

Term Information

Effective Term Autumn 2023
[Previous Value](#) 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, with an emphasis on plurality and the intersectional study of identities (including but not limited to race, gender, and ethnicity) in American culture
[Previous Value](#) *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

Previous Value

Columbus, Lima, Marion

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: English 1110 or equiv.

Previous Value

Prereq: English 1110 (110) or equiv.

Exclusions

Previous Value

Not open to students with credit for 234.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

24.0103

Subsidy Level

Baccalaureate Course

Intended Rank

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, Ethnicity 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

- Understand and describe key methods and concerns in the interdisciplinary field of American Studies
- Identify critical icons in American culture and the socio-historical debates that inform their status as icons
- Recognize the processes by which American icons become invested with specific cultural values, as well as how they communicate those cultural values in ways that are productive rather than passive
- Apply new understandings of American icons to the interpretation of contemporary social issues, political debates, and cultural contexts, including those experienced in their own lives
- Describe and examine how American icons affect personal and collective identity categories (including but not limited to race, ethnicity, and gender) by shaping constructions American identity and thus the lived experiences of individuals
- Attend to varied intersections of identities, to the unique configurations of privilege and/or oppression they produce, and to lived experiences of this intersectionality, both as represented in culture and as experienced by individuals
- Theorize and trace representations of oppression, assimilation, hybridity, intersectionality, colonization, migration, and diaspora, especially as they relate to race, ethnicity, gender, sexuality, and other forms of diversity in American society
- Identify and analyzing systems of power and inequality within American society that circulate as “icons,” in the circuits of cultural dissemination, and in current events
- Use the knowledge of identity and systems of power gained through studying American culture to examine students' own identities, place in power structures, and impact as global citizens

Previous Value

Content Topic List

- America
- United States
- Popular culture
- American history
- Culture
- Society
- Literature
- American studies
- Media
- Intersectionality
- Race
- Ethnicity
- Gender

Previous Value

- [America](#)
- [United States](#)
- [Popular culture](#)
- [American history](#)
- [Culture](#)
- [Society](#)
- [Literature](#)
- [American studies](#)
- [Media](#)

Sought Concurrence
Previous Value

No

Attachments

- 2281_Brooks_GE Foundations Submission - Copy.pdf: updated GE form
(Other Supporting Documentation. Owner: Arceno, Mark Anthony)
- 2281_Brooks_OSU_Syllabus - May 2023 update.pdf: updated syllabus
(Syllabus. Owner: Arceno, Mark Anthony)

Comments

- Updated syllabus is included in this next revision. The course description, course goals, and topics list have also been revised to account for REGD verbiage, following the panel's most recent feedback. *(by Arceno, Mark Anthony on 05/23/2023 11:45 AM)*
- Please see feedback to department sent 11-23-21
Please see feedback email sent to department 9-9-22
Please see feedback email sent to department 05-09-2023. *(by Steele, Rachel Lea on 05/09/2023 03:13 PM)*

COURSE CHANGE REQUEST
2281 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
05/27/2023

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 |
| Revision Requested | Steele, Rachel Lea | 11/23/2021 04:31 PM | ASCCAO Approval |
| Submitted | Arceno, Mark Anthony | 05/09/2022 03:33 PM | Submitted for Approval |
| Approved | Armstrong, Philip Alexander | 05/09/2022 03:34 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 08/22/2022 01:21 PM | College Approval |
| Revision Requested | Steele, Rachel Lea | 09/09/2022 08:25 PM | ASCCAO Approval |
| Submitted | Arceno, Mark Anthony | 03/13/2023 02:32 PM | Submitted for Approval |
| Approved | Armstrong, Philip Alexander | 04/03/2023 01:58 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 04/17/2023 01:08 PM | College Approval |
| Revision Requested | Steele, Rachel Lea | 05/09/2023 03:13 PM | ASCCAO Approval |
| Submitted | Arceno, Mark Anthony | 05/23/2023 11:45 AM | Submitted for Approval |
| Approved | Armstrong, Philip Alexander | 05/23/2023 11:49 AM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 05/27/2023 06:14 PM | College Approval |
| Pending Approval | Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 05/27/2023 06:14 PM | ASCCAO Approval |

CS 2281: American Icons

Fall 2023



Image Credit:
Beyoncé for *Renaissance*
Photo by Carlijn Jacobs

Course Information

- **Mode of Delivery:** In-Person Synchronous; 3 credits
- **Course Time:** Wednesday and Friday, 11:10–12:30 p.m.
- **Course Location:** TBD

Instructor

- **Instructor:** John Brooks
- **Email:** brooks.1310@osu.edu
- **Office location:** Hagerty 473
- **Office hours:** Wednesdays, 12:45–3:35 p.m.
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - Class-wide communications will go through CarmenCanvas Announcements. Update your [notification preferences](#) to ensure you receive these messages.

Course Description

This course examines people, places, and things that are “American Icons,” considering icons as objects of *identification*, *admiration*, *skepticism*, and *analysis*. We will examine an array of iconic American figures—from John Wayne to Beyoncé—alongside iconic concepts in American culture, including **hard work**, **freedom**, and **the American dream**. Where do American ideas about hard work and prosperity come from? What do we mean by “freedom,” and do all people and communities in America have equal access to it? Is the American dream achievable anymore—and, if it is, for whom?

Answering these questions requires that we do more than simply learn *about* iconic figures and ideas of the American past and present. Accordingly, we will consider what a “cultural icon” is and the cultural work that it performs. With this knowledge, we will analyze the social contexts from which icons have emerged, examining connections between icons, historic events, and social groups. **This makes CS 2281 an introduction to interdisciplinary methods in American Studies.** Our goal will always be to approach icons with a critical eye and to account for multiple points of view that might fall under the descriptor “American.” In doing so, we will consider how knowledge is produced in humanistic research and the various ways that such knowledge is circulated in contemporary society.

This section of “American Icons” will pay particular attention to the construction of—and struggle over—American identity and history. **Put differently, our specific focus will be on the myriad ways that American icons speak to the entanglement of race, ethnicity, gender, and sexuality.** We will consider how Americans of various racial and ethnic backgrounds have been construed as alien “others” by American culture, as well as how gender, sexuality, and class produce feelings of American belonging and American estrangement. **As we will see, icons are never neutral; in fact, icons are often racialized and gendered.** For example, in week 3 we will consider how the American frontier as a cultural icon was racialized as white and gendered according to European notions of masculinity despite—and at the expense of—the indigenous populations who lived in the American West and who had different conceptualizations of gender identity. During subsequent weeks, similar attention will be paid to the historical roots of American inequality (like housing segregation) and their present-day outcomes (like racial health disparity). The second half of our semester will examine how categories of race, gender, and sexuality function within complex systems of power to impact individual lived experiences and broader societal issues. To do so, we will complete two thematic units. The first unit will explore how individual sports and organized sports leagues provided a pathway for professional accomplishment, racial progression, and integration for Black Americans. The second unit will examine the iconicity of Blackness in the American musical tradition, considering the role of intersectional feminist practices in challenging racial-patriarchal thought in America.

Students will come away from this class with a greater appreciation of the radical plurality of U.S. culture and its citizens, including how representatives of this plurality have struggled to gain legal, media, and epistemological recognition.

GE Fulfillment Information (Revised and “Legacy”)

This course meets the requirements of the new/revised GE (launched in fall 2022) in two categories: **Race, Ethnicity, and Gender Diversity** and **Cultural Studies**. The course also continues to meet the “legacy” GE requirements in **Cultures and Ideas** and **Diversity: Social Diversity in the United States** for students completing a degree under the previous GE framework.

Revised GE (fall 2022 and on)

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.

Cultural Studies

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

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



- 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.
- Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies.

Legacy GE (2021 and prior)

Cultures and Ideas

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Diversity: Social Diversity in the United States

Goals: Students 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.

Expected Learning Outcomes:

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Meeting GE Learning Outcomes

The course supports the expected learning outcomes for all four GE categories by teaching students how to:

- Understand and describe key methods and concerns in the interdisciplinary field of American Studies;
- Identify critical icons in American culture and the socio-historical debates that inform their status as icons;

- Recognize the processes by which American icons become invested with specific cultural values, as well as how they communicate those cultural values in ways that are productive rather than passive;
- Apply new understandings of American icons to the interpretation of contemporary social issues, political debates, and cultural contexts, including those experienced in their own lives;
- Describe and examine how American icons affect personal and collective identity categories (including but not limited to culture, ethnicity, race, gender, sexuality, language, nationality, and ability differences) by shaping constructions American identity and thus the lived experiences of individuals;
- Attend to varied intersections of identities, to the unique configurations of privilege and/or oppression they produce, and to lived experiences of this intersectionality, both as represented in culture and as experienced by individuals;
- Theorize and trace representations of oppression, assimilation, hybridity, intersectionality, colonization, migration, and diaspora, especially as they relate to race, ethnicity, gender, sexuality, and other forms of diversity in American society;
- Identify and analyzing systems of power and inequality within American society that circulate as “icons,” in the circuits of cultural dissemination, and in current events; and
- Use the knowledge of identity and systems of power gained through studying American culture to examine their identities, place in power structures, and impact as global citizens.

Assessment of Outcomes: surveys, discussions, reflections, essays, short presentations, final and midterm exams, and end-of-term evaluations will be used to assess the achievement of these objectives.

Required Course Materials

There are no required textbooks for this class. All readings are available on Carmen or via webpages hyperlinked directly into the schedule. All readings should be printed and brought to class on the day they are assigned. Printing the readings is necessary because computers will only be permitted during specific in-class activities.

Content Advisory: Students should note that readings in this course will frequently cover topics and materials that are explicit in nature (cursing, sexual content, etc.), and that some readings will include racist, misogynistic, homophobic, and/or transphobic language. These elements exist in the texts as part of a complex cultural system and will be framed in discussion, but students who are uncomfortable with encountering them or engaging them critically, in a supported academic setting, may prefer another course.

Overview of Major Course Assignments

In this course, students will be completing the following assignments. Regardless of the math, *all papers and exams must be completed to pass this course.*

| Assignment | Value |
|---|-------------|
| Diagnostic Summaries | 3% |
| Discussion Posts | 10% |
| Response Papers | 10% |
| Mini-Presentations | 10% |
| Icon Analysis | 20% |
| Midterm Exam | 10% |
| Final Exam | 20% |
| In-Class Participation/Writing/Quizzes/Etc. | 17% |
| Total | 100% |

Diagnostic Summaries. For each of the first three course meetings, students are expected to produce a 2-page summary (~600 words) of the assigned readings. In your summary, please note how the author positions humanistic inquiry relative to the study of race, ethnicity, and gender equality. Each of the articles has something significant to say about the importance of studying these topics in a particular framework. Please keep in mind that a successful summary does not simply retell the information from the readings; moreover, it synthesizes it to show readers *how* the author composed their argument and what is at stake in their intervention. The readings include “The Object of American Studies” by Philip J Deloria and Alexander I. Olson (due 8/25); “Images, Power, Politics” by Marita Sturken and Lisa Cartwright (due 8/30); and “Race and Ethnicity and the Causes of Inequality by John Iceland and “The Intersectionality Wars” by Jane Coaston (due 9/1). Each summary should be uploaded to Carmen by the beginning of class on the date the reading is due.

Discussion Posts. Beginning in week 3, students are expected to post a 300-word response to Wednesday’s readings by the start of class on Wednesday. We will use these posts to generate discussion during the class period. The posts can be about a particular reading or the

readings as a whole. I encourage you to think of discussion posts as self-reflexive, free-writing spaces in which you can connect course material and the icons we study to your own interests, ideas, social positions, and identities. I am looking for your ideas, thoughts, and reflections. Please identify topics or concepts that confuse you or trouble you so that we can pay particular attention to these issues in class. *At the end of your discussion post, please pose one question for the class to consider.* This question cannot be a yes-no question; it must be conducive to discussion. For the specific Wednesdays that Discussion Posts are due, please see out schedule. There are 11 Discussion Posts due in total, only 10 will be graded (so students can drop 1 of their choice).

Response Papers. Short papers (~500 words) to prompts in the syllabus. Due on Fridays, these are designed to spur critical thinking about assigned readings, prepare you for class discussion, and help in connecting theoretical materials to your own life—and thus to recognize how perceptions of difference shape your own attitudes, beliefs, and behaviors. To receive credit, all Response Papers must be printed and brought to class on the scheduled dates. For the specific Fridays that Response Papers are due, please see out schedule. There are 10 Response Papers due in total.

Mini-Presentation (Reflection): Individually, all students will begin 1 class period by sharing an icon with personal meaning/value. This icon may be a person, place, thing, or idea, but should be personally meaningful to students. This presentation is informal, lasting approximately 5 minutes, and aims to provide a space for students to connect course materials to their own lives, to reflect on their social positions and identities, and to consider how perceptions of difference shape their own attitude, beliefs, and behaviors. We will assign mini-presentation dates in Week 2.

Mini-Presentation (Research): Working in small groups, students research the historical context for a course icon (or a theme/idea represented in an assigned selection of a course text) and then present their findings to the class. Presentations should consider how the icon's background is historically and culturally situated within socially constructed categories of race, ethnicity, gender, and/or sexuality, as well as how it intervenes into the apparent stability of such social fields. The presentation can take a variety of forms depending on what students think will benefit the class and best suit the material. For example, a group might stage a moderated Q&A discussion, share a slideshow, or record a brief video/podcast (please ensure captioning). Regardless of format, presentations must be shareable in class and should last approximately 10 minutes. We will assign mini-presentation groups and dates during Week 2.

Icon Analysis. Students will write one essay (~1,200-1,500 words) in which they synthesize their learning from the semester to identify and analyze an American icon of their choice. The icon may be a person, concept, or object. Students may choose an icon that appears on the syllabus, but they will be expected to depart from and/or expand upon ideas developed in class. Essays must explain how the icon bears on social life, identity, belonging, and difference in the U.S., as well as the historical process by which the icon became invested with specific cultural values and the ways that it communicates those values. Students are expected to incorporate 3 peer-reviewed sources into their analysis for additional support. Use of outside sources should contribute to the argument, but they should not take over the argument,

meaning the essay's author should not lose his/her/their authorial voice or original ideas in long paragraphs about what other people think. Keep summary of other peoples' ideas concise and specific. Essays must be organized with an introduction that contextualizes the argument and provides a thesis statement, body paragraph(s) with supporting evidence for your argument, a conclusion paragraph that states the argument's significance, and an MLA formatted works cited page.

Exams. There will be two in-class exams. The midterm will cover topics from the first half of our semester; the final will focus on topics belonging to the second half of our semester but will be cumulative, taking place during our scheduled exam time. Exams will evaluate comprehension of material on the syllabus and discussed in class. The exam content will be generated by students. Content will be identification questions and short-essay questions. The week before each exam, the instructor will ask students to review their notes and make a list of the ideas they feel are most important to the course. After generating the master list as a class, the instructor will refine it into approximately 40 key terms and redistribute it to students. On the day of the midterm exam, the instructor will choose 8 of these terms at random and students will be responsible for responding to 5 of them; on the day of the final exam, the instructor will choose 12 of these terms at random and students will be responsible for responding to 8 of them. Complete answers will achieve the following:

- If from a specific article, identifies the author and text;
- Defines the term and explains the context or some important details about it; and
- Offers a statement of the identification's importance to our class and/or provides an example that clarifies the term's significance.

Makeup exams will only be given in extraordinary circumstances.

In-Class Participation/Writing/Quizzes/Etc. This category includes all graded in-class work, such as quizzes, worksheets, and free writing. Quizzes may cover any material (readings, a lecture, even the syllabus). In-class work cannot be made up if you are absent.

Specifications for Formatting and Submitting Written Work. All formal written work should be typed, double-spaced, in 12-point Times New Roman font, with 1-inch margins on all sides. Papers should have a heading formatted to MLA guidelines, a title that corresponds to the topic/argument, and an MLA formatted works cited page (when applicable). All pages should be numbered. No email papers will be accepted. All late papers will be penalized 10% per calendar day late, including weekends. Acceptable file formats are .doc, .docx, and .pdf. *I cannot accept documents shared online through Word Online or Google Docs, and I do not accept Pages files* (all these files are incompatible with CarmenCanvas). It is your responsibility to download, save, and/or convert those documents prior to submissions.

Grading Explanation

Assigned grades are a measure of how well your work satisfies a specific assignment's requirements. They do not reflect my estimation of you as a person, and they are not awarded in proportion to the effort put into an assignment. In grading, I abide by the following definitions:

| Grade | % | Explanation |
|-------|---------------------------------------|---|
| A | 93-100 = A 90-92 = A- | Superlative work. Addresses all the requirements of the assignment in a compelling and insightful way. Manifests consistent attention to detail in both the ideas being presented and the writing that conveys them. Leaves the reader thinking well after the last word. |
| B | 87-89 = B+ 83-86 = B 80-82 = B- | Excellent work. Engagingly addresses all requirements of the assignment. Writing is readable and rewarding, attuned to the needs and interest of the reader. Almost entirely error-free. |
| C | 77-79 = C+ 73-76 = C 70-72 = C- | Adequate work. Meets all the basic requirements of the assignment. Clearly addresses the main ideas of the assignment. Writing is readable with occasional lapses in correctness and style. Punctuation, spelling, source citation, and grammar are largely error-free. |
| D | 67-69 = D+ 60-66 = D | Barely meets the basic requirements of the assignment. Addresses the important issues or ideas but largely without insight. Frequent lapses in style, correctness, and grammar indicate insufficient proofreading. |
| E | 59 and lower | Fails to meet the basic requirements of the assignments. Fails to address ideas that are central to the assignment. Inattention to style, correctness, and grammar impact readability. |

Course Expectations and Policies

Credit Hours and Work Expectations. This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](#), 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. What does this look like in practice? For some weeks, you will read as much as 150 pages of literature, in addition to shorter critical readings to provide context and theoretical insight. You will then be expected to participate *every class*. Taking a “back seat” simply will not work for you in this environment. If you are unable to meet these expectations, I recommend that you enroll in a different course. It’s okay to admit to yourself that this is just not the time for a more intensive experience. I would love to welcome you another semester!

Classroom Respect and Civility. Students are expected to discuss and study literary works with respect to their peers and instructor. Often, course material will include racist, misogynistic, homophobic, and/or transphobic language. I ask that you to skip over such language and/or substitute it with currently acceptable language (ex: substituting racial epithets or historically obsolete terms for Americans of African descent with the currently preferred term “Black”). At no point will anyone be permitted to reproduce—either out loud or in their writing—any non-affirming ideas or language in this class, including historically obsolete language.

Incidents of bias and other disruptive virtual behavior will be reported to OSU’s [Office of Institutional Equity](#), which may refer the incident to other governing bodies. This behavior will be subject to whatever consequences these governing bodies 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, veteran status, or HIV status. Sexual harassment as defined by [Title IX](#) will not be tolerated.

Attendance. You are allowed two (2) absences, no questions asked. *Each* absence beyond those will lower your final grade by 1/3 of a letter (ex: B to B-). Students who are absent for more than 6 classes will fail the course. University-excused absences (such as religious holidays, away games for athletes, etc.) and absences related to COVID-19 are the *only* absences that do not count toward your allowed absences, and you must provide all relevant documentation to be excused—in other words, apart from these occasions, there are *no excused absences in this class*. In-class assignments (informal writing, worksheets, activities, etc.) cannot be made up if missed. If you are beset with a personal/family emergency or serious illness, please *let me know at your earliest convenience and keep me posted during your period of absence*.

Participation. You are expected to have completed each class’s assigned readings before class begins on the day the reading is assigned on the syllabus. *You should always bring the assigned readings to class*. Coming to class unprepared will make class participation difficult and detract from your participation grade.

Leaving Early. Please do not schedule other obligations (like doctor’s appointments or exams for other classes) during our class time. Your other instructors are not able to schedule course meetings or exams that overlap with our course meetings—if they do, please let me know and

I will email them on your behalf. To be present and to earn participation points, you must be present and participating for the entire class period, so leaving early is not permitted.

Late Work. Please *ask for an extension if you anticipate a scheduling or workload challenge*. Given the flexibility of the course set up, no late work will be accepted without explicit consent (this consent will be given in rare cases, such as serious illness, major accident, mental health emergency). This is to ensure fairness to you—so that you have the accountability to do the work in a way that will make it meaningful—and fairness to your classmates—so that my time is spent preparing excellent experiences for you all and not on managing late submissions.

Academic Integrity. I expect you to know what constitutes [plagiarism at OSU](#), in its forms both as outright theft and as failure to give proper credit due to inadequate or inaccurate source citation. If it is discovered that you have intentionally represented the work of another as your own, I will report the misconduct for review. Please see these resources on Academic Integrity:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Contacting Me. Reserve email for questions that can be given brief (and therefore prompt) answers. Allow 48 hours for a response during the work week (I do not routinely check my work email after 6:00 p.m. or over the weekend). I cannot respond to drafts of your writing via email; this is the purpose of office conferences, which you should feel free to schedule with me. If my office hours do not work with your schedule, you are encouraged to let me know so we can set an appointment that works for both of us. When coming to an office conference, please be prepared to guide the discussion by directing me to specific issues you would like to focus on. If your query concerns content you missed when you were absent from class, you should contact another student in the course first.

Student Resources

Academic Resources. 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>
- Additional services: <http://advising.osu.edu/welcome.shtml>
- COVID-19 tools: <https://keeplearning.osu.edu/>

Student Disability Services. The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. 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.

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Your Mental Health. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](#) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614-292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](http://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](#) (go.osu.edu/wellnessapp) is also a great resource.

Other Health and Crisis Services. 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-run urgent care facilities near campus that accept insurance; see <https://shs.osu.edu/emergencies/after-hours-care/>.

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 support you and 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.**

Your Right to Protection from Harassment, Discrimination, or Sexual Misconduct.

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

Please do not hesitate to reach out if you are struggling and need help finding assistance.

Course Schedule

Reading Our Schedule. Readings must be complete by the beginning of class on the date they are assigned. CARMEN readings must be printed and brought to class.

I reserve the right to change our schedule if necessary. In such cases, I will make a Carmen announcement and upload a revised syllabus.

| SCHEDULE OF ASSIGNMENTS | | |
|--|------|--|
| WEEK | DATE | READINGS/ACTIVITIES |
| Introduction to Course Concepts and Contexts | | |
| Week 1 | 8/23 | Introduction to Course Objectives, Expectations, Structure, and Major Assignments |
| | 8/25 | Philip J. Deloria and Alexander I. Olson, "The Object of American Studies," in <i>American Studies: A User's Guide</i> , pp. 1-21 |
| Week 2 | 8/30 | Marita Sturken and Lisa Cartwright, "Images, Power, Politics," in <i>Practices of Looking: An Introduction to Visual Culture</i> , pp. 13-49 |
| | 9/1 | John Iceland, "Race and Ethnicity and the Causes of Inequality," in <i>Race and Ethnicity in America</i> , pp. 9-29 Jane Coaston, " The Intersectionality Wars " |
| American Identity and Indigeneity: Constructing the Icon of the Frontier | | |
| Week 3 | 9/6 | Philip Deloria, "American Indians, American Identities," in <i>Playing Indian</i> , pp. 1-10 Discussion Post #1 Due |
| | 9/8 | Clyde A Milner II, Anne M. Butler, and David Rich Lewis, "Imagining the West," in <i>Major Problems in the History of the American West</i> Response Paper #1 Due <ul style="list-style-type: none"> Prompt: How are ideas about the frontier entangled with American racial, ethnic, and gender notions of whiteness and masculinity? How have popular representations of the frontier affected your perception of the American West, its historical development, and the people who live(d) there? |
| American Identity and Racial Blackness: The Icon of Slavery | | |
| Week 4 | 9/13 | Karen E. Fields and Barbara J. Fields, "Slavery, Race, and Ideology in the USA," in <i>Racecraft: The Soul of Inequality in American Life</i> , pp. 111-148 Discussion Post #2 Due |
| | 9/15 | Nicole Hannah Jones, introduction to <i>The 1619 Project</i> Response Paper #2 Due <ul style="list-style-type: none"> Prompt: What are some of the mythic ideas about American democracy that Nicole Hannah Jones dispels in the introduction to <i>The 1619 Project</i>? How does she represent America's historical relation to Blackness? |
| Race and Gender Discrimination in the Icons of Work and Prosperity | | |



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| Week 5 | 9/20 | Robert H. Zieger, "Into the New Century," in <i>For Jobs and Freedom: Race and Labor in America Since 1865</i> , pp. 43-51 Discussion Post #3 Due |
| | 9/22 | Rebecca Wolfe, Kristen Harknett, and Daniel Schneider, " Inequalities at Work and the Toll of COVID-19 " Response Paper #3 Due <ul style="list-style-type: none"> • <u>Prompt</u>: What are the realities of "work and prosperity" for women, people of color, or other people of lower socioeconomic status? How has their prosperity been limited or stagnated by discrimination in the workplace? |
| The American Dream (or, you know . . . not) | | |
| Week 6 | 9/27 | Jane Brandt and Callie Clare, "Cultural Myths and the American Dream," in <i>An Introduction to Popular Culture in the US</i> , pp. 27-50 Discussion Post #4 Due |
| | 9/29 | Maria Paz Gutierrez, Gene Demby, and Kara Frame, " Housing Segregation and Redlining in America " Courtney Connley, " Why the Homeownership Gap between White and Black Americans is Larger Today than It was Over 50 Years Ago " Alana Semuels, " The U.S. Is Increasingly Diverse, So Why Is Segregation Getting Worse? " Response Paper #4 Due <ul style="list-style-type: none"> • <u>Prompt</u>: Synthesize today's materials. What are the historical roots of housing segregation and what are their contemporary outcomes on Black communities? |
| Contextualizing Structural Racism | | |
| Week 7 | 10/4 | George Yancy and Falguni A Sheth, " How Liberalism and Racism are Wed " Martin Luther King, Jr., " Letter from Birmingham Jail " In Class: Generate Exam Content Discussion Post #5 Due |
| | 10/6 | Zinzi D. Bailey, Justin M. Feldman, and Mary T. Bassett, " How Structural Racism Works—Racist Policies as a Root Cause of U.S. Racial Health Inequalities ," <i>New England Journal of Medicine</i> Response Paper #5 Due <ul style="list-style-type: none"> • <u>Prompt</u>: Define "structural racism." Explain how the following examples of structural racism are related to racial health disparities: redlining, racialized residential segregation, police violence, and the carceral state. |
| Week 8 | 10/11 | Midterm Exam |
| | 10/13 | No Class – Happy Autumn Break |
| Debating American Belonging and Identity in American Sport | | |
| Week 9 | 10/18 | Dexter Lee Blackman, "'The Negro Athlete and Victory': Athletics and Athletes as Advancement Strategies in Black America, 1890s-1930s," <i>Sport History Review</i> 47.1 (2016): pp. 46-68 Discussion Post #6 Due |

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| | 10/19 | Mark Dyreson, "American Ideas about Race and Olympic Races from the 1890s to the 1950s: Shattering Myths or Reinforcing Scientific Racism?" <i>Journal of Sport History</i> 28.2 (2001): pp. 173-215 Response Paper #6 Due <ul style="list-style-type: none"> • <u>Prompt</u>: According to Dyreson, why was Jesse Owens's Olympic victory so effective at dispelling Nazi racial ideologies but so ineffective at challenging America's white supremacist philosophy? |
| Week 10 | 10/25 | William Simons, "Jackie Robinson and the American Mind: Journalistic Perceptions of the Reintegration of Baseball," <i>Journal of Sport History</i> 12.1 (1985): pp. 39-64. Discussion Post #7 Due |
| | 10/27 | Michael A. Fletcher, " Muhammad Ali and the Complexity of Black Identity " Jamiles Lartey, " The 'Ali Summit': A Turning Point in Sports' Fight Against Injustice " Jessica A. Johnson, "Ali Dealt a Blow to the Proper Black Athlete" (on Carmen) Response Paper #7 Due <ul style="list-style-type: none"> • <u>Prompt</u>: How do Fletcher, Lartey, and Johnson challenge popular conceptions about Muhammad Ali and his legacy? What new perspectives do they offer—and why do you think you weren't already familiar with them? |
| Week 11 | 11/1 | Kwame JA Agyemang, "Black Male Athlete Activism and the Link to Michael Jordan: A Transformational Leadership and Social Cognitive Theory Analysis," <i>International Review for the Sociology of Sport</i> 47.4 (433-539) Discussion Post #8 Due |
| | 11/3 | Treva Lindsey, "WHY YOU SO ANGRY? Serena Williams, Black Girl Pain, and the Pernicious Power of Stereotypes" in <i>Between the World and the Urban Classroom</i> , pp. 43-52 Response Paper #8 Due <ul style="list-style-type: none"> • <u>Prompt</u>: How do culturally entrenched ideas about race, gender, and sexuality produce a polarizing image in which Serena Williams is perceived by some to be a barrier breaking superstar athlete even as others see her as an aggressive, overrated diva? |
| Race, Gender, and Sexuality in American Music | | |
| Week 12 | 11/8 | David R. Shumway, "Rock Stars as Icons," in <i>The Sage Handbook of Popular Music</i> , pp. 301-316 Discussion Post #9 Due |
| | 11/10 | No Class – Happy Veterans Day |
| Week 13 | 11/15 | Wesley Morris, " Why is Everyone Always Stealing Black Music? " Maureen Mahon, "Rocking and Rolling with Big Mama Thornton," in <i>Black Diamond Queens: African American Women and Rock and Roll</i> , pp. 29-51 Discussion Post #10 Due |
| | 11/17 | Karen Jaime, "'I'm A Stripper, Ho': The Sonics of Cardi B's Ratchet, Diasporic Feminism," <i>Performance Matters</i> 8.1 (2022): pp. 83-96 Response Paper #9 Due <ul style="list-style-type: none"> • <u>Prompt</u>: What is "respectability politics" and where does it come from? How does this author want to redefine "ratchet," what does she mean by "ratchet feminism," and how do we see this in the music of Cardi B? |



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| Week 14 | 11/22 | No Class – Happy Thanksgiving Break |
| | 11/24 | No Class – Happy Indigenous Peoples' Day |
| Week 15 | 11/29 | Bob Dylan w/ The Band, " Bessie Smith " Daphne Brooks, "Going to the Territory," in <i>Liner Notes for the Revolution: The Intellectual Life of Black Feminist Sound</i> , pp. 432-445 In Class: begin <i>Lemonade</i> (0:00-15:50) Discussion Post #11 Due |
| | 12/1 | bell hooks, " Moving Beyond Pain " In Class: continue <i>Lemonade</i> (15:50-42:44) Response Paper #10 Due <ul style="list-style-type: none"> • <u>Prompt</u>: According to bell hooks, how does <i>Lemonade</i> represent Black women? How does "violence" factor into her critique of Beyoncé's feminism? Do you agree or disagree with this critique? |
| Week 16 | 12/6 | Emily J. Lordi, "Surviving the Hustle: Beyoncé's Performance of Work," <i>Black Camera</i> 9.1 (2017): pp. 131-145 In Class: <ul style="list-style-type: none"> • Finish <i>Lemonade</i> (42:44-1:05:50) • Generate Final Exam Content Icon Analysis Due |
| Exam Period | TBD | Final Exam in our normal classroom, time TBD |



GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: _____

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: _____

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)