

## 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; add course goals

**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 add missing course goals that reflect how the course is being taught; these are in addition to the new REGD ELOs for this course.

**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	2281
Course Title	American Icons
Transcript Abbreviation	American Icons
Course Description	Interdisciplinary methods in American studies; emphasis on the plurality of identities in American culture.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 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
<i>Previous Value</i>	<i>Columbus, Lima, Marion</i>

## Prerequisites and Exclusions

<b>Prerequisites/Corequisites</b>	Prereq: English 1110 or equiv.
<i>Previous Value</i>	<i>Prereq: English 1110 (110) or equiv.</i>
<b>Exclusions</b>	
<i>Previous Value</i>	Not open to students with credit for 234.
<b>Electronically Enforced</b>	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

<b>Subject/CIP Code</b>	24.0103
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

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

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

### *Previous Value*

*Required for this unit's degrees, majors, and/or minors*

*General Education course:*

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

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

## Course Details

### **Course goals or learning objectives/outcomes**

- Students will learn how to employ close reading of theoretical and narrative material, in order to engage with their material realities.
- Students will gain a better understanding of their own values, beliefs, and positions after considering the plurality of values, beliefs, positions, and perspectives that contribute to American identity and enduring legacy.

### *Previous Value*

**COURSE CHANGE REQUEST**  
2281 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
11/08/2021

**Content Topic List**

- America
  - United States
  - Popular culture
  - American history
  - Culture
  - Society
  - Literature
  - American studies
  - Media
- No

**Sought Concurrence**  
[Previous Value](#)

**Attachments**

- CS2281 Sample Syllabus.pdf  
*(Syllabus. Owner: Arceno, Mark Anthony)*
- GE-Foundations-Submission Form, 2281, REGD.pdf  
*(Other Supporting Documentation. Owner: Arceno, Mark Anthony)*

**Comments**

- I have additionally added Mansfield, Newark, and Wooster per previous indications that this is a new requirement for GE course changes. Is this correct? *(by Arceno, Mark Anthony on 11/02/2021 01:50 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Arceno, Mark Anthony	11/02/2021 01:50 PM	Submitted for Approval
Approved	Armstrong, Philip Alexander	11/02/2021 02:55 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/08/2021 03:47 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 03:47 PM	ASCCAO Approval

## **Comparative Studies 2281:**

### **American Icons**

T/R 3:55-5:15 PM

Mendenhall Lab, Room 185 / Online

COMPSTD 2281-0010, 3 Units,

Hybrid, Course #20447, Autumn 2020

**Instructor: Sarah Dove**

Office Hours: By Appointment

dove.76@osu.edu

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## **Ohio Land Acknowledgement**

As willing participants in the institutional community here at Ohio State, we recognize that American settlers took possession of Ohio territories between 1740 and 1803 when it became a state.

Following the American Revolution settlers and land speculators swarmed the area, and some soldiers were given "land grants" in Ohio in lieu of payment for their military service. When Canadians sympathetic to the American Revolution were expelled from their homes, they were permitted to settle in the Refugee Tract (Refugee Road in Pickerington and Columbus). The influx of new settlers stirred Indian resentments, and led to the Northwest Indian War (1785-95), which ended with the Treaty of Greenville. In exchange for goods to the value of \$20,000 (such as blankets, utensils, and domestic animals), the Native American tribes ceded to the United States large parts of modern-day Ohio. Settlement was facilitated by the Public Land Survey System, established following the Northwest Ordinance (1787), which "platted" the territory into uniform sections for sale. With its point of origin in East Liverpool, Ohio ("Seven Ranges"), the PLS allowed the land to be transformed into "real estate," a commodity for sale.

This is a mere snapshot of the history of the land-taking that took place during the inception of what we consider to be "the birth of our nation." As part of the Ohio State University community, we acknowledge the Shawnee, Lenape (Delaware), Miami and Wyandotte nations as the traditional land caretakers of central Ohio and acknowledge that our presence here represents ongoing participation in the systemic oppression of colonialism. This land acknowledgment is a formal statement that recognizes Indigenous Peoples as the traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories.

Recognizing this means grappling with the long-standing history that has brought us to reside on this land and to understand our place within this history.

# COVID-19 Protocols

## University COVID policies

Please be sure to keep yourself and others up to date on University policies as they shift over the coming months. <https://safeandhealthy.osu.edu>

### *Contact Tracing*

A [daily health check](#) to report body temperature and health status will be required for all students, faculty and staff every time we come to campus or are working in the community on behalf of the University. We are encouraged to make the daily health check part of our routine each and every day, whether your destination is campus or elsewhere.

### *Face Masks*

Masks must be worn in indoor settings, including, but not limited to: classrooms, common areas, conference rooms, shared office spaces, hallways, buses and shared vehicles on all Ohio State campuses. Masks must also be worn in outdoor spaces on campus, even when individuals can maintain appropriate physical distancing.

NOTE: students who come to campus without a face mask will have access to a limited supply provided to each academic building on campus. Refusal to wear a face mask will result in students being asked to leave designated campus spaces. It may also be necessary to dismiss the entire class for the day in the event of a refusal.

### **Individual Student Illness / Absence**

In the event you must quarantine because of exposure to someone diagnosed with COVID-19 OR you are feeling ill with COVID-19 symptoms, you may still be able to make progress in this class. Please contact your instructor as soon as you are able to determine whether you might benefit from an alternative course calendar, as these will be arranged on a case-by-case basis.

If you are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able to discuss what ultimate solution will be best for your needs.

NOTE: If you do test positive for COVID-19, you should expect to be contacted by a university representative to be interviewed for purposes of contact tracing. This is a University policy.

### **Occurrence of Illness Traced to Contact In Our Classroom**

In the event that a student or instructor tests positive for COVID-19, the entire class must immediately initiate quarantine procedure for a period of two weeks. This course is designed in such a way that movement to completely online learning should be seamless if necessary. The course instructor will contact you as soon as possible to relay what students would expect to do during quarantine, and when quarantine is expected to cease.

### **Instructor Illness / Absence**

If the instructor is quarantined or symptomatic but is well enough to teach, she will make every effort to do so, virtually. You will be notified (if possible) via email no later than 24 hours before the next in-person session to make arrangements for this. If the instructor is too ill to teach the course for a period of time, another instructor will gain access to the syllabus and course design, and step-in in order to carry-on with the class as usual. You will be notified (if possible) via email no later than 24 hours before any such change takes place.

If the University should need to initiate campus closure this semester, this course is designed in such a way that movement to completely online learning should be seamless.

### **Classroom Cleaning / Time Management**

Time will be designated at the beginning and end of each class session to ensure that students feel their learning spaces are clean and safe for occupation. The instructor for this course will have access to touchless-sanitizer and disinfecting wipes to help with this process.

NOTE: If any student feels unsafe for any reason, this instructor asks that you reach out to her in whatever way is most comfortable to discuss concerns and possible interventions for mitigating any anxiety or discomfort that may arise as a result of the current global pandemic.

### **Course Technology**

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

#### *Carmen:*

- Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [carmen.osu.edu](https://carmen.osu.edu). Login to Carmen using your name.# and password. If you have not setup a name.# and password, visit [my.osu.edu](https://my.osu.edu).
- Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
- This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.
  - [Carmen Accessibility](#)

### *Carmen Zoom:*

- Office hours will be held through Ohio State's conferencing platform, Carmen Zoom. A separate guide to accessing Carmen Zoom and our office hours is posted on the course Carmen page under Files.
- Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor in the virtual office hours room.
- [Carmen Zoom](#) help guide
- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)
- Email: [8help@osu.edu](mailto:8help@osu.edu)
- TDD: 614-688-8743

### *Baseline Technical Skills:*

- Basic computer and web-browsing skills
- Navigating Carmen

### *Necessary Equipment:*

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Web cam and microphone

### *Necessary Software:*

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and MacPages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit [https://osuitsm.service-now.com/selfservice/kb\\_view.do?sysparm\\_article=kb04733](https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733).

## **Principles**

I'm sharing some principles developed by Brandon Bayne at UNC relevant to the time we find ourselves in as a part of a learning community. It is my intention to hold these principles in mind as our learning community navigates the semester:

### *Principles*

1. Nobody signed up for this.
  - Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus or in our communities
  - Not for an online class, not for teaching remotely, not for learning from home, not for mastering new technologies, not for varied access to learning materials

2. The humane option is the best option.
  - We are going to prioritize supporting each other as humans
  - We are going to prioritize simple solutions that make sense for the most
  - We are going to prioritize sharing resources and communicating clearly
3. We will foster intellectual nourishment, social connection, and personal accommodation.
  - Accessible asynchronous content for diverse access, time zones, and contexts
  - Optional synchronous discussion to learn together and combat isolation
4. We will remain flexible and adjust to the situation.
  - Nobody knows where this is going and what we'll need to adapt
  - Everybody needs support and understanding in this unprecedented moment

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## Course Information

**Catalog Description:**

Interdisciplinary methods in American studies; emphasis on the plurality of identities in American culture.

**Instructor Description:**

Narratives about the past—the "discovery" of America; the "winning of the west"; "thegreat melting pot"—have been particularly important to Americans in terms of negotiating the present and imagining the future. This course examines American identity through the focusing lenses of two iconic writers—James Baldwin and Toni Morrison—whose work invites us to critically investigate our past in order to better understand our present. This course is an undergraduate introduction to interdisciplinary methods in American Studies. Considering icons as objects of identification, admiration, skepticism, and analysis will invite us to explore multiple perspectives on what constitutes Americanness. We will pay particular attention to the social contexts from which these icons have emerged, examining connections between symbols, historic events, and social groups.

This course will also discuss research methods in the humanities. We will consider how knowledge is produced in humanistic research, and the various ways that such knowledge is circulated in contemporary society. Our common goal is to improve critical thinking and research skills, even and especially with politically charged issues. The goal is to invite you to think critically, and to do so more profoundly. Within our course theme—American Icons—you will find materials to analyze, develop analytical research questions, explore challenging texts, and make claims that are connected to the evidence you have discovered. You are encouraged to develop and to maintain an open mindset that can negotiate complex texts and subjects while accepting the ambiguity inherent in working with complicated and diverse topics.



**A Note On Course Content:**

Cultural identities and feelings about social and political issues run deep; exploring them in a group can lead to surprise, confusion, and perhaps discomfort. The primary goal of this course is to facilitate productive investigation and discussion of the ideas, issues, and practices raised in readings and lectures, and to aim to create an environment that fosters that kind of engaged intellectual conversation. Over the course of the semester, as you encounter new or challenging concepts, languages, and methods, I encourage you to engage the class in critical reflection of the texts. The ground rule for all discussions, so that all perspectives feel welcome, is to treat the materials and the contributions of others with respect. In this way, we will be able to work together to reflect critically and to think differently and imaginatively about the texts and issues before us.

**A Note On Classroom Design and Learning Goals:**

In order to maximize the success of this class and the development of our shared Learning Community (LC), it is essential that you “attend” our class meetings and engage as fully as you are able on any given day. Although I will repeat them throughout the semester, these are some things participants in this class should know:

- The success of our learning community depends on everyone’s success! Please talk with me about your individual learning needs because you have a right to have those met. It is best to let me know as soon as possible if you have particular needs, but please tell me at any time if adjustments need to be made (even if you discover it later in the semester).
- We will often create space for people to indicate what names and what pronouns they would like others in the learning community to use when referring to them. Disclosing your pronouns is, of course, optional (if you would like to inform me privately, you may do that as well), but space will be made for that.
- We will hold one another in full dignity and respect in this class. We will uphold one another’s safety, belonging, choice, sense of being enough, and wholeness. We are here to amplify the vibrancy of life and support one another’s learning and growth.
- Our LC is a learning organism, an interrelated system of interaction and exchange, it will flourish to the degree to which we maximize access to information and expression in the classroom.

**GE Goals and Objectives:**

**Race, Ethnic, 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 Outcomes:**

**Successful students are able to**

**1.1** Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.

**1.2** Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.

**1.3** Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

**1.4** 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 Outcomes:**

**Successful students are able to:**

**2.1** Demonstrate critical self- reflection and critique of their social positions and identities.

**2.2** Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

**2.3** Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

**Course Goals and Objectives:**

Students in this course will have the opportunity to learn how to employ close reading of theoretical and narrative material, in order to engage with their material realities.

This means that any course material read or viewed should relate back to critical reflection on individual, social, historical, and political stakes for identity and iconography within the imaginary of what constitutes Americanness. Additionally, students are encouraged to question their own cultural assumptions as they confront questions of identity represented by differing viewpoints. Historical and contemporary issues of racial, ethnic, and gender diversity will be a focus. As a result, students will have the opportunity to gain a better understanding of their own values, beliefs, and positions after considering the plurality of values, beliefs, positions, and perspectives that contribute to American identity and enduring legacy.

**Assessment of GE Learning Outcomes (from the College of Arts and Sciences):**

Student success in realizing the expected learning outcomes will be measured directly from student essays, exams, and class participation over the course of the semester.

Essay prompts and exam questions will explicitly require reflection on matters of diversity presented in the readings,

class discussion, films, and other class activities. Similarly, student class participation will be graded in terms of both content (e.g. specific, informed reflection on race, ethnic, and gender diversity) and demonstrated respect for fellow classmates and their views (the logical behavioral correlate of understanding diversity). Learning outcomes also will be measured indirectly through the use of questions embedded in student discursive feedback instruments, which will be administered at the outset of the course, midterm, and at the end of the semester.

Faculty reflection on the degree to which the course produced GE learning outcomes as well as peer teaching observations will be utilized as well to arrive at a comprehensive assessment of the GE learning outcomes.

**Expectations:**

According to Ohio State University Board of Trustees Rule 3335-8-24, Credit hours, A(1): One credit hour shall be assigned for each three hours per week of the average student's time, including class hours, required to earn the average grade of "C" in this course.

For this course, that means that this you would allot 9 hours per week to preparation for and engagement with this course. Since you are in class for 3 hours per week, I encourage students to spend a minimum 6 hours outside of class time, per week, engaging with course information and assignments. I find that this level of engagement offers students the best chance for success in achieving course goals.

**Required Texts:**

The following books are required reading for our entire class. Please let me know if you have any trouble obtaining copies so that I can help in the best way possible:

- Eddie Glaude. *Begin Again: James Baldwin's America and Its Urgent Lessons for Our Own*. New York: Crown Publishing Group, 2020.
- Toni Morrison. *Playing in the Dark: Whiteness and the Literary Imagination*. Boston: Harvard University Press, 1992.

**All other texts will be available through Carmen.**

\*Students are responsible for familiarizing themselves with the normative standards of academic research, including proper citations, style, and attributions. These standards may look different from one field of study to the next, and as such, students should begin to familiarize themselves with best citation practices for their particular field(s) of study. This is important because failure to properly cite the work of others or failure to acknowledge your intellectual debts can lead to charges of academic dishonesty (see the Additional Information section below the Course Calendar). For more information, students should consult a reputable research guide (please ask me for additional information about where to find this information). Other useful sources can be found on the web:

- "Why are There Different Citation Styles?" <http://writing.yalecollege.yale.edu/why-are-there-different-citation-styles>
- Online Writing Lab (OWL): <http://owl.english.purdue.edu/owl>
- OSU Libraries research and citation guides: <http://library.osu.edu/help/research-strategies>

In addition, see section V for more information about the OSU Writing Center below.

## Assessment Breakdown

### **Attendance:**

I hope you actively participate in this course, because I have found it is the best way to engage you in learning. The best way to ensure that you are able to participate is by being present at all class periods as required, either in-person or virtually. Regular absences from class will be recorded after the second occurrence. Since participation in this course is crucial, any absences in excess of 6 unexcused absences will demonstrate a student's inability to successfully complete this course, and will result in an attendance grade of zero, and I will recommend that the student drop the course.

I acknowledge that traumatic events are unwelcome, and because I understand how difficult these times are, if you contact me within 24 hours of a difficult event I will be happy to excuse your absence on a case-by-case basis.

### **Participation:**

#### *Think / Pair / Share:*

Students will be asked to engage in frequent free-writing, reflective exercises. There are a number of ways to approach these open-ended writings: consider the reading in relation to its historical or theoretical context; write about an aspect of the day's reading that you don't understand, or something that jars you; formulate an insightful question or two about the reading and then attempt to answer your own questions; or respond to an author or a discussion from a previous class, building upon it, disagreeing with it, or re-thinking it. In any case, you should always strive for thoughtfulness and nuance. You will then be asked to share and respond to connections that may form between your writing and the writing of your peers.

#### *Observation Diary:*

In order to demonstrate your engagement with the course, you will write ten total critical questions about the readings that you find connection to in your daily life. Your entries for these should draw connections between course readings, your unique experience, and examples of systemic injustice that you have witnessed personally or heard about in the media in the previous week. The goal of these is to trace and track information that you find interesting in order to build a repository of information to use in both smaller (think / pair / share, close reading, etc.) assignments, and larger assignments (culminating project, social artifact, etc.).

#### *Social Artifact Audit:*

This project asks you to undertake an informal review (book, film, TV series, album, or other piece of literature or pop culture) and a formal analysis of a portion of the text we will read together. You should select a portion (length does not matter) that resonates deeply with your experience, knowledge, or emotion. The informal review will be approximately 250 words and should follow largely the same format as your think / pair / share or observation diary posts. The formal analysis component will consist of approximately 750 words and should follow largely the same format as your close reading

assignments (max 4 pages). More information will be given via Carmen and in-class (as appropriate) at least two weeks before the assignment is due.

*“Dear Mr. Baldwin / Ms. Morrison” Text Review:*

This project asks you to respond directly to the course icons by drawing on current culturally and socially produced information. You should try to keep track (in your think / pair / share, observation journals, and close reading assignments) of moments or passages that you find to be notable in some way. You will be asked to respond back to the author concerning one moment that you find notable in approximately 750-1000 words (max 5 pages). This project should read as a kind of “letter to the editor” that addresses both the passage or textual moment directly (first portion of project), as well as the further reaching context and implications for the work in the world where we live. More information will be given via Carmen and in-class (as appropriate) at least two weeks before the assignment is due.

**Close Reading Sheets:**

This assignment is meant to help you engage deeper critical reading skills. The first one will be completed together, in-class during the second Thursday of class (Thursday, September 3), in order to provide clear details about the expectations for these assignments.

*Reading the Text:*

For most of the readings this semester students should complete 20 of a possible 22 close reading sheets for the essays we will read together. Close reading sheets will be completed for films following the same manner as texts. All close reading sheets should be completed in time for class on the day that the reading is listed on the course calendar below in order to engage fully with class material for the day.

**Culminating Project:**

In order to display all that you have learned this semester you will complete an original assignment on a topic related to the themes, keywords, ideas, and issues covered over the course of the semester. The goal of this project is to demonstrate your ability to critically conduct research. As such it is focused on the process of research rather than producing a discreetly “finished” product. The research topic should focus on an aspect directly related to “American identity” and its intersections with history (especially stories of national origin), ethnicity, race, sexuality, gender, disability, economics, etc. You are strongly encouraged to treat your participation and close reading assignments as serious preparation for the topic that you choose to cover in your culminating project.

Although your culminating project due at the end of the course, there are several smaller components due throughout the semester, as follows:

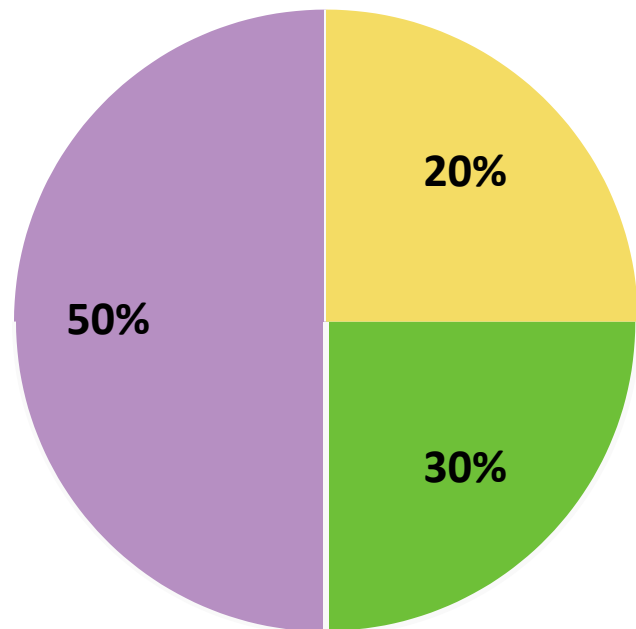
- Thesis Exchange—(250 word max) Statement of research question and research plan. You will be asked to compose an argument and swap with a group-mate for practice outlining and feedback
- Annotated Bibliography—Compile a bibliography of 3 (minimum) — 4 sources (maximum). Annotations should briefly introduce the author/text, identify the central argument, and

explain its relevance to your project. Project Plan—(2-3 pages) Write on your research topic & sketch an initial “road map” for your project.

- Rough Draft—Plan, execute, and revise your project in steps. This stage of the project should be a middle step (you should plan to have completed 50-75% of your project)
- Final Draft—For full credit, you should plan to fully participate in all three components of this final stage of research: peer feedback, project submission, and final presentation. (you should plan to have completed 75-100% of your project)

Due dates for each component of the assignment are indicated below in the course schedule. More information will be given via Carmen and in-class (as appropriate) at least two weeks before each component of this assignment is due.

<b>Attendance</b>	<b>0%</b>
<b>Participation</b>	<b>30%</b>
Think / Pair / Share	10%
Observation Diary	10%
Social Artifact Audit	5%
“Dear Mr. Baldwin / Ms. Morrison”	5%
<b>Close Reading Sheets</b>	<b>20%</b>
<b>Culminating Project</b>	<b>50%</b>
Thesis Exchange	10%
Annotated Bibliography/Project Plan	10%
Rough Draft	15%
Final Draft	15%
peer feedback process	-5-
project submission	-5-
final presentation	-5-



Grading Scale		
93-100 = A	90-92 = A-	87-89 = B+
83-86 = B	80-82 = B-	77-79 = C+
73-76 = C	70-72 = C-	67-69 = D+
60-67 = D		00-59 = E

**In order to complete the course, students should attempt to submit full and thoughtful work for ALL assignments.**

## **Instructor Policies**

### **Communication:**

Communication via email is an important component of this class. As such, I will commit to check my email communications for this course at least once a day, and request that you do the same. Even if email is not your usual mode of communication, please make sure that you check it every day in case I need to relay any last minute information to you about upcoming class periods and assignments.

In addition, please take advantage of my office hours. Try, whenever possible not to wait for problems to arise before coming to see me. Some possible things to let me know include how the readings are going, if you have any ideas for discussion topics, or if you find any component of the class particularly engaging, challenging, or without merit. This is one of the ways I come to know if the class effectively helps you meet the course requirements.

### **Course materials**

I encourage you to always bring printed or downloaded copies of the readings to class. Students who elect to access the readings electronically may use laptops and tablets, as necessary; accessing readings using cell/smart phones is inadvisable and often can be distracting to your classmates. I request that you limit your use of electronics appropriately.

Evidence increasingly suggests that most students produce better work and receive higher grades when taking notes by hand rather than using a laptop, and that sitting near students using laptops and other electronic devices has a negative effect on your grades even if you are not using such devices yourself. As such, the floor will remain open for debate regarding their usage during this course. However, the use of cell phones will not be permitted except in the case of emergency—students should notify the instructor at the beginning of class via email or in person if an emergency necessitates attention to a cell phone.

### **Policy for Late or Missing Assignments**

Students in this course are encouraged to follow the plan laid out in the course calendar. However, due dates for assignments will be considered on a “rolling” basis, by unit. Extensions are liberally granted, but in order to obtain one, students should alert the instructor to their needs. Communication between students and the instructor for this course is very important. Reasonable arrangements can be made for successful completion of missing assignments on a case-by-case basis. Please make every attempt to communicate on an ongoing basis with the instructor in order to ensure a plan is in place to complete the course and obtain a deserved course grade.

### **Extra Credit (up to 5%):**

Though there is no “due date” for extra credit assignments, at a certain time (TBD) towards the end of the semester the instructor will close all extra credit opportunities so students can focus on final projects.

### *Writing Center (up to 3%)*

OSU's Writing Center is an excellent resource for those invested in improving their writing skills. In order to promote learning about the services of the Writing Center, I will be offering extra credit to those who meet with the center's consultants to discuss your writing project for this class. You can earn up to THREE percentage points in the following way:

- One percentage point: one visit to the Writing Center for a consultation on your Proposal and Thesis, Annotated Bibliography, or Outline.
- Two percentage points: one visit to the Writing Center for a consultation on your Culminating Project prior to submission of your rough draft.

\*\*You must provide official proof from the Writing Center of your consultation to receive points.

### *Close Reading Sheets (up to 2%)*

Students are welcome to complete more than 20 close reading sheets for **extra credit**, or as a **replacement for an unsatisfactory grade**. One point will be awarded for each additional close reading sheet completed. Students should contact me one-on-one to learn more about this opportunity.

### **Course Feedback:**

Your feedback is crucial to creating a productive and respectful learning environment. Feedback on how I conduct section discussions is always welcome. Please feel free to contact me appropriately at any time throughout the semester.

### **Policy on Children in Class:**

All breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting. I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes regardless of



parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom.

NOTE: This policy also applies to any who are considered members of a childcare team within their family. If you are ever asked to be in charge of a child's care, and you think this may interfere with your ability to participate in our class, you may feel free to bring the child with you to class.

**Policy on Basic Needs:**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to notify me if you are comfortable doing so. This will enable me to provide any other resources that I may possess.

If you are not comfortable discussing your needs with me directly, I completely understand. I recommend the following resources for to you as starting points for fulfilling any needs you may have: The [Buckeye Food Alliance](#) is a student-run foodpantry, and is located in Lincoln Tower 150. [Best Food Forward](#) is an OSU student group that helps provide more affordable produce to the OSU community.

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## Course Calendar

All readings and assignments should be completed before class on the day listed.

### Week 1

Tuesday, August 25	Welcome / Course Introduction <ul style="list-style-type: none"> <li>• Class will be split to maintain distance and decrease saturation: Group A 4:00-4:30 PM, Group B 4:40-5:10 PM</li> </ul>
Thursday, August 27	Syllabus Overview / Questions <ul style="list-style-type: none"> <li>• ONLINE (regular class time: 3:55-5:15)</li> </ul>

### Week 2: Tuesday, September 1 / Thursday, September 3

Readings / Viewings (completed in time for weekly class meeting)	<ul style="list-style-type: none"> <li>• Read Morrison, <i>Playing in the Dark</i>, Preface &amp; Part 1: "Black Matters" (p v-28)</li> <li>• Read Cather excerpts from <i>Sapphire and the Slave Girl</i> (Carmen)</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>• Close Reading #1 Due</li> <li>• Think / Pair / Share #1 Due</li> <li>• Observation Diary #1 Due</li> </ul>

**Week 3: Tuesday, September 8 / Thursday, September 10**

Readings / Viewings (completed in time for weekly class meeting)	<ul style="list-style-type: none"><li>• Read Morrison, <i>Playing in the Dark</i>, Part 2: "Romancing the Shadow" (p 29-60)</li><li>• Read Poe excerpts from <i>The Narrative of Arthur Gordon Pym</i> (Carmen)</li><li>• Read Campbell "Poe's Treatment of the Negro and of the Negro Dialect" (Carmen)</li></ul>
Assignments	<ul style="list-style-type: none"><li>• Close Reading #2 Due</li><li>• Close Reading #3 Due</li><li>• Think / Pair / Share #2 Due</li><li>• Observation Diary #2 Due</li></ul>

**Week 4: Tuesday, September 15 / Thursday, September 17**

Readings / Viewings (completed in time for weekly class meeting)	<ul style="list-style-type: none"><li>• Read Morrison, <i>Playing in the Dark</i>, Part 3: "Disturbing Nurses and the Kindness of Sharks" (p 61-91)</li><li>• Read Hemingway excerpts from <i>To Have and Have Not</i> (Carmen)</li></ul>
Assignments	<ul style="list-style-type: none"><li>• Close Reading #4 Due</li><li>• Close Reading #5 Due</li><li>• Think / Pair / Share #3 Due</li><li>• Observation Diary #3 Due</li></ul>

**Week 5: Tuesday, September 22 / Thursday, September 24**

Readings / Viewings (completed in time for weekly class meeting)	<ul style="list-style-type: none"><li>• Watch DuVernay <i>When They See Us</i>, Parts 1-4 (Netflix)</li></ul> <p>*Stream Peele <i>Get Out</i> (in class)</p>
Assignments	<ul style="list-style-type: none"><li>• Close Reading #6 Due</li><li>• Close Reading #7 Due</li><li>• Think / Pair / Share #4 Due</li><li>• Observation Diary #4 Due</li></ul>

**Week 6: Tuesday, September 29 / Thursday, October 1**

Readings / Viewings (completed in time for weekly class meeting)	<ul style="list-style-type: none"><li>• Read Glaude, <i>Begin Again</i>, Introduction: "Thinking with Jimmy" &amp; Chapter 1: "The Lie" (xi-28)</li><li>• Read Baldwin excerpts from <i>No Name in the Street</i> (Carmen)</li></ul>
Assignments	<ul style="list-style-type: none"><li>• Close Reading #8 Due</li><li>• Close Reading #9 Due</li><li>• Think / Pair / Share #5 Due</li><li>• Observation Diary #5 Due</li></ul>

**Week 7: WORK WEEK (Asynchronous)**

Readings / Viewings	<ul style="list-style-type: none"> <li>• Read Glaude, <i>Begin Again</i>, Chapter 2: “Witness” (29-55)</li> <li>• Thesis Brainstorm (in-class)</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>• Close Reading #10 Due</li> <li>• Social Artifact Audit Due</li> </ul>

**Week 8: Tuesday, October 13 / Thursday, October 15**

Readings / Viewings (completed in time for weekly class meeting)	<ul style="list-style-type: none"> <li>• Read Glaude, <i>Begin Again</i>, Chapter 3: “The Dangerous Road” (56-84)</li> <li>• Watch Lee <i>Malcolm X</i> (Carmen) OR DuVernay <i>Selma</i> (Carmen)</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>• Close Reading #11 Due</li> <li>• Think / Pair / Share #6 Due</li> <li>• Observation Diary #6 Due</li> <li>• Thesis Exchange Due,</li> </ul>

**Week 9: Tuesday, October 20 / Thursday, October 22**

Readings / Viewings (completed in time for weekly class meeting)	<ul style="list-style-type: none"> <li>• Read Glaude, <i>Begin Again</i>, Chapter 4: “The Reckoning” (85-115)</li> <li>• Read Baldwin excerpts from <i>The Fire Next Time</i> (Carmen)</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>• Close Reading #12 Due</li> <li>• Close Reading #13 Due</li> <li>• Think / Pair / Share #7 Due</li> <li>• Observation Diary #7 Due</li> </ul>

**Week 10: Tuesday, October 27 / Thursday, October 29**

Readings / Viewings (completed in time for weekly class meeting)	<ul style="list-style-type: none"> <li>• Read Glaude, <i>Begin Again</i>, Chapter 5: “Elsewhere” (116-145)</li> <li>• Read Baldwin “Letters From A Region In My Mind” (Carmen)</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>• Close Reading #14 Due</li> <li>• Close Reading #15 Due</li> <li>• Think / Pair / Share #8 Due</li> <li>• Observation Diary #8 Due</li> <li>• Annotated Bibliography / Project Plan Due</li> </ul>

**Week 11: Tuesday, November 3 (NO CLASS—ELECTION DAY) /  
Thursday, November 5 (EVERYONE ONLINE MEETING)**

Readings / Viewings (completed in time for weekly class meeting)	<ul style="list-style-type: none"> <li>• Read Glaude, <i>Begin Again</i>, Chapter 6: “Ruins” (146-175)</li> <li>• Read Baldwin excerpts from <i>The Price of the Ticket</i> (Carmen)</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>• Close Reading #16 Due</li> <li>• Close Reading #17 Due</li> <li>• Think / Pair / Share #9 Due</li> <li>• Observation Diary #9 Due</li> </ul>

**Week 12: Tuesday, November 10 / Thursday, November 12**

Readings / Viewings (completed in time for weekly class meeting)	<ul style="list-style-type: none"> <li>• Read Glaude, <i>Begin Again</i>, Chapter 7: “Begin Again” &amp; Conclusion: “A New America” (176-218)</li> <li>• Watch DuVernay <i>13th</i> (Netflix)</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>• Close Reading #18 Due</li> <li>• Close Reading #19 Due</li> <li>• Rough Draft Due</li> </ul>

**Week 13: WORK WEEK (Asynchronous)**

Readings / Viewings	<ul style="list-style-type: none"> <li>• Watch Jenkins <i>If Beale Street Could Talk</i> (Hulu)</li> <li>• Watch Jenkins <i>Moonlight</i> (Netflix)</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>• Close Reading #20 Due</li> <li>• Close Reading #21 Due</li> <li>• Observation Diary #10 Due</li> <li>• “Dear...” Due</li> </ul>

**Week 14: Tuesday, November 24 (EVERYONE ONLINE MEETING) / Thursday, November 26 (NO CLASS—THANKSGIVING HOLIDAY)**

Readings / Viewings	*Stream Coogler <i>Black Panther</i> (Online, together)
Assignments	<ul style="list-style-type: none"> <li>• Close Reading #22 Due</li> <li>• Think / Pair / Share #10 Due</li> <li>• Peer Review Due</li> </ul>

**Week 15: Final Presentations (ONLINE)**

Tuesday, December 1	Group A Presentations—Presentation Order TBD
Thursday, December 3	Group B Presentations—Presentation Order TBD

**DUE Final Project Components, Friday, December 11 by midnight via Carmen!**

## Additional Information—Statements and Intelligence from the University

**Academic Misconduct:**

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/>.

**Students with Disabilities:**

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. If you need accommodations, you have a right to have these met, so it's best to notify me as soon as possible.

I encourage you to visit the Office of Disability Services to determine how you could improve your learning, as well. If you need official accommodations, you have a right to have these met. There are also a range of resources on campus, including the Writing Center, Tutoring Center, and Academic Advising Center. Below is a statement from the University:

“The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s **request process**, managed by Student Life Disability Services. 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; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

**University Statement on Mental Health:**

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

**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, **Kellie Brennan**, at [titleix@osu.edu](mailto:titleix@osu.edu).

**University Statement on Diversity:**

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

**The Writing Center:**

The Writing Program at the Writing Center provides on-campus individual conferences on any kind of writing project. At some point during the semester, you should take advantage of this free service to receive additional feedback on your writing assignments. It is necessary to make an appointment in advance (keep in mind that appointments near the end of the quarter are very difficult to get, so be sure to plan ahead). The phone number is (614) 688-4291. The Writing Center is located at 475 Mendenhall, 125 S. Oval Mall. Visit their office or website for more information: <http://cstw.osu.edu/writingCenter/>.

**This syllabus may be subject to modification at the discretion of the instructor.  
Ample notice will be given to students regarding any modifications.**

## Want to take more courses like this one? Consider pursuing a major or minor through the Department of Comparative Studies.

Comparative Studies offers three majors:

### **BA in Comparative Studies**

<http://comparativestudies.osu.edu/undergrad/comparative-studies>

The BA in Comparative Studies offers five different concentrations:

1. **Comparative Cultural Studies**
2. **Comparative Ethnic and American Studies**
3. **Folklore Studies**
4. **Comparative Literature**
5. **Science and Technology Studies**BA

### **in Religious Studies**

<http://comparativestudies.osu.edu/undergrad/religious-studies>

### **BA in World Literatures**

<http://comparativestudies.osu.edu/undergrad/world-literatures>

To declare any of these majors administered by Comparative Studies, Contact Emily Carpenter: [carpenter.438@osu.edu](mailto:carpenter.438@osu.edu)

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Feeling unsure? Comparative Studies 2099 is a one-credit hour course introducing students to what comparative studies is and why you might want to study with us. Meet the faculty and discuss pursuing a CS degree with other new students!

Comparative Studies offers five minor programs as well, many of which require just 4 or 5 courses to complete.

### **Minors in Comparative Studies**

#### **American Studies**

<http://comparativestudies.osu.edu/undergrad/minors/american-studies>

#### **Folklore**

<http://comparativestudies.osu.edu/undergrad/minors/folklore>

#### **Religious Studies**

<http://comparativestudies.osu.edu/undergrad/religious-studies>

#### **Science and Technology Studies**

<https://comparativestudies.osu.edu/undergrad/minors/science-and-technology-studies-minor>

#### **World Literatures**

<https://comparativestudies.osu.edu/undergrad/minors/world-literatures-minor>

Your current advisor can declare your minor at any time.

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**Comparative Studies courses also meet many GE requirements. Go here for our course listings organized by GE:**

<http://comparativestudies.osu.edu/courses/undergraduate-courses>.

# 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)