

## Term Information

Effective Term Autumn 2022

## Course Change Information

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

Adding the Race, Ethnicity, and Gender Diversity new GE

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

In HIS 2651 (World History to 1500 AD), students will explore the origins and early development of the civilizations of China, India, the Middle East, the Mediterranean, Africa, and Europe. Thus, the main emphasis in HIS 2651 is to gain an understanding of each of these cultures, to compare them, and to look at growing connections between them. One major component in the study of these civilizations is social organization -- gender, class, and ethnic hierarchies; treatment of religious and ethnic minorities as well as conquered peoples. The development of the hierarchies and the intellectual justifications for them lay the foundation for the modern construct of race, and the religious and cultural frameworks that modern efforts to form more diverse and inclusive societies must address and challenge.

### 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)?

n/a

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	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2651
Course Title	World History before the Modern Age
Transcript Abbreviation	Pre-Mod World Hist
Course Description	A thematic approach to exploring selected major processes and events that shaped human experience between the Stone Age and 1750. Specific topics and content can vary.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No

---

<b>Admission Condition Course</b>	No
<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus, Lima, Mansfield, Marion, Newark, Wooster

## **Prerequisites and Exclusions**

<b>Prerequisites/Corequisites</b>	Prereq or concur: English 1110, or equiv.
<b>Exclusions</b>	Not open to students with credit for 1681.
<b>Electronically Enforced</b>	Yes

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

<b>Subject/CIP Code</b>	54.0101
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Freshman, Sophomore

## **Requirement/Elective Designation**

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

General Education course:

Historical Study; Global Studies (International Issues successors); Historical and Cultural Studies; Race, Ethnic and Gender Diversity

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

### ***Previous Value***

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

*General Education course:*

*Historical Study; Global Studies (International Issues successors); 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**      • n/a

**COURSE CHANGE REQUEST**  
2651 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
12/07/2021

**Content Topic List**

- Early irrigation civilizations
- Hinduism
- Buddhism
- Early Chinese history
- Rise of Europe
- Ancient Rome
- Global trade
- Aztecs and Incas
- Islam
- Judaism
- Christianity
- Mongols
- Warfare and society
- Human history and environment
- Comparative political and social structures
- Comparative tools and technology

**Sought Concurrence**  
*Previous Value*

No

**Attachments**

- History 2651 REGD form.pdf: New GE form  
*(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)*
- History 2651 syllabusNewGE.docx: Syllabus  
*(Syllabus. Owner: Heikes, Jacklyn Celeste)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	12/06/2021 03:02 PM	Submitted for Approval
Approved	Soland, Birgitte	12/06/2021 04:02 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/07/2021 09:25 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/07/2021 09:25 AM	ASCCAO Approval

## HIS 2651 World History Before the Modern Age



### Course Information:

Prof. Heather Tanner

MW 9:45-11:05

Ovalwood 025

Lecture-discussion (3 contact hours per week); in person

### Course Content:

In this course we will explore the origins and early development of the civilizations of China, India, the Middle East, the Mediterranean, and Europe. The year 1500 serves as a rough division in human history where prior to this period there was some regional contact but no true global interconnections or relations. Thus, the main emphasis in HIS 2651 will be to gain an understanding of each of these cultures, to compare them, and to look at growing connections between them. Thematically, we will be focusing on three aspects of each society we study: power and governance; social organization; religious belief and worldview. In order to gain an informed appreciation of other cultures and time periods, we will be developing the historical skills of drawing inferences from careful reading of primary source documents and material culture and using these inferences to examine and analyze changes within civilizations and comparisons among civilizations. We will practice these skills orally and in writing, and in the process, practice communicating an interpretation that is organized and well-supported by the evidence.

### Texts We're Reading:



- *World History: Cultures, States and Societies to 1500*, eds. Eugene Berger et al (University of Georgia Press, 2016); pdf on course website (free)

- *Primary Source Readings*, ed. Heather J. Tanner (purchase from Ann Ireland in OV-269)

My expectation: All reading assignments are to be completed definitely by the discussion section. You need to bring to class your annotated/marked up readings (the reader) to class for discussion and in class assignments.



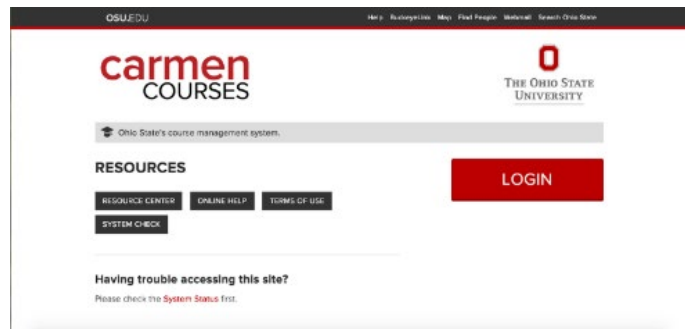
Where to find me - 245 Ovalwood Hall;  
[tanner.87@osu.edu](mailto:tanner.87@osu.edu) & 419-755-4368

Office hours: Tuesdays 10-11:30a; Fridays  
11:30a-12:30p & by appointment

---

---

Course website: [carmen.osu.edu](http://carmen.osu.edu)





### Course Grade:

<u>Assignment</u>	<u>Points</u>	<u>Due dates</u>
class participation	250	see class schedule
in class assignments	150	once per week (except week 16)
commonplace book	150	1/31, 2/21, 3/21, 4/6, & 4/20
homework (5)	50	1/19, 2/9, 2/28, 4/4, & 4/13
midterm	100	Feb. 14 <sup>th</sup> (in class)
paper	100	Apr. 22 (due by 5pm)
final exam	200	TBA



For full details on the assignments, grading policies, and what constitutes plagiarism, please see course website.

## Goals of GE Foundation: Race, Gender, and Ethnicity Diversity

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

**Goals of GE Historical Study:** Students recognize how past events are studied and how they influence today's society and the human condition.

### Expected Learning Outcomes of Historical Study

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

## How We're Going to Achieve These Goals & Outcomes

1. The pedagogy this course is based upon is that:

- We learn better by “doing” rather than by “receiving” information passively.
- We learn better when we see the possibility of applying our knowledge immediately in life.
- We learn better when we feel encouraged to be curious, different, and creative.

2. The course activities are designed based on this pedagogy.

- Lectures provide key information.
- Exercises with reading assignments (historical scholarship and historical material) help you cultivate analytical skills.
- In-class discussions are opportunities for us to work closely, exploring ideas, analysis, and working on assignments.
- After-class reflection gives us some time and space to think about what we have explored.
- Written assignments help you improve your ability to articulate and present evidence-based ideas.

## Description of Assignments

**Writing assignment:** There is one paper which is a 5-7 page comparative essay, based upon your analysis of the assigned primary sources.

**Homework and in class assignments:** These will focus on specific skills you need to succeed in class (primary source analysis, effective comparisons, reading scholarly articles, effective introductory paragraphs, historical identifications)

**Commonplace Book:** A commonplace book is a combination of diary and scrapbook, which allows you to gather in one place anything you want to preserve or remember: your observations and ideas, passages from books, articles, poems, sacred writings, images, or almost anything else you want to remember. You will write at least two entries per week, using one of the following prompts:

- What is the most important thing you learned in class that day? How is it reflected in one of the primary source readings? Why does it matter to you or to our society?
- List one way in which the day's course content (readings or in class material) manifests itself on campus or in your life.
- Identify a television show, film, song, or book that somehow illustrates a course concept from class.

- Describe how today's course material connects to last week's.

**Participation :** This is where we will practice the skills that are the basis of the paper, midterm and final exam. It will consist of in class discussions of primary source readings, in class activities, and after class reflections.

**Exams:** There will be a midterm and final exam. These exams will be open note and open book. These are essay exams which will require you to draw upon the course readings to craft a historical analysis (interpretation).

## Faculty feedback and response time

Remember that you can call **419-755-HELP** at any time if you have a technical problem.

- Grading and feedback: For large assignments, you can generally expect feedback within **7 days**.
- E-mail: I tend to reply the same day but definitely by the end of the following school day. Note that this means emails sent on over the weekend may not be answered until the following Monday .

## Student participation requirements

### Logging in: **AT LEAST TWICE PER WEEK**

Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

### Participating in discussion: **TWICE PER WEEK**

As participation, each class session you are expected to speak/discuss, in small groups and in full class, the assigned readings. Our goal is to make these discussions substantive, not just regurgitating basic points about the day's or week's topics. I post reading guide questions to help you focus on what's important in the readings prior to our discussions. If you miss a class session, there will be make-up discussion questions that you can write answers to and post in a dropbox. See the course website for the participation rubric.



## Academic integrity policy

**Plagiarism** is passing off the ideas or words of another as one's own without crediting the source. For a full definition of what constitutes plagiarism, please see the course website. For consequences of academic misconduct.

Please see attached "University Policy Statements" for more details about academic misconduct, supports for students with disabilities, retention, and other university policies. This information can also be found on the course website.

## Where to Find Help

### Technology

24/7 Immediate help - 614-688-4357

Buckeye Bar (appointments) - [go.osu.edu/bbarmans](http://go.osu.edu/bbarmans)

non-immediate requests - [go.osu.edu/it](http://go.osu.edu/it) or [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

**Study Skills, Writing, Tutoring** - Conard Learning Center

**Life Issues** (health, food, shelter, safety) - Student Assistance Services (see University Policy Statement on course website)

**Course assignments & expectations** - Prof. Tanner ([tanner.87@osu.edu](mailto:tanner.87@osu.edu); 419-755-4368)

**Disability Services** <https://slds.osu.edu/aim/> or Shelly McGregor ([mcgregor.40@osu.edu](mailto:mcgregor.40@osu.edu))

## Discussion & Reading Schedule

\* There may be changes to the readings that I will announce in class & on the course website.

Week/Date		Topic	Readings	Assignment
1	Jan. 10	Introduction	Berger, ch. 1	none
1	Jan. 12	Ancient Mesopotamia	Berger, ch. 2.1-2.6; Tanner #1	discussion

Week/Date		Topic	Readings	Assignment
2	Jan. 17	<b>MLK Day: no classes</b>	none	none
2	Jan. 19	Israel & New Empires of Western Asia 1200-500 BC	Berger; ch. 2-7-2.12; Tanner #2	discussion; <b>hmwk #1</b>
3	Jan. 24	Ancient Egypt	Berger, ch. 2-13-2.16; Tanner #3	discussion
3	Jan. 26	Harrappan & Vedic Age India	Berger, ch. 3.1-3.7; Tanner #4	discussion
4	Jan. 31	Hinduism & Buddhism	Tanner #5	discussion; <b>commonplace book</b>
4	Feb. 2	Mauryan & Guptan Empires	Berger, ch. 3.8-3.11; Tanner #6	discussion;
5	Feb. 7	Medieval India	Berger, ch. 3.12-13; Tanner #7	discussion;
5	Feb. 9	Review	none	review prep; <b>hmwk #2</b>
6	Feb. 14	<b>Midterm</b>	none	none
6	Feb. 16	Ancient China	Berger, ch. 4.1-4.7; Tanner #8	discussion
7	Feb. 21	China's early empires	Berger, ch. 4.8-10; Tanner #9	discussion; <b>commonplace book</b>
7	Feb. 23	Tang, Song & Yuan Dynasties	Berger, ch. 4.11-4.14; Tanner #10	discussion
8	Feb. 28	Persian Empire	Tanner #11	discussion; <b>hmwk #3</b>
8	Mar. 2	Archaic Age Greece	Berger, ch.5.1-5.9; Tanner #12	discussion
9	Mar. 7	Classical Age Greece	Berger, ch. 5.10; Tanner #13	discussion
9	Mar. 9	Hellenistic East & the Heirs to the Persian Empire	Berger, ch. 5.11-12; Tanner #14	discussion
10	Mar. 14	<b>Spring Break</b>	none	none
10	Mar. 16	<b>Spring Break</b>	none	none

Week/Date		Topic	Readings	Assignment
11	Mar. 21	Roman Republic	Berger, ch. 6.1-6.9; Tanner #15	discussion; <b>commonplace book</b>
11	Mar. 23	Early Empire	Berger, ch. 6-10; Tanner #16	discussion
12	Mar. 28	Christianity & Late Roman Empire	Ch. 6.11-12; Tanner #17	discussion
12	Mar. 30	Byzantine Empire & Western Christendom	Berger, ch. 7; Tanner #18	discussion
13	Apr. 4	Islam: Expansion & Regionalism	Berger, ch. 8; Tanner #19	discussion; <b>hmwk #4</b>
13	Apr. 6	Ancient & Medieval Africa	Berger, ch. 9; Tanner #20	discussion; <b>commonplace book</b>
14	Apr. 11	Mongols & Ottomans	Berger, ch. 11; Tanner #22	discussion
14	Apr. 13	High Medieval Europe (1000-1300)	Berger, ch. 12.1-12.21; Tanner #23	discussion; <b>hmwk #5</b>
15	Apr. 18	Late Medieval & Renaissance Europe (1300-1500)	Berger, ch. 12-22-12.27; Tanner #24	discussion
15	Apr. 20	The Americas & Maritime Expansion in the Atlantic World	Berger, ch. 10 & ch. 12.28-29; Tanner #21 & 25	discussion; <b>commonplace book</b>
16	Apr. 25	Review	none	<b>paper due</b> ; review prep

**FINAL EXAM:** (in class; in our regular classroom)

***Due to COVID-19 restrictions, please call or email before going in person to any campus offices, as the person you need may require scheduling an in person appointment. Thank you!***

### **Masks Required in Classrooms**

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will result in a warning first, and disciplinary actions may be taken for repeated offenses.

## **Student COVID-related Accommodation Process**

The university is committed to supporting students and program participants with COVID-19 based risk factors. Student Life Disability Services, in conjunction with the Office of Institutional Equity, will work with students who are vulnerable to complications from COVID-19 to ensure that they have the necessary resources to participate in university life as safely as possible. Ohio State students from any campus may submit a [COVID-related accommodation request](https://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/) at <https://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/>.

## **Disability Service Statement**

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: [mgregor.40@osu.edu](mailto:mgregor.40@osu.edu); 419 755-4304.

## **Academic Misconduct Statement**

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 via the Associate Dean's Office at the Mansfield campus. For additional information, see <https://oaa.osu.edu/academic-integrity-and-misconduct> and the Code of Student Conduct.

## **Drop/Withdrawal Statement**

It is the student's responsibility to know the deadlines for dropping a course or withdrawing from the University. Term drop & withdrawal deadlines can be found at [registrar.osu.edu/registration](http://registrar.osu.edu/registration) (click on the current term under "Important Dates" and scroll down to ADD/DROP/WITHDRAW DEADLINES). There are different drop/withdrawal dates for the various shortened sessions and full semester classes. If you receive financial aid, you should always talk with a financial aid specialist prior to adjusting your schedule. If you stop attending a

course but do not drop it, you risk receiving a failing grade which could negatively affect your GPA and your financial aid status. You can call 419-755-4317 to set up an appointment with an academic advisor or a financial aid specialist.

### **Retention**

The Ohio State University-Mansfield is committed to the success of students. If you are having academic or personal difficulties, you can contact [MANS-retention@osu.edu](mailto:MANS-retention@osu.edu) for specific referral resources.

### **Mental Health Services**

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. The Ohio State University at Mansfield offers services to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the New Directions Student Assistance Program (SAP) by visiting [newdirectionsforlife.com](http://newdirectionsforlife.com) or calling 419-529-9941 (no cost to students). Local crisis services are available by calling 419-522-4357. Ohio State also has an afterhours service available by calling **614-292-5766 and choosing option 2** after hours, which includes weekends and holidays.

### **Student Conduct**

The code of student conduct is established to foster and protect the core missions of the university, to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. Students who violate faculty expectations may be subject to the code of conduct. For behavioral related concerns, contact Student Life at 419-755-4317 and ask for an appointment with Dr. Donna L. Hight, Assistant Dean, Student Success. As a responsible community member, do not allow others to act inappropriately and impact the community. Reports can be made at [https://cm.maxient.com/reportingform.php?OhioStateUniv&layout\\_id=7](https://cm.maxient.com/reportingform.php?OhioStateUniv&layout_id=7)

### **Discrimination**

The Ohio State University at Mansfield is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect in an environment free of discrimination of any type. This includes students creating a hostile environment for other

students. To file a complaint, contact Student Life at 419-755-4317 and ask for an appointment with the Assistant Dean, Student Success or Human Resources at 419-755-4047 and ask for an appointment who will connect you with the Office of Institutional Equity in Columbus (reports can be made at <https://equity.osu.edu/>).

### **Ohio State Mansfield Diversity Statement**

The Ohio State University at Mansfield is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The Ohio State University at Mansfield prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status. In addition to birth and/or other self-defined characteristics, we honor and value the lived experiences of all students as they add to constructive conversations about diversity, equity, and inclusion in the classroom. Faculty, staff, and students are encouraged to contact Dr. Donna L. Hight, Assistant Dean, Student Success, 419-755-4317, regarding issues, concerns, or questions related to equity and diversity.

### **Ohio State Mansfield Identity Affirmation Statement**

It is our intent to honor your name and pronouns if they differ from your legal or academic record. Please advise any instructors of this change early in the semester so that we can update class rosters with your preferred name and your correct pronouns. Additionally, please advise us of any updates to your name and/or pronouns throughout the semester so that we can correct our rosters accordingly. A formal name change request can be made through Buckeyelink.

### **Title IX and Sexual Misconduct**

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 such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find more information and the appropriate resources at [titleix.osu.edu/](http://titleix.osu.edu/). Reports can be made directly at <https://equity.osu.edu/>.

## HOW TO REPORT

Reports of sexual misconduct can be made to one of the following individuals:

Donna L. Hight, Ph.D.

Assistant Dean, Student Success

419-755-4317

[hight.6@osu.edu](mailto:hight.6@osu.edu)

Sgt. Jeff Hoffer

Campus Police

419-755-4210

[hoffer.30@osu.edu](mailto:hoffer.30@osu.edu)

Domestic Violence Shelter of Richland County

800-931-7233

Notice of an incident to the officials listed above, other than the Domestic Violence Shelter or a counselor, is considered official notice to the university. You can expect reports received by these individuals to be investigated and properly resolved through administrative procedures. Information will be shared only as necessary with investigators, witnesses, and the accused individual. *The Domestic Violence Shelter and the New Directions Student Assistance Program (SAP) staff are considered confidential reporting resources. Every other faculty or staff member must notify the University of reports made.*

# GE Foundation Courses

## Overview

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

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

## Accessibility

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

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

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

### A. Foundations

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



Course Subject & Number: \_\_\_\_\_

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

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

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

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

Course Subject & Number: \_\_\_\_\_

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

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

Course Subject & Number: \_\_\_\_\_

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

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

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

Course Subject & Number: \_\_\_\_\_

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

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

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

#### **A. Foundations**

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

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Social and Behavioral Sciences**

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

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

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

Course Subject & Number: \_\_\_\_\_

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

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

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

Course Subject & Number: \_\_\_\_\_

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

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

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

**A. Foundations**

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

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Historical *or* Cultural Studies**

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

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

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



Course Subject & Number: \_\_\_\_\_

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

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

Course Subject & Number: \_\_\_\_\_

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

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

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

Course Subject & Number: \_\_\_\_\_

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

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

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

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

Course Subject & Number: \_\_\_\_\_

### A. Foundations

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

### B. Specific Goals of Writing and Information Literacy

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

**Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: \_\_\_\_\_

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

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

Course Subject & Number: \_\_\_\_\_

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

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

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

Course Subject & Number: \_\_\_\_\_

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

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

Course Subject & Number: \_\_\_\_\_

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

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

**A. Foundations**

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

**B. Specific Goals**

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

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



Course Subject & Number: \_\_\_\_\_

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

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

Course Subject & Number: \_\_\_\_\_

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

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

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

Course Subject & Number: \_\_\_\_\_

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

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

### **GE Rationale: Foundations: Natural Science (4 credits)**

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

#### **A. Foundations**

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

Course Subject & Number: \_\_\_\_\_

## **B. Specific Goals for Natural Sciences**

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

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

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

Course Subject & Number: \_\_\_\_\_

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

Course Subject & Number: \_\_\_\_\_

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

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

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

Course Subject & Number: \_\_\_\_\_

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

Course Subject & Number: \_\_\_\_\_

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

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

**A. Foundations**

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

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

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

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



Course Subject & Number: \_\_\_\_\_

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

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

Course Subject & Number: \_\_\_\_\_

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

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