

## 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
<a href="#">Previous Value</a>	<a href="#">Columbus, Lima, Marion</a>

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## 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, 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**

- 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  
08/22/2022

**Content Topic List**

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

**Sought Concurrence**  
*Previous Value*

**Attachments**

- CS 2281, for GE REGD submission.pdf  
*(Syllabus. Owner: Arceno, Mark Anthony)*
- COMPSTD 2281 REGD responses.pdf  
*(Other Supporting Documentation. Owner: Arceno, Mark Anthony)*

**Comments**

- Syllabus and submission form have been reformatted, addressing all of the Panel's feedback from this past November. *(by Arceno, Mark Anthony on 05/09/2022 03:33 PM)*
- Please see feedback to department sent 11-23-21 *(by Steele, Rachel Lea on 11/23/2021 04:31 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
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
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/22/2022 01:21 PM	ASCCAO Approval

The Ohio State University  
Department of Comparative Studies  
Course: CS 2281  
American Icons  
GE Foundations: Race, Ethnicity, and Gender Diversity

**Professor:**

**Term:**

**Meeting Time/Place:**

**Office Hours Time/Place:**

### Course Description

This course is an undergraduate introduction to interdisciplinary methods in American Studies. We will focus our attention on people, places, and things that are “American Icons,” considering icons as objects of *identification*, *admiration*, *skepticism*, and *analysis*. We will pay particular attention to the social contexts from which these icons have emerged, examining connections between icons, historic events, and social groups. In doing so, we will examine both iconic figures and iconic concepts in American culture, including hard work, capitalism, democracy, and the American dream. 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.

### Course Learning Outcomes

At the end of the semester, students should be able to

- *Understand and describe* key methods and concerns in the interdisciplinary field of American Studies
- *Identify* critical icons in American history, and the socio-historical debates that inform their status as icons
- *Appreciate* the complexity of American identity as both a concept and a reality, as well as the ways in which icons and the social debates they index bear on struggles to embrace or resist this diversity
- *Articulate* the key issues raised by the icons identified in this course, especially concerning the ways in which those icons bear on social life, identity, belonging, and difference in the US context
- *Understand* the distinguishing characteristics of an icon, whether those characteristics are centered in an object, subject, or concept
- *Recognize* the processes by which American icons become invested with specific cultural values, as well as the ways in which they communicate those cultural values in ways that are productive rather than passive
- *Describe* the key historical developments that contribute to our understanding of American icons, and which are subsequently reflected and represented by those icons as they appear across media, educational materials, and various discourses
- *Demonstrate* critical thinking about the social construction of identity categories, including race and ethnicity, class, gender, and sexuality

- *Gain* greater awareness of how experiences of identity (both groups and individuals) are shaped by socio-historical contexts, even as they shape them in turn
- *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

<b>General Education Goals and Expected Learning Outcomes</b>
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**GE: 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.

This course meets the expected learning outcomes for Race, Ethnic, and Gender Diversity by investigating the social construction of hegemonic notions of American identity and history, not in order to solidify them, but in order to call into question the unitary view and the ideological investments implicitly or explicitly articulated by the American icons who give them voice. In interrogating the cultural values expressed by American icons, as well as the historical and social developments that elevated such icons to the status they hold, students come away from this class with a greater appreciation of the radical plurality of US culture and its citizens, as well as the key historical moments in which representatives of this plurality have struggled to gain recognition, whether in terms of legal, media, or epistemological representation.

<b>Course Materials and Technologies</b>
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All readings will be available via Carmen.

**Technology support**

- For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](http://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.
- Self-Service and Chat support: [ocio.osu.edu/help](http://ocio.osu.edu/help)
- Phone: 614-688-4357(HELP)
- Email: [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- TDD: 614-688-8743

### **Technology skills needed for this course**

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](http://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](http://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](http://go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](http://go.osu.edu/video-assignment-guide))

### **Required equipment**

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

### **Required software**

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](http://go.osu.edu/office365help).
- Carmen access
- You will need to use BuckeyePass ([buckeyepass.osu.edu](http://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:
  - Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](http://go.osu.edu/add-device)).
  - Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
  - Download the Duo Mobile application ([go.osu.edu/install-duo](http://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

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

<b>Course Assignments and Breakdown</b>
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**Pop Quizzes (15%)**

**Short Response Papers (25%)**

**Small Assignments (20%)**

**Participation (15%)**

**Final Essay (25%)**

### **Descriptions of Major Course Assignments**

#### Pop Quizzes

In this class, there will be periodic, unannounced reading quizzes. These will be quite short, and will be checking for reading comprehension rather than conceptual or critical engagement. If you do the readings, you should expect to ace all of these. At the end of the term, your lowest quiz grade will be discounted.

### Short Response Papers

Students will submit written responses to the readings several times throughout the semester. These are due on Canvas before the start of class to receive full credit. Reading responses are designed to ensure that students complete the readings and begin to think through them before class meets. Responses will not be graded as polished, finished pieces of writing, but as evidence of thought and effort on the part of the student. Students will receive full credit for thoughtful, clear writing that meets word limit and deadline requirements.

### Small Assignments (20%):

Students will research and do short write-ups on assigned topics, and be prepared to present their findings in class. Instructions for each assignment will be posted on Canvas.

### Participation

In this class, participation can mean several things. Active, informed, and considerate participation is crucial for the functioning of this class. Therefore, in-class participation is a large part of this grade. However, there are other things that you can do to demonstrate effort and participation. You can come to my office hours to talk through the material; you can be especially thorough in your in-class writing responses; you can start a discussion thread on Carmen; you can email me questions, and so on. Demonstration of effort in any way increasing your participation grade.

For in-class participation to work, **readings must be done prior to the class for which they are assigned.** You should come to class prepared with comments on the readings, questions to ask, and other critical engagements with the texts. Reading should be done an active sense, meaning that you should be critically thinking about the text as you are reading it. Make notes as you go: Who is the author (background/historical context/career, etc), and how does such knowledge influence our understanding of the text? What are the main arguments? What kind of evidence does the author use to prove their point? Is the argument effective, in your view? Why or why not? And finally, what are the implications of such an argument for our situation today? What about the situations of others?

*Excellent* class participation requires that you participate actively and regularly in class discussions, giving evidence that you have read the assigned material and have thought carefully about them. It also means that you are listening to what your classmates are saying. *Good* class participation means that you occasionally participate actively in class discussions, giving evidence that you have read the assigned material. *Acceptable* class participation means that you participate some in class discussions, showing that you have read some of the material. If you don't show up to class and if you do not participate in class discussions, you will not achieve an acceptable level of class participation.

*Unacceptable* class participation means that you have not participated in class discussions, and/or have displayed a lack of attention in class (i.e. sleeping, playing on your phone, etc).

Finally, it is important to note that many of the issues discussed in this class have to do with our own identities, and with our deeply held or else commonly assumed beliefs; as such, it can be discomfiting or upsetting to engage with students from other backgrounds, who may not hold those same views. Because of this, it is of the utmost importance that classroom discussions remain civil and generous as well as critically thoughtful. Students are expected to respect one another at all times. In short, this course is not about imposing one's personal opinion on others, but rather, about critically reflecting on views beyond our own. In doing so, we can build this class into a collaborative project, rather than a competitive contest.

### Final Essay

Your final essay will ask you to synthesize your learning from the past semester and to address how our work throughout the semester has helped you to achieve the goals of the course. More details will be given in advance.

### OSU Standard Grade Guidelines

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

<b>Course Policies and Resources</b>
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Please keep in mind that the following policies may be adjusted if you have specific needs and communicate them clearly with me throughout the semester. These are not set in stone, but indications of how I approach the classroom.

### Attendance and Tardiness

There is no attendance policy in this course. Therefore, you do not need to show me a doctor's note, or even let me know about your absences. In general, you're free to do what is best for you. However, if you are regularly absent, it will negatively affect your participation score. Therefore, if you need to be out of class for a significant period of time, and you don't want your grade to suffer, please communicate with me so that we can make alternate arrangements.

Unless it becomes habitual, I *do not* mind you coming into class late (even very late). Unless you have cleared it with me first, I *do* mind you leaving early. (Just let me know what's up beforehand.)

### Makeup and Late Work

I do not accept late assignments. However, I am happy to grant extensions on any assignment (aside from the final) with advanced notice. If you think you might need some extra time, just ask.

### Technology

In general, my policy is that you can use whatever technology is most helpful to you, and in the way that is most helpful to you, as long as you consider the following:

1. Don't disrespect your peers by doing other things during class time. If I see you staring into your screen for a long time, scrolling, laughing, or otherwise not paying attention, it will automatically and negatively impact your participation grade. I have a zero tolerance policy on video games and television in class, which I can't believe I have to stipulate (but which, experience shows, I do).
2. [Studies have shown](#) that students learn better when taking notes by hand. It's a cognitive thing.

### Communication

1. I communicate with the entire class through the "Announcements" function on canvas, so look there for messages/updates that pertain to the entire class.
2. I communicate with individuals through my **email account** (not the canvas message function, which I rarely check and may not respond to). It is my goal to respond to emails



within 24 hours. If it takes longer than that, please feel free to follow up with me. For more on email etiquette and expectations, please see this funny and helpful article: [“How to Email your Professor \(without being annoying AF\).”](#) If you do nothing else, please avoid beginning your emails with the word “Hey,” which studies have shown 99.5% of professors find amazingly rude.

3. Please do not come up to me before or after class with questions that have to do with your work. Come to my office hours or make an appointment instead. This is the only way that I can ensure everyone gets equal time and attention.
4. “Office Hours” is a rather strange term that basically means that I have set aside time specifically in order to talk to students. Taking advantage of office hours is the best, easiest way to improve your experience in class. However, they are not just for students who are struggling or having some kind of an issue. Office hours are nothing intimidating—it just means that I’m in my office if you want to chat for any reason. This does not have to be about your work, but can relate to any component of the class, or any topics that we discuss in class. Do you feel upset or confused about something that happened in class? Do you feel left behind? Are you excited about something and want to know more? Is class moving too quickly or too slowly? Come talk to me. With many different students from many different backgrounds, our course can’t possibly fit everyone’s educational needs perfectly. This is where meeting with me can really help. If I don’t know your struggles, I can’t address them. Equally, it helps me to know what students are enjoying so that I can speak to those topics in class.

#### Academic integrity policy

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

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

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

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

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

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

### Student Services and Advising

The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here:

<http://advising.osu.edu>

### Copyright for instructional materials

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

### Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

### Mandatory reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the Ohio State Anonymous Reporting Line.

### Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential.

Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

### Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte,

Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

### Content Advisory

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

### Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](http://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](http://go.osu.edu/wellnessapp).

Accessibility accommodations for students with disabilities

### Requesting Accommodations

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

### Accessibility of course technology

This online course requires use of CarmenCanvas (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.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))
- Collaborative course tools

**As a final note, please remember that the syllabus is subject to change based on our circumstances. If a change is necessary, I will inform you at the earliest possible time. I will never change the syllabus to increase your workload.**

## TENTATIVE SCHEDULE

Week	Day/Format	Material Due	Assignment Due
1: Introduction, Syllabus, Key Terms	Monday	1. Please read this syllabus 2. In-Class Reading: Langston Hughes, “Let America Be America Again”	
	Wednesday	1. Dennis R. Hall and Susan Grove Hall, 2006, “Preface”, in <i>American Icons</i> , eds. Hall and Hall, xvii–xxi, Greenwood Press.  2. Kathleen L. Endres, “Rosie the Riveter”, in <i>American Icons</i> 601–606.  3. Heinz Tschachler, “Dollar Bill”, in <i>American Icons</i> 205–212.  4. Thomas Piontek, “Stonewall”, in <i>American Icons</i> , 655–661.	
2: Key Terms II	Monday	1. Robert Reich, 1987, “Four Morality Tales”, in <i>Tales of a New America</i> , Vintage Books.  2. Kirsten Silva Gruesz, 2020, “America,” in <i>Keywords of American Cultural Studies</i> , eds. Bruce Burgett and Glenn Hendler, New York University Press, 3 <sup>rd</sup> edition.	
	Wednesday	1. Roland Barthes, 1977, “Rhetoric of the Image”, <i>Image–Music–Text</i> , 32–51, Hill and Wang.	

3: American Identity and the Imaginary Frontier	Monday	1. Philip Deloria, 1998, "Introduction: American Indians, American Identities." In <i>Playing Indian</i> , 1-10, Yale University Press.	<b>Short Response Paper 1</b>
	Wednesday	1. Chapter 15, "Imagining the West", in <i>Major Problems in the History of the American West</i> (2nd edition), eds. Clyde A Milner II, Anne M. Butler, and David Rich Lewis.	
4: Work and Prosperity	Monday	1. Robert H. Zieger, 2007, "Into the New Century", in <i>For Jobs and Freedom: Race and Labor in America Since 1865</i> , 43–51 only, University Press of Kentucky.	
	Wednesday	In-Class Viewing: Ava DuVernay, <i>13<sup>th</sup></i>  1. Rebecca Wolfe Kristen Harknett Daniel Schneider, 2021, "Inequalities At Work And The Toll Of COVID-19," <i>Health Affairs</i> , June 4.  2. Treva B Lindsey, 2017, "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> , edited by George Sirkakos Jr. And Christopher Emdin, 43-52, BrillSense.	
5: Documentary Week: Post-War America	Monday	The Century: Nothing to Fear	
	Wednesday	The Century: Picture This	
6: Post-War America II: The American Dream	Monday	1. Jane Brandt and Callie Clare, 2018, "Cultural Myths and the American Dream." In <i>An Introduction to Popular Culture in the US: People, Politics, and Power</i> , 27-50 (chapter 2), Bloomsbury.	
	Wednesday		
7: Post-War American III: Race, Gender, and Rock	Monday	1. David R. Shumway, 2015, "Rock Stars as Icons", in <i>The Sage Handbook of Popular Music</i> , eds. Andy Bennett and Steve Waksman, 301–316, Sage.	<b>Short Response Paper 2</b>

	Wednesday	2. Maureen, Mahon, 2020, "Rocking and Rolling with Big Mama Thornton," In <i>Black Diamond Queens: African American Women and Rock and Roll</i> , 29-51, Duke University press.	
8: Media Analysis and The Good Life	Monday	In-Class Viewing: 1. <i>Bewitched</i> , "Be it Ever So Mortgaged" 2. <i>Modern Family</i> , "Pilot"	
	Wednesday	1. George Lipsitz, "How Whiteness Works: Inheritance, Wealth, and Health." In <i>The Possessive Investment in Whiteness</i> , 105-117 (Chapter 5). 2. Courtney Connley, 2020, "Why the homeownership gap between White and Black Americans is larger today than it was over 50 years ago", <i>MSNBC</i> , August 21. 3. Video: 2018, Housing Segregation in Everything, <i>NPR</i> , April 28.	
9: Celebrity and Hyperreality	Monday	1. Lindemann, Danielle J. "Introduction", in <i>True Story: What Reality TV Says About Us</i> .	
	Wednesday	In-Class Viewing: TBD	
10: Spring Break	Monday	N/A	
	Wednesday	N/A	
11: Ronald Regan and the Neoliberal Order		1. Gary Gerstle, "Introduction", in <i>The Rise and Fall of the Neoliberal Order: America and the World in the Free Market Era</i> .	<b>Short Response Paper 3</b>
		1. Anne Helen Peterson, 2019, "How Millennials Became The Burnout Generation," <i>Buzzfeed</i> , January 5.	
12: Financial Crises and the Lessons of 2008	Monday	In-Class Viewing, <i>The Big Short</i>	
	Wednesday	In-Class Viewing, <i>The Big Short</i>	

13: The Civil Rights Era	Monday	Dr. Martin Luther King Jr., “Letter from a Birmingham Jail”	
	Wednesday	Joan Walsh, 2017, “49 Years Ago, Harry Belafonte Hosted the Tonight Show—and It Was Amazing”, <i>The Nation</i> , February 16.	
14: Democracy and Voting	Monday	<p>1. Agence France-Presse in Stockholm, 2021, “US added to list of ‘backsliding’ democracies for first time”, <i>The Guardian</i>, 22 November.</p> <p>2. Jane C. Timm, 2021, “Aggressive gerrymandering may make elections far less competitive, experts say,” <i>NBC</i>, November 27.</p> <p>3. Christopher Ingraham, 2015, “This is the best explanation of gerrymandering you will ever see,” <i>The Washington Post</i>, March 1.</p>	<b>Short Response Paper 4</b>
	Wednesday	<p>1. Brandon, Tensley, “America’s Long History of Black Voter Suppression.” <i>CNN Politics</i>.</p> <p>2. Lawrence Glickman, “How White Backlash Controls American Progress,” <i>The Atlantic</i>, May 21, 2020.</p> <p>3. Stephanie Nebehay, “U.N. Expert Decries Near ‘Tyranny’ in U.S. Against Minority Voting Rights.”</p>	
15: Democracy and Education	Monday	1. Jason Stanley, “Anti-Intellectual,” in <i>How Fascism Works</i> , 36-56. Random House.	
	Wednesday	<p>1. Michael Powell, 2021, “In Texas, a Battle Over What Can Be Taught, and What Books Can Be Read,” <i>New York Times</i>, December 10.</p> <p>2. David Maxwell and Tara D. Sonenshine, 2022, “Academic freedom is under assault—we have a sacred duty to protect it.” <i>The Hill</i>, March 29.</p>	
16: Wrap	Monday		
	Wednesday		

*Comparative Studies 2281-Response to first question on form (scrollable text box makes it impossible to read on form.) Direct copy/paste RLS 8/22/22*

### **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.

“American Icons” is foundational for the study of race, ethnicity, and gender diversity in three primary ways, which are overviewed here and unpacked in further detail below.

First, “American Icons” allows students to analyze in depth how identity categories are represented across modalities. Like Comparative Studies’ “Introduction to Popular Culture Studies” course, “American Icons” understands representation not as a simple matter of attesting to a pre-existing reality, but rather as the creative, generative, and productive means by which reality is shaped. Unlike 2264, however, “American Icons” expands the study of representation beyond pop-culture, to encompass a wider range of media, academic, and historical discourses. We do this by analyzing in depth key iconic concepts, objects, and figures in American history, in whose images critical debates and issues of American identity are condensed. Such varied icons include for example, the dollar bill, Rosie the Riveter, Elvis Presley, and Dr. Martin Luther King Jr., as well as concepts that function iconically in the US context, such as democracy, freedom, and entrepreneurship.

Second, “American Icons” centers race, ethnicity, and gender diversity, in its attention to the historical context informing the production and consumption of American icons. At times chronological and at times comparative, this course covers major political, economic, and social developments that inform and contextualize the icons it studies, from the ideology of westward expansionism to the socialist radicality of the Civil Rights movement to Ronald Regan’s neoliberal economic policies. Throughout, the goal is not simply to learn history but to deconstruct it, thinking critically about how key developments shaped our understandings of identity through the debates, symbols, and events of the time.

Finally, this course serves as an introduction to the interdisciplinary field of American Studies, a field which takes as a fundamental presupposition that our identities shape our experiences in and understandings of the world. Moreover, “identity” for American Studies is never a fixed or a priori category, but one that emerges within specific socio-cultural contexts. Thus, a thorough understanding of history is a necessary element of American Studies methods. As Philip Deloria and Alexander Olson write in *American Studies: A User’s Guide*, “American Studies is an interdisciplinary practice that aims to understand the multiplicity of the social and cultural lives of people in—and in relation to—the United



States, both past and present.” By introducing students to foundational concepts in the construction of American identity, “American Icons” foregrounds the racial, ethnic, gender, and overall cultural diversity of the United States, while also showing the ways in which this actually existing diversity has been filtered through, debated in, and represented by iconic images seen as central to the construction of American identity in the first place.

# 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.