
Term Information

Effective Term Autumn 2022

General Information

Course Bulletin Listing/Subject Area South Asia Studies
Fiscal Unit/Academic Org Near Eastern Languages/Culture - D0554
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2230
Course Title Living Everyday Lives: Systems of Discrimination in the United States and South Asia
Transcript Abbreviation EverydayLives
Course Description The course shows how everyday life in South Asia where caste is a category of oppression compares to everyday life in the United States where race is a category of oppression. Everyday life will also introduce students to how race and caste as categories of oppression interact with gender and ethnicity in the United States and South Asia.
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? 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

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0112
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Race, Ethnic and Gender Diversity

Course Details

Course goals or learning objectives/outcomes

- Evaluate how social categories like race, caste, gender, and ethnicity interact with each other in the United States and South Asia
- Discuss why and how categories like race, caste, gender, and ethnicity stay relevant and exert control in the United States and South Asia
- Understand the concept of intersectionality so as to be able to offer a critique of the concept in the cross-cultural context
- Reflect on how our own privilege or lack thereof influences our choices
- Discuss how our own identities and social positions are a product of our positioning within the race, caste, gender, and ethnicity space
- Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 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.
- Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- Successful students are able to evaluate social and ethnical implications of studying race, gender, and ethnicity.
- Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.
- Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behavior.
- Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

Content Topic List

- Everyday Life
- Race
- Caste
- South Asian Diaspora
- Oppression
- Gender
- Ethnicity
- Intersectionality

Sought Concurrence

No

Attachments

- GE-Foundations Submission.pdf: GE Rationale Form
(GEC Model Curriculum Compliance Stmt. Owner: Blacker, Noah)
- Syllabus SASIA 2230.docx: Syllabus
(Syllabus. Owner: Blacker, Noah)

Comments

- Fix typo in syllabus, please *(by Levi, Scott Cameron on 11/23/2021 10:56 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Blacker, Noah	11/23/2021 09:27 AM	Submitted for Approval
Revision Requested	Levi, Scott Cameron	11/23/2021 10:56 AM	Unit Approval
Submitted	Blacker, Noah	01/12/2022 03:25 PM	Submitted for Approval
Approved	Levi, Scott Cameron	01/19/2022 08:52 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/25/2022 12:52 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/25/2022 12:52 PM	ASCCAO Approval

LIVING EVERYDAY LIVES: SYSTEMS OF DISCRIMINATION IN THE UNITED STATES AND SOUTH ASIA

SASIA 2230

WEDNESDAY AND FRIDAY 9.35-10.55

Course overview

Instructor

Instructor: Ila Nagar

Preferred contact method: by email at nagar.5@osu.edu

Office hours: Tuesday 10am-11am and by appointment

Office Location: Hagerty 320

Course description

The course shows how everyday life in South Asia where caste is a category of oppression compares to everyday life in the United States where race is a category of oppression. *Everyday life* will also introduce students to how race and caste as categories of oppression interact with gender and ethnicity in the United States and South Asia. While the course primarily focuses on South Asia, it also offers a comparison and contrast between caste in India and race in the United States and aims to highlight the similarities and differences between the two. Students will learn about lived experiences with gender and ethnicity as they pertain to South Asia. The course will follow an intersectional approach where students learn how being an upper-caste Hindu male is a fundamentally different experience than being a Dalit (lowest caste) Hindu female. The intersections between categories will become evident in theoretical research students read about race and caste and case studies conducted in the United States and South Asia. Over the course of the semester, students will become familiar with systems of oppression in United States and South Asia as they build an analytical repertoire for the interdisciplinary study of global environments.

Course learning outcomes

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

- Evaluate how social categories like race, caste, gender, and ethnicity interact with each other in the United States and South Asia
- Discuss why and how categories like race, caste, gender, and ethnicity stay relevant and exert control in the United States and South Asia

- Understand the concept of intersectionality so as to be able to offer a critique of the concept in the cross-cultural context
- Reflect on how our own privilege or lack thereof influences our choices
- Discuss how our own identities and social positions are a product of our positioning within the race, caste, gender, and ethnicity space

GE Goals and Outcomes

GE Category: Race, Ethnicity and Gender Foundation

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

Expected Learning Outcomes

- 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.
- 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.
- 1.3 Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4 Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.

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

Expected Learning Outcomes

- 2.1 Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.
- 2.2 Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behavior.
- 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

The course satisfies these outcomes by engaging students in a study how social categories such as caste, race, gender, and ethnicity interact with everyday life in South Asia and the United States. By engaging in in-class activities and readings, students understand how social structures of discrimination apply to different people in different ways. Since this course relies heavily on an intersectional approach, and students will be asked to apply an intersectional lens to the study of caste, race, religion, and ethnicity. Readings in the course emphasize how hierarchy dominates the lived experiences of people. Students will also realize how our own perceptions of self and others relies on categories that we belong to or are forced to belong to.

By way of in-class activities and assignments students come to understand and evaluate their own positions within various social categories and hierarchies.

Required texts

All readings will be made available on carmen or through the library (library.osu.edu).

Course technology

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

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

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

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

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- Carmen Zoom text, audio, and video chat
- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
 - A tablet (e.g., University-issued iPad) is an acceptable alternative as long as you have a keyboard and the capacity to save documents as Word files or PDFs

Necessary software

- Word processor capable of saving in .doc, .docx, or .pdf formats (recommended: [Microsoft Office 365 ProPlus](#)): All Ohio State students are now eligible for free Microsoft

Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets, and five phones.

- Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
- Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.
- You are not required to use Microsoft Office. However, any assignments submitted through Carmen dropbox will *only* be accepted in .doc, .docx, and .pdf formats. No submissions via Google Docs, Box, Word Online, or OneDrive.

Grading and faculty response

Grades

• Assignment or category	• Points
• Discussion Questions. Three per term Due during week 4, week 8, week 12	• 15.5 each
• Editorial. Two per term Due during week 5 and week 10	• 20.10 each
• Walk in my shoes. 1 podcast per term Due during week 9	• 20
• Midterm take-home exam Due during week 9	• 15
• Final project abstract with annotated bibliography Due during week 11	• 15
• Final project poster and description Poster due during week 15. Description due finals week	• 15
• Total	• 100

Assignment information

Discussion Questions: Students will respond to three discussion question prompts that entail thinking about and reflecting upon social justice, implications of diversity, and intersectionality. Prompts will be posted five days before they are due and will be discussed in class. All student responses will be open to the rest of the class to see and comment on. Responses should not be more than 500 words and must include reference to at least one reading. **Value: 5 points each**

Editorial. Students will write two editorials in the course of the semester. We will workshop how to write the editorial during class. Students will research topics discussed in class to use as resources for editorials. The goal of the editorials is to encourage students to consider a news story or a relevant topic from multiple perspectives and present a well thought out opinion. **Value: 10 points each**

Mid-Term Exam. There will be one take-home midterm exam. This exam will cover the first eight weeks of class material. This exam will have essay questions where students will be asked to respond to five questions in 200-250 words. Students will have five days to complete this exam. **Value: 15 points**

Excellent exams will demonstrate **complete understanding** of the basic concepts introduced in the first eight weeks of the class. Essays will be well written, well organized, with clear thesis statements and nearly no mechanical errors. **They will make direct reference to the readings, use actual examples to make their points, and will show an element of original thought.**

Walk in my shoes podcast. Podcasts must be done in a group of two or three around a topic that relates to class material and discussions, but they must present perspectives of individuals, communities, or imagined characters from readings. Students can pick topics after they discuss with each other and the instructor in class. Group members should rehearse their podcasts and present them as a discussion between two 'experts' where facts and opinions are discussed in tandem for consumption by the general public. We will workshop podcasts in class.

Value: 20 points

Final project. The final project is a poster students present to their classmates and a three-page description of the poster they submit on carmen. The project has two parts—final project abstract with annotated bibliography and the poster + three-page description. The project asks students to evaluate their own interactions within these communities and present examples from readings and assignments from class that influenced their poster

Part 1. Project Title, abstract and annotated Bibliography.

Each student will turn in an abstract of their final project along with an annotated bibliography. The abstract should be about 300 words. It should include your thesis statement, which should state clearly and precisely the topic, its significance, and the social, cultural, and political significance of your example. Your annotated bibliography (not part of the 300 word limit) should list no fewer than 5 sources that you will draw from in documenting the claims you make about your example. You should include a minimum of three and a maximum of five sentences per source that explains why it is important for supporting your thesis. Your sources

can include readings on the syllabus, but they must also go beyond what we have read together. They should be critical scholarly or journalistic articles or book chapters

Value: 15 points

Part 2. Final project

Your final project includes a public facing poster you will present on the last day of class and a double-spaced three-page description of the poster that you will submit on carmen. Guidelines for presenting and creating posters will be available on carmen. Posters should present a broad topic such as race, gender, ethnicity and explain how these broad categories interact with each other and how our own positions within these hierarchies affect our view of the hierarchies. Students should support their answers with readings from the class and additional research they conduct on the topic. Resources on organizing, planning, and presenting posters will be available on carmen.

Value: 15 points

No late work will be accepted without consent from the instructor (this consent will only be given in the rarest emergencies). Do your assignments well in advance, save your work frequently and in multiple locations, know where the nearest computer lab is in case of technical problems, and set up alarms. **I recommend you write your Carmen posts in a separate document or copy them before you attempt to post so you have them if the post fails to go through.**

Grading scale

It is your responsibility to keep up with your average and expected grade for the course; I do not give out approximate averages. The best way to calculate an average is to divide the total points you have earned by the total points available to date in the semester, and then multiply by 100.

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

Faculty feedback and response time

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

Grading and feedback

For weekly assignments, you can generally expect feedback within **7 days**. This includes your discussion questions and wiki contributions. Note that feedback on discussion boards will not necessarily be individual; it may consist of a post or comment directed at your whole group, or at a specific thread. For large assignments such as papers or midterms, you can generally expect grades within **two weeks**.

E-mail

I will reply to e-mails within **24 hours on school days**. I make every effort to reply on the same business day to emails sent before 5pm. Receiving an email from me after hours or on the weekend is not a guarantee that I will reply after hours in the future.

Attendance, participation, and discussions

Discussion and communication guidelines

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

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Do not begin your emails to the instructor with “Yo,” write in text-speak, or the like; be reasonably professional. Informality (such as an occasional emoticon) is fine.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **Conduct expectations:** Rules regarding basic classroom interaction remain fairly constant across all classes at the university, and we will maintain that decorum in this class. This course requires a commitment from all of us to maintain collegial, respectful spaces throughout. Because we are in a discussion-based environment and I believe in making the best possible use of your time in our classroom, guidelines governing your behavior in this class are strict. This also applies to communication about class or class-created groups outside of official platforms.

Other course policies

Academic integrity policy

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

Accessibility accommodations for students with disabilities

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Accessibility of course technology

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

- [Carmen \(Canvas\) accessibility](#)

Resources for Success and Well-Being

This course: My approach to teaching is to facilitate student learning and success. I am not interested in penalizing students who are making a good-faith effort to produce high-quality work. We can make a plan for ensuring you can meet course requirements. Consulting early demonstrates your ability to plan ahead and advocate for yourself, and will get more sympathy than a panicked request on the due date.

Academic well-being: There are many resources available at OSU for students who would like academic support, including the Writing Center, Dennis Learning Center, and other services. If you find yourself in circumstances that pose a serious challenge to your ability to keep up academically (e.g. ongoing family crisis, chronic illness, hospitalization, financial crisis, or being a victim of violence), Student Advocacy is available to help you manage the situation.

- Writing Center: <http://cstw.osu.edu>
- Dennis Learning Center: <http://dennislearningcenter.osu.edu>
- Student Advocacy: <http://advocacy.osu.edu>
- An overview of student academic services and other direct links can be found here: <http://advising.osu.edu/welcome.shtml>

- **Personal well-being:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 **by dialing 988 to reach the Suicide and Crisis Lifeline.**

An overview of student well-being services can be found here: <http://ssc.osu.edu>.

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

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

Sexual assault crisis services are available to people of all genders and orientations through the local SARNCO hotline (614-267-7020) and area hospitals. Ongoing support is available through Counseling and Consultation and Wilce Student Health. OSU Hospital, CCS, and SARNCO are confidential. You can also find support and ways to report sexual assault or harassment through the University's Title IX office (<http://titleix.osu.edu>), which does not guarantee confidentiality. Be aware that many other OSU academic and coaching staff are mandatory reporters (required to convey reports of assault to the University) and also cannot guarantee confidentiality. (To be

clear, I absolutely will help you get assistance, but you have a right to be aware of OSU's reporting policies.) Choose the support system that is right for you. Being a victim/survivor of sexual assault is never your fault, and you have the right to compassionate help.

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

Land acknowledgment

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 Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, 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.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Course schedule (tentative)

The course is set up in 15 modules and each module coincides with a week. Readings are not assigned by days that the class meets. Readings and other material are assigned by week. Students are expected to complete the readings for the week by the first day of class each week.

Module 1. Understanding race in America

Goal for the week: Students study, analyze, and discuss the history and modern-day manifestations of race in the United States.

Reading: Isabel Wilkerson. *Caste: Origin of our Discontent*. Part 1: Toxins in the permafrost and heat rising all around. Page 1-35

In class assignments: Watching an excerpt from Martin Luther King Jr. and watching an excerpt from Barack Obama. Students comment on the continued presence of race and strength of the present moment on race

Module 2. Understanding caste in India

Goal for the week: Students study, analyze, and discuss the history and modern-day manifestations of caste in India.

Reading: Nicholas Dirks: *Castes of Mind: Colonialism and the Making of Modern India*. Part 1: The “Invention” of Caste. Pages 1-43

In class assignment: Reading an excerpt from B.R. Ambedkar’s speech *Annihilation of caste*.

Also watching an excerpt from the documentary [Jai Bhim Comrade](#) (2012)

Students comment on the creation of caste, attempts to dismantle caste, as well as the modern manifestations of caste

Module 3. Understanding intersectionality

Goal for the week: Students read a landmark text on intersectionality and discuss the usefulness as well as the critiques of the concept which shows how people experience events differently based on how they are categorized in terms of race, gender, and class. Students will learn to extend the concept to caste

Reading: Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics by Kimberle Crenshaw. Page 139-170

Intersectionality in the news: [Vox](#)

In class assignment: The instructor provides three hypothetical situations to students and students attempt to imagine consequences for the people in the hypothetical situations.

[Remove from syllabus when class is offered: Irrespective of the decisions and opinions students form, they learn eventually that the hypothetical situations were in fact true]

Module 4. Juxtaposing caste and race

Goal for the week: Students decide if caste and race are similar and learn about ways in which they are incomparable. Students also get acquainted with gender as a category of discrimination that interacts with race and caste

Readings: Building Bridges: Articulating Dalit and African American Women’s Solidarity by Shailaja Paik. Page 75-96

Arjun Appadurai: [Comparing race and caste is an interesting idea but](#)

In class assignment: Students write letters to someone they know about what they have learned about caste and race so far.

Module 5. Review week

Goal for the week: Students watch one short film (*Rammatt Gammatt*) and two excerpts from film/television (*The Help* and *Neighborhood*) and respond to these visual representations of caste, race, class, and gender.

Readings: None.

Guest Lecturer: Dr. Madhumita Dutta: *The Geography of Race and Caste*

In class assignment: Where did you grow up?

Module 6. Caste and class

Goal of the week: Students learn about the role caste and social hierarchy that resides in caste has played in the most elite university system in India-the IITs.

Readings: Challenging hierarchies of knowledge in Madras. In *The Caste of Merit: Engineering Education in India*. Harvard University Press. 81-115

In class assignment: In groups of three-four students devise innovative ways to dissolve caste and class based hierarchies. Every group presents their plan to the class and other groups challenge the plan. The students discuss the challenges and get back to each other with alternatives.

Module 7. Race, class, and ethnicity

Goal of the week: Students learn about how the system of education in the United States (and India) devalues ways of speaking. Students learn that language is a critical part of ethnicity and policing language is an extension of policing people.

Readings: (A.W.B) Articulate while Black: Language and racial politics in the United States. In *Articulate While Black: Barack Obama, Language, and Race in the U.S.* Oxford University Press. 31-64

In class assignment: In groups of three-four students devise innovative ways to dissolve race and class based hierarchies. Every group presents their plan to the class and other groups challenge the plan. The students discuss the challenges and get back to each other with alternatives.

Module 8. Caste, class, gender

Goal of the week: Students read a longitudinal study where they engage with the struggles and triumphs of lower caste, lower class, girl from South India. Students learn the about the hardships that class hierarchy paired with caste and gender hierarchy creates for Anjali.

Readings: "Anjali's Alliance: Class Mobility in Urban India," in Diane P. Mines and Sarah Lamb, eds., *Everyday Life in South Asia, Second Edition*, pp. 192-205. Bloomington: Indiana University Press (2010)

Excerpts from chapter about standardized testing for admission to elite institutions and caste hierarchy in *The Caste of Merit: Engineering Education in India*. Harvard University Press.

In class assignment: Students imagine where Anjali should be and decide where she would have landed realistically given the caste, class, and gender hierarchy she had to overcome.

Module 9. Race, class, gender

Goal of the week: Students read a longitudinal study where they engage with the struggles and triumphs of economically disadvantaged Black girl from Brooklyn, New York. Students learn how opportunities to leave social hierarchies behind come with their own perils.

Readings: [When Dasani left Home](#). 2021

In class assignment: Students write their thoughts on the reading individually and reflect on each other's writing as a group. This way students get time for individual reflection but also share their thoughts with their classmates

Module 10. Review week

Goal of the week: Students watch excerpts from films and workshop tweets explaining what they have learned so far. This exercise teaches students to make precise statements about their learning

Readings: Scenes from *Shriman Shrimati* (1982)

Guest Lecturer: Dr. Pranav Jani: Diasporas, caste, and race

Module 11. Living with race and gender

Goal of the week: Students read about life of urban poor in Chicago and how it has been recorded historically. The reading for this week asks students to question perceptions of how people live and who they are

Readings: *Gang leader for a day*. Sudhir Venkatesh. 1-50. 2008

In class assignment: Students are divided into groups of 3-4. Each group is given a social media post, blog post, newspaper article, or product advertisement and they have to write about what is wrong with the example that they have been given in the context of what they have read for the class so far.

Module 12. Living caste and gender

Goal of the week: Students learn about a fundamental why in which caste based discrimination happens in India and engage with the issue physical touching and its role in caste based discrimination.

Readings: *Untouchable citizens: Foreword and Chapter 2 from Practicing Caste* (available as an ebook at library.osu.edu) 2018

In class assignment: Students draw empathy maps where they consider the people they have learned about in the readings and chart how these people feel in the race/caste/gender/ethnicity boxes that they have be assigned.

Module 13. Violence, tribal lands, insurrections

Goal of the week: Students read two short stories of about 15 pages each and learn about the larger ethnic, caste based, gender based, and tribal land-based disputes in the north-east India. This module nudges students to think about ow linguistic and place-based realities interact with larger systems of discrimination and lead to violent.

Readings: 'The Vulture' by Manoj Kumar Goswami and 'Daupadi' by Mahashweta Devi

In class assignment: Students discuss the characters in these short stories and present technology based ideas (apps, drones, camera) to intervene in the lives of the characters.

Module 14. Land as a site of oppression

Goal of the week: Students gets introduced to how environmental factors are the new site of oppression of ethnic and indigenous communities in Northeast India.

Readings: Makiko Kimura *The forest as a site of conflict*. 2017

DOI <https://doi-org.proxy.lib.ohio-state.edu/10.4324/9781315270821>

In class assignment: Students write short pieces on how they interact with their own lived environments and how privilege translates to how we interact with our environments.

Module 15. Review week

Goal of the week: Review of all the reading material, short films, and film clips students have engaged with. Students also get a sense of what they might have missed in a foundations class and how to engage in further study of the subject matter

In class assignment: Students compare and contrast caste in South Asia and race in the United States; being a Dalit woman in India and being a Black woman in the United States; being Muslim in India and being Muslim in the United States

GE Foundation Courses

Overview

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

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

Accessibility

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

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

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

A. Foundations

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

This 2000 level course shows how everyday life in South Asia where caste is a category of oppression compares to everyday life in the United States where race is a category of oppression. The course offers a comparison and contrast between caste in India and race in the United States and aims to highlight the similarities and differences between the two. The course will follow an intersectional approach where students learn how being members of different caste, race, gender, or ethnicity-based categories reflects on peoples lived experiences. The intersections between categories will become evident in theoretical research students read about race and caste and case studies conducted in the United States and South Asia. Over the course of the semester, students will become familiar with systems of oppression in United States and South Asia as they build an analytical repertoire for the interdisciplinary study of global environments. Features of this course that speak to its foundational nature:

1. The readings for the course are chosen to ascertain that students from any background can engage with the material and learn from it. Since this is a foundations course, the readings for each week do not exceed 30 pages. Students also watch three films in the course of the semester
2. The 14 modules of the course coincide with weeks and each week students focus on one reading where students learn about fundamental concepts pertaining to race, gender, caste, and ethnicity
3. Students spend considerable time in class participating in activities that are meant to encourage critical and intersectional thinking around topics related to caste, race, gender, and ethnicity. They learn from exchanging idea in addition to learning from readings in a "safe" classroom environment where patience, discipline, and mindfulness are encouraged
4. After every four weeks there is a review week where students are given time and resources to "rest and reflect" on the material they have been studying.

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)

Linked course goal: Understand the concept of intersectionality so as to be able to offer a critique of the concept in the cross-cultural context

Linked course topics: Week 7 where students learn about the real life implications of speaking in certain ways
Week 8 where students learn about how education interacts with class mobility and how caste plays a critical role in defining who gets to be part of 'elite' engineering institutions in India
Week 9 where students learn about the impossibility of being woman, black, and poor

Example activities/assignments: When Barack Obama was running for President of the United States in 2008, he had to encounter his own race and how that would interact with his status as Commander-in-Chief. He gave a speech on race where he grappled with the idea of growing up as a black man in America. When Narendra Modi was running for Prime Minister of India in 2014, he emphasized his status as a lower class/lower-caste man who was one a chai wala 'tea-seller' at a railway station. While both men occupy marked positions in the social hierarchies in their respective societies, their representation of their own positionality stands in contrast with what other people in similar positions are allowed to do and be. During weeks 7, 8, 9 students learn about how people from different genders, castes, races, and religions are evaluated. Discussion question 2 will directly address describing and evaluating social position and their representations.

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)

Linked course goal: Discuss why and how categories like race, caste, gender, and ethnicity stay relevant and exert control in the United States and South Asia

Linked course topics: Readings and discussions from week 1, 2, and 3 directly relate to this ELO. Additionally, every week will address the pervasive nature of categories such as race, caste, gender, and ethnicity. During weeks 7, 8, and 9 students will learn about how language, place, and education contribute to the persistence of these systems of power, during weeks 13 and 14 students learn about how dialogue around environment and land rights plays into stripping people in tribal areas, whose language and religion mark them as an ethnicity, of their rights.

Example activities/assignments: The readings for this class build on each other in emphasizing that social categories function with broader structures of power and that lives of some individuals are differently affected than lives of other individuals. Students also learn about the role of colonialism in the continued presence of caste hierarchies in India and the role of White nationalism in the continued presence of race based hierarchies in the United States. The two editorials that students will write as well as the podcast speak directly to defining how power is experienced and how it thrives in societies.

In class assignment for week 12: Students draw empathy maps where they consider the people they have learned about in the readings and chart how these people feel in the race/caste/gender/ethnicity boxes that they have been assigned.

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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)

Linked course goal: Understand the concept of intersectionality so as to be able to offer a critique of the concept in the cross-cultural context

Linked course topics: Weeks 3 and 4, review week 5, weeks 6, 7, and 8 speak most directly to intersections between categories such as gender, race, caste, and ethnicity. It must be noted that every week students work with some aspect of this ELO.

Example activities/assignments: The podcast, midterms, final project, two editorials will ask students to engage with some aspect of interactions between social categories. In week 3, students read Kimberly Crenshaw's landmark paper about intersectionality in gender and race and in week 4, students read Shailaja's Paik paper on the bridges between the struggles of Dalit women in India and Black women in America and how the struggles of these two distinct and geographically distant categories survive with their respective structures of power. The discussion questions that students ask and discuss during these weeks ascertain that they think deeper into how race, gender, ethnicity, and caste function in conjunction with each other.

In class assignment for week 8: Students imagine where Anjali should be and decide where she would have landed realistically given the caste, class, and gender hierarchy she had to overcome.

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)

Linked course goal: Reflect on how our own privilege or lack thereof influences our choices. Discuss how their own identities and social positions are a product of their positioning within the race, caste, gender, and ethnicity space

Linked course topics: During the last eight weeks of the semester, students engage in several weeks worth of in-class exercises that force them to consider how social categories, others' and their own, alter their perceptions of studying caste, race, gender, and ethnicity.

Example activities/assignments: In class assignment for week 4: In class assignment: Students write letters to someone they know about what they have learned about caste and race so far

In class assignment for weeks 5 and 6: In groups of three-four students devise innovative ways to dissolve caste (and race) and class based hierarchies. Every group presents their plan to the class and other groups challenge the plan. The students discuss the challenges and get back to each other with alternatives

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)

Linked course goal: Reflect on how our own privilege or lack thereof influences our choices. Discuss how our own identities and social positions are a product of our positioning within the race, caste, gender, and ethnicity space

Linked course topics: Almost every week of the class will ask students to evaluate their own positionalities from different perspectives while applying an intersectional lens to their surrounding if possible. For example, during review week 5 which focuses on caste, race, and space, students will be asked about where they grew up. This exercise is meant to force students to think about how zip codes (in the American context) and localities (in the Indian context) influence possibilities

Example activities/assignments: The podcast assignment asks students to "present perspectives of individuals, communities, or imagined characters from readings". This assignment will require students to reflect on their own positionalities.

In class assignment for week 3: The instructor provides three hypothetical situations to students and students attempt to imagine consequences for the people in the hypothetical situations. [Remove from syllabus when class is offered: Irrespective of the decisions and opinions students form, they learn eventually that the hypothetical situations were in fact true]

In class assignment for week 4: Students write letters to someone they know about what they have learned about caste and race so far

In class assignment for week 9: Students write their thoughts on the reading individually and reflect on each other's writing as a group. This way students get time for individual reflection but also share their thoughts with their classmates

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)

Linked course goal: Understand the concept of intersectionality so as to be able to offer a critique of the concept in the cross-cultural context

Reflect on how our own privilege or lack thereof influences our choices

Discuss how our own identities and social positions are a product of our positioning within the race, caste, gender, and ethnicity space

Linked course topics: The course is built on students evaluating perceptions of difference and this forms an important part of weekly readings and in class assignments.

Example activities/assignments: The podcast assignment asks students to "present perspectives of individuals, communities, or imagined characters from readings". This assignment will require students to reflect on their own positionalities.

The two stage final exam project will also ask students to critically examine social categories, our perception of social categories, as well as our positionality within these categories and how this affects our interactions with the world around us.

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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.

Linked course goal: Evaluate how social categories like race, caste, gender, and ethnicity interact with each other in the United States and South Asia
Reflect on how our own privilege or lack thereof influences our choices
Discuss how our own identities and social positions are a product of our positioning within the race, caste, gender, and ethnicity space

Linked course topics: The course is built on students evaluating lived experiences as they interact with social categories. This forms an important part of several weekly readings and in class assignments.

Example activities/assignments: Part 2 of the final project asks students to "present a broad topic such as race, gender, ethnicity and explain how these broad categories interact with each other and how our own positions within these hierarchies affect our view of the hierarchies. Students should support their answers with readings from the class and additional research they conduct on the topic."
The podcast and several in class activities also ask students to evaluate this question

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.

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)

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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.

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)

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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)

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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)

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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)

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)

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)

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.

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)*

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)

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)

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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)

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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)