navigate these potentially difficult conversations with grace and dignity by being supportive of each other.

Other course policies

Academic integrity policy

Policies for this online course

- **General policy:** Plagiarism is the unauthorized use of the words or ideas of another person, misrepresenting someone else's work as your own with or without their knowledge, quoting or paraphrasing without citing the original source, or providing work for someone else to use as their own. Plagiarism is absolutely not permitted in any assignment or venue used in this course: tests, papers, reviews, blog entries, multimedia productions, discussion posts, etc. It is a serious academic offense that will result in a report to the Committee on Academic Misconduct and potentially career-altering consequences. The University's policies on plagiarism are described in detail in your student policies handbook. Please read this information carefully, and remember that at no point should words or ideas that are not your own be represented as such.

- **Written assignments**: In formal assignments, you should follow MLA style to cite the ideas and words of your research sources. Comprehensive information on MLA citation can be found here: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work for you. The Writing Center is a great resource for advice on improving your writing; distance appointments are available. See Resources section of this syllabus.

- **Reusing past work**: You are prohibited from turning in work from a past class to your current class, even if you modify it. This is academic misconduct. If you want to build on past work or revisit a topic from previous courses, please discuss the situation with your TA or me.

- **Collaboration and informal peer-review**: The course includes many opportunities for formal and informal collaboration with your classmates. While study groups and peer-review of major projects is encouraged, remember that comparing answers on an assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time. There are lots of ways to seek support for your work without crossing a boundary into cheating; you just need to be careful to know and abide by that boundary. Please make note that posting our course materials like exam questions and answers to sites that are functionally used for cheating, like Chegg, is not permitted.

Ohio State's academic integrity policy

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

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course. Please do not share course materials outside the course, or contact me for permission first.

Accessibility accommodations for students with disabilities

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

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with SLDS and your instructor.

- [Carmen (Canvas) accessibility](#)
- [U.OSU blogging platform](#)
- [CarmenZoom (for optional office hours)](#)
- Streaming audio and video via Carmen, YouTube, and OSU's [Secure Media Library](#)
- Audacity or Zoom audio production – for students for whom Audacity is not accessible, an alternative text-based method for completing the assignment will be made available

Resources for Success and Well-Being

This course: Our primary goal in this course is to facilitate student learning and success. Your TAs and I have no wish to inadvertently penalize students who are making a good-faith effort to engage with the course and produce high-quality work through diligent and responsible planning. We know some things are just out of your control. If, due to personal circumstances or academic scheduling issues (e.g., three things due the same day), you anticipate or find yourself struggling with the course policies or timing, please consult your TAs *as soon as possible*. We can make a plan for ensuring you can meet course requirements. Whenever possible, consult your TAs about this early rather than the day something is due or after.

Academic well-being: There are many resources available at OSU for students who would like academic support, including the Writing Center, Dennis Learning Center, and other services. If you find yourself in circumstances that pose a serious challenge to your ability to keep up

academically (e.g. ongoing family crisis, chronic illness, hospitalization, financial crisis, or being a victim of violence), Student Advocacy is available to help you manage the situation.

- Writing Center: http://cstw.osu.edu
- Dennis Learning Center: http://dennislearningcenter.osu.edu
- Student Advocacy: http://advocacy.osu.edu

Personal well-being: OSU also has resources to help with emotional and bodily health. Counseling and Consultation Services (http://ccs.osu.edu, 614-292-5766), located in the Younkin Center on Neil Avenue and in Lincoln Tower, provides mental health care, referrals, counseling groups, wellness workshops, and substance abuse resources. They can help with feeling down, anxiety, difficulty concentrating, lack of motivation, interpersonal relationship problems, and substance abuse. CCS has an after-hours crisis line that can be reached at their main number, 614-292-5766 (ext. 2) outside of office hours. During work days, emergency consultations are also available. Outside resources include the **National Suicide Prevention Hotline (1-800-273-TALK)** and the **Crisis Text Line**, which can help you talk through any kind of crisis, including self-harm, domestic abuse, depression, sexual assault, family and friend problems, substance abuse, grief, and other situations **(text START to 741-741)**.

Healthcare is available for all students at the Wilce Student Health Center on campus and accepts many insurance plans; it is mostly free for those on OSU student health insurance. If you are ill, they can give you an absence excuse as well as treatment. Same-day weekday appointments are available. After hours and on weekends, there are OSU urgent care facilities near campus that accept insurance; see https://shs.osu.edu/emergencies/after-hours-care/.

Increasing numbers of students are finding themselves without adequate food. The Buckeye Food Alliance (https://www.buckeyefoodalliance.org, 614-285-4067) runs a free food pantry for OSU students in Lincoln Tower, Suite 150, that is open four days a week.

Sexual assault crisis services are available to people of all genders and orientations through the local SARNCO hotline (614-267-7020) and area hospitals. Ongoing support is available through Counseling and Consultation and Wilce Student Health. OSU Hospital, CCS, and SARNCO are confidential. You can also find support and ways to report sexual assault or harassment through the University's Title IX office (http://titleix.osu.edu), which does not guarantee confidentiality. Be aware that many other OSU academic and coaching staff are mandatory reporters (required to convey reports of assault to the University) and also cannot guarantee confidentiality. (To be clear, I absolutely will help you get assistance, but you have a right to be aware of OSU's reporting policies.) Choose the support system that is right for you. Being a victim/survivor of sexual assault is never your fault, and you have the right to compassionate help.

Please do not hesitate to reach out if you are struggling and need help finding assistance with these or other issues you're facing.

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. If you experience something in the course that does not uphold this standard, please reach out and start a dialogue about what can be done.

This course strives to be anti-racist.

Many COVID-19 pandemic related issues may arise over the course of the term. Your first resource will be the keeplearning.osu.edu website. That central source will link out to guides on many commonly encountered issues, like study space and internet access challenges, family care, counseling and support resources, etc. and will continually be updated with the latest guides and resources. If you need help, your TAs and I will do our best to help connect you with the resources you need. Please don't hesitate to email your TAs for help when you need it.

This term may require us to be flexible in ways we haven't yet imagined. Please keep a close eye on your announcements in Carmen and your email inboxes. If something needs to be adjusted or changed for the entire class, I'll give details there or in the weekly videos in the modules. If you have a personal obstacle to engaging with the class for more than a couple days, please email your TA and me and we'll look for ways to accommodate the situation. If we work together and are generous and patient with each other, I know we'll be able to handle whatever may come together.

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

Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Tues. Jan 12 – Sat. Jan 16	Introductions, Carmen Tour • _Complete:_ module including all viewing; syllabus quiz; introductions and discussion forums, blog set up, assignment sign-ups (pick your week for context presentations and discussion starters)
2	Tues. Jan 19 – Sat. Jan 23	Master-Slave Dialectic, Personal and Group One-Other Dynamics • _Read:_ excerpts from Hegel and de Beauvoir • Complete: module including all viewing, discussion forums including blog
3	Tues. Jan 26 – Sat. Jan 30	Autoethnography, Othering and Being Othered • _Read:_ excerpts from Ahmad, Ortiz-Cofer • _Complete:_ module including all viewing; group discussions including blog • **DUE: Short 1 page Autoethnography (January 30, Carmen dropbox)**
4	Tues. Feb 2 – Sat. Feb 6	Systemic Injustices • _Read:_ Lewis, King • _Complete:_ module including reading supplement; discussion forums including blog; first week of diary of systemic injustices
5	Tues. Feb 9 – Sat. Feb 13	Subalterns, Speakers, and Readers • _Read:_ Spivak, Morrison • _Complete:_ module including all viewing, reading supplement, and ungraded survey; discussion forums including blog; second week of diary of systemic injustices
6	Tues. Feb 16 – Sat. Feb 20	Colonization and Cultural Heterogeneity • _Read:_ Achebe • _Complete:_ module including all viewing; discussion forums including blog; third week of diary of systemic injustices
7	Thurs. Feb 25 – Sat. Feb 27	Intersections: Identities and Systems of Power • _Read:_ Satrapi

		• *Complete:* module including all viewing; discussion forums including blog; thesis exchange
8	Tues. Mar 2 – Sat. Mar 6	Recap and Midterm, Subcultures, Immigration and Emigration • *View:* film version of *Persepolis* • *Complete*: module including all viewing, etc.**;** discussion forums including blog, fourth week of diary of systemic injustices • ***DUE:* midterm (March 6, Carmen dropbox w/TurnItIn)**
9	Tues. Mar 9 – Sat. Mar 13	Negotiating Identities, Part 1 • *Read:* Ko through page 150 • *Complete:* module including all viewing; discussion forums including blog; fifth week of diary of systemic injustices
10	Tues. Mar 16 – Sat. Mar 20	Negotiating Identities, Part 2 • *Read:* Ko page 151 to end • *Complete:* module including all viewing; discussion forums including blog; sixth and final week of diary of systemic injustices
11	Tues. Mar 23– Sat. Mar 27	Migration and Encounter • *Read:* Lahiri • *Complete:* module including all viewing; discussion forums including blog; contact your team and explore materials on podcasting to prep for podcast assignment • ***DUE:* 350-word showcase entry from diary of systemic injustices (March 27, class blog)**
12	Tues. Mar 30 – Sat. Apr 3	International "Othering" • *Read:* Hamid • *Complete:* module including all embedded and prompted viewing; discussion forums including blog • ***DUE:* "Yo, is this…" 8-10 minute advice column podcast (April 3, class blog)**
13	Tues. Apr 6 – Sat. Apr 10	Imagining Alternatives • *View:* Black Panther • *Complete:* module including all viewing; discussion forums including blog • ***DUE:* advice column comments (April 10, class blog)**

14	Tues. Apr 13 – Wed. Apr 17	Reshaping Our Gaze • _Read:_ Kincaid excerpts, Sontag excerpts _Complete:_ module including all viewing; discussion forums including blog
15	Tues. Apr 20 – Sat. Apr 24	Wrap-Up, Third Space • _Read_: Bhabha • _Complete:_ module including all viewing and integrated discussion; SEIs and evaluations • **_DUE: Text Review (Thursday Apr 22, blog post)_**
FINAL DEADLINE: Tues. April 27 in Carmen dropbox w/ Turnitin		

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.

COMPSTD 1100 is an introductory course designed to survey some of the current preoccupations in the Humanities, especially as they relate to culture, power, and identity. Across several sections with varied content, instructors of 1100 seek to present relevant issues in comparative cultural study, generally employing a mix of cultural theory, current events, and literature, visual, and performing arts that illustrate interpersonal issues emblematic of wider cultural concerns. COMPSTD 1100 has a particular focus on race, ethnic, and gender diversity and includes an intersectional approach addressing class, citizenship, (dis)ability, sexual orientation, and other categories of identity.

It is foundational in that it primes students to notice and analyze these critical issues and approaches in the humanities as they appear both in their subsequent classes and in their lives more generally.

In the sample course supplied, students begin by considering One-Other power dynamics. That concept and related concepts in postcolonial theory structure their analyses as they are introduced to increasingly complex concepts and apply them to the situations they are studying.

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)*

As they focus on cultural power dynamics, students are asked to describe and evaluate social positions and think critically about the politics of representation in the literature and arts they are asked to study, that art and literature's reception and impact, and in the global events and histories studied in the class. Each section selects several sites of encounter or accounts of encounters that highlight cultural difference and the ways in which power, identity, and culture operate within them. Cultural ethnic expectations, gender norms, and other social forces are articulated-- with a recognition of heterogeneity within communities-- and evaluated according to their impact on individuals, their identities and expressions, and the benefits and limitations these social norms impose.

In the sample class, content is curated with a specific focus on authors that discuss their own or their character's complex relationship to representation and social positioning and texts that foreground these issues. This recognition and evaluation is carried through in the framing material, assignments, and prompts for discussions. Recognition of the social positions and identities of characters and historical actors, including the ways in which authors negotiate representation for particular purposes, and analysis of the how identities motivate and determine behaviors are central to discussions of each reading.

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)*

As students learn to describe and evaluate how people identifying and identified as part of larger social identity are involved in a complex interplay of social and cultural power, they are prompted to identify and discuss the legacies of historical instances and the dynamics of the present moment. Laws, policies, expectations, norms of cultures and communities are evaluated according to this framework with special attention to the impact on individuals who are harmed by these ongoing systemic oppressions.

At the heart of the sample class is a scaffolded series of assignments asking students to notice and analyze systemic injustices through 6 weekly journal entries that requires specific discussion of what makes the example systemic, then a blog post showcasing their best analysis, leading to a group podcast focused on naming and addressing harm done via systemic oppressions. Students receive detailed feedback as they learn to explicitly articulate what makes an injustice systemic within the context of describing the impact on specific individuals in their examples.

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)*

In COMPSTD 1100, students engage with ideas like gender, race, ethnicity, sexual identity, class, ability, religion, and national origin as categories that shape individual lives and institutions. Through literary, art, performance, and historical examples studied together, students identify several identity categories of characters or people involved and conceptualize the impact of those intersectional identities on the fictional or real lived experiences. They are further trained to treat identity categories as mutable and functioning beyond demographic descriptors.

While intersectional analysis guides the approach to content and all of our conversations in the sample course, this concept is explicitly explained in Week 6 (though weekly videos, module pages that include a Crenshaw video, excerpts from Oluo's So You Want to Talk about Race, as well as comparison with Deborah King's "multiple jeopardy." The context is followed by both regular discussion and midterm and final essay prompts asking students to apply the concept to our assigned literary texts), with subsequent assignments explicitly pointing out the need for students to employ an intersectional lens to be successful. Students often make use of the "Yo, is this intersectional" option for their podcasts as well.

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)*

Students in the course are asked to evaluate the assigned texts within the context they have been produced and consumed, with special attention to the author's representational choices, aesthetic choices, generic choices, and intended audience. As they apply literary, aesthetic, and rhetorical analyses to evaluate the ideological underpinnings of assigned texts and other materials they encounter, they are asked to evaluate when their own ethnocentrisms and biases are activated, and the extent to which they are useful or harmful. Students in COMPSTD 1100 discuss the impact of texts' ideologies and contexts, their own study of these texts, and how modes of cultural and aesthetic valuation can subvert or reinforce systems of oppression. They assess how the ways we find, receive, recognize, and act upon information in circulation shape systems of power and their own and other's identities.

In the sample course, students are keyed into their obligation to consider these implications early through Adichie's "The Danger of a Single Story" video and Ahmad's "Jameson's Rhetoric of Otherness and the 'National Allegory.'" Shortly after, they are asked to complete an autoethnography situating themselves as scholars of this material and articulating the ways in which that situation will affect their understanding. They are often coached through their assignments to consider their own subject positions and biases. They are also introduced to Spivak's critique of studying and speaking for other cultures in the context of learning about subalternity. That reminder for careful, critical reflexivity persists throughout the course.

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)*

Students are coached to recognize the structures through which oppression and inequality operate rather than conceiving of these problems as rooted solely in intent, and they are asked how they might address inequities. COMPSTD 1100 uses the assigned texts to describe the impact of intersections of personal intent and structural inequities on individuals and communities, examine how systemic changes might affect individual and community experiences within assigned texts, then apply these analytic strategies to real-world or historical parallels.

In the sample class, in addition to the autoethnography assignment and Diary of Systemic Injustice assignment that require self-reflection and critique, students are regularly asked to situate themselves within the social critiques they are reading. For example, after reading chapters of Kincaid's A Small Place, students are asked to apply this critique to their own travel experiences; similarly, students reflect on their own media consumption and how it might need to be adjusted after reading excerpts from Sontag's Regarding the Pain of Others.

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)*

In the course, students are asked to articulate to themselves the identity categories to which they belong and how those positions differentiate them from others in order to enact more reflexive engagement with the texts and each other. They explore their own privileges and oppressions, many of which are de-normalized and exposed as social constructs rather than natural and inevitable experiences through this framework and through the literary, visual, and performing arts texts they are studying. They also explore and articulate how they intentionally or unintentionally participate in wider systemic injustices in their attitudes, beliefs, and behaviors. As they are prompted to ask questions of themselves about their own relations to power systems and identities, they are asked to articulate ways they can tailor their behaviors to create a more just world.

In addition to the assignments described above that directly require this explicit recognition, much of the student experience in the sample course hinges upon inspiring greater depths of empathy through reading about how social difference impacts characters' sense of self and ability to move through the worlds they occupy. They regularly report changes in perceptions in discussions. The last reading, Bhabha's "Cultural Diversity and Cultural Difference," prompts students to reflect again on how their perceptions of difference shape their worldviews and how they might situate themselves in relationship to "diversity" and reshape their attitudes, beliefs, or behaviors to create a more just world.

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.

The adjustments to the student's own behavior and awareness are rooted in an ability to recognize how categories of race, ethnicity, and gender, along with others impacts the lived experiences of others and how they might be change actions and beliefs to improve that experience. Special attention is paid to systemic change rather than individual adjustment and the potential impact of that systemic change for those experiencing harm.

In the sample course, each week provides a new situation for students to analyze with a focus on how categories of race, ethnicity, and gender combine with others to create a play of systemic forces that operate on people and shape their experiences. One of the most direct moments of student engagement with this ELO comes from the podcast assignment, which asks students to discuss in a recording how systemic injustice related to race, ethnicity, and/or gender combined with other identity categories impacts the lived experience of others they have researched, and what might be changed to improve the lived experiences of those unjustly harmed through race and gender-based inequities.

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.